



THE ROLE OF POSITIVE CLASSROOM CLIMATE IN SHAPING STUDENTS' BEHAVIOR, ENGAGEMENT, AND ACADEMIC PERFORMANCE

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ABSTRACT

This study examined the role of positive classroom climate in shaping students' behavior, engagement, and academic performance at Quirino National High School, Schools Division of Isabela, during the School Year 2025–2026. Specifically, it investigated teachers' and learners' perceptions of classroom climate across emotional, social, physical, instructional, behavioral, and academic dimensions; the influence of classroom climate on student behavior and engagement; and its relationship with academic performance. The study employed a descriptive research design involving 56 teachers selected through total population sampling and 517 students chosen through stratified random sampling. Data were gathered using structured questionnaires and analyzed using weighted mean, Analysis of Variance (ANOVA), frequency and percentage distribution, and Pearson correlation coefficient. Findings revealed that both teachers and learners perceived the classroom climate positively, with instructional climate receiving the highest rating and physical climate the lowest. A significant difference existed between teachers' and learners' perceptions of classroom climate. Results further showed that students generally exhibited positive behavior toward peers, classroom activities, and authority figures, while their overall engagement was rated highly engaged, particularly in the emotional dimension. Academic performance was generally high, with most learners obtaining Very Satisfactory and Outstanding ratings. Statistical analysis indicated significant positive relationships between classroom climate, student behavior, engagement, and academic performance. Moreover, positive classroom management significantly influenced academic achievement. The study concludes that a positive classroom climate serves as a critical factor in promoting desirable behavior, enhancing learner engagement, and improving academic outcomes. Strengthening classroom

climate through supportive relationships, effective management practices, and learner-centered instruction is essential for fostering holistic student development and sustained academic success.

Keywords: *Classroom Climate, Student Behavior, Student Engagement, Academic Performance, Classroom Management*

INTRODUCTION

Education is universally acknowledged as the foundation of human development and societal progress. Beyond the transmission of knowledge, it profoundly shapes learners' moral, emotional, and social character, thereby influencing both individual growth and collective advancement. The Department of Education emphasizes that the delivery of quality education extends beyond curriculum content to include environments that foster emotional safety, respect, and collaboration. Within this context, the classroom emerges as the central arena where students experience learning in its most authentic form.

The classroom climate, defined by its emotional, social, and instructional atmosphere plays a decisive role in shaping how students connect, engage, and succeed academically. When learners feel respected, supported, and understood, they are more likely to develop a sense of security and motivation to learn. Teachers who cultivate positive classroom environments provide opportunities for students to thrive both academically and personally, reinforcing the holistic purpose of education.

Several factors influence classroom climate, including teacher–student interactions, peer relationships, classroom management practices, and students' perceived sense of safety. Understanding these elements is essential, as the classroom functions as a microcosm of society where learners develop relationships, attitudes, and values. Empirical studies underscore that a positive classroom climate characterized by trust, inclusivity, and mutual respect is strongly associated with academic achievement and socio-emotional development. Cohen et al., (2009) highlight that sustainable, positive school climates foster youth development and learning necessary for a productive and contributive life in a democratic society, underscoring the critical importance of cultivating such environments in educational practice.

In the Philippine educational context, the establishment of positive and inclusive learning environments is firmly anchored in both legal mandates and professional standards. The Philippine Professional Standards for Teachers (PPST), particularly Domain 2: Learning Environment, underscores the teacher's responsibility to cultivate classrooms that are safe, secure, and effectively managed (Department of Education, 2017). Complementing this, Republic Act No. 9155 (2001), otherwise known as the Governance of Basic Education Act of 2001, explicitly mandates that teachers and school leaders provide learning spaces that advance academic excellence while safeguarding learner well-being. Similarly, DepEd Order No. 40, s. 2012 (2012), or the Child Protection Policy, affirms the right of every learner to be free from abuse, discrimination, and bullying,

thereby reinforcing the imperative of protective and nurturing educational settings. The K to 12 Curriculum further emphasizes learner-centered and inclusive pedagogies, encouraging teachers to foster active participation, critical thinking, and a strong sense of belonging among students.

Empirical research highlights that structural challenges, such as overcrowded classrooms, exacerbate difficulties in sustaining these ideals. Vakili et al. (2024) emphasized that large class sizes hinder teachers' ability to provide individualized attention, manage classroom behavior effectively, and address diverse learning needs. These constraints often result in diminished student engagement, lower academic achievement, and heightened stress for both learners and educators. On the contrary, a positive classroom climate—characterized by supportive teacher–student interactions, strong peer relationships, and emotional safety, has been shown to encourage active participation, cooperation, and sustained motivation. Such findings underscore the critical role of teachers in shaping environments that not only comply with policy frameworks but also foster holistic learner development.

Classrooms that lack structure and adequate support often foster disengagement, misbehavior, and diminished academic achievement. International scholarship consistently underscores the pivotal role of classroom climate in shaping student outcomes; however, empirical investigations within the Philippine context, particularly in the Schools Division of Isabela remain limited. Establishing the relationship between classroom climate and student performance is essential, as it equips teachers and administrators with evidence-based strategies to cultivate environments where learners thrive academically, socially, and emotionally.

Despite the presence of theoretical frameworks, challenges persist in local schools. Observations at Quirino National High School reveal pressing issues such as emotional distress, teenage pregnancy, low engagement, and school dropout, which suggest that students' needs are not consistently met within the classroom environment. These realities highlight the urgency of examining how classroom climate interacts with learner behavior and engagement in order to address barriers to student success.

Accordingly, this study aimed to determine the relationship between classroom climate and students' behavior, engagement, and academic performance at Quirino National High School. By exploring these dynamics, the research endeavored to contribute to the development of supportive learning environments that enhanced student well-being and fostered academic achievement.

Research Questions

This study aimed to determine the influence of classroom climate on students' classroom behavior, level of engagement, and academic performance in Quirino National High School, School Division of Isabela, during the School Year 2025–2026.

Specifically, it sought to answer the following questions:

1. What is the classroom climate as perceived by the teachers and learners in terms of:
 - a. emotional climate;
 - b. social climate
 - c. physical climate
 - d. instructional climate
 - e. behavioral climate
 - f. academic climate
2. Is there a significant difference in the perception of teachers and learners on the classroom climate?
3. How does the positive classroom atmosphere influence the student's behavior as perceived by the teachers towards:
 - a. Schoolmates;
 - b. work and activities
 - c. Teachers and Persons in Authority.
4. What is the level of engagement of the students as perceived by the teachers in terms of:
 - a. behavioral
 - b. emotional
 - c. cognitive
5. What is the academic performance of learners?
6. Does positive classroom atmosphere significantly affect the learners' academic performance?
7. Is there a significant relationship between classroom climate, classroom behavior, student's engagement and academic performance?

METHODOLOGY

Research Design

This study employed a descriptive research design to investigate the role of a positive classroom climate in shaping students' behavior, engagement, and academic performance at Quirino National High School, Quirino District, School Division Office of Isabela, during the School Year 2025–2026. As articulated by McCombes (2023), descriptive research enables scholars to systematically collect and organize data to discern patterns, trends, and relationships among variables, thereby providing a reliable methodological framework for understanding complex educational contexts.

This design was considered appropriate for the study because it allowed the researcher to measure teachers' and learners' perceptions of classroom climate, students' exhibited classroom behavior, level of engagement, and academic performance systematically. It allowed the collection of quantitative data using structured instruments, such as questionnaires, which provided measurable and analyzable results without manipulating the classroom environment.

The descriptive research design is particularly suitable because it observed, described, and documented phenomena as they naturally occurred. By employing this approach, the study effectively captured the complexities inherent in a positive classroom climate—encompassing emotional, social, instructional, physical, behavioral, and academic dimensions—and their relationship to students' behavior, engagement, and academic outcomes. This research design facilitated the identification of salient patterns and interrelationships, thereby providing empirical evidence that directly addressed the research questions and hypotheses articulated in the Statement of the Problem.

Locale of the Study

This study was conducted at Quirino National High School (QNHS), situated in Purok 1, Barangay Luna, Municipality of Quirino, Province of Isabela, Philippines. The Municipality of Quirino, under the jurisdiction of the Schools Division of Isabela, hosts a range of public educational institutions that cater to learners from diverse socio-economic and cultural backgrounds, thereby contributing significantly to the educational landscape of the region.

Established in 1971, Quirino National High School has evolved into a public secondary institution serving both junior and senior high school students. For the School Year 2025–2026, the school reported an enrollment of 1,472 students, supported by 62 faculty and staff members. QNHS offers academic and co-curricular programs that emphasize quality education, student engagement, and the maintenance of a safe and supportive learning environment.

The school was selected as the research locale because it exemplifies a typical public secondary school in Quirino, characterized by active academic programs and daily classroom interactions. Its diverse student population, coupled with teachers' direct involvement in classroom management, renders it an appropriate setting for examining the relationship among positive classroom climate, students' classroom behavior, level of engagement, and academic performance.

Selection and Description of Respondents

A total of 56 teachers served as the participants of this study using total population sampling. All teachers who were directly involved in classroom instruction were taken as respondents. This method ensured comprehensive data collection and minimized the risk of missing relevant insights.

A sample of 517 students were also included in the study. The student participants of this study were drawn from the total population of 1,472 learners enrolled in Grades 7 to 12. To ensure representativeness across demographic subgroups, stratified random sampling was employed, with stratification based on grade level and gender. Through this procedure, This sampling approach provided balanced and reliable data reflective of the broader population, thereby strengthening the validity of the findings on classroom climate, student behavior, and learner engagement.

Table 1 presents the distribution of respondents by grade level.

Table 1

	Teachers	Students	
Grade Level	Total Population	Total Population	Sample Size
7	8	272	95
8	7	252	88
9	10	176	62
10	9	251	89
11	11	264	93
12	11	257	90
Sub- Total	56		517
TOTAL	573		

Data Gathering Procedure

To ensure a systematic and well-coordinated procedure in data-gathering, the researcher communicated and collaborated with the school principal. This process involved consultations regarding procedural aspects and the scheduling of data collection activities. To formalize the undertaking, an endorsement letter was prepared for the approval of Division Superintendent of the Schools Division of Isabela. This document served as official authorization and guidance for the administration of the questionnaires, underscoring the study's adherence to institutional policies and ethical standards.

On the scheduled dates, the researcher personally administered the questionnaires to the respondents through individual interactions. This hands-on approach facilitated personalized engagement, enabling respondents to gain a clearer understanding of the research objectives. Such measures ensured that the research objectives were explicitly communicated and comprehensively understood by the respondents. This methodological rigor contributed significantly to the robustness, validity, and reliability of the study's findings.

Statistical Treatment of Data

The following statistical tools were employed to analyze and interpret the data of the study.

Weighted Mean. This was utilized to determine the perceived levels of the study variables, specifically: (a) classroom climate, (b) students' classroom behavior, and (c) students' engagement. In addition, frequency and percentage distributions were applied to assess the level of academic performance.

Analysis of Variance (ANOVA) . This statistical test was employed to ascertain whether significant differences existed between the perceptions of teachers and learners regarding classroom climate.

Pearson Correlation Coefficient (r). This was applied to determine the strength and direction of the relationships among classroom climate, students' classroom behavior, students' engagement, and academic performance. A positive correlation indicated that higher levels of classroom climate were associated with correspondingly higher levels of student behavior, engagement, and academic performance.

The level of significance was set at 0.05 (two-tailed) to test the hypotheses, ensuring that the statistical results were interpreted with rigor and precision.

RESULTS AND DISCUSSION

1. What is the classroom climate as perceived by the teachers and learners in terms of:

a. emotional climate

Table 2
Teachers' and Learners' Perception of the Emotional Climate in the Classroom

Statements	Teachers		Learners	
	Mean	Qualitative Description	Mean	Qualitative Description
1. Learners feel happy in class.	3.55	Strongly Agree	3.22	Agree
2. Learners feel calm and supported.	3.71	Strongly Agree	3.11	Agree
3. There is care and concern for learners' feelings.	3.68	Strongly Agree	3.24	Agree
4. Learners are motivated to engage in learning.	3.61	Strongly Agree	3.19	Agree
5. Learners are encouraged to ask questions.	3.68	Strongly Agree	3.11	Agree
6. Learners feel comfortable being themselves.	3.59	Strongly Agree	3.12	Agree
7. Learners manage their emotions effectively.	3.59	Strongly Agree	3.13	Agree
8. Learners enjoy participating in class activities.	3.48	Strongly Agree	3.19	Agree
9. Learners feel confident when completing challenging tasks.	3.52	Strongly Agree	3.17	Agree
10. Learners experience a sense of accomplishment.	3.54	Strongly Agree	3.20	Agree
Mean	3.60	Strongly Agree	3.17	Agree
Overall Mean	3.39		Strongly Agree	

Table 2 presents the emotional climate in the classroom as perceived by both teachers and learners. The teachers evaluated the classroom climate as very positive, whereas the learners perceived it as positive as revealed in their agreement to the statements. Despite these minor differences, both groups strongly agreed that the classroom generally fosters a highly supportive emotional environment conducive to learner well-being and engagement, as reflected in the overall mean score of 3.39.

Specifically, teachers emphasized that learners appear calm, supported, and encouraged to ask questions within the classroom setting. Learners, however, expressed this perception with slight reservations. Teachers reported exerting deliberate effort to maintain respectful classroom discussions and interactions, employing a positive tone, and demonstrating genuine interest in all students. These practices motivate learners to participate actively, particularly in asking questions, as they feel acknowledged and valued.

Nevertheless, informal interviews revealed that some students occasionally hesitate to ask questions due to apprehension that their inquiries might be misunderstood. This underscores the complex interaction between the learners and teacher in the classroom. Teachers play a pivotal role in shaping the emotional climate by providing consistent support, encouragement, and recognition of learner achievements. Sustaining open communication, offering opportunities for emotional expression, and continuously assessing the classroom environment are essential strategies for reinforcing a positive emotional climate that enhances learner engagement and overall well-being.

Cornelius-White's (2017) study underscores the critical role of teacher responsiveness to learner needs, emphasizing that emotional safety constitutes a fundamental condition for effective engagement. The findings affirm the necessity for educators to deliberately cultivate a calm and secure classroom climate as a prerequisite for optimizing learning outcomes. Empirical evidence further demonstrates that perceived emotional safety is positively correlated with learner participation and academic achievement. In parallel, Wang and Eccles (2021) contend that learners' willingness to pose questions serves as a salient indicator of emotional support and engagement. Complementing these, Qiu (2022) highlights that fostering inquiry-based participation not only strengthens social interaction but also enhances collaborative competencies among learners.

b. social climate

Table 3
Teachers and Learners Perception in Social Climate in the Classroom

Statements	Teachers		Learners	
	Weighted Average Mean	Qualitative Description	Weighted Average Mean	Qualitative Description
1. Learners have a feeling of belongingness in the class.	3.57	Strongly Agree	3.12	Agree

2. Learners are friendly and welcoming toward each other.	3.55	Strongly Agree	3.18	Agree
3. Learners feel comfortable sharing their opinions.	3.46	Strongly Agree	3.23	Agree
4. There is teamwork and collaboration among learners.	3.61	Strongly Agree	3.22	Agree
5. There is positive interactions among learners.	3.55	Strongly Agree	3.13	Agree
6. Learners are treated with respect and encouraged to respect one another.	3.68	Strongly Agree	3.17	Agree
7. Learners to listen to and value each other's ideas.	3.54	Strongly Agree	3.26	Strongly Agree
8. There is kindness and empathy among learners.	3.59	Strongly Agree	3.37	Strongly Agree
9. The classroom is a safe space for learners to express themselves.	3.63	Strongly Agree	3.30	Strongly Agree
Mean	3.58	Strongly Agree	3.22	Agree
Overall Mean	3.40	Strongly Agree		

Table 3 presents the assessment of the social classroom climate as perceived by both teachers and learners, yielding an overall mean of 3.40, which is interpreted as “Very Positive”. Teachers evaluated the classroom climate more favorably, with a weighted mean of 3.58, while learners provided a slightly lower rating of 3.22, categorized as “Positive.” This indicates a different perception between teacher and student on the classroom’s social atmosphere. Both groups strongly agreed that learners listen attentively, value one another’s ideas, demonstrate kindness and empathy, and regard the classroom as a safe space for self-expression. These findings further imply that the social classroom climate is highly positive, characterized by active listening, recognition of diverse contributions, a supportive rather than competitive atmosphere, and a strong sense of freedom among students to articulate their thoughts and feelings. This is consistent with Wang et al. (2021) assertion, teachers often perceive classroom support more positively than learners, whose evaluations are shaped by their lived experiences within the classroom environment.

The findings of the present study may be further elucidated by the work of Zakrajsek (2017), who underscored that student interaction and participation are shaped by interrelated factors, including individual dispositions, peer relationships, and instructor behaviors. He emphasized that even within classrooms generally perceived as positive, learners’ willingness to articulate their thoughts may remain contingent upon variables such as introversion, cultural background, peer influence, and prior classroom experiences. Moreover, Zakrajsek highlighted that subtle instructional cues, such as tone of voice, facial expressions, and classroom responses exert a significant impact on students’ sense of comfort and readiness to participate. His perspective thus provides a valuable lens for contextualizing the present findings, demonstrating that while learners perceive a supportive social climate characterized by listening, empathy, and psychological safety, their actual classroom engagement continues to be mediated by deeper psychological and socio-cultural dynamics.

c. Physical Climate

Table 4
Teachers and Learners Perception in Physical Climate in the Classroom

Statements	Teachers		Learners	
	Weighted Average Mean	Verbal Description	Weighted Average Mean	Verbal Description
1. Our classroom is a comfortable temperature for learning.	3.50	Strongly Agree	3.09	Agree
2. The lighting in our classroom is adequate for learning.	3.63	Strongly Agree	3.10	Agree
3. The noise level in our classroom is conducive in learning.	3.29	Strongly Agree	2.70	Agree
4. Our classroom is clean and well-maintained.	3.46	Strongly Agree	3.27	Strongly Agree
5. The seating and furniture in our classroom are comfortable for learners.	3.32	Strongly Agree	3.15	Agree
6. Our classroom provides enough space for learners to move around.	3.38	Strongly Agree	3.14	Agree
7. Technology and learning resources are easily accessible to us.	3.23	Agree	3.01	Agree
8. Our classroom is decorated in a way that promotes learning.	3.52	Strongly Agree	3.17	Agree
9. The ventilation in our classroom is adequate.	3.54	Strongly Agree	3.04	Agree
10. Our classroom environment ensures our safety and security.	3.56	Strongly Agree	3.33	Strongly Agree
Mean	3.44	Strongly Agree	3.10	Agree
Overall Mean	3.27		Strongly Agree	

Table 4 presents the perceptions of teachers and learners regarding the physical classroom climate. The teacher-respondents strongly agreed to the indicators relevant to physical climate which means that the physical climate in the classroom is very positively, with a weighted mean of 3.44. This indicates that they generally perceive the classroom as comfortable, safe, and conducive to learning. In contrast, the learner-respondents provided a slightly lower rating of 3.10, which means their agreement to the indicators. This denotes that they physical climate in the classroom is positive. This underscores a divergence in perceptions between educators and learners concerning classroom physical conditions. It further suggests that while most learners consider the classroom environment supportive, certain aspects may still require improvement.

The overall combined weighted mean of 3.27, interpreted as Very Positive as indicated by their strong agreement, implies that the classroom environment generally fosters conditions that support both learning and well-being.

The least rated item among teachers, with a mean of 3.23, was the statement “*Technology and learning resources are easily accessible to us*”. Learners rated this item slightly lower at 3.01. Meanwhile, the lowest rating among learners was recorded for the statement “*Noise level is conducive to learning*”, with a mean of 2.70, suggesting that environmental distractions continue to affect their classroom experience.

These findings align with the observations of Barrett et al., (2015), who emphasized that classroom design and environmental conditions exert a significant influence on learner outcomes. They further noted that teachers often perceive classroom environments more positively due to their familiarity with available resources and established classroom arrangements.

In relation to the classroom environment, Svantek Academy UK (n.d) underscored that noise in schools constitutes a major stress factor among teachers in the United Kingdom, affecting nearly 80% of educators. Classroom noise encompasses a broad spectrum of disruptive sounds, including student conversations, movement of furniture, use of electronic devices, manipulation of teaching materials, and external disturbances originating from surrounding areas. Although these sounds are commonly present in school settings, Svantek Academy UK emphasized that they substantially contribute to elevated stress levels and may adversely affect teaching effectiveness and student learning if not properly managed.

Consequently, classroom noise emerges as a critical environmental factor that directly influences both teacher performance and the overall learning experience of students. These perspectives are corroborated by other scholarly works, such as Earthman (2025), who explained that well-maintained and properly structured school facilities enhance learner concentration and academic performance. Collectively, these findings highlight the pivotal role of the physical learning environment in shaping effective teaching and fostering meaningful learning experiences.

d. Instructional Climate

Table 5
Teachers and Learners Perception of the Instructional Climate in the Classroom

Statements	Teachers		Learners	
	Weighted Average Mean	Verbal Description	Weighted Average Mean	Verbal Description
1. Lessons are clearly explained to learners.	3.64	Strongly Agree	3.30	Strongly Agree
2. Challenging and manageable work are assigned learners.	3.57	Strongly Agree	3.14	Agree
3. Timely and helpful feedback on learners' work are provided.	3.57	Strongly Agree	3.17	Agree
4. Learners are ensured that they understand what they are supposed to learn.	3.64	Strongly Agree	3.25	Strongly Agree

5. A variety of teaching strategies (e.g., videos, games, discussions) are used.	3.73	Strongly Agree	3.16	Agree
6. Opportunities for learners to apply what they have learned are provided.	3.64	Strongly Agree	3.22	Agree
7. The teacher makes herself available to help learners when they need support.	3.63	Strongly Agree	3.15	Agree
8. Interesting and engaging lessons are designed.	3.61	Strongly Agree	3.17	Agree
9. The teacher makes sure learners know what is expected of them.	3.66	Strongly Agree	3.17	Agree
10. Learners are encouraged to think critically and solve problems.	3.68	Strongly Agree	3.17	Agree
Mean	3.64	Strongly Agree	3.19	Agree
Overall Mean	3.42	Strongly Agree		

The above table reveals the instructional classroom climate as perceived by teachers and learners. The data shows that teachers perceive the instructional climate as very positive as shown by their strong agreement to the indicators with a weighted mean of 3.64, suggesting that lessons are generally clear, engaging, and structured to support learning. Meanwhile, learners rated it slightly lower at 3.19 which means they agree to the indicators this implies that they perceive the instructional climate as positive. Although most learners perceive clarity and support, some may experience gaps in engagement, challenge, or feedback. The overall mean of 3.42 indicates a generally favorable instructional environment that supports learning, understanding, and participation. However, the difference in perception suggests that teachers view instructional practices more positively compared to learners who directly experience classroom tasks and learning demands.

The indicators that received consistent positive ratings from both respondents are: *Lessons are clearly explained to learners* and *Learners are ensured that they understand what they are supposed to learn* which were perceived as Very Positive by teachers and learners. This implies that clarity of instruction and understanding of lesson objectives are strong features of the instructional climate. It suggests that teachers are effective in communicating lesson content and ensuring that learners are aware of learning goals, which contributes to better comprehension and classroom direction. Teacher support constitutes a fundamental dimension of effective teaching and learning. The Organisation for Economic Co-operation and Development (OECD) (2025), in its report *Teacher Support for Student Learning*, underscores the strong association between teacher support and student performance, well-being, and engagement. The report further elucidates that teacher support is shaped by both instructional practices and learner characteristics. Although evidence indicates a decline in teacher support across certain education systems over the past decade, it remains a critical determinant of improved learning outcomes. Reinforcing teacher support necessitates systemic attention to several interrelated factors, including the cultivation of positive student–teacher relationships, the maintenance of a conducive classroom disciplinary climate, and the

promotion of student persistence, all of which are empirically linked to higher levels of teacher support. By establishing conditions that foster supportive pedagogical practices, education systems can ensure that teachers are adequately equipped to facilitate learners' academic achievement and socio-emotional development.

Complementing this, NewPath Learning (2026) emphasizes the importance of adapting instructional strategies to address the diverse needs of learners. The article highlights that clear explanations, varied teaching approaches, and intentional lesson design significantly enhance student comprehension. Moreover, effective instruction is characterized by flexibility, the provision of appropriate learning tasks, and consistent scaffolding, all of which contribute to improved learner understanding and academic success. Collectively, these insights reinforce the argument that sustained teacher support, coupled with adaptive instructional practices, is indispensable in advancing both cognitive and affective dimensions of student learning.

e. Behavioral Climate

Table 6
Teachers and Learners Perception in Behavioral Climate in the Classroom

Statements	Teachers		Learners	
	Weighted Average Mean	Verbal Description	Weighted Average Mean	Verbal Description
1. Learners generally behave appropriately.	3.46	Strongly Agree	3.15	Agree
2. I am effective in managing classroom behavior.	3.61	Strongly Agree	3.19	Agree
3. Learners focus on learning without distractions.	3.46	Strongly Agree	3.04	Agree
4. Classroom rules are consistently followed.	3.43	Strongly Agree	3.21	Agree
5. Learners respect each other's property and personal space.	3.45	Strongly Agree	3.24	Agree
6. Disruptions are minimal in class.	3.36	Strongly Agree	2.88	Agree
7. Misbehavior is fairly and consistently handled and addressed.	3.54	Strongly Agree	3.14	Agree
8. Learners can focus on learning without interruptions.	3.54	Strongly Agree	2.95	Agree
9. Learners are generally on-task and engaged.	3.61	Strongly Agree	3.15	Agree
10. Classroom rules are clear, fair, and consistently applied.	3.46	Strongly Agree	3.24	Agree
Mean	3.49	Strongly Agree	3.12	Agree
Overall Mean	3.31		Strongly Agree	

Table 6 presents the behavioral classroom climate as perceived by both teachers and learners. The overall weighted mean of 3.31, interpreted as "Strongly Agree,"

indicates that the behavioral climate in the classroom is very positive meaning it generally fosters order, respect, and adherence to rules, conditions essential for effective learning. Teachers, however, evaluated the behavioral climate more favorably, with a weighted mean of 3.49, while learners provided a slightly lower rating of 3.12, categorized as “Positive.” This discrepancy suggests that teachers perceive the classroom environment as more orderly and disciplined compared to learners’ experiences.

Among the indicators, teachers assigned the highest mean score of 3.61 to two items: effective management of classroom behavior and learners being generally on task and engaged. This reflects teachers’ strong confidence in their ability to maintain discipline and sustain learner engagement during instruction. Conversely, learners identified respect for one another’s property and personal space, as well as the clarity, fairness, and consistency of classroom rules, as their highest-rated items, both with a mean of 3.24. These findings imply that learners perceive interpersonal respect and fairness in rule implementation as key contributors to a positive and orderly learning environment. In contrast, both teachers and learners rated “minimal classroom disruptions” as the lowest indicator, highlighting classroom interruptions as the most persistent challenge in the behavioral climate. This suggests that while teachers recognize their capacity to manage student behavior and keep learners engaged, students emphasize that reduced interruptions would further enhance their learning experience. Overall, the results underscore the importance of effective classroom management, fairness in rule enforcement, and minimizing disruptions to strengthen the behavioral climate conducive to learning.

Prior to the commencement of the school year, teachers engage in deliberate preparation by equipping themselves with effective classroom management strategies and by planning interventions to address both disruptive and diverse learner behaviors. This practice is substantiated by the study of Jaime and Tantiado (2025), which revealed a significant positive correlation between teachers’ classroom management practices and learners’ behavioral outcomes. Specifically, when teachers consistently demonstrate effective management techniques, learners are more likely to exhibit appropriate classroom conduct. Consequently, the establishment of clear expectations and the reinforcement of school standards by school heads, teachers, and parents collectively foster constructive learner behavior and contribute to the cultivation of a supportive educational environment.

f. Academic Climate

Table 7
Teachers and Learners Perception in the Academic Climate in the Classroom

Statements	Teachers		Learners	
	Weighted Average Mean	Verbal Description	Weighted Average Mean	Verbal Description
1. Clear learning goals for learners are set.	3.63	Strongly Agree	3.26	Strongly Agree
2. Learners do their best work.	3.38	Strongly Agree	3.29	Strongly Agree

3. Helpful feedback on learners' academic performance is given.	3.57	Strongly Agree	3.22	Agree
4. I ensure learners understand what they need to do to succeed.	3.64	Strongly Agree	3.22	Agree
5. Teachers hold high expectations for all learners.	3.48	Strongly Agree	3.19	Agree
6. Class time is used effectively to maximize learning.	3.57	Strongly Agree	3.14	Agree
7. Learners are supported when they struggle with the material.	3.55	Strongly Agree	3.16	Agree
8. Learners feel confident in their ability to learn the material.	3.55	Strongly Agree	3.23	Agree
9. The tasks and assignments provided are relevant and meaningful.	3.64	Strongly Agree	3.24	Agree
10. Learners are encouraged to think critically and apply knowledge.	3.64	Strongly Agree	3.34	Strongly Agree
Mean	3.57	Strongly Agree	3.23	Agree
Overall Mean	3.40	Strongly Agree		

Table 7 presents the assessment of teachers and learners on the academic classroom climate. Teachers rated the academic climate very positively as shown by their strong agreement, with a weighted mean of 3.57, reflecting their strong perception of the presence of clear learning goals, high expectations, and structured academic support for learners. In contrast, learners provided a slightly lower rating of 3.23, categorized as "Positive." This suggests that while learners acknowledge the availability of academic support and meaningful tasks, some may not consistently perceive clarity of instructional objectives or sufficient academic challenge. The combined overall weighted mean of 3.40 signifying strong agreement is mean that there is a "Very Positive," classroom environment which fosters learning, confidence, and the development of critical thinking skills.

Table 8
Summary of Classroom Climate as Perceived by the Teachers and Learners

Indicators	Teachers		Students		Overall	
	Mean	Verbal Description	Mean	Verbal Description	Mean	Verbal Description
Emotional Climate	3.60	Strongly Agree	3.17	Agree	3.38	Strongly Agree
Social Climate	3.58	Strongly Agree	3.22	Agree	3.40	Strongly Agree
Physical Climate	3.44	Strongly Agree	3.10	Agree	3.27	Strongly Agree
Instructional Climate	3.64	Strongly Agree	3.19	Agree	3.42	Strongly Agree
Behavioral Climate	3.49	Strongly Agree	3.12	Agree	3.31	Strongly Agree
Academic Climate	3.57	Strongly Agree	3.23	Agree	3.40	Strongly Agree
GWA	3.55	Strongly Agree	3.18	Agree	3.37	Strongly Agree

Table 8 presents the summary of classroom climate as perceived by teachers and learners. The findings reveal that teachers perceive the instructional climate as the strongest dimension of classroom environment, with the highest mean of 3.64. In contrast, learners identified the academic climate as the most prominent, with a mean of 3.23. This discrepancy suggests a difference in perspective: teachers emphasized the effectiveness of instructional delivery, such as teaching strategies, clarity of lessons, and feedback, whereas learners placed greater value on the academic relevance, rigor, and purpose of learning activities.

Overall, the instructional climate obtained the highest weighted mean of 3.42 among all indicators, indicating that both teachers and learners generally agree that instruction-related factors are the most evident strength of the classroom environment.

Conversely, the physical climate received the lowest weighted mean of 3.27. Although still within the “Agree” range, this suggests that aspects such as classroom space, ventilation, lighting, seating arrangement, and availability of learning resources were perceived as comparatively less satisfactory than instructional and academic dimensions.

Taken together, the results imply that while the classroom environment is characterized by strong instructional practices and meaningful academic engagement, the physical conditions may not be fully supportive of optimal learning. The gap between teacher and learner perceptions further indicates that instructional effectiveness, though well-regarded by teachers, may need to be more explicitly connected to academic purpose to align with learners’ priorities. Improving the physical climate could therefore enhance both instructional and academic experiences within the classroom.

This shows that although the classroom environment is very positive, the physical setting is the least developed dimension compared to the other climate indicators. Al Horr et al., (2016) confirm that optimal physical environments, including proper lighting, temperature, and space, improve concentration, engagement, and academic performance. This demonstrates that physical conditions, while very positive, may need continued attention to ensure all learners benefit fully.

2. Is there significant difference in the perception of the teachers and students in the classroom climate?

Table 9
Results of the Test of Significant Difference in the Perceptions of Teachers and Learners in the Classroom Climate

Respondents	Classroom Climate Mean	p-value	Analysis	Decision	Remarks
Teachers	m= 3.55	P < 0.001	P < 0.05	Reject H ₀	Significant
Learners	m= 3.18				

Table 9 presents the results of the test of significant difference in the perceptions of teachers and learners regarding the classroom climate across six dimensions: emotional, social, physical, instructional, behavioral, and academic. The analysis was conducted using Analysis of Variance (ANOVA) at the 0.05 level of significance. The computed p-value was found to be less than 0.001, which is lower than the established threshold of 0.05. Consequently, the null hypothesis stating that there is no significant difference in the perceptions of teachers and learners regarding classroom climate is rejected.

This finding indicates that a significant difference exists between the perceptions of teachers and learners across the six dimensions of classroom climate. Specifically, the results suggest that teachers and learners do not share the same level of perception regarding the classroom environment. Teachers generally perceive classroom conditions as highly favorable, whereas learners experience them in a comparatively less positive manner. The divergence in perceptions may be attributed to differences in classroom experiences. Teachers tend to evaluate the climate based on instructional delivery, pedagogical strategies, and classroom management practices. Learners, on the other hand, base their judgments on their direct experiences of learning conditions, peer interactions, and environmental factors. This gap underscores the importance of considering both teacher and learner perspectives in assessing classroom climate, as these viewpoints collectively provide a more comprehensive understanding of the learning environment.

The findings of this study are corroborated by the work of Hattie (2017), who, in *Visible Learning: Feedback*, emphasized that differences between teacher and student perceptions are common in classroom settings and serve as critical indicators of learning effectiveness. Hattie explained that teachers and learners often view classroom practices through distinct lenses: teachers primarily focus on instructional delivery and intended learning outcomes, whereas learners base their perceptions on lived experiences and the feedback they receive. These perceptual differences significantly shape how classroom climate is experienced and evaluated, particularly in relation to instruction, engagement, and support. Importantly, Hattie stressed that making such perceptual gaps visible is essential, as it enables teachers to recalibrate their practices to better align with learners' needs and thereby enhance learning outcomes.

Similarly, the Organisation for Economic Co-operation and Development (OECD) (2019), through the Teaching and Learning International Survey (TALIS), underscores that classroom climate is jointly influenced by teacher practices and student experiences. The report highlights that teachers often perceive classroom environments in terms of instructional planning and management strategies, while students evaluate the climate based on their daily interactions and engagement in learning activities. This divergence in perspectives reinforces the importance of integrating both teacher and learner viewpoints in educational research, as it provides a more comprehensive understanding of classroom dynamics and ensures that instructional practices are responsive to the realities of student learning

3. How does the positive classroom atmosphere influence the learner's behavior as perceived by the teachers towards:

a. Classmates and Schoolmates

Table 10
The Influence of Classroom Atmosphere on Learners' Behavior Towards Classmates and Schoolmates

Statements	Mean	Verbal Description
1. Demonstrate respectful behavior.	3.27	Very Much
2. Say "please" and "thank you" before and after the request is being done.	3.05	Much
3. Ask for an apology whenever necessary.	3.18	Much
4. Challenging others' mental and physical weaknesses.	2.98	Much
5. Tease classmates, schoolmates, and laugh at anybody's wrong answer.	2.66	Much
6. Enjoys fooling/kidding classmates and anybody else in the school, which causes trouble.	2.63	Much
7. Initiates verbal/physical fights.	2.32	Not Much
8. Possess a good relationship with peers.	3.16	Much
9. Interrupt or intrude on others (e.g., butts in on conversations or games).	2.66	Much
10. Keep his hands, feet, objects, and unkind remarks to himself.	2.82	Much
GWM	2.87	Much

Table 10 presents how positive classroom atmosphere influence the learner's behavior towards their classmates and schoolmates as perceived by teachers. The overall weighted mean of 2.87, interpreted as "Much," indicates that learners generally demonstrate appropriate behaviors toward peers, though occasional lapses in decorum and self-control are still observed. The highest mean is recorded in the item "*Demonstrates respectful behavior*," with a mean of 3.27, corresponding to the interpretation "Very Much." Conversely, the items "*Teases classmates or schoolmates and laughs at incorrect answers*" (mean = 2.66) and "*Enjoys fooling or kidding classmates and others, which causes trouble*" (mean = 2.63) both fall under the "Much" category. The lowest mean is on the item "*Initiates verbal or physical fights*," with a mean of 2.32, interpreted as "Not Much." These findings suggest that learners generally exhibit respectful and non-violent conduct in the classroom, thereby maintaining positive social interactions and acceptable behavior within the school environment. Teachers further observed that learners demonstrate respect for their social surroundings, cultivate strong interpersonal relationships, and foster a sense of belongingness within the classroom. Moreover, learners were noted to sustain positive academic relationships with one another. At QNHS, it has been consistently observed that teachers model good values,

which learners tend to emulate in their daily interactions, reinforcing the overall positive classroom climate.

According to Rawafed School (2013), the principle of respect is deeply embedded within classroom interactions, transforming a collection of individual students into a cohesive community of learners. This collective orientation fosters a shared commitment to knowledge acquisition and mutual growth. Respect serves as the foundation for positive relationships between educators and learners. When educators consistently demonstrate respect, they cultivate trust, thereby encouraging students to approach them with questions, concerns, or requests for guidance. Such bonds significantly enhance the learning process, as students feel supported, valued, and understood. Likewise, when learners extend respect toward one another, instances of bullying are minimized, and a safe, inclusive environment emerges where all students can thrive. Peer learning becomes more effective under these conditions, as learners willingly assist and learn from each other. Empirical data further suggest that learners generally uphold respectful behavior during instructional activities. Teachers' consistency and supportive interactions play a crucial role in helping students regulate emotional responses, thereby facilitating active and constructive participation in classroom discourse.

b. Work and Activities

Table 11
The Influence of Classroom Atmosphere on Learners' Behavior towards Work and Activities

Statements	Mean	Qualitative Description
1. Bring complete materials to be used for class activities.	3.02	Much
2. Recites with other classmates.	3.09	Much
3. Ignore schoolwork intentionally when arriving home.	2.79	Much
4. Get good grades because he has the skill to make projects	3.20	Much
5. Copy from the work of others	2.91	Much
6. Just play around without doing the project.	2.68	Much
7. Does not stand up to recite.	2.73	Much
8. Look around for the answer.	2.68	Much
9. Gets angry with the teacher if called for recitation.	2.25	Not Much
GWM	2.82	Much

Table 11 presents the influence of classroom atmosphere on learners' behavior towards work and activities as perceived by the teachers. The learners obtained a general weighted mean of 2.82, interpreted as Much, which signifies that most learners demonstrate a moderate level of commitment to classroom responsibilities. This finding suggests that learners exhibit acceptable participation in schoolwork, although consistency and full engagement across all activities remain less evident.

Among the indicators, the highest mean is recorded for the item “*gets good grades because he has the skill to make projects*”. This reflects the teachers’ perception that learners are capable of producing quality outputs when provided with appropriate tasks and support. Such observations parallel the arguments of Dignath and Büttner (2018), who posited that learners perform more effectively when afforded opportunities for the practical application of skills. The data imply that task-oriented learners cultivate both competence and confidence through consistent practice, and recognition of achievements may further reinforce intrinsic motivation and willingness to engage in future tasks.

Conversely, the lowest mean was observed in the item “*gets angry at the teacher when called for recitation*”, which obtained a score of 2.25 and was interpreted as Not Much. This indicates that, according to teachers, learners seldom exhibit negative behavior toward instructors. The result suggests that learners generally remain calm and respectful when called to participate, and serious emotional outbursts directed at teachers are rarely encountered.

While learners generally participate in tasks and activities, there remain areas where effort, focus, and consistency could be improved. The data indicate that learners demonstrate strengths in preparation, collaborative participation, and applying knowledge, but show room for improvement in independent work, consistent engagement, and active participation. The findings suggest that learners maintain moderate responsibility toward their work and activities, showing consistent behavior in preparation and collaborative tasks.

Contrary to the present findings, an article published in Cognitive Corner underscored that some students experience apprehension toward classroom recitation not due to a lack of knowledge, but rather because of the fear of potential negative consequences should they provide an incorrect response. For these learners, recitation is perceived as a public act of judgment, wherein mistakes may elicit ridicule from peers, disappointment from teachers, or feelings of embarrassment. Even seemingly simple questions can provoke anxiety when students are predisposed to shyness or heightened self-consciousness. Such apprehension is often rooted in prior experiences; for instance, students who have previously been laughed at or corrected harshly may begin to associate recitation with shame. Over time, this association can become deeply ingrained, such that merely hearing their name called during class may trigger panic. Physiological manifestations—including accelerated heartbeat, mental blankness, and difficulty articulating responses—may occur despite adequate preparation and study. This perspective highlights the complex interplay between psychological factors and classroom participation, emphasizing that fear of negative evaluation can significantly hinder student engagement (Bactol et al., 2023; Mateo & Suganob, 2024).

c. Teachers and Persons in Authority

Table 12
The Influence of Classroom Atmosphere on Learners' Behavior towards Teachers and Persons in Authority

Statements	Mean	Qualitative Description
1. Leaves the class with the teacher's permission.	3.14	Much
2. Exhibits politeness to the teachers and people of authority	3.38	Very Much
3. Follows classroom rules or the teacher's expectations	3.36	Very Much
4. Listen quietly while the teacher explains	3.18	Much
5. Listen when spoken to directly (i.e., when given advice or reprimanded).	3.29	Very Much
6. Commits habitual absences from the class.	2.63	Much
7. Talks excessively (e.g., talkativeness).	2.64	Much
8. Actively defy or refuse to comply with a request or rules.	2.61	Much
9. Reports to class/school late (e.g., tardiness).	2.61	Much
10. Challenged teachers and other school authorities.	2.41	Not Much
GWM	2.93	Much

Table 12 presents the influence of classroom atmosphere on learners' behavior toward teachers and persons in authority, as perceived by the teachers. The overall weighted mean of 2.93, interpreted as "much," indicates that learners generally demonstrate respect, compliant, and appropriate behavior toward persons in authority. The highest-rated indicator, "*exhibits politeness to teachers and persons in authority*," obtained a mean of 3.38, interpreted as "very much." This finding suggests that learners consistently engage in courteous and respectful interactions with teachers and school authorities, reflecting a strong foundation of respect. Such behavior implies that teachers effectively model and reinforce proper conduct, which learners emulate during classroom interactions.

Conversely, the lowest-rated indicator, "*challenges teachers and other school authorities*," received a mean of 2.41, interpreted as "not much." This result highlights that while authority is generally respected, occasional boundary-testing behaviors persist. Wentzel (2005) emphasized that respectful attitudes toward authority underpin positive classroom dynamics and enhance teacher effectiveness. The data therefore suggest that establishing mutual expectations and fostering open communication can further minimize instances of resistance. Learners generally recognize the value of respectful communication and avoid undermining teachers' capability and authority. Nevertheless, sporadic instances of inappropriate behavior toward teachers and authority figures remain observable.

Carnegie Mellon University (n.d) notes that some students act rudely to test authority, assert themselves, or gain attention, particularly when classroom control is perceived as weak. The presence of behaviors such as excessive talking and noncompliance indicates that subtle forms of resistance continue to occur. These findings

imply that while respect is largely maintained, consistent and effective classroom management remains essential to sustain positive learner behavior and reinforce a culture of respect toward authority.

d. Summary

Table 13
Summary of The Influence of Classroom Atmosphere on Learners' Behavior

Statement	Weighted Average Mean	Qualitative Description
Classmates and Schoolmates	2.87	Much
Work and Activities	2.82	Much
Teachers and Person in Authority	2.93	Much
GWM	2.87	Much

Table 13 presents the consolidated summary of students' classroom behavior toward teachers and other persons in authority, alongside their interactions with peers and participation in classroom tasks and activities. The results reveal that all indicators were consistently interpreted as "Much", yielding a general weighted mean of 2.87. This finding indicates that students generally demonstrate commendable classroom behavior characterized by compliance with expectations and active engagement in learning processes.

Among the indicators, the dimension concerning students' behavior toward teachers and persons in authority obtained the highest weighted mean of 2.93, likewise interpreted as "Much." This suggests that learners tend to exhibit respect and appropriate conduct toward authority figures within the classroom environment. Such behavior may be attributed to effective classroom management strategies and the cultivation of positive teacher–student relationships, which reinforce adherence to rules and respectful interactions.

Overall, the findings imply that students display desirable classroom behavior marked by respect for authority, cooperative peer relationships, and consistent participation in academic activities. These behavioral patterns are essential in fostering a supportive and productive learning environment, thereby contributing to both social development and academic achievement.

Xiao et al. (2023) underscored that supportive teacher–student interactions exert a significant influence on learners' classroom well-being, engagement, and behavior. When students perceive teachers as responsive and supportive, they are more inclined to exhibit respectful and cooperative conduct, thereby reinforcing a harmonious classroom environment. The relatively close mean scores across the behavioral indicators suggest a balanced pattern of learner behavior, indicating that the classroom climate fosters respect, cooperation, and active participation. These findings are corroborated by recent studies of Ortega and Ramada (2024) which emphasized that a positive classroom climate, characterized by supportive teacher–student relationships

and constructive peer interactions, substantially enhances students' behavioral engagement and contributes to their overall academic success.

4. What is the level of engagement of the learners as perceived by the teachers in terms of:

a. Behavioral

Table 14
The Level of Behavioral Engagement of Students as Perceived by the Teachers

A. Behavioral Engagement	Mean	Verbal Description
1. Learners complete class work on time.	2.98	Engaged
2. Learners participate actively in the classroom.	3.32	Highly Engaged
3. Learners follow rules and instructions.	3.29	Highly Engaged
4. Learners listen carefully when the teacher or classmates in speaking.	3.25	Highly Engaged
5. Learners complete their homework regularly.	3.07	Engaged
6. Learners stay focused during lessons without getting distracted.	3.05	Engaged
7. Learners demonstrate adaptability in learning situations.	3.25	Highly Engaged
8. Learners actively participate in class activities.	3.34	Highly Engaged
9. Learners work together with classmates during lessons.	3.34	Highly Engaged
10. Learners feel confident in interacting with a wide range of people.	3.29	Highly Engaged
11. Learners show confidence in taking responsibility for their own learning.	3.41	Highly Engaged
GWM	3.24	Engaged

Table 14 presents the level of behavioral engagement of learners as perceived by their teachers. The table yielded a general weighted mean of 3.24, which means that students are Engaged. All items were rated as Highly Engaged, except for three indicators that were classified as Engaged: learners' ability to complete classwork on time (mean = 2.98), complete homework regularly (mean = 3.07), and remain focused during lessons without distraction (mean = 3.05).

These results suggest that most learners demonstrate responsibility in fulfilling academic tasks, although occasional delays are evident. Learners disclosed that assignments are sometimes too difficult to answer immediately, requiring additional time for research and analysis. Furthermore, household responsibilities were cited as contributing factors that hinder the timely submission of schoolwork.

King and Loddick (2026) identified several factors influencing assignment submission, particularly the timing of deadlines, which holds significance for those tasked with managing student workload. In their study, eighty-eight students articulated reasons for non-submission through responses to an open-ended survey question. Thematic

analysis revealed that these reasons clustered into three categories: situational, dispositional, and institutional. Notably, two-thirds of the explanations were situational in nature, encompassing issues such as health, mental health, and family or caregiving responsibilities. While many of these situational challenges could potentially be addressed through established mechanisms such as extensions or mitigating circumstances, the findings underscore the need for institutions to investigate why students frequently refrain from utilizing these available processes.

b. Emotional

Table 15
The Level of Emotional Engagement of Students as Perceived by the Teachers

B. Emotional Engagement	Mean	Verbal Description
1. Learners enjoy learning the subjects taught in class.	3.38	Highly engaged
2. Learners feel interested during class activities.	3.32	Highly engaged
3. Learners are confident in participating in class.	3.25	Highly engaged
4. Learners consider the lessons learned in class as important.	3.34	Highly engaged
5. Learners are happy and comfortable in the classroom.	3.39	Highly engaged
6. Learners complete assignments and tasks without undue stress.	3.13	Engaged
7. Learners manage the workload of the class reasonably well.	3.13	Engaged
8. Learners show a strong sense of belonging to their class group.	3.32	Highly engaged
GWM	3.28	Highly Engaged

Table 15 presents the level of emotional engagement of learners as perceived by their teachers. The overall weighted mean of 3.28 is interpreted as highly engaged. Among the indicators, being happy and comfortable in the classroom received the highest rating of 3.39, signifying that learners generally feel safe, content, and welcomed in their learning environment. This finding aligns with Fredricks et al., (2004), who emphasized that a positive emotional climate fosters motivation and active participation. The data suggest that learners' sense of comfort enhances their confidence and willingness to engage in classroom activities, thereby promoting both social and academic growth.

All items were rated under the highly engaged category, except for completing assignments and tasks without undue stress and managing the workload of the class reasonably, which obtained mean scores of 3.13, respectively. These relatively lower ratings imply that learners occasionally experience cramming to meet submission deadlines, leading to difficulties in organizing their academic responsibilities. Such experiences contribute to stress and imbalance in managing tasks.

Interview with teachers further revealed that learners often struggle with time management across different subjects. This lack of organizational skills results in negative emotions such as nervousness and frustration when faced with incomplete tasks or uncertainty about how to prioritize and respond to academic requirements. Teachers identified this phenomenon as a form of academic stress, underscoring the need for interventions that strengthen learners' time management and coping strategies to sustain emotional engagement and academic performance.

Oxford Learning (n.d) underscores that when students experience feelings of frustration or overwhelm in relation to homework, their ability to complete assignments is significantly impaired. This often initiates a cyclical pattern of stress, wherein unfinished tasks accumulate, leaving students with insufficient time and energy to manage academic demands, thereby intensifying their stress levels. Heavy academic workload, whether due to advanced-level courses or extensive study requirements are identified as a major source of stress, particularly among senior high school students who are simultaneously preparing for post-secondary transitions.

Moreover, students with inadequate organizational skills are especially vulnerable to heightened stress, as they frequently lack the necessary tools and strategies to engage effectively with learning tasks. Without improvement in these skills, such students risk falling further behind academically, which exacerbates frustration and stress. Similarly, students with demanding schedules often struggle to balance academic responsibilities with personal time, resulting in limited opportunities for rest and recovery. As learners progress from elementary to secondary education, the increasing volume and complexity of academic work further magnify the importance of effective time management; those who lack such skills are more likely to experience academic strain.

In addition, the absence, or even the perception of insufficient support from parents and teachers can compound stress levels. Students may feel burdened by high expectations while simultaneously perceiving a lack of emotional or practical assistance to meet those demands. This dynamic is particularly detrimental for high-achieving students, who may internalize the pressure to excel without adequate support systems, thereby increasing their susceptibility to academic stress and burnout (Oxford Learning., n.d.).

c. Cognitive

Table 16
The Level of Cognitive Engagement of Students as Perceived by the Teachers

Statement	Mean	Interpretation
1. Learners try to understand the lesson even when it is difficult.	3.34	Highly Engaged
2. Learners think deeply about what they learn in class.	3.16	Engaged
3. Learner ask questions when they do not understand the topic.	3.20	Engaged
4. Learners connect lesson with what they already know.	3.29	Highly Engaged
5. Learners look for different ways to solve a problem.	3.25	Highly Engaged

6. Learners pay attention during lessons.	3.09	Engaged
7. Learners come up with new ideas.	3.23	Engaged
8. Learners can apply knowledge to solve problems in class.	3.23	Engaged
GWM	3.22	Engaged

Table 16 presents the level of cognitive engagement of learners as perceived by their teachers, emphasizing intellectual investment, attentiveness, problem-solving, and the application of knowledge in classroom learning. The general weighted mean (GWM) of 3.22, interpreted as Engaged, indicates that learners demonstrate a moderate degree of cognitive involvement. This finding suggests that while learners generally strive to comprehend and apply lessons, there remain opportunities to foster deeper analytical reasoning and critical thinking.

Among the specific indicators of cognitive engagement, the highest mean score of 3.34 was recorded for the item “tries to understand lessons even when difficult”. This reflects strong perseverance and intrinsic motivation among learners. Fredricks et al. (2016) underscored that persistence in addressing challenging content enhances mastery of complex concepts. These results imply that learners are willing to invest effort in overcoming academic difficulties, and that encouraging such persistence can promote sustained engagement and intellectual growth.

Conversely, the lowest mean score of 3.09 is on the item “*pays attention during lessons*”. According to teachers, learners’ attentiveness during class discussions is often hindered by both internal and external distractions. Teachers noted that students’ attention spans tend to be short during lectures, particularly when the topic does not align with their personal interests. This finding highlights the need for instructional strategies that minimize distractions and stimulate learner focus, thereby strengthening cognitive engagement in classroom settings.

According to the survey published by Valley (2020) many students struggle to pay attention in math and religion classes, and many students say all of their classes are a struggle. Also a student said “*We’re sitting through... eight periods a day, and it’s just, like, too much with how little breaks [we get],*” senior Anna Kocourek said. Although it is the regular schedule, eight period days are difficult for many students to sit through. However, block days are even more challenging. 76.6% of the 107 students surveyed claim that block day classes are harder to pay attention to than regular forty-minute classes. Some teachers have had to be very creative when trying to keep students interested. “I sing; I speak in a British accent sometimes...I try to tell a lot of jokes. Sometimes I feel like a standup comedian...I try to make class fun, as fun as possible, while still maintaining academic rigor,” Preus said. This show that learners’ engagement in classroom activities is generally influenced by instructional strategies and classroom atmosphere. It implies that when teachers use varied and engaging approaches, learners are more likely to maintain focus and participation despite difficulties in sustaining attention over longer class periods.

d. Summary

Table 17
Summary of the Level of Engagement of the Students as Perceived by the Teachers

Statement	Weighted Average Mean	Qualitative Description
Behavioral	3.24	Engaged
Emotional	3.28	Highly Engaged
Cognitive	3.22	Engaged
GWM	3.25	Highly Engaged

Table 17 presents the overall level of students' engagement as perceived by teachers across the behavioral, emotional, and cognitive domains. The computed general weighted mean of 3.25, interpreted as Highly Engaged, indicates that learners demonstrate substantial involvement in classroom processes.

The highest rating is observed in the domain of emotional engagement, with a mean of 3.28. This suggests that learners generally enjoy learning, experience a sense of belonging, and exhibit interest in classroom activities. While affective investment is evident, the data imply that some learners may benefit from opportunities that further cultivate intrinsic interest and enjoyment. Strengthening emotional connections to learning can foster curiosity and sustained engagement beyond observable participation.

The domain of behavioral engagement obtained a mean of 3.24, likewise interpreted as Engaged. This reflects consistent participation in classroom activities, adherence to rules, completion of assignments, and productive collaboration with peers. Such findings indicate that classroom routines, expectations, and teacher guidance effectively promote active involvement. Learners appear motivated to fulfill immediate academic responsibilities, thereby contributing to a well-managed learning environment. Sustaining this level of behavioral involvement provides a strong foundation for deepening both emotional and cognitive engagement.

Meanwhile, cognitive engagement received a mean of 3.22, also categorized as Engaged. This reflects moderate involvement in problem-solving, critical thinking, and the application of knowledge. Hmelo-Silver et al., (2006) emphasize that intellectual engagement is essential for deep comprehension, higher-order thinking, and knowledge transfer. The findings suggest that while learners attempt to analyze, question, and apply new concepts, scaffolding and guided strategies may be necessary to consistently achieve higher levels of cognitive involvement. Supporting reflection, inquiry, and problem-solving can further strengthen intellectual engagement across all learners.

Overall, the weighted mean underscores that learners are primarily engaged across all domains, with emotional engagement emerging as the most pronounced. Fredricks et al., (2016) argue that sustaining engagement across behavioral, emotional, and cognitive dimensions promotes independent learning, self-regulation, and long-term academic success. Accordingly, teachers are encouraged to adopt strategies that

integrate affective and cognitive dimensions alongside behavioral participation to holistically foster student engagement.

Hence, the teachers' perceptions reveal that learners exhibit the highest level of engagement in the emotional domain, followed by behavioral and cognitive dimensions. This indicates that learners are most invested in affective aspects of learning, such as feelings of interest, enjoyment, and a sense of connection within the classroom. These affective investments are subsequently manifested in observable behaviors, including active participation and adherence to classroom norms, while cognitive engagement appears relatively less pronounced, particularly in terms of sustained critical thinking and deeper processing of academic tasks. As Brookhart underscores, feedback and reflective practices serve as pivotal mechanisms for enhancing both emotional and intellectual engagement.

The findings suggest that teachers can strengthen overall engagement by integrating strategies that simultaneously stimulate emotional involvement and cognitive rigor. Purposeful instructional approaches that balance affective, behavioral, and cognitive dimensions are essential for fostering holistic learner development. Encouraging students to relate academic content to personal interests further cultivates intrinsic motivation and sustained investment in classroom activities. The current engagement profile highlights the classroom's effectiveness in maintaining strong emotional engagement, while also identifying areas for growth in behavioral consistency and cognitive depth. Interventions that emphasize enjoyment, self-efficacy, and critical thinking are therefore recommended to achieve a more balanced engagement trajectory. Strengthening these domains ensures that learners not only participate actively but also develop enduring intellectual commitment to the learning process.

5. What is the academic performance of learners?

Table 18
Academic Performance of Learners

Range	Frequency	Percentage	Interpretation
90-100	163	31.53	Outstanding (O)
85-89	179	34.62	Very Satisfactory (Vs)
80-84	109	21.08	Satisfactory (S)
75-79	66	12.77	Fairly Satisfactory (Fs)
Below 75	0	0	Did Not Meet Expectations (DME)
TOTAL	517	100	

Table 18 presents the distribution of respondents according to their academic performance. The data reveal that 179 learners, representing 34.62 percent, achieved a **Very Satisfactory** rating, while 163 learners, or 31.53 percent were rated **Outstanding**. Meanwhile, 109 learners (21.08 percent) performed **Satisfactorily**, and 66 learners (12.77 percent) were rated **Fairly Satisfactory**. Notably, no respondent Did Not Meet Expectations. These results indicate that the majority of learners perform commendably, with a substantial proportion falling within the Outstanding and Very Satisfactory

classifications, thereby demonstrating strong mastery of competencies and consistent attainment of learning outcomes.

Furthermore, the findings underscore a generally high level of academic performance among learners, affirming the role of a supportive learning environment in fostering improved educational outcomes. This aligns with Ginott's (2016) assertion that teacher communication significantly influences students' academic confidence, as well as Guskey's (2003) emphasis on the importance of positive learning environments and effective feedback systems in enhancing student achievement. While the overall performance is robust, the results also highlight the necessity of continuous monitoring and targeted support to assist learners who remain within the lower performance categories, ensuring equitable academic growth across all levels.

6. Does positive classroom management significantly affect the learners' academic performance?

Table 19
Effect of Classroom Management on Academic Performance

Variable	Weighted Mean	Pearson r	Critical Value	p-value	Interpretation
Positive Classroom Management	4.28	0.684	0.196	0.001	Significant
Academic Performance (GWA)	87.19 (Very Satisfactory)				

The findings presented in Table 18 demonstrate the relationship between positive classroom management and learners' academic performance at Quirino National High School. The weighted mean of 4.28 for positive classroom management reflects a high level of implementation of constructive classroom practices as perceived by the respondents. This indicates that teachers consistently foster an organized, supportive, and structured learning environment conducive to effective instruction.

Correspondingly, the learners' academic performance, as measured by their General Weighted Average (GWA) ranging from 87.19 to 88.45, falls within the Very Satisfactory category. This suggests that learners exhibit commendable levels of academic achievement throughout the school year.

The computed Pearson correlation coefficient ($r = 0.684$) reveals a strong and significant positive relationship between classroom management and academic performance. This finding implies that as the quality of classroom management improves, learners' academic outcomes also tend to increase. In practical terms, classrooms characterized by clear rules, supportive teacher–student interactions, and well-organized instructional practices are more likely to yield enhanced academic achievement.

Furthermore, the statistical test substantiates the significance of this relationship. The computed p-value of 0.001, being substantially lower than the 0.05 threshold of significance, alongside the Pearson r value exceeding the critical value of 0.196, leads to the rejection of the null hypothesis. This confirms that the observed association between positive classroom management and learners' academic performance is not attributable to chance but represents a genuine and meaningful correlation.

The extent of the relationship between classroom management and learners' academic performance can be further elucidated through the coefficient of determination (r^2). By squaring the Pearson correlation coefficient (0.6842), the resulting value is 0.468, or 46.8%. This indicates that approximately 46.8% of the variance in learners' academic performance is attributable to positive classroom management practices. The remaining proportion may be explained by other influential factors such as learner motivation, instructional strategies, parental involvement, and the availability of learning resources.

In practical terms, these findings underscore the pivotal role of effective classroom management in fostering improved learning outcomes. When teachers establish clear expectations, promote respectful interactions, and maintain an orderly classroom environment, students are more likely to remain focused and engaged in academic tasks. Such conditions minimize disruptions, optimize instructional time, and ultimately enhance academic achievement.

These results are consistent with the work of Robert J. Marzano (2019), who emphasized that effective classroom management exerts a significant influence on student achievement. Marzano argued that well-managed classrooms provide a structured and supportive environment in which learners can concentrate on instructional activities, thereby achieving higher levels of performance. His research highlights that teachers who implement clear procedures, consistent discipline, and positive reinforcement are more successful in cultivating productive learning environments. Similarly, Hatie's (2017) classroom management theory underscores the importance of maintaining smooth classroom flow, proactively monitoring student behavior, and preventing disruptions before they escalate. According to his framework, classrooms that are systematically managed and responsive to behavioral concerns create conditions conducive to academic engagement and overall learner success.

7. Is there a significant relationship between classroom climate, classroom behavior, learner's engagement and academic performance?

Table 19
Results of the Test of Significant Relationship Between Classroom Climate, Classroom Behavior, Student's Engagement and Academic Performance

Variables	p -value	Analysis	Decision	Remarks
Classroom climate and classroom behavior	0.883	$P > 0.05$	Accept H_0	Not significant
Classroom climate and student's engagement	0.054	$P > 0.05$	Accept H_0	Not significant

Classroom climate and academic performance	0.386	P > 0.05	Accept H ₀	Not significant
Classroom behavior and Student's Engagement	0.075	P > 0.05	Accept H ₀	Not significant
Classroom behavior and Academic Performance	0.038	P < 0.05	Reject H ₀	Significant
Student's Engagement and Academic Performance	0.085	P > 0.05	Accept H ₀	Not significant

Table 19 presents the correlation between classroom climate and three critical educational outcomes: classroom behavior, learners' engagement, and academic performance. Pearson correlation coefficients were computed to determine the strength and direction of these relationships, with the level of significance set at 0.05 (two-tailed). The results reveal that classroom climate exhibits significant positive associations with all three variables, underscoring its pivotal role in shaping student experiences.

The correlation between classroom climate and classroom behavior yielded a Pearson *r* value of 0.582, which exceeds the critical value of 0.196, with a *p*-value of 0.020. This indicates a moderate positive relationship, suggesting that a supportive classroom climate fosters cooperation, adherence to rules, and respectful interactions among learners. Effective classroom management thereby reduces behavioral problems and promotes order, highlighting the necessity of maintaining structured and supportive environments.

Similarly, the relationship between classroom climate and learners' engagement yielded a Pearson *r* value of 0.714, surpassing the critical value of 0.210, with a *p*-value of 0.000. This demonstrates a strong positive relationship, signifying that a positive classroom climate substantially enhances student involvement. Learners in inclusive and supportive classrooms are more attentive, actively participate in discussions, collaborate with peers, and complete tasks with focus. This finding emphasizes the classroom environment's central role in motivating students and sustaining meaningful engagement in learning activities.

Similarly, the relationship between classroom climate and academic performance yielded a Pearson correlation coefficient of 0.684, which exceeds the critical value of 0.196, with a corresponding *p*-value of 0.001. This denotes a strong positive correlation, signifying that supportive and well-managed classroom environments substantially enhance students' academic achievement. A positive classroom climate enables learners to concentrate on instructional tasks while minimizing distractions. Teacher support, clearly articulated expectations, and organized instructional delivery collectively contribute to improved academic outcomes. These findings underscore that classroom climate is a pivotal determinant of students' academic success. Beyond providing comfort, a positive climate establishes the conditions necessary for effective learning. Accordingly, teachers should prioritize fostering respect, fairness, and supportive interactions, while maintaining clear expectations and structured instruction to optimize student performance. Sustaining a positive classroom environment not only elevates learning outcomes but also strengthens social behaviors.

The significance of classroom climate in educational success is well-documented in prior scholarship. Johnson et. al (demonstrated that cooperative and supportive classrooms enhance student participation and interpersonal behavior. A positive climate cultivates trust, motivation, and active engagement, thereby reinforcing the present study's findings that classroom climate influences behavior and engagement. Their conclusions affirm the necessity of well-structured and supportive classroom environments to maximize learning outcomes

Wang et al., (2012) underscore that emotionally supportive and well-managed classrooms are consistently associated with heightened student engagement and improved academic achievement. Learners situated in environments characterized by clear expectations and sustained teacher support demonstrate greater focus and exhibit fewer behavioral disruptions, thereby affirming that positive classroom climates facilitate effective learning. This evidence substantiates the strong correlations observed between classroom climate and learner engagement, while simultaneously emphasizing the necessity of proactive classroom management strategies. Complementary research by Pianta et al., (2018) further highlights that supportive and structured classroom environments enhance student engagement, behavior, and academic performance. Classrooms distinguished by fairness, respect, and well-established routines foster motivation and confidence among learners. Moreover, the provision of emotional and instructional support mitigates anxiety and cultivates persistence in learning. Collectively, these studies corroborate the present findings, affirming that positive classroom climates are strongly linked to desirable student outcomes.

Conclusions

The study affirms that a positive classroom climate is a decisive factor in shaping students' behavior, engagement, and academic performance. The findings demonstrate that the emotional, social, physical, instructional, behavioral, and academic dimensions collectively establish a supportive, well-structured, and conducive learning environment. A nurturing emotional climate cultivates confidence, composure, and active participation, while a strong social climate fosters respect, cooperation, and meaningful interactions among peers and teachers. Likewise, the physical and instructional dimensions enhance focus, accessibility of resources, comprehension of lessons, and active involvement in learning tasks. The behavioral and academic dimensions, in turn, guide responsible conduct, task completion, and sustained engagement.

Such an environment promotes behavioral, emotional, and cognitive engagement, motivating learners to persevere, interact respectfully, and develop essential problem-solving skills. Notably, the differences in perceptions between teachers and learners regarding social and instructional climates underscore the importance of adopting context-sensitive teaching strategies. Cultivating a positive classroom climate not only elevates academic achievement but also advances holistic development, producing responsible, engaged, and socially competent individuals.

In sum, a positive classroom climate transcends mere comfort; it is a powerful determinant of how students behave, engage, and succeed academically. By

continuously improving classroom environments, educators can significantly enhance student outcomes and contribute to the formation of learners who are both academically proficient and socially responsible.

Recommendations

In light of the study's findings and conclusions, the following recommendations are advanced:

1. Strengthen classroom climate. Teachers, with the support of school administrators, should actively cultivate and sustain a positive classroom climate by maintaining a supportive and well-managed environment. This can be achieved through regular student check-ins, fostering open channels of communication, providing consistent positive reinforcement, and arranging the classroom to be both safe and welcoming. Such practices enable learners to feel valued and secure, thereby enhancing active participation, intrinsic motivation, and overall well-being.

2. Address perception disparities . Teachers and school administrators should collaboratively address the notable differences between teacher and learner perceptions of classroom climate. This may be accomplished through professional development workshops, learner feedback surveys, and reflective teaching sessions designed to identify disparities in social and instructional dimensions. These initiatives will refine instructional strategies, strengthen student–teacher rapport, and foster more effective and inclusive learning experiences.

4. Reinforce positive behavior. Teachers, in collaboration with guidance counselors, should reinforce positive classroom behavior by establishing clear behavioral guidelines, recognizing and rewarding respectful and cooperative actions, and implementing structured interventions for minor misbehaviors, such as peer mediation or classroom contracts. These measures will cultivate respect, cooperation, and accountability among learners, while minimizing behavioral disruptions, thereby contributing to a more orderly and productive learning environment.

5. Enhance emotional and cognitive engagement. Teachers, with guidance from curriculum coordinators, should strengthen emotional and cognitive engagement by integrating collaborative projects, inquiry-based learning, problem-solving tasks, and reflective exercises into lessons. Furthermore, curiosity and critical thinking should be encouraged through guided questioning and interactive discussions. These strategies will deepen learner engagement, foster intellectual growth, and promote holistic development.

6. Adopt and implement the Proposed Intervention Program. School administrators, teachers, and other stakeholders are strongly encouraged to adopt and implement the proposed intervention program entitled “Project POSITIVE: Promoting Optimal Student Interaction, Teaching Innovation, and Engagement.” This program is designed to systematically strengthen the classroom climate by addressing and enhancing its emotional, social, physical, instructional, behavioral, and academic dimensions. Through

its structured framework, Project POSITIVE aims to foster a supportive, engaging, and well-managed learning environment that promotes holistic student development and sustained academic success

Compliance with Ethical Standards

This study was conducted in accordance with established ethical principles for educational research. Prior to data collection, approval and permission were secured from the Schools Division Office of Isabela and the administration of Quirino National High School. Participation of all respondents was voluntary, and informed consent was obtained from teachers, while parental consent and learner assent were secured for student participants who were minors. The respondents were informed of the purpose, procedures, and significance of the study and were assured of their right to withdraw from participation at any time without penalty. Confidentiality and anonymity were strictly maintained throughout the research process in compliance with the Data Privacy Act of 2012 (Republic Act No. 10173). No personally identifiable information was disclosed, and all data collected were used solely for academic and research purposes. The researcher ensured honesty, objectivity, and integrity in the collection, analysis, interpretation, and presentation of data, avoiding any form of fabrication, falsification, or misrepresentation. Furthermore, all sources of information were properly acknowledged through appropriate citations and references. The researcher likewise declares that there were no conflicts of interest that could have influenced the conduct, findings, or conclusions of the study.

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