

Learning Environment and Factors of Academic Performance Among BSED Students

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Abstract

This research discusses the relationship between the learning environment and academic performance factors in BSED students. Grounded in the concept of environmental complexity, which encompasses both challenging and supportive elements, the study examines the impact of learning environment variations on student engagement in a classroom setting. Its goals aim to benefit key stakeholders, including the Commission on Higher Education, school administrators, instructors, and BSED students. Commission on Higher Education Officials can use the findings to shape program development and instructor training, fostering an environment conducive to academic success. Higher Education Administrators can gain insights for enhancing learning environments to improve academic performance. Instructors, acknowledged as pivotal contributors, are encouraged to acknowledge their role in cultivating positive and engaging classroom atmospheres. BSED students stand to benefit from a more supportive learning environment, positively affecting emotional well-being and, consequently, academic performance. Employing a quantitative research approach with a descriptive-correlational design, the study not only underscores strong agreement on the equity indicator in the learning environment but also highlights the importance of cooperation, investigation, and equity in influencing student engagement. Additionally, the research identifies the School-Related Aspect as a key factor influencing academic performance, aligning with broader literature emphasizing multifaceted contributors to positive educational outcomes. Pearson R analysis confirms a significant relationship between the learning environment and academic performance factors in BSED students, emphasizing the pivotal role of a positive learning environment in optimizing the learning process and contributing to academic success. In conclusion, the study suggests initiatives for creating positive learning environments, urging collaborative efforts involving administrators, instructors, and students to enhance the overall educational experience.

Keywords: Learning Environment; Academic Performance; BSED students

1. Introduction

A student's academic performance can be affected or influenced by many different things and the learning environment is one of what stands out. Learning Environment plays a crucial role in determining a student's success as it determines how a student behaves and handles his learning tasks. When a student has a positive learning environment, he or she will perform better as a nurturing learning setting could give him or her the support she needs. Indeed, the environment in which one finds himself tends to mold behavior to meet the demands of learning. Aside from the importance of having a positive learning environment, there could also be a possibility of a negative learning environment which also greatly affects a student's performance. The harsher the learning environment is, the more difficult it is for the student to excel academically. Eimuhi and Ogedegbe (2016) and Odeh, Oguche, and Ivagher (2015) conducted research on the impact of environmental factors on teaching and learning in primary and secondary schools in Edo state, Nigeria. They found that enriched learning environments lead to better academic performance and other student outcomes. Odeh, Oguche, and Ivagher (2015) found that school climate, discipline, and physical facilities significantly influence secondary school students' academic achievement in Benue State, Nigeria. In the Philippine setting, there are problems in Philippine Education that lead to poor quality education.

Despite the big allocation of the budget given to education still, most of the classrooms are overcrowded. It affects both the performance of teachers and students. In Davao Region, there are schools that are very disturbing. The school roofs already collapsed and building structures became weaker due to aging and lack of repair and maintenance. The situation caused discomfort on the part of learners, finding a place where they were comfortable, and this hugely affected the quality of education that the learners were getting. Based on the studies discussed and presented above, the researchers felt the need to find out the gap and the relationship between the learning environment and the academic performance among BSED students that has not been yet studied by other researchers. Hence, this study aims to gather the data that determines the relationship between the Learning Environment and Factors of Academic Performance among BSED students at this present time.

1.1. Statement of the Problem

This study aims to determine the relationship between the Learning Environment and Factors of Academic Performance among BSED Students. Specifically, the aim of the study will answer the following:

1. What is the level of agreement of the learning environment among BSED students in terms of; cooperation; equity; investigation?
2. What is the level of factors of academic performance among BSED students in terms of; study habits; teacher-related aspect; school-related aspect?
3. Is there a significant relationship between learning environment and factors of academic performance among BSED students?
4. Is there a domain in the learning environment that significantly influences the academic performance among BSED Students?

1.2. Hypothesis

To determine the statistical problem presented, a null hypothesis was formulated.

H₀₁. There is no significant relationship between the learning environment and factors affecting student performance among BSED Students at a 0.05 level of significance.

H₀₂. There is no domain in the learning environment that significantly influences the academic performance among BSED Students.

1.3. Theoretical Framework

In this study, there are three theories presented. The first theory is anchored to the two variables of this study which is the Achievement Goal Theory (AGT) which is commonly used to understand the student's performance, and it is proposed by four scholars Carole Ames, Carol Dweck, Martin Maehr, and John Nicholls in 1970 (as cited by Elliot, 2005). The environment also affects the performance of students. Thus, this theory sheds light on the study of the learning environment and the academic performance of BSED students for learning may affect academic performance but to what extent and in what areas are this paper looking. The goal structure of the classroom and the perception of the teachers' goal structure by the students are important within achievement goal theory. The second theory that is anchored to this study is the School Climate Theory which was developed by Gregory, Cornell, and Fan (2011) the theory explains the various elements of how students experience their school environment. The theory assumes that the interaction of varied factors creates a school learning environment in a school including the academic activities, safety, community, and institutional environment that impact the cognitive, behavioral, and psychological development of students. Thus, school climate, however, it is formed, has both direct and indirect effects on students' outcomes in the school, including their academic performance (Gregory et al., 2011). In applying this theory to this study, the school climate is used interchangeably with a school learning environment that affects student learning in both direct and indirect ways. Thus, when the student learning environment is conducive, it will improve the academic performance of the students and vice versa. The third theory is also anchored with Walberg's Theory of Academic Achievement. It posits that the psychological characteristics of individual students and their immediate psychological environments influence educational outcomes (cognitive, behavioral, and attitudinal) (Reynolds & Walberg, 1992). Walberg identified nine main variables that influence educational outcomes: student capacity or prior achievement, incentive, age/developmental stage, educational quantity, classroom atmosphere, home setting, peer group, and out-of-school exposure to mass media. This theory suggests that previous academic performance influences educational outcomes. The primary concern of the study is to find out the relationship between the learning environment and factors of academic performance among BSED students. The learning environment, as defined by Mick Zais (2011), simply is the extent to which school students promote the health and safety of students, which may include the academic environment, the physical plant, mental and physical health services and supports available and the adequacy and fairness of disciplinary procedures, as supported by the research of relevance.

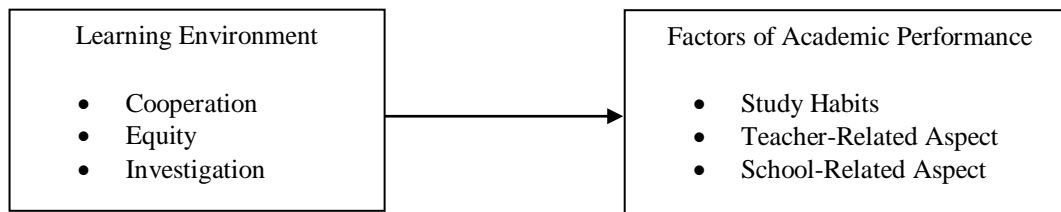


Figure 1. Conceptual Framework showing the relationship between two variables.

2. Methodology

This research employed quantitative research under the descriptive-correlation method of research to determine the relationship between the learning environment and factors of academic performance among BSED students. The 100 research respondents selected through a stratified random sampling were officially enrolled in the first semester of academic year 2023-2024 in one of the private schools in the First District of Cotabato. The research instruments, adapted from Curtin University Published by Julien M. Zaragoza and Barry J. Fraser entitled Field-study Science Classrooms as Positive and Enjoyable Learning Environments and the independent Variable also from the International Journal of Nursing Science 2015, 5 (2): 60-65 entitled Factors Affecting the Academic Performance of the Students Nurses of BSU as our dependent variable questionnaire, to obtain data from the respondents and to determine the specific result of the study in a numerical form, underwent expert critique, pilot testing for reliability, and final refinement of the survey questionnaire based on feedback. The first instrument assessed the learning environment of BSED students with 15 items, while the second instrument measured academic performance with 15 items categorized employing a similar Likert scale, and both were interpreted through defined ranges of means. The researcher secured institutional permission, including an endorsement letter from the Holy Cross of Davao College's Dean of Graduate Studies, and obtained approval from the President of Private Institution before administering the survey questionnaire to the respondents. Several statistical methods were employed including mean, standard deviation, and Pearson Correlation. Lastly, this research followed complete ethical standards in the conduct of the study in adherence to the global protection of human rights. Lastly, this research followed a complete ethical standard in the conduct of the study in adherence to the global protection of human rights.

3. Results and Discussions

The results of the research problems posted earlier in this study are presented here. This part includes the data presentation, analysis, and discussion based on the results obtained. The findings and discussion in this study are arranged under the following subsections: Level of Agreement of the Learning Environment, Level of Factors of Academic Performance, Relationship between Learning Environment and Factors of Academic Performance, and the Influence of Learning Environment Towards School-Related Aspect.

Level of Agreement of the Learning Environment

Table 1. Level of Agreement of the Learning Environment among BSED Students

Indicators	SD	Mean	Description
Cooperation	0.63	4.42	Strongly Agree
Equity	0.65	4.45	Strongly Agree
Investigation	0.63	4.22	Strongly Agree
Total	0.64	4.37	Strongly Agree

The overall level of agreement of the learning environment is shown in Table 1, revealing a strongly agree of the agreement of the learning environment ($\bar{x} = 4.37$, $SD = 0.64$). This indicates that BSED students agree that the environment as a safe space for skill development, aligning with the importance of a conducive learning atmosphere. Equity indicator receives a high mean score of 4.45, indicating a strong agreement among BSED students. This implies that students perceive a fair and just distribution of resources, opportunities, and treatment within the learning environment where the teacher gives attentive and precise explanations to their questions, provides an equal amount of help, and ensures fairness irrespective of sex, age, or religion. Umar et al. (2017) underscores the imperative of fortifying the learning environment with ample resources, accentuating equity's pivotal role in cultivating a setting conducive to success. Cooperation indicator, as manifested by the elevated mean score of 4.42. This signifies a favorable perception among students concerning collaborative endeavors within

the learning environment. The heightened level of agreement implies that BSED students perceive their peers and instructors as actively participating in cooperative activities, fostering a climate of teamwork and mutual support. Lai et al. (2015) highlight research suggesting that students learn better when they perceive their classroom environment positively. Investigation indicator, characterized by a mean score of 4.22, attests to a robust consensus among BSED students. This outcome suggests that students recognize a conducive environment for exploration, inquiry, and intellectual curiosity. The conducive environment for investigation is marked by factors such as encouragement for asking questions, seeking answers, and engaging in critical thinking within the learning environment. Cuarto and Arenillo (2015) underscore the profound impact of the school environment on students' thoughts, emotions, attitudes, and motivation, emphasizing the crucial need to create an environment that fosters inquiry. In the context of the study of Balog (2018), the present situation of BSED students might involve the incorporation of diverse and effective teaching materials, utilization of relevant technical tools, and the availability of ample learning resources. The observed traits contributing to the positive rating of the environment could include a well-equipped learning space, a variety of instructional materials, and a supportive atmosphere that encourages intellectual curiosity and exploration among BSED students.

Level of Factors of Academic Performance

Table 2. Level of Factors of Academic Performance among BSED Students

Indicators	SD	Mean	Description
Study Habits	0.72	3.84	Agree
Teacher-Related Aspect	0.68	4.23	Strongly Agree
School-Related Aspects	0.68	4.28	Strongly Agree
Total	0.72	4.11	Agree

The overall level of factors of academic performance is shown in Table 2, revealing an agree level of factors of academic performance ($\bar{x} = 4.11$, $SD = 0.72$). The results implied that the BSED students have an overall agree level of factors of academic performance so that they can connect their hearts and minds to in-classroom activities. Supporting these findings, Narad and Abdullah (2016) and Singh, Malik, and Singh (2016) underscore the critical role of academic performance in the success and socioeconomic development of both students and the country. The notably high mean score of 4.28 in School-Related Aspects, categorized as "Strongly Agree," indicates a substantial and positive consensus among BSED students regarding various facets of the school environment. These aspects may include facilities, resources, administrative support, and overall infrastructure. The findings suggest that students perceive their academic institution in a highly favorable light, attributing the conducive learning environment to school-related factors. Supporting these findings, Narad and Abdullah (2016) emphasize that the academic performance of students is integral to the success or failure of any academic institution. A positive school environment, crucial for fostering an atmosphere conducive to learning and overall development, encompasses various related aspects. The considerably higher mean score of 4.23 in Teacher-Related Aspects, categorized as "Strongly Agree," indicates a robust and widespread agreement among BSED students regarding factors related to teachers. This high level of consensus implies positive perceptions of teaching styles, communication, and overall effectiveness of instructors. Supporting these findings, Arora and Singh (2017) emphasize the crucial role of teachers in students' academic performance, asserting that success is influenced by factors including study habits, personality traits, interests, and the teaching abilities of professors. In terms of Study Habits, the mean score of 3.84 falls within the "Agree" category, indicating a generally positive acknowledgment among BSED students regarding their study habits. While the agreement is moderate, it implies that students recognize and affirm the effectiveness of their study practices. The findings suggest a constructive foundation in terms of self-regulated learning behaviors, which can significantly contribute to academic success. Supporting these findings, Narad and Abdullah (2016) and Singh, Malik, and Singh (2016) underscore the critical role of academic performance in the success and socioeconomic development of both students and the country.

Relationship between Learning Environment and Factors of Academic Performance

Table 3. Pearson Correlation Table

Variables	N	r	p-value	Indication	Decision
Learning Environment Factors of Academic Performance	100	0.692	0.000	Significant	Reject the null Hypothesis

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

The table presents statistical findings assessing the relationship between the learning environment and factors influencing academic performance among 100 participants. The variable "Learning Environment" demonstrated a strong correlation ($r = 0.692$, $p = 0.000$) with academic performance factors. This indicates a robust positive relationship between the learning environment and academic performance among BSED students. The low p-value, which is below the commonly accepted significance level of 0.05, signifies statistical significance, leading to the rejection of the null hypothesis. This outcome supports the initial hypothesis that posited a significant relationship between the learning environment and academic performance factors among BSED students. The result implies that a conducive learning environment positively influences academic outcomes, suggesting that when students perceive their learning environment as cooperative, equitable, and supportive of investigation, it contributes to positive academic performance. In conjunction with the reviewed literature, the Achievement Goal Theory and School Climate Theory align with these findings. The Achievement Goal Theory emphasizes the importance of the learning environment in influencing students' cognitive, affective, and behavioral responses, supporting the study's focus on how the learning environment impacts academic performance. Specifically, the theory posits that the goal structure of the classroom and teachers' practices influence students' perceptions of the purpose for approaching academic tasks and achievement. Additionally, the School Climate Theory, which views school environment elements as affecting cognitive, behavioral, and psychological student development, reinforces the idea that a positive learning environment enhances academic performance. In this context, a positive learning environment includes factors such as cooperation, equity, and opportunities for investigation, all of which contribute to the overall well-being and academic success of students. Furthermore, the statistical findings indicating a significant relationship between the learning environment and academic performance factors substantiate Walberg's Theory of Academic Achievement. According to Walberg (1992), psychological characteristics and immediate psychological environments influence educational outcomes. The correlation observed in the study aligns with Walberg's emphasis on the importance of psychological factors, which include the learning environment, in determining educational outcomes. The variables identified in Walberg's theory, such as classroom atmosphere and educational quantity, are reflective of the components considered in the study's learning environment variable. The decision to reject the null hypothesis indicates the agreement of the research below that the learning environment does play a pivotal role in influencing academic performance, consistent with the findings of previous researchers such as Ibem, Alagbe, and Owoseni (2017), Umar et al. (2017), and Adnan and Noh (2015). The reviewed literature and theoretical frameworks provide a contextual understanding of the interconnectedness between the learning environment and academic performance. The School Climate Theory mirrors the holistic approach of the study, considering academic activities, safety, community, and institutional environment. This resonance strengthens the argument that a positive learning environment, encompassing various elements, contributes to favorable cognitive, behavioral, and psychological outcomes, supporting the study's hypothesis and rejecting the null hypothesis. In conclusion, the statistical findings, when considered in the context of related literature and theoretical frameworks, provide a robust foundation for understanding the nuanced relationship between the learning environment and academic performance. The rejection of the null hypothesis further solidifies the argument that a well-structured and positive learning environment significantly contributes to students' academic success, aligning with established educational theories and empirical research in the field.

Table 4. Level of Factors of Academic Performance among BSED Students in terms of School-Related Aspects.

Correlations		Factors of Academic Performance
Cooperation	Pearson Correlation	.393**
	Sig. (2-tailed)	.000
	N	100
Equity	Pearson Correlation	.604**
	Sig. (2-tailed)	.000
	N	100
Investigation	Pearson Correlation	.552**
	Sig. (2-tailed)	.000
	N	100

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

The correlation analysis findings indicate a significant relationship between various factors of academic performance, specifically cooperation, equity, and investigation. The Pearson Correlation coefficients for cooperation (.393), equity (.604), and investigation (.552) all show statistically significant positive correlations with academic performance, as reflected in the low p-values (0.000) at the 0.01 level (two-tailed). These results align with the study's hypothesis, which posited that specific elements within the learning environment significantly influence academic performance among BSED students. The positive correlation coefficients suggest that higher levels of cooperation, equity, and investigation are associated with better academic performance. This supports the idea that a positive and conducive learning environment, characterized by cooperation among students, equitable treatment, and a spirit of investigation, contributes positively to academic success. Furthermore, the identified theories—Achievement Goal Theory (AGT), School Climate Theory, and Walberg's Theory of Academic Achievement—provide theoretical frameworks that align with the observed correlations. AGT emphasizes cognitive processes and the impact of the environment on achievement goals, corroborating the study's focus on learning environment factors influencing academic performance. School Climate Theory underscores the multifaceted nature of the school environment, linking academic activities, safety, community, and institutional factors to student outcomes, supporting the idea that a conducive learning environment enhances academic performance. Additionally, Walberg's Theory of Academic Achievement, which emphasizes psychological characteristics and immediate environments, aligns with the study's findings, suggesting that specific elements within the learning environment contribute to educational outcomes. In conclusion, the correlation analysis supports the hypothesis, and the findings align with both the reviewed literature and established educational theories, collectively emphasizing the vital role of the learning environment in shaping academic success.

4. Conclusion

Based on the findings, the following conclusions are presented: in terms of the level of agreement on the learning environment, the Equity indicator signifies that ensuring equal access to learning resources and experiences can result in positive outcomes for students, primarily influencing their motivation and engagement. This observation is grounded in the understanding that equity in education involves providing fair and impartial access to educational opportunities, regardless of individual differences. The notion is that when students perceive an equitable distribution of resources and experiences, it fosters a sense of fairness and inclusivity, positively impacting their motivation to learn and engage in educational activities. This aligns with the broader understanding that equity in the learning environment contributes to positive educational outcomes, as it supports the diverse needs and backgrounds of students, enhancing their overall educational experience and performance. While on the factors of academic performance, it is undeniably true that the School-Related aspect is a great core to determine how it can potentially help the student to reach their success. Therefore, a comprehensive educational environment can foster children's capability to learn effectively and efficiently. Upon analyzing the statistics, it shows that the different aspects can be labeled which can impact the BSED students in their study but it still stands out as the ones that give determinants that give higher value for the development of intelligence and cognitive thinking. This resonance reinforces the idea that a positive learning environment, which includes several factors, contributes to beneficial cognitive, behavioral, and psychological results. This supports the hypothesis of the study and rejects the null hypothesis.

Based on the findings and conclusions, the following recommendations are put forward to those concerned: it is strongly recommended that the Commission on Higher Education implement initiatives aimed at enhancing the creation of positive and supportive learning environments within educational institutions. This could involve conducting training sessions and seminars for educators to equip them with the skills and knowledge necessary to foster such environments. The training should emphasize the importance of a positive learning atmosphere in influencing students' cognitive, affective, and behavioral responses. Additionally, a policy could be formulated to encourage educational institutions to prioritize the maintenance of a supportive learning environment. This policy may include guidelines on resource allocation, professional development for teachers, and periodic assessments of the learning environment to ensure its continued effectiveness. By implementing such measures, the Commission on Higher Education can play a pivotal role in promoting educational excellence and ensuring positive outcomes for both educators and students. In promoting a conducive learning environment, Higher Education Administrators are encouraged to actively engage with students, showcasing the myriad advantages associated with a healthy and positive educational setting. To translate these insights into actionable considerations for management review and planning sessions, administrators can employ effective communication strategies, disseminating information through channels such as newsletters, workshops, and informational sessions. Additionally, involving students in discussions through surveys or focus group sessions fosters a collaborative approach, allowing their perspectives to influence decisions. As part of the planning process, administrators should prioritize resource allocation, ensuring sufficient investments in facilities, professional development for educators, and other elements that contribute to a supportive learning atmosphere. By incorporating these considerations into the management review and planning sessions, institutions can proactively work towards creating an environment that enhances the overall learning experience for students. Also, the core who can give prior advice and teachings is the Instructors, it is much better if they also knew what the learning environment looks like therefore as they attended seminars and read studies about its benefits, it is good that they ask the students about their learning methods and learning environment then the instructor should share the values and let the students participate in the campaign of having this kind of mantra which can have a good impact to the success factor of the BSED students. And finally, the BSED students, the primary respondents, and the most important beneficiaries. For them to gain more knowledge, it is recommended that both students and teachers collaborate wherein the instructor will assess students regarding the learning environment and factors of academic performance to let children think and reflect carefully about their learning environment as well as their method of studying, with that they will be able to understand how convenient it is to consider those factors in studying correlating in their emotional and psychological well-being.

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