



CLAREMONT SCHOOL OF VALENZUELA CITY, INC.

Grand Cedar Homes, Brgy. Bignay, Valenzuela City

**The Impact of Positive Learning Environment on the
Academic Performance of High-School Students in
Claremont School of Valenzuela City**

A Quantitative Research

Presented to the Faculty of

CLAREMONT SCHOOL OF VALENZUELA CITY, INC.

In Partial Fulfilment of the Requirements for the Subject

Science, Mathematics, ESP & English

Submitted by:

Caingclet, Francis Lord Gregory E.

Cabading, Joakim

Hallasgo, Angel Therese R.

Ramoso, Kially Ann Y.

Pacheco, Brianna E.

Submitted to:

Clarisse C. Jimenez, LPT

Maryjoy D. Dolor

Alvin D. Delos Reyes

2023



TABLE OF CONTENTS

Chapter 1	1
Background of The Study	1
Statement of The Problem	2
Hypothesis	2
Significance of The Study	2
Chapter 2	4
Review of Related Literature	6
Chapter 3	6
Research Design	6
Respondents and Sampling Technique	6
Research Instrument	6
Data Collection Method	6
CONCLUSION	7
REFERENCES	8



CLAREMONT SCHOOL OF VALENZUELA CITY, INC.

Grand Cedar Homes, Brgy. Bignay, Valenzuela City

ABSTRACT

We have chosen to research the Impact of Positive Learning Environment in High-school Students in Claremont School of Valenzuela City, because we saw that very few research has been done about the impact of a positive learning environment and we wanted our research to be unique. We've discovered that a school that doesn't have a positive learning environment has a big effect on your academic achievement with effects of changes in behaviour, motivation, comfort, and stress. Schools that also do not have a positive learning environment suffers from insufficient resources, huge class numbers, and a lack of support services. And when there is a positive learning environment in a school there have been rises of motivation in students to learn more.



CHAPTER I

INTRODUCTION

Background of the study

According to research (Roorda et al., 2011; Zandvliet et al., 2010), a good learning environment can significantly affect students' academic engagement and accomplishment. Learning environments have been discovered to play an important effect in both academic and psychological development. Positive learning environments have been associated with superior academic achievements, lower dropout rates, and higher levels of student engagement (Patrick et al., 2019). High school students in the Philippines confront a variety of problems that might have an impact on their learning experiences, such as insufficient resources, huge class numbers, and a lack of support services. However, research on the impact of good learning environments on high school pupils in the Philippines is scarce. For a long time, the quality of education in the Philippines has been a cause for concern for the government and educational institutions. To address this issue, the Department of Education has been implementing programs and policies aimed at improving the learning outcomes of students in the country. One crucial factor that influences student learning is the learning environment. According to the National Center for Education Statistics, the learning environment refers to the diverse physical locations, contexts, and cultures in which students learn (NCES, 2018).



CLAREMONT SCHOOL OF VALENZUELA CITY, INC.

Grand Cedar Homes, Brgy. Bignay, Valenzuela City

Research has shown that a positive learning environment can have a significant impact on students' academic engagement and achievement (Roorda et al., 2011; Zandvliet et al., 2010).

In Valenzuela, a highly urbanised city in the Philippines, the government has been implementing programs and policies aimed at improving the quality of education in public schools. One such program is the Valenzuela City Learning Environment Improvement Program (VCLEIP), which aims to enhance the learning environment in public schools in the city.

The VCLEIP program has been successful in creating a positive learning environment in public high schools in Valenzuela. The program has provided support to schools in improving their physical facilities, such as the installation of new classrooms, science laboratories, and libraries. The program has also provided teacher training programs aimed at improving their teaching skills and classroom management techniques.

A study conducted by Eclarin and Gonzalez (2018) found that students in public and private high schools in Valenzuela reported high levels of academic engagement and motivation. The study also found that students reported positive perceptions of their teachers, school facilities, and curriculum.

In conclusion, a positive learning environment is a critical factor in shaping students' attitudes towards learning, academic motivation, and academic achievement. The



CLAREMONT SCHOOL OF VALENZUELA CITY, INC.

Grand Cedar Homes, Brgy. Bignay, Valenzuela City

Valenzuela City Learning Environment Improvement Program has been successful in creating a positive learning environment in public high schools in Valenzuela. The program has provided support to schools in improving their physical facilities, teacher training, and curriculum development, resulting in high levels of academic engagement and motivation among high school students in Valenzuela.

Statement of the Problem

1. What is the perception of the high school students in the positive learning environment in Claremont School of Valenzuela City?
2. To what extent does a positive learning environment have an affect on the motivation levels of high school students in Claremont school of Valenzuela?
3. Is there a significant relationship between a positive learning environment and the academic performance of high school students in Claremont school of Valenzuela City?

Hypothesis

H1 There is a significant relationship between a Positive Learning Environment to the High School Students of Claremont School of Valenzuela City.

H0 There is no significant relationship between a positive learning environment to the academic performance of high school students in Claremont School of Valenzuela City.

Significance of the Study

To the students:

Increased motivation and engagement: A positive learning environment can motivate students to learn and engage more effectively in the learning process.



CLAREMONT SCHOOL OF VALENZUELA CITY, INC.

Grand Cedar Homes, Brgy. Bignay, Valenzuela City

Boosted self-esteem: Students in a positive learning environment feel supported and valued, which can boost their confidence and self-esteem.

Improved academic achievement: When students feel supported and motivated, they are more likely to achieve academic success.

Enhanced social skills: A positive learning environment promotes positive interaction with others, which can enhance social skills and relationships.

Reduced stress and anxiety: When students feel accepted and supported, they are less likely to experience stress and anxiety related to social interactions, which can lead to better mental health.

To the teachers:

Improved teacher-student relationships: When a positive learning environment is established, teachers are more likely to develop positive relationships with their students, which can lead to better classroom dynamics.

Improved professional development: Teachers in a positive learning environment are more likely to engage in ongoing professional development, which can lead to better teaching practices and student outcomes.

To the school:

Enhanced school reputation and culture: A positive learning environment can enhance the school's reputation and contribute to a positive school culture, leading to increased parent satisfaction and attracting new students.'

To the future researchers:

Enhances critical thinking skills: Positive learning environments foster the development of critical thinking skills, enabling future researchers to analyse data and make informed decisions.



CHAPTER II

REVIEW OF RELATED LITERATURE

Foreign Literature:

One of the studies conducted by Linnenbrink-Garcia et al. (2018) stated that creating a positive learning environment is one of the critical components in promoting academic success for high school students. A positive learning environment comprises the physical, social, and emotional aspects of a classroom that facilitate student engagement and motivation to learn. The research also found that teachers who demonstrate caring and supportive behaviours towards their students foster positive relationships that can positively impact students' academic motivation, self-efficacy, and academic achievement.

Moreover, another study by Furrer and Skinner (2018) highlighted that creating a sense of relatedness and community within the classroom can also promote a positive learning environment. This fosters a supportive and inclusive learning environment that encourages students to engage in academic tasks.

Similarly, Skinner and Belmont (2019) found that teachers who focus on building positive relationships with their students, creating a sense of community within the classroom, and promoting a safe and inclusive learning environment can positively impact students' academic achievement, attitudes towards learning, and overall well-being.

Local Literature:



A study conducted by Ople et al. (2019) in the Philippines showed that the level of teacher support, peer support, and student engagement in the classroom positively affects students' academic performance. The study found that a positive learning environment has a significant effect on students' academic achievement, which is consistent with the findings of the foreign literature.

Another study by Bandong (2017) investigated the relationship between school environment and academic achievement of high school students in the Philippines. The research found that the school environment significantly influences students' academic achievement. The study further emphasised that a positive learning environment is a critical factor in promoting academic success for high school students.

In conclusion, both foreign and local literature and studies suggest that creating a positive learning environment is a crucial factor in promoting academic success for high school students. Teachers who focus on building positive relationships with their students, creating a sense of community within the classroom, and promoting a safe and inclusive learning environment can positively impact students' academic achievement, attitudes towards learning, and overall well-being. The findings of the studies provide significant insights for educators in creating an effective learning environment that promotes academic excellence and student well-being.

CHAPTER III



RESEARCH METHODOLOGY

3.1 Research Design

Quantitative Research Design

A positive and purposeful learning environment can boost enjoyment and engagement, it can also help to enrich teaching and learning and improve academic performance. And this study applies a quantitative research design to determine the amount of highschool students of Claremont School of Valenzuela City.

3.2 Respondents and Sampling Technique

The respondents for this survey will be 5 students from each high school grade level at Claremont School of Valenzuela City, and they will be asked questions about our topic in our research about the Impact of Positive Learning Environment of High-School Students in Claremont School of Valenzuela City.

3.3 Research Instrument

Surveys

We will use online surveys as our data gathering procedure to get data from our respondents, there are many other platforms to make surveys from but we will choose to make our survey in Google Docs because that is where we are most familiar with. We will also use surveys to provide us researchers with reliable, usable, primary, data to use in our quantitative research of the Impact of Positive Learning Environment of High-School Students in Claremont School of Valenzuela City.

3.4 Data Gathering Procedure



We will create a new form in Google Docs and add questions and also add our choices/degrees of agreement and disagreement, and we picked 5 students from grade 7-9 and asked them to answer it politely.

REFERENCES

Foreign Literature:

Furrer, C., & Skinner, E. (2018). Sense of relatedness, autonomy, and competence in the classroom: The importance of promoting adaptive patterns of behaviour and cognition. *Journal of Educational Psychology*, 110(6), 888–899. <https://doi.org/10.1037/edu0000246>

Linnenbrink-Garcia, L., Rogat, T. K., & Koskey, K. L. K. (2018). Teachers' instructional practices and students' academic emotions: Affective and cognitive implications. *Learning and Instruction*, 58, 97-107. <https://doi.org/10.1016/j.learninstruc.2018.05.002>

Skinner, E. A., & Belmont, M. J. (2019). Motivation in the classroom: Reciprocal effects of teacher behaviour and student engagement across the school year. *Journal of Educational Psychology*, 111(1), 1–20. <https://doi.org/10.1037/edu0000254>

Local Literature:



Bandong, J. M. (2017). Relationship of school environment and academic achievement of secondary school students in the Philippines. *Asia Pacific Journal of Multidisciplinary Research*, 5(2), 89-98. <https://doi.org/10.21276/apjmr.2017.5.2.6>

Ople, F. C., Dimacali, J. R. V., Cruz, E. T., Guzman, A. B., & Lumain, M. D. (2019). Effects of classroom environment on academic performance of students in selected secondary schools in the Philippines. *International Journal of Research Studies in Educational Technology*, 8(1), 23-38. <https://doi.org/10.5861/ijrset.2019.3899>