The Influence of Classroom Learning Environment and Study Habits on Academic Engagement of Junior High School Students

Bulado, Angelene Marie M.[1], Amper, Michael I.[1], Daling, Zayne Adriane A.[1], Entima, Dexter Glenn O.[1], Madamba, Sweetzel Blessy L.[1], Millara, Lhynery S.[1], Ombac, Cassandra Lianne E.[1], Paradiang, Glydemar O.[1], Pedronio, Dannie E.[1], Semaña, Alexa Marey G.[1], Yucor, May Jane C.[1], Krystal Joy M. Clamares[2], PhD, Anna Marie O. Pelandas[2], PhD (CAR)

[1]Department of Education, Senior High School Students, Philippines

[2]Department of Education, Senior High School Teachers, Division of Davao de Oro, Philippines

ABSTRACT

This study explored the influence of classroom learning environment and study habits on academic engagement of junior high school students at Lorenzo S. Sarmiento Sr. National High School. The main objective was to determine the level of classroom learning environment and academic engagement, study habits and academic engagement. Additionally, the study aimed to identify which domains of the classroom learning environment and study habits might significantly influence academic engagement. A quantitative correlation design was employed, involving 250 respondents from junior high school students in Lorenzo S. Sarmiento Sr. National High School. The statistical tools utilized included mean, Spearman's rho, and multiple regression analysis. The results indicated a high level of classroom learning environment among junior high school students in terms of classroom positive, diversity values, and persistence in major. Similarly, there was a high level of study habits in terms of time management, attitude and goal setting. Furthermore, the study revealed a high level of academic engagement in behavioral engagement, cognitive engagement, and emotional engagement. The findings also established a high correlation and significant relationship between classroom learning environment and academic engagement, as well as study habits and academic engagement, leading to the rejection of the null hypothesis. All domains of classroom learning environment and study habits significantly influenced academic engagement as perceived by junior high school students. Consequently, school might adapt strategies that enhance classroom learning environment to develop students study habits and to improve academic engagement.

INTRODUCTION

In the global context, effective classroom environments boosted academic engagement, improving learning and academic outcomes (Shernoff et al., 2019). However, among 10,586 middle and high school students in North America, mostly immigrants, it was found that emotional relationships with peers and family varied, which affected their attachment to school and engagement levels (Espejo, 2020). A significant problem of academic engagement of students in the United States was the lack of interest in difficult subjects (Urias, 2022). The primary factor for the lower engagement or disengagement of students at Ghent University in Belgium is the lack of educational attainment (Steenberghs et al., 2021).

A safe and respectful classroom was essential for Filipino students' emotional well-being and allowed them to focus on learning without fear of bullying or discrimination (Lao, 2019). Moreover, a positive and supportive classroom environment was vital for fostering student participation, leading to better information retention and improved overall learning outcomes (Garcia, 2019).

Furthermore, strong study habits such as taking notes, reading, studying in groups, and fulfilling learning goals were essential to students' academic success (Bibon and Barcenas, 2022). Effective study habits foster the ability

to learn and retain new information, as well as the capacity to perceive and understand complex concepts (Sinag et al., 2024). Strong study habits, encompassing reading, note-taking, motivation, and time management, were essential for students' academic engagement and academic outcomes (Navarro, 2023).

In Region Xl, some students are unmotivated, which resulted in decreased level of academic engagement (Balones, 2023). Similarly, in Davao del Sur, a study was revealed that students struggled to engage in class due to the challenges of balancing their work and studies (Abenoja et al., 2019). Furthermore, lack of self confidence among students hindered their active participation in class, contributing to low levels of academic engagement (Santiago, 2024). It has been discovered that students who struggle to engage in class fail to develop effective classroom learning environment and study habits. In Mawab, particularly in Lorenzo S. Sarmiento Sr. National High School, some students were having difficulty engaging in class discussions. Hence, the researchers are interested if these were influenced by their classroom learning environment and study habits.

Research Objectives

1. To evaluate the level of classroom learning environment of junior high school students in terms of:

    1.1 classroom positive;
    1.2 diversity values and;
    1.3 persistence in major

2. To assess the level of study habits of junior high school students in terms of:

    2.1 time management:
    2.2 attitude and;
    2.3 goal setting

3. To find out the level of academic engagement of junior high school students in terms of:

    3.1 behavioral engagement;
    3.2 cognitive engagement and;
    3.3 emotional engagement

4. To verify the significant relationship between classroom learning environment and academic engagement of junior high school students.

5. To determine the significant relationship between study habits and academic engagement of junior high school students.

6. To identify which of the domains in classroom learning environment would influence the academic engagement of junior high school students.

7. To determine which of the domains in study habits would influence the academic engagement of junior high school students.

METHODOLOGY

This study employed a quantitative non-experimental research design that uses a correlational technique to describe the hypothetical existence of a relationship between three defined variables and to determine the direction and degree of that relationship if one exists. When the purpose is to describe the condition of the situation as it existed at the time of the study to investigate the causes of a particular phenomenon, the descriptive correlation method is considered appropriate. Correlational research design investigates relationships between variables without the researcher controlling or manipulating any of them.

A correlation reflects the strength and direction of the relationship between two or more variables (Bhandari, 2021). Correlational research is the best quantitative method of research in which you have two or more

quantitative variables from the same group of subjects (Gay et al., 2006).

This survey dealt on quantitative data about the said phenomenon. The quantitative aspect is an appropriate schedule for gathering the data designed for the target respondents to answer the questions. The process of gathering the data used questionnaires. The focus of the study would be to determine the influence of teachers' attitude and teaching approaches to the student's motivation among the Senior High School students in the Lorenzo S. Sarmiento Sr. National High School.

Population and Sample

Simple random sampling was used in the selection of the respondents. The subjects of the study were 250 students from junior high school, specifically both Grade 9 and Grade 10 students. They are ideal respondents for this study because they were at a crucial stage of academic development. Moreover, the study also employed stratified random sampling, allowing the researchers to obtain a sample population that represents the entire population to be studied, ensuring that each subgroup of interest is represented. The students were randomly selected from the Junior High Department at Lorenzo S. Sarmiento Sr. National High School.

 Sample sizes greater than 100 and less than 500 is suitable for this study (White, 2022). In the case of Juniorr High Students, out of a total population of 710 individuals, a random sample of 250 respondents were selected. The sample size was compute using the Raosoft sample size calculator (Raosoft, 2004).

Section	Population	Respondents
A	44	15
B	47	17
C	46	16
D	44	15
E	48	17
F	37	13
G	48	17
H	41	14
I	45	16
J	42	15
K	48	17
L	47	17
M	42	15
N	45	16
O	48	17
P	38	13
Total	**710**	**250**

Table 1. Population and Sample size of Respondents

Statistical Tool

The following statistical tools applied for data analysis and interpretation.

Mean. This statistical tool would be used to determine the level of classroom learning environment, study habits, academic engagement of junior high school students at Lorenzo S. Sarmiento Sr. National High School in Mawab, Davao de Oro.

Spearman's rho. This statistical tool would be employed to determine the significance of the relationship between classroom learning environment, study habits, academic engagement of students in Lorenzo S. Sarmiento Sr. National High School in Mawab, Davao de Oro.

Multiple Regression Analysis. This statistical tool would be used to determine the influence of classroom learning environment, study habits, academic engagement of the students in Lorenzo S. Sarmiento Sr. National High School in Mawab, Davao de Oro.

RESULTS

Level of Classroom Learning Environment

Shown in Table 1 are the mean scores for the indicators of classroom learning environment among Junior High School students in Lorenzo S. Sarmiento Senior National High School with an overall mean of 3.95 and described as high with a standard deviation of 0.57. The high level could be attributed to the high rating given by the respondents in all indicators. This entails that the respondent's responses to the level of classroom learning environment are very evident in terms of classroom positive, diversity values, and persistence in major.

The cited overall mean score was the result obtained from the following computed mean scores from highest to lowest: 4.04 or high for persistence in major to change with standard deviation of 0.57; 3.97 or high for diversity values to change with standard deviation of 0.67; and 3.85 or high for classroom positive to change with standard deviation of 0.67.

Table 1. Level of Classroom Learning Environment

Indicators	Mean	SD	Descriptive Equivalent
Classroom Positive	3.85	0.67	High
Diversity Values	3.97	0.67	High
Persistence in Major	4.04	0.78	High
Overall	3.95	0.57	High

Level of Study Habits

Shown in Table 2 are the mean scores for the indicators of study habits among Junior High School students in Lorenzo S. Sarmiento Senior National High School with an overall mean of 3.91 and described as high with a standard deviation of 0.65. The high level could be attributed to the high rating given by the respondents in all indicators. This entails that the respondent's responses to the level of study habits are positive in terms of time management, attitude, and goal setting.

The cited overall mean score was the result obtained from the following computed mean scores from highest to lowest: 3.92 or high for goal setting with a standard deviation of 0.80; 3.90 or high for time management with a standard deviation of 0.95; and 3.90 or high for attitude with a standard deviation of 0.79.

Table 2. Level of Study Habits

Indicators	Mean	SD	Descriptive Equivalent
Time Management	3.9	0.95	High
Attitude	3.9	0.79	High

Goal Setting	3.92	0.8	High
Overall	3.91	0.65	High

Level of Academic Engagement

Shown in Table 3 are the mean scores for the indicators of academic engagement among junior high school students in Lorenzo S. Sarmiento Junior National High School with an overall mean of 3.95 and described as high with a standard deviation of 0.58. The moderate level could be attributed to the high rating given by the respondents in all indicators. This entails that the respondent's responses to the level of academic engagement are very evident in terms of intrinsic behavioral engagement, cognitive engagement, and emotional engagement.

The cited overall mean score was the result obtained from the following computed mean scores from highest to lowest: 4.01 or high for behavioral engagement with a standard deviation of 0.63; 3.97 or high for cognitive engagement with a standard deviation of 0.70; and 3.86 or high for emotional engagement with a standard deviation of 0.72.

Table 3. Level of Academic Engagement

Indicators	Mean	SD	Descriptive Equivalent
Behavioral Engagement	4.01	0.63	High
Cognitive Engagement	3.97	0.7	High
Emotional Engagement	3.86	0.72	High
Overall	3.95	0.58	High

Significance on the Relationship Between Classroom Learning Environment and Academic Engagement

The Spearman's rho value for the variables presented is 0.693*, with a p-value of <.001 which shows a moderate correlation. This means that as the classroom learning environment increases, academic engagement tends to increase to some extent. Since the table shows that the probability level for classroom learning environment and academic engagement is <.001, which is lower than the significance level of 0.05, the null hypothesis stating that there is no significant relationship between classroom learning environment and academic engagement has been rejected.

Table 4. Significance on the Relationships Between Classroom Learning Environment and Academic Engagement

		Classroom Learning Environment
Academic Engagement	Spearman's rho	0.693*
	p-value	< .001

Significant Relationship Between Study Habits and Academic Engagement

The Spearman's rho value of the two variables is 0.758* with p-value of <.001. It suggests a high correlation between study habits and academic engagement. This means that as the students study habits increase, academic engagement tends to increase to some extent. It reveals that the overall result of indicators in study habits have a probability level of <0.001, which is significantly lower than the significance level of 0.05. Therefore, the null hypothesis stating that 'there is no significant relationship between study habits and academic engagement among students is rejected.

Table 5. Significance on the Relationships Between Study Habits to Academic Engagement

		Study Habits
Academic Engagement	Spearman's rho	0.758*
	p-value	< .001

Multiple Regression Analysis on the Influence of Between Classroom Learning Environment to Academic Engagement

Using the Multiple Regression Analysis, the data revealed that the influence of classroom learning environment on academic engagement among Junior High School students has an f-value of 90.290 and a corresponding significance p-value of <.001, which was significant.

This means that the classroom learning environment highly influences academic engagement among Junior High School students in Lorenzo S. Sarmiento Sr. National High School since the probability is less than 0.05. The R squared of 0.542 implies that 54.2% of the academic engagement is influenced by classroom positive, diversity values and persistence in major, while 45.8% remaining were not covered by the study and is influenced by other factors.

Table 6. Multiple Regression Analysis of the Influence Between Classroom Learning Environment on Academic Engagement

Classroom Learning Environment	Coefficients	t-value	p-value	Decision a=0.05
Classroom Positive	0.272*	5.123	< .001	H*o* is Rejected
Diversity Values	0.341*	5.981	< .001	H*o* is Rejected
Persistence in Major	0.208*	5.452	< .001	H*o* is Rejected
Dependent Variable: Academic Engagement				

*p<0.05 R=0.745 R^2=R=0.524 F-value=90.290 p-value< .001

Therefore, as presented in the table, the hypothesis that no domain in classroom learning environment significantly influences academic engagement is rejected on classroom positive, diversity values and persistence in major.

Multiple Regression Analysis of the Influence of Study Habits on Academic Engagement

Using the Multiple Regression Analysis, the data revealed that the influence of study habits towards academic engagement among Junior High School students has f-value of 102.293 and corresponding significance p-value of <.001 which was significant.

This means that the study habits influences the academic engagement among Junior High School students in Lorenzo S. Sarmiento Sr. National High School since the probability is less than 0.05. The R squared of 0.555 implies that 55.5% of the academic engagement is influenced by time management, attitude and goal setting, while the 44.5% remaining were not covered by the study and is influenced by other factors.

Table 7. Multiple Regression Analysis of the Influence of Study Habits to Academic Engagement

Study Habits	Coefficients	t-value	p-value	Decision a=0.05
Time Management	0.077*	1.671	<.001	H*o* is Rejected
Attitude	0.466*	9.229	<. 001	H*o* is Rejected
Goal Setting	0.347*	6.652	<.001	H*o* is Rejected
Dependent Variable: Academic Engagement				

*p < 0.05 R= 0.745 R^2=0.555 F-value= 102.293 p-value < 0.001

Therefore, as presented in the table, the hypothesis that no domain in study habits significantly influences academic engagement is rejected on time management, attitude and goal setting.

DISCUSSIONS

Level of Classroom Learning Environment

The respondents' level of classroom learning environment in Lorenzo S. Sarmiento Sr. National High School is high. This means that the classroom learning environment among   Junior High School students in Lorenzo S. Sarmiento Sr. National High School was evident. This further means that while the overall classroom learning environment of the students in Lorenzo S. Sarmiento Sr. National High School is considered evident, it leans towards being positive. The classroom learning environment plays a crucial role in creating a positive environment for Junior High School students. Having a positive environment, they will impact academic engagement, and that positive environment was proven to enhanced academic engagement (Noor et al., 2021). It is encouraging to see that the students in Lorenzo S. Sarmiento Sr. National High School prioritize a positive environment towards the students.

This result is aligned with the concept of Takpi (2019), which proposes that developing a positive climate reduced disciplinary issue of students. The creation of positive classroom environment, as emphasized by Morin (2022), served as the bedrock for students well-being, transcending mere academic achievement to cultivate emotional resilience and robust social growth. Semiao et al. (2023) demonstrated, actively promoting diversity within the school environment was not merely an abstract concept; it concretely shaped students identities and learning experiences, fostering positive and meaningful relationships. This align with previous research indicating that illustrating how cultivating an appreciation with diversity significantly enhanced understanding and personal development across the entire school community, students, teachers, and non-teaching staff alike (Swallow, 2020). A positive classroom learning environment can boost interaction inside the classroom. It can boost student's confidence to paticipate inside the class, which can enhanced students' academic engagement.

Level of Study Habits

The respondents' level of study habits in Lorenzo S. Sarmiento Sr. National High School is high. This means that the different study habits among Junior High School students in Lorenzo S. Sarmiento Sr. National High School was evident. The high level of study habits among Junior High School students in Lorenzo S. Sarmiento Sr. National High School indicates a potential for enhancing students academic engagement. Students with effective study habits hold positive perceptions and strong capabilities in managing academic challenges, signified a supportive and conductive learning environment that fostered self-discipline and empowered students

to become highly effective learners.

This result is in relation to the proposition of Zimmerman and Schunk (2019) that students with good study habits, especially those who have self-regulation and resilience as the cornerstones of their study habits, are more likely to achieve academic success. According to Duckworth et al. (2020), students with good study habits and the ability to manage their time effectively can navigate academic stress and overcome setbacks, thus avoiding the problems stemming from a lack of perseverance and adaptability. The significant level of study habits in addressing academic engagement of students at Lorenzo S. Sarmiento Sr. National High School underscores the importance of the strategies that have been chosen. It underlines the importance of picking proper study habits that encourage students to manage their time effectively and take accountability. The inclusion of positive attitude of students towards their study correlates strongly with increased students' engagement and perseverance (Bayraktar and Firat, 2020). According to Sen (2019), positive attitudes not only lead to engagement but also play a crucial role in forming students' goal-setting skills, problem-solving capabilities, and both intrinsic and extrinsic motivations.

Level of Academic Engagement

The respondents' level of academic engagement at Lorenzo S. Sarmiento Sr. National High School is high. The high level of behavioral engagement observed among Junior High School students at Lorenzo S. Sarmiento Sr. National High School implies that multiple elements could be influencing academic engagement. Previous studies articulated that academic engagement is a traditional construct, encompassing behavioral engagement characterized by active participation and sustained effort (Fredricks et al., 2019). Moreover, behavioral engagement indicated that students were proactively seeking to acquire knowledge and striving for a higher level of student engagement (Campeanu et al., 2023). This concurs with prior research showing that fostering an all-encompassing academic engagement covering cognitive, emotional, and behavioral elements is crucial when it comes to evaluating the quality of education (Cozar et al., 2023).

The high level of cognitive engagement indicated that academic engagement among Junior High School students was high positive and well-observed. This implies that there could be hidden factors that are playing a part in the cognitive engagement of Junior High School students. It's crucial to explore these factors more thoroughly in order to comprehend the underlying causes and create efficient strategies to deal with them. The findings aligned seamlessly with the established framework that emphasizes the pivotal role of academic engagement among Junior High School students at Lorenzo S. Sarmiento Sr. National High School. This highlighted the students' positive affective experiences within the learning environment. Wang et al. (2024) described emotional engagement as the spectrum of emotions experienced during learning, encompassing both positive and negative feelings. Additionally, the significant role of emotional involvement in students' academic engagement, emphasizing how diverse emotional experiences influence motivation (Liu et al. 2024). Emotional engagement also bolstered supportive peer relationships, which fostered a sense of belonging and encouraged students to persist through challenges (Eccles and Roeser, 2020).

Significant Relationship Between Classroom Learning Environment and Academic Engagement

The result of the study revealed a compelling and statistically significant relationship between the classroom learning environment and students academic engagement. The robust p-value obtained underscored a direction correlation, demonstrating that improvements in the classroom learning environment led to increased student academic engagement. This correlation suggests that as the perception of classroom learning environment becomes more evident, academic engagement also increases at a high rate.

Correspondingly, the study by Widiyawanti (2024) reveals a high correlation between the classroom positive and academic engagement, which elucidates the classroom learning environment's potential as a vital learning resource. It is very evident that interactions between students and teachers served as a catalyst for enhanced learning.

Students expect that their learning environment is conducive to learning with comfortable, well-equipped, and filled with positive interactions. Students also prefer positive classrooms that are based on reason and less

demanding. These findings emphasize the importance of cultivating positive relationships and adressing students' diverse needs. A safe and respectful learning environment was crucial, where students feel free to express their ideas without fear of judgment. By incorporating a positive classroom learning environment, students are more likely to be motivated and engaged towards their studies. A positive classroom environment where students support each other can make students feel safe to engage in class, which makes students grow.

Significant Relationship Between Study Habits and Academic Engagement

The results of the study revealed a significant relationship between study habits and academic engagement. The computed p-value indicated a positive correlation between these two variables. This correlation suggests that as the perception of study habits becomes more evident, academic engagement also increases at a high rate.

This statement is supported by Jafari et al. (2019), which posited that study habits were pivotal components of students' learning processes. This was also emphasized by Darwin (2024) regarding the foundational role of excellent study habits in addressing both academic and professional challenges. By cultivating these skills early on, educators empowered students to become self directed learners, equipped to navigate future academic and professional challenges. Consequently, proficient study habits cultivate essential competencies such as time management and self-discipline, which are indispensable for students' academic success.

In addition, Alarjeh and Shindel (2020) found a strong relationship between study habits and academic engagement, along with the critical role of instructional support as a significant determinant of students' academic engagement. This emphasizes the impact of students' active participation and investment in learning.

Multiple Regression Analysis on the Influence of Classroom Learning Environment

The regression coefficient is to test the significant influence of overall classroom learning environment and academic engagement among Junior High School students. Using the Multiple Regression in JASP Software, the data reveal that the influence of classroom learning environment towards academic engagement among Junior High School students has a significant influence. Only 52.4 % of the academic engagement among Junior High School students of Lorenzo S. Sarmiento Sr. National High School is influenced by the classroom learning environment. The overall results of the classroom learning environment predict academic engagement in Junior High School students. Therefore, the significance level of the hypothesis of classroom learning environment and academic engagement in Junior High School students is rejected.

A supportive classroom atmosphere directly fostered student comfort and motivation, led to heightened participation in learning activities (Khatimah, 2021). A study conducted by Morin (2022) demonstrated that there is a positive correlation between a supportive learning environment and students' mental health, which attributed to the development of a strong sense of community within the classroom. When students are in a positive learning environment, they are more motivated, have better mental health, and develop stronger social skills. This aligns with the study of Rieger et al. (2022), which states that academic success was significantly linked not only to hard work but also to a student's persistence in the face of challenging and potentially exhausting tasks. This emphasizes the vital role that perseverance plays in the attainment of students' academic success.

Multiple Regression Analysis of the Influence of Study Habits and Academic Engagement

The regression coefficient is to test the significant influence of overall study habits and academic engagement among Junior High School students. Using the Multiple Regression in JASP Software, the data reveal that the influence of study habits towards academic engagement among Junior High School students has a significant influence. Only 55.5% of the academic engagement among Junior High School students of Lorenzo S. Sarmiento Sr. National High School is influenced by the study habits. The overall results of the study habits predict academic engagement in Junior High School students. Therefore, the significance level of the hypothesis of study habits and academic engagement in Junior High School students is rejected.

Academic progress and excellence are significantly influenced by the development and implementation of robust

study habits (Jafari et al., 2019). Effective time management is crucial for organizing workloads and is a significant component of a successful commitment to study (Trentepohl et al., 2022). Campeanu et al. (2023) defined engagement as active knowledge acquisition and striving for excellence. This was also emphasized by Caliskan and Mercangoz (2019), who posited that the multifaceted nature of school involvement means that time management, as measured, did not capture the active, qualitative aspects of engagement. However, students' attitudes, encompassing cognitive, emotional, and behavioral factors, influenced school performance and contributed to dropout rates, which highlights the critical role of these attitudes in academic success. (Valle, 2023).

CONCLUSION

Conclusions are drawn based on the results of the study. The study concluded that the level of influence of classroom learning environment was high, as well as its indicators, namely, classroom positive, diversity values, and persistence in major. Furthermore, the study also concludes that the level of influence of study habits was high, along with its indicators, attitude, and goal setting. Moreover, the overall level of academic engagement was high, encompassing the three domains: behavioral engagement, cognitive engagement, and emotional engagement. Furthermore, the findings contradict the hypothetical assumption of no significant relationship between the influence of the classroom learning environment and study habits on academic engagement. Contrary to the assumption, the study concludes that the classroom learning environment and study habits have a significant relationship to academic engagement. Also, all its domains both in classroom learning environment and study habits influenced academic engagement.

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