

Environmental Diversity and Academic Performance of Primary Grade Pupils

Christine Joy O. Villanueva, MAEd

Graduate Student, Tomas Claudio Colleges, Morong, Rizal Philippines

Teacher I, Paopawan Elementary School, Baras, Rizal Philippines

Publication history: Received: March 12, 2026; Revised: March 26, 2026; Accepted: April 1, 2026

Email of Corresponding Author: christinejoyo.villanueva@deped.gov.ph

Abstract

This study investigated the relationship between environmental diversity and the academic performance of primary grade pupils in selected public elementary schools in Baras, Rizal, during the School Year 2025–2026. Employing a descriptive survey research design and documentary analysis, the study gathered data from two groups of respondents: 120 primary grade teachers and 380 parents. The respondents were described according to their demographic profiles, while the pupils' academic performance was measured using their second-quarter average grades. A researcher-made questionnaire-checklist was utilized to assess the extent of environmental diversity in terms of school, home, and social environments. Findings revealed that both teachers and parents generally perceived that pupils were often and consistently exposed to positive environmental diversity across school, home, and social contexts. No significant difference was found between the perceptions of teachers and parents regarding school and social environments; however, a significant difference emerged in their perceptions of the home environment. Furthermore, teachers' perceptions varied significantly when grouped according to age, educational attainment, length of service, and in-service training, while parents' perceptions differed significantly based on age, educational attainment, monthly income, and occupation. The academic performance of pupils was described as very satisfactory. Notably, a significant relationship was found between environmental diversity and pupils' academic performance. The study concluded that environmental factors, particularly those within the home, play a crucial role in shaping pupils' academic outcomes. Differences in perceptions among teachers and parents highlight the need for strengthened collaboration and shared understanding. It is recommended that schools implement programs such as parental orientations, regular meetings, and home visitations to enhance environmental support for learners. An action plan is also proposed to promote inclusive and supportive learning environments. Future studies may explore additional variables to further enrich the findings.

Keywords: environmental diversity, academic performance, primary pupils, school environment, home environment, social environment

1. Introduction

Education plays a vital role in shaping individuals who can contribute meaningfully to society. It is a dynamic process through which learners acquire knowledge, skills, values, and attitudes necessary for personal and national development. In the Philippines, the right to quality education is constitutionally guaranteed under Article XIV, Section 1 of the 1987 Constitution, emphasizing the State's responsibility to ensure accessible and equitable education for all. In line with this, the Department of Education, through DepEd Order No. 10, s. 2024 on the MATATAG Curriculum, underscores the importance of holistic learner development within an inclusive and supportive learning environment. Despite these efforts, challenges such as declining academic performance, low proficiency levels, and increasing dropout rates persist, highlighting the need to examine factors influencing learners' achievement.

One critical factor that has gained attention in educational research is environmental diversity. Environmental diversity refers to the varied school, home, and social contexts that shape learners' experiences and outcomes. Studies have shown that these environments significantly influence academic performance. For instance, Dzever (2023) and Gundula (2021) emphasized the role of home environment factors such as parental involvement, socioeconomic status, and educational background in shaping students' academic success. Similarly, Mapigano (2022) found that socio-cultural and economic conditions directly affect pupils' performance, particularly in primary education. On the other hand, school environment variables, including teacher support, facilities, and classroom conditions, were found to significantly influence academic achievement (Kamran, 2022; Wankasi, 2022). Furthermore, Zegarra (2024) highlighted the importance of physical environmental conditions such as ventilation and lighting in enhancing students' concentration and performance.

Local studies also support these findings. Aquino (2023) established that classroom environment significantly affects students' academic performance, while Rebollos (2024) and Estuya (2024) identified both home and school environments as key predictors of reading comprehension and academic outcomes. Fuentes (2024) further stressed that

supportive home environments and parental engagement are crucial determinants of learners' success. These studies collectively affirm that environmental factors—whether physical, social, or economic—play a significant role in shaping academic achievement.

However, despite the breadth of existing literature, several gaps remain. Most studies focus on either home or school environment independently, with limited integration of multiple environmental dimensions such as school, home, and social environments within a single framework. Additionally, many studies concentrate on secondary or tertiary learners, leaving primary grade pupils underexplored. There is also limited research that considers the combined perspectives of both teachers and parents in assessing environmental diversity and its relationship with academic performance. Moreover, few studies are situated within the local context of public elementary schools in Rizal, particularly in Baras, where learners come from diverse geographical and socio-cultural backgrounds.

Addressing these gaps, the present study aims to examine the extent of environmental diversity in terms of school, home, and social environments and its relationship to the academic performance of primary grade pupils. By incorporating the perspectives of both teachers and parents and focusing on a specific local context, this study seeks to provide a more comprehensive understanding of how environmental diversity influences learners' outcomes and to propose relevant interventions for improving educational practices.

2. Material and methods

2.1 Research Design

This study applied the descriptive method of research utilizing a researcher-made questionnaire-checklist to gather the needed data.

2.2 Locale of the Study

The study was conducted in public elementary schools in District of Baras, Schools Division Office of Rizal. These include Baras Elementary School, Baras Heroesville 2 Elementary School, Baras Pinugay Elementary School, Baras Pinugay Phase 2 Elementary School, Evangelista Elementary School, Malalim Elementary School, Painaan Elementary School, Pinugay Elementary School, Paopawan Elementary School, San Roque Elementary School and Santiago Elementary School. These schools offer complete elementary education from kindergarten to grade six level

2.3 Respondents of the Study

The study considered two groups of respondents. The first group were the total population of primary grade teachers in the cited schools. This consists of 120 teachers. They were described in terms of age, sex, civil status, educational attainment, length of service, position title and in-service training attended. The second group of respondents were 380 parents of selected primary grade pupils in the cited schools. The sample size was determined using the Slovin's formula. They were chosen utilizing simple random sampling technique. They were described in terms of age, sex, civil status, educational attainment, number of children in the family, monthly family income and occupation.

2.4 Sample and Sampling Procedure

The study utilized two sampling techniques to ensure accurate and representative data collection. For the teacher-respondents, a total enumeration or census sampling was employed, wherein all 120 primary grade teachers in the selected schools were included in the study. This approach ensured that the perspectives of all teachers were fully captured without sampling bias. For the parent-respondents, simple random sampling was used to select 380 parents from the population of parents of primary grade pupils. The sample size was computed using Slovin's formula to determine an appropriate number of respondents based on the total population and a desired margin of error. A random selection process was conducted to ensure that each parent had an equal and independent chance of being chosen, thereby enhancing the validity and generalizability of the study's findings.

2.5 Research Instrument

A researcher-made questionnaire-checklist was used as the primary instrument to gather the necessary data for the study. The instrument consisted of two parts: the first part focused on the respondents' personal profiles, including teachers' age, sex, civil status, educational attainment, length of service, position title, and in-service trainings attended, as well as parents' age, sex, civil status, number of children in the family, educational attainment, occupation, and monthly family income. The second part assessed the extent of environmental diversity among primary grade pupils in terms of school environment, home environment, and social environment, with each aspect containing 10 items for a total of 30 items. Respondents rated each item using a five-point Likert scale ranging from "Always" to "Never." The academic performance of the pupils was determined based on their average grades in all subjects during the second quarter, interpreted using a grading scale from Outstanding to Did Not Meet Expectations. To ensure the validity of the instrument, it was content validated by experts in the field of education and research, including professorial lecturers, a thesis adviser,

a statistician, an assistant principal, and the dean of the Graduate Studies Program, whose comments and suggestions were incorporated in refining the final version of the questionnaire.

2.6 Data Gathering Procedure

The researcher followed the Gantt Chart of Activities. In the conduct of the study, the researcher came up with the conceptualization of a research problem. It was followed by reading several researches in order to come up with the development of chapters 1, 2, and 3 of the study. The researcher prepared a questionnaire-checklist for validation by different experts. Gathering of the needed information was in compliance with the Data Privacy Act of 2012. Permission from concerned authorities was secured by the researcher. The questionnaire was administered to the respondents. After the administration and retrieval of the questionnaire-checklist, data were treated utilizing appropriate statistical tools through the Statistical Package for Social Sciences (SPSS). Analysis and interpretation of data followed. Summary of findings, conclusions and recommendations were formulated. After the oral defense, the manuscript was revised based on the comments and suggestions of the Oral Examination Committee. The study was also subjected to antiplagiarism test. After the final editing and revision, hardbound copies of the manuscript were submitted to the office of the Graduate Studies Program and other offices.

2.7 Data Analysis Techniques

The data gathered in the study were tallied, tabulated, and analyzed using appropriate statistical tools to answer the research objectives. Frequency, percentage, and rank distribution were used to describe the profile of the respondents in terms of selected variables. The weighted mean was utilized to determine the extent of environmental diversity among primary grade pupils as perceived by the respondents in terms of school, home, and social environments. To examine significant differences between the perceptions of the two groups of respondents, an independent samples t-test was employed. Furthermore, analysis of variance (ANOVA) was used to determine significant differences in perceptions when respondents were grouped according to their profile variables. The level of academic performance of the pupils, based on their average grades in the first and second quarters, was analyzed using frequency, mean, and standard deviation. Lastly, correlation analysis was applied to determine the significant relationship between the perceived extent of environmental diversity and the academic performance of primary grade pupils.

2.8 Ethical Considerations

This study strictly adhered to ethical standards in the conduct of research. Prior to data collection, permission was sought from the school authorities and concerned officials to ensure proper coordination and approval. The respondents were informed about the purpose of the study, and their participation was entirely voluntary. Informed consent was obtained, assuring them that they could withdraw from the study at any time without any consequences. Confidentiality and anonymity of the respondents were strictly maintained by not disclosing their identities and ensuring that all collected data were used solely for academic purposes. Additionally, the researcher ensured that no harm, discomfort, or bias would affect the participants throughout the process. All information gathered was treated with utmost respect and integrity, and results were presented honestly and objectively.

3. Results and Discussion

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

As shown in the table 1.1., out of 120 teacher-respondents, in terms of age, 40 % are 41-50 years old, 26.7 % are 31-40 years old, 17.5 % are 21-30 years old, 11.7% are 51-60 years old and the remaining percentage of 4.1 % are 61 years old and above. In terms of sex, most of them are females with 91.7%. As to their civil status, majority of them are married with 55%. With regard to their educational attainment, 34.2% have finished their Masters' degree while 32.5% have earned units in the Masters' degree. As to their position title, 44.2% are Teacher II while 33.3 % are Teacher III. Only 15.8 % are Teacher I and 6.7% are Master teacher. In terms of length of service, 39.2% have been in the service for 1-10 years while 30 % have been in the service for 11-20 years. With regard to in-service trainings attended, 41.7% have attended in the division level, 20% in the national level and the rest have attended in the district, regional and school level.

Table 1.1
Frequency and Percentage Distribution of the Teacher -Respondents in Terms of the Selected Variables

Age	F	%	R
61 years old and above	5	4.1	5
51-60 years old	14	11.7	4
41-50 years old	48	40.0	1
31-40 years old	32	26.7	2
21-30 years old	21	17.5	3

Total	120	100.0	
Sex	F	%	R
Male	10	8.3	2
Female	110	91.7	1
Total	120	100.0	
Civil Status	F	%	R
Single	44	36.7	2
Married	66	55.0	1
Widow	6	5.0	3
Separated	4	3.3	4
Total	120	100.0	
Educational Attainment	F	%	R
with Doctorate units	6	5.0	4
Master's Degree	41	34.2	1
With MA units	39	32.5	2
Bachelor's Degree	34	28.3	3
Total	120	100.0	
Position Title	F	%	R
Master Teacher I	8	6.7	4
Teacher III	40	33.3	2
Teacher II	53	44.2	1
Teacher I	19	15.8	3
Total	120	100.0	
Length of Service	F	%	R
21 years and above	20	16.7	3
11 -20 years	36	30.0	2
1 -10years	47	39.2	1
below 1 year	17	14.1	4
Total	120	100.0	
In-Service Trainings Attended	F	%	R
National Level	24	20.0	2
Regional Level	16	13.3	4
Division Level	50	41.7	1
District Level	20	16.7	3
School Level	10	8.3	5
Total	120	100.0	

The table 1.2. below depicts that out of 380 parent-respondents, 39.2% are 41-50 years old while 29.7% are 31-40 years old. In terms of sex, majority of them are females with 68.9%. As regard to their civil status, most of them are married with 89.2 %. As to their educational attainment, 33.2% are college undergraduates and 28.2% are college graduates. In terms of monthly family income, 32.1 % have monthly family income of ₱25,000- ₱29, 999 and 25% have monthly family income of ₱20,000- ₱24,999. In terms of occupation, most of them are employed and self-employed with 36.3% and 32.9% respectively.

Table 1.2
Frequency and Percentage Distribution of the Parent -Respondents in Terms of the Selected Variables

Age	F	%	R
61 years old and above	11	2.9	5
51-60 years old	34	9.0	4
41-50 years old	149	39.2	1
31-40 years old	113	29.7	2
21-30 years old	73	19.2	3
Total	380	100.0	
Sex	F	%	R
Male	118	31.1	2
Female	262	68.9	1
Total	380	100.0	
Civil status	F	%	R

Single	10	2.6	4
Married	339	89.2	1
Widow/Widower	18	4.8	2
Separated	13	3.4	3
Total	380	100.0	
Educational Attainment	F	%	R
College Graduate	107	28.2	2
College Undergraduate	126	33.2	1
High School Graduate	72	18.9	3
High School Undergraduate	43	11.3	4
Elementary Graduate	32	8.4	5
Total	380	100.0	
Monthly Family Income	F	%	R
₱30,000 and above	77	20.3	4
₱25,000- ₱29, 999	122	32.1	1
₱20,000- ₱24,999	95	25.0	2
below ₱20,000	86	22.6	3
Total	380	100.0	
Occupation			
Employed	138	36.3	1
Unemployed	78	20.5	3
Self-Employed	125	32.9	2
Others	39	10.3	4
Total	380	100.0	

3.2 Extent of Environmental Diversity Among Primary Grade Pupils as Perceived by the Two Groups of Respondents With Respect to the Different Aspects

As gleaned from the table, as perceived by the teacher-respondents, the composite weighted mean obtained is 4.39 interpreted Often. Among the aspects, first in rank is School Environment with an overall weighted mean of 4.57 interpreted Always. Home Environment and School Environment are second and third in ranks with overall weighted means of 4.35 and 4.25 respectively. For the parent-respondents, the composite weighted mean obtained is 4.47 interpreted Often. First and second in ranks are School Environment and Home Environment with overall weighted means of 4.59 and 4.50 both interpreted Always. Last in rank is Social Environment with an overall weighted mean of 4.32 interpreted Often. It could be deduced from the results that the primary grade pupils often have positive school, home and social environment as perceived by teachers and parents. This means that pupils are provided with environment for convenient learning. Findings imply that pupils are provided with a conducive learning environment which is supportive, safe, and engaging space—physically and psychologically—that maximizes student focus, collaboration, and academic growth. Teachers and parents try to provide pupils with adequate, comfortable, and well-lit surroundings and a positive, respectful, and inclusive atmosphere with clear communication, routines, and resources. This relates with the ideas of Lozano (2023) cited that adverse learning environment can foster enhanced understanding, critical thinking, and social skills while preparing students for a globalized world. However, it can also present challenges related to equity and inclusion, requiring educators to be mindful of diverse needs and create supportive environments. Students gain broader perspectives and deeper understanding by interacting with peers from diverse backgrounds, leading to improved critical thinking and problem-solving skills.

Table 2

Extent of Environmental Diversity Among Primary Grade Pupils as Perceived by the Two Groups of Respondents With Respect to the Different Aspects

Aspects	Teachers			Parents		
	W $\bar{X}$	VI	R	W $\bar{X}$	VI	R
School Environment	4.57	Always	1	4.59	Always	1
Home Environment	4.35	Often	2	4.50	Always	2
Social Environment	4.25	Often	3	4.32	Often	3
Composite W$\bar{X}$	4.39	Often		4.47	Often	

3.3 Significant Difference Between the Perception of the Two Groups of Respondents on the Extent of Environmental Diversity Among Primary Grade Pupils with Respect to the Different Aspects

As presented in the table, the t-test results revealed that the probability values for the school environment and social environment were greater than .05, leading to the acceptance of the null hypothesis. This indicates that there is no significant difference between the perceptions of teachers and pupils regarding the extent of environmental diversity in these two aspects. However, for the home environment, the probability value was found to be less than .05, resulting in the rejection of the null hypothesis. This implies that there is a significant difference between the perceptions of teachers and pupils with respect to the home environment. The findings suggest that while both groups share similar views regarding environmental diversity in school and social contexts, they differ in their perceptions of home-related factors. This difference may be attributed to variations in their experiences, expectations, and awareness of conditions within the learners' home environments. As such, strengthening collaboration between teachers and parents is essential to better align their perspectives and enhance support for pupils. This finding is consistent with the perspective of Hopkins (2023), who emphasized that environmental diversity involves diverse perspectives, cultures, and backgrounds, and that creating safe and supportive learning environments fosters empathy, understanding, and a more holistic appreciation of social and environmental interconnectedness.

Table 3

Result of the t-test in the Significant Difference Between the Perception of the Two Groups of Respondents on the Extent of Environmental Diversity Among Primary Grade Pupils with Respect to the Different Aspects

Aspects	t-value	p-value	Decision	Verbal Interpretation
School Environment	1.322	.321	Accepted	Not Significant
Home Environment	8.129	.009	Rejected	Significant
Social Environment	1.398	.538	Accepted	Not Significant

3.4 Significant Difference on the Perception of the Two Groups of Respondents on the Extent of Environmental Diversity Among Primary Grade Pupils with Respect to the Different Aspects in Terms of Their Profile

The results of the F-test revealed that there is no significant difference in the perception of teacher-respondents on the extent of environmental diversity when grouped according to sex, civil status, and position title, as indicated by probability values greater than .05, leading to the acceptance of the null hypothesis. In contrast, significant differences were found in terms of age, educational attainment, length of service, and in-service trainings attended, as shown by probability values less than .05, resulting in the rejection of the null hypothesis. This implies that teachers' age, level of education, teaching experience, and participation in professional development activities influence their perceptions of environmental diversity among primary grade pupils. On the other hand, sex, civil status, and position title do not affect their perceptions. These findings suggest that more experienced, highly educated, and well-trained teachers tend to have a broader and more informed understanding of environmental diversity, while differences in age may also shape varying perspectives. Overall, the results highlight the importance of continuous professional development and training programs in enhancing teachers' awareness and responsiveness to environmental diversity, which is essential in improving teaching practices and supporting learners' academic development.

Table 4.1

Result of the F-Test on the Significant Difference on the Perception of the Teacher- Respondents on the Extent of Environmental Diversity Among Primary Grade Pupils with Respect to the Different Aspects in Terms of Their Profile

Aspects/Profile	F-value	p-value	Ho	Verbal Interpretation
Age				
School Environment	5.993	0.009	Rejected	Significant
Home Environment	4.030	0.001	Rejected	Significant
Social Environment	6.236	0.022	Rejected	Significant
Sex				
School Environment	0.147	0.076	Accepted	Not Significant
Home Environment	0.605	0.855	Accepted	Not Significant
Social Environment	0.507	0.993	Accepted	Not Significant

Civil Status				
School Environment	1.174	0.089	Accepted	Not Significant
Home Environment	0.792	0.099	Accepted	Not Significant
Social Environment	0.877	0.093	Accepted	Not Significant
Educational Attainment				
School Environment	9.647	0.007	Rejected	Significant
Home Environment	7.719	0.009	Rejected	Significant
Social Environment	9.300	0.008	Rejected	Significant
Position Title				
School Environment	0.632	0.076	Accepted	Not Significant
Home Environment	0.476	0.097	Accepted	Not Significant
Social Environment	1.733	0.088	Accepted	Not Significant
Length of Service				
School Environment	6.597	0.009	Rejected	Significant
Home Environment	10.897	0.011	Rejected	Significant
Social Environment	4.518	0.022	Rejected	Significant
In-service Trainings Attended				
School Environment	8.018	0.004	Rejected	Significant
Home Environment	9.302	0.011	Rejected	Significant
Social Environment	9.827	0.022	Rejected	Significant

The table 4.2. below shows that in terms of parents' sex and civil status, the F-test results yielded probability values greater than .05 across all aspects, leading to the acceptance of the null hypothesis, which indicates that there is no significant difference in the perceptions of parent-respondents on the extent of environmental diversity among primary grade pupils. In contrast, significant differences were found in terms of age, educational attainment, monthly family income, and occupation, as reflected by probability values less than .05, resulting in the rejection of the null hypothesis. This implies that these variables significantly influence parents' perceptions of environmental diversity, while sex and civil status do not have a significant effect. The findings suggest that parents' life experiences, educational background, financial capacity, and occupational exposure shape how they perceive and support environmental diversity among pupils. Older parents or those with different life experiences may have varying perspectives, while higher educational attainment may lead to greater awareness of environmental factors affecting learning. Likewise, parents with higher income levels may have better access to resources that support their children's learning environment, and occupational experiences may also influence their views and priorities. These results align with the study of Fuentes (2024), which found that socioeconomic factors, parental education, and income levels are critical determinants of students' academic performance.

Table 4.2

Result of the F-Test on the Significant Difference on the Perception of the Parent- Respondents on the Extent of Environmental Diversity Among Primary Grade Pupils with Respect to the Different Aspects in Terms of Their Profile

Aspects/Profile	F-value	p-value	Ho	Verbal Interpretation
Age				
School Environment	4.994	0.002	Rejected	Significant
Home Environment	6.641	0.001	Rejected	Significant
Social Environment	8.498	0.024	Rejected	Significant
Sex				
School Environment	0.001	0.973	Accepted	Not Significant
Home Environment	0.002	0.967	Accepted	Not Significant
Social Environment	0.243	0.624	Accepted	Not Significant
Civil Status				
School Environment	0.441	0.645	Accepted	Not Significant
Home Environment	2.818	0.068	Accepted	Not Significant
Social Environment	0.040	0.960	Accepted	Not Significant
Educational Attainment				
School Environment	4.510	0.007	Rejected	Significant
Home Environment	7.349	0.009	Rejected	Significant
Social Environment	9.057	0.003	Rejected	Significant
Monthly Family Income				

School Environment	7.587	0.005	Rejected	Significant
Home Environment	9.768	0.004	Rejected	Significant
Social Environment	4.769	0.035	Rejected	Significant
Occupation				
School Environment	7.490	0.003	Rejected	Significant
Home Environment	9.292	0.031	Rejected	Significant
Social Environment	8.241	0.003	Rejected	Significant

3.5. Level of Academic Performance of Primary Grade Pupils as Revealed by Their Average Grades in the Second Quarter

As gleaned from the table, the overall academic performance of the primary grade pupils in the second quarter is 85.03, which is interpreted as “Very Satisfactory.” Out of 380 pupils, 38.4% obtained average grades ranging from 85–89, also interpreted as Very Satisfactory. Meanwhile, 27.4% of the pupils achieved a Satisfactory level with grades between 80–84, 17.6% attained Fairly Satisfactory performance, and 16.6% reached the Outstanding level with grades of 90 and above. These results indicate that a considerable number of pupils are performing well academically, suggesting that effective study habits and a supportive learning environment contribute positively to their performance. The computed standard deviation of 3.832 shows that the pupils’ grades are closely clustered around the mean, indicating a relatively consistent level of performance among the respondents. The findings further imply that while most pupils are performing within the satisfactory range, there is still a need for targeted interventions to help those in the lower performance levels progress to higher achievement categories. Strengthening instructional strategies, enhancing parental involvement, and providing additional academic support may help improve overall performance. This aligns with the study of Mapigano (2022), which emphasized that pupils’ academic performance is influenced by factors such as socioeconomic conditions, parental support, self-confidence, and effective communication between the home and school, all of which contribute to improved learning outcomes.

Table 5

Level of Academic Performance of Primary Grade Pupils as Revealed by Their Average Grades in the Second Quarter

Grades	Verbal Interpretation	F	%
90 and above	Outstanding	63	16.6
85 - 89	Very Satisfactory	146	38.4
80 - 84	Satisfactory	104	27.4
75 - 79	Fairly Satisfactory	67	17.6
Total		380	100
Highest Grade		90	
Lowest Grade		78	
Mean		85.03 – Very Satisfactory	
Standard Deviation		3.832	

3.6. Significant Relationship Between the Perceived Extent of Environmental Diversity Among Primary Grade Pupils and Their Level of Academic Performance

As gleaned from the table, the computed correlation coefficients for all aspects yielded probability values less than .05, leading to the rejection of the null hypothesis. This indicates that there is a significant relationship between the perceived extent of environmental diversity among primary grade pupils and their level of academic performance. The results suggest that pupils exposed to greater environmental diversity tend to achieve better academic performance, highlighting the positive influence of varied learning environments on student outcomes. This implies that schools can utilize environmental diversity as a strategy to enhance learning experiences, and that targeted interventions addressing environmental factors may further improve pupil performance. The findings are consistent with the study of Wankasi (2022), which emphasized that environmental factors such as physical facilities, motivational programs, and parental income significantly influence students’ academic performance.

Table 6

Significant Relationship Between the Perceived Extent of Environmental Diversity Among Primary Grade Pupils and Their Level of Academic Performance

Aspects	r-values	p-values	Ho	Verbal Interpretation
School Environment	0.876	0.016	Rejected	Significant
Home Environment	0.798	0.009	Rejected	Significant
Social Environment	0.686	0.038	Rejected	Significant

4. Conclusion & Recommendations

Based on the findings of the study, it is concluded that teachers and parents differ in their perceptions regarding the extent of environmental diversity among primary grade pupils in terms of the home environment, while they share similar views with respect to the school and social environments. The results also show that the perceptions of teachers are influenced by their age, educational attainment, length of service, and in-service trainings attended, whereas the perceptions of parents are affected by their age, educational attainment, monthly family income, and occupation, particularly in relation to the home environment. Furthermore, the level of environmental diversity among primary grade pupils is significantly associated with the extent of environmental diversity across school, home, and social environments, indicating that these contexts play a crucial role in shaping pupils' overall environmental diversity.

In light of these conclusions, it is recommended that stronger collaboration among educators, parents, policymakers, and community stakeholders be established to promote equitable educational opportunities and enhance environmental diversity among pupils. Schools may conduct parental orientation programs, quarterly meetings, and home visitations to further support and improve the pupils' learning environment. The implementation of the proposed action plan is encouraged to address identified gaps and strengthen support systems for learners. Additionally, future researchers are encouraged to conduct parallel studies considering other variables to further deepen the understanding of environmental diversity and its impact on pupils' development.

Compliance with ethical standards

The author declares no conflict of interest. This research received no specific grant from any funding agency in the public, commercial, or not-for-profit sectors. This study was self-funded. The authors thank the participating respondents for their contributions

REFERENCES

- Aquino, R. (2023). Classroom environment and students' academic performance. *Philippine Journal of Educational Research*, 15(2), 45–60.
- Dela Cruz, R. (2023). Environmental diversity and learner development in basic education. *Philippine Journal of Education Research*, 12(1), 33–47.
- Department of Education. (2024). *DepEd Order No. 10, s. 2024: MATATAG Curriculum*. *Philippine Journal of Education Policy*, 5(1), 1–15.
- Dzever, L. (2023). Home environment and academic achievement: Implications for primary education. *Educational Research Journal*, 12(2), 45–60.
- Estuya, M. (2024). Home and school environment as predictors of reading comprehension. *Asian Journal of Education Studies*, 9(1), 22–35.
- Fuentes, J. (2024). Parental involvement and student academic success: A socioeconomic perspective. *Journal of Educational Studies*, 18(1), 22–35.
- Gundula, T. (2021). Socioeconomic factors and their impact on student performance. *International Journal of Education and Development*, 9(3), 55–68.
- Hopkins, D. (2023). Environmental diversity in education: Creating inclusive learning spaces. *Global Education Review*, 10(1), 15–28.
- Kamran, S. (2022). School environment and its influence on academic achievement. *Asian Journal of Education*, 7(4), 112–125.
- Lozano, P. (2023). Diversity in learning environments and student development. *Journal of Educational Innovation*, 5(2), 33–47.
- Mapigano, R. (2022). Socioeconomic and environmental factors affecting primary learners' performance. *African Journal of Educational Research*, 6(1), 78–90.
- Rebollos, A. (2024). Environmental influences on student learning outcomes. *Philippine Journal of Education*, 19(2), 40–52.
- Republic Act No. 10173. (2012). *Data Privacy Act of 2012*. *Philippine Law Review*, 60(2), 100–120.
- Wankasi, M. (2022). Environmental factors and students' academic performance. *International Journal of Academic Research*, 11(2), 66–80.
- Zegarra, L. (2024). Physical learning environment and student performance. *Education and Development Review*, 8(1), 90–102.