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Learning Environment and Students' Academic Competence

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ABSTRACT: This study investigated how students assess their learning environment and determine its relationship to their academic competence. Employing correlational and causal research designs with content analysis, this study was conducted to 135 Grade 11 students who were selected through stratified random sampling using the Select Statistical Services Calculator among the three big Senior High Schools of Cagayan de Oro City Division. An adapted, validity and reliability tested survey questionnaire was utilized to gather the data. Second quarter grades of the respondents were considered as measures for academic competence. Mean, Standard Deviation, Pearson Product Moment Correlation, and Multiple Linear Regression were used to analyze the data. Findings revealed that the overall extent of the learning environment was Good and the overall level of students' academic competence was Satisfactory. Significant moderate to high positive correlation was observed and registered between the learning environment and students' academic competence. Learning environment in terms of student autonomy and learning resources are significant predictors of students' competence with student autonomy as the strongest predictor. It is concluded that the learning environment plays a significant role in students' academic development and student autonomy empowers students to take responsibility of their own learning. Thus, school administrators may strengthen policies and programs that promote a supportive and engaging learning environment to further enhance students' competence.

KEYWORDS: learning environment, learning resources, student autonomy, students' competence, teacher expectations

I. INTRODUCTION

Classroom interactions often reveal noticeable differences in how Senior High School (SHS) students perform academic tasks. When asked to explain a concept, respond to subject-related questions, or apply lessons to real-life situations, some students demonstrate clear understanding, confidence, and the ability to express ideas effectively, while others show difficulty in comprehension, hesitation in communication, or inability to apply learned knowledge. These differences indicate varying levels of academic competence, which refers to the student's ability to understand, process, and apply academic content as required in school and in real-life contexts. Developing academic competence is essential, as Senior High School students are expected to be prepared for higher education, employment, or entrepreneurship, which are the intended exit pathways of the K to 12 curriculum. Despite the implementation of the Senior High School program, concerns continue to raise regarding the readiness of SHS graduates for college and the workplace. Educators, employers, and higher education institutions have observed that some graduates still struggle with fundamental academic skills such as comprehension, communication, problem-solving, and independent learning.

At the global level, education systems have increasingly emphasized competence-based learning to ensure that students acquire not only knowledge but also the ability to use what they learn in complex academic and professional situation. International large-scale assessments have shown that many students can recall information but encounter difficulty when required to analyze, interpret, and apply concepts in unfamiliar contexts. These findings highlighted the importance of strengthening educational conditions that promote deeper understanding, critical thinking, and independent learning, all of which are indicators of academic competence (OECD, 2023).

One of the most important conditions affecting students' academic competence is the learning environment. The learning environment includes factors such as student autonomy, teacher expectations, and access to learning resources. A positive learning environment encourages active participation, engagement, and responsibility for learning, which contribute to improved

academic outcomes. In contrast, a poorly structured or overly restrictive environment may limit students' opportunities to practice higher-order thinking skills and develop independence in learning (Schein, 2021).

Academic competence extends beyond examination scores and grades, encompassing students' ability to understand lessons, complete academic tasks effectively, communicate ideas clearly, and apply knowledge across various contexts. Learners who demonstrate high academic competence are more likely to succeed in higher education and adapt to workplace demands. This multidimensional construct reflects not only cognitive skills but also the capacity for independent and meaningful learning. Moreover, students with strong academic competence tend to exhibit greater confidence in managing academic responsibilities (Martinez, 2020).

In the Philippine context, concerns about students' academic competence have become more evident due to persistent learning gaps reported in both national and international assessments. Results indicate that many Filipino students experience difficulty in reading comprehension, analytical thinking, and applying academic knowledge, which affects their readiness for college and employment. These findings suggested that improving academic competence should be a priority, particularly at the Senior High School level where students are expected to transition to their chosen career pathways (Bernardo et al., 2022).

Although previous studies have examined the relationship between learning environment and academic performance, limited research has focused on how the Senior High School learning environment shapes students' academic competence in Philippine public schools. Existing literature largely centers on grades and test outcomes, while broader competencies such as understanding, communication, and independent learning receive less emphasis. This imbalance leaves critical aspects of student development underexplored in current research. As a result, the influence of classroom conditions on academic competence remains unclear, particularly within the SHS context. This gap highlights the need for more focused investigations into how learning environments support holistic competence development (Etcuban & Pagaran, 2025).

Therefore, this study aimed to examine the relationship between the learning environment and students' academic competence among Senior High School students in the Department of Education. The study specifically considered student autonomy, teacher expectations, and learning resources as key dimensions of the learning environment. By determining how these factors influence academic competence, the study sought to provide evidence that may guide teachers, school leaders, and curriculum planners in improving classroom conditions and ensuring that Senior High School graduates become academically competent, college-ready, and job-ready individuals.

This study was anchored on Self-Determination Theory (SDT) by Ryan and Deci, as cited by Howard et al. (2021), to explain how the learning environment influences students' academic competence. Specifically, SDT posits that students engage more deeply in learning when they experience autonomy, competence, and meaningful social connections. In classroom settings, learning environments that promote choice, acknowledge achievement, and support positive relationships enhance students' intrinsic motivation. As a result, students who feel competent and valued become more capable of developing essential skills and applying them in both academic and real-world contexts.

In addition, the theory emphasizes that learning and development occur within multiple, interconnected systems. These systems range from the immediate classroom environment to broader influences such as school policies, community values, and cultural expectations. This perspective reinforces the importance of the learning environment by demonstrating how factors such as student autonomy, teacher's expectations, and access to learning resources interact to shape students' academic competence. Consequently, these interactions influence not only academic outcomes but also problem-solving skills, adaptability, and self-confidence (Daucourt et al., 2021).

Moreover, Ryan and Deci (2023) emphasized that learning environments which consistently support autonomy, provide structured feedback, and foster a sense of belonging are strongly associated with higher levels of student competence, persistence, and well-being. They argued that when schools intentionally design environments that meet students' basic psychological needs, students are more likely to internalize academic goals and demonstrate sustained engagement. This reinforces the present study's framework by underscoring that competence is not merely an individual trait but an outcome shaped by supportive, need-satisfying learning environments that empower students to take ownership of their learning and perform effectively across contexts.

Additionally, researchers have found that when instructional practices integrate autonomy-supportive strategies, structured guidance, and collaborative learning opportunities, students demonstrate higher engagement and improved academic performance. In particular, digital and blended learning contexts highlight the importance of maintaining students' sense of connection and competence despite reduced face-to-face interaction. These findings suggest that modern educational settings must intentionally design learning experiences that balance independence with support to sustain motivation. Therefore, the present study aligns with current research by emphasizing that fostering autonomy, competence, and relatedness remains

essential in developing academically competent and self-regulated learners in today's evolving educational landscape (Ryan & Deci, 2025).

II. METHODOLOGY

This study utilized descriptive correlational and causal research designs with content analysis. According to Kale et al. (2023), descriptive research summarizes population data by presenting observations such as Mean, Median, Mode, Variance, Range, and Standard Deviation from the sample both numerically and graphically. In addition, content analysis was utilized in organizing and examining the indicators of the variables included in the instrument, ensuring that the items properly represented the constructs of student autonomy, teacher's expectations, learning resources, and students' academic competence. The descriptive design was therefore used to describe the level of these variables among the respondents. Meanwhile, correlational research was applied to examine the relationship between the learning environment and students' academic competence. Correlational analysis determines whether a significant association exists between two or more variables and measures the strength and direction of such relationships.

Furthermore, causal research design with documentary analysis was incorporated to strengthen the analysis of the study. As Manglik (2024) explained, causal research seeks to identify cause-and-effect relationships among variables. Through this design, the study aimed to determine which factors within the learning environment significantly predict students' academic competence, thereby generating insights that may inform more effective educational practices and interventions among Senior High School students.

Problem 1 was analyzed using descriptive statistics such as the Weighted Mean and Standard Deviation to describe the extent of the learning environment. Problem 2 utilized Frequency and Percentage to determine the level of students' academic competence. Problem 3 utilized the Pearson Product Moment Correlation Coefficient to assess the correlation between these variables. Finally, Multiple Linear Regression Analysis was used in Problem 4 to determine which independent variables, singly or in combination, significantly predicted students' academic competence.

III. RESULTS AND DISCUSSION

Problem 1. How do students assess their learning environment in terms of:

1.1 student autonomy;
1.2 teachers' expectations; and
1.3 learning resources?

Table 1 shows the overall level of the Learning Environment. It has an overall Mean of 3.53 with SD = 1.03, which is qualitatively described as Good. This rating indicates that students generally experience supportive classroom conditions that promote effective learning. The result suggests that the learning environment is consistently characterized by positive learning conditions in terms of student autonomy, teachers' expectations, and learning resources. It implies that students are provided opportunities to take responsibility for their learning while still being guided by clear expectations and structured teaching practices. Moreover, the presence of adequate learning resources supports students' understanding of lessons and strengthens their competence development. This good learning environment also promotes student engagement, as students are more likely to participate actively when they feel supported and valued in the classroom. In addition, such conditions may contribute to sustained learning as students are encouraged to remain motivated and responsible in completing academic tasks.

Table 1. Overall Learning Environment

Dimensions of Learning Environment	Mean	SD	Qualitative Description
Student Autonomy	3.94	0.81	Good
Teachers' Expectations	4.03	0.79	Good
Learning Resources	3.76	0.85	Good
Overall	**3.53**	**1.03**	**Good**

Note: 4.21-5.00 Very Good; 3.41-4.20 Good; 2.61-3.40 Average; 1.81-2.60 Poor; 1.00-1.80 Very Poor

This finding aligns with the study of Delgado-Galindo et al. (2025), which emphasized that a positive school climate and learning environment play a critical role in improving students' academic competence. The study explained that when students experience supportive classroom conditions and access to adequate learning opportunities, they are more likely to participate

actively in academic tasks and develop stronger learning outcomes. The researchers further noted that school climate influences the overall quality of students' learning experiences by shaping classroom interactions, teaching practices, and student motivation. In addition, supportive learning environments promote responsibility, confidence, and persistence among students when dealing with academic challenges. Therefore, maintaining a positive and supportive learning environment is essential in strengthening students' competence development and academic success.

In the same table, the Teachers' Expectations dimension obtained the highest Mean of 4.03 with SD = 0.79, which is qualitatively described as Good. This result highlights the central role of teachers in shaping students' classroom experiences through guidance, encouragement, and clear academic expectations. The good rating implies that students consistently perceive their teachers as influential in creating a learning environment that motivates them to participate and perform better in academic tasks. It also suggests that teachers' approachability and supportive attitude contribute significantly to students' willingness to engage in classroom discussions and seek help when needed. Consequently, teachers' expectations serve not only as academic guidance but also as an important factor that strengthens student confidence and promotes active learning. This finding aligns with the study of Williams and Thompson (2022), which emphasized that approachable teachers create an environment where students feel comfortable asking questions and seeking additional assistance. Their study revealed that when students know they can rely on their teachers for support, they are more likely to overcome academic challenges and improve their learning experience. Therefore, the good rating of teachers' expectations reinforces the importance of supportive teacher-student relationships in sustaining student motivation and academic engagement.

Meanwhile, the Learning Resources dimension obtained the lowest Mean of 3.76 with SD = 0.85, which is qualitatively described as Good. Although this rating remains good, it indicates that learning resources may be less consistently experienced compared to teachers' expectations, suggesting possible concerns in the availability, adequacy, or accessibility of instructional materials and facilities. The data imply that while learning resources are present, there may still be limitations in terms of quality learning materials, laboratory facilities, and technology access that could support students' deeper understanding of lessons. This may affect students' ability to maximize learning opportunities, particularly in activities that require visual references, practical applications, or technology-assisted learning. Thus, school administrators and policymakers may prioritize strengthening support systems and resource allocation to ensure equitable access to instructional materials that enhance teaching and learning processes.

This finding is supported by the study of González and Pérez (2021), which emphasized that students perform better academically when they perceive their school environment as safe, comfortable, and well-supported. Their study explained that learning environments that provide not only emotional support but also physical learning resources such as textbooks, visual materials, and access to technology allow students to concentrate better, engage more actively, and manage academic challenges effectively. Therefore, the good rating of learning resources suggests that improving access to adequate instructional facilities and materials may further strengthen students' academic competence development and overall academic performance.

Problem 2. What is the level of students' academic competence?

Table 2. Level of Students' Academic Competence

Students' Academic Competence	Frequency	Percentage (%)	Mean	SD	Description
Outstanding	24	17.78			
Very Satisfactory	41	30.37			
Satisfactory	44	32.59	84.73	5.17	Satisfactory
Fairly Satisfactory	26	19.26			
Did Not Meet Expectations	0	0.00			
TOTAL	**135**	**100.00**			

Table 2 shows the level of students' academic competence based on their academic performance. It has an overall Mean of 84.73 with SD = 5.17, qualitatively described as Satisfactory, which indicates that students generally demonstrate an acceptable level of academic competence. This result suggests that most students possess the knowledge, skills, and understanding necessary to meet the expected academic standards in their subjects. The relatively moderate Standard Deviation implies that students' academic performance is fairly consistent, with most scores clustered around the Mean. Overall, the findings indicate that students are able to meet the academic expectations set by the curriculum, although further improvements may still be necessary to help more students achieve higher levels of academic excellence.

This finding is supported by the study of Song et al. (2025), which explained that academic achievement reflects students' learning outcomes, including the knowledge and skills they acquire through academic activities and coursework. These outcomes are commonly measured through students' course achievements and academic results, which indicate their mastery of subject content. Therefore, the satisfactory level of academic competence observed in this study suggests that the students generally possess the knowledge and skills necessary to meet the expected academic standards in their subjects.

Among the categories under this variable, the Satisfactory level obtained the highest frequency with 44 students (32.59%), followed closely by Very Satisfactory with 41 students (30.37%). This result implies that many students are able to meet the expected academic standards but may not yet demonstrate advanced mastery of the subject matter. The findings suggest that while students possess the foundational competencies required in their courses, they may still need additional opportunities to deepen their understanding and apply knowledge in more complex learning tasks. In particular, students within the satisfactory level may benefit from learning environments that encourage independent learning, critical thinking, and active engagement in classroom activities. When students are given meaningful opportunities to explore concepts, collaborate with peers, and participate actively in the learning process, they are more likely to strengthen their academic competence. Strengthening learner-centered teaching strategies and providing supportive learning conditions may therefore help more students' progress toward very satisfactory or outstanding levels of academic performance.

This finding is supported by the study of Darling-Hammond et al. (2020), which emphasized that students' academic competence is strongly influenced by the quality of instructional practices and the learning environment provided in schools. The authors explained that learning environments that promote student engagement, collaboration, and critical thinking contribute significantly to improved academic outcomes. Their research highlighted that when teachers design learning experiences that encourage deeper understanding rather than surface-level memorization, students are more likely to develop stronger conceptual knowledge and academic skills. In addition, the study emphasized that classrooms that promote student participation and autonomy allow students to take greater responsibility for their learning. Such environments also help students develop confidence in their abilities to analyze problems and apply knowledge in meaningful ways. As a result, schools that cultivate supportive and engaging learning environments are more likely to produce students who demonstrate higher levels of academic competence.

On the other hand, Did Not Meet Expectations obtained the lowest frequency with 0 students (0.00%), indicating that none of the students were classified under the lowest level of academic competence. This result implies that all students were able to attain at least the minimum academic standards required in their subjects. This finding highlights the importance of maintaining effective instructional practices and academic support systems that help students meet basic learning expectations.

This finding is supported by the study of Ahmed et al. (2024), which explained that students' academic performance reflects the extent to which students are able to accomplish the learning objectives and competencies set by the curriculum. The study emphasized that academic competence is commonly evaluated through students' ability to demonstrate the knowledge and skills required in their academic tasks and assessments. When students consistently achieve results within the expected performance levels, it suggests that they are able to meet the academic standards established by the educational system. Moreover, this study highlighted that stable academic performance among students may indicate that instructional practices and learning conditions are effectively supporting students in achieving the intended learning outcomes. For educational institutions, such results provide important insights for maintaining effective teaching strategies and ensuring that learning environments continue to support students' academic development.

Problem 3. Is there a significant relationship between learning environment and students' academic competence?

Table 3. Test for Correlation Between Learning Environment and Students' Academic Competence

Independent Variable	r-value	p-value	Description	Decision on Ho	Interpretation
Student Autonomy	0.731	0.000	High Positive Correlation	Reject	Significant
Teacher's Expectations	0.612	0.000	Moderate Positive Correlation	Reject	Significant
Learning Resources	0.553	0.000	Moderate Positive Correlation	Reject	Significant
Learning Environment	**0.782**	**0.000**	**High Positive Correlation**	**Reject**	Significant

** Correlation is significant at the 0.01 level of Significance (2-tailed)

Note: 0.91 - 1.00 Very High Positive Correlation 0.71 – 0.90 High Positive Correlation
0.51 – 0.70 Moderate Positive Correlation 0.31 – 0.50 Low Positive Correlation
0.00 – 0.30 Negligible Positive Correlation *Significant when computed p-value <0.05*

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Table 3 shows the correlation analysis between learning environment and students' academic competence. The overall learning environment registered a computed r-value of 0.782 with a computed p-value of 0.000. Since the computed p-value is less than the critical p-value at the 0.05 level of significance, the result indicates a significant relationship between the learning environment and students' academic competence. This means that a High Positive Correlation exists between the two variables, and therefore, the null hypothesis is rejected. The data imply that when students experience a supportive and well-structured learning environment, their academic competence tends to improve. Learning environments that encourage interaction, engagement, and access to meaningful learning opportunities allow students to develop deeper understanding of concepts and perform better in academic tasks. This suggests that schools that cultivate supportive classroom conditions can positively influence students' competence development and overall academic success.

This finding is supported by the study of Ma and Wei (2022), which emphasized that a positive classroom climate significantly contributes to students' engagement and academic performance. Their study found that students who perceive their classroom environment as supportive and well-structured are more likely to participate actively in learning activities and demonstrate higher academic achievement. The researchers further explained that classroom environments characterized by collaboration, encouragement, and meaningful interaction promote stronger motivation and persistence among students. In addition, supportive classroom climates help students develop confidence in their abilities and strengthen their commitment to academic tasks. Therefore, creating a positive and supportive learning environment plays a crucial role in improving students' academic competence and overall learning outcomes.

For Student Autonomy, it registered a computed r-value of 0.731 with a computed p-value of 0.000. Since the computed p-value is less than the critical p-value at the 0.05 level of significance, the result indicates a significant relationship between Student Autonomy and Students' Academic Competence. This means that a High Positive Correlation exists between the two variables, and therefore, the null hypothesis is rejected. The data imply that when students are given opportunities to take responsibility for their learning, express ideas freely, and make decisions regarding academic tasks, their competence development improves. Student autonomy contributes to competence because it encourages students to develop self-regulation skills, independent thinking, and accountability for their learning progress. This suggests that classrooms that allow students to explore ideas, reflect on their learning strategies, and participate actively in decision-making processes promote stronger academic competence.

This finding is supported by the study of Reeve and Cheon (2021), which emphasized that autonomy-supportive teaching practices significantly improve students' academic engagement and performance. The study explained that when teachers provide students with opportunities to make choices and take initiative in their learning, students become more intrinsically motivated. Such motivation encourages students to invest greater effort in completing academic tasks and overcoming learning challenges. In addition, autonomy-supportive environments help students develop self-regulated learning skills, which are essential for academic competence. As a result, classrooms that encourage student independence and participation are more likely to produce students who demonstrate stronger academic performance and competence development.

For Teachers' Expectations, it registered a computed r-value of 0.612 with a computed p-value of 0.000. Since the computed p-value is less than the critical p-value at the 0.05 level of significance, the result indicates a significant relationship between Teachers' Expectations and Students' Academic Competence. This means that a Moderate Positive Correlation exists between the two variables, and therefore, the null hypothesis is rejected. The data imply that when teachers communicate high yet realistic expectations, students are more motivated to perform well academically. Teachers' expectations contribute to competence development because they shape students' beliefs about their abilities and influence the level of effort they exert in academic tasks. When teachers demonstrate confidence in students' potential and provide encouragement, students are more likely to develop stronger motivation and persistence in their studies. This suggests that classrooms where teachers consistently set clear academic standards and provide constructive feedback promote improved student competence.

This finding is supported by the study of Aydın and Ok (2022), which conducted a systematic review examining how teacher expectations influence classroom behaviors and student outcomes. Their review of multiple empirical studies revealed that teachers often adjust their instructional practices according to their expectations of students' academic abilities. For instance, teachers tend to provide more challenging tasks, increased attention, and richer learning opportunities to students from whom they expect higher performance. These behaviors can positively influence students' motivation, participation, and confidence in their academic abilities. Consequently, the study suggests that teachers' expectations can shape classroom interactions and learning experiences, which in turn contribute to students' academic competence.

For Learning Resources, it registered a computed r-value of 0.553 with a computed p-value of 0.000. Since the computed p-value is less than the critical p-value at the 0.05 level of significance, the result indicates a significant relationship between

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Learning Resources and Students' Academic Competence. This means that a Moderate Positive Correlation exists between the two variables, and therefore, the null hypothesis is rejected. The data imply that the availability and accessibility of learning resources contribute significantly to students' competence development. Learning resources support competence by providing students with instructional materials, technologies, and references that help them understand lessons more effectively. When students have access to diverse and adequate learning resources, they are able to explore concepts more deeply, practice skills, and reinforce classroom instruction. This suggests that schools that invest in quality learning resources create more effective learning environments that support students' academic development.

This finding is supported by UNESCO (2021), which emphasized that the availability of adequate school resources and facilities plays a critical role in supporting students' learning and academic development. The report explained that educational resources such as libraries, learning materials, laboratories, administrative support services, and other school facilities create conditions that enable students to access information, complete academic tasks, and participate effectively in learning activities. It further highlighted that well-resourced schools provide students with opportunities to engage more deeply with academic content and develop essential skills needed for academic success. In addition, access to supportive school services helps students navigate academic requirements and maintain progress in their studies. Therefore, improving school resources and facilities remains an essential strategy for strengthening students' academic competence and overall educational outcomes.

Problem 4. Which of the dimensions in the independent variable predict singly or in combination the students' academic competence?

Table 4 presents the multiple linear regression analysis identifying which dimensions of the learning environment significantly predict students' academic competence. The results revealed that the regression model is statistically significant with $R = 0.809$, $R^2 = 0.654$, Adjusted $R^2 = 0.646$, and $F = 82.635$ with $p = 0.000$. Since the computed p-value is less than the 0.05 level of significance, the result indicates that the combined variables significantly predict students' academic competence, and therefore the null hypothesis is rejected. The R^2 value further indicates that approximately 65.4% of the variance in students' academic competence is explained by student autonomy, teachers' expectations, and learning resources. This implies that the learning environment plays a substantial role in shaping students' academic outcomes and competence development. The findings suggest that improving key aspects of the learning environment can significantly contribute to students' academic success and overall competence development.

This finding is supported by the study of Kassab et al. (2024), which emphasized that the educational environment plays an important role in shaping students' academic achievement and engagement. Their research demonstrated that supportive learning environments significantly influence how students participate in learning activities and perform academically. The study further highlighted that positive educational environments promote deeper engagement and improved academic outcomes among students. In addition, well-structured learning environments provide opportunities for students to develop stronger academic skills and confidence. Therefore, strengthening the learning environment remains essential in improving students' academic competence.

Table 4. Multiple Linear Regression Analysis on Learning Environment and Students' Academic Competence

Variables	**UC**		**SC**			
	B	**SE**	**β**	**t-value**	**Sig. (p-value)**	**Decision**
Constant	44.329	2.629		16.862	.000	
Student Autonomy	6.132	.729	.579	8.411	.000	Reject Ho2
Teachers' Expectations	.723	.766	.070	.943	.347	Accept Ho2
Learning Resources	3.541	.602	.341	5.878	.000	Reject Ho2
	R	**R^2**	**Adjusted R^2**	**f-value**	**Sig. (p-value)**	
Model	**0.809**	**0.654**	**0.646**	**82.635**	**0.000**	

Note: UC = Unstandardized Coefficients; SC = Standardized Coefficients
Dependent Variable = Students' Academic Competence; Significant when computed p-value <0.05.

Among the predictor variables, Student Autonomy emerged as the strongest predictor of students' academic competence, with $B = 6.132$, $\beta = 0.579$, $t = 8.411$, and $p = 0.000$. Since the computed p-value is less than the 0.05 level of

significance, the result indicates that Student Autonomy significantly predicts Students' Academic Competence, and therefore the null hypothesis is rejected. The positive standardized beta coefficient further indicates that increases in student autonomy correspond to higher levels of academic competence. This implies that when students are provided with opportunities to make decisions about their learning, take responsibility for academic tasks, and actively participate in classroom activities, they tend to demonstrate stronger academic performance. Student autonomy supports competence development by encouraging independent thinking, self-regulation, and intrinsic motivation. Therefore, classrooms that promote student participation and responsibility for learning contribute significantly to competence development.

This finding is supported by the study of Hanaysha et al. (2023), which found that classroom environment factors that promote active student participation significantly influence academic performance and engagement. The study explained that learning environments that allow students to participate actively and take responsibility for their learning encourage stronger academic outcomes. When students are involved in decision-making and learning activities, they develop higher motivation and persistence in completing academic tasks. In addition, autonomy in learning helps students develop independent learning skills that are essential for academic success. Therefore, learning environments that support student participation and autonomy contribute significantly to students' academic competence.

The results also show that Learning Resources significantly predict Students' Academic Competence, with B = 3.541, β = 0.341, t = 5.878, and p = 0.000. Since the computed p-value is less than the 0.05 level of significance, the result indicates that Learning Resources significantly predict Students' Academic Competence, and therefore the null hypothesis is rejected. The positive beta coefficient suggests that improvements in the availability and accessibility of learning resources contribute to increased academic competence among students. Learning resources support competence development by providing instructional materials, facilities, and educational tools that help students understand lessons more effectively. When students have access to adequate learning materials and school facilities, they are better able to explore concepts, practice academic skills, and reinforce their understanding of classroom instruction. This suggests that schools invest in quality educational resources create learning environments that promote stronger academic development.

This finding is supported by the study of Nazneen and Rehman (2024), which examined the relationship between classroom environment and students' academic achievement. Their study found that the availability of educational facilities and learning resources significantly influences students' academic performance. The researchers explained that adequate learning resources enable students to access information, practice academic skills, and better understand classroom instruction. In addition, well-equipped learning environments help students develop stronger interest and motivation toward academic tasks. Therefore, improving school learning resources and facilities plays an important role in strengthening students' academic competence.

In contrast, Teachers' Expectations did not significantly predict Students' Academic Competence, with B = 0.723, β = 0.070, t = 0.943, and p = 0.347. Since the computed p-value is greater than the 0.05 level of significance, the result indicates that Teachers' Expectations do not significantly predict Students' Academic Competence, and therefore the null hypothesis is accepted. This finding suggests that while teacher's expectations may influence students' motivation and classroom engagement, they did not independently predict academic competence when other variables such as student autonomy and learning resources were considered. One possible explanation is that teacher expectations may influence student outcomes indirectly through instructional strategies, classroom interactions, or feedback provided during lessons. Although expectations remain an important element of teaching, their impact may depend on how they are translated into classroom practices that support student learning.

This finding aligns to the study of Siems-Muntoni et al. (2023), which emphasized that teacher expectations influence students primarily through motivation and psychological factors rather than acting as a direct predictor of academic achievement. The study explained that teacher expectations affect students' academic performance by shaping their motivation and engagement in learning activities. However, these expectations may not independently predict achievement when other strong learning environment factors are present. In many cases, expectations influence academic outcomes indirectly through classroom interactions and student motivation. Therefore, the predictive influence of teacher expectations may be less significant when stronger variables such as autonomy or learning resources are included in the model.

In summary, the regression analysis confirms that the learning environment significantly predicts students' academic competence, with student autonomy and learning resources emerging as the most influential predictors. These results suggest that empowering students to take responsibility for their learning and ensuring access to adequate educational resources are essential factors in improving academic outcomes. The findings further imply that schools should prioritize developing autonomy-supportive classrooms and strengthening learning facilities that support students' academic development.

IV. CONCLUSIONS

Based on the findings of the study, the following conclusions were formulated:

1. The learning environment is assessed by students as supportive of their needs and interests.
2. Students are able to meet the expected learning standards set by the K to 12 Curriculum but there still remains room for further improvement to achieve higher levels.
3. The learning environment is an important factor that supports and enhances students' learning.
4. When students are given more opportunities to make decisions, participate actively, and take responsibility for their learning, their academic competence tends to improve.

V. RECOMMENDATIONS

Based on the findings and conclusions of the study, it is recommended that the:

1. School administrators may continue to promote a supportive learning environment by encouraging teachers to maintain high expectations for students.
2. Teachers may continue to implement effective teaching strategies that further enhance students' academic competence.
3. Schools and teachers may enhance students' academic competence by promoting student autonomy, maintaining positive teacher expectations, and ensuring that learning resources are adequate and accessible.
4. Teachers may design student centered activities that promote active participation, decision making, and independent learning, while school administrators ensure that learning resources are available and accessible to support student autonomy and academic competence.

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