



THE INFLUENCE OF LEARNING ENVIRONMENT ON STUDENTS' SOCIAL DEVELOPMENT AND ACADEMIC PROGRESS

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ABSTRACT

This study aimed to determine the influence of learning environment on the social development and academic progress. Specifically, it examined the level of the learning environment. It also assessed students' level of social development that measured the level of academic progress. Additionally, this study prevail the significant influence between learning environment on students' social development and students' academic Progress. To carry out this research study, a descriptive research design was employed. A total of 226 students from Senior high school students of Masapang Integrated National High School in the school year 2024-2025 were selected using cluster random sampling. The researchers used a modified 5-point Likert scale survey questionnaires to gather the data needed for the study. Statistical tools used were mean and such as statistical tools, such as mean, standard deviation, and regression analysis to analyze the influence of the Learning Environment on Social Development and Academic Progress of the students. The findings revealed that the learning environment of the students such as physical set-up, classroom management, access to resources and technology integration was marked "Very High". Moreover, social development in the following indicator such as social behavior, communication, learning and adaptability was marked "Very High" and "High" for the emotional behavior. Furthermore, academic progress of the students across various indicators like Study habits, classroom engagement, teacher-student relationship, collaboration, and Self-Assessment and Reflection was remarked "Very High". The findings emphasize that there is a significant influence between learning environment on students' social development and academic progress. Based on the findings, learning environment has influence on the social development and academic progress of the students leading to the rejection of the null hypotheses. Therefore, it is concluded that students are very much aware that environment help students develop their socialization and be productive in their academics toward their success. It is recommended to impart a positive and well-managed environment to build strong connection that will help strengthen their personality that leads to personal development. All stakeholders are encouraged to maximize the utilization of all resources to make it effective to all especially the learners.

KEYWORDS— Learning Environment, Social Development, Academic Progress, Technology Integration, Emotional Behavior.

I. INTRODUCTION

Learning environment is one of the Basic Components that makes Teaching and Learning events happen. It consists of an area where the physical structures are built for purposes of providing academic instruction to children. Thus, it also provides positive, supportive, and stimulating environment that can enhance learning, while a negative or chaotic environment can hinder it. All the organizational resources are available to accomplish its goal, and it is also a special place where everyone can rely.

In research made by Olges (2025), a crucial skill for primary school teachers is maintaining efficient classroom management. Teachers use classroom seating arrangements to help maintain this efficiency. However, developing classroom seating arrangements is both time-consuming and often non-optimal for distraction mitigation. In observance of the learners, it's clear that meaningful learning is difficult when the environment isn't effective. Passive learning doesn't encourage growth, and the setting around us plays a major role in how they develop and improve. An engaging environment filled with interactive activities helps spark student interest and build internal motivation. When students see their surroundings as lively and meaningful, they're more likely to stay involved and enthusiastic about learning. A positive,

welcoming, and supportive classroom atmosphere also boosts students' emotional and mental well-being. Feeling safe, respected, and valued in the classroom eases anxiety and strengthens their sense of belonging.

As supported by Dunn-Dunn Learning Style Theory in Environmental Domain, Students register different responses to a number of environmental factors while learning. Some prefer to study with background music, others prefer quiet; some prefer bright lighting, others prefer dim; some prefer warm environments, others cool; and so on. It is very important to identify and address these environmental preferences, as students have shown higher retention rates, better attitudes, and greater achievement when the instructional environment was suited to their individual preferences. Every student has their own way of acquiring information and the environment is one of the key factors in how they perceived and how they learn. Some of the learners wanted the physical set up to be very lit and has warmth ambiance, some wants a typical classroom engagement, and they also want as a 21st century learner the place where integration of new technology is being place. But how can learners deal with it if the learners have no access at all? Is this really affects them? Our personal matters? Our academic growth?



Is the personality and academe development really affect the surroundings? Or is it just individuals on how individuals limit themselves to do better?

1.1 Statement of the Problem

Problem/s which were addressed by the research

This research aimed to determine the significant influence of Learning Environment on Social Development and Academic Progress of the student.

This study sought to answer the following questions:

1. What is the level of learning environment in terms of;
 - 1.1 Physical Set-up;
 - 1.2 Classroom Management;
 - 1.3 Access to Resources; and
 - 1.4 Technology Integration?
2. What is the level of students social development in terms of;
 - 2.1 Social Behavior;
 - 2.2 Emotional Behavior;
 - 2.3 Communication; and
 - 2.4 Learning And Adaptability?
3. What is the level of students academic progress in terms of;
 - 3.1 Study Habits;
 - 3.2 Classroom Engagement;
 - 3.3 Teacher-Student Relationship;
 - 3.4 Collaboration; and
 - 3.5 Self-Assessment and Reflection?
4. Is there a significant influence between learning environment and students' social development?
5. Is there a significant influence between learning environment and students' academic Progress?

II. METHODOLOGY

To carry out this research study, a descriptive research design was employed. A total of 226 students from Senior high school students of Masapang Integrated National High School in the school year 2024-2025 were selected using cluster random sampling. The researchers used a modified 5-point Likert scale survey questionnaires to gather the data needed for the study. Statistical tools used were mean and such as statistical tools, such as mean, standard deviation, and regression analysis to analyze the influence of the Learning Environment on Social Development and Academic Progress of the students.

III. RESULTS AND DISCUSSION

This part presents, analyzes, and interprets the data collected, highlighting a significant influence between the learning environment on learners' social development and academic progress.

Level of Learning Environment

Learning environment refers to the physical, social, and psychological conditions in which learning takes place, In this study learning environment include variables such as physical setup, classroom management, access to resources, and technology integration and was treated statistically using mean and standard deviation

Table 1 presents the level of learning environment in terms of physical set up. It includes statements, mean scores, standard deviations, and corresponding remarks.

The overall mean of 4.50 and the standard deviation of 0.69 concerning the learning environment reflects the extent to which students perceive it as effective in supporting their academic growth. Students find their learning environment conducive, engaging, and well-equipped with resources that enhance their learning experience. Conversely, disruptions and inconsistencies may cause a loss of focus and a deviation from the intended path on students' learning outcomes. Understanding the overall mean in this context helps teachers to identify areas for improvement to create a more supportive and enriching learning experience.

As stated by Lebasi (2024) refers to the tangible, observable components and circumstances that surround people in each area. These factors significantly influence people's experiences, actions, and well-being.

Table 1
Level of Learning Environment in terms of Physical Set-Up

STATEMENT	MEAN	SD	REMARKS
Takes place if the classroom environment is comfortable and conducive to learning	4.29	0.76	Strongly Agree
Facilitates effective teaching and learning.	4.52	0.64	Strongly Agree
Last when classroom is visually appealing and stimulating for students.	4.49	0.74	Strongly Agree
Influenced by the classroom's welcoming and inclusive environment.	4.62	0.63	Strongly Agree
Dissonance and disturbance might lead to loss in attention and out of track.	4.58	0.63	Strongly Agree
Weighted Mean		4.50	
SD		0.69	
Verbal Interpretation			Very High

A thoughtfully designed environment greatly influences individuals' overall well-being. Elements such as ample natural light, fresh air circulation, quiet and secure surroundings, access to green spaces, and a clean, orderly setting can substantially reduce stress levels, elevate mood, enhance concentration, and boost productivity. Such features create spaces that feel inviting and comforting, offering a sense of familiarity and belonging. They not only safeguard physical health but also promote mental and emotional wellness. When environments are intentionally structured, they nurture engagement, inclusivity, and a deep sense of security—foundations that are vital for cultivating a positive and effective learning atmosphere.

Table 2 presents the level of learning environment in terms of Classroom Management. It includes statements, mean scores, standard deviations, and corresponding remarks.



Table 2
Level of Learning Environment in terms of Classroom Management.

STATEMENT	MEAN	SD	REMARKS
Encourages students to focus on their tasks without frequent distractions.	4.59	0.58	Strongly Agree
Nurtures students to work collaboratively and serve as effective management that helps students develop conflict resolution skills	4.44	0.67	Strongly Agree
Supports student time management skills.	4.39	0.65	Strongly Agree
Reinforces of different techniques aids students feel more secure and focused.	4.50	0.62	Strongly Agree
Promotes self-discipline among students and manage student behavior	4.62	0.62	Strongly Agree
Weighted Mean	4.51		
SD	0.63		
Verbal Interpretation	Very High		

The overall mean of 4.51 and the standard deviation of 0.63 concerning the learning environment reflects the extent to which students perceive it as effective in supporting their academic growth. Students recognize that strong classroom management is key to creating a positive and productive learning environment. It involves the strategies and techniques teachers use to maintain order, promote good behavior, and keep students actively engaged. When classroom management is effective, it helps build a structured and dynamic space where students are motivated to participate and enjoy learning. However, without clear organization, students may become disruptive, leading to frequent interruptions that break the lesson's momentum and take away from valuable learning time. Understanding the overall trends in classroom management allows teachers to identify areas that need improvement, helping them create a more supportive and inspiring space for students.

Sorbeto (2022) describes the level of teaching efficiency of teachers in terms of; preparation of daily lesson log; submission of required documents; knowledge of subject matter; community involvement and professional growth and development and the level of classroom management of teachers in terms of, classroom routine; classroom discipline; relationship to students; personal leadership and communication and interaction. In accordance with the statement of Sorbeto, effective classroom management involves establishing clear goals and expectations while fostering active participation and enthusiasm for learning. When teachers model positive behaviors and cultivate an encouraging atmosphere, they inspire and motivate their students through their leadership. Clear, effective communication of instructions, expectations, and feedback strengthens student engagement and nurtures a sense of respect and connection within the classroom community.

Advancing quality education entails providing equitable access to learning resources, ensuring that every student—

regardless of their background—has the opportunity to thrive. When teachers are equipped with updated curriculum materials, instructional resources, and digital tools, they can create more organized, engaging, and effective lessons that enrich the overall learning experience.

Table 3 presents the level of learning environment in terms of Access to Resources. It includes statements, mean scores, standard deviations, and corresponding remarks. The overall mean of 4.36 and the standard deviation of 0.72 with the Very High verbal interpretation. Concerning the learning environment reflects the extent to which students perceive it as effective in supporting their academic growth.

Table 3
Level of Learning Environment in terms of Access to Resources.

STATEMENT	MEAN	SD	REMARKS
Equitable availability of the devices supports the academic goals	4.29	0.73	Strongly Agree
Cater the diverse learning needs of students.	4.56	0.59	Strongly Agree
Promote equal learning opportunities for all student	4.27	0.76	Strongly Agree
Reduce the learning gap among students.	4.21	0.78	Strongly Agree
Enhance student understanding.	4.45	0.70	Strongly Agree
Weighted Mean	4.36		
SD	0.72		
Verbal Interpretation	Very High		

As specified by Cassidy's (2024) article, emphasizing Deborah's thought, "It was really, really hard on me, I found myself behind on assignments, or not understanding tasks," she says. "[Having no internet] was such a significant barrier to my education – I had to constantly be proactive. 'I'd use the internet after work and get home late to revise on my own ... I felt I had no choice, this was my reality.'" Nevertheless, not all students have access to books or the internet, emphasizing how disparities in resource availability can create serious barriers to learning. These inequities often compel students to work significantly harder just to keep up, frequently at the expense of their well-being and work-life balance. Ensuring equal opportunities would substantially alleviate these challenges, highlighting the critical need for fair and dependable access to educational resources, such as internet connectivity and digital devices. Bridging these gaps demands systemic efforts to guarantee that all learners are equipped to fully participate in education and realize both their academic and personal potential.

Table 4 presents the level of learning environment in terms of Technology Integration. It includes statements, mean scores, standard deviations, and corresponding remarks. The overall mean of 4.24 and the standard deviation of 0.78 with the Very High verbal interpretation. Concerning the learning environment reflects the extent to which students perceive it as effective in supporting their academic growth.



Table 4
Level of Learning Environment in terms of Technology Integration.

STATEMENT	MEAN	SD	REMARKS
Inspires students' interest in learning by accessing to varied media (videos, interactive tools, simulations)	4.31	0.82	Strongly Agree
Engage active participation of the students	4.21	0.73	Strongly Agree
Helps the student's interaction interactive.	4.12	0.83	Agree
Aids in better information retention than conventional techniques	4.12	0.78	Agree
Sustains students with specific needs, such as language translation tools or text-to-speech	4.43	0.69	Strongly Agree
Weighted Mean		4.24	
SD		0.78	
Verbal Interpretation		Very High	

The usage of technology also supports the growth of critical thinking skills and problem-solving abilities. Technology-driven interventions have proven effective for learners across different ages and skill levels. Building on this idea, modern technology provides students with a vast array of educational resources, such as interactive simulations, e-books, and online courses. With the support of AI-powered platforms and adaptive learning tools, instructional content can be tailored to meet individual learning needs, allowing students to progress at their own pace and focus on areas that require additional support. Integrating technology into education not only enhances learning experiences but also equips students with essential digital competencies, preparing them for success in an increasingly technology-driven world.

Level of Social Development

Students' social development encompasses their ability to interact meaningfully with others, form relationships, and cultivate skills in communication, teamwork, and empathy. It involves learning to build connections, collaborate, resolve conflicts, and navigate social norms effectively. In this study, social development was examined through variables such as social behavior, emotional behavior, communication, learning, and adaptability, and was analyzed statistically using mean and standard deviation.

The overall mean of 4.52 and a standard deviation of 0.65 indicate that teachers consistently integrate cultural practices into their classroom activities and discussions. They also encourage students to reflect on their cultural identity, facilitate activities that promote inclusivity and cultural awareness, and serve as role models by demonstrating culturally appropriate behaviors and attitudes. As a result, students feel confident in their social skills, have positive interactions, and experience a supportive environment that enhances their development. The findings imply that Social Studies teachers are highly effective in integrating cultural elements into their teaching, fostering inclusivity, and continuously improving their cultural knowledge.

Table 5 presents the level of learners' social development in terms of behavior. It includes statements, mean scores, standard deviations, and corresponding remarks.

Table 5
Level of Social Development in terms of Social Behavior.

STATEMENT	MEAN	SD	REMARKS
Empowers to show compassion for their classmates and reinforces feedback.	4.47	0.69	Strongly Agree
Fosters inclusivity and acceptance among students.	4.47	0.60	Strongly Agree
Exhibits greater self-control to settle disputes amicably.	4.43	0.70	Strongly Agree
Emphasizes the importance of mutual respect and discourages bullying	4.60	0.62	Strongly Agree
Fosters good communication, build camaraderie and interact with classmates, regardless of differences	4.61	0.62	Strongly Agree
Weighted Mean		4.52	
SD		0.65	
Verbal Interpretation		Very High	

According to the experts (Hamilton et al., 2021) in their research, explained social behavior helps students build foundational skills to navigate life, such as self-knowledge, resilience, and collaborative problem-solving. Students' social development is significantly influenced by their social behavior since it shapes how they interact with others, build connections, and engage with a social environment. Encouragement of positive social behavior in educational settings helps students develop emotional intelligence, a sense of belonging, and the ability to interact constructively with others. Students also learn social norms, values, and cultural expectations through social behavior, which helps them function in diverse communities.

Table 6 presents the level of learners' social development in terms of Emotional behavior. It includes statements, mean scores, standard deviations, and corresponding remarks. The overall mean of 4.18 and a standard deviation of 0.87 indicate that emotional state of our body and feelings gives a shallow effect.

Table 6
Level of Social Development in terms of Emotional Behavior.

STATEMENT	MEAN	SD	REMARKS
Feels likely to avoid participating in class discussions	3.90	0.99	Agree
Manages frustration helps students overcome academic challenges	4.20	0.87	Agree
Regulates the feelings stay motivated in learning	4.23	0.88	Strongly Agree
Foster's ability to cope with socio-emotional challenges	4.28	0.75	Strongly Agree
Influences by the parents has the ability to manage emotional difficulties in their learning	4.31	0.81	Strongly Agree
Weighted Mean		4.18	
SD		0.87	
Verbal Interpretation		High	



In the Study of Robin E. Kreitman (2022) Peer and social rejection is inevitable during one’s lifetime, but the rate and intensity it is experienced can be helped by how adults handle inclusion and the importance we give it in our day to day life, especially within the classroom setting. As an example in his study, “Humans have a fundamental need to belong. Just as we have needs for food and water, we also have needs for positive and lasting relationships,” says C. Nathan DeWall, PhD, a psychologist at the University of Kentucky. “This need is deeply rooted in our evolutionary history and has all sorts of consequences for modern psychological process.” Social rejection and the lack of inclusion eventually takes its toll physically, mentally, and emotionally.” Emotional behavior directly affects how students interact with their peers and build relationships. Behaviors like empathy, kindness, and understanding promote collaboration and inclusivity, while negative behaviors such as aggression or withdrawal may lead to conflict or social isolation as well as we give efforts depending on the emotional state of our body, Most of us tend to give more when we’re happy or excited and vice-versa. When we feel down, it feels like everything is in our shoulder, we tend to avoid and we want to disappear and want to be isolate that’s how it influence our life.

Table 7 presents the level of learners’ social development in terms of Communication. It includes statements, mean scores, standard deviations, and corresponding remarks. The overall mean of 4.52 and a standard deviation of 0.69 indicate that Communication has consistently influence us.

Pursuant to Manela Pereira (2025), Good communication helps break down barriers, fostering understanding and mutual respect. It allows us to connect with others, share ideas, and advocate for what we believe is right. In the Beloved Community, where everyone is equal and basic needs are met, communication is key to ensuring no one feels invisible or unheard. By listening and speaking with compassion, we can create a world where everyone feels they belong and can thrive.

Table 7

Level of Social Development in terms of Communication.

STATEMENT	MEAN	SD	REMARKS
Improves well-being by setting clear instructions and regular feedback	4.56	0.70	Strongly Agree
Promotes clear and respectful communication that enable clear expectations and consequences that can communicate with no hesitation.	4.57	0.63	Strongly Agree
Encourages students to engage in meaningful conversations where it discourages negative communication behaviors like gossiping.	4.46	0.72	Strongly Agree
Response relies on the things we adapt in the environment	4.36	0.74	Strongly Agree
Enhances communication skills and interactions.	4.65	0.59	Strongly Agree
Weighted Mean		4.52	
SD		0.69	
Verbal Interpretation			Very High

Manela asserted that lacking effective communication skills can leave individuals feeling trapped, as they have no alternative means to express themselves, and insignificant, as

their voices are neither heard nor valued. Effective communication strengthens relationships, cultivates empathy, and facilitates conflict resolution; in professional environments, it enhances collaboration, boosts productivity, and supports the achievement of goals. Communication is also integral to the learning process, as it allows students to engage with peers and teachers, collaborate on projects, and exchange ideas. Furthermore, it nurtures essential skills such as clear articulation and active listening, both of which are crucial for academic success and personal growth.

Table 8 presents the level of learners’ social development in terms of

Learning and Adaptability. It includes statements, mean scores, standard deviations, and corresponding remarks. The overall mean of 4.33 and a standard deviation of 0.72 indicate that to be able to learn and do things appropriately we intend to copy, practice and adapt things.

Table 8

Level of Social Development in terms of Learning and Adaptability.

STATEMENT	MEAN	SD	REMARKS
Remains focused even when learning conditions change.	4.02	0.80	Agree
Accommodate various learning preferences	4.21	0.75	Strongly Agree
Influence students' ability to learn and adapt	4.42	0.67	Strongly Agree
Focuses on real-world applications in lessons affects students’ ability to adapt their learning	4.46	0.64	Strongly Agree
Confidence to feel empowered adapting their learning methods when they have access to a variety of resources receive encouragement to explore new ideas and concepts	4.54	0.61	Strongly Agree
Weighted Mean		4.33	
SD		0.72	
Verbal Interpretation			Very High

A study by Wang et al. (2022) delved into the difficulties educators faced during China’s lockdown, such as adapting teaching methods, maintaining student engagement, and providing effective feedback in virtual settings. These challenges were echoed globally. The necessity for new teaching strategies and technological advancements became apparent. Therefore, the pandemic has fast-tracked the digital evolution of education, posing vital questions about future teaching and learning methods. This combination is essential for success in an ever-evolving world, as it helps individuals stay relevant, resilient, and ready to tackle the challenges of both personal and professional life. It allows individuals to expand their understanding, solve problems, and improve their capabilities.

Level of Academic Progress

Academic progress reflects how well students are learning, improving, and achieving their academic goals based on various indicators. In this study academic progress includes variables such as study habits, classroom engagement, teachers’ students’ relationship, collaboration, self-assessment and reflection and was treated statistically using mean and standard deviation.



Table 9

Level of Academic Progress in terms of Study Habits.

STATEMENT	MEAN	SD	REMARKS
Simulates during a peaceful study session	4.49	0.72	Strongly Agree
Leverage students' study routines	4.48	0.74	Strongly Agree
Distracts in the study environment sway students' ability to focus	4.50	0.69	Strongly Agree
Controls students' approach to studying	4.50	0.74	Strongly Agree
Influence students motivate to improve their learning	4.72	0.54	Strongly Agree
Weighted Mean	4.54		
SD	0.70		
Verbal Interpretation	Very High		

Table 9 presents students' academic progress concerning their study habits, as evaluated through various statements. It includes statements, mean scores, standard deviations, and corresponding remarks. The weighted mean 4.54 and standard deviation of 0.70 indicates that students recognize the importance of maintaining structured and effective study routines to enhance their learning outcomes.

It was observed that a calm and distraction-free environment significantly enhances students' academic progress, underscoring the critical role of a peaceful setting in effective learning. The findings further highlight that structured and consistent study routines positively impact daily activities, reinforcing the importance of maintaining regular study habits. Additionally, the presence of distractions within the study environment was found to markedly impair students' concentration, emphasizing the necessity of creating a supportive space for learning. Moreover, students recognize the crucial role that strong study habits play in their overall educational development.

Seemingly, a student's study habits play a pivotal role in shaping their academic journey and future success. By cultivating effective practices such as goal-setting, time management, and active learning strategies, students can achieve both academic excellence and long-term personal growth. Developing curiosity and disciplined study routines not only enhances their knowledge and skills but also fosters a commitment to lifelong learning beyond formal education. Furthermore, strong study habits teach students to prioritize tasks, balance academic responsibilities with other commitments, and minimize procrastination, all of which are essential for sustained achievement.

Table 10 presents students' academic progress concerning classroom management, as evaluated through various statements. It includes statements, mean scores, standard deviations, and corresponding remarks.

Table 10

Level of Academic Progress in terms of Classroom Engagement.

STATEMENT	MEAN	SD	REMARKS
Learning takes place when learners more engaged when lessons incorporate interactive elements, such as group discussions or hands-on activities	4.59	0.61	Strongly Agree
Nurture the ability to engage with the lesson	4.62	0.62	Strongly Agree
Transforms the attention during lessons when the presence of visual aids (posters, charts, technology)	4.55	0.68	Strongly Agree
Using Real world application is more effective to engage that makes active participation of everyone'	4.64	0.55	Strongly Agree
Set personal goals that are more structured around the interest and backgrounds	4.59	0.58	Strongly Agree
Weighted Mean	4.60		
SD	0.61		
Verbal Interpretation	Very High		

The weighted mean 4.60 and standard deviation of 0.61 indicates that engaged students are more likely to think critically about what they are learning. They analyze concepts, make connections between ideas, and develop problem-solving skills, which are essential for both academic and real-life situations. They recognize the importance of maintaining structured and effective classroom engagement to enhance their learning outcomes.

Few scenarios are as fulfilling to college instructors as a classroom of engaged students eager to participate in the day's lesson. Yet student engagement is often an elusive goal. The existing literature on student engagement allows instructors to identify general principles for modifying their assignments and interactions with students in order to encourage greater engagement with the learning process Mebert (2021). Research clearly demonstrates that students understand and retain information more effectively when they actively engage in class activities, ask questions, and participate in discussions. In contrast, passive learning—where students simply listen without interacting—often leads to poor recall and lower academic performance. Active participation helps students build stronger connections with their teachers, fostering a deeper sense of engagement. A positive and supportive environment, nurtured by strong teacher-student relationships.

Table 11 presents students' academic progress concerning Teacher-Student Relationship as evaluated through various statements. It includes statements, mean scores, standard deviations, and corresponding remarks.

The weighted mean 4.50 and standard deviation of 0.60 indicates that Positive feedback and encouragement from teachers help students believe in their abilities. When students feel that their teacher recognizes their potential, they gain confidence in their academic and personal skills. They recognize the importance of maintaining structured and effective Teacher-Student Relationship to enhance their



learning outcomes. As well as if the students feel involved and appreciated even with flaws and differences they feel valued.

Level of Academic Progress in terms of Teacher-Student Relationship.

Table 11

Level of Academic Progress in terms of Teacher-Student Relationship.

STATEMENT	MEAN	SD	REMARKS
Makes the willingness to participate in class	4.48	0.72	Strongly Agree
Understand individual needs makes everyone feel comfortable that will touch their performance and progress	4.54	0.63	Strongly Agree
Overwhelm attitudes affect their self-esteem and confidence in learning	4.46	0.72	Strongly Agree
Empathy toward transform their emotional well-being and learning	4.49	0.61	Strongly Agree
Handles conflicts with students change relationship and learning outcomes with the recognition of students' strengths and talents influence their engagement in learning	4.51	0.61	Strongly Agree
Weighted Mean	4.50		
SD	0.66		
Verbal Interpretation	Very High		

Teachers who are able to build positive emotional relationships with their students can create a sense of emotional safety and security, which can lead to better academic outcomes and emotional well-being for the students (Garcia-Rodriguez et al., 2022). Academic achievement, mental health, and personal development are all considerably impacted by the teacher-student interaction. Teachers who foster open communication, empathy, and trust have a long-lasting effect on their learners' lives it may create more confident, well-rounded individuals alongside to better learners by cultivating healthy relationships. When teachers build meaningful relationships with students, they inspire a love for learning. Students who have positive experiences with teachers are more likely to develop a long-term passion for education and self-improvement.

Table 12 presents students' academic progress concerning collaboration as evaluated through various statements. It includes statements, mean scores, standard deviations, and corresponding remarks.

The weighted mean 4.63 and standard deviation of 0.57 indicates that when students work together, share ideas, and support one another, they develop essential skills that enhance their learning experience and overall academic performance. This process reinforces learning, making it easier to retain information compared to passive studying.

Table 12

Level of Academic Progress in terms of Collaboration.

STATEMENT	MEAN	SD	REMARKS
Nurtures to retain academic information better.	4.68	0.55	Strongly Agree
Encourages students to share diverse academic perspectives.	4.54	0.59	Strongly Agree

Provides clear guidelines that make collaborative learning effective.	4.65	0.58	Strongly Agree
Extends academic support and motivation.	4.61	0.59	Strongly Agree
Works on with peers feels more confident doing different assigned task.	4.65	0.56	Strongly Agree

Weighted Mean	4.63
SD	0.57
Verbal Interpretation	Very High

In accordance with the DepEd Memo No. 8, s. 2023 Multi-Year Guidelines on the Results-Based Performance Management System – Philippine Professional Standards for Teachers (RPMS-PPST), Classroom Observation Tool (COT)-RPMS for Proficient Teachers is under it. As mentioned in the said memorandum, under KRA 1 on Content Knowledge and Pedagogy, teachers who use the proficient tools are expected to apply a variety of teaching and learning strategies that are well aligned with the needs of both individual and group learning. To wrap things up, collaboration is a crucial skill in both professional and social settings. Students who work in groups in the classroom develop cooperation, conflict resolution, and contribution skills—all of which are essential in the job and in day-to-day living. Students are encouraged to approach challenges from multiple perspectives through engaged learning experiences including group discussions and cooperative projects. They acquire the critical thinking, questioning, and problem-solving abilities necessary for both academic achievement and overcoming obstacles in real life.

Table 13

Level of Academic Progress in terms of Self-assessment and Reflection.

STATEMENT	MEAN	SD	REMARKS
Help identify areas where I need improvement in my studies.	4.63	0.54	Strongly Agree
Enhance academic performance.	4.58	0.58	Strongly Agree
Allow understand strengths and weaknesses.	4.67	0.57	Strongly Agree
Encourage to take ownership of learning and feel more confident in academic abilities.	4.51	0.65	Strongly Agree
Reflects in the performance pushes to strive for higher academic standards and makes more engaged in learning process	4.63	0.64	Strongly Agree
Weighted Mean	4.60		
SD	0.60		
Verbal Interpretation	Very High		

Table 13 shows students' academic progress concerning Self-assessment and reflection evaluated through various statements. It includes statements, mean scores, standard deviations, and corresponding remarks.

The weighted mean 4.60 and standard deviation of 0.60 indicates that Self-assessment and reflection are powerful tools that promote academic success. They help students develop critical thinking, improve their study habits, and take ownership of their learning. Encouraging these practices in the classroom leads to more motivated, confident, and independent learners.



According to Vasileiadou D, Karadimitriou K. (2021) Self-assessment and reflection are essential tools for personal and academic growth. By engaging in self-assessment, individuals take an active role in evaluating their own performance, recognizing their strengths, and identifying areas where they can improve. This process boosts students' confidence and motivation as they track their progress and witness their own growth over time. Students who acknowledge even small accomplishments tend to adopt a growth mindset, believing in their ability to improve through effort. Through reflection and self-evaluation, students learn how to set clear, achievable goals. As they identify areas for growth and create plans to address them, their academic performance improves. Encouraging these practices in the classroom fosters more motivated, confident, and self-reliant learners. When students regularly engage in self-assessment and reflection, they develop essential skills such as goal-setting, critical thinking, and resilience. These habits help them adapt their learning strategies, make informed decisions, and continuously strive for improvement.

Table 14 shows the significant influence of the learning environment on different aspects of social development, measured through multiple regression analysis.

Table 14
Significant Influence between Learning Environment and Social Development

Learning environment	Social Development	Beta	SE	95 % CI		β	p
				LL	UL		
Physical set-up Classroom management Access to resources Technology integration	Social Behavior	0.174	0.067	0.042	0.306	0.160	0.010*
		0.453	0.074	0.308	0.598	0.414	0.000*
		0.056	0.063	0.068	0.179	0.059	0.373
		0.105	0.050	0.006	0.204	0.129	0.037*
Physical set-up Classroom management Access to resources Technology integration	EB	0.370	0.086	0.201	0.539	0.267	0.000*
		0.118	0.094	0.068	0.303	0.084	0.212
		0.245	0.080	0.088	0.403	0.202	0.002*
		0.273	0.064	0.147	0.400	0.262	0.000*
Physical set-up Classroom management Access to resources Technology integration	C	0.398	0.067	0.267	0.529	0.356	0.000*
		0.353	0.073	0.210	0.497	0.314	0.000*
		0.004	0.062	0.119	0.126	0.004	0.954
		0.118	0.050	0.020	0.216	0.140	0.019*

Physical set-up	L and A	125	072	0.018	268	113	086
Classroom management		286	079	0.130	443	258	000*
Access to resources		0.011	067	0.144	122	0.011	874
Technology integration		269	054	0.162	375	324	000*

Note: * p < .05.

The key indicators of the learning environment include physical set-up, classroom management, access to resources, and technology integration, while social development is categorized into social behavior, emotional behavior, communication, and learning adaptability.

Learning environment plays a crucial role in shaping students' social development, with classroom management and technology integration being the most influential factors. Students who feel most likely to be part of the circle feel more involved in learning. This will mold them to shape their future.

Physical set up, classroom management and technology integration show significant influence on student social behavior (p<0.05). This means that a well-structured environment, effective classroom management, and the use of technology foster positive social interactions, collaboration, and engagement among students. This highlights the need for schools to create organized, well-managed, and technology-supported learning spaces to enhance students' social development.

Physical set up, access to resources, and technology integration show significant influence on learners' emotional behavior (p<0.05). This implies that providing structured spaces, sufficient learning materials, and digital tools can enhance students' emotional stability, motivation, and overall engagement in learning.

Physical set up, classroom management and technology integration show significant influence on communication (p<0.05). This highlights the importance of creating organized, well-managed, and tech-supported classrooms to foster effective communication skills among learners.

Classroom management and technology integration show significant influence on learning adaptability (p<0.05). This emphasizes the need for organized learning environments and digital tools to support students in adapting to various educational challenges.

A supportive learning environment makes students feel comfortable expressing themselves without fear of judgment. This builds their confidence in social interactions and encourages them to participate in discussions, presentations, and group activities. A positive learning environment helps students understand and manage their emotions. Through social interactions and guided activities, they learn empathy,



self-awareness, and emotional regulation—skills essential for personal and professional success. Interacting with peers in a structured setting teaches students how to manage conflicts constructively. Teachers can guide them in resolving disagreements through negotiation, compromise, and effective communication.

Table 15 presents the significant influence of the learning environment on different aspects of academic progress, measured through multiple regression analysis. Classroom engagement, Teacher-student relationship, Collaboration and Self-assessment and reflection .

The key indicators of the learning environment include physical set-up, classroom management, access to resources, and technology integration, while academic progress is categorized into study habits, Physical set up, classroom management, access to resources and technology integration show significant influence on student study habits ($p < 0.05$).

Access to resources		0.082	0.058	-0.033	0.196	0.093	0.164
Technology integration		0.056	0.047	-0.036	0.148	0.074	0.234
Physical set-up	Self-assessment and reflection	0.180	0.065	0.051	0.308	0.173	0.006*
Classroom management		0.371	0.071	0.231	0.512	0.356	0.000*
Access to resources		0.135	0.061	0.016	0.255	0.149	0.027*
Technology integration		0.055	0.049	-0.041	0.151	0.071	0.258

Note: * $p < .05$.

When students cultivate strong study habits, they gradually become more self-reliant in their learning process. They develop the confidence to tackle difficult subjects on their own, without feeling the constant need for outside assistance. This growth in independence not only boosts their self-esteem but also fosters a deeper understanding of the material. However, to truly maximize their potential, students still require a supportive learning environment—one that is structured, well-organized, and equipped with the right technology. Such an environment not only provides the tools they need to excel but also encourages a more focused and efficient approach to learning.

Physical set up, classroom management, access to resources and technology integration show significant influence on show significant influence on learners' classroom engagement ($p < 0.05$) This implies that participating in class discussions and activities gives students a sense of accomplishment. When they share their ideas and receive positive feedback, it boosts their confidence and encourages them to keep learning.

Physical set up, classroom management, access to resources and technology integration show significant influence on Teacher-student relationship ($p < 0.05$). This highlights the importance of positive feedback and encouragement from teachers help students believe in their abilities. When students feel that their teacher recognizes their potential, they gain confidence in their academic and personal skills.

Physical set up, classroom management, access to resources and technology integration show significant influence on collaboration ($p < 0.05$). This emphasizes collaboration fosters a positive and inclusive classroom atmosphere where students feel comfortable asking for help, sharing their struggles, and celebrating achievements together. This reduces academic stress and enhances overall well-being.

Physical set up, classroom management, access to resources and technology integration show significant influence on self-assessment and reflection ($p < 0.05$). This emphasizes through self-assessment and reflection, students learn to set specific, achievable goals. They identify what they need to work on and create strategies for improvement, leading to better academic outcomes. Learning environment plays a crucial role in shaping students' social development, with classroom

Table 15

Significant Influence between Learning Environment and Academic Progress

Learning environment	Academic Progress	Beta	SE	95 % CI		β	P
				LL	UL		
Physical set-up	Study habits	0.296	0.080	0.139	0.453	0.252	0.000*
Classroom management		0.281	0.087	0.109	0.453	0.239	0.001*
Access to resources		-0.039	0.074	-0.185	0.107	-0.038	0.599
Technology integration		0.149	0.059	0.032	0.266	0.169	0.013*
Physical set-up	Classroom engagement	0.224	0.062	0.102	0.347	0.229	0.000*
Classroom management		0.325	0.068	0.191	0.459	0.330	0.000*
Access to resources		0.090	0.058	-0.024	0.204	0.104	0.121
Technology integration		0.061	0.046	-0.030	0.153	0.083	0.187
Physical set-up	Teacher-student relationship	0.216	0.073	0.073	0.360	0.192	0.003*
Classroom management		0.293	0.080	0.136	0.451	0.259	0.000*
Access to resources		0.079	0.068	-0.055	0.213	0.080	0.248
Technology integration		0.174	0.054	0.067	0.281	0.205	0.002*
Physical set-up	Collaboration	0.266	0.063	0.143	0.390	0.266	0.000*
Classroom management		0.324	0.069	0.189	0.460	0.322	0.000*



management and technology integration being the most influential factors.

Students are more likely to engage actively in lessons when they find themselves in a supportive and motivating environment. When teachers employ dynamic and engaging instructional methods while cultivating adaptable classrooms, students become more interested in their studies. The academic pressures students often face can be significantly reduced in a classroom that promotes inclusivity and support. In such an atmosphere, students feel comfortable sharing their concerns and asking questions, which alleviates stress and enhances both learning and cognitive performance. Additionally, a well-organized and disciplined environment with clear expectations fosters self-control and responsibility. In structured settings, students tend to remain organized, meet deadlines, and develop effective study habits. A flexible learning environment also accommodates various learning styles—whether kinesthetic, visual, auditory, or reading/writing—ensuring that all students can thrive. By incorporating diverse teaching strategies, such as group discussions, hands-on activities, and multimedia resources, teachers ensure that each student is equipped to grasp the material in a way that suits their individual learning preferences.

IV. CONCLUSION AND RECOMMENDATIONS

In relation with the above-mentioned findings, the following conclusions were made:

Based on the results, the Learning Environment such as physical set-up, classroom management, access to resources and technology integration has a significant on students' social development leading to the rejection of the first hypothesis. Therefore, it can be concluded that learning environment influence the social development of the students particularly social behavior, emotional behavior, communication, learning and adaptability.

In addition, the results also revealed that learning environment, generally, has a significant influence on students' Academic Progress leading to the acceptance of the second hypothesis, Therefore, it is concluded that learning environment such as physical set-up, classroom management, access to resources and technology integration are one of the important factors of students toward success.

Based on the findings and conclusions of the study, the following recommendation was made.

Teachers may encourage students to explore digital technologies like how these tools are utilized and experienced across both face-to-face and remote learning environments by thoughtful integration of technology into educational settings that contribute to the development of more responsive and inclusive education.

Parents may foster good relationships to their children to have strong emotional behaviors in their social development like

communication that may contribute in building stronger relationships, fostering open dialogue, and improving the overall quality of collaborative learning experiences.

Educators and School Head may strengthen their administration to cultivating meaningful and individualized connections with their students like to have a better understand relationships that would have impact their academic performance and the emotional well-being of both learners and teachers is vital.

For Future researchers, an in-depth study in influence of learning environment on students' social development and academic progress for future innovation.

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