

AN ASSESSMENT OF THE FACTORS AFFECTING THE LEARNING OUTCOMES OF INTERMEDIATE PUPILS AT JOLO II DISTRICT, DIVISION OF SULU: TEACHERS' PERSPECTIVES

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ABSTRACT. Teachers' perceptions of the factors impacting students' learning results in the Jolo II District, Division of Sulu, were examined in this study. The study used a descriptive-correlational design with 100 teacher participants selected by purposive sampling. Frequency, percentage scores, weighted means, standard deviations, Pearson's correlation, t-tests, and ANOVA were used to evaluate the data. Along with demographic variables including age, gender, marital status, years of service, and educational level, important factors evaluated included instructional methodologies, the learning environment, and home and parental support. The results showed that most instructor responders were married, 36 years of age or older, mostly female, had five years or less of experience, and had bachelor's degrees. Teachers with master's degrees were more open to acknowledging the importance of the learning environment and parental participation, and they generally had a good perception of the elements influencing students' learning outcomes, frequently rating them as "Often." Bronfenbrenner's Ecological Systems Theory, Vygotsky's Sociocultural Theory, and Gardner's Socio-educational Model—all of which emphasize how learning is impacted by intricate social and environmental systems—were supported by the significant correlations discovered among the subcategories of factors influencing learning outcomes. In order to improve successful teacher-led instructional practices for attaining academic achievement, the study emphasizes the significance of a supportive classroom and home environment.

KEYWORDS: *Instructional Strategies, Learning Environment, Student, Parental Support, Academic Success*

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INTRODUCTION

Education was a vital tool for both individual and national empowerment. It influenced not just cognitive skills but also the moral and emotional principles necessary for social engagement and citizenship (UNESCO, 2022). The main strategy for reducing poverty and promoting social mobility in the Philippines was education. The government kept funding initiatives aimed at

improving access and quality, but problems still exist, especially in remote and underdeveloped regions like the province of Sulu (Department of Education [DepEd], 2023).

Learning discrepancies persisted despite the Philippines' persistent efforts to create egalitarian education through reforms like the K–12 Program. These differences are more noticeable in rural areas, where inadequate infrastructure, poverty, and restricted access to high-quality educational resources impede efficient teaching (Zaulda & Asiri, 2025). These restrictions caused obstacles that negatively impacted the learning outcomes and general educational experience of many students in the Jolo II District. As front-line educators, teachers have firsthand knowledge of how these circumstances impact students' performance and engagement.

Between the foundational primary years and the more advanced secondary school, the intermediate level of education was an essential transitional period. Students are anticipated to have mastered critical thinking, problem-solving, and reading comprehension by this point (Ormrod, 2020). Learners who had a solid foundation in the intermediate years were better equipped to handle challenging academic assignments in the future. However, students' learning progress and academic achievement may drastically decrease when the foundation is insufficient or when they encounter environmental and personal challenges (Garcia & Reyes, 2021).

A student's learning outcomes are influenced by both internal factors, such as motivation and study habits, and external factors, including home environment and teacher competency (Slavin, 2019). Research indicates that these factors interact dynamically in the Philippines; for example, a lack of parental support can diminish academic motivation (Escol & Alcopra, 2024). This aligns with findings by Chavez et al. (2025), emphasizing the importance of parenting in the Philippine context and offering insights for families and educators aiming to promote balanced bilingual development.

In this situation, instructors played an essential role. Teachers changed students' attitudes, behaviors, and participation in learning activities in their role as learning facilitators. Because they engage with students on a regular basis, they are in a unique position to pinpoint the elements that facilitated or impeded learning (Creswell, 2018). In rural districts like Jolo II, teachers' perspectives are especially crucial in recognizing local issues that impact student performance, such as absenteeism, a lack of parental supervision, or a lack of educational resources.

A useful framework for understanding the influence of environmental systems on learner development is Bronfenbrenner's Ecological Systems Theory (1994), which identifies the significant roles of various systems: the microsystem (family, school), mesosystem (home-school interactions), exosystem (community influences), and macrosystem (societal and cultural backgrounds). This theory aligns with findings from Chavez et al. (2026), emphasizing the importance of academic leaders in translating inclusive policies into effective practices within institutions. Additionally, in the Jolo II District, the interplay of family poverty, limited educational resources, and social context was shown to profoundly affect students' educational outcomes (Peñeda et al., 2025). This suggests that effective leadership, rooted in positive psychological principles, alongside supportive structural mechanisms, is vital for enhancing educational experiences.

These findings were corroborated by empirical research done in comparable rural locations. For example, Alcueres (2025) found that students from low-income households in Bukidnon had difficulty in school because of their parents' lack of commitment and unstable finances. These difficulties were similar to those faced by many families in Sulu, where financial difficulties limit parents' capacity to fund their children's education. Similarly, Salas and Legaspi

(2024) discovered that exposure to language-rich surroundings and availability of educational resources have a direct impact on intermediate Filipino students' academic achievement.

In order to support school-based learning, the home environment was crucial. Effective family-school ties enhance student motivation, attendance, and performance, according to Epstein (2018). Students typically develop stronger academic self-concepts and perseverance in studying when parents actively participate in their education by keeping an eye on their progress, offering resources, and promoting study habits (OECD, 2021). On the other hand, low parental participation might result in lower achievement, apathy, and absenteeism.

In light of these circumstances, the purpose of this study was to evaluate the elements that teachers perceived as influencing the learning outcomes of intermediate students in Jolo II District, Division of Sulu. The study aimed to produce empirical evidence that may direct interventions to improve teaching practices, develop teacher-parent collaboration, and improve the learning environment overall by identifying and assessing both internal and external elements. In the end, it is anticipated that the study's conclusions would support policy suggestions and long-term educational advancements in the district (UNESCO, 2022; DepEd, 2023).

LITERATURE

Children's acquisition of information and skills is influenced by a complex interplay of school, family, and environmental influences that impact learning outcomes. Numerous international studies have demonstrated the important influence that learning spaces, educational materials, and parental support have on students' academic achievement.

Anderson (2020) emphasizes that educational resources are fundamental catalysts for successful pedagogy rather than just additional tools. These materials help to scaffold the learning process by bridging the gap between abstract theory and concrete comprehension, facilitating a more smooth transition from conceptualization to mastery. Teachers create a classroom atmosphere where students can more easily and accurately decompose complicated cognitive tasks when they use engaging, context-rich, and developmentally appropriate materials.

In order to bridge the cognitive gap between abstract conceptualizations and practical, real-world application, Ola and Adeyemi (2019) argued that the strategic use of visual aids, tactile manipulatives, and multimedia materials is crucial. This idea is consistent with the findings of Chavez, Samilo, Cabiles, et al. (2025). Despite these difficulties, instructors demonstrated adaptive responses through contextualized teaching, integration of multimedia and creative outputs, and scaffolding techniques that make reading more accessible and meaningful. According to their research, these teaching aids act as essential intermediaries, converting abstract theoretical concepts into concrete, relevant representations for the student.

According to Brown (2018), the smooth incorporation of contemporary technology—more especially, interactive films and advanced digital platforms—acts as a potent catalyst for raising student enthusiasm and encouraging active engagement in the classroom. These tools provide customized and immersive educational experiences that appeal to digital-native learners by converting the conventional learning environment into a dynamic, tech-mediated space. The difficulties and elements influencing students' learning results in both public and private schools in the Philippines have been studied by a number of scholars. These studies emphasize how crucial learning environments, educational resources, and parental participation are in determining students' academic success.

A study by Dela Cruz (2021) highlights a significant issue in the Philippine public education system: the persistent scarcity of textbooks and instructional materials in schools. This shortage limits access to standardized academic resources, presenting challenges for both teachers and

students. Supporting this, research by De Leon, Jumalon, Chavez, et al. (2024) found varying opinions on classroom inclusivity, including the need for personalized learning approaches and equitable opportunities, while also indicating that many teachers lack knowledge in executing inclusive education methods. Dela Cruz noted that these challenges often spur educators' creativity, as those who adopt innovative strategies—particularly by utilizing indigenous and locally available materials—can effectively bridge the resource gap and enhance student engagement.

Garcia (2020) showed that a student's intrinsic motivation and academic engagement are mostly determined by the convergence of their physical and social learning settings. According to his research, a high-stress environment that is essentially harmful to the learning process is created when the educational setting is degraded by crammed classrooms, subpar amenities, and excessive teacher-pupil ratios. Not only do these systemic limitations restrict physical space, but they also serve as major cognitive obstacles that make it difficult for elementary students to focus for extended periods of time.

Martinez and Ruiz (2021) argued that the psychological climate of a classroom is a main predictor of academic efficacy, highlighting the significant impact of the emotional learning environment on student growth. According to their findings, students do noticeably better in settings where teachers consciously foster an inclusive, respectful, and encouraging culture. Teachers establish a safe environment where students feel appreciated and empowered to take the intellectual risks required for in-depth learning and conceptual mastery by placing a high priority on these interpersonal dynamics.

The Theory of Overlapping Spheres of Influence, developed by Epstein (2018), posits that the responsibilities for a child's education lie not just within the classroom but across three interconnected domains: the home, the school, and the community. Supporting this, Magno, Indal, Chavez, et al. (2024) highlight alternative teaching strategies employed by Filipino teachers to enhance motivation in students from English-dominant households for learning the Filipino language. Epstein argues that optimal educational outcomes arise when these spheres are intentionally aligned, fostering a supportive network around the learner. The effectiveness of this alignment is contingent upon shared goals and quality communication across the domains, directly influencing the student's academic and personal development stability.

Differentiated instruction is crucial for meeting the many cognitive needs in a classroom, according to Mendoza's (2021) analysis of the critical role that diverse instructional styles have in maximizing student learning results. According to her study, educators may break down the obstacles to understanding that traditional, one-size-fits-all approaches frequently generate by customizing instructional methods to meet various learning styles and readiness levels. When combined with the deliberate use of visual aids, which provide concrete, pictorial representations of difficult topics to support spoken instruction, this pedagogical flexibility is very important.

According to Villanueva (2018), parental support is a complex concept that goes well beyond just giving money or other resources. According to her research, the main driver of student growth is the affective dimension of involvement, which is defined as an active interest in a child's everyday academic experiences. Parents can confirm the value of their child's efforts and create a stable emotional foundation for learning by doing small but meaningful things like asking about schooling or consistently delivering words of encouragement.

METHODS

1. Research Design

This study utilized a descriptive quantitative research design, inspired by teachers' opinions, to analyze the factors influencing the learning outcomes of intermediate students in the Jolo II District, Division of Sulu. According to Creswell (2014), the method involves the collection and examination of numerical data to identify trends and relationships among different variables. The study specifically aimed to assess the impacts of instructional materials, the learning environment, and parental support on student performance. A standardized survey questionnaire was employed to collect data, facilitating statistical analysis and quantification of teachers' viewpoints. This approach diminished subjective bias in evaluating the results, allowing for more objective interpretations of the findings.

2. Research Locale

In the southwest of the Philippines, in the Jolo II District of the Division of Sulu, the study was carried out. The district is made up of multiple primary schools that serve various Jolo municipality neighborhoods. Despite the lack of resources and facilities in the majority of the local schools, teachers are nevertheless working to raise the standard of instruction. The location was chosen because it reflects a typical public school setting where students' learning results are impacted by a variety of social, environmental, and instructional factors.

3. Participants of the Study

One hundred elementary teachers from eight public elementary schools in the Jolo II District—Laud Lambayong, Lambayong, Port Area, Dan-Dan, Bus-Bus, Riverside, Martirez, and Sheikh Mustafa—participated in the study. The sample included thirteen instructors from four of these schools and twelve instructors from four additional schools, offering firsthand data for the research. These primary school teachers are located in the Jolo II District, within the Division of Sulu.

4.

Sampling

Procedure

Purposive sampling was used in the study to select participants who could provide in-depth insights into a specific phenomenon. As noted by Creswell (2018), this non-probability method is suitable for qualitative research and aims to gather detailed information from individuals with relevant experience. The participants were intermediate teachers from public elementary schools in the Jolo II District of Sulu, chosen for their direct interactions with Grades 4 to 6 students. To qualify, they required at least two years of teaching experience in the district, ensuring familiarity with academic and environmental contexts. Between ten and fifteen teachers were selected from each school based on data saturation, achieved when no new relevant information is found. Participants were personally contacted, informed about the study, and asked for voluntary consent to participate.

5. Research Instrument

Data was collected regarding variables influencing the learning outcomes of intermediate students in Jolo II District, Sulu, through a survey questionnaire based on the model by D. The study, outlined in V. Bentayao's (2015) master's thesis titled "Teacher Efficacy and Attitude Towards Factors Affecting Learning," focused on three main dimensions: Instructional Strategies (effectiveness and use of teaching resources), Learning Environment (classroom facilities and overall conduciveness), and Home and Parental Support (parental involvement in academic success). A Likert scale was employed to gauge teachers' opinions and the impact of each factor. Questionnaires were administered in person to enhance response rates and ensure accurate data collection.

6. Data Gathering Procedure

The study received consent from relevant authorities, including school heads and the Sulu Schools Division Office, to examine factors affecting learning outcomes for intermediate students. A validated survey questionnaire collected data on teachers' demographics and their views on influences such as parental support, learning environment, and instructional resources. This was done after obtaining informed consent from participants. The data was analyzed using statistical software like SPSS or Excel, applying descriptive and inferential statistics to identify correlations between respondents' profiles and students' learning outcomes. The findings were contextualized with previous research, leading to recommendations for enhancing teaching methods within the district.

7. Ethical Considerations

The study underscores the importance of strict ethical guidelines for protecting participant rights and wellbeing at all research stages, from instrument setup to findings presentation. Adhering to institutional and national ethics rules is essential for maintaining the integrity, validity, and credibility of research. Key ethical principles highlighted include: Non-maleficence, aimed at preventing harm to participants; Respect for dignity and rights, ensuring autonomy and voluntary participation; Confidentiality and anonymity, safeguarding identifiable information; Objectivity, maintaining impartiality to avoid biases; Informed consent, providing participants with all necessary information; and Ethics clearance, confirming approval from the Jolo II District Ethics Committee. These principles form the foundation for conducting ethical and transparent research.

RESULTS

1. What is the extent of the factors affecting the learning outcomes of the pupils at Jolo II District, Division of Sulu as perceived by teachers in the context of: Instructional Strategies, Learning Environment, and Home and Parental Support?

Table 1 In terms of Instructional strategies

No	Statements	Mean	S.D.	Description
1	I use a variety of teaching methods to meet the needs of my pupils.	4.25	.43519	Often
2	I provide clear instructions and explanations in every lesson.	4.35	.39428	Often
3	I adapt my teaching strategies when pupils find the lesson difficult.	4.48	.50212	Often
4	I use examples that are relevant to pupils' everyday lives.	4.38	.48783	Often
5	I integrate technology (e.g., videos, slides, interactive tools) in teaching.	4.19	.47937	Often
6	I encourage pupils to express their own ideas during class.	4.38	.48783	Often
7	I provide timely feedback to pupils to express their own ideas during class.	4.50	.50252	Always
8	I use questioning techniques to stimulate critical thinking.	4.35	.47937	Often
9	I design activities that promote both independent and group learning.	4.24	.42923	Often
10	I regularly check pupils' understanding during lessons.	4.34	.47610	Often
Weighted Mean		4.346	.35088	Often

Legend: (5) 4.50 – 5.00=Always; (4) 3.50 – 4.49=Often; (3) 2.50 – 3.49=Sometimes; (2) 1.50 – 2.49=Rarely; (1) 1.00 – 1.49=Never
Table 1 With a composite mean score of 4.346, instructional practices in Jolo II District have a considerable impact on learning outcomes. Using relatable examples (4.38), promoting student expression (4.38), and modifying teaching methods (4.48) are all commonly used, but timely feedback is the most successful tactic (4.50).

Table 1.2 In terms of Learning environment

No	Statements	Mean	S.D.	Description
1	The classroom environment is conducive to learning.	4.37	.48524	Often
2	Classroom seating arrangements support interactive learning.	4.25	.50212	Always
3	Pupils have access to enough learning materials and resources.	4.34	.47610	Often
4	The classroom is free from distractions that may affect pupils' focus.	4.33	.47258	Often

5	I manage classroom discipline effectively to support learning.	4.59	.43519	Always
6	The physical classroom (lighting, ventilation, cleanliness) promotes concentration.	4.57	.49757	Always
7	Pupils feel safe and comfortable in the classroom.	4.36	.48242	Often
8	The school provides adequate facilities to support teaching.	4.46	.50091	Often
9	The availability of instructional materials enhances learning outcomes.	4.48	.49431	Often
10	The classroom environment motivates pupils to participate actively.	4.55	.50000	Always
Weighted Mean		4.430	.36529	Often

Legend: (5) 4.50 – 5.00=Always; (4) 3.50 – 4.49=Often; (3) 2.50 – 3.49=Sometimes; (2)1.50 – 2.49=Rarely; (1)1.00 – 1.49=Never

Table 1.2 Effective classroom discipline (mean score 4.59), classroom settings that enhance concentration (4.57), and a stimulating environment that encourages student participation (4.55) are factors that instructors believe have an impact on learning outcomes in Jolo II District. With an overall composite mean score of 4.430, "often" was the rating.

Table 1.3 In terms of Home and Parental Support

No	Statements	Mean	S.D.	Description
1	Parents attend meetings and conferences when called by the school.	4.38	.48783	Often
2	Parents provide school supplies and materials needed by their children.	4.41	.49431	Often
3	Pupils are supported by their parents in completing homework and assignments.	4.25	.43519	Often
4	Parents maintain regular communication with teachers regarding their child's progress.	4.50	.50252	Always
5	Pupils have a suitable study space or environment at home.	4.53	.50161	Often
6	Parents encourage their children to value education.	4.55	.50100	Always
7	Pupils have a suitable space or environment at home.	4.44	.49889	Often
8	Parents reinforce positive behaviors learned in school.	4.33	.47258	Often
9	Parents show interest in their child's academic performance.	4.59	.49431	Always
10	Pupils received emotional support from their parents to do well in school.	4.60	.49237	Always
Weighted Mean		4.458	.38302	Often

Legend: (5) 4.50 – 5.00=Always; (4) 3.50 – 4.49=Often; (3) 2.50 – 3.49=Sometimes; (2)1.50 – 2.49=Rarely; (1)1.00 – 1.49=Never

Table 1.3 Emotional support from parents (Mean = 4.60), interest in academic performance (Mean = 4.59), and encouragement to value education (Mean = 4.55) are all rated as "always." Teachers at Jolo II District believe that home and parental support significantly influences student learning outcomes, with an average score of 4.458, indicating "often."

2. Is there a significant difference in the extent of the factors affecting the learning outcomes of the pupils at Jolo II District, Division of Sulu as perceived by teachers when the data are grouped according to the demographic profile of the teacher-respondents in terms of: Age; Gender; Civil Status; Length of Service; and Educational Attainment?

Table 2.1 According to Age

SOURCES OF VARIATION		Sum of Squares	df	Mean Square	F	Sig.	Description
Instructional strategies	Between Groups	.682	2	.341	2.872	.061	Not Significant
	Within Groups	11.507	97	.119			
	Total	12.188	99				
Learning environment	Between Groups	.272	2	.136	1.018	.365	Not Significant
	Within Groups	12.938	97	.133			
	Total	13.210	99				
	Between Groups	.532	2	.266	1.844	.164	Not

Home and parental support	Within Groups	13.992	97	.144	Significant
	Total	14.524	99		

Significance at alpha 0.05

Table 2.1 According to research, there is no discernible age difference in teachers' assessments of the factors influencing learning results in Jolo II District, Division of Sulu. The idea that age has no bearing on instructors' views is accepted because both senior and younger educators concur on these aspects.

Table 2.2 According to Gender

VARIABLES	Grouping Gender	Mean	S. D.	Mean Difference	t	Sig.	Description
Instructional strategies	Male	4.361	.30899	.02013	.233	.817	Not Significant
	Female	4.341	.36290				
Learning environment	Male	4.433	.32301	.00422	.047	.963	Not Significant
	Female	4.429	.37763				
Home and parental support	Male	4.485	.34682	.03508	.371	.711	Not Significant
	Female	4.450	.39382				

Significance at alpha 0.05

Table 2.2 Male and female instructors' perceptions of the elements influencing learning results at Jolo II District in Sulu are similar, suggesting a synchronized viewpoint. The idea that there is no discernible gender difference is therefore accepted.

Table 2.3 According to Civil Status

VARIABLES	Grouping Civil Status	Mean	S. D.	Mean Difference	t	Sig.	Description
Instructional strategies	Single	4.355	.34919	.01497	.201	.841	Not Significant
	Married	4.340	.35430				
Learning environment	Single	4.473	.36291	.06595	.854	.395	Not Significant
	Married	4.407	.36724				
Home and parental support	Single	4.479	.38830	.03244	.400	.690	Not Significant
	Married	4.447	.38279				

Significance at alpha 0.05

Table 2.3 shows that the factors influencing learning results in Jolo II District, Division of Sulu, do not significantly differ between married and single instructors. This indicates a common understanding of the factors influencing students' learning results, which leads to the notion that there is no discernible difference based on civil status being accepted.

Table 2.4 According to Length of Service

SOURCES OF VARIATION		Sum of Squares	df	Mean Square	F	Sig.	Description
Instructional strategies	Between Groups	.092	2	.046	.371	.691	Not Significant
	Within Groups	12.096	97	.125			
	Total	12.188	99				
Learning environment	Between Groups	.214	2	.107	.798	.453	Not Significant
	Within Groups	12.996	97	.134			
	Total	13.210	99				

Home and parental support	Between Groups	.068	2	.034	.229	.796	Not Significant
	Within Groups	14.455	97	.149			
	Total	14.524	99				

Significance at alpha 0.05

Table 2.4 shows that factors affecting students' learning outcomes at Jolo II District, Division of Sulu, do not substantially change according to the tenure of teachers. Both new hires and seasoned educators had similar perceptions of these criteria despite having different teaching experiences. As a result, the premise that there is no discernible variation in instructors' opinions according to duration of service is accepted.

Table 2.5 According to Educational Attainment

SOURCES OF VARIATION		Sum of Squares	df	Mean Square	F	Sig.	Description
Instructional strategies	Between Groups	.588	3	.196	1.622	.189	Not Significant
	Within Groups	11.600	96	.121			
	Total	12.188	99				
Learning environment	Between Groups	1.021	3	.277	2.303	.052	Significant
	Within Groups	13.429	96	.130			
	Total	14.210	99				
Home and parental support	Between Groups	1.043	3	.348	2.475	.046	Significant
	Within Groups	13.481	96	.140			
	Total	14.524	99				

Significance at alpha 0.05

Table 2.5 Teachers with different levels of education differ greatly in the factors that determine learning outcomes in Jolo II District, Sulu, especially when it comes to how they perceive the learning environment and parental support. Educational attainment appeared as a crucial predictor, however instructional styles did not demonstrate a substantial impact on student outcomes. As a result, the premise that there are no appreciable variations according to educational attainment is disproved.

3. Is there a significant correlation among the subcategories subsumed under factors affecting the learning outcomes of Jolo II District, Division of Sulu as perceived by teachers in terms of Instructional Strategies, Learning Environment, Home and Parental Support?

Variables	Pearson <i>r</i>	Sig.	N	Description
Instructional strategies				
Learning environment	.769**	.000	100	Very High Correlation
Home and parental support	.823**	.000	100	Very High Correlation
Learning environment				
Home and parental support	.850**	.000	100	Very High Correlation

Legend: ** Correlation Coefficient is significant at alpha .01 level

Correlation Coefficient Scales Adopted from Hopkins, Will (2002): 0.0-0.1=Nearly Zero; 0.1-0.30=Low; 0.3-0.5 0=Moderate; 0.5-0.7-0=High; 0.7-0.9= Very High; 0.9-1=Nearly Perfect

Table 3 According to teachers' perceptions, there is a strong positive association between the elements influencing learning results in Jolo II District, Sulu. The learning environment and home/parental support ($r=.850$), instructional strategies and home/parental support ($r=.823$), and instructional strategies and learning environment ($r=.769$) are important associations. Thus, the null hypothesis that there is no meaningful link is disproved.

DISCUSSION

1.) On the extent of the factors affecting the learning outcomes of the pupils at Jolo II District, Division of Sulu as perceived by teachers

The results from the Jolo II District in Sulu show that, as indicated by the highest mean rating, instructors place a high priority on home and parental support as the most important element influencing student learning outcomes. This emphasizes how important parental emotional support is in educational environments where student performance is closely monitored. Furthermore, it is determined that a helpful learning environment is necessary, with good classroom management and conducive physical circumstances being critical for students' focus and learning. On the other hand, instructional tactics had the lowest scores, which emphasizes the need to make improvements in terms of giving prompt feedback and modifying teaching strategies to suit the needs of students. While Mendoza (2021) argues that tailored instruction and visual aids improve learning outcomes, research by Thompson and Walker (2022) demonstrates that high-quality instructor feedback dramatically increases student accomplishment. Teachers frequently emphasize the need for better classroom settings; Garcia (2020) connects poor facilities and crammed classrooms to lower performance and attention spans. Johnson (2021), who explicitly links students' concentration and academic performance to the physical learning environment, supports this viewpoint. Additionally, Santos and Ramos (2019) discovered that improved academic achievement results from active parental involvement, such as supervising homework and taking part in school events. Heystek (2020) affirms the connection between academic achievement and active parental involvement. Overall, the results show a complicated interaction between environmental elements and support networks that greatly affect kids' academic performance.

2.) On difference in the extent of the factors affecting the learning outcomes of the pupils at Jolo II District, Division of Sulu as perceived by teachers

According to the study conducted in the Jolo II District of Sulu, instructors' opinions of the variables influencing students' learning outcomes did not change significantly depending on their age, gender, civil status, or duration of service. This suggests that educators are in agreement about the factors influencing students' academic success. Teachers with master's degrees, in particular, had a greater comprehension of the learning environment and parental support, indicating that higher educational achievement increases teachers' awareness of factors affecting student performance. These findings corroborate the claim made by Linda Darling-Hammond (2010) that teachers' education enhances their comprehension of successful learning environments and support systems. Furthermore, John Hattie (2009) pointed out that teachers' professional expertise and instructional awareness have a major impact on their judgments of elements connected to student accomplishment, while Joyce L. Epstein (2011) highlighted the relevance of parental participation in boosting student outcomes.

3.) Correlation among the sub-categories subsumed under factors affecting the learning outcomes of Jolo II District, Division of Sulu as perceived by teachers

The results of the study conducted in the Jolo II District, Division of Sulu, show that factors influencing teachers' perceptions of learning outcomes are strongly interrelated. The learning environment and parental support were shown to be significantly correlated, indicating that parents' emotional, academic, and motivational support greatly improves a well-managed classroom. Additionally, the relationship between instructional practices and home support

suggests that family involvement in education and the appreciation of academic achievement strengthen successful teaching. The relationship between instructional methodologies and the learning environment highlights the need of supportive learning environments and efficient classroom management for student participation and engagement. These results are consistent with Lev Vygotsky's (1978) emphasis on the role of social interaction and environmental support in learning and cognitive development, Joyce L. Epstein's (2011) research on school-family partnerships improving student performance, and John Hattie's (2009) emphasis on the classroom environment and parental involvement as critical to student achievement.

CONCLUSION

According to the study, the teaching workforce in Sulu's Jolo II District is consistent and mostly consists of teachers who are 36 years of age or older. A sizable percentage of these educators are married, indicating strong links to the community. Most instructors are in the early to mid-career stage, even though many have fewer than ten years of experience. The workforce is predominately female, which is in line with Sulu's larger demographics. The fact that the majority of educators only have bachelor's degrees raises serious concerns because they rely more on real-world experience than formal education. Teachers typically have a positive opinion of the variables influencing students' learning results, attributing these to flexible teaching strategies, well-run classrooms, and robust family support. Age, gender, civil position, or years of service did not significantly affect perception differences; nevertheless, teachers with master's degrees showed a higher awareness of learning contexts and parental participation. The results support Bronfenbrenner's Ecological Systems Theory, Vygotsky's Sociocultural Theory, and Gardner's Socio-educational Model by demonstrating a strong positive association between a number of elements influencing student outcomes. This suggests a well-coordinated support system between schools and families, where parental attitudes greatly contribute to student motivation and academic accomplishment. It also highlights the significance of the learning environment, home support, and instructional approaches. The study emphasizes how social and physical environments must be maximized for instruction to be effective.

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