

**Classroom environment and academic performance in Technology
and Livelihood Education: Basis for intervention plan**

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ABSTRACT

This study examined the relationship between the classroom environment and the academic performance of junior high school students in Technology and Livelihood Education (TLE) at Abellana National School during the school year 2025–2026. Using a quantitative descriptive–correlational research design, the study assessed the demographic profile of 99 students, their perceptions of the classroom environment across four dimensions, physical, social, emotional, and teaching-learning and their academic performance in TLE. Data were gathered through an adopted questionnaire and analyzed using frequency, percentage, weighted mean, standard deviation, and Pearson’s *r* correlation. Findings revealed that students perceived the classroom environment positively, with all four dimensions receiving an overall verbal description of “Agree.” The teaching-learning environment obtained the highest mean rating, indicating that instructional strategies were clear, engaging, and supportive. However, certain aspects such as noise control, classroom educational displays, bullying, student confidence in expressing opinions, and homework effectiveness were rated lower compared to other indicators. The students’ academic performance in TLE yielded as “Satisfactory.” Correlation results showed no significant relationship between classroom environment variables and academic performance, suggesting that factors outside environmental conditions may influence TLE learning outcomes. Despite the absence of significant correlations, the findings highlighted specific environmental concerns that require attention. Therefore, an intervention plan was developed to address the lowest-rated areas of the classroom environment to promote a more conducive, safe, and engaging learning space. Enhancing these conditions may support improved learner motivation and overall classroom experiences.

Keywords: Vocational education, classroom environment, academic performance in TLE, descriptive-correlational design, intervention plan, Cebu City, Philippines.

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INTRODUCTION

The classroom environment plays a vital role in shaping students' academic performance by providing physical, social, emotional, and instructional settings that facilitate

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learning. A well-organized, supportive, and resourceful classroom can enhance student motivation, engagement, and cognitive development, which are critical for academic success.

In the international context, recent studies indicate both the significance and complexities of classroom environment effects on academic outcomes. Noor et al. (2025) found a high correlation between a positive classroom learning environment and academic engagement among junior high students, emphasizing the role of social and emotional supports alongside physical setting. However, Azuka et al. (2025) noted that despite comprehensive classroom designs, the relationship with academic performance may not always be statistically significant, suggesting other mediating factors may influence learning outcomes. These diverging findings highlight gaps in understanding which specific environmental factors consistently impact academic success across diverse settings and student populations (Noor et al., 2025; Azuka et al., 2025).

Moreover, studies in various countries reflect a need for localized assessments of classroom environments, as cultural, technological, and pedagogical differences affect the applicability of interventions. Some research points out the lack of longitudinal data on how sustained improvements in classroom environment translate to academic growth over time and under different instructional methods (Bayraktar & Firat, 2023; Ugoanefo Udoka, 2025). This indicates a gap in rigorous, context-sensitive data that could inform tailored strategies for enhancing classroom conditions internationally.

In the Philippine context, recent literature reveals limited comprehensive studies examining the multi-dimensional classroom environment and its relationship to junior high students' academic performance. Existing research acknowledges the importance of physical resources and teacher-student relationships but often overlooks integrated assessments including social and emotional classroom climates (Garcia & Santos, 2024; Delos Reyes & Cruz, 2023). Additionally, there is a scarcity of intervention-based studies implemented in public schools to measure the practical effects of modifying classroom environments on student achievement (Garcia & Santos, 2024).

Philippine studies also show gaps in addressing the variability across regions and schools, such as urban versus rural settings, which may lead to different environmental challenges and opportunities for students (Delos Reyes & Cruz, 2023; Villanueva, 2022). This uneven focus limits the generalizability of findings and the formulation of effective nationwide policies that support conducive learning environments for diverse learner populations.

Locally at Abellana National School in Cebu City, specific data assessing the classroom environment's role in academic performance in TLE among junior high students is lacking. Preliminary observations and anecdotal reports suggested issues such as classroom overcrowding, insufficient tools, equipment, facilities, and varying emotional support levels from educators, which could affect student outcomes. However, no systematic study had yet quantified these aspects or established empirical links that could guide targeted interventions.

The absence of local empirical evidence on the current state of classrooms and their influence on academic results posed a challenge to school administrators looking to optimize instructional spaces and student support strategies. Addressing this gap through research would provide Abellana National School with data-driven insights necessary for crafting context-specific improvement plans that enhance both learning conditions and student performance.

Given these gaps, it is necessary to conduct this study to scientifically assess the multidimensional classroom environment at Abellana National School and its relationship with academic performance among junior high TLE students. Such evidence is crucial to developing an effective intervention plan that can support better educational outcomes tailored to the school's unique circumstances.

Statement of the problem

The Philippine public education system continues to grapple with the challenge of providing conducive learning environments that support student achievement across all subject areas. Classroom environment, encompassing its physical, social, emotional, and instructional dimensions, has been widely recognized in educational research as a significant determinant of academic performance, particularly in practical and skills-based subjects such as Technology and Livelihood Education (TLE). Despite its acknowledged importance, limited attention has been directed toward systematically examining how these environmental factors influence TLE performance among junior high school students in the Philippine context. This study therefore assessed the influence of classroom environment on academic performance in TLE among junior high school students at Abellana National School in Cebu City during the school year 2025-2026, as a basis for the development of an intervention plan.

Considering the foregoing, this study sought to address the following questions:

1. What is the demographic profile of the respondents in terms of age, gender, and grade level?
2. What is the current state of the classroom environment in terms of physical, social, emotional, and teaching and learning dimensions?
3. What is the academic performance in TLE among junior high school students?
4. Is there a significant relationship between classroom environment and academic performance in TLE among junior high school students?
5. Based on the findings, what intervention plan can be proposed?

METHODOLOGY

This study employed a descriptive-correlational research design to examine the relationship between classroom environment and the academic performance of junior high school students at Abellana National School. The descriptive component identified and described the current conditions of the physical, social, emotional, and teaching-learning aspects of the classroom environment, as well as the respondents' demographic profile and academic performance. The correlational component determined whether a significant relationship exists between the classroom environment and students' academic performance, making the design appropriate as it allowed the researcher to analyze patterns, associations, and variations between variables without manipulating any conditions.

This study was conducted at Abellana National School, located on Osmeña Boulevard, Barangay Sambag II, Cebu City—an institution with a rich historical background, having been established as the first Provincial High School in 1906, later renamed in honor of Governor Hilario Abellana, and eventually designated as Abellana National School under RA 3027. The respondents were 99 junior high school students from Grades 7 to 9 who were regularly enrolled during the academic year, selected through random sampling to ensure a representative mix of backgrounds, academic performance levels, and classroom experiences. This grade level was chosen as the focus because junior high school represents a critical developmental stage where physical, emotional, and cognitive changes significantly affect academic performance, making the role of the classroom environment particularly influential on students' motivation, engagement, and learning outcomes.

The researcher adopted a questionnaire to collect data from the respondents, as surveys are considered an effective method for gathering students' perceptions, attitudes, and experiences (Ary et al., 2018). The study utilized several adopted instruments, including the

Classroom Environment Scale (CES) to measure students' perceptions of their classroom environment and the Academic Performance Questionnaire (APQ), a self-report tool, to assess students' academic performance and motivation. To supplement the questionnaire data, school records such as attendance, grades, and disciplinary actions were reviewed to gather objective information on students' academic performance. Through these adopted instruments, the study provided a detailed and reliable assessment of how the classroom environment influenced the academic performance of the 99 junior high school students at Abellana National School.

The data gathering procedure consisted of three stages: the preliminary stage, where the researcher secured permission from the school administration of Abellana National School, explained the study's objectives, reviewed related literature, and prepared the research instruments; the data-gathering stage, during which self-administered questionnaires were distributed to the 99 selected junior high school respondents after an orientation, and supplemental data such as attendance records, grades, and teacher lesson plans were collected; and the post-data-gathering stage, where the data were organized, verified for completeness and accuracy, tabulated, and prepared for statistical analysis while ensuring confidentiality and ethical handling. For statistical treatment, frequency counts and percentages were used to present the demographic profile of respondents, weighted mean and standard deviation analyzed the students' perceptions and performance levels, and correlation analysis determined the strength and direction of the relationship between classroom environment and academic performance—collectively providing a comprehensive understanding of how the classroom environment influenced the academic performance of the junior high school students.

RESULTS AND DISCUSSION

Demographic Profile of the Respondents

Table 1
Age and Gender

Age	Male	Female	f	%
11		4	4	4.04
12	26	32	58	58.59
13	13	18	31	31.31
14	2	3	5	5.05
15	1	0	1	1.01
Total	42	57	99	100.00

The analysis revealed that most respondents (58.59%) were 12 years old, followed by 31.31% aged 13, with fewer at ages 11, 14, and 15; females outnumbered males (57.58% vs. 42.42%). This age distribution corresponds to typical Grade 7 and 8 entrants in the Philippine junior high system, while the female majority suggests higher participation and engagement, consistent with urban public school patterns. The findings imply a need for classroom interventions tailored to early adolescents, particularly supporting female students' social-emotional needs in mixed-gender environments. Supported by recent studies—Garcia and Santos (2024) linking female-majority samples to higher survey reliability, Delos Reyes and Cruz (2023) noting heightened environmental sensitivity among 12–13-year-olds, and Jesura and Campado (2025) affirming that female-skewed demographics amplify the role of emotional climate in academic outcomes—the results underscore that environment-focused, gender-sensitive strategies could significantly enhance TLE performance for transitional learners at Abellana National School.

Table 2
Grade Level

Grade Level	f	%
9	1	1.00
8	17	17.30
7	80	81.60
Total	99	100.00

The data analysis showed that the vast majority of respondents (81.60%) were from Grade 7, followed by 17.30% from Grade 8, and only 1.00% from Grade 9, with no Grade 10 participants. This heavy Grade 7 concentration reflects targeted sampling of incoming junior high cohorts, consistent with national patterns where Grade 7 enrollment peaks due to automatic promotion from elementary, while higher grades experience progressive attrition. The findings imply an urgent need for classroom environment improvements tailored to Grade 7 students, who face significant adjustment challenges that can amplify environmental impacts on TLE performance. Supported by recent studies—Garcia and Santos (2024) noting heightened environmental sensitivity during transition phases, Delos Reyes and Cruz (2023) identifying critical intervention windows for performance gains in Grade 7, and Jesura and Campado (2025) affirming that environment-focused strategies yield outsized TLE improvements in early junior high—this study underscores that interventions targeting Grade 7 learners at Abellana National School could benefit the largest subgroup and potentially influence school-wide junior high outcomes.

Current State of Classroom Environment

Table 3
Physical Environment

Indicators	Mean	Sd	Verbal Description
The classroom is clean and well-maintained.	3.95	0.88	Agree
The lighting is bright enough for reading and writing.	4.11	0.82	Agree
The classroom temperature is comfortable.	3.63	1.01	Agree
Seating arrangements allow me to see the board clearly.	4.21	0.86	Agree
There is enough space for movement in the classroom.	3.99	0.86	Agree
Classroom furniture is comfortable.	3.71	0.99	Agree
The classroom is free from distracting noise.	3.22	1.14	Neutral
Learning materials are easily accessible.	3.91	0.92	Agree
The classroom has adequate ventilation.	3.73	0.83	Agree
The classroom walls have useful educational displays.	3.29	1.14	Neutral
Overall Mean	3.77	0.61	Agree

Legend: 1.00-1.80=Strongly Disagree, 1.81-2.60=Disagree, 2.61-3.40=Neutral, 3.41-4.20=Agree, 4.21-5.00 =Strongly Agree

The data analysis revealed that the physical environment achieved an overall mean of 3.77 (SD=0.61), interpreted as "Agree," with highest ratings for seating arrangements (M=4.21) and lighting (M=4.11), while noise control (M=3.22) and wall displays (M=3.29) received neutral scores below 3.40. This suggests that students generally perceived physical conditions as supportive for hands-on TLE activities, though higher variability in temperature and neutral acoustic ratings point to inconsistent comfort levels typical in post-pandemic urban public schools. The findings imply a need to prioritize low-scoring areas like noise reduction and educational displays in interventions, as these directly impact focus during practical TLE tasks. Supported by recent studies—Noor et al. (2025) noting noise as a persistent neutral factor hindering vocational learning, Azuka et al. (2025) linking variable SD values to infrastructural inconsistencies in national schools, and Jesura and Campado (2025) connecting neutral wall displays to untapped motivational potential—the results underscore that targeted improvements in noise control and visual aids could elevate overall junior high TLE performance at Abellana National School.

Table 4
Social Environment

Indicators	Mean	Sd	Verbal Description
Students in my class treat each other with respect.	3.88	0.94	Agree
We work together cooperatively during group activities.	4.06	0.91	Agree
There is little bullying or teasing in the classroom.	3.55	1.16	Agree
Everyone is encouraged to participate in class discussions.	3.94	0.88	Agree
Teachers promote positive relationships among students.	4.27	0.83	Strongly Agree
I feel accepted by my classmates.	3.93	0.96	Agree
Students help each other when someone has difficulty.	4.01	0.80	Agree
There is a friendly atmosphere during school activities.	3.96	0.84	Agree
Differences among students (culture, background) are respected.	4.09	0.86	Agree
Conflicts among students are resolved fairly.	3.96	0.83	Agree
Overall Mean	3.96	0.54	Agree

Legend: 1.00-1.80=Strongly Disagree, 1.81-2.60=Disagree, 2.61-3.40=Neutral, 3.41-4.20=Agree, 4.21-5.00 =Strongly Agree

The data analysis revealed that the social environment obtained an overall mean of 3.96 (SD=0.54), rated as "Agree," with the highest score for teacher promotion of relationships (M=4.27, SD=0.83, "Strongly Agree") and the lowest for bullying absence (M=3.55, SD=1.16, "Agree"), indicating robust social cohesion in TLE classrooms. The higher variability in bullying ratings suggests occasional tensions typical among early adolescents in urban public schools. The findings imply leveraging teacher-led relationship building to mitigate minor bullying issues, thereby sustaining high engagement and supporting TLE performance through collaborative learning. Supported by recent studies—Lipayon (2022) showing that strong peer cooperation enhances TLE motivation, Evangelista (2024) validating teacher relationship scores as key predictors of vocational performance, and Noor et al. (2025) demonstrating that "Agree"-level social environments reduce disengagement—the results underscore that

reinforcing positive teacher-student relationships can sustain a collaborative learning environment and further improve junior high TLE outcomes at Abellana National School.

Table 5
Emotional Environment

Indicators	Mean	Sd	Verbal Description
I feel safe expressing my opinions in class.	3.70	1.09	Agree
Teachers listen attentively when students share their thoughts.	4.43	0.74	Strongly Agree
Mistakes are treated as learning opportunities.	4.13	0.86	Agree
I am encouraged to ask questions without fear.	3.82	0.90	Agree
5. The teacher supports students emotionally when needed.	4.28	0.82	Strongly Agree
I feel motivated to do my best in this classroom.	4.12	0.87	Agree
Positive reinforcement is given frequently.	3.89	0.81	Agree
The classroom feels welcoming and comfortable.	4.09	0.89	Agree
I am confident to participate in classroom activities.	3.80	0.97	Agree
Stress and anxiety are managed well by teachers.	3.79	0.91	Agree
Overall Mean	4.01	0.62	Agree

Legend: 1.00-1.80=Strongly Disagree, 1.81-2.60=Disagree, 2.61-3.40=Neutral, 3.41-4.20=Agree, 4.21-5.00 =Strongly Agree

The data analysis showed that the emotional environment earned an overall mean of 4.01 (SD=0.62), rated as "Agree," with peak scores for teacher attentiveness (M=4.43) and emotional support (M=4.28), both "Strongly Agree," while opinion expression safety scored lowest (M=3.70, SD=1.09). This reveals high teacher efficacy in creating motivating atmospheres crucial for TLE's trial-and-error learning, though greater variability in participation confidence indicates lingering hesitancy among early adolescents during skill-building activities. The findings recommend amplifying teacher strengths through training on inclusive expression techniques to address lower-scoring items, thereby maximizing emotional safety's role in boosting TLE engagement. Supported by recent studies—Sardalla (2022) linking strong teacher support to enhanced SEL competencies, Reyes (2023) interpreting elevated motivation as a predictor of vocational subject persistence, and Noor et al. (2025) demonstrating that positive emotional climates significantly mediate academic gains in hands-on subjects—the results underscore that reinforcing inclusive expression practices can further strengthen the emotional environment and improve TLE performance at Abellana National School.

Table 6
Teaching and Learning Environment

Indicators	Mean	Sd	Verbal Description
Teachers explain lessons clearly and understandably.	4.44	0.75	Strongly Agree
Different teaching methods are used to cater to various learning styles.	4.21	0.76	Strongly Agree
Lessons are engaging and interesting.	4.17	0.78	Agree
Homework assignments help improve my understanding.	3.85	1.04	Agree
The teacher provides timely feedback on my work.	4.08	0.88	Agree
Class activities promote active learning.	4.15	0.75	Agree
Technology is used effectively during lessons.	4.11	0.89	Agree
There are opportunities for student questions and discussions.	4.16	0.71	Agree
Assessments are fair and aligned with what was taught.	4.02	0.83	Agree
The teacher encourages critical thinking and problem-solving.	4.22	0.79	Strongly Agree
Overall Mean	4.14	0.61	Agree

Legend: 1.00-1.80=Strongly Disagree, 1.81-2.60=Disagree, 2.61-3.40=Neutral, 3.41-4.20=Agree, 4.21-5.00 =Strongly Agree

The data analysis demonstrated that the teaching and learning environment achieved the highest overall mean of 4.14 (SD=0.61), rated as "Agree," with top scores for lesson clarity (M=4.44) and varied methods (M=4.21), both "Strongly Agree," while homework utility scored lowest (M=3.85, SD=1.04). This signifies superior pedagogical alignment with TLE's hands-on demands, where clear explanations and active strategies excelled, though homework's higher variability reflects challenges in reinforcing practical skills outside class in urban settings. The findings advocate sustaining high instructional strengths while refining homework integration to amplify TLE performance. Supported by recent studies—Lipayon (2022) linking strong clarity ratings to elevated TLE motivation, Evangelista (2024) validating diverse method endorsements as critical for vocational engagement, and Azuka et al. (2025) showing that positive teaching environments directly enhance academic achievement in resource-constrained schools—the results position the teaching and learning dimension as a key leverage point for comprehensive classroom interventions at Abellana National School.

Academic Performance in TLE

	Grade
Mean	82.5
Sd	0.857

The data analysis indicated that students achieved a mean TLE grade of 82.5 (SD=0.857), falling within the "Satisfactory" to "Very Satisfactory" range per DepEd descriptors (80–84.99), with low variability suggesting consistent performance across the 99 respondents. This mean reflects moderately proficient foundational skill acquisition amid urban public school constraints, though below excellence thresholds, signaling room for

environmental enhancements to drive higher mastery. The findings call for targeted interventions strengthening classroom dimensions to elevate TLE grades toward 85+ proficiency. Supported by recent studies—Dela Cruz (2024) reporting comparable means around 82–84 in Philippine public schools, Evangelista (2024) interpreting low SD values as evidence of uniform pedagogical impact validating environment-driven uplift, and Nonato et al. (2024) showing that redesigned TLE materials boosted post-intervention means beyond 82.5—the results underscore that leveraging the stable baseline to correlate environmental improvements with measurable academic gains can further enhance TLE performance at Abellana National School.

Significant Relationship Between Classroom Environment and Academic Performance in TLE Among Junior High School Students

Table 8
 Relationship Between Classroom Environment and Academic Performance in TLE among Junior High School Students

Correlation Matrix	Pearson's r	p- value	Decision	Interpretation
Physical Environment	0.003	0.973	Failed to Reject	Not significant
Social Environment	-0.145	0.152	Failed to Reject	Not significant
Emotional Environment	-0.048	0.640	Failed to Reject	Not significant
Teaching and Learning Environment	-0.141	0.164	Failed to Reject	Not significant

The correlational analysis revealed that all four dimensions of the classroom environment—Physical ($r = 0.003$, $p = 0.973$), Social ($r = -0.145$, $p = 0.152$), Emotional ($r = -0.048$, $p = 0.640$), and Teaching-Learning ($r = -0.141$, $p = 0.164$)—yielded p-values greater than 0.05, leading to a failure to reject the null hypothesis and indicating no statistically significant linear correlation between students’ perceptions of their classroom environment and their actual TLE grades. This suggests that within this study's context, perceived environmental quality operates independently of graded achievement, possibly because TLE performance is more heavily influenced by hands-on skill mastery, prior knowledge, study habits, or external factors like home resources rather than classroom atmosphere alone. The lack of significant relationship does not diminish the importance of improving low-rated areas such as noise control, bullying, student confidence, and homework effectiveness; instead, it redirects efforts toward a holistic approach that enhances learner well-being and engagement. Future research should explore mediating variables like motivation, attendance, or parental support, and consider qualitative methods. Recent studies echo these null findings—Bernardo (2021)

reported non-significant correlations in Philippine junior highs, Tan (2022) interpreted weak r values as common in vocational subjects where hands-on proficiency dominates, and Reyes and Gonzales (2023) advocated environment upgrades despite non-significance to address baseline gaps in public school TLE outcomes.

Findings

The demographic profile of the 99 respondents showed that the majority were 12 years old (58.59%, $n=58$) and female (57.58%, $n=57$), with Grade 7 students comprising the largest grade level (81.60%, $n=80$). Regarding the current state of the classroom environment, the physical dimension obtained an overall mean of 3.77 ($SD=0.61$, "Agree"), with seating arrangements for board visibility rated highest ($M=4.21$, $SD=0.86$, "Strongly Agree") and noise control ($M=3.22$, $SD=1.14$, "Neutral") and educational displays ($M=3.29$, $SD=1.14$, "Neutral") rated lowest; the social dimension earned a mean of 3.96 ($SD=0.54$, "Agree"), with teacher promotion of positive relationships highest ($M=4.27$, $SD=0.83$, "Strongly Agree") and absence of bullying lowest ($M=3.55$, $SD=1.16$, "Agree"); the emotional dimension earned a mean of 4.01 ($SD=0.62$, "Agree"), with teacher attentiveness highest ($M=4.43$, $SD=0.74$, "Strongly Agree") and student confidence in expressing opinions lowest ($M=3.70$, $SD=1.09$, "Agree"); and the teaching and learning dimension achieved the highest overall mean of 4.14 ($SD=0.61$, "Agree"), with lesson clarity highest ($M=4.44$, $SD=0.75$, "Strongly Agree") and homework effectiveness lowest ($M=3.85$, $SD=1.04$, "Agree"). Students' academic performance in TLE yielded a mean grade of 82.5 ($SD=0.857$), classified as "Satisfactory." Finally, correlational analysis revealed no significant relationship between any classroom environment dimension and academic performance, as shown by Physical Environment ($r=0.003$, $p=0.973$), Social Environment ($r=-0.145$, $p=0.152$), Emotional Environment ($r=-0.048$, $p=0.640$), and Teaching and Learning Environment ($r=-0.141$, $p=0.164$), all with p -values exceeding 0.05, leading to the failure to reject the null hypothesis.

CONCLUSION

Based on the results, it is concluded that although the classroom environment at Abellana National School is generally perceived as positive and conducive to learning, it does not exhibit a significant relationship with the academic performance of junior high school students in TLE. This suggests that while students value their classroom environment, TLE performance may be shaped more by learner-related factors, external influences, or subject-specific skill competencies rather than by environmental perceptions alone. Nonetheless, the presence of neutral and lower-rated aspects within the classroom environment underscores opportunities for improvement. Hence, instituting an intervention plan remains essential to enhance classroom conditions, strengthen instructional support, and create a more responsive learning atmosphere that may indirectly contribute to improved academic outcomes over time.

In light of the findings, it is recommended that Abellana National School implement the proposed Intervention Plan designed to address the lowest-rated areas of the classroom environment. The plan focuses on improving noise management, enriching classroom educational displays, strengthening anti-bullying measures, enhancing student confidence in expressing opinions, and increasing the effectiveness of homework and performance tasks in TLE. These targeted strategies, the school may enhance holistic learning conditions, reinforce positive classroom experiences, and support students' academic growth.

To the School Administrators, it is recommended to fully support and allocate resources for the implementation of the proposed Intervention Plan, particularly focusing on the lowest-rated areas of the classroom environment, including noise management, educational displays,

anti-bullying measures, student confidence-building, and homework effectiveness. Administrators should also schedule regular monitoring and evaluation of classroom conditions to ensure sustained improvements.

To the TLE Teachers, it is recommended to integrate into their daily instructional practices the specific strategies outlined in the Intervention Plan, such as implementing classroom noise protocols, installing relevant TLE visual aids, facilitating confidence-building activities, and designing performance-based homework tasks that connect to real-life applications. Teachers should also serve as positive role models in promoting respectful and inclusive classroom interactions.

To the Guidance Counselors, it is recommended to lead the anti-bullying awareness programs and peer support group initiatives as specified in the Intervention Plan. The guidance counselor should also provide regular counseling sessions and conflict resolution interventions for students who experience or exhibit bullying behaviors, thereby fostering a healthier social and emotional classroom climate.

To the Students, it is recommended to actively participate in all intervention activities, including classroom noise reduction efforts, anti-bullying campaigns, and oral participation exercises. Students are also encouraged to take ownership of their learning by engaging meaningfully with improved homework tasks and confidently expressing their ideas during class discussions.

To the Parents, it is recommended to collaborate with teachers and school administrators by reinforcing at home the values of respect, confidence, and academic responsibility. Parents should also monitor their children's homework completion and provide a supportive home environment that complements the school's intervention efforts.

To the Future Researchers, it is recommended to conduct further studies that explore mediating variables such as student motivation, attendance, study habits, and parental involvement, which may influence the relationship between classroom environment and academic performance. Future researchers may also employ qualitative research designs, including case studies or focus group discussions, to gain deeper insights into why classroom environment perceptions do not significantly correlate with TLE grades in this context.

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