

Effects of Home Environment on the Academic Performance of Elementary Grade Pupils

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Abstract

This study examined the effects of the home environment on the academic performance of elementary grade pupils in selected public elementary schools in the Binangonan District, Division of Rizal, during the School Year 2025–2026. Utilizing a descriptive survey research design, the study involved 154 teachers and 333 parents as respondents. A researcher-made questionnaire-checklist was employed to assess the perceived extent of home environment influences on pupils' knowledge competencies, skills competencies, and submission of assigned tasks. Documentary analysis of pupils' first-quarter grades was also conducted to determine academic performance. Findings revealed that both teachers and parents generally agreed that the home environment often affects pupils' academic performance across the three measured domains. However, while no significant difference was found in their perceptions regarding skills competencies, significant differences existed in knowledge competencies and submission of assigned tasks. The results further indicated that most demographic variables of teachers and parents did not significantly influence their perceptions, except for selected factors such as teachers' civil status, educational attainment, and professional experience, as well as parents' educational attainment, occupation, and family size. The pupils' academic performance was found to be at a satisfactory level, with a mean grade of 82.87. Moreover, a significant relationship was established between the home environment and pupils' academic performance, suggesting that supportive and structured home conditions contribute positively to learning outcomes. The study concludes that while teachers and parents share common views in certain aspects, variations in perceptions highlight the need for strengthened collaboration. It recommends the implementation of parent education programs, enhanced teacher training, and school-based interventions to foster a supportive home learning environment and improve pupils' academic achievement.

Keywords: home environment, academic performance, elementary pupils, parental involvement, teacher perception, descriptive research,

1. Introduction

Education plays a vital role in the holistic development of an individual and is widely regarded as a fundamental pathway toward personal and societal progress. It serves not only as a means of acquiring knowledge and skills but also as a lifelong process that shapes values, attitudes, and competencies necessary for success. In the Philippine context, the 1987 Constitution, Article XIV, Section 1, emphasizes that the State shall protect and promote the right of all citizens to quality education at all levels. Despite this mandate, the educational system continues to face challenges in ensuring equitable access and improved learning outcomes. Consequently, the Department of Education persistently implements reforms and curriculum restructuring to address these concerns.

Parallel to this, the Child and Youth Welfare Code underscores that every child has the right to a nurturing home environment that provides love, care, and guidance, in collaboration with schools and other institutions. This highlights the critical role of the home environment as a foundational element in a child's development. The family serves as the first learning institution where values, discipline, and attitudes toward education are cultivated. Hence, the home environment significantly influences pupils' cognitive, affective, and psychomotor development, which are essential domains of academic performance.

Home environment encompasses parental involvement, socioeconomic status, family structure, and availability of learning resources. Studies have consistently demonstrated that active parental engagement—such as assisting with homework, monitoring school activities, and fostering positive attitudes toward learning—enhances academic outcomes. However, challenges persist, particularly in public elementary schools where varying levels of parental participation are observed. Teachers often encounter difficulties in engaging parents due to factors such as time constraints, socioeconomic demands, and limited educational background.

Foreign studies support the importance of home environment in academic achievement. Marschall (2021) found that effective school–parent relationships significantly improve student performance, particularly in urban settings. Similarly, Opoku et al. (2023) revealed that parents with higher educational attainment provide better academic support and resources, leading to improved learner outcomes. Komlavathi and Yasin (2022) further established a positive correlation between home environment, self-management, and academic performance, emphasizing the need for structured and supportive home conditions. Patel et al. (2024) highlighted the complex interplay of family dynamics, socioeconomic status, and parental involvement in shaping academic success, while Gogolinski (2021) underscored the role of parenting styles in influencing children’s development. Likewise, Obeta (2022) identified inadequate parental support and low socioeconomic status as key factors affecting learners’ academic performance.

Local studies also affirm these findings. Giray (2021) reported that family-related variables such as income and family size significantly influence student behavior and performance. Topor et al. (2021) demonstrated that parental involvement positively affects academic achievement and strengthens student-teacher relationships. Urqua (2021) emphasized that parents’ educational attainment contributes to children’s academic success through improved guidance and support. Furthermore, Abar (2022) highlighted the challenges of home-based learning during the pandemic, noting that an uncondusive home environment negatively impacts learning. Regidor et al. (2024) and Nacional et al. (2022) both stressed the importance of supportive environments in enhancing student motivation and reducing academic anxiety.

Despite the substantial body of literature, several research gaps remain evident. First, many existing studies focus on secondary or tertiary learners, with limited emphasis on elementary pupils, particularly in the Philippine public school context. Second, while previous research examined parental involvement and socioeconomic factors independently, there is a lack of comprehensive analysis that integrates multiple dimensions of the home environment—such as knowledge support, skills development, and task completion—within a single framework. Third, few studies have explored the comparative perceptions of both teachers and parents regarding the influence of home environment, which is crucial in understanding shared and differing viewpoints. Lastly, there is limited localized research in the Binangonan District, Division of Rizal, which considers the unique socio-economic and cultural conditions affecting pupils’ academic performance.

Given these gaps, this study aims to determine the extent of the effects of the home environment on the academic performance of elementary grade pupils in selected public elementary schools in Binangonan District. By examining both teachers’ and parents’ perspectives and correlating these with pupils’ academic outcomes, the study seeks to provide a more comprehensive understanding of how home factors influence learning. Ultimately, the findings are expected to contribute to the development of targeted interventions, strengthened school–home partnerships, and evidence-based educational strategies that will enhance pupils’ academic success.

2. Materials and methods

2.1 Research Design

The study applied the descriptive method of research specifically, the survey design with documentary analysis.

2.2 Research Setting

The study was conducted in selected public elementary schools in Binangonan District, Division of Rizal. These schools include Bangad Elementary School, Bombong Elementary School, Ithan Elementary School, Kalinawan Elementary School, Kinaboogan Elementary School, Kinagatan Elementary School, Limbon-limbon Elementary School, Lunsad Elementary School, and Pipindan Elementary School. The schools offer complete elementary education from kindergarten to grade six level.

2.3 Respondents

The respondents of this study were the total population of teachers and selected parents in the selected public elementary schools in Binangonan District. These consist of 154 teachers and 333 parents. The respondents were described in terms of teachers’ age, sex, civil status, educational attainment, position tile, length of service, and in-service trainings attended and in terms of parents, age, sex, civil status, number of children in the family, educational attainment,

occupation, and monthly family income. The researcher used the Slovin's formula and simple random sampling technique in choosing the parent-respondents because the characteristics they possessed are included as basis of the study.

2.4 Research Instruments

The study utilized a researcher-made questionnaire-checklist as the primary instrument for data collection to determine the extent of the effects of the home environment on the academic performance of elementary grade pupils. The instrument consisted of two parts: Part I gathered the demographic profile of respondents, including teachers' age, sex, civil status, educational attainment, position title, length of service, and in-service trainings attended, as well as parents' age, sex, civil status, number of children, educational attainment, occupation, and monthly family income. Part II measured the extent of home environment influence across three domains—knowledge competencies, skills competencies, and submission of assigned tasks—through a 30-item survey with 10 items per domain, using a 5-point Likert scale ranging from "Never" to "Always." Additionally, pupils' academic performance was assessed using a grading scale with corresponding descriptive interpretations from "Did Not Meet Expectations" to "Outstanding." To ensure validity, the instrument was carefully modified and translated for clarity and comprehension, and underwent expert validation by the adviser, subject specialists, a statistician, and school administrators, with revisions incorporated prior to its final administration.

2.5 Data Collection

The researcher followed the Gantt Chart of Activities in the conduct of the study. The researcher came up with the conceptualization of the research title. It was followed by reading and scanning of several research in order to come up with the development of Chapters 1, 2, and 3 of the study. After the proposal defense, the questionnaire-checklist was content-validated by the experts. Afterwards, permission from concerned authorities was secured by the researcher from the Schools Division Superintendent. Then, guided by the approved statement of the problem, she proceeded to the crafting and validating of the questionnaire-checklist. Corrections were considered according to the suggestions of the validators. Then, she administered the questionnaire-checklist and retrieved them from the respondents using Google Survey forms. The researcher was also guided by the Data Privacy Act of 2012. The data were tallied, tabulated, analyzed, and interpreted using the Statistical Package for Social Sciences (SPSS) to answer the specific problems of the study. Then, summary of findings, conclusions, and recommendations followed. After the final oral defense, the manuscript was subjected to an anti-plagiarism test at the statistical center. She once again subjected the manuscript to editing to make it free from errors and had it undergone the routing for the panelists to check and countercheck every part of the thesis for final revision. Finally, hardbound copies were submitted to the Office of the Graduate Studies Program and other offices concerned.

2.6 Data Analysis

The study employed various statistical tools for data analysis and interpretation. Frequency, percentage, and rank percentage distribution were used to describe the profile of the two groups of respondents based on selected variables. The weighted mean was applied to determine the extent of the effects of the home environment on pupils' academic performance across different aspects as perceived by the respondents. To test the significant difference between the perceptions of teachers and parents, the independent t-test was utilized, while one-way analysis of variance (ANOVA) was employed to examine differences in perceptions when grouped according to profile variables. Furthermore, frequency, percentage, mean, and standard deviation were used to assess the level of pupils' academic performance based on their first grading period results. Lastly, correlation analysis was conducted to determine the significant relationship between the extent of the effects of the home environment and the pupils' level of academic performance.

2.7 Ethical Considerations

The study ensured the protection of the rights and welfare of all respondents. Participation was voluntary, and respondents were informed about the purpose of the study. Confidentiality and anonymity of all information provided were strictly maintained, and data were used solely for research purposes. The researcher ensured that the respondents were treated with respect and that no harm, whether physical, emotional, or psychological, would result from their participation in the study.

3. Results and Discussion

3.1. Profile of the Two Groups of Respondents in Terms of Selected Variables

The data reveal that the majority of teacher-respondents are within the 31–40 years old age bracket (37.7%), followed by those aged 21–30 years old (27.9%) and 41–50 years old (23.4%), while the least represented group consists of those aged 61 years old and above (11.0%). In terms of sex, most respondents are female (79.2%), with males comprising only 20.8%. As to civil status, a large proportion are married (89.0%), while only 11.0% are single. Regarding educational attainment, the highest percentage (35.1%) are Master's Degree holders, followed by those with Master's Degree units (31.8%), Baccalaureate Degree holders (26.0%), and those with Ph.D./Ed.D. units (7.1%). In terms of position title, the majority are Teacher III (45.5%), followed by Teacher I (30.5%), Teacher II (12.3%), and Master Teacher I (11.7%). With respect to length of service, most respondents (67.5%) have been teaching for 1–10 years, followed by those with 11–20

years of experience (22.1%), while the least (10.4%) have less than one year of service. Lastly, in terms of in-service trainings attended, the majority (63.6%) have participated in school-level trainings, followed by district-level (14.3%), national-level (10.4%), and division-level trainings (9.7%), while only a small percentage (1.9%) have attended international-level trainings.

Table 1.1: *Profile of the Teacher-Respodents*

Age	Frequency	Percent	Rank
21-30 years old	43	27.9	2
31-40 years old	58	37.7	1
41-50 years old	36	23.4	3
61 years old and above	17	11.0	4
Total	154	100.0	
Sex			
Male	32	20.8	2
Female	122	79.2	1
Total	154	100.0	
Civil Status			
Single	17	11.0	2
Married	137	89.0	1
Total	154	100.0	
Educational Attainment			
Ph.D./Ed.D. Units	11	7.1	4
Master's Degree	54	35.1	1
Master's Degree Units	49	31.8	2
Baccalaureate Degree	40	26.0	3
Total	154	100.0	
Position Title			
Master Teacher I	18	11.7	4
Teacher III	70	45.5	1
Teacher II	19	12.3	3
Teacher I	47	30.5	2
Total	154	100.0	
Length of Service			
11-20 years	34	22.1	2
1-10 years	104	67.5	1
Below 1 year	16	10.4	3
Total	154	100.0	
In-service Trainings Attended			
International Level	3	1.9	5
National Level	16	10.4	3
Division Level	15	9.7	4
District Level	22	14.3	2
School Level	98	63.6	1
Total	154	100.0	

Table 1.2 data indicate that the majority of parent-respondents (48.3%) belong to the 30–39 years old age bracket, followed by those aged 20–29 years old (36.0%), while only 15.6% are 40 years old and above. In terms of sex, most respondents are female (89.8%), with males comprising only 10.2%. As to civil status, the majority are married (90.4%), while 9.6% are single. Regarding family size, most parents (77.2%) have two to three children, followed by those with four to five children (15.3%), while only a small percentage (0.9%) have six to seven children. In terms of educational attainment, the highest proportion (45.6%) are college graduates, followed by college undergraduates (32.1%), high school graduates (12.0%), high school undergraduates (9.9%), and only 0.3% are elementary graduates. With respect to occupation, most respondents (37.2%) are unemployed, followed by private employees (24.6%), government employees (15.3%), self-employed individuals (12.0%), vendors (6.3%), and sewers (4.5%). Lastly, in terms of monthly family

income, the largest group (36.0%) earns ₱10,000–₱14,999, followed by those earning ₱25,000 and above (20.7%), ₱20,000–₱24,999 (20.1%), ₱15,000–₱19,999 (16.2%), while the least (6.9%) earn below ₱10,000.

Table 1.2: *Profile of the Parent-Respondents*

Profile	Frequency	Percent	Rank
Age			
40 years old and above	52	15.6	3
30-39 years old	161	48.3	1
20-29 years old	120	36.0	2
Total	333	100.0	
Sex			
Male	34	10.2	2
Female	299	89.8	1
Total	333	100.0	
Civil Status			
Single	32	9.6	2
Married	301	90.4	1
Total	333	100.0	
Number of Children in the Family			
1	22	6.6	3
2 - 3	257	77.2	1
4 - 5	51	15.3	2
6 - 7	3	0.9	4
Total	333	100.0	
Educational Attainment			
College Graduate	152	45.6	1
College Undergraduate	107	32.1	2
High School Graduate	40	12.0	3
High School Undergraduate	33	9.9	4
Elementary Graduate	1	0.3	5
Total	333	100.0	
Occupation			
Government Employee	51	15.3	3
Private Employee	82	24.6	2
Self- employed	40	12.0	4
Vendor	21	6.3	5
Unemployed	124	37.2	1
Sewer	15	4.5	6
Total	333	100.0	
Monthly Family Income			
₱25,000 and above	69	20.7	2
₱20,000 - ₱24,999	67	20.1	3
₱15,000 - ₱19,999	54	16.2	4
₱10,000 - ₱14,999	120	36.0	1
Below ₱10,000	23	6.9	5
Total	333	100.0	

3.2. Extent of Effects of Home Environment on the Academic Performance of the Pupils as Perceived by the Two Groups of Respondents with Respect to Knowledge Competencies, Skills Competencies, and Submission of Assigned Tasks

The composite results reveal that both teacher-respondents and parent-respondents perceive the home environment as having a high extent of influence on pupils' academic performance, with composite weighted means of 4.45 and 4.32, respectively. Among teachers, Submission of Assigned Tasks ranked first with a weighted mean of 4.57 (Very High Extent), followed by Knowledge Competencies at 4.50 (Very High Extent), while Skills Competencies ranked

last with 4.28 (High Extent). Similarly, parents identified Submission of Assigned Tasks as the most affected aspect (4.37), followed by Knowledge Competencies (4.33), and Skills Competencies (4.26), all interpreted as High Extent. These findings indicate a shared perception that the home environment significantly supports pupils' academic outcomes, particularly in fostering responsibility and consistency in completing school tasks. However, teachers tend to rate this influence slightly higher than parents. The relatively lower rating for skills competencies suggests that while home support is essential, the development of certain skills is still largely attributed to classroom instruction and teacher guidance. Overall, the results imply that a nurturing and supportive home environment enhances pupils' academic growth by reinforcing learning, promoting discipline, and strengthening motivation and accountability. This finding supports the study of Abdul-Adil and Farmer (2021), which emphasizes that active parental involvement and support contribute significantly to improved academic performance.

Table 2: *Extent of Effects of Home Environment on the Academic Performance of the Pupils as Perceived by the Two Groups of Respondents with Respect to Knowledge Competencies, Skills Competencies, and Submission of Assigned Tasks*

Aspect	Teachers			Parents		
	wx	VI	R	wx	VI	R
Knowledge Competencies	4.50	Always (Very High Extent)	2	4.33	Often (High Extent)	2
Skills Competencies	4.28	Often (High Extent)	3	4.26	Often (High Extent)	3
Submission of Assigned Tasks	4.57	Always (Very High Extent)	1	4.37	Often (High Extent)	1
Composite Mean	4.45	Often (High Extent)		4.32	Often (High Extent)	

3.3. Significant Difference on the Extent of Effects of Home Environment on the Academic Performance of the Pupils as Perceived by the Two Groups of Respondents

The findings reveal that there is no significant difference between the perceptions of teachers and parents regarding the effects of the home environment on pupils' academic performance in terms of skills competencies, as the computed p-value exceeds the 0.05 level of significance, leading to the acceptance of the null hypothesis. In contrast, significant differences were found in knowledge competencies and submission of assigned tasks, as indicated by p-values lower than 0.05, resulting in the rejection of the null hypothesis. This implies that both groups share similar views on how the home environment influences skills development, but differ in their perceptions of its impact on pupils' knowledge acquisition and task completion. Teachers may perceive home-related factors such as supervision, study habits, and guidance as having a stronger influence on these areas, while parents may view them as part of their usual responsibilities, resulting in slightly lower ratings. The consistency in their views on skills competencies suggests that both recognize that such skills are more effectively developed through classroom instruction and school-based activities. Overall, the results highlight the importance of enhancing collaboration and communication between teachers and parents to better align their perceptions and strengthen the role of the home environment in supporting pupils' academic success, in line with the findings of Giray (2021).

Table 3: *Significant Difference on the Extent of Effects of Home Environment on the Academic Performance of the Pupils as Perceived by the Two Groups of Respondents*

Aspect	t-value	p-value	Ho	Verbal Interpretation
Knowledge Competencies	4.283	0.000	Rejected	Significant
Skills Competencies	0.763	0.446	Accepted	Not Significant
Submission of Assigned Tasks	6.854	0.000	Rejected	Significant

3.4. Significant Difference on the Extent of Effects of Home Environment on the Academic Performance of the Pupils as Perceived by the Two Groups of Respondents with Respect to the Different Aspects in Terms of Their Profile

Table 4.1. results show that there is no significant difference in the perceptions of teacher-respondents regarding the extent of the effects of the home environment on pupils' academic performance when grouped according to age (in terms of submission of assigned tasks) and sex (in terms of skills competencies and submission of assigned tasks), as the computed p-values are greater than the 0.05 level of significance, leading to the acceptance of the null hypothesis; however, significant differences were found when teachers were grouped according to civil status, educational attainment, position title, length of service, and in-service trainings attended across knowledge competencies, skills competencies, and submission of assigned tasks, as the p-values are all lower than 0.05, resulting in the rejection of the null hypothesis. These findings suggest that teachers' perceptions are influenced more by their professional background and experiences than by age or sex, implying that factors such as higher educational attainment, longer teaching experience, and exposure to training may contribute to a deeper understanding of how the home environment affects pupils' academic performance, while age and sex do not significantly affect their views, particularly in terms of task submission; this is consistent with the study of Topor et al. (2021), which found that teachers' positive perception of parental involvement is associated with improved student academic performance and motivation.

Table 4.1: Significant Difference on the Extent of Effects of Home Environment on the Academic Performance of the Pupils as Perceived by the Teacher-Respondents with Respect to the Different Aspects in Terms of Their Profile

Profile	F-value	p-value	Null Hypothesis	Verbal Interpretation
Age	F-value	p-value	Null Hypothesis	Verbal Interpretation
Knowledge Competencies	39.895	0.000	Rejected	Significant
Skills Competencies	15.207	0.000	Rejected	Significant
Submission of Assigned Tasks	1.970	0.121	Accepted	Not Significant
Sex				
Knowledge Competencies	3.408	0.036	Rejected	Significant
Skills Competencies	0.505	0.605	Accepted	Not Significant
Submission of Assigned Tasks	1.278	0.282	Accepted	Not Significant
Civil Status				
Knowledge Competencies	16.310	0.000	Rejected	Significant
Skills Competencies	16.149	0.000	Rejected	Significant
Submission of Assigned Tasks	343.358	0.000	Rejected	Significant
Educational Attainment				
Knowledge Competencies	26.757	0.000	Rejected	Significant
Skills Competencies	6.649	0.000	Rejected	Significant
Submission of Assigned Tasks	8.818	0.000	Rejected	Significant
Position Title				
Knowledge Competencies	32.944	0.000	Rejected	Significant
Skills Competencies	7.773	0.000	Rejected	Significant
Submission of Assigned Tasks	17.993	0.000	Rejected	Significant
Length of Service				
Knowledge Competencies	13.775	0.000	Rejected	Significant
Skills Competencies	70.904	0.000	Rejected	Significant
Submission of Assigned Tasks	36.825	0.000	Rejected	Significant
In-service Trainings Attendance				
Knowledge Competencies	24.443	0.000	Rejected	Significant
Skills Competencies	4.292	0.003	Rejected	Significant
Submission of Assigned Tasks	3.025	0.020	Rejected	Significant

Table 4.2. below shows the results of the test for significant differences on the extent of the effects of the home environment on pupils' academic performance as perceived by the parent-respondents in terms of their profile. The findings show that when parents are grouped according to age, sex, civil status, and monthly family income across knowledge competencies, skills competencies, and submission of assigned tasks, the computed p-values are all greater than the 0.05 level of significance, leading to the acceptance of the null hypothesis and indicating no significant differences in their perceptions. However, significant differences were found when parents were grouped according to the number of children

in the family (with respect to submission of assigned tasks), occupation (with respect to submission of assigned tasks), and educational attainment (with respect to knowledge competencies), as their p-values are lower than 0.05, resulting in the rejection of the null hypothesis. These results suggest that while most parental characteristics do not significantly influence their perceptions of the home environment's effects, factors such as family size, occupation, and educational attainment play a role in shaping how parents view their children's academic performance, particularly in terms of task completion and knowledge development; this may be because parents with fewer children can provide more focused guidance, while those with higher educational attainment have a better understanding of learning support, which aligns with the findings of Opoku et al. (2023) that parents' educational and economic background significantly affects their ability to support their children's learning at home.

Table 4.2: *Significant Difference on the Extent of Effects of Home Environment on the Academic Performance of the Pupils as Perceived by the Parent-Respondents with Respect to the Different Aspects in Terms of Their Profile*

Profile	F-value	p-value	Null Hypothesis	Verbal Interpretation
Age				
Knowledge Competencies	1.821	0.163	Accepted	Not Significant
Skills Competencies	1.545	0.215	Accepted	Not Significant
Submission of Assigned Tasks	.069	0.933	Accepted	Not Significant
Sex				
Knowledge Competencies	.697	0.404	Accepted	Not Significant
Skills Competencies	.233	0.629	Accepted	Not Significant
Submission of Assigned Tasks	.076	0.783	Accepted	Not Significant
Civil Status				
Knowledge Competencies	.293	0.588	Accepted	Not Significant
Skills Competencies	.305	0.581	Accepted	Not Significant
Submission of Assigned Tasks	.385	0.535	Accepted	Not Significant
Number of Children in the Family				
Knowledge Competencies	1.443	0.220	Accepted	Not Significant
Skills Competencies	2.065	0.085	Accepted	Not Significant
Submission of Assigned Tasks	3.692	0.006	Rejected	Significant
Educational Attainment				
Knowledge Competencies	5.527	0.000	Rejected	Significant
Skills Competencies	1.339	0.255	Accepted	Not Significant
Submission of Assigned Tasks	1.845	0.120	Accepted	Not Significant
Occupation				
Knowledge Competencies	1.146	0.336	Accepted	Not Significant
Skills Competencies	1.448	0.207	Accepted	Not Significant
Submission of Assigned Tasks	4.030	0.001	Rejected	Significant
Monthly Family Income				
Knowledge Competencies	.673	0.569	Accepted	Not Significant
Skills Competencies	1.305	0.273	Accepted	Not Significant
Submission of Assigned Tasks	1.727	0.161	Accepted	Not Significant

3.5. Level of Academic Performance of the Elementary Grade Pupils as Revealed in Their Average Grade for the First Quarter

The table presents the level of academic performance of the pupils based on their grades. Most of the pupils, 182 out of 333 (54.6%), obtained grades ranging from 80–84, which are interpreted as Satisfactory. This is followed by 101 pupils (30.3%) who achieved grades between 85–89, classified as Very Satisfactory, while 50 pupils (15.0%) obtained grades from 75–79, described as Fairly Satisfactory. None of the pupils reached the Outstanding level (90 and above), and none fell under Did Not Meet Expectations (below 75). The computed mean grade of 82.87, with a standard deviation of 3.074, indicates that the pupils' academic performance is relatively consistent and clustered around the Satisfactory level, showing minimal variation among them. These results imply that while the pupils are generally meeting the expected learning competencies for their grade level, most of them are performing at an average level, with limited movement toward higher performance. The findings further suggest that although the home environment provides sufficient support to maintain satisfactory performance, it may not yet be fully maximizing pupils' potential for higher achievement, highlighting the need for stronger academic support, enrichment activities, and closer collaboration between parents and

teachers to enhance learning outcomes, in line with the findings of De Asis (2021) that increased parental involvement in academic activities leads to improved student performance.

Table 5: *Level of Academic Performance of the Elementary Grade Pupils as Revealed in Their Average Grade for the First Quarter*

Grade	Verbal Interpretation	Frequency	Percent	Rank
90 and above	Outstanding	-	-	-
85 – 89	Very Satisfactory	101	30.3	101
80 – 84	Satisfactory	182	54.6	182
75 – 79	Fairly Satisfactory	50	15.0	50
Below 75	Did Not Meet Expectation	-	-	-
Total		333	100.0	
Highest Grade = 89		Mean = 82.87 (S)		
Lowest Grade = 75		Standard Dev. = 3.074		

3.6. Significant Relationship Between the Perceived Extent of Effects of Home Environment and the Pupils' Level of Academic Performance

As shown in the table, the computed p-values for the test of significant relationship between the perceived extent of the effects of the home environment in terms of knowledge competencies, skills competencies, and submission of assigned tasks, and the level of academic performance of the pupils are all lower than the 0.05 level of significance; thus, the null hypothesis is rejected. This indicates that there is a significant relationship between the perceived effects of the home environment, as assessed by the parents, and the pupils' academic performance. The results suggest that while other factors such as school instruction, peer influence, and individual learner characteristics may also contribute to academic outcomes, the home environment plays a vital role in supporting consistent and satisfactory performance. This implies that parental involvement—through guidance, supervision, and encouragement of task completion—significantly contributes to the development of pupils' knowledge, skills, and overall academic success by fostering discipline, motivation, and a conducive learning atmosphere at home. Furthermore, the findings emphasize the importance of strengthening the partnership between home and school to ensure that pupils receive consistent academic support and guidance, which can lead to improved and sustained academic performance, in line with Patel et al. (2024), who found that a positive home environment is strongly associated with better educational outcomes.

Table 6: *Significant Relationship Between the Perceived Extent of Effects of Home Environment and the Pupils' Level of Academic Performance*

Home Environment and Academic Performance	r coefficient	p-value	Null Hypothesis	Verbal Interpretation
Knowledge Competencies	0.113	0.040	Rejected	Significant
Skills Competencies	0.119	0.031	Rejected	Significant
Submission of Assigned Tasks	0.191	0.000	Rejected	Significant

4. Conclusion & Recommendations

The findings of the study lead to several conclusions regarding the extent of the effects of the home environment on pupils' academic performance. First, teachers and parents share similar perceptions in terms of skills competencies; however, their views differ significantly in relation to knowledge competencies and submission of assigned tasks. Second, certain demographic factors such as teachers' age (in terms of submission of assigned tasks) and sex (in terms of skills competencies and submission of assigned tasks), as well as parents' age, sex, civil status, and monthly family income, do not significantly influence their perceptions. On the other hand, variables such as teachers' civil status, educational attainment, position title, length of service, and in-service trainings, as well as parents' number of children in the family,

occupation, and educational attainment, are considered significant determinants of their perceptions. Lastly, the study confirms that the home environment has a significant relationship with the academic performance of elementary pupils.

In light of these findings, several recommendations are proposed to further enhance pupils' academic performance. School administrators are encouraged to conduct seminars and workshops for parents on effective home learning strategies, supervision, and the creation of a supportive learning environment. Teachers should be provided with training programs that strengthen parent-teacher collaboration and enhance their ability to address diverse learner needs. Schools are also advised to consider teachers' qualifications, experience, and training in assigning roles and planning interventions, while establishing strong communication and partnership programs with parents to support pupils' learning. Additionally, a mentoring system may be implemented to monitor and assist pupils who are performing at the satisfactory level, while teachers may adopt differentiated and engaging instructional strategies to complement home-based learning. Finally, the implementation of the proposed action plan is recommended, along with the conduct of similar studies in the future using other relevant variables..

Compliance with ethical standards

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