





# Cultivating Quality: School and Home Environment as Determinants of Students' Academic Achievements

Dianne Rose C. Moleta   
 Maedel Joy V. Escote 

International Journal of Interdisciplinary Viewpoints  
 Vol. 2, No. 5, pp. 66-75, 2026

Correspondence: moletadiannerose@gmail.com  
<sup>1-2</sup>Assumption College of Nabunturan, Philippines

## Abstract

This study examined the relationship between the school environment, home environment, and students' academic achievement among Grade 6 pupils of Maparat Elementary School Main and Annex, Compostela West District, Davao de Oro. Specifically, it determined the levels of school environment in terms of physical, academic, and social environments; home environment in terms of parental communication, home learning, and emotional support; students' academic achievement; and the significant relationships among these variables. A quantitative descriptive-correlational research design was employed involving 196 Grade 6 pupils selected through universal sampling. Data were gathered using adapted and validated questionnaires, while academic achievement was measured using the students' third-quarter periodical examination scores. Mean and Pearson Product-Moment Correlation Coefficient were used to analyze the data at the 0.05 level of significance. The findings revealed that the physical environment was rated High, while the academic and social environments were rated Very High. Likewise, parental communication was rated Very High, whereas home learning and emotional support were rated High. Students' academic achievement was classified under Average Mastery. Moreover, no significant relationship was found between school environment and academic achievement ( $r = .037, p = .605$ ) and between home environment and academic achievement ( $r = .131, p = .067$ ). The study concludes that supportive school and home environments alone do not significantly predict students' academic achievement. It recommends strengthening academic interventions, improving learning resources, and exploring additional factors affecting academic performance.

## Keywords

school environment, home environment, academic achievement, Grade 6 pupils, descriptive-correlational research

## How to Cite

Moleta, D. R., & Escote, M. J. (2026). Cultivating Quality: School and Home Environment as Determinants of Students' Academic Achievements. *International Journal of Interdisciplinary Viewpoints*, 2(5), 66–75.  
<https://doi.org/10.64612/ijiv.v2i5.142>

Received: 21 February 2026  
 Accepted: 22 April 2026  
 Published: 30 May 2026

## Copyright and License

© 2026 The Authors. Published by Edukar Publishing. This is an open-access article distributed under the terms of the Creative Commons Attribution License (CC BY 4.0), which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited.

## Peer Review Statement

This article underwent a double-anonymous peer review process in accordance with the editorial policies of the International Journal of Interdisciplinary Viewpoints. Both authors and reviewers remained anonymous throughout the review process.

## Open Access Statement

The International Journal of Interdisciplinary Viewpoints is a fully open-access, peer-reviewed journal. All articles are freely available online immediately upon publication without subscription or access fees.

## Funding Statement

The authors received no financial support for the research, authorship, and/or publication of this article.

## Conflict of Interest

The authors declared no conflicts of interest.

## Data Availability Statement

The data supporting the findings of this study are available from the corresponding author upon reasonable request.

## Author Contributions

The authors contributed to conceptualization, methodology, investigation, writing—original draft preparation, writing—review and editing, and supervision. The authors approved the final manuscript.

## Ethics Statement

This study was conducted in accordance with ethical standards.

## INTRODUCTION

Academic achievement continues to serve as one of the most important indicators of educational quality because it reflects the extent to which learners acquire the knowledge, competencies, and skills necessary for lifelong learning and productive citizenship. Across the world, researchers recognize that academic performance is influenced by a complex interaction of personal, social, and environmental factors rather than by learners' abilities alone. Among these, the school

and home environments remain two of the most influential contexts in shaping students' educational experiences. A supportive school environment characterized by adequate facilities, positive teacher-student relationships, effective instructional practices, and a safe school climate promotes greater engagement and academic success (Alzahrani, 2023; Kisiang'ani et al., 2024; Wang & Degol, 2015; Gietz & McIntosh, 2014). Likewise, positive home environments marked by meaningful parental communication, adequate learning resources, structured home learning activities, and consistent emotional support strengthen students' motivation, self-regulation, and academic achievement (Lehrl et al., 2020; Sengonul, 2022; Castro et al., 2015; Li et al., 2023). Consequently, academic achievement has increasingly been understood as the product of learners' interaction with the educational and family environments surrounding them (Hua et al., 2024).

Within schools, the quality of the learning environment extends beyond physical infrastructure to include instructional effectiveness, classroom climate, and meaningful interpersonal relationships. Studies have shown that adequate classrooms, libraries, laboratories, and instructional resources provide opportunities for improved learning outcomes (Akomolafe & Adesua, 2016; Baafi, 2020; Barrett et al., 2015; Toyinbo, 2023). Furthermore, positive teacher-student relationships, effective feedback, participative teaching strategies, and supportive academic climates encourage learners' engagement, motivation, and persistence in school (Roorda et al., 2017; Yang et al., 2023; Márquez et al., 2023; Charalampous & Darra, 2024; González-Betancor, 2025; Zainullah et al., 2023). Equally important are students' sense of belonging, peer support, and respectful school climates, which contribute significantly to academic engagement and educational success (Korpershoek et al., 2020; Molinari & Grazia, 2021; Mag-Aso et al., 2025). At home, parental communication, guidance, emotional encouragement, structured learning routines, and access to educational resources reinforce classroom learning and foster students' confidence, resilience, and academic responsibility (Zhang, 2020; Li et al., 2021; Yau et al., 2021; Özgenel & Avci, 2025; Costa, 2024; Chen et al., 2025; Yang & Chen, 2024). These findings collectively demonstrate that educational success develops through the complementary influence of both school and family environments.

In the Philippine context, concerns regarding educational quality continue to highlight disparities in school resources and home support, particularly in public elementary schools serving rural communities. Previous studies have emphasized that parental involvement significantly contributes to children's academic performance, while inadequate instructional facilities, overcrowded classrooms, limited learning materials, and socioeconomic constraints continue to challenge effective teaching and learning (Liquigan et al., 2023; Figueroa et al., 2016; Hussain & Afzal, 2023; Rosário et al., 2015). Similar conditions have been observed in Maparat Elementary School Main and Annex, Compostela West District, Davao de Oro, where many Grade 6 pupils experience limited educational materials at home, insufficient school facilities, overcrowded classrooms, excessive classroom noise, and inconsistent parental motivation. These circumstances may influence learners' academic engagement and achievement, making it essential to examine the extent to which both school and home environments contribute to students' educational outcomes within this local context.

Although extensive international and national literature has established the importance of school and home environments in promoting academic success, limited empirical evidence has examined these relationships among Grade 6 pupils in rural elementary schools within Compostela West District, Davao de Oro. Existing studies have largely focused on urban schools, secondary education, or broader educational systems, leaving rural elementary learners underrepresented despite their distinct educational realities. Addressing this gap, the present study investigates the relationship between school environment, home environment, and students' academic achievement among Grade 6 pupils of Maparat Elementary School Main and Annex. The findings are expected to provide evidence that will assist teachers, school administrators, parents, and policymakers in designing context-responsive interventions and educational programs that strengthen both school and home learning environments and ultimately improve students' academic achievement.

## **METHODOLOGY**

### **Design**

This study employed a quantitative descriptive-correlational research design to determine the relationship between the school environment, home environment, and students' academic achievement among Grade 6 pupils. Quantitative research enables the collection and statistical analysis of numerical data to objectively examine relationships among variables. Specifically, the descriptive component was used to determine the levels of school environment, home environment, and academic achievement, while the correlational component examined whether significant relationships existed between the independent variables (school environment and home environment) and the dependent variable (students' academic achievement). This design was appropriate because the study sought to investigate naturally occurring relationships without manipulating any of the variables.

### **Locale**

The study was conducted at Maparat Elementary School Main Campus and Maparat Elementary School Annex, both public elementary schools under the Department of Education (DepEd), Division of Davao de Oro, Compostela West District. The two schools implement the K-12 Basic Education Curriculum and serve learners from Kindergarten to Grade 6. The Main Campus accommodates learners residing near the barangay center, while the Annex serves pupils from more remote communities. These schools were selected because they represent the educational setting where the identified concerns regarding school environment, home environment, and academic achievement were observed.

### **Respondents**

The respondents of the study consisted of 196 Grade 6 pupils officially enrolled during the School Year 2025-2026, comprising 134 pupils from Maparat Elementary School Main and 62 pupils from Maparat Elementary School Annex. Grade 6 learners were selected because they had completed almost the entire elementary curriculum and were considered capable

of providing reliable perceptions regarding their school and home environments. Only officially enrolled, present, and willing pupils who submitted complete responses were included in the study.

### **Sampling**

The study employed universal sampling (total population sampling), wherein all Grade 6 pupils from both campuses were included as respondents. Since the target population was relatively small and manageable, involving the entire population minimized sampling error and ensured that the findings accurately represented the characteristics of all Grade 6 learners in the research locale.

### **Instruments**

Three instruments were utilized to gather the necessary data. The first instrument was an adapted School Environment Questionnaire based on the work of Tapia-Fonllem et al. (2020). It measured students' perceptions of the school environment across three dimensions: physical environment, academic environment, and social environment. Responses were measured using a four-point Likert scale ranging from 1 (Strongly Disagree) to 4 (Strongly Agree). The second instrument was the adapted Home Environment Scale developed by Akhter and Malik (2024). The questionnaire assessed three dimensions of the home environment, namely parental communication, home learning, and emotional support. Similar to the first instrument, responses were recorded using a four-point Likert scale. The third source of data consisted of students' Third Quarter Periodical Examination Scores, which served as the measure of academic achievement. Scores were converted into Mean Percentage Scores (MPS) and interpreted using the Department of Education's Mastery Level Framework under DepEd Memorandum No. 160, s. 2012.

### **Validation and Reliability of the Instruments**

Before data collection, the adapted questionnaires underwent content validation by a panel of internal and external experts who evaluated the clarity, relevance, appropriateness, and alignment of each item with the study objectives. Revisions were made based on the validators' recommendations. A pilot test was subsequently conducted among Grade 6 pupils of Aurora Elementary School, a school with demographic characteristics similar to those of the research locale but excluded from the actual study. Reliability was assessed using Cronbach's alpha and test-retest reliability. The instruments demonstrated excellent internal consistency, with Cronbach's alpha values exceeding 0.80, while the test-retest procedure produced a strong correlation coefficient ( $r = 0.90$ ,  $p = 0.001$ ), indicating that the instruments generated stable and reliable measurements.

### **Data Gathering Procedure**

Prior to data collection, ethical approval was secured from the institutional Ethics Research Committee. Official permission to conduct the study was obtained from the Schools Division Superintendent of the Department of Education–Division of Davao de Oro, the District Supervisor of Compostela West District, and the School Head of Mapararat Elementary School. After obtaining administrative approval, informed consent was secured from the parents or guardians, while assent was obtained from the Grade 6 pupils. The researcher personally administered the questionnaires to the respondents, explaining the purpose of the study and providing instructions for completing the instruments. Completed questionnaires were retrieved immediately, checked for completeness, encoded, and prepared for statistical analysis. Students' third-quarter examination scores were obtained from official school records with the approval of the school administration.

### **Statistical Treatment of Data**

The collected data were organized, tabulated, and analyzed using appropriate statistical tools. The mean was employed to determine the levels of school environment, home environment, and students' academic achievement. The Pearson Product–Moment Correlation Coefficient (Pearson's  $r$ ) was used to determine the significant relationships between school environment and students' academic achievement, as well as between home environment and students' academic achievement. All hypotheses were tested at the 0.05 level of significance.

### **Ethical Considerations**

The study adhered to the ethical principles governing research involving human participants. Participation was entirely voluntary, and informed consent from parents or guardians, along with student assent, was obtained before data collection. Participants were informed of the study's objectives, procedures, potential benefits, and their right to withdraw at any stage without penalty. Confidentiality and anonymity were maintained by assigning identification codes instead of recording participants' names. All information collected was used exclusively for research purposes and handled in accordance with the Data Privacy Act of 2012. The study ensured fairness, transparency, and respect for the rights and welfare of all participants throughout the research process.

## **RESULTS AND DISCUSSION**

Table 1 presents the level of the school environment as perceived by the students in terms of the physical environment. The overall mean of 3.00, interpreted as High, indicates that the respondents generally perceived the physical environment of the school as supportive of learning. This finding suggests that the school provides a learning environment that is generally conducive to students' educational experiences. However, while the overall assessment is favorable, certain aspects of the physical environment require improvement to further enhance the quality of learning. Among the indicators, "The classrooms are aesthetically pleasing" and "The classrooms are spacious, well-ventilated, well-lit, and conducive to learning" both obtained the highest mean of 3.40, with a descriptive interpretation of High. These findings indicate that the respondents appreciate the condition and comfort of their classrooms, suggesting that the school has maintained an environment that promotes students' concentration and participation during instruction. Comfortable classrooms with adequate lighting and ventilation create conditions that encourage learners to remain attentive and actively engaged in classroom activities. Previous studies have consistently emphasized that classroom design, lighting, ventilation,

temperature, and overall indoor environmental quality significantly influence students' concentration, health, and academic performance (Barrett et al., 2015; Haverinen-Shaughnessy & Shaughnessy, 2015; Toyinbo, 2023). Likewise, schools with adequate physical facilities create learning environments that positively influence students' educational experiences (Akomolafe & Adesua, 2016). In contrast, the indicators "The library is well-equipped with varied books" (M = 2.20) and "The laboratories are adequately equipped for learning activities" (M = 2.30) received the lowest ratings and were interpreted as Low. These findings indicate that although students perceive their classrooms positively, they recognize deficiencies in specialized learning facilities that support independent learning, research, experimentation, and practical classroom activities. Limited access to library resources and laboratory equipment may reduce opportunities for learners to develop higher-order thinking skills and deepen their understanding of classroom concepts through experiential learning. The findings are consistent with previous research showing that adequate educational facilities, including libraries, laboratories, and instructional resources, significantly contribute to students' academic development (Kisiang'ani et al., 2024; Baafi, 2020). Similarly, studies conducted in the Philippine educational setting have reported that inadequate school facilities remain one of the persistent challenges affecting the quality of instruction, particularly in rural schools (Figueroa et al., 2016; Hussain & Afzal, 2023). These studies suggest that improving physical learning resources enhances students' access to quality educational experiences and supports better learning outcomes.

Table 1  
Level of School Environment as Perceived by the Students in Terms of Physical Environment

Indicator	M	Interpretation
The classrooms are aesthetically pleasing.	3.40	High
The classrooms are spacious, well-ventilated, well-lit, and conducive to learning.	3.40	High
The library is well-equipped with varied books.	2.20	Low
The laboratories are adequately equipped for learning activities.	2.30	Low
The school ground has enough space, is safe, and clean.	3.20	High
The school offers enough technology for learning, and its facilities are accessible to all students.	3.20	High
Overall	3.00	High

Note. M = Mean.

Table 2 presents the level of the school environment as perceived by the Grade 6 pupils in terms of the academic environment. The overall mean of 3.60, interpreted as Very High, indicates that the respondents perceived the school's instructional practices, academic support, and classroom learning experiences to be highly satisfactory. This finding suggests that teachers consistently implement effective instructional strategies and provide a learning environment that promotes students' participation, understanding, and academic growth. Among the indicators, "Teachers use lecture, discussion, group work, and activities," "Teachers explain the importance and real-life use of lessons," "Teachers give feedback on student progress," "Teachers give feedback to parents about their child's progress and performance," "Teachers encourage students to join class discussions," "The school offers remedial and enrichment programs," and "The school promotes academic contests and activities" all obtained the highest mean of 3.60, interpreted as Very High. These findings demonstrate that the school consistently implements learner-centered instructional practices while maintaining effective communication with both students and parents. Such instructional practices encourage active classroom participation, enhance learners' motivation, and create opportunities for continuous academic improvement. Previous studies have shown that effective teaching practices, positive teacher-student relationships, and meaningful feedback contribute significantly to students' engagement, motivation, and academic achievement (González-Betancor, 2025; Roorda et al., 2017; Charalampous & Darra, 2024).

The indicator "Teachers use different materials to make lessons effective" obtained the lowest mean of 3.30, although it remained within the High descriptive category. This finding suggests that while teachers demonstrate strong instructional competence, expanding the availability and utilization of varied instructional materials could further enrich classroom instruction and accommodate diverse learning needs. The use of appropriate instructional resources has been associated with deeper understanding, active participation, and improved learning outcomes because varied teaching materials support different learning styles and promote meaningful classroom engagement (Márquez et al., 2023; Hattie et al., 2016). Therefore, sustained investment in instructional resources, together with the continued implementation of effective teaching practices, may further strengthen the school's academic environment and support improved student learning outcomes.

Table 2  
Level of School Environment as Perceived by the Students in Terms of Academic Environment

Indicator	M	Interpretation
Teachers use lecture, discussion, group work, and activities.	3.60	Very High
Teachers explain the importance and real-life use of lessons.	3.60	Very High
Teachers give feedback on student progress.	3.60	Very High
Teachers give feedback to parents about their child's progress and performance.	3.60	Very High
Teachers encourage students to join class discussions.	3.60	Very High
Teachers use different materials to make lessons effective.	3.30	High
The school offers remedial and enrichment programs.	3.60	Very High
The school promotes academic contests and activities.	3.60	Very High

Indicator	M	Interpretation
Overall	3.60	Very High

Note. M = Mean.

Table 3 presents the respondents' assessment of the academic environment. The overall mean of 3.60, interpreted as Very High, indicates that students perceived the school's instructional practices, academic support, and classroom management as highly satisfactory. This result demonstrates that teachers consistently provide quality instruction and create learning experiences that encourage students' participation and academic growth. Several indicators obtained the highest mean of 3.60, including teachers' use of varied teaching strategies, explanation of lessons through real-life applications, provision of feedback to students and parents, encouragement of classroom participation, implementation of remedial and enrichment programs, and promotion of academic contests. These results reflect the teachers' commitment to delivering learner-centered instruction and maintaining effective communication with both students and parents.

The findings are consistent with González-Betancor (2025), who emphasized that effective teaching practices and positive teacher-student relationships significantly improve academic performance. Likewise, Roorda et al. (2017) concluded that supportive teacher-student relationships enhance learners' engagement, motivation, and academic achievement. Yang et al. (2023) further explained that teacher support reduces academic stress while increasing students' confidence and classroom participation. The indicator "Teachers use different materials to make lessons effective" received the lowest mean of 3.30, although it remained within the High descriptive level. This finding implies that while teachers demonstrate effective instructional practices, additional instructional materials and educational resources could further enrich classroom instruction and accommodate diverse learning styles. Charalampous and Darra (2024) emphasized that varied instructional resources and constructive feedback improve students' understanding of learning objectives and facilitate academic progress. Similarly, Márquez et al. (2023) found that active learning supported by appropriate instructional materials promotes critical thinking, deeper understanding, and long-term retention of knowledge. Therefore, continued investment in instructional resources would further strengthen the already positive academic environment observed in the school.

Table 3  
Level of School Environment as Perceived by the Students in Terms of Social Environment

Indicator	M	Interpretation
The school teaches respect and kindness.	3.80	Very High
The school gives chances for group work and activities.	3.60	Very High
Students are encouraged to work together.	3.60	Very High
Teachers and students have good relationships.	3.50	Very High
Teachers, students, and parents work together to support learning and child growth.	3.60	Very High
The school has fair and clear rules.	3.70	Very High
Students can share their ideas.	3.50	Very High
The school listens to students' needs.	3.30	High
Overall	3.60	Very High

Note. M = Mean.

Table 4 presents the level of the school's social environment. The overall mean of 3.60, interpreted as Very High, indicates that students perceive their school as a safe, respectful, and supportive community that promotes positive interpersonal relationships. This suggests that the school has successfully cultivated an environment where cooperation, respect, and mutual support are consistently practiced. The highest-rated indicator was "The school teaches respect and kindness," with a mean of 3.80, interpreted as Very High. Students likewise rated highly the school's encouragement of teamwork, collaborative learning, fair implementation of school rules, positive teacher-student relationships, and cooperation among teachers, parents, and learners. These findings suggest that the school effectively nurtures students' social development alongside their academic growth. These findings agree with Wang and Degol (2015), who reported that positive school climate significantly improves students' motivation, engagement, and academic achievement. Likewise, Korpershoek et al. (2020) concluded that students who experience a strong sense of belonging demonstrate greater academic engagement and higher educational achievement. Roorda et al. (2017) similarly emphasized that supportive teacher-student relationships contribute positively to learners' emotional well-being and classroom participation. The indicator "The school listens to students' needs" obtained the lowest mean of 3.30, although it remained within the High descriptive category. This result suggests that while students generally feel supported, opportunities still exist to strengthen student voice and participation in school decision-making. Encouraging learners to express their concerns and ideas may further improve their sense of belonging and ownership of the learning process. Molinari and Grazia (2021) found that students who actively participate in school activities develop stronger emotional attachment to their institutions, resulting in greater academic engagement. Likewise, Jang et al. (2016) emphasized that autonomy-supportive school environments foster students' motivation, confidence, and commitment to learning. Strengthening mechanisms that allow students to express their perspectives may therefore enhance the already positive social climate of the school.

Table 4  
 Level of Home Environment as Perceived by the Students in Terms of Parental Communication

Indicator	M	Interpretation
My parents give me clear goals.	3.70	Very High
My parents care about how I do in school.	3.50	Very High
My parents encourage me to study more in the future.	3.80	Very High
My parents talk with my teachers.	3.20	High
My parents talk with me about my school progress.	3.40	High
Overall	3.50	Very High

Note. M = Mean.

Table 5 presents the level of the home environment in terms of parental communication. The results revealed an overall mean of 3.50, interpreted as Very High, indicating that the respondents generally experienced strong communication with their parents regarding their education. This finding suggests that parents consistently provide guidance, encouragement, and academic supervision, thereby fostering a supportive environment that promotes students' educational development. Among the indicators, "My parents encourage me to study more in the future" obtained the highest mean of 3.80, interpreted as Very High. This finding indicates that parents play an active role in motivating their children to pursue their education and achieve their academic goals. Such encouragement strengthens learners' confidence and promotes positive attitudes toward learning by reinforcing the value of education within the family. The finding supports previous studies emphasizing that meaningful parent-child communication strengthens students' motivation, self-concept, and commitment to academic tasks (Zhang, 2020; Li et al., 2021). Likewise, regular discussions regarding school performance, educational aspirations, and academic responsibilities increase students' confidence and encourage greater engagement in learning (Yau et al., 2021; Yang et al., 2023). Consistent parental communication also strengthens students' educational aspirations and promotes sustained academic effort (Chen et al., 2023).

Meanwhile, the indicator "My parents talk with my teachers" obtained the lowest mean of 3.20, interpreted as High. Although parents were perceived to communicate effectively with their children, communication between parents and teachers appeared relatively less frequent. This suggests that greater collaboration between home and school could further strengthen students' academic support system. Research has consistently demonstrated that active parental involvement through communication with teachers contributes positively to students' academic success because it enables parents to monitor learners' progress and participate more effectively in addressing educational concerns (Quimpang et al., 2025; Bordialba & Bochaca, 2019). Strengthening home-school partnerships may therefore enhance the educational experiences of learners.

Table 5  
 Level of Home Environment as Perceived by the Students in Terms of Home Learning

Indicator	M	Interpretation
I have school materials at home.	3.40	High
I have a tutor at home.	2.40	Low
I can watch TV for a set time.	3.20	High
My family helps me make a study plan.	3.40	High
My family guides me when I make mistakes.	3.40	High
Overall	3.20	High

Note. M = Mean.

Table 6 presents the respondents' perceptions of the home learning environment. The results yielded an overall mean of 3.20, described as High, indicating that students generally experience favorable conditions for learning at home. The findings suggest that families provide learning materials, guidance, and structured routines that support children's academic activities outside the classroom. Three indicators obtained the highest mean of 3.40, namely "I have school materials at home," "My family helps me make a study plan," and "My family guides me when I make mistakes." These findings demonstrate that parents actively assist their children in organizing their studies and provide guidance whenever learning difficulties arise. Such support promotes discipline, independent learning, and effective study habits among learners. These findings are consistent with previous studies which reported that structured home learning activities significantly reinforce classroom instruction and improve students' academic performance (Castro et al., 2015). Likewise, supportive parental involvement that encourages independent learning enhances learners' self-regulation, responsibility, and academic achievement (Özgenel & Avci, 2025). The availability of educational resources and designated study spaces also contributes positively to students' motivation and learning outcomes (Costa, 2024; Lobo et al., 2025).

However, the indicator "I have a tutor at home" obtained the lowest mean of 2.40, interpreted as Low. This suggests that most learners do not receive formal tutorial assistance outside school. Nevertheless, the overall home learning environment remained positive, implying that family support may compensate for the absence of private tutoring. Previous literature suggests that while tutoring may enhance academic performance, meaningful parental guidance, shared learning activities, and emotionally supportive interactions are equally important in promoting children's cognitive and academic development (Rivera et al., 2024; Marlina et al., 2023). Furthermore, digital learning resources and structured independent study practices can supplement home learning even without formal tutoring (Yot-Domínguez & Marcelo, 2017; Gambo & Shakir, 2021).

Table 6  
 Level of Home Environment as Perceived by the Students in Terms of Emotional Support

Indicator	M	Interpretation
My family values my good qualities.	3.30	High
My family tells others about my successes.	3.30	High
My family corrects me kindly.	3.50	Very High
My family reminds me of my past mistakes.	3.20	High
My parents join school programs.	3.30	High
Overall	3.30	High

Note. M = Mean.

Table 7 presents the respondents' perceptions of emotional support within the home environment. The overall mean of 3.30, interpreted as High, indicates that students generally receive positive emotional encouragement and affirmation from their families. This finding suggests that parents provide reassurance, recognition, and constructive guidance that contribute to learners' emotional well-being and academic confidence. The highest-rated indicator was "My family corrects me kindly," with a mean of 3.50, interpreted as Very High. This finding indicates that parents generally discipline their children using supportive and respectful approaches. Constructive correction enables learners to recognize their mistakes while maintaining confidence and emotional security, thereby encouraging continuous improvement. This finding supports studies showing that emotional support from parents enhances students' motivation, resilience, and academic engagement (Chen et al., 2025). Similarly, supportive parenting strengthens children's emotional regulation, self-confidence, and ability to cope with academic challenges (Lin & Faldowski, 2023). Family involvement likewise promotes socio-emotional development that contributes to improved educational outcomes (Martinez-Yarza et al., 2024).

The indicator "My family reminds me of my past mistakes" obtained the lowest mean of 3.20, although it remained within the High descriptive category. This suggests that families consistently provide corrective feedback while maintaining positive relationships with their children. Such balanced emotional support may help learners develop accountability without diminishing their self-esteem. Existing literature indicates that emotional support from parents, teachers, and peers serves as a protective factor against academic stress and burnout while increasing learners' persistence and school engagement (Guo et al., 2025; Kim et al., 2024; Yuliawati et al., 2025; He et al., 2024). Therefore, maintaining emotionally supportive family relationships remains essential for fostering both academic success and holistic student development.

Table 7  
 Level of Students' Academic Achievement Based on Third Quarter Periodical Examination Scores

Subject Area	Mean Score	Class Proficiency	Mastery Level
Filipino	18.40	61%	Average Mastery
Mathematics	12.50	42%	Average Mastery
MAPEH	19.50	65%	Average Mastery
Science	16.10	54%	Average Mastery
Araling Panlipunan	14.80	49%	Average Mastery
English	17.40	58%	Average Mastery
ESP	20.63	69%	Moving Towards Mastery
TLE	14.70	49%	Average Mastery
Overall	16.40	55%	Average Mastery

Note. Class proficiency is based on Mean Percentage Score (MPS).

Table 8 presents the level of students' academic achievement based on their third-quarter periodical examination scores. The results revealed an overall mean score of 16.40, equivalent to 55% proficiency, which falls under the Average Mastery level. This finding indicates that although the respondents have acquired fundamental knowledge and skills across the learning areas, they have not yet attained the level of proficiency expected for mastery. The result suggests that learners continue to require academic support and targeted instructional interventions to strengthen their understanding of essential competencies. Among the learning areas, Edukasyon sa Pagpapakatao (ESP) obtained the highest mean score of 20.63, corresponding to 69% proficiency and interpreted as Moving Towards Mastery. This result implies that students demonstrated relatively stronger understanding of values education compared with the other subject areas. The emphasis placed on character formation, daily behavioral reinforcement, and values integration both at home and in school may have contributed to learners' better performance in this subject. Values education is often strengthened through consistent modeling by parents and teachers, making the acquisition of affective competencies more meaningful and applicable to students' daily experiences.

Conversely, Mathematics obtained the lowest mean score of 12.50, equivalent to 42% proficiency, interpreted as Average Mastery. This finding indicates that learners experience greater difficulty in mastering mathematical concepts and problem-solving skills compared with other learning areas. Mathematics requires higher-order thinking, logical reasoning, and continuous practice, making it particularly challenging for learners who have limited opportunities for reinforcement outside the classroom. The findings support previous literature emphasizing that academic achievement is a multidimensional construct influenced by learners' cognitive abilities, motivation, learning environments, and instructional experiences (Peng & Kievit, 2020; Hua et al., 2024). Students who experience supportive classroom environments, quality instruction, constructive feedback, and positive school climates generally demonstrate higher levels of academic

performance (Hattie et al., 2016; Maxwell et al., 2017; Wang et al., 2020). Likewise, parental involvement, consistent academic guidance, and supportive home learning environments significantly contribute to learners' educational success (Castro et al., 2015; Sivabalan et al., 2024; Hsieh, 2022; Johnson et al., 2020). Despite the generally high perceptions of both school and home environments, the respondents attained only an average level of academic mastery. This finding suggests that positive environmental conditions alone may not be sufficient to guarantee high academic achievement. Individual learner characteristics such as motivation, self-regulation, study habits, learning strategies, prior knowledge, and cognitive readiness may likewise influence academic performance. Consequently, interventions that directly strengthen students' academic skills remain necessary alongside improvements in environmental support.

Table 8  
Correlation Between School Environment and Students' Academic Achievement

Variables	Pearson's r	p	Decision
School Environment and Academic Achievement	.037	.605	Accept H <sub>0</sub>

Note. Significant at  $\alpha = .05$ .

Table 9 presents the relationship between school environment and students' academic achievement. The analysis yielded a Pearson correlation coefficient ( $r = 0.037$ ) with a p-value of 0.605, indicating that no statistically significant relationship exists between the two variables at the 0.05 level of significance. Consequently, the null hypothesis stating that there is no significant relationship between school environment and students' academic achievement was accepted.

The computed correlation coefficient indicates a very weak positive relationship between school environment and academic achievement. However, because the probability value exceeded the established level of significance, the relationship cannot be considered statistically meaningful. This finding suggests that variations in students' perceptions of their school's physical, academic, and social environments did not correspond to measurable differences in their third-quarter examination performance. The result appears inconsistent with many previous studies reporting that supportive school environments contribute significantly to improved academic outcomes. Research has consistently shown that adequate facilities, positive teacher-student relationships, effective instructional practices, and favorable school climates enhance learners' motivation, engagement, and achievement (Alzahrani, 2023; Wang & Degol, 2015; Roorda et al., 2017; Gietz & McIntosh, 2014; Korpershoek et al., 2020). Similarly, well-equipped educational facilities and positive classroom environments have been associated with improved academic performance across different educational settings (Kisiang'ani et al., 2024; Barrett et al., 2015; González-Betancor, 2025). The present finding may be explained by the relatively homogeneous perceptions reported by the respondents. Since most students consistently rated the school environment as High or Very High, there was limited variability in their responses. When respondents share similar perceptions, statistical correlation with another variable becomes more difficult to detect. Moreover, academic achievement may be influenced more strongly by learner-related variables such as study habits, intrinsic motivation, self-efficacy, cognitive ability, attendance, learning strategies, and examination preparedness than by students' general perceptions of their school environment. Another possible explanation is that the study measured academic achievement using only the third-quarter periodical examination scores, which reflect students' short-term performance during a specific grading period. Such scores may not fully capture the cumulative influence of the school environment on long-term academic development. Therefore, although the school environment remains educationally important, its influence may emerge gradually over time rather than being reflected immediately in periodical examination results.

Table 9  
Correlation Between Home Environment and Students' Academic Achievement

Variables	Pearson's r	p	Decision
Home Environment and Academic Achievement	.131	.067	Accept H <sub>0</sub>

Note. Significant at  $\alpha = .05$ .

### Conclusion and Recommendations

The findings of the study revealed that the Grade 6 pupils generally perceived both the school and home environments as supportive of their learning. Specifically, the school environment was rated high to very high across its physical, academic, and social dimensions, while the home environment likewise received high to very high ratings in terms of parental communication, home learning, and emotional support. These results suggest that the respondents experience favorable learning conditions both in school and at home. However, despite these positive perceptions, the students' academic achievement was classified under the Average Mastery level, indicating that while learners have acquired fundamental competencies, they still require further academic support to achieve higher levels of proficiency. Furthermore, the study found no statistically significant relationship between the school environment and students' academic achievement, as well as between the home environment and students' academic achievement. These findings indicate that, within the context of this study, students' perceptions of their school and home environments did not significantly predict their third-quarter examination performance. Therefore, although supportive learning environments remain valuable in promoting students' overall educational experiences and well-being, academic achievement appears to be influenced by other learner-related, instructional, and contextual factors beyond those examined in the present investigation.

School administrators and teachers should continue sustaining the positive academic and social climate observed in the school while strengthening aspects of the physical environment that received relatively lower ratings, particularly the availability of library resources, laboratory facilities, and instructional materials. Teachers are likewise encouraged to

implement targeted academic interventions, differentiated instruction, remediation activities, and effective study skills programs to improve students' mastery of learning competencies, especially in subjects where performance remains relatively low. At the same time, parents should continue providing consistent communication, emotional encouragement, and structured learning support at home while maintaining active collaboration with teachers to monitor their children's academic progress. Future researchers are encouraged to investigate additional variables that may better explain students' academic achievement, such as study habits, learning motivation, academic self-efficacy, attendance, socioeconomic status, cognitive ability, instructional quality, and peer influence. Expanding the scope of future studies through larger sample sizes, multiple research sites, or mixed-methods and longitudinal research designs may provide a more comprehensive understanding of the factors influencing academic performance. Such investigations can generate stronger empirical evidence that will assist educators, school leaders, parents, and policymakers in designing more effective interventions to enhance students' learning outcomes.

## References

- Akhter, A. & Malik, S. (2024). Home Environment and Academic Achievement: A Correlational Study of Elementary Level Students of Azad Jammu and Kashmir. *International Journal of Emerging Trends in Education*, 2(1), 1-16. <https://doi.org/10.5281/ijete.v2i1.37>
- Akomolafe, C. O., & Adesua, V. O. (2016). The impact of physical facilities on students' level of motivation and academic performance in senior secondary schools in South West Nigeria. *Journal of Education and Practice*, 7(4), 38-42. <https://files.eric.ed.gov/fulltext/EJ1092365.pdf>
- Alzahrani, M. (2023). Impact of classroom environment, teacher competency, information and communication technology resources, and university facilities on student engagement and academic performance. *Social Sciences & Humanities Open*, 8(1), 100556. <https://doi.org/10.1016/j.ssaho.2023.100556>
- Baafi, R. K. A. (2020). School physical environment and student academic performance. *Advances in Physical Education*, 10(2), 121-137. <https://doi.org/10.4236/ape.2020.102012>
- Barrett, P., Davies, F., Zhang, Y., & Barrett, L. (2015). The impact of classroom design on pupils' learning: Final results of a holistic, multi-level analysis. *Building and Environment*. <https://doi.org/10.1016/j.buildenv.2015.02.013>
- Bordalba, M. M., & Bochaca, J. G. (2019). Digital media for family-school communication? Parents' and teachers' beliefs. *Computers & Education*, 132, 44-62. <https://doi.org/10.1016/j.compedu.2019.01.006>
- Castro, M., Expósito-Casas, E., López-Martín, E., Lizasoain, L., Navarro-Asencio, E., & Gaviria, J. L. (2015). Parental involvement on student academic achievement: A meta-analysis. *Educational Research Review*, 14, 33-46. <https://doi.org/10.1016/j.edurev.2015.01.002>
- Charalampous, A., & Darra, M. (2024). The effect of teacher's feedback on student academic achievement: A literature review. *Journal of Education and Learning*, 14(1), 42. <https://doi.org/10.5539/jel.v14n1p42>
- Chen, C., Zhu, Y., & Xiao, F. (2025). Research on the relationship between social support and academic self-efficacy among college students: a multivariate empirical analysis. *Frontiers in Public Health*, 13, 1507075. <https://doi.org/10.3389/fpubh.2025.1507075>
- Chen, X., Allen, J. L., Flouri, E., Cao, X., & Hesketh, T. (2023). Parent-child communication about educational aspirations: Experiences of adolescents in rural China. *Journal of Child and Family Studies*, 32(9), 2776-2788. <https://doi.org/10.1007/s10826-023-02554-8>
- Costa, A. R. (2024). The physical dimensions of the home learning environment and its impact on young people's learning motivations. *Cogent Education*, 11(1). <https://doi.org/10.1080/10802331186x.2024.2322862>
- Creswell, J. W., & Creswell, J. D. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches* (5th ed.). SAGE Publications.
- Department of Education (DepEd). (2012). Maximizing utilization of the National Achievement Test (NAT) results to raise the achievement levels in low performing schools (Memorandum No. 160, s. 2012). Department of Education.
- Figuerola, L. L., Lim, S., & Lee, J. (2016). Investigating the relationship between school facilities and academic achievements through geographically weighted regression. *Annals of GIS*, 22(4), 273-285. <https://doi.org/10.1080/19475683.2016.1231717>
- Gambo, Y., & Shakir, M. Z. (2021). Review on self-regulated learning in smart learning environment. *Smart Learning Environments*, 8(1). <https://doi.org/10.1186/s40561-021-00157-8>
- Gietz, C., & McIntosh, K. (2014). Relations between student perceptions of their school environment and academic achievement. *Canadian Journal of School Psychology*, 29(3), 161-176. <https://doi.org/10.1177/0829573514540415>
- González-Betancor, S. M. (2025). Influence of the teacher role on academic performance in primary education. *Humanities and Social Sciences Communications*, 12(1), 1321. <https://doi.org/10.1057/s41599-025-05700-3>
- Guo, W., Wang, J., Li, N., & Wang, L. (2025). The impact of teacher emotional support on learning engagement among college students mediated by academic self-efficacy and academic resilience. *Scientific Reports*, 15(1), 3670. <https://doi.org/10.1038/s41598-025-88187-x>
- Hattie, J., Fisher, D., Frey, N., Gojak, L., Moore, S., & Mellman, W. B. (2016). Visible Learning for Mathematics, Grades K-12 : what works best to optimize student learning. In CERN Document Server (European Organization for Nuclear Research). <http://cds.cern.ch/record/2746689>
- Haverinen-Shaughnessy, U., & Shaughnessy, R. J. (2015). Effects of classroom ventilation rate and temperature on students' test scores. *PLoS ONE*, 10(8), e0136165. <https://doi.org/10.1371/journal.pone.0136165>
- He, L., Feng, L., & Ding, J. (2024). The Relationship between perceived teacher emotional support, online academic burnout, academic self-efficacy, and online English academic engagement of Chinese EFL learners. *Sustainability*, 16(13), 5542. <https://doi.org/10.3390/su16135542>
- Hussain, A., & Afzal, S. (2023). Lack of infrastructure and educational facilities in public schools and its effects on quality education of students. *Journal of Excellence in Social Sciences*, 2(1), 37-50. <https://doi.org/10.69565/jess.v2i1.160>
- Hua, C., Zheng, Y., Liu, Y., Liu, J., & Liu, X. (2024). Unraveling the factors shaping academic success: A structural equation modeling approach for college students. *Heliyon*, 10(4), e26483. <https://doi.org/10.1016/j.heliyon.2024.e26483>
- Hsieh, M. (2022). The Relationships Between Home-Based Parental Involvement, Study Habits and Academic Achievement among Adolescents. *The Journal of Early Adolescence*, 43(2), 194-215. <https://doi.org/10.1177/02724316221101527>
- Jang, H., Kim, E. J., & Reeve, J. (2016). Why students become more engaged or more disengaged during the semester: A self-determination theory dual-process model. *Learning and Instruction*, 43, 27-38. <https://doi.org/10.1016/j.learninstruc.2016.01.002>
- Johnson, J., Perrigo, J. L., Deavenport-Saman, A., Wee, C. P., Imagawa, K. K., Schonfeld, D. J., & Vanderbilt, D. (2020). Effect of home environment on academic achievement in child protective service-involved children: Results from the second national survey of child and adolescent well-being study. *Child Abuse & Neglect*, 111, 104806. <https://doi.org/10.1016/j.chiabu.2020.104806>
- Kisiang'ani, E. A., Wamocho, L., & Buhere, P. (2024). Effect of institutional resources on student academic achievement in Kakamega County, Kenya. *African Journal of Empirical Research*, 5(4), 627-643. <https://doi.org/10.51867/ajernet.5.4.51>
- Korpershoek, H., Canrinus, E. T., Fokkens-Bruinsma, M., & de Boer, H. (2020). The relationships between school belonging and students' motivational, social-emotional, behavioural, and academic outcomes in secondary education: A meta-analytic review. *Research Papers in Education*, 35(6), 641-680. <https://doi.org/10.1080/02671522.2019.1615116>
- Lehrl, S., Evangelou, M., & Sammons, P. (2020). The home learning environment and its role in shaping children's educational development. *School Effectiveness and School Improvement*, 31(1), 1-6. <https://doi.org/10.1080/09243453.2020.1693487>
- Li, J., Yu, C., Zhen, S., & Zhang, W. (2021). Parent-adolescent communication, school engagement, and internet addiction among Chinese adolescents: The moderating effect of rejection sensitivity. *International Journal of Environmental Research and Public Health*, 18(7), 3542. <https://doi.org/10.3390/ijerph18073542>
- Li, S., Tang, Y., & Zheng, Y. (2023). How the home learning environment contributes to children's social-emotional competence: A moderated mediation model. *Frontiers in Psychology*, 14, 1065978. <https://doi.org/10.3389/fpsyg.2023.1065978>
- Lin, M., & Faldowski, R. A. (2023). The relationship of parent support and child emotional regulation to school readiness. *International Journal of Environmental Research and Public Health*, 20(6), 4867. <https://doi.org/10.3390/ijerph20064867>
- Lobo, E., Mukherjee, D., Choudhury, P. K., Babu, G. R., Srinivas, P. N., & Van Schayck, O. C. (2025). Home-learning environment and cognitive and academic outcomes among children aged 4-8 years: A cross-sectional study from South India. *Dialogues in Health*, 7, 100238. <https://doi.org/10.1016/j.dialog.2025.100238>
- Mag-Aso, S. J. S., Albiso, K. M. R., Condeza, K. B., Edoño, R. V., Evangelista, A. F., Lazaro, E. L. O., Luzon, L. L. R., Maliguid, G. K. A., Mapatot, I. J. B., Sacil, R. J., Salcedo, C. A., Clamares, K. J. M., & Pelandas, A. M. O. (2025). The influence of school climate and subjective well-being on students' engagement. *International Journal of Research and Innovation in Social Science*, IX(III), 1844-1855. <https://doi.org/10.47772/ijriss.2025.90300145>
- Liquigan, M. L. B., Ortiz, V. I., Sian, D. R. V., & Robles, V. D. (2023). Effects of home environment to the academic performance of the grade 10 students at Sto. Niño National High School, Cagayan, Philippines. *International Journal of Contemporary Issues in Social Sciences*, 2(1), 31-44. <https://ijciss.org/index.php/ijciss/article/view/19>

- Marlina, Y., Sulaeman, M., Sutrisna, A., Siregar, M., & Azka, A. (2023). Parental support for independent learning and student learning motivation in the post pandemic era. *EDUTECH Journal of Education and Technology*, 6(4), 735–745. <https://doi.org/10.29062/edu.v6i4.724>
- Márquez, J., Lazcano, L., Bada, C., & Arroyo-Barrigüete, J. L. (2023). Class participation and feedback as enablers of student academic performance. *SAGE Open*, 13(2). <https://doi.org/10.1177/21582440231177298>
- Martinez-Yarza, N., Solabarrieta-Eizaguirre, J., & Santibáñez-Gruber, R. (2024). The impact of family involvement on students' social-emotional development: the mediational role of school engagement. *European Journal of Psychology of Education*, 39(4), 4297–4327. <https://doi.org/10.1007/s10212-024-00862-1>
- Maxwell, S., Reynolds, K. J., Lee, E., Subasic, E., & Bromhead, D. (2017). The impact of school climate and school identification on academic achievement: Multilevel modeling with student and teacher data. *Frontiers in Psychology*, 8, 2069. <https://doi.org/10.3389/fpsyg.2017.02069>
- Molinari, L., & Grazia, V. (2021). Students' school climate perceptions: do engagement and burnout matter? *Learning Environments Research*, 26(1), 1–18. <https://doi.org/10.1007/s10984-021-09384-9>
- Özgenel, M., & Avci, S. (2025). Parental and teacher autonomy support in developing self-regulation skills. *Behavioral Sciences*, 15(12), 1621. <https://doi.org/10.3390/bs15121621>
- Peng, P., & Kievit, R. A. (2020). The development of academic achievement and cognitive abilities: A bidirectional perspective. *Child Development Perspectives*, 14(1), 15–20. <https://doi.org/10.1111/cdep.12352>
- Quimpang, M. L., Paglinawan, J. L., & Quimpang, G. A. (2025). The relationship of parental involvement to students' academic performance in school. *International Journal of Research and Innovation in Social Science*, IX(V), 3768–3771. <https://doi.org/10.47772/ijriss.2025.905000287>
- Rivera, H. H., Chang, H., Zhu, Y., Jimenez, D. D., Bemani, M., & Taheri, M. (2024). Examining the home learning environment practices for emergent bilinguals: Insights from parental survey. *Education Sciences*, 14(11), 1152. <https://doi.org/10.3390/educsci14111152>
- Roorda, D. L., Jak, S., Zee, M., Oort, F. J., & Koomen, H. M. Y. (2017). Affective teacher–student relationships and students' engagement and achievement: A meta-analytic update and test of the mediating role of engagement. *School Psychology Review*, 46(3), 239–261. <https://doi.org/10.17105/spr-2017-0035.v46-3>
- Rosário, P., Núñez, J. C., Vallejo, G., Cunha, J., Nunes, T., Suárez, N., Fuentes, S., & Moreira, T. (2015). The effects of teachers' homework follow-up practices on students' EFL performance: a randomized-group design. *Frontiers in Psychology*, 6, 1528. <https://doi.org/10.3389/fpsyg.2015.01528>
- Sengonul, T. (2022). A review of the relationship between parental involvement and children's academic achievement and the role of family socioeconomic status in this relationship. *Pegem Journal of Education and Instruction*, 12(2), 32–57. <https://doi.org/10.47750/pegegog.12.02.04>
- Sivabalan, Y., Pek, L. S., Nadarajan, N. M., Khusni, H. K., Mee, R. W. M., & Ismail, M. R. (2024). Parental involvement on Children's Educational Achievement: A scoping review. *International Journal on Studies in Education*, 6(4), 555–574. <https://doi.org/10.46328/ijonse.242>
- Tapia-Fonllem, C., Fraijo-Sing, B., Corral-Verdugo, V., Garza-Terán, G., & Moreno-Barahona, M. (2020). School Environments and Elementary School Children's Well-Being in Northwestern Mexico. *Frontiers in Psychology*, 11. <https://doi.org/10.3389/fpsyg.2020.00510>
- Toyinbo, O. (2023). Indoor environmental quality, pupils' health, and academic performance: A literature review. *Buildings*, 13(9), 2172. <https://doi.org/10.3390/buildings13092172>
- Wang, M., & Degol, J. L. (2015). School climate: A review of the construct, measurement, and impact on student outcomes. *Educational Psychology Review*, 28(2), 315–352. <https://doi.org/10.1007/s10648-015-9319-1>
- Wang, M., Degol, J. L., Amemiya, J., Parr, A., & Guo, J. (2020). Classroom climate and children's academic and psychological wellbeing: A systematic review and meta-analysis. *Developmental Review*, 57, 100912. <https://doi.org/10.1016/j.dr.2020.100912>
- Yang, D., Chen, P., Wang, K., Li, Z., Zhang, C., & Huang, R. (2023). Parental Involvement and Student Engagement: A Review of the literature. *Sustainability*, 15(7), 5859. <https://doi.org/10.3390/su15075859>
- Yang, Y., & Chen, L. (2024). Academic motivation predicted by growth mindset and parental support. *Journal of Assessment and Research in Applied Counselling*, 6(4), 213–220. <https://doi.org/10.61838/kman.jarac.6.4.25>
- Yau, P. S., Cho, Y., Shane, J., Kay, J., & Heckhausen, J. (2021). Parenting and adolescents' academic achievement: The mediating role of goal engagement and disengagement. *Journal of Child and Family Studies*, 31(4), 897–909. <https://doi.org/10.1007/s10826-021-02007-0>
- Yot-Domínguez, C., & Marcelo, C. (2017). University students' self-regulated learning using digital technologies. *International Journal of Educational Technology in Higher Education*, 14(1). <https://doi.org/10.1186/s41239-017-0076-8>
- Yuliawati, Y., Winarni, W., Lyesmaya, D., & Hapipah, H. (2025). Peer social support and academic achievement: A systematic literature review. In *Advances in Social Science, Education and Humanities Research/Advances in social science, education and humanities research* (pp. 357–372). [https://doi.org/10.2991/978-2-38476-450-1\\_23](https://doi.org/10.2991/978-2-38476-450-1_23)
- Zainullah, Mahfud, M., & Riniati, W. O. (2023). Exploring the role of teacher-student relationships in academic achievement: A qualitative study in primary schools. *The Eastasouth Journal of Learning and Educations*, 1(02), 76–83. <https://doi.org/10.58812/esle.v1i02.111>
- Zhang, Y. (2020). Quality matters more than quantity: Parent-child communication and adolescents' academic performance. *Frontiers in Psychology*, 11, 1203. <https://doi.org/10.3389/fpsyg.2020.01203>