Available on: https://jsshrs.ep-journals.org/ E-ISSN: 3051-3561, P-ISSN: 3051-3553

Journal of Social Science and Human Research Studies

Volume : 02 Issue : 07 July-2026

Resource Management Learning Strategies: Its Effects on the Academic Performance of the Grade Six Pupils Incluster 1 of Sirawai District Schools Division of Zamboanga Del Norte

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Published Date: July 07, 2026 **Article DOI: 10.65150/EP-jsshrs/V2E7/2026-04**

ABSTRACT: This study aimed to assess the resource management learning strategies and their relationship with the academic performance of the Grade Six pupils in Cluster 1 of Sirawai District, Schools Division of Zamboanga del Norte, during the 1st to 3rd quarters of the school year 2025-2026. It utilized survey and descriptive-correlational research methods. There were two hundred thirty-three (233) pupils who served as respondents. Weighted mean, standard deviation, and Spearman Rank-Order Correlation Coefficient (Spearman rho) were the statistical tools used with MS Excel Data Analysis ToolPak and JAMOVI as the statistical software. The overall perceived level of resource management learning strategies among Grade 6 pupils is High (AWV = 3.64). Time and environment received the highest rating (AWV = 3.79), while effort regulation received the lowest among the four indicators, with an AWV of 3.47. The average weighted value of academic performance is 2.92 (Satisfactory), corresponding to 80–84%. A majority (42.92%) achieved Fairly Satisfactory (75–79%), followed by Satisfactory (28.76%), Very Satisfactory (21.89%), and Outstanding (6.44%). No respondent falls under the "Did not meet expectations" category. There was a significant, large/high positive correlation (rho = 0.574, $p < 0.01$) between the levels of resource management learning strategies and the respondents' academic performance. This indicates that as the use of these strategies increases, academic performance also tends to increase.

Based on the findings, the author recommends that the Department of Education, through the School Heads, provide instructional leadership by ensuring that teachers integrate resource management strategies (time management, effort regulation, peer learning, help-seeking) into daily lessons. It is also recommended that the result of this study would be discuss during the Learning Action Cell (LACs) session focused on evidence-based practices for developing self-regulated learners. Support teachers in organizing structured group study sessions and peer tutoring programs by allocating time within the school schedule and providing necessary materials.

KEYWORDS: resource management learning strategies, academic performance, Grade six pupils, Sirawai, Zamboanga del Norte

INTRODUCTION

Resource management learning strategies such as managing time and study environment, regulating effort, engaging in peer learning, and seeking help are central components of self-regulated learning that enable pupils to use both internal and external resources more efficiently. International evidence shows that students who more consistently apply these strategies tend to obtain higher grades, even if the effects are modest, because they study in more focused ways and persist when tasks are difficult (Vaezi et al., 2018). Theobald (2021) meta-analytic work further demonstrates that when resource-management skills are explicitly taught through self-regulated learning programs, learners improve both their strategic behaviors and academic performance, with small-to-moderate gains in achievement across many courses. These findings suggest that resource management learning strategies are not merely supporting skills but powerful levers for enhancing academic performance in basic education.

Academic performance refers to the measurable learning outcomes of pupils as reflected in their grades, achievement scores, and ability to meet expected competencies. In basic education, academic performance is influenced not only by learners' intelligence but also by their study habits, motivation, family support, classroom engagement, and access to learning resources. Dagoc and Oco (2024) emphasized that pupils with strong study habits, particularly in time management, learning space organization, reading, note-taking, and motivation, tend to obtain higher academic averages. Similarly, Piamonte and Ventura-Escote (2023) found that teachers' delivery of learning, parental involvement, and pupils' active participation contribute significantly to learners' academic achievement. Thus, academic performance in this study is viewed as the extent to which Grade Six pupils attain the required learning standards, particularly as reflected in their grades from the first to third quarter.

The importance of such strategies is increasingly emphasized in contemporary schooling, where learners must cope with dense curricula, a wide range of learning resources, and, in many cases, blended or technology-rich environments. A recent meta-analysis on self-regulated learning

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interventions in K–12 and higher education found that programs which strengthen planning, monitoring, and resource management skills produce a moderate positive effect on students' academic achievement in online and blended settings (Xu, Zhao, Zhang, Liew, & Kogut, 2023). In the Philippine context, empirical evidence likewise indicates that students with stronger study habits especially in organizing study time and managing schoolwork tend to have better grades, underscoring the need to cultivate these skills systematically through school-based programs and guidance services. For Grade Six pupils who are preparing to transition to junior high school, developing robust resource management learning strategies is therefore crucial for sustaining academic success in more demanding future coursework (Dimal & Salva, 2025).

A growing body of research has clarified the relationship between resource management–related strategies and academic performance. Meta-analytic evidence on self-regulated learning strategies shows that time management, effort regulation, and help-seeking are positively, though modestly, associated with students' academic outcomes, confirming that how learners manage their resources matters for achievement across subjects (Zhao, Xu, Zhang, & Liew, 2025). At the same time, school-level studies have demonstrated that specific facets of resource management, such as time-management skills, show significant positive correlations with grades as seen among Grade 9 students in a public school in Davao City, where better time management was linked to higher academic performance (Camangyan, 2023).

Despite these advances, important research gaps remain, particularly in Philippine basic education and in specific local contexts. Existing local studies tend to focus on general metacognitive strategies or broad study habits, such as investigations of Grade 4 pupils' metacognitive strategies and social studies achievement in Valencia City (Alecida & Marcia, 2025) and correlational research on study habits, attitudes, and academic performance among junior high school students in Davao del Norte (Labrador et al., 2024). However, few, if any, empirical studies have examined in detail how resource management learning strategies particularly time and study environment management, effort regulation, peer learning, and help-seeking specifically influence the academic performance of Grade Six pupils in the Sirawai District, Schools Division of Zamboanga del Norte. This gap highlights the need for a localized investigation that will describe pupils' level of resource management learning strategies, determine their relationship with academic performance, and generate context-specific insights that can guide instructional practices and intervention programs in Sirawai District.

LITERATURE

Resource management learning strategies

Resource management learning strategies are commonly framed within self-regulated learning as the set of behaviors students use to manage time, learning environments, effort, and access to support. In a study on emergency remote teaching, Naujoks and colleagues described external resource management strategies specifically environment structuring, time management, and help-seeking as key components that allow learners to create supportive conditions for studying despite disruptions in normal schooling (Naujoks et al., 2021). Similarly, a longitudinal study of Spanish secondary students found that resource management strategies defined as managing temporal and situational aspects, organizing materials, seeking help, and collaborating with peers were the most frequently used learning strategies and showed consistent patterns over time, highlighting their central role in students' everyday study practices (Castejón et al., 2021).

Time and Environment

Research into time and environment management as part of resource-management learning strategies underscores their significant role in students' self-regulated learning and academic outcomes. Lourenço et al. (2024) found that primary-school students in Portugal who engaged in planned time-management behaviors over both short and long terms demonstrated better academic performance, highlighting the importance of proactive scheduling and temporal self-regulation. Meanwhile, Hsu (2023) analyzed junior high learners' learning-log data from a digital learning system and observed that not only did the total amount of time allocated matter, but how students divided their time among different phases and the environmental conditions of their learning (quiet vs. distracted) significantly differentiated performance levels, pointing to environment-management as a critical component alongside time use.

Effort Regulation

Effort regulation students' capacity to persist and keep working even when tasks are difficult has been highlighted in several Philippine studies on self-regulated learning. The senior high school STEM students from three public "mega schools" in Pangasinan and reported generally moderate to high mean scores for the effort regulation subscale, suggesting that many Filipino learners actively sustain their effort in mathematics even when they encounter challenging content (Apostol, 2023). Similarly, Ramos et al. (2023) investigated Grade 8 learners in a mobile technology-integrated mathematics classroom in San Jose Community High School using the full MSLQ, where effort regulation was included alongside time and study management, help-seeking, and other strategies; their multiple regression model showed that the set of self-regulated learning strategies (including effort regulation) significantly predicted about 69% of the variance in students' post-test mathematics scores, underscoring that sustained effort and persistence are crucial ingredients of successful math learning in Philippine basic education.

Peer Learning

Philippine research has increasingly shown that peer learning is a powerful strategy for improving students' academic performance. In a study of Grade VI pupils from public elementary schools in Laguindingan District, Cagatan and Quirap (2024) found that higher levels of collaborative learning characterized by positive interdependence, promotive interaction, and individual accountability were significantly associated with better academic performance, suggesting that working with classmates meaningfully enhances understanding and achievement. Dalisay (2024) used a quasi-experimental design with Grade 11 students at Tanauan City Integrated High School and reported that the use of peer learning strategies in teaching exponential functions in General Mathematics led to significant gains in test scores and more active classroom engagement, with students themselves acknowledging that peer learning helped them perform better and participate more in class.

Help-Seeking

In the Philippines, help-seeking behaviour among students has been explored primarily in the context of mental health and counselling services rather than strictly academic resource-management, yet the findings offer important insights applicable to schooling and academic support

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contexts. Pantaleon and Luzviminda (2022) conducted a qualitative study of Filipino university students' help-seeking processes and revealed that problem-awareness, the decision to seek help, and the available support systems strongly influenced whether students approached informal (family/friends) or formal (counsellors/professionals) sources for assistance, highlighting that cultural factor such as shame or collectivism can inhibit help-seeking. Martinez et al. (2020) carried out a systematic review on Filipino help-seeking for mental health problems and found numerous barriers including stigma, lack of awareness, and limited-service access, which together reduce effective help-seeking behavior among Filipino youth. While these studies focus on psychological and counselling help-seeking, the identified blocking factors (e.g., stigma, low awareness, reliance on informal networks) can similarly apply to academic help-seeking among pupils suggesting that unless pupils feel socially and academically safe to ask for help, they may under-use important academic supports, which in turn can affect their academic performance.

Academic Performance

Piamonte and Ventura-Escote (2023) found that learners generally obtained satisfactory to high test scores, and examined how teachers' delivery of learning, parental involvement, and pupils' engagement contributed to these outcomes, noting that strong home–school collaboration and active pupil participation help sustain performance even in blended learning conditions. Similarly, focusing specifically on Grade 6 learners in Buguias et al. (2025) reported that pupils reached a "very satisfactory" level of academic performance despite facing substantial socio-economic and psychological challenges, and showed that socio-economic status and psychological factors significantly influenced achievement patterns across school clusters, underscoring that resilience alone is not enough without targeted support for disadvantaged learners.

Conceptual Framework

The conceptual framework is illustrated in Figure 1. Part I highlights the independent variable, resource management learning strategies, which is measured through five indicators, namely: time and environment, effort regulation, peer learning, and help-seeking. This section consists of eighteen (18) items designed to assess the respondents' level of resource management learning strategies. Part II presents the dependent variable, students' academic performance, which is evaluated based on the DepEd grading system.

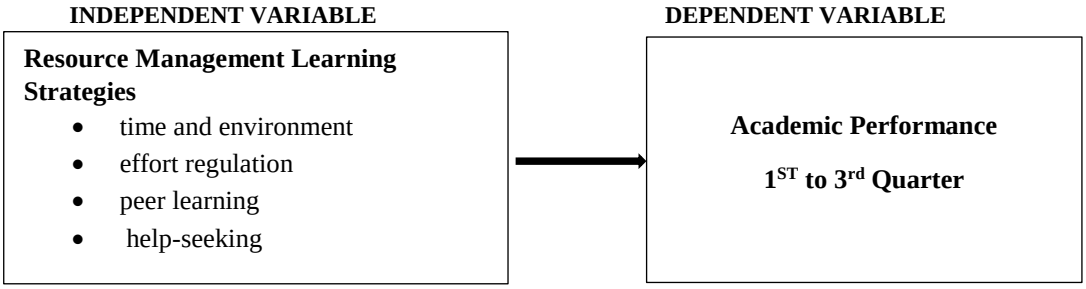


Figure 1. Conceptual Framework of the Study

Statement of the Problem

This study aimed to determine the resource management learning strategies and their relationship with the academic performance of the grade six pupils in cluster 1 of Sirawai District, Schools Division of Zamboanga del Norte during the 1st to 3rd quarter school year 2025-2026.

Specifically, it sought to answer the following questions:

1. What is the respondents' perceived level of resource management learning strategies in terms of:
1.1. time and environment;
1.2. effort regulation;
1.3. peer learning; and
1.4. help-seeking?
2. What is the respondents' level of academic performance?
3. Is there a significant relationship between the perceived level of resource management learning strategies and level of academic performance?

Hypotheses

1. There is no significant relationship in the perceived level of resource management learning strategies and level of academic performance.

Scope and Limitations of the Study

This study is limited to the resource management learning strategies and how they affect the students' academic performance among two hundred thirty-three (233) grade six pupils in Sirawai District, Schools Division of Zamboanga Del Norte during the 1st to 3rd quarter of the school year 2025-2026. The study focused on four indicators, such as time and environment, effort regulation, peer learning, and help-seeking, with eighteen (18) items related to resource management learning strategies as the independent variables. Academic performance, the dependent variable, was based on respondents' grades for the 1st to 3rd quarter of the school year 2025–2026, as officially provided by the class adviser.

RESEARCH METHODOLOGY

Method Used

The study utilized survey and descriptive-correlational research methods. The researcher utilized the survey method to collect data on the resource management learning strategies and academic performance through a questionnaire. According to Lijuan (2024), "survey research is a data collection method used to obtain subject-related information, also referred to as the questionnaire method. It is often used in conjunction with other research methods such as experimental methods and observational methods. In survey research, researchers collect data on individual sensations, motivations, attitudes, values, experiences, and other aspects using predetermined questions in the form of questionnaires or interviews." Creswell and Guetterman (2019) define correlational research as the systematic investigation of relationships among two or more variables,

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conducted without any experimental manipulation of those variables. Correlational research is a non-experimental approach in which a researcher quantifies variables and assesses the statistical relationship between the resource management learning strategies and academic performance, without the influence of extraneous variables.

Research Instrument

The questionnaire used in the study consisted of three parts: Part I: Demographic Profile consists of: gender, age, family income, ethnic background, and parental education; Part II: resource management learning strategies adopted from Pintrich, P. R. (1991), with four indicators, namely: time and environment, effort regulation, peer learning and help-seeking; Part III: Pupils Academic Performance is the actual performance of pupils taken from teachers.

Scoring Procedure

Resource Management Learning Strategies

Scale	Range of Values	Description	Interpretation
5	4.21-5.00	Strongly agree	Very High
4	3.41-4.20	Agree	High
3	2.61-3.40	Somewhat Agree	Average
2	1.81-2.60	Disagree	Low
1	1.00-1.80	Strongly Disagree	Very Low

Academic Performance

Scale	Description (DepEd Descriptor)	Grading Scale	Remarks
5	Outstanding	90 – 100	Passed
4	Very Satisfactory	85 – 89	Passed
3	Satisfactory	80 – 84	Passed
2	Fair Satisfactory	75 – 79	Passed
1	Did Not Meet Expectation	Below 75	Failed

Ethical Consideration

This study secured approval from the Research and Ethics Committee of the Department of Education before the conduct of data gathering. Informed consent was obtained from the institution and the individual respondents prior to their participation. The questionnaire was written in clear and understandable language to ensure voluntary and informed participation. The identities of the respondents were kept anonymous, and all information gathered was treated with strict confidentiality. Only essential research data were retained for academic and future research purposes.

Statistical Treatment of the Data

Presented below are the statistical tools utilized in the treatment and analysis of the data gathered.

Weighted Mean. This is used to quantify the respondents' ratings of the resource management learning strategies and academic performance.

Standard Deviation. This is used to determine the homogeneity and heterogeneity of the employee's score, where SD ≤ 3 is homogenous and SD > 3 is heterogeneous Aiken & Susane (2001); Refugio et al. (2019).

Spearman Rank-Order Correlation Coefficient (Spearman Rho). This is used to determine the correlation between the resource management learning strategies and academic performance. The following guide in interpreting the correlation value proposed by Cohen et al. (2014) was utilized in this study:

Value	Size	Interpretation
±0.50 to ±1.00	Large	High positive/negative correlation
±0.30 to ±.49	Medium	Moderate positive/negative correlation
±0.10 to ±0.29	Small	Low positive/negative correlation
±0.01 to ±0.09	Negligible	Slight positive/negative correlation
		No correlation

DATA PRESENTATION AND ANALYSIS

The data are presented following the statement of the problems of the current study. The study aimed to answer the following questions:

1. What is the respondents' perceived level of resource management learning strategies in terms of:

1.1. time and environment;

1.2. effort regulation;

1.3. peer learning; and

1.4. help-seeking?

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Table 1: Perceived Level of Resource Management Learning Strategies in Terms of Time and Environment

A. Time and environment	AWV	SD	Description	Interpretation
1. I usually study in a place where I can concentrate on my coursework.	4.11	0.83	Agree	High
2. I make good use of my study time for this course.	3.85	0.83	Agree	High
3. I have a regular place set aside for studying.	3.88	0.89	Agree	High
4. I make sure I keep up with the weekly readings and assignments for this course.	3.84	0.88	Agree	High
5. I attend class regularly.	4.03	0.83	Agree	High
6. I often find that I don't spend very much time on this course because of other activities.	3.57	0.92	Agree	High
7. I rarely find time to review my notes or readings before an exam.	3.24	0.98	Agree	High
Overall	**3.79**	**0.67**	Agree	High

AWV=Average Weighted Value, SD=Standard Deviation

Table 1 reflects the perceived level of resource management learning strategies in terms of time and environment. The data deduce that the perceived level of resource management learning strategies in terms of time and environment yielded an overall mean of 3.79 (SD = 0.67), interpreted as High. This indicates that Grade 6 pupils in Cluster 1 of Sirawai District generally employ effective practices in organizing their study environment and managing their time. The highest-rated item was "I usually study in a place where I can concentrate on my coursework" (AWV = 4.11, SD = 0.83), highlighting learners' awareness of the importance of a conducive physical setting. Recent Philippine research affirms that a structured home learning environment and consistent study routines are significant predictors of academic engagement among intermediate pupils (Madalo et al., 2025). Additionally, the Department of Education's MATATAG Curriculum emphasizes the development of self-regulated learning skills, including time management, as part of the foundational competencies for Grade 6 learners (DepEd, 2024). However, the lower ratings for items such as "I rarely find time to review my notes or readings before an exam" (AWV = 3.24, SD = 0.98) suggest that while learners recognize the value of time management, actual review habits remain an area for improvement. This pattern is consistent with findings from the Philippine Institute for Development Studies (Albert et al., 2026), which noted that learners from low-income and low-education households often struggle with sustaining independent study habits despite favorable attitudes. Overall, the high perceived level of resource management in time and environment provides a promising foundation for implementing targeted interventions that further strengthen these self-regulatory skills.

Table 2: Perceived Level of Resource Management Learning Strategies in Terms of Effort Regulation

B. Effort Regulation	AWV	SD	Description	Interpretation
1. I often feel so lazy or bored when I study for this class that I quit before I finish what I planned to do.	3.25	1.03	Somewhat Agree	Average
2. I work hard to do well in this class even if I don't like what we are doing.	3.60	0.91	Agree	High
3. When coursework is difficult, I give up or only study the easy parts.	3.08	0.95	Somewhat Agree	Average
4. Even when course materials are dull and uninteresting, I manage to keep working until I finish.	3.92	0.89	Agree	High
Overall	**3.47**	**0.68**	**Agree**	**High**

AWV=Average Weighted Value, SD=Standard Deviation

Table 2 discloses the perceived level of resource management learning strategies in terms of effort regulation. The perceived level of resource management learning strategies in terms of effort regulation yielded an overall mean of 3.47 (SD = 0.68), interpreted as High. This suggests that Grade 6 pupils in Cluster 1 of Sirawai District generally demonstrate a commendable ability to regulate their effort despite challenges. However, a closer examination of individual items reveals variability in specific effort-related behaviors. The highest-rated item was "Even when course materials are dull and uninteresting, I manage to keep working until I finish" (AWV = 3.92, SD = 0.89), indicating that learners possess perseverance when faced with unengaging content. Similarly, "I work hard to do well in this class even if I don't like what we are doing" (AWV = 3.60, SD = 0.91) reflects a level of goal-oriented motivation. In contrast, lower ratings were observed for "When course work is difficult, I give up or only study the easy parts" (AWV= 3.08, SD = 0.95) and "I often feel so lazy or bored when I study for this class that I quit before I finish what I planned to do" (AWV = 3.25, SD = 1.03), both interpreted as Average. These findings align with recent Philippine studies that highlight the importance of grit and perseverance in academic achievement, particularly among learners in geographically isolated and disadvantaged areas (Dela Cruz & Reyes, 2026). The Department of Education's MATATAG Curriculum explicitly integrates the development of socio-emotional skills, including resilience and persistence, as foundational competencies for intermediate learners (DepEd, 2024). Moreover, EDCOM II (2025)

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emphasized that effort regulation is a critical predictor of learning recovery, noting that learners who demonstrate high persistence are more likely to overcome gaps in foundational skills. The moderate scores on items related to giving up when coursework is difficult suggest that while learners generally strive to exert effort, targeted interventions focusing on growth mindset and coping strategies for academic challenges could further strengthen their effort regulation capabilities (Philippine Institute for Development Studies, 2026).

Table 3: Perceived Level of Resource Management Learning Strategies in Terms of Peer Learning

C. Peer Learning	AWV	SD	Description	Interpretation
1. When studying for this course, I often try to explain the material to a classmate or a friend.	4.06	2.72	Agree	High
2. I try to work with other students from this class to complete the course assignments.	3.94	0.86	Agree	High
3. When studying for this course, I often set aside time to discuss the course material with a group of students from the class.	2.56	1.09	Disagree	Low
Overall	**3.52**	**1.44**	**Agree**	**High**

AWV=Average Weighted Value, SD=Standard Deviation

Table 3 exhibits the perceived level of resource management learning strategies in terms of peer learning. The data show that the overall mean is 3.52 with a standard deviation of 1.44, and is interpreted as high. However, a closer look at the individual items reveals notable variation. Pupils strongly agreed with "When studying for this course, I often try to explain the material to a classmate or a friend" (AWV = 4.06, SD = 2.72) and "I try to work with other students from this class to complete the course assignments" (AWV = 3.94, SD = 0.86), indicating active engagement in informal peer teaching and collaborative task completion. In contrast, the item "When studying for this course, I often set aside time to discuss the course material with a group of students from the class" received a low mean of 2.56 (SD = 1.09), interpreted as Disagree. This entails that while learners frequently engage in dyadic peer interactions, they rarely participate in structured group study sessions. This pattern aligns with recent Philippine research emphasizing the effectiveness of collaborative learning in improving comprehension and motivation, particularly when structured group activities are integrated into classroom routines (Gonzales & Santos, 2026). The Department of Education's MATATAG Curriculum promotes peer collaboration as a key strategy for developing critical thinking and communication skills, yet it also acknowledges that such practices require explicit teacher facilitation to become consistent among learners (DepEd, 2024). Additionally, EDCOM II (2025) noted that peer learning is underutilized in many public schools due to limited class time and large class sizes, which may explain the low frequency of organized group discussions. The high level of informal peer support is promising, but the lack of structured group study highlights an opportunity for teachers to incorporate guided peer-learning activities to further enhance resource management skills among Grade 6 pupils.

Table 4: Perceived Level of Resource Management Learning Strategies in Terms of Help-Seeking

D. Help-Seeking	AWV	SD	Description	Interpretation
1. Even if I have trouble learning the material in this class, I try to do the work on my own, without help from anyone	2.52	1.05	Disagree	Low
2. I ask the teacher to clarify concepts I don't understand well.	4.03	0.80	Agree	High
3. When I can't understand the material in this course, I ask another student in this class for help.	3.97	0.90	Agree	High
4. I try to identify students in this class whom I can ask for help if necessary.	4.12	0.79	Agree	High
Overall	**3.66**	**0.67**	**Agree**	**High**

AWV=Average Weighted Value, SD=Standard Deviation

Table 4 conveys the perceived level of resource management learning strategies in terms of help-seeking. The perceived level of resource management learning strategies in terms of help-seeking yielded an overall mean of 3.66 (SD = 0.67), interpreted as High. This indicates that the respondents generally demonstrate adaptive help-seeking behaviors. Notably, the highest-rated items are "I try to identify students in this class whom I can ask for help if necessary" (AWV = 4.12, SD = 0.79), "I ask the teacher to clarify concepts I don't understand well" (AWV = 4.03, SD = 0.80), and "When I can't understand the material in this course, I ask another student in this class for help" (AWV = 3.97, SD = 0.90), all interpreted as High. In contrast, the item "Even if I have trouble learning the material in this class, I try to do the work on my own, without help from anyone" received a low mean of 2.52 (SD = 1.05), interpreted as Disagree. This pattern suggests that pupils actively seek both teacher and peer assistance rather than relying solely on independent problem-solving. Current Philippine research highlights the importance of help-seeking as a self-regulatory strategy that supports academic resilience, particularly in resource-limited contexts (Aguilar et al., 2026). The Department of Education's MATATAG Curriculum encourages collaborative learning environments where pupils feel safe to ask questions and seek clarification, recognizing that effective help-seeking reduces learning gaps and promotes deeper understanding (DepEd, 2024). However, EDCOM II (2025) noted that in many public schools, large class sizes and limited teacher availability may constrain opportunities for individualized assistance,

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making peer support an essential complement. The strong preference for peer help in this study aligns with findings from a 2026 Philippine study on classroom dynamics, which reported that intermediate pupils are more likely to seek help from classmates due to perceived approachability and reduced fear of judgment (Layson & Fernandez, 2025). The low endorsement of solitary struggle indicates that learners value social resources in their learning process, a positive disposition that can be leveraged through structured peer tutoring and teacher-facilitated support systems.

Table 5: Summary of the Perceived Level of Resource Management Learning

Indicators	AWV	SD	Description	Interpretation
A. Time Environment	3.79	0.67	Agree	High
B. Effort Regulation	3.47	0.68	Agree	High
C. Peer Learning	3,52	1.44	Agree	High
D. Help-Seeking	3.66	0.67	Agree	High
Overall	**3.64**	**0.60**	**Agree**	**High**

AWV=Average Weighted Value, SD=Standard Deviation

Table 5 summarizes the perceived level of resource management learning. As can be seen in the table, the overall perceived level of resource management learning strategies among Grade 6 pupils was high (AWV = 3.64, SD = 0.60). Time and Environment received the highest rating (AWV = 3.79), followed by Help-Seeking (AWV = 3.66), Peer Learning (AWV = 3.52), and Effort Regulation (AWV = 3.47). These findings reflect national priorities under the MATATAG Curriculum, which emphasizes self-regulated learning competencies such as time organization, persistence, and collaboration (DepEd, 2024). The strong help-seeking orientation aligns with recent Philippine studies showing that intermediate pupils who actively seek teacher and peer support demonstrate higher academic engagement (Aguilar et al., 2026). However, the relatively lower effort regulation scores echo EDCOM II's (2025) observation that many learners struggle with sustained persistence when tasks become challenging. The variability in peer learning further suggests that while informal peer interactions are common, structured collaborative learning remains underutilized (Madalo et al., 2025).

2. What is the respondents' level of academic performance?

Table 6: Level of Academic Performance of the Respondents

Scale	Range of Values		Description	F	%	AWV	Description
1	1.00-1.80	below 75	Did not meet expectations	0	0.00	**2.92**	**Satisfactory**
2	1.81-2.60	75-79	Fairly Satisfactory	100	42.92		
3	2.61-3.40	80-84	Satisfactory	67	28.76		
4	3.41-4.20	85-89	Very Satisfactory	51	21.89		
5	4.21-5.00	90-100	Outstanding	15	6.44		

F=Frequency, %=percent, AWV=Average Weighted Value

Table 6 shows the level of academic performance of the respondents. The distribution indicates that a majority of the learners (71.68%) are performing within the Fairly Satisfactory to Satisfactory range, with a smaller but notable group achieving higher levels. The absence of learners in the "Did not meet expectations" bracket is a positive finding, suggesting that foundational learning gaps may have been partially addressed through interventions such as the National Learning Recovery Program (NLRP) and the MATATAG Curriculum, which were designed to address pandemic-related learning losses (Department of Education, 2024; EDCOM II, 2025). However, the concentration of performance in the Fairly Satisfactory and Satisfactory categories warrants careful consideration. Recent national assessments indicate that while learning recovery is underway, many Filipino learners continue to perform at desired proficiency levels. The Second Congressional Commission on Education (EDCOM II, 2025) reported that the majority of Grade 6 learners in the country struggle with critical thinking and application skills, often performing only at basic proficiency levels despite improved enrolment and attendance rates. Similarly, the Southeast Asia Primary Learning Metrics (SEA-PLM) 2024 study revealed that a significant proportion of Filipino learners in the intermediate grades have not yet achieved the minimum proficiency standards in reading and mathematics expected for their age (GMA News, 2025). In the context of Sirawai District, where the majority of learners come from low-income households (70.39% earning PhP10,001–15,000 monthly) and parents have limited educational attainment, achieving a satisfactory average performance reflects resilience on the part of both pupils and teachers. Research by Albert et al. (2026) emphasizes that learners from economically disadvantaged backgrounds often face significant barriers to high academic achievement, including limited access to supplemental learning resources and reduced home-based academic support. The fact that no learner fell below the minimum passing threshold suggests that school-based interventions and the resource management strategies previously reported (overall AWV = 3.64, High) may be effectively mitigating these risks. The presence of 6.44% of learners achieving outstanding performance further indicates that high achievement is attainable within this context, and understanding the strategies employed by these learners could provide valuable insights for scaling success across the broader pupil population. Overall, the academic performance profile of Grade 6 pupils in Cluster 1 of Sirawai District reflects a system that is stabilizing post-pandemic, yet one that requires continued emphasis on moving learners from satisfactory to proficient levels of achievement.

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3. Is there a significant relationship between the perceived level of resource management learning strategies and level of academic performance?

Table 7: Test of the Relationship between the Levels of Resource Management Learning Strategies and Respondents' Academic Performance

Variables Correlated	rho-value	p-value	Interpretation
Resource Management Learning Strategies and Respondents' Academic Performance	0.574	< 0.01	Large/High Positive Correlation Significant

Table 7 illuminates the test of the relationship between the levels of resource management learning strategies and the respondents' academic performance. Utilizing the Spearman Rank-Order Correlation Coefficient (Spearman rho), the result attests that there exists a significantly large/high positive correlation between the levels of resource management learning strategies and the respondents' academic performance (rho=0.574, SD < 0.01). Thus, the null hypothesis is rejected. This finding entails that as the level of resource management learning strategies increases, academic performance also increases. This finding further entails that as pupils' utilization of resource management strategies, such as time and environment management, effort regulation, peer learning, and help-seeking, increases, their academic performance also tends to improve correspondingly. This strong positive relationship underscores the critical role of self-regulated learning skills in determining learner achievement. Current Philippine research consistently supports this finding, highlighting those intermediate pupils who effectively manage their study time, seek help when needed, and regulate their effort demonstrate significantly higher academic outcomes (Madalo et al., 2025; Aguilar et al., 2026). EDCOM II (2026) emphasized that developing self-regulation skills is essential for learning recovery, noting that resource management competencies often mediate the effects of socioeconomic disadvantages on academic performance. Furthermore, the Department of Education's MATATAG Curriculum explicitly prioritizes the integration of self-regulated learning strategies across grade levels, recognizing their direct impact on learner success (DepEd, 2024). The magnitude of this correlation (rho = 0.574) suggests that interventions aimed at strengthening resource management skills could yield substantial improvements in academic performance among Grade 6 pupils in Cluster 1 of Sirawai District.

DISCUSSION

The findings indicate that Grade Six pupils in Cluster 1 of Sirawai District generally demonstrate a high level of resource management learning strategies, with time and environment management receiving the highest rating, followed by help-seeking, peer learning, and effort regulation. This suggests that the pupils are relatively capable of organizing their study time and learning environment, attending classes regularly, collaborating with classmates, and seeking assistance from teachers or peers when they encounter difficulties. However, the comparatively lower rating for effort regulation and the limited participation in structured group discussions reveal areas that require further instructional support, particularly in developing persistence, coping with difficult tasks, and engaging in organized collaborative learning. Although the respondents' overall academic performance was satisfactory, most were concentrated within the fairly satisfactory and satisfactory levels, indicating that there remains considerable room for academic improvement. More importantly, the significant high positive relationship between resource management learning strategies and academic performance demonstrates that pupils who manage their time, environment, effort, peer interactions, and help-seeking behaviors more effectively tend to achieve higher academic outcomes. These findings support the principles of self-regulated learning and emphasize the need for teachers and school heads to integrate explicit instruction in time management, effort regulation, peer tutoring, and appropriate help-seeking into regular classroom practices to strengthen pupils' independence, engagement, and academic achievement.

CONCLUSION

The study concludes that Grade Six pupils in Cluster 1 of Sirawai District generally possess a high level of resource management learning strategies, particularly in managing their time and study environment, seeking help, and learning with peers, although effort regulation remains the least developed area. Their overall academic performance was satisfactory, with most pupils falling within the fairly satisfactory to satisfactory categories. The significant high positive relationship between resource management learning strategies and academic performance indicates that pupils who more effectively manage their time, learning environment, effort, peer support, and help-seeking behaviors tend to achieve better academic outcomes. Therefore, strengthening these self-regulated learning practices, especially persistence in difficult tasks and participation in structured peer-learning activities, is essential in helping pupils improve their academic performance and prepare for the greater learning demands of junior high school.

Authors' contribution: Conceptualization, research methodology, data gathering and analysis is performed by the authors.
Conflict of interest statement: All authors declare no conflict of interest.
Ethical review statement: the research is submitted to the ethical review committee and approved for the conduct of the study. It does not involve human-sensitive issues.
Funding: the study is funded by the authors

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