



## THE STUDENTS LEARNING ENVIRONMENT AND THEIR ACADEMIC ACHIEVEMENT AT PAMBUAN HIGH SCHOOL

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### ABSTRACT

The learning environment is a vital element to consider if success in the teaching-learning processes is desired. Fulfilment of these conditions is aided when the learner considers learning tasks as having intrinsic worth and value- for immediate or eventual use, both and when the learning milieu is perceived to promote effective learning. The learner must be helped to recognize how their achievement will contribute to his development.

Learning proceeds best when the student is motivated to learn – when he want to learn and when he puts forth effort to learn. Teachers who recognize and accept this importance of these conditions of learning will find possibilities to point out real-life operations of ideals, values, or competencies; they will attest specifically some of the inherent bestowal of their subject to the well-being of the student; hence, this study.

The researcher attempted to evaluate students' appraisals of their teachers' competencies and their learning environment.

The respondents of the study were 139 grade 7 students of the Pabuan High School, Division of Gapan City who were enrolled during academic year 2016-2017. Total sampling was employed. The descriptive method of research was adapted. Statistical treatment of data was confined to the weighted mean, analysis of variance, and the Pearson r.

The academic performance of 46 or 33.09 percent of the students was very low; 72 or 51.80 percent were low; 19 or 13.67 percent were average; 2 or 1.44 were high; and 0 or 0 percent were very high.

Majority of the students were low in their academic performance.

The students have favourable views about the quality of their learning environment relative to the relationships, perseverance, sense of fulfillment, teacher quality, and campus morale.

Majority of the students are moderate in their appraisals of their learning environment in terms of relationships, perseverance, sense of fulfillment, teacher quality, and campus morale.

Students do not differ significantly in their appraisals of their learning development across age, sex and academic performance.

Twenty-nine point seventy percent (29.70%) of the variation in students' academic performance can be explained by their appraisals of their learning environment.

## INTRODUCTION

The learning environment is a vital element to consider if success in the teaching-learning process is desired. Fulfillment of these conditions is aided when the learner considers learning tasks as having intrinsic worth and value- for immediate or eventual use, both and when the learning milieu is perceived to promote effective learning. The learner must be helped to recognize how their achievement will contribute to his development, in cognizant to the Department of Education vision and mission, "Where students learn in a friendly, gender-sensitive, safe and motivating environment. Teachers facilitate

learning and constantly nurture every learner. Administrators and staff, as steward of the institution, ensure an enabling and supportive environment of effective learning to happen. Family, community and other stakeholders are actively engaged and share responsibilities in developing life-long learner".

Learning takes place best when the student is motivated to learn- when he wants to learn and when he puts full effort to learn. Teachers who recognize and accept the importance of these conditions of learning will find possibilities to point out real-life operations of ideals, values, or competencies; they will attest specifically some of the inherent bestowal of their subject to the well- being of the students. Students are quick to ascertain pretensions by an unprepared, unfit teacher, reeling on the brink of bewilderment.

Poor classroom management and discipline result in misdemeanour among learners while unwholesome and ineffectual classroom management makes classroom activities more strenuous and arduous. Teachers are, thus, expected to be cognizant of classroom procedures to avoid problems emanating from teacher-student interactions.

Effective classroom management prevents the occurrence of inappropriate behaviors among students. Minor provocation can be often unperturbed with as little complaint as possible when

teachers exercise sound classroom management. Subject matter becomes more absorbing to students and creates limitless enthusiasm among learners. Teachers must exert effort to make every lesson pleasant to learners and more consistent with their interests, so they can achieve a sense of fulfilment, accomplishment, competence and importance in the classroom.

It has been observed that students' assessments and perceptions influence how teachers and students respond to each other. If students see the teacher as weak disciplinarian they tend to engage more in disruptive behaviour than if they perceive the teacher as a strong disciplinarian. Students' perceptions of teachers' adequacy and the learning milieu can serve as bases for understanding and coping with particular problem situations with the teaching-learning process.

Family and community also serve an important role in the development of every student. The students become more motivated in studying of they know that their parents are concerned in every action that they are doing in school.

### **STATEMENT OF THE PROBLEM**

The researcher attempted to evaluate students' appraisals of their learning environment. Specifically, the researcher sought answers to the following:

1. How may the academic performance of the students be described?
2. How may the following dimensions related to learning environment as appraised by the students be described?
  - 2.1. relationships,
  - 2.2. perseverance,
  - 2.3. sense of fulfillment,
  - 2.4. teacher quality
  - 2.5. campus morale
3. Do students differ in their appraisals of the learning environment across:
  - 3.1. age,
  - 3.2. sex, and
  - 3.3 academic performance.
4. How does the community psychologically affect the learner?

### **HYPOTHESES**

The following hypotheses were tested:

1. Students do not differ significantly in their appraisals of learning environment across age, sex and academic performance.
2. Students' appraisals of their learning environment are not predictors of their academic performance.

### **SCOPE AND DELIMITATION**

The respondent of the study were 151 secondary students of the Pambuan High School Division of Gapan City who were enrolled during

academic year 2016-2017. The grade 7 was the sample of the study.

The study was limited to students' appraisals of learning environment along six dimensions: perplexity of subject, classroom atmosphere, receptiveness, and sense of fulfillment, teacher quality, and campus morale.

Academic performance was based on the general weighted grade the students obtained during the first grading period.

The descriptive method of research was employed. Statistical treatment of data was confined to the weighted mean, analysis of variance, and the Pearson r.

## **SIGNIFICANCE OF THE STUDY**

The study is expected to come up with very valuable information that will help school authorities to ascertain information gathered which they can employ as baseline data in their day-to-day supervision.

Likewise, the study is expected to yield valuable insights relative to the students' assessments of their learning environment which can serve as bases for modifications and improvements that must be undertaken to enhance the psychological ambiance prevailing in the school that will promote better learning among the students.

## **RESEARCH METHODOLOGY**

This chapter present the methodologies employed, the participants of the study, the instruments, and the statistical treatment of data.

### **Research Methodology**

The study adopted the descriptive method of research. It made use of questionnaire to gather the data needed in the study. According to Best<sup>17</sup>,

*“Descriptive research describes and interests what is. It is concerned with conditions of relationships that exists; practices that prevail; beliefs, processes that are going one; effects that are being felt, or trends that are developing.*

*The process of descriptive research goes beyond mere gathering and tabulation of data. It involves an element of interpretation of meaning or significance of what is described. Thus description is often combined with comparison and contrast involving measurement, classifications, interpretation and evaluation.”*

## **PARTICIPANTS OF THE STUDY**

The participants of the study were 151 grade 7 students of Pambuan High School, Division Gapan City during the academic year 2016-2017. Universal sampling from grade 7 students was employed.

The breakdown of the respondents is shown in Table A.

**Table A**  
**Subject of the Study**

Year Level	Males		Females		Total	
	N	n	N	n	N	n
First Year						

**The Instruments**

The instruments to draw the information and data needed to answer the problems of the study were adopted from earlier studies; however, item-statements were restated to suit the purpose and direction of the study.

**Learning Environment Checklist.** This was adopted from kittering<sup>18</sup>.The instrument consisted of five (5) parts; each part consisted of five (5) statements. The instrument purported to determine the students’ appraisals of the learning environment relative to a) relationships, b) perseverance, c) sense of fulfillment, d) teacher quality, and e) campus morale. Four (4) options were offered to the student to select from for a response which included the following:

**Numerical Equivalence Responses**

- 4  
I strongly agree
- 3  
I agree

- 2  
I slightly agree
- 1  
I totally disagree

Verbal descriptions to the item-statements were arrived at following the arbitrary numerical guide:

**Weighted Mean Verbal Description**

- 3.41 - 4.00  
Strongly agree
- 2.61 - 3.40  
Agree
- 1.81 - 2.60  
Slightly disagree
- 1.0 - 1.80  
Strongly disagree

**Reliability and Validity of the Instruments**

The checklists were subjected to test-retest to 30 students (15 males, 15 females) of Copenhagen National High School. The Pearson Product Moment of Correlation was employed to determine the reliability indices of .46 for the learning environment were obtained which disclosed that the instruments were reliable. The obtained reliability indices were manifestations of the checklists’ validity, too.

### Administration of the Instruments

The data-instruments were personally administered by the researcher to the students after permission was extended by the School's Principal. The purpose of the study was explained to the students. The researcher motivated the students to ask questions on items which were not clear to them.

### PROCEDURE OF ANALYSIS

- The following limits and categories were used for the students' appraisals of their learning environment.

#### A. Each of the Component of the Learning Environment

Limits	Categories
20-25	Very high
15-19	High
10-14	Average
5-9	Low
1-4	Very low

- The weighted mean was computed to determine the appraisals of students relative to assessment of the learning environment using the formula:<sup>19</sup>

$$WM = \frac{TWF}{N}$$

Where:

- Wm = weighted mean
- twf = total weighted frequency

N = size of sample

- The one-way analysis of variance (ANOVA) was used to determine whether students across age, sex, and curriculum year level differ in their appraisals of teachers' competencies as well as the learning environment. The following formula was employed:

$$a. SS_T = \sum X^2 - \frac{(\sum X)^2}{N}$$

Where:

- SS<sub>T</sub> = total sum of squares
- N = size of sample
- X = scores

$$b. SS_b = \frac{(\sum X)^2}{N} - \frac{(\sum X_r)^2}{n}$$

Where:

- SS<sub>b</sub> = between sum of squares
- n = size of group

$$c. SS_w = SS_T - SS_b$$

Where:

SS<sub>w</sub> = within sum of square

$$d. F = \frac{\text{Mean square for between groups}}{\text{Mean square for within groups}}$$

4. The hypothesis “students’ appraisals of the learning environment are not predictors of academic performance” was tested using the multiple linear regression.<sup>20</sup>

## PRESENTATION AND INTERPRETATION OF DATA

This chapter presents and interprets the data relative to the teachers’ adequacies in terms of classroom management and discipline and the learning environment as appraised by the students.

### 1. Students’ Academic Performance

Table 1 presents the academic performance of students

**Table 1**  
**Students’ Academic Performance**

Limits	Categories	F	%
79 and below	Very low		
80-83	Low		
84-87	Average		
88-87	High		
91 and above	Very high		
<b>Total</b>			

The academic performance of 74 or 11.45 percent of the students was very low; 88 or 13.62 percent were low; 361 or 55.88 percent were average; 96 or 14.86 were high; and 27 or 14.17 percent were very high.

Majority of the students were average in their academic performance. A closer look of the table disclosed that there were more students who were categorized in their academic performance as very lows compared to those who were categorized as compared to those who were categorized as very high.

### 2. Students’ Appraisals of the Learning Environment

#### 2.1 Relationships

Table 2.1 presents the students’ appraisals of the learning milieu in terms of relationships.

**Table 2.1**  
**Distribution of Students’ Appraisals of their Learning Environment in terms of Relationships**

Limits	Categories	F	%
5-9	Very low	24	3.71
10-14	Low	58	8.97
15-19	High	411	63.62
20-25	Very high	88	13.62
<b>Total</b>		<b>646</b>	<b>100</b>

Twenty-four (24) or 3.71 percent of the students were very low in their appraisals of their learning environment in terms of relationships; 58 or 8.97 percent were low; 411 or 63.62 percent were high; 88 or 13.62 percent were very high. Majority of the students are moderate in their appraisals of their learning environment in terms of relationships which suggests



that the prevailing relationships of the students with fellow students and their teachers in school reasonably contribute to effective teaching-learning scenarios.

Table 2.1.1 presents the verbal description of the items-statements of the students’ appraisals of their learning environment to terms of relationships.

The students agreed that they are very competitive when it comes to projects and other classroom activities, that their teachers have good relationship with them and so with fellow students, and disclosed that their teachers motivated them to develop good study habit is very conducive to learning. They slightly agreed that the presence of “cliques” or “barkadas” negatively affect their class activities.

**Table 2.1.1**  
**Relationships in Learning Environment as Appraised by Students**

ITEMS	WM	VERBAL DESCRIPTION
1) My classmates are silent and attentive when necessities are presented by the teachers.	2.75	Slightly Agree
2) My classmates do not complain when the project/activity required by the teacher is difficult.	2.41	Slightly Disagree
3) My classmates enjoy doing all project/activities assigned.	2.85	Agree
4) My classmates are attentive when the lesson is interesting.	2.99	Slightly Agree
5) My classmates appreciate and value much the activities/projects introduced by our teacher.	2.90	Agree
<b>Average Weighted Mean</b>	<b>2.78</b>	

The prevailing relationships the students have a school are very essential in the promotion of effective learning. This is reinforced with the rapport prevailing between students and teachers and among the students themselves. Learning becomes more meaningful as the learning environment is perceived to functionally expedite and facilitate efficient instruction and proficient learning.

Based from the average weighted mean scores, the grade 7 students tend to be appreciative of their classroom climate, the second year students were observed to be more carping in their evaluation of the climate prevailing in their classrooms. The average weighted mean scores ranged from 3.42 to 3.96.



2.2 Perseverance

Table 2.2 presents the degree and frequency distribution of students' appraisals of their learning environment in terms of perseverance.

**Table 2.2**  
**Distribution of Students' Appraisals of their Learning Environment in Terms of Perseverance**

Limits	Categories	F	%
5-9	Very low	21	3.25
10-14	Low	68	10.52
15-14	Average	408	63.15
20-24	High	98	15.17
25-30	Very high	51	7.89
<b>Total</b>		<b>646</b>	<b>100</b>

Twenty-one (21) or 3.25 percent of the students were very low in their appraisals of their learning environment in terms of perseverance; 68 or 10.52 percent were low; 408 or 63.15 percent were high; 98 or 15.17 percent were high; and 51 or 7.89 were very high.

Majority of the students are moderate in their appraisals of their learning environment in terms of relationship which suggests that the students perceived their fellow students to possess the determination, fortitude, and patience to intensify their learning competencies.

Table 2.2.1 presents the verbal description of item-statements of the students' appraisals of their learning environment in terms of perseverance.

**Table 2.2.1**  
**Perseverance in a Learning Environment as Appraised by Students**

ITEMS	WM	VERBAL DESCRIPTION
1. Students do projects and assignments diligently.	2.79	Agree
2. Students show their eagerness and interest to learn.	2.90	Agree
3. Students enthusiastic to learn new ideas/concepts.	2.85	Agree
4. Students are unconcerned to school programs and other activities.	2.85	Agree
5. Students are not interested in their studies.	2.68	Agree
<b>Average Weighted Mean</b>	<b>2.81</b>	

The students agreed that they do their projects and assignment diligently, show their eagerness and interest to learn, and are enthusiastic to learn new ideas and concepts.

They slightly agreed that they are not indifferent to school activities npr are they disinterested with their studies.

Vigor and fellowship predominate the students' learning environment. There are apparent friendly interactions, sociability, and affability among the students. Listlessness and apathy among

students are least expected with the warmth of interactions preponderant in the school environment.

The average weighted mean scores bore that the fourth year students have a more favorable perception of their learning environment; the second year student slightly conform to the social intimacy in their classes. The average weighted mean scores ranged from 3.32 to 3.76.

### 2.3 Sense of Fulfillment

Table 2.3 presents the degree and frequency distribution of students' appraisals of their learning environment in terms of their sense of fulfillment.

**Table 2.3**  
**Distribution of Students' Appraisals of their Learning Environment in Terms of their Sense of Fulfillment**

Limits	Categories	F	%
5 – 9	Very low	14	2.16
10 – 14	Low	38	5.88
15 – 19	Average	432	66.87
20 – 24	High	97	15.01
25 – 30	Very high	65	10.06
<b>Total</b>		<b>646</b>	<b>100</b>

Fourteen (14) or 2.16 percent of the students were very low in their appraisals of their learning environment in terms of their sense of fulfillment; 38 or 5.88 percent were low; 432 or 66.87 percent were moderate; 97 or 15.01 were high; and 65 or 10.06 were very high.

Majority of the students are moderate in their appraisals of their learning environment in terms of their sense of fulfillment. This finding implies that the students are satisfied with their teachers' efficiency, competencies, and professional deportment.

Table 2.3.1 presents the verbal descriptions of item-statements relative to the students' appraisals of their learning environment in terms of their sense of fulfillment.

The students strongly agreed that their teacher appreciate the efforts they exert in class. They agreed that their teachers enjoy teaching them, feel their teachers to be satisfied with their accomplishments and their behaviors, and enjoy very much their stay in school.

**Table 2.3.1**  
**Verbal Descriptions Item-Statements of Students' Appraisals to Sense of Fulfillment in their Learning Environment**

ITEMS	W M	VERBAL DESCRIPTION
1. Our teachers enjoy teaching us	3.37	Agree
2. Our teachers are satisfied with are accomplishments	2.95	Agree
3. Our teachers feel satisfied the	3.09	Agree

way students behave in class		
4. Our teachers appreciate the efforts we exert in our studies	3.15	Agree
5. I am happy and I enjoy very much my stay in school	3.01	Agree
<b>Average Weighted Mean</b>	<b>3.11</b>	

The students’ disclosure that their teachers relished interacting with them is a manifestation of their sense of fulfillment. Relief and comfort for both teachers and students toward successful academic endeavour is, thus attainable. Learning becomes more profitable and worthy; teaching becomes more rewarding and fulfilling.

#### 2.4 Teacher Quality

Table 2.4 presents the degree and frequency distribution of students’ appraisals of their learning environment in terms of teacher quality.

**Table 2.4**  
**Distribution of Students’ Appraisals of their Learning Environment in Terms of Teacher Quality**

Limits	Categories	F	%
5 – 9	Very low	9	1.39
10 – 14	Low	79	12.23
15 – 19	Average	396	61.30
20 – 24	High	101	15.63
25 – 30	Very high	61	9.44
<b>Total</b>		<b>646</b>	<b>100</b>

Nine (9) or 1.39 percent of students were very low in their appraisals of their learning environment in terms of teacher quality; 79 or 12.23 percent were low; 396 or 61.30 percent were moderate; 101 or 15.63 were high; and 61 or 9.44 percent were very high.

Majority of the students are moderate in their appraisals of their learning environment in terms of teacher quality which implies that the students perceive their teachers possess the attributes and traits that make teaching-learning circumstances very efficient.

Table 2.4.1 presents the verbal descriptions of items-statements relative to students’ appraisals of their learning environment in terms of teacher quality.

**Table 2.4.1**  
**Verbal Descriptions of Items-Statements**  
**of Students’ Appraisals to teacher quality in their**  
**Learning Environment**

ITEMS	W M	VERBAL DESCRI PTION
1. Teachers exert efforts in their instruction.	2.9 5	Agree
2. Teachers carry out class discussions in a very interesting manner.	2.8 9	Agree
3. Teachers know their students individually.	2.8 9	Agree
4. Teachers have mastery of their subject matter.	3.0 4	Agree
5. Teachers are interested in the welfare of their students.	3.0 7	Agree
<b>Average Weighted Mean</b>	<b>2.97</b>	

The students agreed to the following: their teachers exert efforts in their instruction; teachers carry out class discussion in a very interesting manner; teachers have mastery of their subject matter; and teachers are interested in the welfare of their students.

They slightly agreed that the teachers know their students individually. The teachers are perceived favourably by the students. It can be discerned that the teachers have the trust and the

confidence of students. One female student commented:

*“Our teachers understand the predicament of students who are weak in their subjects. Individual differences are recognized by our teachers and appropriate are employed by them to aid those low achievers.”*

### 2.5 Campus Morale

Table 2.5 presents the degree and frequency distribution of students’ appraisals of their learning environment terms of campus morale.

**Table 2.5**  
**Distribution of Students’ Appraisals of their**  
**Learning Environment in Terms of Campus**  
**Morale**

Limits	Categories	F	%
5 – 9	Very low	19	2.94
10 – 14	Low	69	10.68
15 – 19	Average	369	57.12
20 – 24	High	101	15.63
25 – 30	Very high	88	13.62
<b>Total</b>		<b>646</b>	<b>100</b>

Nineteen (19) or 2.94 percent of the students were very low in their appraisals of their learning environment in terms of campus morale; 69 or 10.68 percent were low; 369 or 57.12 percent were moderate; 101 or 15.63 percent were high; and 88 or 13.62 percent were very high. Majority of the students are moderate in their appraisals of their

learning environment in terms of campus morale which implies that the students reasonably discern with confidence and spirit their school environment as it contributes to their well-being and advantage.

Table 2.5.1 presents the verbal descriptions of items-statements relative to students’ appraisals of their learning environment in terms of campus morale.

The students agreed to the following item-statements: programs and activities in school draw a lot of enthusiasm, standards set by their teachers are not difficult to achieve; school authorities and teachers go out of their way to help students; subjects in school are a real intellectual challenge; and students generally are satisfied and contented in their stay in the school.

**Table 2.5.1**  
**Verbal Descriptions of Items-Statements of Students’ Appraisals to Campus Morale in their Learning Environment**

	<i>W</i> <i>M</i>	<i>Verbal</i> <i>Desc.</i>
1. Program and activities in school draw a lot of enthusiasm.	2.8 6	Agree
2. Standards set by our teachers are not difficult to achieve.	2.8 5	Agree

3. School authorities and teachers go out of their way to help students.	3.0 1	Agree
4. Subjects in school are a real intellectual challenge.	2.9 8	Agree
5. Students generally are satisfied and contented in their stay in the school.	2.9 0	Agree
<b>Average Weighted Mean</b>	<b>3.96</b>	

The students favourably see their teacher as very professional. Students find interest in the varied activities they are exposed to in school. They believe that success is not far behind as they consider their subjects as very stimulation. The attention teachers extend to their students is worthy to note. Students feel they belong and this ambience leads students to become more interested in their studies.

### 3. Implication of Students’ Age and sex to their Appraisals of the Learning Environment

#### 3.1 Age

Table 3.1 presents the summary of computed F-ratios for the analysis of variance on students’ appraisals of teachers’ competencies and the learning environment across age.

**Table 3.1**

**Summary of Computed F-ratios for the Variance on Students’ Appraisals of Teachers’ Competencies and the Learning Environment across Age**

	<b>F-ratio</b>	<b>Sig.</b>	<b>Decision</b>
Consideration of Necessities	.887	.455	Accepted
Relationships	.147	.931	Accepted
Perseverance	1.097	.354	Accepted
Sense of Fulfillment	1.597	.194	Accepted
Teacher Quality	.914	.502	Accepted
Campus Morale	.789	.502	Accepted

The derived F-ratios for teachers’ competencies and the six measures of learning environment disclosed no significant differences among the students when grouped according to age. This implies that regardless of age, the students are one in their position that their teachers are truly competent. They are alike in their appreciation of need associated with their subjects; are similar in their appraisals of the predominance of favorable interactions in school; and equally discern with confidence and spirit their school environment’s contribution to their well-being and advantage.

The hypothesis “Students do not differ significantly in their appraisals of their teachers’ competencies and learning environment across age” was accepted.

**3.2 Sex**

Table 3.2 presents the summary of computed F-ratios for the analysis of variance on students’ appraisals of teachers’ competencies and the learning environment across sex.

**Table 3.2**

**Summary of Computed F-ratios for the Variance on Students’ Appraisals of Learning Environment across Sex**

	<b>F-ratio</b>	<b>Sig.</b>	<b>Decision</b>
Teacher’ Competencies	1.505	.222	Accepted
Consideration of Necessities	1.603	.208	Accepted
Relationship	1.672	.199	Accepted
Perseverance	.897	.346	Accepted
Sense of Fulfillment	2.176	.143	Accepted
Teacher Quality	.451	.503	Accepted
Campus Morale	.374	.542	Accepted

The hypothesis, “Students do not differ significantly in their appraisals of teachers’ competencies and their learning environment across age” was accepted from the obtained F-ratios. Male and female students are similarly situated in their appraisals that their teachers are sources of inspiration. Male and females students are equally pleased with their learning environment which they perceive promotes interest, enthusiasm, vigor, and zeal for them to strive harder.

#### 4. Students' Appraisals of their Learning Environment as Predictors of Academic Performance

Table 4.1 presents the beta-coefficients of students' appraisals of teachers' competencies and their learning environment.

**Table 4.1**

**Coefficient of the Variables in Equation**

Variables	B	SE B	Beta	t-Value	Sig.
Teacher's Competencies	66.018	1.599		41.277	.000
Consideration of Necessities	.197	.059	.191	3.354	.001
Relationship	.376	.046	.376	8.182	.000
Perseverance	.213	.052	.232	4.101	.000
Sense of Fulfillment	-.03491	.054	-.043	-0.649	.517
Teacher Quality	.05314	.052	.053	1.030	.304
Campus Morale	.196	.069	.181	3.364	.001

Multiple R = .545  
 R square (R<sup>2</sup>) = .297  
 Adjusted R Square = .286  
 Standard Error = 2.7875

The multiple coefficient of .545 was obtained. The observed coefficient of determination (R<sup>2</sup>) a measures of how well the multiple regression equation fits the data, was .297. This means that

29.70% of the variation in students' academic performance can be explained by their appraisals of teachers' competencies and their learning environment.

The resulting equation is:

$$Y = 66.018 + .197_{x1} + .376_{x2} + .213_{x3} - .03491_{x4} + .05314_{x5} + .196_{x6}$$

where:

- Y = students' academic performance
- X<sub>1</sub> = teacher competencies
- X<sub>2</sub> = consideration of necessities
- X<sub>3</sub> = relationships
- X<sub>4</sub> = perseverance
- X<sub>5</sub> = sense of fulfillment
- X<sub>6</sub> = campus morale

Table 4.2 presents the analysis of variance to determine whether students appraisals of their teachers' competencies and learning environment can predict their academic performance.

**Table 4.2**  
**Analysis of Variance**

Source of Variables	Df	Sum of Squares	Mean Square
Regression	5	1127.010	225.402
Residual	344	2672.958	7.770
F=29.008		Sig = .000	

It can be seen from the Table that an F-values was significant, hence, it can be said that students' appraisals of teachers' competencies and their



learning environment can predict their academic performance.

## **SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS**

The learning environment is vital elements to consider if success in the teaching-learning processes is desired. Fulfillment of these conditions aided when the learner considers learning tasks as having intrinsic worth and value – for immediate or eventual use, or both and when the learning milieu is perceived to promote effective learning. The learner must be helped to recognize how their achievement will contribute to his development.

Learning proceeds best when the student is motivated to learn – when he wants to learn and when he puts forth effort to learn. Teacher who recognize and accept the importance of these conditions of learning will find possibilities to point out real-life operations of ideals, values, or competencies; they will attest specifically some of the inherent bestowal of their subject to the well-being of the students; hence, this study.

The researcher attempted to evaluate students' appraisals of their learning environment. Specifically, the researcher sought answers to the following:

1. How may the academic performance of the students be described?

2. How may the following dimensions related to learning environment as appraised by the students be described?

- 2.1. consideration of necessities,
- 2.2. relationships,
- 2.3. perseverance,
- 2.4. sense of fulfillment,
- 2.5. teacher quality, and
- 2.6 campus morale?

3. Do students differ significantly in their appraisal of their appraisal of the learning environment across:

- 3.1. age,
- 3.2. sex?

4. Are the students' appraisal of their learning environment predictors of academic performance?

The following hypotheses were tested: (1) Students do not differ significantly in their appraisals of the learning environment and across age, sex; and (2) Students' appraisals of their learning environment are not predictors of their academic performance.

The respondents of the study were secondary students of the Pambuan High School, Division of Gapan City who were enrolled during academic year 2016-2017. Total sampling was employed. The descriptive method of research was adapted. Statistical treatment of data was confined to the

weighted mean, analysis of variance, and the Pearson r.

## SUMMARY OF FINDINGS

The summary of the findings of the study is as follows;

### Students' Academic Performance

The academic performance of 74 or 11.45 percent of the students was very low; 88 or 13.62 percent were low; 361 or 55.88 percent were average; 96 or 14.86 were high; and 27 or 14.17 percent were very high.

Majority of the students were average in their academics performance.

### Students' Appraisals of the Learning Environment

#### *Consideration of Necessities*

Fifty-four (54) or 8.35 percent of the students were very low in their appraisals of their learning environment in terms of the consideration of necessities; 88 or 13.62 percent were low; 101 or 15.63 percent were high; and 88 or 13.62 percent were very high.

Majority of the students are high in their appraisals of their learning environment in terms of the consideration of necessities.

### *Relationships*

Twenty-four (24) or 3.71 percent of the students were very low in their appraisals of their learning environment in terms of relationships; 58 or 8.97 percent were low; 4.11 or 63.62 percent were high; and 88 or 13.62 percent were high; and 65 or 10.06 were very high.

Majority of the students are moderate in their appraisals of their learning environment in terms of relationships which suggests that the prevailing relationships of the students with fellow students and their teachers in school reasonably contribute to effective teaching-learning scenarios.

The students agreed that they are very competitive when it comes to projects and other classroom activities, that their teachers have good relationships with them and so with fellow students, and disclosed that their teachers motivate them to develop good study habits is very conducive to learning.

They slightly agreed that the presence of "cliques" or "barkadas" negatively affect their class activities.

The prevailing relationships the students have in school are very essential in the promotion of effective learning. This is reinforced with the rapport prevailing between students and teachers and among the students themselves. Learning becomes more

meaningful as the learning environment is perceived to functionally expedite and facilitate efficient instruction and proficient learning.

### *Perseverance*

Twenty-one (21) or 3.25 percent of the students were very low in their appraisals of their learning environment in terms of perseverance; 68 or 10.52 percent were low; 408 or 63.15 percent were high; 98 or 15.17 percent were high; and 51 or 7.89 percent were very high.

Majority of the students are moderate in their appraisals of their learning environment in terms of perseverance which suggests that the students perceived their fellow students to possess the determination, fortitude, and patience to intensify their learning competencies.

The students agreed that they do their projects and assignment diligently, show their eagerness and interest to learn, and are enthusiastic to learn new ideas and concepts.

They slightly agreed that they are not indifferent to school activities nor are they disinterested with their studies.

Vigor and fellowship predominate the students' learning environment. There are apparent friendly interactions, sociability, and affability among the students. Listlessness and apathy among

students are least expected with the warmth of interactions preponderant in the school environment.

The average weighted mean scores bared that the fourth year students have a more favourable perception of their learning environment; the second year students slightly conform to the social intimacy in their classes. The average weighted mean scores ranged from 3.32 to 3.76.

### *Sense of Fulfillment*

Fourteen (14) or 2.16 percent of the students were very low in their appraisals of their learning environment in terms of their sense of fulfillment; 38 or 5.88 percent were low; 432 or 66.67 percent were moderate; 97 or 15.01 were high; and 65 or 10.06 were very high.

Majority of the students are moderate in their appraisals of their learning environment in terms of their sense of fulfillment.

The students strongly agreed that their teachers appreciate the efforts they exert in class. They agreed that their teachers enjoy teaching them, feel their teachers to be satisfied with their accomplishments and their behaviors, and enjoy very much their stay in school.

### *Teacher Quality*

Nine (9) 1.39 percent of the students were very low in their appraisals of their learning

environment in terms of teacher quality; 79 or 12.23 percent were low; 396 or 61.30 percent were moderate; 101 or 15.63 percent were high; and 61 or 9.44 percent were very high.

Majority of the students were moderate in their appraisals of their learning environment in terms of teacher quality which implies that the students perceive their teachers to possess the attribute and traits that make teaching-learning circumstances very efficient.

The students agreed to the following: their teachers exert efforts in their instruction; teachers carry out class discussions in a very interesting manner; teachers have mastery of their subject matter; and teachers are interested in the welfare of their students.

They slightly agreed that the teachers know their students individually.

### *Campus Morale*

Nineteen (19) 2.94 percent of the students were very low in their appraisals of their learning environment in terms of campus morale; 69 or 10.68 percent were low; 396 or 57.12 percent were moderate; 101 or 15.63 percent were high; and 88 or 13.62 percent were very high.

Majority of the students are moderate in their appraisals of their learning environment in terms of campus morale which implies that the students

reasonably discern with confidence and spirit their school environment as it contributes to their well-being and advantage.

The students agreed to the following items-statements: programs and activities in school draw a lot of enthusiasm, standards set by their teachers are not difficult to achieve; school authorities and teachers go out of their way to help students; subjects in school are a real intellectual challenge; and students generally are satisfied and contented in their stay in the school.

The students favorably see their teachers as very professional. Students find interest in the varied activities they are exposed to in school. They believe that success is not far behind as they consider their subjects as very stimulation. The attention teachers extend to their students is worthy to note. Students feel they belong and this ambience leads students to become more interested in their studies.

Whether Students' Across Age and Sex Differ in their Appraisals of their Learning Environment

### *Age*

The derived F-ratios for teachers' competencies and the six measures of learning environment disclosed no significant differences among the students when grouped according to age. This implies that regardless of age, the students are

one in their position that their teachers are truly competent. They are alike in their appreciation of needs association with their subjects; are similar in their appraisals of the predominance of favorable interactions in school; and equally discern with confidence and spirit their school environment's contribution to their well-being and advantage.

The hypothesis "Students do not differ in their appraisals of their teachers' competencies and learning environment across age" was accepted.

#### *Sex*

The hypothesis "Students do not differ in their appraisals of their teachers' competencies and learning environment across age" was accepted from the obtained F-ratios. Male and female students are similarly situated in their appraisals that their teachers are sources of inspiration. Male and female students are equally pleased with their learning environment which they perceive promotes interests, enthusiasm, vigor, and zeal for them to strive harder.

#### Whether Students' Appraisals of their Learning Environment are Predictors Academic Performance

A multiple coefficient of .545 was obtained. The observed coefficient of determination ( $R^2$ ) a measure of how well the multiple regression equation fits the data, was .297. This means that 29.70% of the variation in students' academic performance can be explained by their appraisals of

teachers' competencies and their learning environment.

## CONCLUSIONS

Based from the findings of the study, the following conclusions were gathered.

1. Majority of the students are average in their academic performance.
2. The students have favorable views about the quality of their learning environment relative to the consideration of necessities, relationships, perseverance, sense of fulfillment, teacher quality, and campus morale,
3. Majority of the students are high in their appraisals of their learning environment in terms of consideration of necessities, moderate in their appraisals of their learning environment in terms of relationship perseverance, sense of fulfillment, teacher quality, and campus morale.
4. Students do not differ significantly in their appraisals of their teachers' competencies and their learning environment across age, sex, and curriculum year level.
5. Twenty-nine point seventy percent (20.70%) of the variation in students' academic performance can be explained by

their appraisal of teachers' competencies and their learning environment.

## RECOMMENDATIONS

Deliberating on the significant findings drawn, the following recommendations were offered:

1. Continuous evaluation and monitoring of teachers' competencies from students' viewpoints should be undertaken by the school authorities to intensify further teaching-learning process.
2. The school should provide the students more school activities that can advance campus morale, relationships, perseverance, and sense of fulfillment.
3. It is recommended that (a) teachers handling first year students should employ incentives/rewards to students for a job well done, exert more efforts to understand the needs of each of the students, and should be re-tooled of some strategies to employ when students become noisy and disruptive; (b) teachers second year students should individually assist students who cannot follow instructions, exerts efforts to elicit the interest of low achievers, and must be objective in the giving of grades; and (c) teachers of third year students should immediately issue out to the students at the very starts of classes whatever policies, rules and regulations there are.
4. Other factors that contribute to students favorable academic performance should be looked into by

future researchers, such as the teachers' personality traits and pre-service and in-service trainings.

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