

A Correlational Study of Teachers' and Learners' Perspectives on the Classroom Environment

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Abstract

This study determined the relationship between teachers' and learners' perspectives on the classroom environment at Dimasalang National High School during the school year 2024–2025. Anchored on constructivist theory, self-determination theory, Bronfenbrenner's ecological systems theory, and related learning perspectives, the study examined classroom environment in terms of physical environment, instructional time management, behavior management, teacher effectiveness, and overall classroom environment. A correlational research design was used. Data were gathered from 80 respondents composed of 40 junior high school teachers and 40 junior high school students through a questionnaire and rating scale. The data were analyzed using weighted mean and Pearson correlation coefficient. Results showed that teachers strongly agreed that the classroom environment was relevant to learning, with the highest rating given to instructional time management. Learners also strongly agreed, with the highest rating given to teacher effectiveness. Correlational findings revealed significant positive relationships in instructional time management, behavior management, and teacher effectiveness, but not in physical environment and overall classroom environment. The study concluded that teachers and learners shared similar perceptions in several instructional and relational areas, although their views were not fully aligned across all dimensions. The study recommends strengthening seating arrangements, instructional methods, technology use, routines, behavior management, teacher-student rapport, feedback mechanisms, and learner participation in classroom improvement. The study supports SDG 4, SDG 3, SDG 16, and SDG 17 by promoting quality education, student well-being, inclusive school improvement, and stakeholder collaboration. Its sustainability impact lies in supporting educational, institutional, and social sustainability through more responsive and learner-centered classroom practices.

Keywords: Behavior Management, Classroom Environment, Correlational Study, Instructional Time Management, Learner Perspective, Physical Environment, Teacher Effectiveness, Teacher Perspective

1. Introduction

The classroom environment is a critical factor in shaping teaching effectiveness, learner engagement, academic achievement, and student well-being. It includes the physical arrangement of the classroom, instructional practices, classroom management, teacher-student interaction, peer relationships, and the emotional and psychological climate where learning occurs. Since teachers and learners experience the same classroom from different roles and perspectives, examining the correlation between their views provides a more holistic understanding of how classroom conditions support or hinder learning. This study, titled "A Correlational Study of Teachers' and Learners' Perspective on the Class Environment," focuses on determining the relationship between teacher and learner perceptions of the classroom environment at Dimasalang National High School, particularly in terms of physical environment, instructional time management, behavior management, teacher effectiveness, and overall classroom environment.

The classroom environment plays a crucial role in shaping learners' academic performance, motivation, social interaction, and emotional development. It is composed of both tangible elements, such as seating arrangement, lighting, ventilation, and learning materials, and intangible elements, such as classroom climate, teacher-student relationships, peer interaction, instructional clarity, and behavior management (Fraser, 2012; Barrett et al., 2015). A well-structured and supportive classroom promotes positive attitudes toward learning, participation, engagement, and academic success, while a poorly organized or unsupportive classroom may contribute to disengagement, behavioral concerns, and reduced academic performance (Eccles & Roeser, 2011). Teachers serve as instructional leaders who organize the learning space, establish routines, manage behavior, and set the emotional tone of the classroom (Marzano & Marzano, 2003). Learners, however, experience these classroom conditions directly and may interpret them differently from how teachers intend them to be perceived. When teacher and learner perceptions are aligned, the classroom is more likely to become supportive, inclusive, and conducive to learning (Fisher & Khine, 2006). When perceptions differ, communication gaps, reduced motivation, unmet learning needs, and lower satisfaction with the learning experience may occur (Martin et al., 2013; Pianta, Hamre, & Allen, 2012).

The literature emphasizes that classroom environment is multidimensional, covering physical, psychological, social, and pedagogical aspects. Physical classroom factors, including lighting, seating arrangement, acoustics, space, furniture, and classroom displays, influence comfort, attention, participation, and learning behavior (Barrett et al., 2015). Stewart, Evans & Kaczynski (1997) identified four major elements of classroom environment: physical environment, time/instructional management, behavior management, and teacher effectiveness. These dimensions are central to understanding how classroom organization contributes to productive learning. Instructional time management is another important theme. Effective use of classroom time allows teachers to maximize learning activities, maintain routines, reduce wasted time, and provide students with meaningful academic engagement (Stewart et al., 1997; Moore, 2001). Behavior management also strongly affects the learning process, as clear expectations, consistent rules, fair discipline, and positive feedback help establish a classroom climate that supports student achievement (Marzano and Marzano, 2003; Stewart et al., 1997). Teacher effectiveness is consistently linked with positive learner outcomes. A teacher's ability to communicate clearly, build positive relationships, use relevant materials, give praise, manage time, and provide attention to individuals or groups contributes to learners' motivation and ability to learn (Cano, 2001). Student voice is also a key theme in the literature, as learners' perceptions provide direct insight into the effectiveness of classroom practices, instructional strategies, and classroom management (Cook-Sather, 2009; Mitra, 2004). When students perceive the classroom as safe, respectful, and intellectually stimulating, they are more likely to develop intrinsic motivation, persistence, and positive learning behavior (Ryan & Deci, 2000).

Globally, education systems have increasingly emphasized inclusive, learner-centered, and participatory classrooms, recognizing that the learning environment affects both academic and developmental outcomes (UNESCO, 2020). Studies on classroom climate show that student engagement, achievement, and well-being are influenced by the quality of classroom relationships, instructional practices, and physical learning spaces (Wang & Degol, 2016; Rimm-Kaufman et al., 2015). In the Philippine and Southeast Asian context, classroom environments are also shaped by cultural expectations related to authority, respect for teachers, and hierarchical classroom relationships. These cultural factors may cause students to hesitate in expressing discomfort or disagreement with classroom practices, which can hide gaps between teacher intentions and learner experiences (Bernardo, 2008). Because of this, correlating teacher and learner perspectives is important in identifying whether classroom practices are truly experienced by learners as supportive, inclusive, and effective. Locally, this study is situated at Dimasalang National High School in Dimasalang, Masbate. The school operates within the Philippine public secondary education system and implements DepEd programs with the support of stakeholders such as the PTA, Barangay Officials, and the Local Government Unit. The study focuses on selected junior high school students and their respective teachers during the school year 2024–2025. Its scope is limited to teacher and learner perceptions of classroom environment and does not include administrator, parent, or observer perspectives.

This study is anchored on theories that explain how the classroom environment influences learning and behavior. Constructivist theory emphasizes that learning is actively formed through interaction with the environment and others (Vygotsky, 1978). This supports the view that the classroom is not merely a physical space but a social and instructional setting where learners construct meaning through interaction, participation, and experience. Self-determination theory further explains that supportive environments that satisfy learners' needs for autonomy, competence, and relatedness promote intrinsic motivation and positive learning behavior (Ryan & Deci, 2000). Bronfenbrenner's ecological systems theory also frames the classroom as part of the learner's microsystem, where direct interactions, behavioral norms, emotional experiences, and academic tasks influence development (Bronfenbrenner, 1979). The study also relates to behaviorism, cognitivism, and constructivism, as these perspectives help explain how learners respond to classroom conditions, process information, and construct knowledge through classroom experiences. Conceptually, the study examines the relationship between teacher perspectives and learner perspectives on the classroom environment. Teacher perspective refers to how teachers perceive classroom management, student engagement, instructional resources, behavior, and the physical environment. Learner perspective refers to how students perceive classroom safety, teacher support, peer interaction, learning resources, and opportunities for participation. The major dimensions include physical environment, instructional time management, behavior management, teacher effectiveness, and overall classroom environment.

Although many studies have examined classroom environment, student engagement, teacher effectiveness, and school climate, fewer studies have focused specifically on the correlation between teachers' and learners' perceptions within the same classroom context (Fraser & Aldridge, 2017). Existing studies often examine either teacher perception or student perception separately, making it difficult to determine whether both groups share the same understanding of the classroom environment. This gap is important because teachers may believe that the classroom is supportive, organized, and engaging, while learners may experience it differently. Such differences may arise from role expectations, communication barriers, cultural norms, power distance, or differences in developmental needs (Cook-Sather, 2009; Mitra, 2004). Local literature also indicates that studies on classroom environment and teaching practices often do not fully account for the congruence or disparity between teacher and student views, especially in the Philippine context where classroom hierarchy may limit open student feedback. Thus, this study is justified by the need to determine whether a significant relationship exists

between teachers' and learners' perceptions of the classroom environment. By identifying areas of agreement and difference, the study may provide evidence for improving classroom design, instructional strategies, classroom management, teacher professional development, and learner-centered school policies.

This study is primarily aligned with SDG 4 – Quality Education because it focuses on improving classroom conditions that support inclusive, effective, and meaningful learning. By examining how teachers and learners perceive the classroom environment, the study contributes to the development of learning spaces that promote engagement, participation, academic success, and learner-centered instruction. The study also relates to SDG 3 – Good Health and Well-Being because classroom climate affects students' emotional well-being, motivation, sense of safety, and social development. A respectful, supportive, and well-managed classroom can reduce stress, encourage positive relationships, and strengthen learners' confidence and participation. Additionally, the study supports SDG 16 – Peace, Justice, and Strong Institutions in the educational context because it promotes inclusive decision-making, learner voice, and evidence-based school improvement. It also connects with SDG 17 – Partnerships for the Goals since the school context recognizes the role of teachers, students, administrators, the Department of Education, PTA, Barangay Officials, and the Local Government Unit in supporting effective school management and classroom improvement.

This study contributes to educational sustainability by generating evidence that can help schools sustain classroom practices that are inclusive, engaging, and responsive to learner needs. It supports the improvement of teaching strategies, classroom management, instructional time use, and teacher-student relationships, which are essential to long-term learning quality. It also contributes to institutional sustainability because the findings may guide school administrators and policymakers in designing professional development programs, classroom improvement initiatives, and school policies based on both teacher and learner perspectives. By recognizing students as active participants in evaluating classroom conditions, the study promotes a more participatory and feedback-informed school culture. Finally, the study supports social and community sustainability by encouraging classrooms that develop respect, collaboration, confidence, and shared responsibility. Since the classroom is a space where academic, emotional, and social development occur, improving the alignment between teacher and learner perspectives can help create more humane, effective, and sustainable learning environments for public secondary education.

2. Material and methods

2.1 Research Design

The study used a correlational research design to determine the relationship between teachers' and learners' perspectives on the classroom environment. This design was appropriate because the study examined the statistical association between two groups of perceptions without manipulating any variable. Through this non-experimental approach, the study identified whether teacher perceptions of the classroom environment were related to learner perceptions in terms of classroom climate, instructional practices, student engagement, behavior management, and overall classroom experience. However, the design was limited to determining relationships only and did not establish cause-and-effect conclusions.

2.2 Locale of the Study

The study was conducted at Dimasalang National High School located in Dimasalang, Masbate. The school operates within the public secondary education system and implements DepEd programs with the support of stakeholders such as the PTA, Barangay Officials, and the Local Government Unit. The locale was selected because it provided the actual classroom setting where both teachers and junior high school learners could assess the relevance of the classroom environment toward learning.

2.3 Respondents of the Study

The respondents of the study were junior high school teachers and junior high school students of Dimasalang National High School. A total of 80 respondents participated in the study, composed of 40 teachers and 40 junior high school students. The inclusion of both groups allowed the study to compare and correlate the perspectives of teachers and learners regarding the classroom environment.

2.4 Sample and Sampling Procedure

Purposive sampling was used in selecting the respondents. This sampling method was chosen because the participants had direct and relevant experiences with the classroom environment being studied. The teachers were selected as key informants on instructional practices and classroom management, while students from the junior high school level were included to provide learner-based perceptions of the same classroom conditions. Since the participants were not randomly selected, the findings were limited to the respondents involved and were not intended for broad generalization.

2.5 Research Instrument

The main instruments used in gathering data were a questionnaire and a rating scale. The questionnaire for teachers and students contained the same structure to allow comparison of their perspectives. The rating scale measured the perceived relevance of the classroom environment in terms of physical environment, instructional time management, behavior management, teacher effectiveness, and overall classroom environment. A six-point scale was used, with responses interpreted as follows: 5.01–6.00 as Strongly Agree, 4.01–5.00 as Agree, 3.01–4.00 as Slightly Agree, 2.01–3.00 as Slightly Disagree, 1.01–2.00 as Disagree, and 0.00–1.00 as Strongly Disagree.

2.6 Data Gathering Procedure

The study began with the formulation of the research title based on teaching experience. After preparing the questionnaire, permission was sought for its distribution to teachers and students. The rating scale items were validated by three sets of jurors and were finalized before administration. The questionnaire and rating scale were then distributed to the junior high school teachers and students of Dimasalang National High School. The gathered data were tabulated, analyzed, and interpreted using the selected statistical measures. Afterward, conclusions and recommendations were formulated, and panel suggestions from the pre-oral defense were incorporated into the final manuscript for oral examination.

2.7 Data Analysis Techniques

The data were analyzed using weighted mean and Pearson correlation coefficient. The weighted mean was used to determine the level of agreement of teachers and learners regarding the relevance of the classroom environment across the identified dimensions. Pearson correlation coefficient was used to determine whether a significant relationship existed between teachers' and learners' perspectives on the classroom environment. These statistical tools allowed the study to describe the respondents' perceptions and examine the degree of relationship between the two groups' views.

3. Results and Discussion

3.1 Teachers' Perception of the Classroom Environment

3.1.1 Physical Environment

The teachers strongly agreed that the physical environment contributes to learning, with an overall weighted mean of 5.40. Among the indicators, arranging seating to facilitate learning received the highest weighted mean of 5.70, followed by making the classroom visually appealing with 5.55. Arranging the physical space with appropriate furniture and designated areas obtained 5.40, establishing appropriate traffic patterns received 5.25, and emphasizing a sense of ownership of the physical environment received the lowest weighted mean of 5.10, although still interpreted as strongly agree. This result indicates that teachers perceive classroom organization, seating arrangement, accessibility, and visual appeal as important contributors to effective learning. The finding supports the view that the physical classroom environment helps establish an orderly and attractive learning space that can influence the way teachers and students feel, think, and behave (Stewart et al., 1997). It also affirms the importance of arranging classroom spaces to support movement, participation, and interaction during learning activities.

3.1.2 Instructional Time Management

The teachers strongly agreed that instructional time management affects learning, with an overall weighted mean of 5.58. The highest-rated indicator was the use of relevant, purposeful, and motivating teaching methods, activities, resources, and technology, with a weighted mean of 5.75. Establishing guidelines for daily routines and determining goals and responsibilities both received 5.73. Matching instructional needs to curricula and monitoring academic learning time both obtained 5.60, while managing non-academic time efficiently received the lowest weighted mean of 5.35, still interpreted as strongly agree. This finding suggests that teachers recognize the value of structured classroom routines, efficient use of time, relevant learning activities, and goal-directed instruction. This is consistent with the idea that instructional time refers to blocks of class time translated into productive learning activities (Moore, 2001). It also supports the claim that effective schedules and routines reduce wasted time and allow more opportunities for meaningful instruction (Stewart et al., 1997).

3.1.3 Behavior Management

The teachers strongly agreed that behavior management is relevant to classroom learning, with an overall weighted mean of 5.29. Posting, teaching, and enforcing positive, concise, and fair rules received the highest weighted mean of 5.73. Administering clear consequences and including self-management and monitoring techniques both obtained 5.55. Providing specific feedback for behavior received 5.50, while using punishment sparingly obtained the lowest weighted mean of 4.55, interpreted as agree. The result shows that teachers place strong importance on clear rules, fair consequences, feedback, reinforcement, and structured behavioral routines. This aligns with the literature stating that behavior and classroom management are among the variables with the greatest impact on student learning (Marzano and Marzano, 2003). The lower rating for sparing use of punishment also suggests that although teachers agree with minimizing punishment, this area may still require more reflection toward positive and preventive behavior management approaches.

3.1.4 Teacher Effectiveness

The teachers strongly agreed that teacher effectiveness contributes to the classroom environment, with an overall weighted mean of 5.46. The highest-rated indicator was liking children and teaching and believing that every student can learn, with a weighted mean of 5.80. This was followed by having a sense of humor, confidence, and enthusiasm with 5.73; knowing students and accommodating diversity with 5.48; and modeling and infusing time-tested values with 5.38. Maintaining high expectations received the lowest weighted mean of 4.90, interpreted as agree. This finding indicates that teachers view their attitudes, enthusiasm, values, and understanding of learner diversity as key elements of effective teaching. It is consistent with the idea that positive teacher-learner relationships and teacher interactions significantly affect learners' ability to learn (Cano, 2001). The result also supports the view that teacher actions in the classroom have a strong influence on student achievement (Marzano and Marzano, 2003).

3.1.5 Overall Teachers' Perception

Overall, teachers strongly agreed that the classroom environment is relevant to learning, with a grand weighted mean of 5.43. Instructional Time Management ranked first with a weighted mean of 5.58, followed by Teacher Effectiveness with 5.46, Physical Environment with 5.40, and Behavior Management with 5.29. All dimensions were interpreted as strongly agree. This overall result shows that teachers perceive the classroom environment as a multidimensional factor in learning, with instructional time management emerging as the most emphasized area. The findings suggest that teachers give particular importance to organized instruction, purposeful teaching methods, and efficient classroom routines. This supports the broader view that classroom environment includes physical, instructional, behavioral, and relational components that must work together to support student learning (Stewart et al., 1997).

3.2 Learners' Perception of the Classroom Environment

3.2.1 Physical Environment

The students strongly agreed that the physical environment affects learning, with an overall weighted mean of 5.07. Arranging seating to facilitate learning received the highest weighted mean of 5.20, followed by establishing appropriate traffic patterns with 5.15 and arranging physical space with appropriate furniture and designated areas with 5.08. Emphasizing a sense of ownership of the physical environment received 5.00, while making the classroom visually appealing obtained the lowest weighted mean of 4.90, interpreted as agree. This result shows that students value seating arrangement, accessibility, and classroom organization more strongly than visual appeal. The finding indicates that learners may prioritize practical classroom features that directly affect movement, comfort, and participation. This supports the idea that the physical environment contributes to orderly learning conditions and can influence student behavior, cooperation, and engagement (Stewart et al., 1997).

3.2.2 Instructional Time Management

The students strongly agreed that instructional time management is relevant to learning, with an overall weighted mean of 5.33. The highest-rated indicator was the use of relevant, purposeful, and motivating teaching methods, activities, resources, and technology, with a weighted mean of 5.65. Establishing guidelines for daily routines and monitoring academic learning time both received 5.55, while establishing and adhering to classroom or individual schedules obtained 5.53. Managing non-academic time efficiently received the lowest weighted mean of 4.73, interpreted as agree. This finding indicates that students recognize the importance of purposeful teaching strategies, clear routines, and careful monitoring of academic time. The result is aligned with the view that productive learning depends on how instructional time is structured and used (Moore, 2001). It also suggests that learners are sensitive to how efficiently classroom time is managed, especially when non-academic activities reduce time for meaningful learning.

3.2.3 Behavior Management

The students strongly agreed that behavior management supports learning, with an overall weighted mean of 5.11. Posting, teaching, and enforcing positive, concise, and fair rules received the highest weighted mean of 5.55. Scripting out classroom routines obtained 5.40, while providing specific feedback for behavior and including self-management and monitoring techniques both received 5.38. Using punishment sparingly received the lowest weighted mean of 3.93, interpreted as slightly agree. The result shows that students appreciate clear rules, routines, feedback, and self-management strategies, but their lower rating on sparing use of punishment suggests a possible area of concern in classroom discipline practices. This supports the importance of positive behavior management, where rules are clear, consequences are appropriate, and feedback is constructive (Stewart et al., 1997). It also relates to the claim that classroom management strongly influences student learning (Marzano and Marzano, 2003).

3.2.4 Teacher Effectiveness

The students strongly agreed that teacher effectiveness contributes to the classroom environment, with an overall weighted mean of 5.38. The highest-rated indicator was liking children and teaching and believing that every student can learn, with a weighted mean of 5.90. Having a sense of humor, confidence, and enthusiasm followed with 5.75. Knowing students and accommodating diversity received 5.25, while modeling and infusing time-tested values obtained 5.18. Maintaining high expectations received the lowest weighted mean of 4.80, interpreted as agree. This finding indicates that learners highly

value teachers who are caring, enthusiastic, confident, and positive toward students' ability to learn. It reinforces the idea that teacher effectiveness is strongly connected with teacher-student interaction, classroom communication, and learner motivation (Cano, 2001). The strong rating for teachers' belief in student capacity also suggests that learners respond positively when they feel that teachers genuinely support their success.

3.2.5 Overall Learners' Perception

Overall, students strongly agreed that the classroom environment is relevant to learning, with a grand weighted mean of 5.22. Teacher Effectiveness ranked first with a weighted mean of 5.38, followed by Instructional Time Management with 5.33, Behavior Management with 5.11, and Physical Environment with 5.07. All dimensions were interpreted as strongly agree. This result shows that students perceive teacher-related factors as the most influential part of the classroom environment. While they also value physical arrangement, time management, and discipline, their responses suggest that the teacher's attitude, enthusiasm, support, and belief in students have the strongest effect on their classroom experience. This supports the view that teacher interaction and relationship-building are essential to learner engagement and academic success (Cano, 2001).

3.3 Relationship Between Teachers' and Learners' Perspectives

The correlational analysis showed different levels of relationship between teachers' and learners' perceptions of the classroom environment. Physical Environment had a weak positive correlation of 0.20 with a p-value of 0.749, leading to the acceptance of the null hypothesis. Instructional Time Management had a strong positive correlation of 0.84 with a p-value of 0.002, while Behavior Management had a strong positive correlation of 0.86 with a p-value of 0.002; both results led to the rejection of the null hypothesis. Teacher Effectiveness had the strongest correlation at 0.96 with a p-value of 0.008, also resulting in the rejection of the null hypothesis. However, the Overall perception showed a strong positive correlation of 0.73 but with a p-value of 0.269, leading to the acceptance of the null hypothesis. These findings indicate that teachers and learners significantly align in their views on Instructional Time Management, Behavior Management, and Teacher Effectiveness, but not on Physical Environment and Overall classroom environment. The strong relationship in teacher effectiveness suggests that both groups share a common view of the importance of teachers' attitudes, enthusiasm, support, and competence in shaping classroom learning. However, the non-significant result for physical environment suggests that teachers and students may evaluate tangible classroom features differently, possibly because teachers may focus more on functionality while students may focus more on comfort, visual appeal, or personal experience. Overall, the results show that while both groups generally hold positive perceptions, their agreement is stronger in instructional and relational dimensions than in the broader or physical aspects of the classroom environment.

4. Conclusion & Recommendations

The study concluded that both teachers and learners generally perceived the classroom environment as highly relevant to learning, particularly in the areas of physical environment, instructional time management, behavior management, and teacher effectiveness. Teachers gave the highest overall rating to instructional time management, while learners gave the highest rating to teacher effectiveness, showing that teachers emphasized organized classroom instruction while students placed greater value on the teacher's attitude, support, and belief in learners' ability to succeed. The correlational findings showed significant positive relationships in instructional time management, behavior management, and teacher effectiveness, but not in physical environment and overall classroom environment, indicating that while teachers and learners shared similar views in several instructional and relational areas, their perceptions were not consistently aligned across all classroom environment dimensions.

Based on the findings, the study recommends that teachers and schools continue improving classroom seating arrangements, instructional methods, technology use, classroom routines, and behavior management practices to sustain a more effective learning environment. Teachers should maintain relevant, purposeful, and motivating strategies, clearly communicate and consistently enforce positive classroom rules, provide timely feedback, strengthen rapport with students, and create a supportive atmosphere where learners feel comfortable participating. The study also recommends improving non-academic time management, using punishment sparingly through more constructive approaches, involving students in organizing and improving the classroom space, strengthening learner self-management, and conducting regular check-ins or feedback activities to better align teacher and learner perceptions of classroom practices.

The study was limited to selected junior high school teachers and students of Dimasalang National High School during the school year 2024–2025 and focused only on teacher and learner perceptions of the classroom environment. It did not include private schools, tertiary institutions, administrators, parents, or external observers, and it did not establish cause-and-effect relationships because the design was correlational. The study also examined only selected aspects of the classroom environment, such as physical environment, instructional time management, behavior management, teacher effectiveness, classroom climate, and learning space arrangement; therefore, the findings cannot be broadly generalized without further studies involving wider samples and additional variables.

Compliance with ethical standards

The study was conducted in accordance with institutional ethical standards, ensuring voluntary participation, informed consent, confidentiality of respondents' information, and proper ethical approval where applicable. The authors declare no conflict of interest, acknowledge all contributions to the study, and affirm responsibility for the accuracy, originality, and copyright ownership of the research.

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