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Investigating the Link of Classroom and Home Environment on Student Academic Achievement

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A B S T R A C T

The purpose of the study was to determine how the public-school learners' classroom environment and home environment influence their academic achievement. Correlational method of research was conducted using validated adapted and modified questionnaire on the three variables. The extent of classroom environment was measured in terms of the following indicators: satisfaction, cooperation, involvement, task orientation, student cohesiveness, and difficulty; while the extent of home environment was measured in terms of potential, self-presentation, ergonomics, privacy, home detachment, plasticity, and historicity. In addition, the extent of academic achievement of learners was measured by general scholastic average. Descriptive statistics revealed that the public school learners' classroom environment and home environment were manifested oftentimes with an overall mean of 3.40, and 3.35, respectively. On the other hand, the extent of academic achievement of learners was moderately high. The null hypothesis was tested at 0.05 level of significance to test the correlation of variables. Results show that there is no significant correlation between classroom environment and academic achievement of learners, and between home environment and academic achievement of learners with p-value of 0.233, and 0.937, respectively. In conclusion, while learners' classroom and home environments are essential, academic achievement may be shaped my more complex and individualized efforts such as learner aptitude, instructional delivery, and personal motivation. It is recommended that the Department of Education should equip teachers with professional development opportunities that focus on designing rigorous and learner-centered instructional practices, and prioritize curriculum refinement to ensure classroom activities are task-oriented and appropriately challenging.

Keywords: *educational administration, classroom environment, home environment, academic achievement, public school learners, correlational research, Philippines.*

1. Introduction

1.1 The Problem and Its Background

A supportive classroom and home environment significantly enhances a student's academic achievement by fostering consistent learning habits, emotional well-being, and motivation to succeed. At the same time, student academic achievement is crucial as it directly influences future career opportunities, socioeconomic mobility, and overall personal development, contributing to both individual success and societal progress. Nonetheless, low levels of academic achievement among students can lead to significant negative consequences, including limited socioeconomic mobility, increased likelihood of engaging in criminal activities, and perpetuation of intergenerational poverty. Individuals with poor academic performance are less likely to ascend the socioeconomic ladder, often remaining in poverty as adults (Binkley, 2025).

In United States of America, low academic achievement among students continues to pose significant challenges. With more than four years after the COVID-19 pandemic disrupted education, students, especially those in elementary and middle school, are still experiencing substantial declines in reading and math proficiency. These learning gaps have widened educational disparities, disproportionately affecting students from low-income and minority backgrounds who had limited access to remote learning resources during school closures. The setbacks in foundational subjects like literacy and numeracy not only hinder students' ability to progress academically but also limit their future opportunities in higher education and the workforce (North, 2024).

In Manila, Philippines, low academic achievement has profound negative impacts where three out of ten Filipino students who were expected to graduate in 2024 dropped out, a situation exacerbated by the COVID-19 pandemic and financial constraints. These low academic achievements and high attrition rates not only hamper individual career prospects but also contribute to a less skilled workforce, affecting the country's economic growth. In rural areas, students and schools face resource limitations, inadequate facilities, and a scarcity of qualified teachers, perpetuating unequal opportunities for students and worsening their academic achievement (Basilio, 2024).

In Davao de Oro, low academic achievement has been linked to higher rates of juvenile delinquency, as students who struggle academically often experience frustration, disengagement, and a lack of motivation to succeed in school. When students face persistent educational challenges, they develop behavioral issues, including truancy, aggression, and defiance, which can increase their likelihood of engaging in delinquent activities such as theft and vandalism (Alonzo,2025)

Several studies revealed that the classroom and home environments significantly influence the academic achievement of students. It was found that a positive and well-structured classroom environment significantly boosted students' emotional engagement, motivation, and willingness to participate actively in their learning, ultimately leading to improved academic achievement (Steinberg, et al., 2024). Also, the home environment positively influences students' academic achievement, as supportive family conditions—such as parental involvement and a conducive learning atmosphere—are associated with improved educational outcomes. Conversely, a negative or unsupportive environment contributed to disengagement, stress, and lower academic outcomes of students. These findings highlight the essential role of creating a supportive, interactive, and resource-rich classroom atmosphere to foster student success and overall well-being (Kassab, et al., 2024).

It is in this context that the researcher was interested in determining whether classroom and home environments have a significant impact on student academic achievement in the local setting, as this can raise awareness among the intended beneficiaries of this study and possibly develop an intervention scheme to improve the classroom atmosphere and teaching-learning process, thus justifying the need for this research. Furthermore, the researcher had not come across a study in the local setting that establishes the influence of classroom and home environments on student academic achievement. This study thereby addressed a gap in the literature regarding the local setting. From the insights in this study, better models for the different aspects of the classroom and home environments and student academic achievement were enlightened to bring enhanced student engagement and academic success, and, accordingly, betterment in the school. Furthermore, the result of the study became a point of reference for schools to enhance the classroom and home environments and student academic achievement, thereby making this study socially relevant.

1.2 Review of Related Literature and Studies

This section discusses the concepts, ideas, principles, and perspectives of various authors who have made significant contributions to the classroom environment, home environment, and student academic achievement. Discussions were based on numerous books, periodicals, electronic information sites, and unpublished documents relevant to the research.

Classroom Environment. The classroom environment plays a pivotal role in shaping the educational experiences of both teachers and learners, directly influencing the overall school climate and the efficacy of the teaching-learning process. A well-structured and supportive classroom setting fosters positive interactions, enhances engagement, and promotes academic success. Conversely, a disorganized or negative environment can lead to disengagement, behavioral issues, and diminished learning outcomes (Ye, 2024).

Moreover, Brown (2024) indicated that the classroom environment significantly affects job satisfaction, stress levels, and instructional effectiveness. A positive atmosphere, characterized by mutual respect and adequate resources, enables teachers to implement diverse teaching strategies and manage classrooms efficiently; while a resource-deficient environment can lead to increased stress, which hinders teachers' ability to deliver quality instruction. More so, a supportive classroom environment is associated with higher teacher retention rates and improved pedagogical practices.

In addition, students' academic and social development is profoundly influenced by the classroom environment. Environments that are safe, inclusive, and stimulating encourage active participation, critical thinking, and collaboration among students. Such settings have been linked to higher levels of student engagement and academic achievement. On the other hand, environments plagued by negativity or disorder can result in increased absenteeism, lower academic performance, and behavioral problems. Studies have shown that students in well-managed classrooms exhibit better focus and are more likely to succeed academically (Monteiro, Carvalho, & Santos, 2021).

Further, the collective classroom environments within a school contribute to the institution's overall climate and reputation. Schools that prioritize creating conducive learning spaces often experience enhanced community trust, higher enrollment rates, and improved student outcomes. A positive school climate fosters collaboration among staff, students, and parents, leading to a cohesive educational community. In contrast, schools neglecting the quality of their classroom environments may face challenges such as high teacher turnover, student disciplinary issues, and declining academic performance (Moore, 2025).

In relation, the effectiveness of the teaching-learning process is deeply influenced by the quality of the classroom environment, as it directly impacts student engagement, motivation, and overall academic performance. A well-organized and resource-rich setting provides access to essential learning materials, technology, and interactive tools that enhance instructional delivery and student comprehension. Additionally, an emotionally supportive environment fosters a sense of belonging and psychological safety, encouraging students to actively participate, express their thoughts, and collaborate with peers. Such a positive atmosphere allows teachers to implement diverse teaching strategies, including project-based learning, differentiated instruction, and formative assessments, ensuring that various learning styles and needs are met. Ultimately, these factors contribute to the development of students' critical thinking skills, problem-solving abilities, and overall academic success (Lynch, 2018).

To establish a classroom environment conducive to learning, Findley and Varble (2006) stated that it requires deliberate planning and continuous effort to enhance student engagement and academic success. Key strategies include organizing the physical layout of the classroom to allow easy movement, clear visibility, and access to learning materials, ensuring an optimal space for interaction. Effective classroom management through consistent routines, clear expectations, and positive reinforcement helps maintain order and encourages appropriate behavior. Additionally, fostering a positive emotional

climate by promoting inclusivity, open communication, and support for diverse learning needs cultivates a sense of belonging among students. Instructional design also plays a crucial role, incorporating varied teaching methods, interactive activities, and real-world applications to make learning more engaging and relevant. For instance, a teacher may arrange desks in collaborative clusters to promote teamwork, establish clear classroom rules with student input to foster responsibility, and integrate technology to create more dynamic and interactive lessons.

In general, the classroom environment is a critical determinant of educational success, affecting teachers' well-being, students' learning experiences, and the overall effectiveness of the teaching-learning process. By prioritizing the creation of supportive, well-organized, and engaging classroom spaces, teachers can enhance academic outcomes and foster a positive school culture. Ongoing reflection and adaptation of classroom practices are essential to meet the evolving needs of both teachers and learners in the dynamic landscape of education (Al-Zu'bi, et al., 2024).

Dimensions of Classroom Environment. In this study, classroom environment has six dimensions: satisfaction, cooperation, involvement, task orientation, student cohesiveness, and difficulty (Ozudogru & Aksu, 2019).

Satisfaction. Satisfaction is a key dimension of the psychosocial classroom environment which emphasizes its role in students' enjoyment and engagement with class activities. Satisfaction reflects the degree to which students find classroom tasks enjoyable and fulfilling, influencing their motivation and overall learning experience. A high level of satisfaction within the classroom environment fosters positive attitudes toward learning, thereby enhancing academic performance and reducing behavioral issues (Ozudogru, 2020).

Recent research continues to underscore the importance of student satisfaction in educational settings. The study highlighted that factors such as technological integration, interactive learning tools, and supportive instructional design significantly impact students' contentment and engagement levels. These findings suggest that modernizing classroom environments to include advanced technologies can enhance student satisfaction and, consequently, academic success (Dai, et al., 2024).

Moreover, Ye (2024) disclosed that positive classroom environments, defined by supportive teacher-student interactions and ample opportunities for collaborative learning, play a crucial role in increasing student engagement and overall satisfaction. When students feel comfortable asking questions, receiving feedback, and participating in discussions, they develop a stronger connection to the learning process, leading to greater motivation and persistence. This heightened engagement is particularly beneficial in language acquisition, as interactive and communicative activities help students practice and retain new vocabulary, grammar, and pronunciation more effectively. Furthermore, an engaging classroom environment fosters critical thinking and problem-solving skills, which extend beyond language learning and positively impact students' overall academic performance. As a result, fostering a supportive and interactive learning space not only enhances language proficiency but also contributes to long-term educational success.

Cooperation. Cooperation emphasizes the importance of students working collaboratively rather than competing against one another during in-class tasks. This cooperative dynamic fosters a sense of community and mutual support among students, enhancing their collective learning experience. By engaging in group activities and collaborative problem-solving, students can share diverse perspectives, leading to a deeper understanding of the subject matter. Such an environment not only promotes academic success but also cultivates essential social skills, preparing students for future collaborative endeavors (Ozudogru, 2020).

In addition, structured cooperative activities have been shown to significantly enhance social interactions among students from diverse backgrounds and varying abilities, which creates an inclusive and supportive learning environment. When students engage in group tasks that require collaboration, they develop essential interpersonal skills such as active listening, teamwork, and conflict resolution, which help build meaningful peer relationships. These interactions foster a sense of belonging and mutual respect, allowing students to appreciate different perspectives and cultural backgrounds, which reduces social barriers within the classroom. Cooperative learning encourages students to practice empathy by understanding their peers' challenges and strengths, which leads to stronger emotional intelligence and social cohesion (Klang, et al., 2020).

Moreover, cooperative learning strategies not only bolster academic performance but also promote the development of extracurricular skills such as leadership, time management, and critical thinking. These skills are cultivated through collaborative projects that require students to navigate group dynamics, delegate tasks, and synthesize information collectively. Implementing cooperative learning approaches within the classroom environment thus equips students with a holistic skill set, enabling them to excel both academically and in their personal growth (Cavaletto & Miglietta, 2024).

Involvement. Involvement is as a crucial dimension of the classroom environment, which emphasizes the significance of students' active participation in academic activities. Involvement pertains to the extent to which students engage with course content, contribute to discussions, and immerse themselves in learning tasks. High levels of student involvement are associated with enhanced comprehension and retention of material, as active engagement fosters deeper cognitive processing and meaningful learning experiences (Ozudogru, 2020).

Ye (2024) disclosed that fostering a positive classroom environment, where teachers provide encouragement and students engage in meaningful collaboration, plays a crucial role in enhancing student engagement. Supportive teacher-student interactions create a sense of belonging and motivation, making students more willing to participate actively in learning activities. This increased involvement and engagement directly impacts language acquisition, as students are more likely to practice communication skills, ask questions, and seek feedback in a comfortable setting. Furthermore, a collaborative and supportive atmosphere fosters critical thinking and problem-solving abilities, which contribute to overall academic success across various subjects.

Moreover, Kassab, et al. (2024) discovered that key elements of the educational environment, such as teacher support, peer relationships, student involvement, and classroom atmosphere, play a vital role in shaping students' emotional engagement. When students feel emotionally connected to their

learning environment, they are more likely to participate actively, stay motivated and involved, and develop a positive attitude toward their studies. This heightened emotional engagement fosters a deeper sense of commitment and enthusiasm, leading to improved concentration, perseverance, and overall academic performance.

Task Orientation. Task orientation refers to the degree to which classroom activities are designed to keep students engaged and on track, minimizing distractions and promoting a structured learning experience. It emphasizes the importance of students' focus on academic tasks and the clarity of instructional objectives. A high level of task orientation ensures that students understand the goals of each lesson, which enhances their ability to organize their efforts and achieve academic success (Ozudogru, 2020).

Ozudogru and Aksu (2020) stated that a well-structured classroom environment, characterized by clearly defined learning objectives, organized lesson plans, and structured activities, plays a crucial role in enhancing student engagement and academic achievement. When students understand expectations and have a clear roadmap for their learning, they are more likely to stay focused, motivated, and actively participate in class discussions and tasks. This emphasis on task orientation not only fosters a sense of responsibility and discipline but also enables students to develop essential problem-solving and critical-thinking skills.

In addition, Deng, Feng, and Shen (2024) shared that incorporating questions within instructional videos and reviewing them during in-class sessions enhances student engagement by encouraging active participation and reinforcing key concepts. This method supports task orientation by providing structured learning opportunities, ensuring that students stay focused and clearly understand the lesson's objectives. By integrating interactive elements, such as guided questions and discussions, students develop deeper comprehension and retain information more effectively.

Student Cohesiveness. Student cohesiveness reflects the degree to which learners feel connected, collaborate effectively, and create a sense of community within the classroom. It refers to the quality of relationships among students and their willingness to support each other in academic tasks. A high level of cohesiveness fosters a supportive atmosphere where students are more likely to engage actively in learning activities and assist their peers, enhancing the overall educational experience (Ozudogru, 2020).

In relation, cohesive student groups play a vital role in creating a supportive and inclusive learning environment that enhances both academic success and personal growth. This collaborative atmosphere not only reduces feelings of isolation but also encourages peer-to-peer learning, where students can share knowledge, offer support, and build confidence in their abilities. Additionally, working within cohesive groups fosters essential social and communication skills, preparing students for teamwork in both academic and professional settings. By prioritizing group cohesion, teachers can cultivate a positive classroom culture that promotes engagement, critical thinking, and overall academic achievement (Veerman & Denessen, 2021).

Further, to cultivate student cohesiveness, teachers should implement strategies that promote collaboration, such as group projects, peer mentoring, and interactive discussions that encourage teamwork and shared learning experiences. By fostering an inclusive and cooperative classroom environment, teachers can help students build trust, develop empathy, and strengthen their interpersonal skills. Schools can further support this effort by emphasizing accountability in learning, where students take responsibility for their progress while also supporting their peers. Recognizing and celebrating individual and group achievements fosters a sense of belonging and motivation, reinforcing a culture where students feel valued and connected (Sander, 2025).

Difficulty. Difficulty is one of the indicators of classroom environment which refers to students' perceptions of the complexity and challenges presented by subject content and instructional methods. This dimension reflects how demanding students find their academic tasks, which can significantly influence their motivation, engagement, and overall academic performance. Understanding and appropriately calibrating the perceived difficulty level is crucial for teachers aiming to optimize learning outcomes (Ozudogru, 2020).

A study by Amerstorfer and von Munster-Kistner (2021) highlights that students' academic engagement is influenced by various factors, including the perceived complexity of learning tasks and instructional methods. When students view tasks as overly challenging, it can lead to decreased motivation and engagement, adversely affecting their academic outcomes. Conversely, appropriately calibrated task difficulty can enhance students' self-efficacy and promote active participation in learning activities.

Furthermore, calibrating the perceived difficulty of academic tasks is essential for optimizing learning outcomes. Nederhand et al. (2019) suggested that providing students with feedback and clear standards can improve their ability to accurately assess task difficulty, leading to better self-regulation and performance. Additionally, a well-structured educational environment, which includes clear objectives and organized activities, positively influences students' emotional engagement and academic achievement (Amerstorfer & von Münster-Kistner, 2021).

Home Environment. The home environment is widely recognized as a critical determinant of student academic achievement. It encompasses a range of factors including parental involvement, socioeconomic status, emotional climate, and access to educational resources. The home environment ranks among the top influences on student learning outcomes, even surpassing some school-related factors. This underscores the importance of examining how home-based variables interact with classroom experiences to shape academic performance (Zajda, 2024).

Moreover, parental involvement is a cornerstone of a supportive home environment. Students whose parents are actively engaged in their education—through monitoring homework, attending school events, and fostering positive attitudes toward learning—tend to perform better academically. This involvement not only reinforces the value of education but also provides emotional and motivational support that enhances students' self-efficacy and persistence in school tasks (Cayubit, 2022).

In addition, socioeconomic status (SES) significantly influences the quality of the home learning environment. Families with higher SES typically have greater access to educational materials, technology, and extracurricular opportunities, all of which contribute to enriched cognitive development and

academic readiness. On the other hand, students from lower SES backgrounds may face challenges such as limited access to quiet study spaces, food insecurity, or the need to work part-time, which can detract from their academic focus and performance (Skedsmo & Huber, 2023).

Further, the emotional climate of the home also plays a vital role in academic success. A stable and nurturing home environment—characterized by warmth, open communication, and low levels of conflict—has been linked to higher levels of student engagement and academic motivation. In contrast, exposure to domestic stress or neglect can lead to emotional distress, which negatively affects concentration, memory, and overall school performance (Cayubit, 2022).

More so, cultural values and parental expectations further shape the home environment's impact on learning. In many cultures, education is viewed as a primary vehicle for upward mobility, prompting parents to instill discipline, perseverance, and high academic expectations in their children. These cultural norms influence parenting styles and educational support strategies, which in turn affect students' academic behaviors and outcomes (Zajda, 2024).

Additionally, the home environment is a multifaceted and dynamic context that significantly influences student academic achievement. It interacts with classroom factors to either reinforce or hinder learning outcomes. Understanding the nuances of the home environment—particularly in terms of parental involvement, SES, emotional support, and cultural values—can inform targeted interventions and policies aimed at promoting educational equity and success for all learners (Cayubit, 2022; Zajda, 2024).

Dimensions of Home Environment. In this study, the home environment has seven dimensions: privacy, potential, self-presentation, ergonomics, home detachment, plasticity, and historicity (Reznichenko, et al., 2019).

Privacy. Privacy, as a dimension of home environment, is a fundamental yet often overlooked factor influencing academic performance. A private, quiet space allows learners to concentrate, reflect, and engage in deep cognitive processing without distractions. Students with access to personal study areas at home reported significantly higher levels of academic engagement and task persistence. Hence, privacy supports self-regulated learning by minimizing interruptions and fostering a sense of autonomy, which is crucial for academic success, especially in remote or hybrid learning contexts (Cayubit, 2022).

Moreover, the psychological benefits of privacy extend beyond concentration. It contributes to emotional regulation and stress reduction, which are essential for maintaining academic motivation and resilience. Students who have private spaces at home exhibited lower levels of academic burnout and higher academic self-efficacy. This only mean that privacy is not merely a physical condition but a psychological resource that supports learners' well-being and academic outcomes (Skedsmo & Huber, 2023).

Potential. The concept of potential in the home environment refers to the extent to which the home supports the development of a learner's abilities and aspirations. This includes access to educational resources, exposure to intellectually stimulating conversations, and encouragement from family members. The homes rich in cognitive stimulation—such as books, educational media, and parental scaffolding—were strongly associated with higher academic achievement across subjects. These environments help unlock students' potential by nurturing curiosity and critical thinking (Zajda, 2024).

Furthermore, the home's potential is also shaped by the expectations and aspirations communicated by parents and or guardians. Students whose parents held high academic expectations and provided consistent encouragement were more likely to set ambitious academic goals and persist through challenges (Ahmed Tatlah, Masood, & Amin, 2019). This aligns with the expectancy-value theory, which posits that learners are more likely to invest effort in tasks they perceive as valuable and achievable. Thus, a home environment that recognizes and cultivates a child's potential can significantly enhance academic outcomes (Beymer, & Allen, 2024).

Self-Presentation. Self-presentation, as dimension of home environment, refers to the ability of individuals, particularly students, to personalize their space in ways that reflect their identity, values, and social affiliations. This personalization can include the arrangement of furniture, display of personal items, or use of color and decoration. Students who had control over the aesthetic and symbolic aspects of their personal space reported higher levels of self-esteem and academic motivation. The ability to shape one's environment fosters a sense of ownership and agency, which are critical for developing autonomy and responsibility in learning (Perez-Torres, 2024).

Moreover, self-presentation in the home can serve as a medium for expressing cultural identity and social belonging. When students are able to incorporate elements of their heritage or interests into their living spaces, it reinforces their sense of self and emotional security. This, in turn, supports cognitive engagement and academic persistence. Home environments that reflect personal and familial identity contribute to psychological well-being, which is closely linked to academic performance (Meca, et al., 2022).

Ergonomics. Ergonomics encompasses the physical comfort, functionality, and aesthetic appeal of the space where students study. Proper lighting, seating, ventilation, and spatial organization are essential for maintaining concentration and reducing physical strain. Students who studied in ergonomically optimized environments demonstrated better focus, fewer physical complaints (e.g., eye strain, back pain), and improved academic outcomes. This highlights the importance of designing home spaces that support sustained cognitive effort (Gumasing, et al., 2023).

In addition to physical comfort, the aesthetic quality of a study space can influence mood and motivation. Environments that are visually pleasing and well-organized tend to reduce stress and promote a positive attitude toward learning. It was found that students who perceived their study environments as attractive and functional were more likely to engage in academic tasks and report higher satisfaction with their learning experiences. Thus, ergonomics is not only about physical health but also about creating a psychologically supportive learning atmosphere (Migliore, 2025).

Home Detachment. Home detachment refers to a student's emotional estrangement from their living space, often due to discomfort, dysfunction, or lack of belonging. This detachment can manifest as a reluctance to spend time at home, low emotional investment in the space, or feelings of alienation.

Students experiencing home detachment reported lower academic motivation and higher levels of stress and distraction. These students often lacked a stable base for learning, which negatively impacted their academic performance (Chikwava, et al., 2022).

The causes of home detachment are multifaceted, including overcrowding, conflict, or inadequate facilities. When students perceive their home as a source of stress rather than support, it undermines their ability to focus and engage with schoolwork. The same study emphasized that interventions aimed at improving the functionality and emotional climate of the home could mitigate the effects of detachment and enhance academic outcomes. Addressing home detachment is therefore essential for creating equitable educational opportunities (Ramalhete, et al., 2023).

Plasticity. Plasticity refers to its adaptability to the changing needs of its inhabitants, particularly students. A plastic home environment can be reconfigured to accommodate different learning styles, developmental stages, or family dynamics. Flexible home environments—those that allow for rearrangement of furniture, multi-use spaces, and evolving decor—were associated with higher academic adaptability and resilience among students. This flexibility supports learners in managing transitions and maintaining continuity in their academic routines (Migliore, 2025).

Furthermore, plasticity enables the home to respond to external changes, such as shifts to remote learning or increased academic demands. Homes that can be quickly adapted to new educational contexts provide a buffer against disruption and promote sustained academic engagement. It was found that students in more adaptable home environments were better able to maintain academic performance during periods of change, such as the COVID-19 pandemic. Thus, plasticity is a key dimension of a supportive and future-ready home environment (Migliore, 2025).

Historicity. Historicity, as a dimension of home environment, refers to the presence of personal, familial, and cultural history within the home environment. This includes heirlooms, photographs, traditional artifacts, and spaces that hold sentimental value. Homes rich in historical continuity foster a sense of identity and belonging, which are foundational for emotional security and academic confidence. When students feel connected to their past, they are more likely to develop a coherent self-concept and a stable foundation for learning (Meca, et al., 2022).

Historicity also supports intergenerational learning and the transmission of values, stories, and knowledge. These elements contribute to a culturally responsive learning environment that validates students' backgrounds and experiences. Students who engaged with their family histories and traditions at home demonstrated stronger narrative skills, cultural literacy, and academic engagement. Historicity is not only a cultural asset but also a cognitive and emotional resource that enhances academic development (Kumpikaite-Valiuniene, et al., 2022).

Student Academic Achievement. Student academic achievement is a cornerstone of educational systems, which reflects the extent to which learners attain their educational goals. It serves as a critical metric for evaluating the effectiveness of educational practices and policies. High levels of academic achievement are associated with numerous benefits, including enhanced cognitive abilities, better career prospects, and increased personal growth opportunities; while low academic performance can lead to diminished self-esteem and limited future opportunities (Kassab, et al., 2024).

Academic achievement fosters a sense of accomplishment and boosts self-confidence among learners. Achieving academic goals not only validates their efforts but also motivates them to pursue further learning. Students who experience academic success are more likely to engage in lifelong learning and adapt to various challenges. Moreover, academic achievement is linked to improved critical thinking and problem-solving skills, essential competencies in today's dynamic world (Fryer, L. K. (2019).

Moreover, teachers play a pivotal role in influencing student academic outcomes. Effective teaching practices, such as clear communication, structured lesson plans, and formative assessments, have been shown to enhance student performance. Studies confirm that students with access to highly qualified teachers tend to achieve at higher rates, regardless of other factors. Therefore, investing in teacher development and training is crucial for fostering student success (Konig, et al., 2023).

Additionally, schools, as institutions, are directly impacted by the academic achievements of the students. High student performance elevates the school's reputation, attracting more resources, support, and enrollment; while schools with persistently low academic outcomes may face challenges such as decreased funding and support. Hence, schools must create environments conducive to learning, provide adequate resources, and implement policies that support both teachers and students in the pursuit of academic excellence (Javornik & Klemencic Mirazchiyski, 2023).

In general, student academic achievement is a multifaceted issue with profound implications for learners, teachers, and educational institutions. Prioritizing strategies that enhance academic performance benefits not only individual students but also contributes to the overall quality and effectiveness of the educational system. In relation, access to highly qualified teachers markedly improves student performance, suggesting that teacher quality is a critical determinant of academic success. This implies that investing in teacher development not only benefits individual learners but also elevates the educational system's overall quality and effectiveness. Schools should advocate for educational policies that support continuous professional development for teachers to foster an environment conducive to academic excellence (Engida, et al., 2024).

Moreover, students with a strong sense of academic control experienced more positive emotions and demonstrated higher academic achievement, while those perceiving a lack of control were more prone to negative emotions, which adversely affected their performance. This suggests that enhancing students' perceived control over their learning processes can lead to improved academic outcomes (Respondek, et al., 2017).

Influence of Classroom and home Environment on Student Academic Achievement. The classroom and home environment plays a pivotal role in shaping student academic achievement, serving as the backdrop against which learning occurs. A well-structured and supportive classroom setting can enhance student engagement, motivation, and overall performance; while a poorly managed or resource-deficient environment may hinder learning and contribute to academic underachievement. Understanding the multifaceted impact of the classroom and home environment is essential for teachers to foster academic excellence (Edgerton & McKechnie, 2023).

Physical aspects of the classroom, such as lighting, seating arrangements, and accessibility of learning materials, significantly influence students' ability to concentrate and process information. Students exposed to full-spectrum lighting demonstrate better educational outcomes compared to those under standard artificial lighting. Ergonomic seating and organized layouts further contribute to reduced distractions and enhanced focus, creating an atmosphere conducive to learning (Edgerton & McKechnie, 2023).

Moreover, the emotional climate of a classroom, shaped by the quality of teacher-student interactions and peer relationships, plays a crucial role in shaping students' academic success and overall well-being. When students feel emotionally supported, respected, and valued, they are more likely to actively participate in discussions, seek help when needed, and take intellectual risks without fear of failure. A positive emotional environment fosters motivation, engagement, and resilience, allowing students to navigate academic challenges with confidence. Students' perceptions of their school environment directly influence their academic performance, as a supportive and inclusive atmosphere reduces stress, enhances concentration, and promotes a sense of belonging. Classrooms that prioritize emotional well-being create conditions for deeper learning, stronger social connections, and improved educational outcomes. (Liu, 2024).

In addition, instructional strategies employed within the classroom are another critical component influencing student success. Explicit instruction methods, which involve clear, structured teaching, have been associated with significant improvements in literacy and numeracy, especially in underperforming schools. For instance, schools implementing direct instruction techniques have reported notable gains in standardized assessments, highlighting the effectiveness of this approach in enhancing academic performance (de Bruin, et al., 2024).

Further, effective classroom management practices, such as establishing clear rules, maintaining consistent routines, and reinforcing positive behaviors, create a structured and stable learning environment that minimizes disruptions. When students understand expectations and experience a sense of order, they are more likely to feel secure and focused on their academic tasks. This sense of predictability reduces anxiety and fosters a positive classroom climate, which promotes student engagement and participation. A well-managed classrooms are associated with higher levels of student motivation, improved concentration, and better academic performance. By implementing strong management strategies, teachers can cultivate an atmosphere that supports both behavioral and academic success.(Kassab, et al., 2024).

Additionally, the availability and strategic integration of educational resources within the classroom play a crucial role in enhancing student learning outcomes by providing diverse and engaging instructional materials. Access to up-to-date textbooks, interactive technology, and supplementary learning aids allows teachers to present content in multiple formats, which cater to different learning styles and preferences. A well-resourced classroom fosters deeper comprehension by enabling hands-on experiences, multimedia engagement, and differentiated instruction tailored to individual student needs. This contributes to higher academic achievement by promoting active learning, critical thinking, and sustained motivation (Siega, et al., 2020).

In general, the classroom and home environment encompasses a range of physical, emotional, instructional, managerial, and resource-related factors that collectively influence student academic achievement. Educators and policymakers must consider these elements when designing and implementing educational strategies to create optimal learning conditions. By addressing and enhancing each aspect of the classroom environment, schools can better support student success and foster a culture of academic excellence (Kassab, et al., 2024).

Influence of Home Environment on Student Academic Achievement. The home environment significantly influences a student's academic achievement by shaping their attitudes, behavior, and access to educational resources. Key components of the home environment include parental involvement, educational background of parents, emotional climate, availability of learning materials, and socio-economic conditions. These elements collectively contribute to how students perceive education and their motivation to succeed academically (Younas, et al., 2021).

Taseer, et al. (2023) highlighted that a conducive and supportive home setting fosters better academic outcomes. Students whose parents are engaged in their education—such as by providing academic guidance or monitoring school progress—tend to exhibit higher levels of achievement and self-confidence. This type of environment creates stability and promotes learning beyond the classroom.

Several studies have found a positive correlation between home environment and academic performance, although in some cases, the strength of this correlation is weak. It is suggested that while home environment does matter, other external and individual factors also influence academic success (Younas, et al., 2021; Younas, et al., 2023).

Moreover, home environments that provide access to books, educational tools, and a quiet space for study can directly enhance learning efficiency. A structured, resource-rich home supports not just academic performance but also language development, especially in subjects like English, where immersion and reinforcement at home are crucial (Mandal, (2024).

In general, while the influence of the home environment on student academic achievement may vary across contexts, it remains a foundational factor in shaping learning outcomes. Stakeholders—educators, parents, and policymakers—should prioritize creating supportive home settings to bridge academic gaps and elevate student potential (Liquigan, et al., 2023).

1.3 Theoretical Framework

This study was anchored on Ecological Systems Theory (Bronfenbrenner, 1979) which serves as a strong theoretical framework for understanding the influence of the classroom environment on student academic achievement. This theory emphasizes the interconnectedness of various environmental factors in shaping human development, including learning and educational outcomes. In the context of a classroom, students do not learn in isolation; rather, they are influenced by multiple layers of their environment, ranging from direct interactions with teachers and peers to broader institutional policies

and societal norms. By applying this theory, researchers can examine how different aspects of the classroom setting—such as instructional strategies, emotional climate, resource availability, and classroom management—interact to support or hinder student academic achievement (Amali, et al., 2023).

The Ecological Systems Theory explains human development through five interrelated environmental systems: the microsystem, mesosystem, exosystem, macrosystem, and chronosystem. The microsystem, which includes the immediate classroom environment, directly impacts a student's learning experience through teacher-student interactions, peer relationships, and instructional approaches. The mesosystem represents the connections between different settings, such as the interaction between home and school, which can further influence academic performance. The exosystem includes external influences, like school policies and community support, that indirectly shape the classroom environment. The macrosystem encompasses cultural and societal values related to education, which determine expectations for student success. Finally, the chronosystem accounts for changes over time, such as technological advancements and evolving educational policies, that alter the learning environment. These layers demonstrate how students' academic achievement is not solely determined by individual effort but is also shaped by their surrounding environment such as the classroom environment (Amali, et al., 2023).

Moreover, this theory is highly relevant to the study of how classroom environments influence student academic achievement because it underscores the holistic impact of multiple environmental factors on learning outcomes. A well-structured, supportive classroom environment within the microsystem fosters student engagement, motivation, and cognitive development, all of which contribute to better academic performance. Additionally, the mesosystem highlights the importance of collaboration between teachers, parents, and school administrators in reinforcing positive learning experiences. By considering the exosystem and macrosystem, teachers and policymakers can recognize the role of institutional support, resource allocation, and cultural expectations in shaping effective classroom environments. Applying Bronfenbrenner's Ecological Systems Theory enables a comprehensive understanding of how classroom environments function as dynamic ecosystems that either promote or hinder student success, providing valuable insights for improving educational practices and policies (Amali, et al., 2023).

By applying the Ecological Systems Theory, this study hopes to discover the roles or contributions of classroom environments – particularly satisfaction, cooperation, involvement, task orientation, student cohesiveness, and difficulty - which were shown to positively impact student academic achievement. The theoretical framework is expected to elucidate classroom environment practices that can facilitate higher student academic achievement.

Figure 1 illustrates how the six dimensions of classroom environment (satisfaction, cooperation, involvement, task orientation, student cohesiveness, and difficulty), and the seven dimensions of home environment (self-presentation, ergonomics, potential, privacy, home detachment, plasticity, and historicity) influence student academic achievement (grades), ultimately impacting student engagement and academic success.

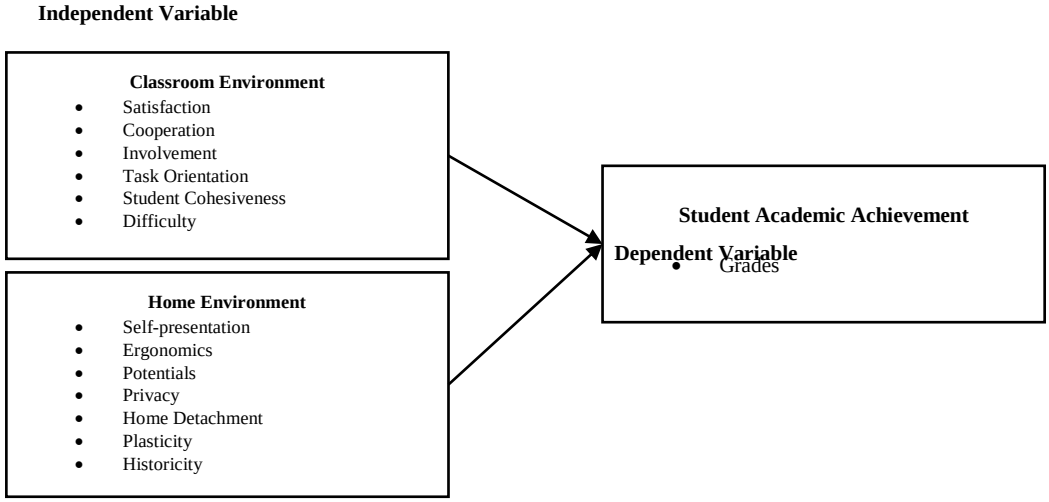

Figure 1. The Conceptual Framework

1.4 Statement of the Problem

The study aimed to investigate the impact of classroom and home environments on student academic achievement in public elementary schools. Specifically, this study sought to address the following questions:

1. What is the level of classroom environment in terms of:
    1.1 Satisfaction;
    1.2 Cooperation;
    1.3 Involvement;
    1.4 Task Orientation;

1.5 Student Cohesiveness; and

1.6 Difficulty?

2. What is the level of home environment in terms of:

2.1 Self-presentation

2.2 Ergonomics

2.3 Potential

2.4 Privacy

2.5 Home Detachment

2.6 Plasticity

2.7 Historicity?

3. What is the level of student academic achievement (grades)?
4. Is there a significant relationship between classroom environment and student academic achievement?
5. Is there a significant relationship between home environment and student academic achievement?
6. What variables of the classroom environment can predict student academic achievement?
7. What variables of the home environment can predict student academic achievement?

1.5 Null Hypotheses

The following hypotheses were tested at the 0.05 level of significance:

H_1. There is no significant relationship between classroom environment and student academic achievement.

H_2. There is no significant relationship between home environment and student academic achievement.

H_3. There is no variables of classroom environment that predict student academic achievement.

H_4. There is no variables of home environment that predict student academic achievement.

1.6 Scope and Delimitations of the Study

This study sought to assess the influence of classroom and home environments on student academic achievement through a quantitative descriptive approach. The research was limited to the public elementary Grade 6 learners of the eight schools in Laak South District, Davao de Oro. Hence, the findings of the study apply specifically to these institutions and may not be generalized to other schools or locations. It centers solely on teachers' perspectives, excluding viewpoints from students, parents, and school administrators, which further narrows its scope. Moreover, this research study will be conducted for about four months in the School Year 2025-2026.

1.7 Significance of the Study

The findings of this study would benefit the following.

Learners. The findings of this study were beneficial to the learners as this highlights the importance of a positive classroom and home environments in enhancing academic achievement. Understanding how factors such as classroom layout, teacher-student interactions, and overall atmosphere impact learning can help create a more conducive space for student success. A well-structured and engaging environment can boost motivation, concentration, and overall performance.

Teachers. The study provided valuable insights into how the classroom and home environments influence student academic outcomes. It encouraged teachers to adopt strategies that foster an inclusive, supportive, and engaging learning atmosphere. By optimizing classroom management and instructional methods, teachers can enhance student participation and achievement.

School Heads. The findings of this study helped school heads identify and implement policies that improve classroom conditions, leading to better student performance. This study underscored the need for supportive teaching environments, resource allocation, and professional development for teachers. With these insights, school heads can make informed decisions to enhance overall school effectiveness.

DepEd Officials. This study provides the Department of Education (DepEd) officials with data-driven recommendations for shaping educational policies and programs. It emphasized the role of the physical and psychological classroom environment in student achievement. By addressing these factors, policymakers can implement reforms that promote effective learning spaces nationwide.

Community Stakeholders. The study also benefits community stakeholders, including parents and local organizations, by showcasing the importance of a supportive classroom and home environments. It highlighted ways in which communities can contribute—whether through resources, infrastructure improvements, or support programs—to enhance student learning experiences. A well-supported school environment ultimately leads to better educational outcomes for students.

Future Researchers. This study served as a foundation for future research on the for further exploration into the relationship between classroom and home environments and student academic achievement. It provided a basis for examining additional factors, such as technological integration, student behavior, and school culture. By expanding on this research, future studies can contribute to more effective educational practices.

1.8 Definition of Terms

To establish a common frame of reference, the following terminologies are conceptually defined:

Classroom environment. This refers to the physical, social, and psychological conditions within a learning space that influence students' engagement, behavior, and overall academic experience.

Cooperation. This refers to the level of teamwork, mutual support, and positive interactions among students and between students and teachers in the learning process.

Difficulty. This refers to the perceived level of challenge or complexity of learning tasks, instructional materials, and assessments within the classroom.

Emotional Effects. This refers to the impact of feelings such as stress, anxiety, or confidence on a student's academic performance and learning experience.

Ergonomics. This refers to home environment convenience and aesthetics.

Historicity. This refers to the links of a home with the personal, family, and general past.

Home Detachment. This refers to the reasons of home estrangement, loss of home attachment, and sense of belonging.

Home Environment. This refers to the physical, emotional, and social conditions within a household that influence the well-being, behavior, and development of its members.

Involvement. This refers to the degree to which students actively participate in class discussions, activities, and learning tasks.

Plasticity. This refers to the capability of the home environment to be dynamic in accordance with the changing residents' needs.

Potential. This refers to the home support and stability.

Privacy. This refers to the capability to control and predict a home environment context.

Satisfaction. This refers to the extent to which students feel comfortable, motivated, and content with their learning experiences.

Self-presentation. This refers to the individuals' possibility to personalize their own space and to signify the individual and social characteristics of the dwellers through the home environment.

Student Academic Achievement. This refers to the level of knowledge, skills, and competencies a learner attains through assessments, grades, and overall performance in educational activities.

Student Cohesiveness. This refers to the sense of belonging, unity, and positive relationships among classmates that contribute to a supportive learning environment.

Task Orientation. This refers to the focus and commitment of students toward completing academic activities efficiently and effectively.

2. Methods

2.1 Research Design

A descriptive-correlational research design was employed in this study to examine how the classroom and home environments affect students' academic achievement. While the correlational component looked into the relevance of these three variables, the descriptive component systematically identified and assessed the levels of classroom environment, home environment, and student academic achievement. In line with the goals and premise of the study, this research design was ideal since it makes it possible to identify important dimensions of classroom and home environments and how they affect

different facets of student academic achievement (Creswell and Creswell, 2018). Additionally, rather than manipulating variables or assigning subjects at random, the study examined variables in their natural state utilizing quantifiable and numerical data (Belli, 2008).

Furthermore, in order to comprehend how the classroom and home environments affect students' academic achievement, a descriptive-correlational approach is essential. While the descriptive part offers a methodical assessment of classroom and home environments and student academic achievement, the correlational part explored the connections between these factors, pointing to possible trends and impacts (Fraenkel et al., 2019). Additionally, non-causal interactions can be investigated using this research approach, which is particularly helpful in educational settings where multiple factors interact (Gay et al., 2012). The study guaranteed a thorough grasp of the classroom and home environments and their effect on student academic achievement by combining descriptive and correlational approaches. Data were gathered using questionnaires, and arithmetic operations were employed to analyze and interpret the quantitative data.

2.2 Research Locale

The study was conducted in Laak South District, Davao de Oro Division. Laak South District is one of the 18 districts that make up the Division of Davao de Oro, Mindanao, Philippines. Laak is around 101.6 kilometers from the provincial capital of Nabunturan, 118.1 kilometers from Compostela, and 67.9 kilometers from Tagum City. It is situated between longitudes 125° 49′ east and latitudes 07° 50′ north. In addition, it is bordered on the north by the province of Agusan del Sur, on the southwest by the municipality of San Isidro in Daval del Norte, and on the west by the municipality of Kapalong in Davao del Norte, and Montevista and Monkayo, Davao de Oro. Politically, Laak is situated in the second district of Davao de Oro.

Additionally, the schools in Laak South were selected based on a number of factors, such as the participants' willingness and desire to participate, accessibility, and a range of demographics. The selection of these schools yielded valuable information regarding teacher empowerment, organizational culture, and decision-making participation of teachers, which is important because it captures a variety of facets of the these variables. Specifically, Amorcruz Elementary School, Kaligutan Integrated School, Kapatagan Elementary School, Laak Central Elementary School SPED Center, Langtud Elementary School, Longanapan Integrated School, Mabuhay Elementary School, and San Antonio Elementary School are the specific locations where the study will be carried out.

2.3 Research Respondents

In order to determine the appropriate and actual number of respondents, the researcher used the Simple Random Sampling method utilizing Raosoft Sample Size Calculator. The study included 286 public elementary Grade 6 learners from eight schools in the Laak South District, Davao de Oro Division, for the School Year 2025-2026. Learners were included in the study if they are currently enrolled in the school for SY 2025-2026, have been enrolled in the same school for at least one school year, with available academic performance records (grades), live in a household with at least one parent or guardian, are willing to participate in the study, and have parental consent. On the other hand, learners were excluded from the study if they have incomplete or missing academic records, transferred in within the current school year, homeschooled or enrolled in non-traditional learning setups, diagnosed with learning disabilities or special education needs, and decline to participate or whose parents/guardians do not provide consent. According to Depersio (2018), this sampling technique is effective and beneficial for selecting respondents from a larger population due to its accuracy in representation and ease of implementation. This method ensured that every potential respondent has an equal chance of being selected.

Based on their experiences, the researcher believed that the chosen learner-respondents were able to understand and interpret the survey questions. The study involved 286 public elementary Grade 6 learners from eight different schools in Laak South District, Davao de Oro Division.

2.4 Research Instruments

A modified structured questionnaire with a Likert scale to gauge respondents' perceptions of the classroom environment and student academic achievement served as the primary data collection tool for this study. Likert scales, which typically have a range of 1 (strongly disagree) to 4 (strongly agree), are frequently used in social science research because of how well they measure the intensity of respondents' beliefs and actions.

Three sets of adapted research questionnaires were used in this study. With 38 items, the adapted Classroom Environment Scale (Ozudogru & Aksu, 2019) were the first set of questionnaires used to measure the independent variable classroom environment. The CES, the most widely used instrument for evaluating classroom environment, examines six elements: satisfaction, cooperation, involvement, task orientation, student cohesiveness, and difficulty. The second set of questionnaires is the Home Environment Questionnaire (Reznichenko, et al., 2019) with 35 items to measure the level of home environment. It will examine seven dimensions of home environment, namely, privacy, potential, self-presentation, ergonomics, home detachment, plasticity, and historicity. For the dependent variable, student academic achievement, final grades were collected as the reference of there academic records.

The research instruments were modified to suit the local context, with question items simplified for better respondent comprehension. To ensure the appropriateness, validity, and reliability of the items, the revised and adapted survey questionnaires were submitted to a panel of experts for evaluation. These experts assessed the relevance and alignment of the items with the study’s objectives. Based on their feedback, necessary revisions were made to enhance clarity and suitability, incorporating their suggestions accordingly. Additionally, a pilot test was conducted with a small group of respondents, and the reliability of the instrument will be evaluated using Cronbach’s Alpha, with a target value of 0.70 or higher.

2.5 Data Collection Procedure

Data collection is a methodical process that helps researchers better understand their goals by obtaining useful information. Therefore, formal approval to perform the study was requested prior to data collection. Hence, approval was obtained from the School's Ethics Review Committee and the Dean of the Graduate School by submitting the required documents. Ethical considerations were scrupulously followed, including getting informed consent from all participants and maintaining their identity and confidentiality. To aid this procedure, a copy of the manuscript, survey questionnaires, and other pertinent papers were sent to the Assumption College of Nabunturan - Ethics Review Committee (ACN-ERC) for assessment and approval. Once ethical clearance had been given, the researcher sent formal requests for permission to conduct the study to the Schools Division Superintendent of Davao de Oro Division and the District Supervisor of Laak South District, whose approval was required for proper data collection procedures. Additionally, request letters were sent to the school heads and teachers of the eight selected schools to obtain their formal consent. Once approval was received from the relevant authorities, the researcher proceeded with administering the questionnaires to the identified respondents.

Once ethics was approved, the survey questionnaire was distributed to the selected teacher-respondents. The researcher personally explained the study's purpose and sought their consent using an Informed Consent Form to ensure their willingness and voluntary participation. Clear instructions for completing the questionnaire were provided, with a focus on privacy and confidentiality. Respondents were allowed one week to complete and return the survey questionnaires. After collection, the questionnaires were evaluated for completeness, and follow-ups were undertaken as needed to maximize response rates. Once all survey questionnaires had been completed and collected, the researcher tallied and tabulated the results for statistical analysis. A statistician assisted in assessing and interpreting the findings. Conclusions and recommendations.

2.6 Statistical Treatment

The acquired data were evaluated with both descriptive and inferential statistics. Descriptive statistics, such as mean, standard deviation, and frequency distributions, will be used to evaluate the classroom environment and student academic achievement. In addition, Pearson's correlation coefficient was used to investigate the relationship between the classroom environment and student academic achievement, including its dimensions. The study's hypothesis was tested at the 0.05 significance level. If the p-value is less than 0.05, the null hypothesis—that no significant association exists—is rejected, showing a statistically significant correlation.

2.7 Ethical Consideration

Ethics is important in research because it guides researchers to follow principles that define morally and legally permissible procedures. Following these ethical norms helps to discriminate between right and wrong, assures research integrity, and fosters collaboration, accountability, and alignment with important social ideals. Thus, before conducting the study, the researcher respected the respondents' rights, needs, values, and preferences. To protect participants, strict ethical rules were followed, ensuring privacy, secrecy, dignity, rights, and anonymity. According to Bhashin (2020), keeping ethical standards throughout a study is critical to retaining its legitimacy. Thus, this research fully complied with ethical standards, emphasizing key aspects such as social value, informed consent, vulnerability of participants, risks, benefits, and safety, privacy and confidentiality, justice, transparency, and qualification of the researcher.

Social Value. The researcher ensured that the study's design, methodology, and data collection techniques generate useful and relevant insights that are consistent with the study's objectives. This is critical for establishing the research's scientific validity and yielding relevant results that can benefit the school community, particularly learners and teachers. Sharing the findings of the study will be a valuable resource for improving the classroom environment and student academic achievement, not only in the selected schools but also in other schools of Laak South District and even in the entire division, region, and national level. This is especially important in addressing the issues teachers confront in developing classroom observation and increasing student academic achievement.

Informed Consent. Respondents were given a detailed Informed Consent Form outlining the study's objectives, methods, and procedures. The document will clearly state that participation is fully optional and voluntary; and that respondents have the right to withdraw from the study at any time, with no penalties or negative effects. Furthermore, the form will address confidentiality measures, guaranteeing that all personal information and responses are kept strictly confidential and used only for research purposes. Respondents will be able to ask questions before providing their consent to ensure that they fully understand their rights and the scope of their participation in the study.

Vulnerability of Participants. The researcher provided a thorough description of the methods of the study to ensure that participants fully understand what their participation entails. Respondents will also be informed that their participation is fully voluntary, and that they can withdraw from the study at any point if they are uncomfortable or do not wish to continue. Their decision to quit involvement will be respected, and no negative consequences or fines will be imposed as a result.

Risks, Benefits, and Safety. The researcher emphasized the safety and well-being of all respondents, taking all necessary efforts to reduce any potential dangers involved with the study. However, the nature of the research poses no significant dangers to the respondents, either physically, psychologically, or socioeconomically. The amount of risk associated with the study is low because the primary goal is to gain insights, ideas, and impressions from learners via survey questionnaires. Participants will be able to complete the survey whenever and wherever it is most convenient for them to ensure their comfort and reduce potential stress. Additionally, the study will follow ethical rules to protect participants' confidentiality and overall well-being.

Privacy and Confidentiality. The researcher took extensive precautions to ensure the privacy and confidentiality of all respondents. All acquired data were securely held in closed physical files and password-protected digital databases, with only authorized personnel having access. To ensure anonymity, individual responses were never be disclosed in any reports, and findings will only be presented in aggregated or generalized form. Respondents also had the chance to examine and validate data interpretations during the analysis process to ensure accuracy and transparency. This collaborative method promotes confidence and strengthens ethical research processes. More so, the researcher complied with the **Data Privacy Act of 2012**, ensuring that all personal information remains strictly confidential and is used solely for research purposes. Once the study was completed, all collected data weresecurely deleted or disposed of to prevent unauthorized access or misuse.

Justice. The study followed the ethical principle of justice to guarantee that all respondents are treated fairly and equitably throughout the research procedure. Respondents were chosen based on the study's purpose, rather than convenience, to ensure that the sample accurately represents the population being studied. Furthermore, any benefits coming from the research, such as professional development programs, improved classroom environment practices, and increased student academic achievement, were available to all responders. This guaranteed that respondents not only contribute to the study but also benefit from the results, encouraging justice and equity in both participation and outcomes.

Transparency. The researcher ensured that all respondents get clear and complete information about the study prior to their participation. This included an explanation of the study's purpose, objectives, data collection procedures, how their responses will be used, and any potential risks or benefits of participating. Furthermore, the researcher was devoted to data reporting integrity to ensure that all findings are reported accurately, objectively, and without prejudice or manipulation. This method enabled a fair and honest interpretation of results, which establishes confidence between the researcher and participants, and fosters transparency.

Qualification of the Researcher. The researcher possessed the essential academic background, abilities, and expertise to carry out this study successfully. The researcher is familiar with study procedures, data collection techniques, and ethical considerations because she has completed similar research projects during her undergraduate studies. This prior expertise gives a solid foundation for ensuring that the study is carried out systematically, ethically, and in accordance with established research standards.

Moreover, to maintain ethical standards and ensure proper authorization, the researcher sought formal clearance from key authorities such as the Dean of the Graduate School, the Schools Division Superintendent, the District Supervisor, and the School Heads of the selected schools. This approval process assured that the study follows institutional norms and educational policies.

By strictly adhering to these ethical principles, the researcher upheld the highest standards of integrity and respect for all respondents. Additionally, this commitment to ethical research practices helped guarantee that the study is conducted responsibly, safeguarding the rights and well-being of respondents while ensuring that the findings contribute meaningful and practical insights to the educational community.

Results

Presented in this chapter are the results obtained from the collected data and the subsequent analyses and interpretation based on the problems presented.

Level of Classroom Environment

Presented in this section are the results of the first statement of the problem, which examined the level of classroom environment of learners in terms of satisfaction, cooperation, involvement, task orientation, student cohesiveness, and difficulty.

Satisfaction. Table 2 presents the result of the level of classroom environment of learners in terms of satisfaction.

Table 2

Level of Classroom Environment in terms of Satisfaction

Satisfaction	**Mean**	**Descriptive Rating**
1. I participate in the lesson willingly.	3.65	Very High
2. I look forward to coming to class.	3.45	High
3. I am satisfied with the activities in the class.	3.44	High
4. I do not get bored in class.	3.30	High
5. I do not talk about other topics, instead, I focus on the current subject.	3.38	High
Overall Mean	**3.45**	**High**

The table reveals that the category ‘I participate in the lesson willingly’ recorded the highest mean of 3.65, and was rated very high. Following this, the categories ‘I look forward to coming to class’ and ‘I am satisfied with the activities in the class’ posted means of 3.45 and 3.44, respectively. Both items fell under the high descriptive rating. Meanwhile, the item ‘I do not talk about other topics, instead, I focus on the current subject’ reached a mean of 3.38, which also aligns with the high rating. At the lower end of the spectrum, yet still maintaining a high rating, was the statement ‘I do not get bored in class’,

which posted a mean of 3.30. Overall, the indicator for classroom environment in terms of satisfaction yielded an average weighted mean of 3.45, which corresponds to a high descriptive rating.

Cooperation. Table 3 presents the result of the level of classroom environment of learners in terms of cooperation.

Table 3

Level of Classroom Environment in terms of Cooperation

Cooperation	**Mean**	**Descriptive Rating**
1. I cooperate rather than compete with each other.	3.27	High
2. I have established good friendships between students in different groups.	3.48	High
2. I help each other.	3.56	Very High
3. I respect each other in individual or group work.	3.51	Very High
4. I try to fully fulfill my responsibilities in individual or group work.	3.42	High
Overall Mean	**3.45**	**High**

As gleaned from the table, the category 'I help each other' emerged with the highest mean of 3.56, earning a Very High descriptive rating. Closely following is the item 'I respect each other in individual or group work', which registered a mean of 3.51 with a descriptive equivalent of very High. The statements 'I have established good friendships between students in different groups' and 'I try to fully fulfill my responsibilities in individual or group work' obtained mean scores of 3.48 and 3.42, respectively. Both fall under the High category. On the other hand, the item 'I cooperate rather than compete with each other' posted the lowest mean of 3.27, though still rated high. Overall, the indicator for classroom environment in terms of cooperation posted a weighted mean of 3.45, which corresponds to a high descriptive rating.

Involvement. Table 4 presents the result of the level of classroom environment of learners in terms of involvement.

Table 4

Level of Classroom Environment in terms of Involvement

Involvement	**Mean**	**Descriptive Rating**
1. I strive to complete the activities in the lesson.	3.44	High
2. I present my work in class.	3.47	High
3. I am given the opportunity to express my ideas during the lesson.	3.44	High
4. I take notes while my teacher is speaking.	3.37	High
5. I listen carefully while the teacher makes explanations about the lesson.	3.59	Very High
Overall Mean	**3.46**	**Very High**

From the table, the highest rated item is 'I listen carefully while the teacher makes explanations about the lesson', which scored a mean of 3.59 and a descriptive equivalent of very high. Next in line is 'I present my work in class', with a mean of 3.47 and a descriptive rating of high. Equally rated with 3.44 are the items 'I strive to complete the activities in the lesson' and 'I am given the opportunity to express my ideas during the lesson', both showing a high rating. Meanwhile, the item 'I take notes while my teacher is speaking' garnered a mean of 3.37, still under the high rating. Overall, the indicator for classroom environment in terms of involvement yielded an average weighted mean of 3.46, equivalent to a very high descriptive rating.

Task Orientation. Table 5 presents the result of the level of classroom environment of learners in terms of involvement.

Table 5

Level of Classroom Environment in terms of Task Orientation

Task Orientation	Mean	Descriptive Rating
1. I know what to do since the tasks to be done in the lesson are stated very clearly.	3.40	High
2. I attend lesson that starts on time.	3.40	High
3. I do learning tasks in class that are clearly and carefully planned.	3.30	High
4. I use time efficiently in class.	3.34	High
5. I agree to conclude democratically the decisions affecting the class.	3.22	High
Overall Mean	**3.33**	**High**

It can be discerned from the table that the categories 'I know what to do since the tasks to be done in the lesson are stated very clearly' and 'I attend lesson that starts on time' both obtained the highest mean of 3.40, with a descriptive rating of High. Trailing closely is the item 'I use time efficiently in class', which earned a mean score of 3.34, also rated high.

Similarly, the item 'I do learning tasks in class that are clearly and carefully planned' garnered a mean of 3.30, maintaining the high rating. At the lower end, but still within the high category, is the statement 'I agree to conclude democratically the decisions affecting the class', with a mean of 3.22.

Overall, the indicator for classroom environment in terms of task orientation registered an average weighted mean of 3.33, corresponding to a high descriptive rating.

Student Cohesiveness. Table 6 presents the result of the level of classroom environment of learners in terms of student cohesiveness.

Table 6

Level of Classroom Environment in terms of Student Cohesiveness

Student Cohesiveness	Mean	Descriptive Rating
1. I know each other well in the class.	3.37	High
2. I know the names of their classmates.	3.37	High
3. I find friendly relations between students in the lesson.	3.43	High
4. I have much opportunity to get to know each other in the class.	3.37	High
5. I am not reluctant to get to know each other.	3.22	High
Overall Mean	**3.35**	**High**

It can be seen from the table that the item 'I find friendly relations between students in the lesson' received the highest mean score of 3.43, earning a high descriptive rating. The indicators 'I know each other well in the class,' 'I know the names of their classmates,' and 'I have much opportunity to get to know each other in the class' all registered identical mean scores of 3.37, each rated high. More so, the statement 'I am not reluctant to get to know each other' posted the lowest mean of 3.22, yet still attained a high rating. Overall, the indicator for student cohesiveness yielded a weighted mean of 3.35, corresponding to a high descriptive rating.

Difficulty. Table 7 presents the result of the level of classroom environment of learners in terms of difficulty.

Table 7

Level of Classroom Environment in terms of Difficulty

Difficulty	Mean	Descriptive Rating
1. I find the work to be done before the class difficult.	3.46	High
2. I am constantly pushed for more.	3.26	High
3. I am given difficult tasks in the classroom.	3.31	High
4. I have difficulty doing group work in class.	3.33	High
Overall Mean	**3.34**	High

From the table, it can be seen that the item 'I find the work to be done before the class difficult' obtained the highest mean score of 3.46, receiving a descriptive rating of High. Trailing closely are the indicators 'I have difficulty doing group work in class' and 'I am given difficult tasks in the classroom,' with mean scores of 3.33 and 3.31, respectively, both within the High rating. The statement 'I am constantly pushed for more' posted the lowest mean of 3.26, though still classified as High. Overall, the level of difficulty in the classroom environment received an average weighted mean of 3.34, corresponding to a high descriptive rating.

Summary on the Level of Classroom Environment

Presented in Table 8 is the level of the public school learners' classroom environment based on the identified six indicators – satisfaction, cooperation, involvement, task orientation, student cohesiveness, and difficulty.

Table 8

Summary of the Level of Classroom Environment

Indicators	Mean	Descriptive Rating
1. Satisfaction	3.45	High
2. Cooperation	3.45	High
3. Involvement	3.46	High
4. Task Orientation	3.33	High
5. Student Cohesiveness	3.35	High
4. Difficulty	3.34	High
Overall Mean	**3.40**	**High**

As reflected in the table, the highest mean was observed in involvement, with a score of 3.46, indicating that learners actively participate in class tasks and discussions. Following closely are the indicators satisfaction and cooperation, both posting identical mean scores of 3.45, and rated high. The dimensions student cohesiveness and difficulty showed mean scores of 3.35 and 3.34, respectively, with both high descriptive ratings. The indicator with the lowest mean score was task orientation, registering at 3.33, though still rated high. Overall, the classroom environment attained an average weighted mean of 3.40, interpreted as high.

Level of Home Environment

Presented in this section are the results of the second statement of the problem, which examined the level of home environment of learners in terms of potential, self-presentation, ergonomics, privacy, home detachment, plasticity, and historicity.

Potential. Table 9 presents the result of the level of home environment of learners in terms of potential.

Table 9

Level of Classroom Environment in terms of Potential

Potential	Mean	Descriptive Rating
1. I "feel at home" in my home.	3.54	Very High
2. I feel like a host at my home.	3.32	High
3. At home I always rest well and recover quite fast.	3.30	High
4. Everything changes, but my home is still my home.	3.29	High
5. My home gives me a feeling of consistency.	3.32	High
Overall Mean	**3.33**	**High**

As gleaned from the table, the item 'I "feel at home" in my home' earned the highest mean score of 3.54, receiving a very high descriptive rating. Following this, the statements 'I feel like a host at my home' and 'My home gives me a feeling of consistency' both posted mean scores of 3.32, and were rated high. The indicators 'At home I always rest well and recover quite fast' and 'Everything changes, but my home is still my home' showed slightly lower mean values of 3.30 and 3.29, respectively, but with high ratings. Overall, the domain of potential received an average weighted mean of 3.33, interpreted as high.

Self-Presentation. Table 10 presents the result of the level of home environment of learners in terms of self-presentation.

Table 10

Level of Classroom Environment in terms of Self-Presentation

Self-Presentation	Mean	Descriptive Rating
1. My house can 'tell' a guest about my achievements and hobbies.	3.36	High
2. My home is a manifestation of my personality.	3.32	High
3. I like it that my home is not the same as everyone else's.	3.36	High
4. There are many things to see at my home.	3.32	High
5. It is important for me that in my house there is always something to surprise guests.	3.31	High
Overall Mean	**3.33**	**High**

As shown in the table, two indicators, 'My house can 'tell' a guest about my achievements and hobbies' and 'I like it that my home is not the same as everyone else's', shared the highest mean score of 3.36, earning a high descriptive rating. In the same vein, the items 'My home is a manifestation of my personality' and 'There are many things to see at my home' each garnered a mean of 3.32, likewise rated high. The indicator, 'It is important for me that in my house there is always something to surprise guests', posted a mean of 3.31, also within the high category. On the whole, the dimension of self-presentation yielded an average weighted mean of 3.33, interpreted as high.

Privacy. Table 11 presents the result of the level of home environment of learners in terms of privacy.

Table 11

Level of Classroom Environment in terms of Privacy

Privacy	Mean	Descriptive Rating
1. There is time and space at my home to be alone with myself.	3.39	High
2. When moving about the house I do not disturb other inhabitants.	3.30	High
3. Nobody uses my hygiene products without permission.	3.27	High
4. My home is a place where I can do nothing.	3.23	High
5. At home, I can choose what I want to do at a particular moment.	3.37	High
Overall Mean	**3.31**	**High**

The item 'There is time and space at my home to be alone with myself' earned the highest mean score of 3.39, and a descriptive rating of high. Closely following is the statement 'At home, I can choose what I want to do at a particular moment', which garnered a mean of 3.37, also rated high. Meanwhile, the indicators 'When moving about the house I do not disturb other inhabitants' and 'Nobody uses my hygiene products without permission' recorded mean scores of 3.30 and 3.27, respectively, still align with a high rating. The lowest mean was observed in the item 'My home is a place where I can do nothing,' scoring 3.23 yet retaining a high descriptive rating. Overall, the indicator for privacy received an average weighted mean of 3.31, interpreted as high.

Home Detachment. Table 12 presents the result of the level of home environment of learners in terms of home detachment.

Table 12

Level of Classroom Environment in terms of Home Detachment

Home detachment	Mean	Descriptive Rating
1. In a bad mood or after a bad day, I try for as long as possible not to go home.	3.18	High
2. There are many distractions at home and it is difficult for me to plan my next day.	3.26	High
3. It is hard for me to find inspiration and muster strength at home.	3.35	High
4. I rarely do things that I like at home (sports, music, dance, crafts and so on).	3.39	High
5. My home seems to be too empty for me.	3.37	High
Overall Mean	**3.31**	**High**

Based on the table, the indicator 'I rarely do things that I like at home (sports, music, dance, crafts and so on)' posted the highest mean score of 3.39, earning a descriptive rating of high. Closely following is the item 'My home seems to be too empty for me', with a mean of 3.37 and the same high rating.

The statement ‘It is hard for me to find inspiration and muster strength at home’ received a mean of 3.35, indicating a high rating. Meanwhile, the indicator ‘There are many distractions at home and it is difficult for me to plan my next day’ earned a mean score of 3.26, still rated high. Finally, the item ‘In a bad mood or after a bad day, I try for as long as possible not to go home’ scored the lowest mean of 3.18, yet maintained a high descriptive rating. In summary, the dimension of home detachment achieved an overall weighted mean of 3.31, corresponding to a high descriptive rating.

Ergonomics. Table 13 presents the result of the level of home environment of learners in terms of ergonomics.

Table 13

Level of Classroom Environment in terms of Ergonomics

Ergonomics	Mean	Descriptive Rating
1. I like that there is a place for each of my activities in my home.	3.57	Very High
2. It is comfortable to live, do the housekeeping and relax in my house.	3.32	High
3. At home, I have no things that are poorly made.	3.28	High
4. My home is always clean and tidy.	3.40	High
5. I like a lot of things, furniture and decor in my house.	3.36	High
Overall Mean	**3.39**	**High**

From the table, the item ‘I like that there is a place for each of my activities in my home’ posted the highest mean score of 3.57, earning a very high descriptive rating. Trailing this is the statement ‘My home is always clean and tidy’, which earned a mean of 3.40, interpreted as high. The item ‘I like a lot of things, furniture and decor in my house’ posted a mean of 3.36, followed closely by ‘It is comfortable to live, do the housekeeping and relax in my house’ with a mean of 3.32, both with a high rating. Meanwhile, the statement ‘At home, I have no things that are poorly made’ received the lowest mean of 3.28, though still rated as high. Overall, the domain of ergonomics achieved a weighted mean of 3.39, interpreted as high.

Plasticity. Table 14 presents the result of the level of home environment of learners in terms of plasticity.

Table 14

Level of Classroom Environment in terms of Plasticity

Plasticity	Mean	Descriptive Rating
1. My home changes along with me.	3.42	High
2. If desired, my house can easily be rearranged and remade.	3.34	High
3. If desired, it is easy to move the furniture and swap rooms.	3.31	High
4. I can make any changes in my home.	3.27	High
5. I prefer to design the interior of my home by myself instead of inviting experts.	3.44	High
Overall Mean	**3.36**	**High**

The data shows that ‘I prefer to design the interior of my home by myself instead of inviting experts’ garnered the highest mean of 3.44, with a high descriptive rating. Equally notable is the item ‘My home changes along with me’, posting a mean of 3.42 and a rating of high. The indicator ‘If desired, my house can easily be rearranged and remade’ followed with a mean score of 3.34, while ‘If desired, it is easy to move the furniture and swap rooms’ scored 3.31, both maintaining the high category. The lowest mean, though still well within the high range, was seen in ‘I can make any changes in my home’, which scored 3.27 mean. In general, the plasticity dimension yielded a weighted mean of 3.36, interpreted as high.

Historicity. Table 15 presents the result of the level of home environment of learners in terms of historicity.

Table 15

Level of Classroom Environment in terms of Historicity

Historicity	Mean	Descriptive Rating
1. The walls of my own house remind me of many events of the past.	3.48	High
2. There are many things in my home that remind me of my family.	3.38	High
3. My home is a place that reminds me of my childhood.	3.36	High
4. I have lived in my house since childhood.	3.36	High
5. At my home, I have experienced many important events.	3.40	High
Overall Mean	**3.40**	**High**

The indicator 'The walls of my own house remind me of many events of the past' garnered the highest mean of 3.48, earning a high descriptive rating. Following closely is the statement 'At my home, I have experienced many important events', with a mean of 3.40, also rated high. The item 'There are many things in my home that remind me of my family' scored 3.38, again within the high category. Two indicators, 'My home is a place that reminds me of my childhood' and 'I have lived in my house since childhood', both received a mean score of 3.36, holding a consistent high rating. Overall, the dimension of historicity recorded a weighted mean of 3.40, which corresponds to a high interpretation.

Summary on the Level of Home Environment

Presented in Table 16 is the level of the public school learners' home environment based on the identified seven indicators – potential, self-presentation, ergonomics, privacy, home detachment, plasticity, and historicity.

Table 16

Summary of the Level of Classroom Environment

Indicators	Mean	Descriptive Rating
1. Potentials	3.33	High
2. Self-Presentation	3.33	High
3. Ergonomics	3.39	High
4. Privacy	3.31	High
5. Home Detachment	3.31	High
6. Plasticity	3.36	High
4. Historicity	3.40	High
Overall Mean	**3.35**	**High**

Evident from the table is the indicator 'Historicity', which achieved the highest mean of 3.40, earning a high descriptive rating. A close second is the dimension of 'Ergonomics', which posted a mean of 3.39, also rated high. The item 'Plasticity' earned a mean score of 3.36, again falling under the high category. Meanwhile, both 'Potential' and 'Self-Presentation' secured identical means of 3.33, both with high ratings. Equally rated at 3.31, the indicators 'Privacy' and 'Home Detachment' , earning high ratings. In general, the overall mean of 3.35 corresponds to a high descriptive rating.

Level of Learners' Academic Achievement

Presented in this section are the results of the third statement of the problem, which examined the level of academic achievement of learners.

Table 17

Level of Academic Achievement of Learners

Academic Achievement Level	Frequency	Description	Percentage
90 - 100	47	Outstanding	15.67%
85 - 89	83	Very Satisfactory	27.66%
80 - 84	97	Satisfactory	32.33%
75 – 79	43	Fair	14.33%

The data presented in Table 17 reveals a generally positive academic performance among learners, with all learners meeting at least the minimum required standards. The largest proportion of learners, comprising 32.33% (n=97), achieved a **satisfactory** rating,. Closely following are those rated **very satisfactory**, representing 27.66% (n=83), who often exceed expectations and demonstrate a strong grasp of curricular standards. Meanwhile, 15.67% (n=47) of learners reached the **outstanding** level, consistently exceeding academic benchmarks and reflecting advanced mastery and high academic potential.

On the other hand, 14.33% (n=43) of learners were rated **fair,** minimally meeting standards and potentially benefiting from targeted interventions or enhanced support. Importantly, no learners fell below the 75% threshold, underscoring the school's success in ensuring that all students meet the basic academic requirements. Overall, the distribution of achievement levels reflects a commendable academic profile and highlights areas for both celebration and strategic instructional support.

Test of Null Hypotheses

Table 18 presents the relationship between the classroom environment and academic achievement of learners, and the home environment and academic achievement of learners.

Table 18

Relationship of Classroom Environment and Academic Achievement of Learners,

and Home Environment and Academic Achievement of Learners

Correlations

		classroom	homeenvi	acadachieve
classroom	Pearson Correlation	1	.719**	.103
	Sig. (2-tailed)		.000	.233
	N	286	286	136
homeenvi	Pearson Correlation	.719**	1	.007
	Sig. (2-tailed)	.000		.937
	N	286	286	136
acadachieve	Pearson Correlation	.103	.007	1
	Sig. (2-tailed)	.233	.937	
	N	136	136	136

**. Correlation is significant at the 0.01 level (2-tailed).

It can be gleaned from Table 17 that both classroom environment and home environment failed to show statistically significant relationships with learners' academic achievement. Specifically, the result between classroom environment and academic achievement yielded a p-value of 0.233, which is greater than the threshold value of 0.05. This indicates that the relationship between these two variables is not significant, and therefore, the data do not provide sufficient evidence to reject the null hypothesis.

Similarly, the home environment and academic achievement revealed a p-value of 0.937, which is also well above 0.05.

Influence of Classroom Environment and Home Environment on Academic Achievement of Learners

Table 19 shows the influence of each dimension of classroom environment on the academic achievement of public school learners.

Table 19

Influence of Classroom Environment on Academic Achievement of Learners

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	80.707	3.977		20.293	.000
	satisfaction	-.802	1.171	-.076	-.685	.495
	cooperation	.051	1.063	.006	.048	.962
	involvement	-.584	.912	-.061	-.640	.523
	task	2.367	1.140	.228	2.077	.040
	student	-1.814	1.244	-.162	-1.459	.147
	difficulty	2.017	.932	.215	2.165	.032

a. Dependent Variable: acadachieve

As shown in Table 19, the classroom environment dimensions of task orientation and difficulty were found to be significant predictors of academic achievement among public school learners ($p < .05$).

On the other hand, Table 20 shows the influence of each dimension of home environment on the academic achievement of public school learners.

Table 20

Influence of Home Environment on Academic Achievement of Learners

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	86.282	3.890		22.179	.000
	self	.121	1.116	.013	.108	.914
	privacy	.145	1.129	.015	.129	.898
	home	1.902	.990	.212	1.921	.057
	ergonomics	-1.254	1.313	-.111	-.955	.341
	plasticity	-1.040	1.072	-.110	-.971	.334
	historicity	-.299	.967	-.032	-.309	.758

a. Dependent Variable: acadachieve

As reflected in Table 20, none of the dimensions of the home environment, namely self-presentation, ergonomics, potential, privacy, home detachment, plasticity, and historicity, were found to be significant predictors of academic achievement ($p > .05$). This indicates that these aspects of learners' home settings may not exert a direct or measurable influence on their academic performance, highlighting the possibility that other factors external to the home environment could play a more prominent role in shaping academic outcomes.

4. Discussion

Presented in this chapter are the discussions on the data, conclusion, and recommendations on the variables of the study.

4.1 Discussions on the Level of Variables

Level of Classroom Environment of Public School Learners in terms of Satisfaction. The extent of classroom environment experienced by the public school learners as indicated by satisfaction was oftentimes manifested. Learners expressed willingness to participate in lessons and found most classroom activities enjoyable, though some signs of disengagement were present regarding boredom and sustained interest. These ratings suggest that while students feel generally satisfied with classroom dynamics, there is room to improve stimulation and novelty in instructional activities. Satisfaction remains a key factor in shaping emotional engagement and reducing disruptive behaviors.

According to Ozudogru (2020), satisfaction within the classroom directly influences motivation, engagement, and behavior, ultimately impacting learning outcomes. Dai et al. (2024) supported this by revealing that technological integration and interactive tools contribute significantly to learner satisfaction, enhancing academic success. Ye (2024) emphasized that when students are emotionally invested and enjoy their learning environment, they are more likely to remain focused and actively participate. This reinforces the notion that a satisfied learner is more resilient and committed to academic goals.

Level of Classroom Environment of Public School Learners in terms of Cooperation. The extent of classroom environment experienced by the public school learners as indicated by cooperation was oftentimes manifested. Learners reported mutual help, respect during group work, and friendly relations, although cooperative behavior occasionally gave way to competitiveness. The results highlight a generally collaborative classroom culture with strong interpersonal connections that enhance group activities and peer support. Promoting more inclusive practices may further strengthen cooperation and empathy in learning settings.

Klang et al. (2020) found that cooperative learning enhances inclusivity, reduces social barriers, and supports peer-to-peer learning, especially among students from diverse backgrounds. Cavaletto and Miglietta (2024) further affirmed that collaborative projects foster leadership, empathy, and social cohesion, which benefit both academic and personal development. Ozudogru (2020) emphasized that cooperative dynamics improve classroom morale and promote deeper understanding through shared perspectives. These studies support the notion that fostering cooperation nurtures supportive and high-performing learning communities.

Level of Classroom Environment of Public School Learners in terms of Involvement. The extent of classroom environment experienced by the public school learners as indicated by involvement was oftentimes manifested. Learners actively listened to lessons, presented work in class, and felt encouraged to contribute ideas. The slightly lower score in note-taking suggests an opportunity for reinforcing academic habits. Overall, the results reflect strong engagement and active participation, essential for fostering academic persistence.

Ye (2024) emphasized that positive teacher-student relationships and collaborative learning environments increase emotional engagement and language acquisition. Kassab et al. (2024) supported this by noting that student involvement correlates with classroom atmosphere and peer relationships, enhancing academic performance. Ozudogru (2020) stated that active involvement leads to deeper learning and meaningful knowledge retention. These studies reinforce that when students are emotionally and cognitively involved, academic outcomes improve.

Level of Classroom Environment of Public School Learners in terms of Task Orientation. The extent of classroom environment experienced by the public-school learners as indicated by task orientation was oftentimes manifested. Learners reported that learning tasks were clearly explained, lessons started on time, and class time was used efficiently, suggesting a well-structured academic routine. However, the lowest rated item on democratic decision-making in class highlighted a potential area for greater student voice and participation. This implies that while there is general clarity and organization, integrating more inclusive strategies may improve learner ownership and motivation toward academic tasks.

In the study by Ozudogru and Aksu (2020), task orientation was identified as a significant contributor to student academic performance, particularly when activities are clear, purposeful, and well-structured. They emphasized that explicit learning objectives promote engagement and minimize distractions, fostering higher levels of focus. Similarly, Deng, et al. (2024) advocated for embedding interactive methods, such as question-driven instruction, to reinforce task orientation and learning retention. These findings support the notion that task-oriented classrooms help learners navigate academic expectations and achieve educational goals more effectively.

Level of Classroom Environment of Public School Learners in terms of Student Cohesiveness. The extent of classroom environment experienced by the public-school learners as indicated by student cohesiveness was oftentimes manifested. Learners expressed familiarity with classmates and opportunities for building peer relationships, which contributed to a sense of inclusion. Despite this, some hesitance in forming new connections was observed, suggesting that relationship-building could be further encouraged. Cohesiveness in the classroom promotes not only social engagement but also enhances collaborative learning and emotional safety.

Veerman and Denessen (2021) stated that social cohesion among students is essential for building inclusive learning environments and minimizing social isolation. Sander (2025) echoed that classroom cohesion supports teamwork and shared accountability, leading to better outcomes in both academic and behavioral domains. Ozudogru (2020) affirmed that cohesive peer interactions are positively associated with higher engagement and emotional well-being. These findings align with the study's result, underscoring the value of strengthening peer bonds for academic success.

Level of Classroom Environment of Public School Learners in terms of Difficulty. The extent of classroom environment experienced by the public-school learners as indicated by difficulty was oftentimes manifested. Learners reported facing challenging tasks both before class and during group work, indicating an environment that encourages intellectual effort. Though the difficulty did not significantly hinder their participation, it may create pressure if not paired with adequate support. The findings reveal that learners experience moderate academic challenges, which can drive growth when properly scaffolded.

Amerstorfer and von Münster-Kistner (2021) emphasized that perceived complexity of tasks affects student motivation and engagement. Nederhand et al. (2019) added that feedback and structured learning help students manage task difficulty effectively and enhance performance. Ozudogru (2020) indicated that difficulty can be productive when balanced with clear expectations and teacher guidance. These findings support the study's result, demonstrating that a well-calibrated level of difficulty fosters resilience and higher-order thinking.

Summary of the Extent of Classroom Environment in terms of the Specified Indicators. The extent of classroom environment among public school learners, as measured across satisfaction, cooperation, involvement, task orientation, student cohesiveness, and difficulty, was oftentimes manifested. All six dimensions received high mean scores, with involvement being rated the highest, suggesting that students feel actively engaged in their learning experiences. This positive classroom climate reflects effective instructional leadership and structured learning practices. Overall, it indicates a well-managed learning space that promotes participation and academic focus.

Monteiro et al. (2021) emphasized that emotionally supportive classrooms enhance student engagement and strengthen school identification. Al-Zu'bi et al. (2024) found that conducive classroom environments are linked to higher teacher commitment and better student outcomes. Lynch (2018) also pointed out that managing emotional and physical classroom elements leads to a productive academic environment. Together, these studies support the finding that high-quality classroom conditions significantly impact students' emotional well-being and motivation.

Level of Home Environment of Public School Learners in terms of Self-Presentation. The extent of the home environment experienced by the public school learners as indicated by self-presentation was oftentimes manifested. Learners reported a sense of pride and personal identity through the

arrangement and aesthetics of their living space. Though not overtly emphasized, the personalization of their homes helped them express their accomplishments and cultural identity. This indicates that learners view their homes as reflections of their inner selves, which contributes to emotional grounding.

Perez-Torres (2024) argued that personalized environments enhance emotional security and agency, especially among adolescents forming their identity. Meca et al. (2022) emphasized that the ability to express heritage and values through living space supports cognitive engagement and self-confidence. These findings support the idea that when learners shape their environments to mirror personal meaning, they develop stronger autonomy and academic persistence. The self-presentation dimension thus reinforces motivation by aligning physical surroundings with self-concept.

Level of Home Environment of Public School Learners in terms of Potentials. The extent of home environment experienced by the public-school learners as indicated by potential was oftentimes manifested. Learners reported feeling emotionally secure at home and found their environment consistent with rest and recovery, though not all felt academically empowered. The findings suggest that while the home serves as a space of comfort and stability, its role in nurturing educational aspirations may be limited. This could reflect differences in household support, expectations, or access to learning resources.

Zajda (2024) affirmed that cognitively stimulating homes, rich in conversation, parental involvement, and educational resources, positively influence academic success. Ahmed Tatlah, et al. (2019) emphasized that children who perceive high expectations from their parents show stronger commitment and persistence in academic tasks. Beymer and Allen (2024) also found that environments promoting personal growth increase learners' belief in their capabilities and goal-setting behavior. These studies support the potential dimension as a critical factor in fostering educational resilience and ambition.

Level of Home Environment of Public School Learners in terms of Ergonomics. The extent of home environment experienced by the public-school learners as indicated by ergonomics was oftentimes manifested. Learners described their homes as clean, tidy, and well-organized with dedicated spaces for activities, which promoted comfort and productivity. Aesthetically pleasing and functional setups were reported to reduce distractions and improve satisfaction with learning experiences. The presence of ergonomic features, such as seating, lighting, and organization, contributes positively to learners' readiness to engage in academic tasks.

Gumasing et al. (2023) found that ergonomic environments boost attention span, motivation, and reduce physical discomforts like fatigue or strain. Migliore (2025) supported that students who find their environments aesthetically appealing show better emotional regulation and academic confidence. These results confirm that physical comfort reinforces mental alertness and reduces the cognitive load during study. Prioritizing ergonomic designs at home empowers learners to approach tasks with calm and concentration.

Level of Home Environment of Public School Learners in terms of Privacy. The extent of home environment experienced by the public-school learners as indicated by privacy was oftentimes manifested. Learners acknowledged the presence of personal space and autonomy at home, though certain items revealed modest constraints on total privacy. The ability to choose activities and enjoy moments alone reflects a household that respects boundaries, which contributes to emotional regulation. This condition supports mental focus and self-paced learning, both critical in academic engagement.

Cayubit (2022) emphasized that privacy is essential for self-regulated learning, allowing students to process information without constant interruptions. Skedsmo and Huber (2023) revealed that emotional and cognitive benefits of private study areas enhance resilience and reduce academic burnout. These findings confirm that the presence of privacy contributes to concentration, autonomy, and sustained learning effort. When learners experience uninterrupted reflection at home, their ability to engage deeply with academic tasks improves.

Level of Home Environment of Public School Learners in terms of Home Detachment. The extent of home environment experienced by the public-school learners as indicated by home detachment was oftentimes manifested. While learners generally felt connected to their homes, several expressed emotional disconnect and difficulty finding inspiration or performing preferred activities. These responses point to a subtle estrangement from the home environment, which may affect academic motivation and overall well-being. Homes that are too rigid, cluttered, or emotionally cold can limit learners' desire to study or relax.

Chikwava et al. (2022) associated home detachment with emotional stress and decreased academic persistence, especially among vulnerable youth. Ramalhete et al. (2023) emphasized that improving household functionality and emotional climate reduces alienation and increases learning effectiveness. These studies suggest that addressing discomfort and disengagement in home settings is vital to supporting students' academic journeys. Minimizing emotional distance can help learners experience home as a safe and empowering base for study.

Level of Home Environment of Public School Learners in terms of Plasticity. The extent of home environment experienced by the public-school learners as indicated by plasticity was oftentimes manifested. Learners felt their homes could adapt to changes, such as moving furniture or modifying space based on learning needs. This flexibility encouraged creativity, autonomy, and a sense of control in managing study routines. Homes that change along with their inhabitants foster dynamic support for evolving academic and emotional demands.

Migliore (2025) explained that plastic environments accommodate transitions in educational settings, especially during remote learning, ensuring continuity and engagement. The adaptability of home spaces allows students to personalize study conditions, leading to improved self-regulation and resilience. This study affirms that physical flexibility in living spaces plays a crucial role in helping students cope with academic pressures. Environments that mirror developmental shifts help learners thrive both intellectually and emotionally.

Level of Home Environment of Public School Learners in terms of Historicity. The extent of home environment experienced by the public-school learners as indicated by historicity was oftentimes manifested. Learners felt that their homes were infused with memories, traditions, and personal

milestones that shaped their identity and emotional attachment. These spaces acted as emotional anchors, contributing to stability and meaning in their everyday experiences. The presence of cultural artifacts and shared narratives reinforced learners' connection to their past and motivation for personal growth.

Meca et al. (2022) emphasized that familial and cultural continuity nurtures emotional security and coherence in identity development, which supports academic engagement. Kumpikaite-Valiuniene et al. (2022) confirmed that such environments promote storytelling, cultural literacy, and intergenerational learning. These findings suggest that learners' connection to their heritage contributes to their confidence, persistence, and sense of purpose. More so, historicity enhances academic achievement by grounding students in culturally meaningful support systems.

Summary of the Extent of Home Environment in terms of the Specified Indicators. The extent of home environment among public school learners, across all seven dimensions, potential, self-presentation, ergonomics, privacy, home detachment, plasticity, and historicity, was also oftentimes manifested. Historicity and ergonomics rated highest, suggesting that learners derive emotional grounding and physical comfort from their homes. While generally supportive, some dimensions like privacy and detachment reveal areas of moderate emotional disconnect. This indicates the home as a moderately conducive learning environment with varied influences.

Cayubit (2022) asserted that supportive home conditions, especially those tied to emotional climate and parental involvement, enhance motivation and engagement. Zajda (2024) emphasized the role of cultural values and familial expectations in promoting academic success. Meca et al. (2022) and Skedsmo & Huber (2023) also confirmed that emotional safety and heritage-rich environments play vital roles in learner well-being. These insights affirm that while the home contributes positively to student development, its academic impact may vary based on context and specific household dynamics.

Level of Academic Achievement of Public School Learners. The extent of academic achievement among the public-school learners was moderately high. The scores ranged from 76 to 94, with a mean of 84.1, indicating consistent yet varied performance across learners. This distribution suggests that while most students performed satisfactorily or above average, there remains a range of achievement levels that reflect individual differences. These outcomes may be influenced by factors beyond environmental context, such as learner aptitude, instructional quality, or socio-emotional support.

Kassab et al. (2024) emphasized that academic achievement is a multifaceted outcome influenced by emotional engagement, instructional strategies, and environmental support. Fryer (2019) highlighted the role of academic success in fostering self-confidence, lifelong learning, and resilience in learners. Moreover, Engida et al. (2024) found that access to well-qualified teachers enhances academic performance regardless of environmental conditions. These studies affirm that achievement results are shaped by both school-based and personal dynamics.

Relationship between Classroom Environment and Academic Achievement of Learners. The study revealed that the relationship between classroom environment and academic achievement of public-school learners was not statistically significant ($p = 0.233$). Although learners experienced favorable classroom conditions in terms of structure, engagement, and collaboration, these did not directly correlate with academic performance. This suggests that while environmental quality is essential, achievement may be shaped by more complex and individualized factors such as learner aptitude, instructional delivery, and personal motivation. The result indicates the need for deeper investigation into mediating variables that might influence this connection.

Edgerton and McKechnie (2023) found that the emotional and physical dimensions of the classroom significantly influence academic behavior, but their direct relationship with achievement can vary depending on context. Younas et al. (2023) also indicated that while classroom factors contribute to a supportive learning climate, they do not always produce measurable changes in academic scores. Kassab et al. (2024) emphasized that the effectiveness of a classroom environment may depend more on how it fosters engagement and resilience rather than simply on structural quality.

Relationship between Home Environment and Academic Achievement of Learners. The relationship between home environment and academic achievement of public-school learners was found to be statistically insignificant ($p = 0.937$). Despite high ratings in dimensions such as historicity and ergonomics, learners' academic performance did not show measurable correlation with home environment factors. This implies that the perceived support and emotional stability of learners' homes may not directly determine academic outcomes. The result suggests that academic achievement may be more strongly influenced by in-school practices or personal learner characteristics.

Younas et al. (2021) stated that the influence of the home environment on academic performance can be weak or inconsistent across settings. Zajda (2024) further explained that while emotional and cultural factors at home contribute to developmental outcomes, their academic effects are often indirect and mediated by individual engagement. Skedsmo and Huber (2023) noted that supportive home contexts promote resilience, though academic success may rely more on access to quality instruction and feedback.

Influence of Classroom Environment on Academic Achievement of Learners. Among the six dimensions of classroom environment, only task orientation and difficulty emerged as significant predictors of academic achievement ($p < 0.05$). Learners who engaged in structured learning tasks and perceived lessons as appropriately challenging demonstrated higher academic performance. This finding underscores that cognitive clarity and rigor are key elements of effective classroom design. In contrast, other dimensions such as satisfaction and cooperation did not show predictive influence, highlighting that emotional and interpersonal features may play more supportive roles rather than being direct determinants of achievement.

Ozudogru and Aksu (2020) concluded that task orientation improves academic focus and performance, particularly when students are guided by clear objectives and expectations. Amerstorfer and von Münster-Kistner (2021) emphasized that difficulty, when matched with students' ability, fosters deeper learning and persistence. Nederhand et al. (2019) also stressed that instructional structure and feedback help students manage academic challenges, promoting measurable improvements in outcomes.

Influence of Home Environment on Academic Achievement of Learners. The study found that none of the seven dimensions of home environment significantly influenced academic achievement ($p > 0.05$). Although learners described their homes as emotionally rich and physically comfortable, these attributes did not translate into measurable academic advantages. This suggests that while the home serves as a vital space for personal well-being, its impact on achievement may be mediated by other factors. It is possible that the benefits of a supportive home environment manifest in emotional regulation or long-term development rather than in short-term academic scores.

Cayubit (2022) noted that home environments affect motivation and emotional resilience but may not consistently influence immediate academic performance. Liquigan et al. (2023) emphasized that home-based learning benefits depend on resource availability and parental involvement, which may vary widely across households. Zajda (2024) explained that while home culture shapes attitudes and behaviors toward learning, academic success requires alignment with school-based instructional frameworks.

4.2 Conclusion

Based on the results, it indicated that classroom environment and home environment, while perceived positively by learners, did not show statistically significant relationships with academic achievement. Although learners appreciated favorable conditions in both settings, such as structure, engagement, and emotional support, these did not directly influence academic performance. Academic achievement appears to be influenced more strongly by instructional design and personal learner characteristics.

In the classroom context, only task orientation and perceived difficulty were found to be significant predictors of achievement, suggesting that structured and challenging learning activities are essential in promoting academic success. In contrast, dimensions of emotional and social support, although beneficial, did not show direct academic impact.

At home, while learners experienced emotionally rich and comfortable spaces, these factors did not significantly affect academic outcomes. This implies that the influence of home environment may be more indirect, contributing to personal development rather than academic scores.

Moreover, academic achievement is not solely shaped by environmental conditions but reflects a complex interplay between learners' cognitive engagement, motivation, and access to instructional quality. The findings emphasize that while supportive environments matter, they must be coupled with rigorous and responsive teaching strategies to foster meaningful academic growth.

4.3 Recommendations

Based on the conclusions derived from the results of the study, the following recommendations are hereby presented:

1. Schools should prioritize curriculum refinement to ensure classroom activities positively impact academic achievement of learners. Lesson design must emphasize cognitive engagement and support differentiated instruction to ensure the academic success of the learners.
2. The Department of Education (DepEd) is encouraged to equip teachers with professional development opportunities that focus on designing rigorous and learner-centered instructional practices. Emphasis should be placed on training that empowers teachers to create meaningful academic experiences rather than solely enhancing environmental aesthetics.
3. While home environment factors were not found to have a direct influence on academic performance, local governments and community stakeholders should continue supporting family engagement programs that foster emotional stability and learning resilience among learners.
4. Parent-teacher partnerships must be cultivated through orientation sessions and community learning engagements to better align home values with school-based academic goals. These initiatives should include advocacy on how cultural and ergonomic elements of the home can promote learners' overall well-being.
5. Teachers and school leaders shall collaborate in contextualizing classroom interventions to reflect learners' social backgrounds and cognitive needs. Though environmental factors alone may not elevate academic scores, they can be maximized to support learner motivation, persistence, and adaptive behavior.

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