

Effects of Nutritional Status on the Well-Being and Academic Performance of Grade Five Pupils

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Abstract

This study examined the effects of nutritional status on the well-being and academic performance of Grade Five pupils in selected public elementary schools in Tanay District during the School Year 2025–2026. It employed a descriptive survey research design complemented by documentary analysis. The respondents consisted of 40 Grade Five teachers and 300 Grade Five pupils selected using Slovin's formula. Data were gathered through a researcher-made questionnaire assessing the perceived effects of nutritional status on pupils' physical, emotional, social, and intellectual development, while pupils' academic performance was determined through documentary analysis of their average grades. Findings revealed that teachers perceived nutritional status to have a very high effect on pupils' well-being across all developmental domains, whereas pupils rated its effect as high. A significant difference existed between the perceptions of teachers and pupils regarding the effects of nutritional status. Teachers' perceptions did not significantly differ according to their demographic profile. Among pupils, no significant differences were found based on sex, sibling position, and family size; however, significant differences were observed in terms of monthly family income, parents' educational attainment, and parents' occupation. The pupils obtained a Very Satisfactory level of academic performance, and a significant relationship was established between the perceived effects of nutritional status on well-being and academic performance. The study concluded that nutritional status plays a significant role in pupils' holistic well-being and is positively associated with academic achievement. It further established that socioeconomic factors influence pupils' perceptions of the effects of nutritional status, while teachers' demographic characteristics do not. The study recommends the continuous implementation and strengthening of school-based nutrition education programs, the provision of targeted academic intervention activities by teachers, the adoption of the proposed action plan, and the conduct of experimental studies to further examine the causal effects of nutritional status on pupils' well-being and academic performance.

Keywords: Nutritional Status, Well-Being, Academic Performance, Grade Five Pupils, Physical Development, Emotional Development, Social Development, Intellectual Development, Descriptive Survey Research

1. Introduction

Nutritional status is widely recognized as one of the fundamental determinants of children's health, well-being, and educational success. Adequate nutrition during the elementary years supports normal physical growth, cognitive development, emotional stability, and social functioning, all of which contribute to learners' capacity to participate effectively in classroom activities and achieve academic success. Conversely, poor nutritional status may result in stunting, undernutrition, micronutrient deficiencies, fatigue, poor concentration, and reduced learning capacity, ultimately affecting pupils' educational outcomes. In the Philippines, where malnutrition remains a persistent concern among school-aged children, schools have become important venues for implementing nutrition programs that promote healthy eating habits and improve learners' overall development.

Previous studies have consistently established the relationship between nutritional status and children's physical and cognitive development. According to Victora et al. (2021), adequate nutrition during childhood is essential for optimal brain development, physical growth, and long-term educational achievement. Their findings emphasized that children with appropriate nutritional intake demonstrate better cognitive functioning, improved memory, and higher learning efficiency than those experiencing nutritional deficiencies. Similarly, UNICEF (2023) reported that malnutrition continues to hinder children's educational opportunities worldwide by affecting school attendance, classroom participation, and learning performance. These studies demonstrate that nutrition serves as a critical foundation for children's overall well-being and educational development.

Research has likewise shown that nutritional status significantly influences pupils' academic performance. Aurino et al. (2022) found that children with better nutritional status consistently performed better in literacy, numeracy, and other academic competencies than their undernourished peers. Their study emphasized that adequate nutrition enhances attention span, classroom engagement, and problem-solving abilities, thereby improving academic achievement. Likewise, World Health Organization (2023) stressed that school health and nutrition interventions positively influence learners' educational

outcomes by reducing absenteeism, improving concentration, and increasing classroom participation. These findings highlight the importance of integrating nutrition interventions into educational programs to support learners' academic success.

Beyond academic achievement, nutrition has also been associated with children's emotional and social well-being. Black et al. (2021) explained that adequate nutrition contributes to emotional regulation, self-confidence, and positive social interaction among school-aged children. Children suffering from poor nutritional status are more likely to experience behavioral difficulties, anxiety, reduced self-esteem, and limited participation in school activities, which may negatively affect their interpersonal relationships and overall well-being. Their findings reinforce the multidimensional influence of nutrition beyond physical health by demonstrating its contribution to children's psychosocial development.

Although numerous international and local studies have investigated the relationship between nutritional status and educational outcomes, existing literature has primarily focused on either nutritional status and academic achievement or nutrition and health-related outcomes independently. Limited studies have simultaneously examined the effects of nutritional status on multiple dimensions of pupils' well-being—including physical, emotional, social, and intellectual development—while relating these dimensions to academic performance in the context of public elementary schools in the Philippines. Moreover, there remains limited empirical evidence involving Grade Five pupils in selected public elementary schools within Tanay District, where socioeconomic and educational conditions may uniquely influence learners' nutritional status and educational outcomes.

Addressing this gap, the present study examined the effects of nutritional status on the well-being and academic performance of Grade Five pupils in selected public elementary schools in Tanay District during the School Year 2025–2026. Specifically, it investigated the perceived effects of nutritional status on pupils' physical, emotional, social, and intellectual development, assessed their academic performance, and determined the relationship between nutritional status and academic achievement. The findings are expected to provide valuable evidence for school administrators, teachers, parents, and policymakers in strengthening school-based nutrition programs and developing interventions that promote learners' holistic development and improved educational outcomes.

2. Material and methods

2.1 Research Design

This study employed a descriptive survey research design complemented by documentary analysis to determine the effects of nutritional status on the well-being and academic performance of Grade Five pupils. The descriptive survey was used to gather the perceptions of teachers and pupils regarding the effects of nutritional status on physical, emotional, social, and intellectual development, while documentary analysis was utilized to obtain the pupils' average grades as measures of academic performance.

2.2 Locale of the Study

The study was conducted in selected public elementary schools in Tanay District, Division of Rizal, namely Aldea Elementary School, Don Domingo Capistrano Memorial Elementary School, Ilaya Elementary School, Lorenzo A. Ramos Elementary School, Patricio Jarin Memorial Elementary School, Simeon R. Bendaña Sr. Memorial Elementary School, Tanay Ville Elementary School, and Wawa Elementary School during the School Year 2025–2026.

2.3 Respondents of the Study

The respondents of the study consisted of 40 Grade Five teachers and 300 Grade Five pupils from the selected public elementary schools. The teachers provided their perceptions regarding the effects of nutritional status on pupils' well-being, while the pupils assessed their own well-being, and their academic performance was determined through their recorded average grades.

2.4 Sample and Sampling Procedure

The study utilized total population sampling for the Grade Five teachers, while Slovin's formula was employed to determine the sample size of 300 Grade Five pupils. The selected pupils were chosen using simple random sampling to ensure that each eligible pupil had an equal opportunity to participate in the study.

2.5 Research Instrument

Data was collected using a researcher-made questionnaire-checklist composed of two parts: the first gathered the demographic profile of the respondents, while the second measured the perceived effects of nutritional status on pupils' physical, emotional, social, and intellectual development. The instrument underwent validation by experts and reliability testing prior to its administration.

2.6 Data Gathering Procedure

After securing approval from the appropriate school authorities, the researcher administered the validated questionnaires to the teacher and pupil respondents. The accomplished questionnaires were retrieved, checked for completeness, and the pupils' average grades were obtained from school records with the necessary permission for documentary analysis.

2.7 Data Analysis Techniques

The data were analyzed using frequency, percentage, weighted mean, and standard deviation to describe the respondents and determine the extent of the perceived effects of nutritional status. Independent samples t-test, one-way analysis of variance (ANOVA), and Pearson Product-Moment Correlation (Pearson r) were employed to determine significant differences and relationships among the variables at the 0.05 level of significance.

2.8 Ethical Considerations

The study adhered to established ethical principles throughout the research process. Prior to data collection, permission was obtained from the concerned authorities and participating manufacturing companies. All respondents were informed of the purpose, procedures, and voluntary nature of the study, and their informed consent was secured before participation. Confidentiality and anonymity of the respondents were strictly maintained by ensuring that no personal or company-identifiable information was disclosed in the presentation of the results. Participants were assured that they could withdraw from the study at any time without any consequences. The data gathered were used solely for academic and research purposes, stored securely, and handled in accordance with the agreed confidentiality and non-disclosure provisions to protect the privacy and integrity of both the respondents and the participating organizations.

3. Results and Discussion

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

As shown in the table 1.1. , majority of teachers are 31-40 years old (40%), followed by 21-30 years old (25%). The rest are 51-60 years old (15%) and 41-50 years old (10%). Female teachers dominate (70%), while male teachers make up 30%. In terms of civil status, most teachers are married (52.5%), followed by single (40%). While the widow or widower has (5%) and the separated contains (2.5%). In terms of educational attainment, majority have Master's degrees (37.5%), while 25% have units in MA, Bachelor's degree (17.5%), with Doctoral degree (12.5%) and with Doctorate units (7.5%). As to their length of service, most teachers have 20-24 years of service (37.5%) followed by 15-19 years of service (25%), for 25 years and above (20%) and the rest have been in the service for 10-14 years (10%) and 5-9 years (7.5%). In terms of position title, Teacher II is the most common position (42.5%), followed by Teacher I (25%). The rest are Teacher III that contains (20%) and Master Teacher I (12.4%). In terms of in-service training attended, District-level trainings are most attended (30%) followed by Division level 25%. While the others are Regional Level that has (20%), National Level (15%), and School Level (10%)..

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

Profile	f	%	Rank
Age			
51 - 60 years old	6	15.0	3
41 – 50 years old	8	10.0	4
31 – 40 years old	16	40.0	1
21 – 30 years old	10	25.0	2
Total	40	100.0	
Sex			
Male	12	30.0	2
Female	28	70.0	1
Total	40	100.0	
Civil Status			
Single	16	40.0	2
Married	21	52.5	1
Widow/Widower	2	5.0	3
Separated	1	2.5	4
Total	40	100.0	
Educational Attainment			
Doctorate Degree	5	12.5	4
with Doctorate units	3	7.5	5
Master's Degree	15	37.5	1

With MA units	10	25.0	2
Bachelor's Degree	7	17.5	3
Total	40	100.0	
Length of Service			
25 years and above	8	20.0	3
20-24 years	15	37.5	1
15-19 years	10	25.0	2
10-14 years	4	10.0	4
5-9 years	3	7.5	5
Total	40	100.0	
Position Title			
Master Teacher I	5	12.5	4
Teacher III	8	20.0	3
Teacher II	17	42.5	1
Teacher I	10	25.0	2
Total	40	100.0	
In-Service Trainings Attended			
National Level	6	15.0	4
Regional Level	8	20.0	3
Division Level	10	25.0	2
District Level	12	30.0	1
School Level	4	10.0	5
Total	40	100.0	

As reflected in the table 1.2. below, majority of pupil-respondents are female (53.3%), while males make up 46.7%. In terms of sibling position, most pupil-respondents are second-born (32%), followed by first-born (26.7%). While the others are third-born (22.7%) and fourth-born (18.6%). As to the number of children in the family, majority come from families with three children (40.7%) followed by families with two children (27%). The rest belong to families with four and above (18.6%) and one-child family (13.7%). As to their monthly family income, most of the pupil-respondents belong to families earning Php 20,000 and above (29.7%), followed by monthly family income below Php 10,000 (27.3%). The remaining respondents have a monthly family income of Php 15,000- 19, 999 (23%) and Php 10,000 – Php 14,999 (20%). In terms of parents' educational attainment, most fathers (29.7%) and mothers (30.7%) are college graduates. This is followed by those who are high school graduates, comprising (28.3%) of fathers and (30%) of mothers. In terms of parents' occupation: Most fathers are government employees (31.7%) followed by private company employees (27%). Similarly to mothers' occupation, most are also government employees (30.7%) followed by followed by private company employees (28.3%).

Table 1.2.
*Frequency and Percentage Distribution of the Pupil-Respondents
in Terms of the Selected Variables*

Profile	f	%	Rank
Sex			
Male	140	46.7	1
Female	160	53.3	2
Total	300	100.0	
Sibling Position			
1st	80	26.7	2
2nd	96	32.0	1
3rd	68	22.7	3
4th	56	18.6	4
Total	300	100.0	
Number of Children in the Family			
1	41	13.7	4
2	81	27.0	2
3	122	40.7	1
4 and above	56	18.6	3
Total	300	100.0	

Monthly Family Income						
Php 20,000 and above		89		29.7		1
Php 15,000 - Php 19, 999		69		23.0		3
Php 10,000 - Php 14,999		60		20.0		4
below Php 10,000		82		27.3		2
Total		300		100.0		
Parents' Educational Attainment	Father			Mother		
	f	%	R	f	%	R
College Graduate	89	29.7	1	92	30.7	1
College Undergraduate	72	24.0	3	80	26.7	3
High School Graduate	85	28.3	2	90	30.0	2
High School Undergraduate	26	8.7	5	33	11.0	4
Elementary Graduate	28	9.3	4	5	1.6	5
Total	300	100.0		300	100.0	
Parents' Occupation	Father			Mother		
	f	%	R	f	%	R
Government Employee	95	31.7	1	92	30.7	1
Private Company Employee	81	27.0	2	85	28.3	2
Self Employed	60	20.0	3	62	20.7	3
Housewife/House Husband	40	13.3	4	36	12.0	4
OFW	10	3.3	6	10	3.3	6
Others	14	4.7	5	15	5.0	5
Total	300	100.0		300	100.0	

3.2 Extent of Effects of Nutritional Status on the Well-Being of Grade Five Pupils as Perceived by the Two Groups of Respondents with Respect to the Different Aspects

Table 2 presents that both teachers and pupils recognize the importance of nutritional status in promoting the well-being of Grade Five pupils across the physical, emotional, social, and intellectual dimensions. Teachers perceived nutritional status to have a **Very High Effect** (Composite Weighted Mean = 4.60), with emotional development receiving the highest rating, while pupils perceived it to have a **High Effect** (Composite Weighted Mean = 4.23), with intellectual development ranked highest. These results suggest that teachers have a stronger appreciation of the comprehensive influence of nutrition on pupils' holistic development, whereas pupils primarily associate good nutrition with improved cognitive functioning and academic performance. The findings further imply the need to strengthen school-based nutrition education and intervention programs that emphasize the role of proper nutrition in supporting learners' physical health, emotional well-being, social interaction, and intellectual growth. This finding is consistent with the study of **Ossai (2024)**, which revealed that nutrition has a significant positive impact on the mental health and overall well-being of primary school children.

Table 2

Extent of Effects of Nutritional Status on the Well-Being of Grade Five Pupils as Perceived by the Two Groups of Respondents with Respect to the Different Aspects

Aspects	Teachers			Pupils		
	WX	VI	Rank	WX	VI	Rank
Physical Development	4.61	Very High Effect	2	4.27	High Effect	3
Emotional Development	4.62	Very High Effect	1	4.23	High Effect	2
Social Development	4.60	Very High Effect	3	4.19	High Effect	4
Intellectual Development	4.57	Very High Effect	4	4.27	High Effect	1
Composite WX	4.60	Very High Effect		4.23	High Effect	

3.3 Significant Difference Between the Perception of the Two Groups of Respondents on the Extent of Effects of Nutritional Status on the Well-Being of Grade Five Pupils with Respect to the Different Aspects

The results reveal a significant difference between the perceptions of teachers and pupils regarding the effects of nutritional status on the well-being of Grade Five pupils across all aspects of development. The computed t-values for physical development (8.63, $p = .002$), emotional development (11.02, $p = .029$), social development (9.39, $p = .012$), and intellectual development (8.39, $p = .001$) were all significant at the 0.05 level, leading to the rejection of the null hypothesis. These findings indicate that teachers consistently perceived nutritional status to have a significantly greater influence on pupils' well-being than the pupils themselves. The disparity may be attributed to teachers' professional knowledge and classroom observations, which enable them to better recognize the broad effects of nutrition on learners' physical, emotional, social, and intellectual development, whereas pupils tend to associate nutrition mainly with energy and academic functioning. The findings underscore the need to strengthen nutrition education among learners to enhance their understanding of the broader

role of proper nutrition in holistic development. This result supports the findings of Angeles (2024), who emphasized that adequate nutrition is essential for children's overall development and academic success, as insufficient nutrition limits their ability to reach their full educational potential.

Table 3

Significant Difference Between the Perception of the Two Groups of Respondents on the Extent of Effects of Nutritional Status on the Well-Being of Grade Five Pupils with Respect to the Different Aspects

Aspects	t-value	p-value	Decision	Verbal Interpretation
Physical Development	8.63	.002	Rejected	Significant
Emotional Development	11.02	.029	Rejected	Significant
Social Development	9.39	.012	Rejected	Significant
Intellectual Development	8.39	.001	Rejected	Significant

3.4 Significant Difference on the Perception of the Two Groups of Respondents on the Extent of Effects of Nutritional Status on the Well-Being of Grade Five Pupils with Respect to the Different Aspects in Terms of Their Profile

The findings indicate that there is no significant difference in the perceptions of teacher-respondents regarding the effects of nutritional status on the well-being of Grade Five pupils across the four developmental aspects when grouped according to age, sex, civil status, educational attainment, position title, length of service, and in-service trainings attended. Since all computed probability values were greater than the 0.05 level of significance, the null hypothesis was accepted for all variables. This suggests that teachers consistently perceived nutritional status to have a Very High Effect on pupils' physical, emotional, social, and intellectual development regardless of their personal and professional characteristics. The results imply a strong consensus among teachers, indicating that demographic factors do not influence their understanding of the importance of nutrition in learners' holistic development. Consequently, school nutrition programs and professional development initiatives may be implemented uniformly across all teaching personnel, as teachers share common views on the significance of proper nutrition. This finding supports the work of Kwesi (2024), who emphasized that nutrition is closely linked to learners' cognitive functioning, classroom participation, and academic performance, highlighting the vital role of balanced nutrition in promoting children's overall well-being and educational success.

Table 4.1.

Significant Difference on the Perception of the Teacher-Respondents on the Extent of Effects of Nutritional Status on the Well-Being of Grade Five Pupils with Respect to the Different Aspects in Terms of Their Profile

Variables/ Aspects	F-comp	p-values	Ho	VI
Age				
Physical Development	0.325	.807	Accepted	Not Significant
Emotional Development	0.203	.894	Accepted	Not Significant
Social Development	1.658	.179	Accepted	Not Significant
Intellectual Development	1.124	.093	Accepted	Not Significant
Sex				
Physical Development	0.549	.579	Accepted	Not Significant
Emotional Development	0.128	.880	Accepted	Not Significant
Social Development	1.438	.241	Accepted	Not Significant
Intellectual Development	1.352	.721	Accepted	Not Significant
Civil Status				
Physical Development	1.083	.368	Accepted	Not Significant
Emotional Development	1.852	.096	Accepted	Not Significant
Social Development	1.428	.228	Accepted	Not Significant
Intellectual Development	0.212	.321	Accepted	Not Significant
Educational Attainment				
Physical Development	1.387	.242	Accepted	Not Significant
Emotional Development	0.504	.733	Accepted	Not Significant
Social Development	1.091	.074	Accepted	Not Significant
Intellectual Development	2.002	.985	Accepted	Not Significant
Position Title				
Physical Development	0.208	.933	Accepted	Not Significant
Emotional Development	1.560	.189	Accepted	Not Significant
Social Development	1.328	.263	Accepted	Not Significant
Intellectual Development	2.112	.921	Accepted	Not Significant

Length of Service				
Physical Development	1.160	.333	Accepted	Not Significant
Emotional Development	1.318	.260	Accepted	Not Significant
Social Development	0.905	.480	Accepted	Not Significant
Intellectual Development	1.296	.771	Accepted	Not Significant
In-service Trainings Attended				
Physical Development	1.102	.334	Accepted	Not Significant
Emotional Development	1.531	.321	Accepted	Not Significant
Social Development	0.978	.568	Accepted	Not Significant
Intellectual Development	1.118	.981	Accepted	Not Significant

Table 4.2. reveal that pupils' perceptions of the effects of nutritional status on their well-being significantly vary according to selected socioeconomic characteristics but not according to personal characteristics. Specifically, there were no significant differences in pupils' perceptions based on sex, sibling position, and number of children in the family, as all computed probability values were greater than the 0.05 level of significance. However, significant differences were observed in terms of monthly family income, fathers' and mothers' educational attainment, and fathers' and mothers' occupation, leading to the rejection of the null hypothesis for these variables. These findings suggest that pupils' perceptions of the effects of nutrition on their physical, emotional, social, and intellectual development are shaped primarily by their home environment and socioeconomic conditions rather than by their demographic characteristics. Children from families with higher income, better-educated parents, and more stable occupations may have greater access to nutritious food, health information, and positive dietary practices, resulting in a stronger appreciation of nutrition's role in their well-being. The findings underscore the importance of involving parents, particularly through nutrition education and family-centered interventions, to reinforce healthy nutritional practices at home. This result is consistent with Bundy (2023), who emphasized that nutritional status significantly influences learners' physical health, mental well-being, cognitive functioning, and academic performance, highlighting the critical role of family socioeconomic factors in promoting children's overall development.

Table 4.2

Significant Difference on the Perception of the Pupil-Respondents on the Extent of Effects of Nutritional Status on their Well-Being With Respect to the Different Aspects in Terms of Their Profile

Variables/ Aspects	F-comp	p-values	Ho	VI
Sex				
Physical Development	0.068	.794	Accepted	Not Significant
Emotional Development	1.579	.109	Accepted	Not Significant
Social Development	1.379	.124	Accepted	Not Significant
Intellectual Development	0.232	.821	Accepted	Not Significant
Sibling Position				
Physical Development	0.912	.486	Accepted	Not Significant
Emotional Development	2.064	.057	Accepted	Not Significant
Social Development	1.517	.172	Accepted	Not Significant
Intellectual Development	1.215	.992	Accepted	Not Significant
Number of Children in the Family				
Physical Development	1.566	.198	Accepted	Not Significant
Emotional Development	0.168	.918	Accepted	Not Significant
Social Development	0.224	.880	Accepted	Not Significant
Intellectual Development	0.321	.218	Accepted	Not Significant
Monthly Family Income				
Physical Development	7.532	.006	Rejected	Significant
Emotional Development	9.074	.034	Rejected	Significant
Social Development	5.015	.006	Rejected	Significant
Intellectual Development	8.221	.012	Rejected	Significant
Fathers' Educational Attainment				
Physical Development	4.673	.001	Rejected	Significant
Emotional Development	7.885	.021	Rejected	Significant
Social Development	5.849	.016	Rejected	Significant
Intellectual Development	8.211	.011	Rejected	Significant

Mothers' Educational Attainment				
Physical Development	3.665	.006	Rejected	Significant
Emotional Development	5.339	.005	Rejected	Significant
Social Development	2.782	.027	Rejected	Significant
Intellectual Development	3.896	.002	Rejected	Significant
Fathers' Occupation				
Physical Development	3.454	.002	Rejected	Significant
Emotional Development	2.451	.000	Rejected	Significant
Social Development	3.431	.012	Rejected	Significant
Intellectual Development	8.092	.007	Rejected	Significant
Mothers' Occupation				
Physical Development	3.785	.003	Rejected	Significant
Emotional Development	3.457	.013	Rejected	Significant
Social Development	3.890	.009	Rejected	Significant
Intellectual Development	9.772	.022	Rejected	Significant

3.5 Level of Academic Performance of Grade Five Pupils as Revealed by Their Average Grades

The findings show that the Grade Five pupils demonstrated a Very Satisfactory level of academic performance, as evidenced by an overall mean grade of 87.59 with a standard deviation of 5.232, indicating relatively consistent academic achievement among the respondents. More than three-fourths (77.3%) of the pupils obtained grades of 80 and above, with 31.0% achieving Very Satisfactory ratings and 20.0% attaining Outstanding performance, while the remaining 22.7% earned Fairly Satisfactory ratings. Notably, no pupil received a grade below 75, reflecting a 100% passing rate. These results suggest that the respondents generally possess strong academic competence and maintain satisfactory learning outcomes. The relatively small variation in grades further indicates that pupils performed consistently across the group. The findings imply that learners are academically motivated and capable of meeting the expected learning competencies, while continued instructional support and enrichment programs may further improve their academic achievement. This finding is consistent with Boucheffa (2023), who emphasized that academic achievement reflects the extent to which learners attain educational objectives and that grading provides valuable feedback for improving teaching strategies and student learning outcomes.

Table 5

Level of Academic Performance of Grade Five Pupils as Revealed by Their Average Grades

Average Grade	Verbal Interpretation	Frequency	Percent	Rank
90 and above	Outstanding	60	20.0	4
85 – 89	Very Satisfactory	93	31.0	1
80 – 84	Satisfactory	79	26.3	2
75 – 79	Fairly Satisfactory	68	22.7	3
Below 75	Did Not Meet Expectations	-	-	-
Total		300	100.0	
Highest Rating		95		
Lowest Rating		81		
Mean		87.59 (VS)		
Std. Deviation		5.232		

3.6 Significant Relationship Between the Perceived Extent of Effects of Nutritional Status on the Well-Being of Grade Five Pupils and Their Level of Academic Performance

The results indicate a significant positive relationship between the perceived effects of nutritional status on the well-being of Grade Five pupils and their academic performance across all developmental aspects. The computed correlation coefficients for physical development ($r = .794, p = .003$), emotional development ($r = .876, p = .006$), social development ($r = .688, p = .008$), and intellectual development ($r = .729, p = .032$) were all statistically significant at the 0.05 level, leading to the rejection of the null hypothesis. Among the four aspects, emotional development exhibited the strongest relationship with academic performance, followed by physical, intellectual, and social development. These findings suggest that pupils who recognize the positive influence of proper nutrition on their physical health, emotional well-being, social interactions, and cognitive functioning tend to achieve higher academic performance. The results underscore the importance of promoting healthy nutritional practices as part of school interventions to support both learners' holistic development and educational achievement. This finding is consistent with the study of Lagnayo (2025), which reported a significant relationship between nutritional status and academic performance, emphasizing that improved nutrition contributes to better learning outcomes and overall academic success among elementary school learners.

Table 6

Significant Relationship Between the Perceived Extent of Effects of Nutritional Status on the Well-Being of Grade Five Pupils and Their Level of Academic Performance

Aspects	r-value	p-value	Decision	Verbal Interpretation
Physical development	.794	.003	Rejected	Significant
Emotional Development	.876	.006	Rejected	Significant
Social Development	.688	.008	Rejected	Significant
Intellectual Development	.729.	.032	Rejected	Significant

Conclusions & Recommendations

The study concluded that nutritional status has a significant influence on the well-being and academic performance of Grade Five pupils. Teachers perceived nutritional status to have a very high effect on pupils' physical, emotional, social, and intellectual development, while pupils perceived it to have a high effect, resulting in a significant difference between the two groups. Teachers' demographic characteristics did not significantly affect their perceptions, whereas pupils' perceptions varied according to monthly family income, parents' educational attainment, and parents' occupation. Moreover, Grade Five pupils demonstrated a Very Satisfactory level of academic performance, and a significant positive relationship was established between the perceived effects of nutritional status on well-being and academic achievement, highlighting the importance of proper nutrition in learners' holistic development and educational success.

Based on these findings, it is recommended that school administrators strengthen and sustain comprehensive school-based nutrition programs in partnership with parents and community stakeholders to promote healthy eating habits and improve learners' well-being. Teachers should continue integrating nutrition awareness into classroom activities while providing academic interventions for pupils who may be at nutritional risk. Schools are likewise encouraged to conduct parent education seminars on proper nutrition and healthy lifestyle practices, particularly for families from disadvantaged socioeconomic backgrounds. Finally, future researchers may undertake experimental or longitudinal studies to further examine the causal effects of nutritional status on learners' well-being and academic performance and to evaluate the effectiveness of nutrition intervention programs.

Compliance with ethical standards

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