

Teachers Perceived Learning Environment in Senior High Schools in the Philippine Setting

Ruthieda Varona Abong^{1,*}, Runato Armenia Basañes², Targyn A. Nauryz³, Lubov K. Ilyashenko⁴, Jay R. Bucala Bayani⁵, Tri Minh Nguyen⁶

¹Department of Education, Schools Division Office, San Jose de Buenavista, Antique, Philippines.

²Department of Student Affairs and Services Division, University of Antique, Sibalom, Antique, Philippines.

³School of Digital Technologies, Narxoz University, Ermensay, Almaty, Kazakhstan.

⁴Department of Social Sciences and Humanities, Tyumen Industrial University, Surgut, Tyumen, Tyumen Oblast, Russia.

⁵College of Human Kinetics, Cagayan State University, Caritan Sur, Tuguegarao City, Cagayan Valley, Philippines.

⁶Faculty of Languages-Psychology, Hoa Sen University, Ben Thanh, Ho Chi Minh City, Vietnam.

ruthieda.abong001@deped.gov.ph¹, runato.basan@antiquespride.edu.ph², t.nauryz@kbtu.kz³, iljashenkolk@tui.ru⁴, jayrbayani@csu.edu.ph⁵, tri.nguyenminh4147@hoasen.edu.vn⁶

Abstract: A learning environment must be a physically and psychologically safe and conducive space for learning. This descriptive study assessed the learning environment of senior high schools as perceived by 191 randomly selected Grade 11 teachers in Antique, Philippines. Data were gathered using a validated, reliability-tested, researcher-made questionnaire checklist based on the Learning Environment Questionnaire. Descriptive statistics used were frequency, percentage, mean, and standard deviation, while t-test for Independent Samples, One-way ANOVA, and LSD were used as inferential statistics. Data analysis was done using the Statistical Package for the Social Sciences (SPSS) software, version 22.0. The findings showed that, overall and when categorized by appointment status, length of teaching experience, and sex, teachers perceived the learning environment as very conducive in terms of psycho-social, physical, and socio-cultural aspects. For psycho-social, physical, and socio-cultural aspects, Grade 11 teachers did not differ significantly in their perceptions of the learning environment when grouped by length of teaching experience and sex; however, a significant difference emerged when respondents were grouped by appointment status. The study concluded that Grade 11 teachers had a very conducive learning environment, with appointment status as a factor affecting schools' learning environments. The study recommended that government institutions, such as NEAP and DepEd, develop trainings, seminars and conferences to enrich public school teachers' knowledge and experience in maintaining a child-friendly and conducive learning environment in schools.

Keywords: Department of Education; Data Analysis; Statistical Packages for Social Sciences; One-way ANOVA; Descriptive Statistics; Learning Environment; Social and Emotional Learning.

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1. Introduction

*Corresponding author.

In this modern era, the United Nations Educational, Scientific and Cultural Organization observed that education systems must constantly evolve to effectively respond to the rapidly changing demands of the societies they serve [1]. In fact, Laurence and Vimala [6] emphasized that the teaching-learning process cannot take place in a vacuum in formal education settings. It occurs through interaction among components of the learning environment (LE). In the LE, elements of the teaching-learning process include the teacher, students, content, the learning process and the learning situation. According to Sambell [4], the learning and teaching environment ought to implement six functions: inform, communicate, collaborate, produce, scaffold, and manage. They added that, conceptually, the learning environment refers to the full range of components and activities within which learning happens [3]. LE involves the psychological, social, cultural, and physical settings in which learning occurs and in which participants co-create experiences and expectations [2]. Primarily, these participants are students, faculty, and staff engaged in this environment and in the learning process as they navigate their personal motivations, emotions, and interpersonal interactions [6]. This takes place within a physical setting shaped by cultural and administrative norms, such as school policies, and LEs are stronger when they are more inclusive [5]. However, LEs vary by context. Although many LE elements have been identified, researchers have not used theory consistently or clearly to assess them. They vary from classroom to classroom and context to context, each with unique elements [7]. According to Williams and Clint [31], the learning environment encompasses learning resources and technology, teaching methods, learning modes, and connections to societal and global contexts.

The term also includes human behavioral and cultural dimensions, including the vital role of emotion in learning. LE can be learner-centered, knowledge-centered, assessment-centered, and community-centered [8]. Learner-centered environments are designed to help learners actively construct knowledge [9]. Knowledge-centered learning environments support students' deep investigations of big ideas through generative learning activities [10]. Assessment-centered learning environments provide frequent, ongoing, and varied opportunities for assessment, including revision and self- and peer assessment. Community-centered environments value collaboration, negotiation of meaning, respect for multiple perspectives around which knowledge is constructed, and connections to the local community and culture. Contemporary learning environments are usually based on constructivist learning approaches and are student-centered [11]. They encourage knowledge creation, consider the educator as a facilitator and coach, use cooperative work, adopt authentic assignments, and provide opportunities for self-regulated learning. Contemporary learners deserve learning spaces that meet their individual and collective needs [12]. To meet this challenge, educational leaders must provide physical and cultural environments that are empowering and engaging. The learning environment is a composite of human practices and material systems, much like an ecology is a combination of living things and the physical environment [13]. The learning environment includes components that influence the student's learning curve. These components include: people; teaching materials, technical tools, and learning resources; curriculum, training, and instruction; and physical environment/learning space. The physical environment/learning space refers to the physical setting of the learner's environment, which should evoke positive responses and hold the interests of those who inhabit it [14].

The ultimate goal of education is to shape learners and help them lead successful lives. In most cultures, an educated populace is seen as vital to national progress [15]. The Department of Education (DepEd) in the Philippines, particularly school heads, teachers, parents, stakeholders and the community, has significant roles to play in ensuring a generation of senior high school students who are achievers [16]. To realize this thrust, schools must establish learning environments conducive not only to effective teaching but also to optimal learning. This is important in transforming a school into a learning community where quality performance is achieved. The argument is congruent with the mission of DepEd, which is to protect and promote the right of every Filipino to quality, equitable, culture-based, and complete basic education where: Students learn in a child-friendly, gender-sensitive, safe, and motivating environment; Teachers facilitate learning and constantly nurture every learner; Administrators and staff, as stewards of the institution, ensure an enabling and supportive environment for effective learning to happen; and family, community, and other stakeholders are actively engaged and share responsibility for developing lifelong learners [17]. An effective teacher provides a well-managed, safe, and orderly environment that is conducive to learning and encourages respect for all [18]. These components are part of a positive learning environment, including classroom management/structure and climate, that support academic achievement. Classroom management is based on good discipline, effective routines, smooth transitions, and ownership of the environment [19]. Effective teachers use classroom management to establish order, engage students, and elicit cooperation, all to create an efficient learning environment [20].

Another aspect of classroom management involves physically orienting the classroom, preparing and organizing materials and framing lessons in a logical, coherent manner. The teacher's personality is an important factor in the learning environment [21]. It is a key factor in creating a favorable teaching-learning milieu that makes the instructional process easy, enthusiastically adaptable and useful [22]. How a teacher's personality interacts with pupils' personalities helps determine the kind of behavior that emerges in the learning situation [23]. Environmental factors like classrooms, textbooks, equipment, school supplies, and other instructional materials are the physical conditions needed for learning. In fact, the classroom physical space and its affordances—the learning activities allowed by furniture, technology, arrangement of rooms and so on—can stimulate or inhibit different teaching strategies [24]. Research has also shown that color, texture, views, light, acoustics, temperature and air quality are important elements of the physical learning environment, while aesthetic aspects are perceived as less relevant. Waldman [37] observed that before students can succeed academically, they must feel safe, both physically and mentally, and that a safe

learning environment requires students to feel welcomed, supported, and respected [36]. Personalizing learning helps students develop skills such as critical thinking, using knowledge and information to solve complex problems, working collaboratively, communicating effectively, learning how to learn, and developing academic mindsets that greatly increase engagement. Students must also feel connected to teachers, staff, and other students [25].

Schools can nurture these connections by focusing on students' social and emotional learning (SEL) [26]. Students must also feel supported by all those connected to their learning experience, like teachers, classmates, administrators, family, and community members, for higher academic achievement [27]. Productive learning environments are crucial to students' academic, emotional and social success in school [28]. A conducive learning environment doesn't just happen on its own or by chance [29]. Teachers should create these environments through conscious practices, such as positive interactions with students and positive behavior, to promote learning activities, whether physical, social, academic or cultural; these environments can strongly influence students' learning and academic achievement [30]. A conducive learning environment contributes to the effectiveness of any educational institution [31]. Beyond academic benefits, a conducive learning environment also helps students develop well-rounded personalities and acquire worthwhile human values and virtues [32]. Therefore, it is timely to study the learning environment of public senior high schools to identify new constructs for direction and action [33]. This step aims to improve the implementation of Senior High Schools in the Philippines, identify their significant role in senior high school students' success in college life, and identify support to improve their academic performance and prepare them for college life or the world of work [34]. More particularly, the study's objectives are to assess the learning environment of senior high schools in Antique, Philippines, in terms of three aspects: psycho-social, physical, and socio-cultural, as perceived by Grade 11 teachers, when teachers are taken as an entire group and when they are categorized according to their appointment status, length of teaching experience, and sex; and to examine whether or not there exists a significant difference in the learning environment considering the aforementioned secondary variables [35].

2. Literature Review

Various scholars have defined learning environment using different studies and styles. According to Wirussawa et al. [26], learning environment denotes the context in which learning takes place and encompasses all human and material resources, programs and opportunities for students to use these resources creatively and imaginatively while learning and developing their potential. Cohen [11] viewed the learning environment as the quality and character of school life, encompassing the varied patterns of school experiences that reflect norms, values, goals, teaching, learning, interpersonal relationships, leadership practices and the school's organizational structures in general. Mangalam [22] stressed that the learning environment is an evolving concept and that, over time, learning environments change from simple to more complex in structure and form. These changes greatly influence how individuals acquire skills, knowledge, attitudes and competencies. Based on these definitions by UNESCO [35], Sambell [4], and Kitonyi [20], this study generally assesses the learning environment of Senior High Schools as perceived by Grade 11 teachers.

Internal and external controls are in place to plan, organise, and monitor the actions of both teachers and pupils in a secondary school. According to him, a secondary school is an institutional setting where students are subject to both internal and external physical influences. This means that settings in secondary schools include not just the physical but also the academic, social, and cultural aspects of learning. Across a variety of constructs, researchers on LEs have reported their findings on a global scale. In Kuwait, for instance, Odeh et al. [25] found that school environments need to be suitable. School environments must be positive and suitable to support students' lives and promote a democratic society. In Malaysia, Edgerton and McKechnie [14] found that improving lighting in the learning environments was critical for increasing students' desire to learn more. The study highlighted key aspects of education and the learning environment that profoundly affect secondary students' academic achievement. The study also showed that lighting is an important requirement in every learning environment, as it affects students' learning and outcomes. In the United Kingdom (UK), Usaini and Abubakar [24] found that most classrooms in UK schools lacked decency.

Inadequate space, ventilation, and thermal insulation were also issues in the schools. There were rumours that the schools' plant was in bad shape and that the urinals and incinerators were in awkward places. Because of these problems, public secondary schools were unable to achieve their aims and expectations, and there were large gaps in the uniformity of the learning environments. The study found that the physical environment had several negative impacts on the quality of schooling in the UK. Students in secondary school failed to meet expectations because of these flaws. Deteriorated physical learning settings are another finding of the study in UK public schools. What this means is that secondary school pupils in the UK were not effectively educated because most institutions lacked the necessary resources. Although the UK is a developed country, the study found that public school physical learning environments were in poor condition and required stakeholder attention. In Pakistan, Javed and Asghar [18] found a positive association between the classroom environment and girls' academic achievement at the secondary school level. They also found that positive classroom environments have adequate physical facilities that support teaching and learning. Adequate facilities would improve girls' academic achievement at the secondary

school level. Classroom environments with requisite resources and modern instructional facilities make learning conducive. The positive effect of the classroom environment on academic achievement was found in small, medium and large schools. These findings concur with Odeh et al. [25] in Kuwait, who found that school environments should be conducive and accommodative to satisfy students' academic and social needs. In Africa, Rohana et al. [28] observed that physical learning environment conditions differed significantly across the continent. In Nigeria, for instance, Wirussawa et al. [26] defined learning environment as the context in which learning took place and encompassed all resources, including human and material resources, programs and opportunities for use by students. This means students apply resources creatively and imaginatively while learning and develop their potential to the fullest. In Yobe State, Nigeria, Melaiye et al. [1] found that the learning environment significantly affected students' academic scores and grades and concurred with Kitonyi [20] study, which observed that, under certain conditions, an individual learner acquires new skills, gains knowledge and develops appropriate competencies and influences.

Mangalam [22] further stressed that an individual student's acquisition of skills, new knowledge and competencies would occur under certain conditions and influences. The author said the learning environment is reflected in curricular and co-curricular activities in which teachers and students engage in classrooms, libraries, laboratories and other places in the school. Cohen [11] offered a similar view, writing that the learning environment refers to the quality and character of school life and the varied patterns of school-life experiences, such as norms, goals, values, interpersonal relationships, teaching, learning, leadership practices, and organizational structures. These vary across schools and affect students' achievement in different ways. Ajayi et al. [3] from Nigeria agreed that the availability and use of quality educational facilities such as classrooms, school buildings, chairs, tables (Tables 1 and 2 and laboratories had a huge positive impact on the academic achievement of every school student. Hence, decent school physical facilities are critically important. This aligns with Chukwuemeka [27], whose investigation in Enugu State, Nigeria found that resource availability was critical. Laurence and Vimala [6] in West Africa confirmed that the learning environment strongly influences learner performance. This is especially true when co-curricular activities, teaching techniques, and appropriate relationships are provided, developed, maintained, and well-coordinated. Rohana et al. [28] described the learning environment as a formal organization in which teachers' and students' activities are planned, organized, and controlled from within and without.

According to him, the formal learning environment is influenced physically, internally and externally. They defined the secondary school learning environment as the physical, academic, social and cultural environments. Han and Ellis [15] and Moges et al. [10] have offered mixed signals on the role of the school learning environment, especially its association with student achievements in Kenya. Odeh et al. [25] viewed learning environments as key to school output, whereas Monsen et al. [23] argued otherwise. These conflicting viewpoints reflected broader gaps that needed investigation. In Makueni County, Kitonyi [20] found that different learning environments contributed to poor performance in schools in the area and highlighted the need to investigate how school and home environments affect academic results. The study concluded that the main factors hindering pupils' performance were a lack of teaching and learning resources, inadequate physical facilities and a very high teacher-pupil ratio. The learning environment at pupils' homes was not conducive to learning, which contributed to poor performance.

The lack of teaching and learning resources negatively affected pupils' achievement. In Vihiga County, Kenya, Korir and Kipkemboi [21] examined the impact of school environment and peer influence on the students' academic performance. It also assessed school environment factors and peer influences in terms of the level of psychological impact they have on learners. The study concluded that a conducive learning environment is very essential for effective teaching and learning. Among the many suggestions put forth was the following: (1) more classrooms should be constructed in secondary schools in order to alleviate overcrowding and provide a conducive setting for teaching and learning; (2) sufficient furniture should be supplied; and (3) students should be instructed on how to take care of these facilities, as they are often the ones to cause their own destruction. Scholars on learning environments summarized the following about LEs: LE is better correlated with academic achievement; there is a significant relationship between learning environment and school effectiveness; and the physical, social and teaching-learning school environments affect students' academic achievement.

The quality of the learning environment determines student educational attainment. Classrooms with adequate furniture, small class sizes and the use of instructional materials positively affect performance [15]. Students in schools with adequate facilities, good teachers and a favorable environment perform better than those in schools with fewer facilities, unqualified teachers and an unfavorable environment. The state of the learning environment and the quality of infrastructure, along with how well they are maintained, strongly affect students' academic performance. The more enriched the learning environment, the greater and more widespread the benefits for academic performance and other student outcomes. School climate, discipline and physical facilities significantly influence students' academic achievement. Environmental factors (appropriate coloring, lighting and open school spaces) affect students' learning and academic achievement. Schools with an adequate learning environment help achieve expected learning outcomes by encouraging effective teaching and learning.

3. Methodology

This descriptive research study primarily aimed to assess the learning environment of senior high schools as perceived by the 191 randomly selected Grade 11 teachers in the Division of Antique, Philippines. To gather data, the study used a validated, reliability-tested, researcher-made instrument: the Teachers' Learning Environment Inventory. The researchers pilot-tested the questionnaire with 30 Grade 10 public secondary school teachers in the same Division to determine item reliability using Cronbach's alpha. The reliability test showed the following Cronbach's alpha values for the various dimensions of the senior high school learning environment as perceived by teachers: psycho-social learning environment = 0.917; physical learning environment = 0.926; and socio-cultural learning environment = 0.934. To determine an individual respondent's score in a specific learning area, the numerical equivalents of the options chosen by respondents were added, and the mean for that area was computed. The mean was translated into a numerical scale with corresponding verbal descriptions shown below:

Table 1: Scale and verbal interpretation of learning area scores

Scale	Description
3.26 – 4.00	Very conducive
2.51 – 3.25	Conducive
1.76 – 2.50	Fairly conducive
1.00 – 1.75	Not conducive

Statistical tests used to interpret the data were frequency, percentage, and mean for descriptive statistics, and the independent-samples t-test for inferential statistics. The significance level for all inferential data was set at $\alpha = 0.05$ for a two-tailed test. All statistical computations were processed using the Statistical Package for the Social Sciences (SPSS) software, Version 22.0.

Table 2: Distribution of teacher-respondents according to variables

Variables	F	%
Entire group	191	100
Appointment status		
Regular Senior High School	130	68
Hybrid Senior High School	61	32
Length of Teaching Experience		
Short (10 years and below)	149	78
Long (11 years and above)	42	22
Sex		
Male	73	38
Female	118	62

Table 1 shows that 130 (68%) of the Grade 11 teachers were regular senior high school teachers, and 61 (32%) were in hybrid senior high school. In terms of length of teaching experience, 149 (78%) had short teaching experience (10 years and below), and 42 (22%) had long teaching experience (11 years and above). By sex, 73 (38%) of the senior high school teachers were male, and 118 (62%) were female.

4. Results and Discussions

Learning Environment of Senior High Schools as Perceived by Grade 11 Teachers. The learning environment is one very important factor that plays a significant role in the success of the teaching-learning process. Hence, school administrators and teachers must invest much attention and care in maintaining an environment conducive to teaching, learning and harmonious relationships—as a whole. Data in Table 2 revealed an overall mean of 3.64, indicating that the learning environment of senior high schools, as perceived by Grade 11 teachers, was very conducive. When each aspect of the learning environment was considered, the psycho-social ($=3.61$, $SD=0.40$), physical ($=3.66$, $SD=0.41$), and socio-cultural ($=3.64$, $SD=0.41$) aspects were very conducive.

Table 3: Learning environment of senior high schools as perceived by Grade 11 teachers as an entire group

Learning Environment Aspect	Mean	Sd.	Description
Psycho-Social Learning Environment	3.61	0.40	Very conducive
Physical Learning Environment	3.66	0.41	Very conducive

Socio-Cultural Learning Environment	3.64	0.41	Very conducive
Overall Mean	3.64	0.41	Very conducive

The high mean scores imply that Grade 11 teachers worked in a school environment where both the tangible and intangible aspects of the school were properly managed to ensure effective teaching processes and optimal student learning. The school climate is positive, supportive and academically robust. The data concretizes the assertion of Usman and Madudili [36], providing that classroom climate for student success must encourage cooperation among teachers and students, common interests and values, pursuit of common goals, a clear academic focus, well-organized and well-planned lessons, explicit learning objectives, appropriate instructional pace, being respectful, supportive, and productive, modeling by teachers, and classroom talk practiced by students—appointment status. In terms of appointment status, Grade 11 teachers with regular and hybrid status perceived the senior high schools as having a very conducive learning environment. Specifically, Grade 11 teachers with regular status perceived the learning environment in senior high schools as very conducive in terms of psycho-social (=3.60, SD=0.43), physical (=3.64, SD=0.45), and socio-cultural (=3.62, SD=0.44) aspects. Likewise, Grade 11 teachers with hybrid status perceived the learning environment in senior high schools as very conducive in terms of psycho-social (=3.64, SD=0.31), physical (=3.73, SD=0.29), and socio-cultural (=3.72, SD=0.29) aspects. Table 3 presents the data.

Table 4: Learning environment of senior high schools as perceived by Grade 11 teachers in terms of appointment status

Aspect of Learning Environment	Regular Senior High School			Hybrid Senior High School		
	Mean	Sd.	Description	Mean	Sd.	Description
Psycho-social	3.60	0.43	Very conducive	3.64	0.31	Very conducive
Physical	3.64	0.45	Very conducive	3.73	0.29	Very conducive
Socio-cultural	3.62	0.44	Very conducive	3.72	0.29	Very conducive

Data show that Grade 11 teachers, whether teaching senior high school classes only or both senior and junior high school classes, worked in a school climate conducive to the teaching-learning process. Teachers' teaching workload did not hinder efforts to foster a healthy climate for students to learn the essentials of education. School administrators and key officials, as implied by the data, provided the necessary support and innovation to create a conducive learning environment, regardless of length of teaching experience. Regarding length of teaching experience, Grade 11 teachers perceived the learning environment in senior high schools as very conducive. Specifically, Grade 11 teachers with 10 years and below in service perceived the learning environment in senior high schools as very conducive in terms of psycho-social (=3.61, SD=0.42), physical (=3.66, SD=0.43), and socio-cultural (=3.64, SD=0.43) aspects. Likewise, senior high schools, as perceived by Grade 11 teachers with 11 years and above in service, had a very conducive learning environment in terms of psycho-social (=3.61, SD=0.31), physical (=3.68, SD=0.32), and socio-cultural (=3.66, SD=0.32) aspects. Table 4 presents the data.

Table 5: Learning environment of senior high schools as perceived by Grade 11 teachers in terms of length of teaching experience

Aspect of Learning Environment	Short (10 years and below)			Long (11 years and above)		
	Mean	Sd.	Description	Mean	Sd.	Description
Psycho-social	3.61	0.42	Very conducive	3.61	0.31	Very conducive
Physical	3.66	0.43	Very conducive	3.68	0.32	Very conducive
Socio-cultural	3.64	0.43	Very conducive	3.66	0.32	Very conducive

In terms of teaching experience, the learning environment in senior high schools is very conducive; hence, Grade 11 teachers with 10 years or less of service were motivated and encouraged to perform at their best. Seniority, in terms of length of service, did not impede the delivery of instructional services. All teachers were given trust and confidence in teaching the subjects they handled. Sex. In terms of sex, male and female Grade 11 teachers reported a very conducive learning environment.

Table 6: Learning environment of senior high schools as perceived by Grade 11 teachers in terms of sex

Aspect of Learning Environment	Male			Female		
	Mean	Sd.	Description	Mean	Sd.	Description
Psycho-social	3.62	0.43	Very conducive	3.60	0.32	Very conducive
Physical	3.66	0.45	Very conducive	3.66	0.30	Very conducive
Socio-cultural	3.68	0.42	Very conducive	3.22	0.33	Very conducive

Specifically, male Grade 11 teachers perceived the senior high schools as having a very conducive learning environment in terms of psycho-social ($=3.62$, $SD=0.43$), physical ($=3.66$, $SD=0.45$), and socio-cultural ($=3.68$, $SD=0.42$) aspects. Likewise, female Grade 11 teachers perceived the senior high schools as having a very conducive learning environment in terms of psycho-social ($=3.60$, $SD=0.32$), physical ($=3.66$, $SD=0.30$), and socio-cultural ($=3.22$, $SD=0.33$) aspects. Table 5 reflects the data. When it comes to sex, it can be said that Grade 11 teachers showed high respect for teachers of either gender. Both male and female Grade 11 teachers were regarded as facilitators instrumental in establishing a wholesome school environment. To establish a conducive learning environment, schools create an environment that understands the dynamics of teaching learners from diverse backgrounds, maintains a safe, clean and orderly classroom free from distractions and inspires learners to set high-performance targets for themselves. Differences in the Learning Environment of Senior High Schools as Perceived by Grade 11 Teachers. Several factors influence the school's learning environment and significantly affect the delivery of the teaching-learning process. To determine significant differences in the learning environment of senior high schools, the gathered data were processed statistically to provide a clearer picture of the scenario. Appointment status. Data in Table 6 show that, when appointment status of teachers was considered, no significant differences were noted in the learning environment of senior high schools as perceived by Grade 11 teachers in the psycho-social ($t=-0.76$; $p<0.05$) and physical ($t=-1.88$; $p<0.05$) aspects, while significant differences were noted in the socio-cultural ($t=-2.15$; $p<0.05$) aspect.

Table 7: t-Test results of the learning environment of senior high schools as perceived by Grade 11 teachers in terms of appointment status

Variables	Mean		t-value	Df.	Two-tail Probability
	Regular	Hybrid			
Psycho-social	3.60	3.64	-0.76	203	0.446
Physical	3.64	3.73	-1.88	203	0.061
Socio-cultural	3.62	3.72	-2.15*	203	0.032

* $p<0.05$

The data suggest that teachers' appointment status affected the learning environment they established in their classrooms. In the case of Grade 11 teachers who were handling subjects in the junior and senior high school levels, for example, it is possible that teaching subjects of different concentrations and levels of difficulty could have been a factor in the kind of learning atmosphere established by Grade 11 teachers with hybrid appointment status as compared to the learning atmosphere established by Grade 11 teachers with regular appointment status. Focusing on more than one subject can be demanding for teachers. Unlike regular teachers who focus only on senior high school subjects, Grade 11 teachers with hybrid status must split their attention, energy and effort between studying and delivering instruction to junior and senior high school students. Length of teaching experience. Data in Table 7 show that, when length of teaching experience was considered, no significant differences were noted in the learning environment of senior high schools as perceived by Grade 11 teachers in the psycho-social ($t=0.43$; $p>0.05$), physical ($t=1.06$; $p>0.05$), and socio-cultural ($t=0.08$; $p>0.05$) aspects.

Table 8: t-Test results of the learning environment of senior high schools as perceived by Grade 11 teachers in terms of length of teaching experience

Variables	Mean		t-value	Df.	Two-tail Probability
	Short	Long			
Psycho-social	3.60	3.56	0.43	203	0.670
Physical	3.70	3.62	1.06	203	0.292
Socio-cultural	3.67	3.66	0.08	203	0.939

The school's learning environment is not directly affected by how many years teachers have served in government. As the data show, teachers, regardless of length of teaching experience, share the beliefs and practices that shape their schools' learning environment. Sex. Data Table 8 shows that, when sex was considered, no significant differences were noted in the learning environment of senior high schools as perceived by Grade 11 teachers in the psycho-social ($t=0.30$; $p>0.05$), physical ($t=0.17$; $p>0.05$), and socio-cultural ($t=1.19$; $p>0.05$) aspects (Table 9).

Table 9: t-Test results of the learning environment of senior high schools as perceived by Grade 11 teachers in terms of sex

Variables	Mean		t-value	Df.	Two-tail Probability
	Male	Female			
Psycho-social	3.62	3.60	0.30	203	0.763
Physical	3.66	3.66	0.17	203	0.867

Socio-cultural	3.68	3.62	1.19	203	0.237
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In fostering a culture of ideal beliefs and practices in school, gender should not be an issue. The data suggest that men and women work harmoniously. They even share the same principles for establishing a conducive place for both learning and teaching. Both male and female Grade 11 teachers can create a classroom learning environment that prioritizes the psycho-social, physical, and socio-cultural aspects of classroom atmosphere.

5. Conclusion

In view of the foregoing findings, the following conclusions were advanced by the researcher. While schools of Grade 11 teachers had a very conducive learning environment, factors such as appointment status on the part of the teachers and sex and academic strand on the part of the students manifested an impact on the learning environment of schools. This shows that a learning environment equipped with adequate, accessible, and usable facilities and equipment supports an effective and highly engaging teaching and learning process, resulting in highly satisfactory academic achievements among students. The significant difference in the learning environment in the psycho-social, physical, and socio-cultural aspects, as perceived by Grade 11 teachers in terms of their appointment status, signifies that they have provided a learning environment that promotes students' satisfactory academic performance. Teachers, as mandated by their roles and responsibilities and anchored on DepEd's vision and mission, may have negative or positive influences on students' performance in school. The school environment, particularly when managed by school heads with teachers at the helm, creates a home-like school where students can seek help when needed, which in turn promotes good academic performance. Finally, Grade 11 teachers' learning environment, in terms of the three aspects, is not influenced by years of teaching experience or sex. This supports the idea that, regardless of years of teaching experience and sex, Grade 11 teachers share the same perception of their learning environment.

5.1. Recommendations

Considering the findings and conclusions set forth, the following recommendations are hereby presented:

- Government institutions, such as NEAP and DepEd, should work together to develop trainings, seminars and conferences that enrich the knowledge and experience of public-school heads and teachers on maintaining a child-friendly and conducive learning environment in schools.
- Moreover, these institutions could also partner with non-government organizations and private experts (e.g., human resource training and development specialists and personality development counselors) to introduce innovations and recent developments in maintaining favorable conditions in schools' learning environments.
- School administrators are encouraged to work closely with their subordinates to accurately assess the school's situation and develop a comprehensive plan to maintain or improve the school's learning environment.
- School teachers must be empowered with the knowledge and skills to ensure that students become more engaged in classroom drills and discussions. Teachers must have the necessary learning equipment and materials to facilitate productive classroom interactions.
- Assess students' awareness of their school environment and class performance to support this development. This will also allow them to monitor their performance in school, helping them find ways to be consistent or even become more dedicated to their studies.
- To further validate the findings of this study, a similar study may be replicated among senior high school students in other school divisions and locations to draw broader generalizations and establish the relationship between the school learning environment and the level of student engagement.

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