
Impact of Learning Environment on Students' Achievement

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ABSTRACT: This study aimed to determine the influence of the learning environment on students' achievement at Southern de Oro Philippines College, focusing specifically on peer influence, teacher approachability, and the availability of learning resources. The research adopted a correlational and causal design supplemented by documentary analysis. Data were gathered from 238 students across BSIT, CBAE, and CHTM programs during the 2025–2026 school year using a modified, validated questionnaire. Analysis involved descriptive statistics, correlation, and multiple linear regression to evaluate relationships and predictive effects. Findings revealed that the learning environment was generally rated high, with peer influence particularly strong, alongside favorable levels of teacher approachability and learning resources availability. Students' achievement was also assessed at a satisfactory to good level. However, peer influence, teacher approachability, and learning resources availability showed no significant correlation or predictive influence on achievement. The study concludes that, despite a positive learning environment, these specific factors do not directly influence on students' academic outcomes. Other variables, such as intrinsic motivation or external support systems, likely exert greater influence. Recommendations include peer mentoring initiatives and enhanced teacher training for better student engagement.

KEYWORDS: learning environment, achievement, peer influence, teacher approachability, learning resources

I. INTRODUCTION

Achievement refers to the level of academic achievement an individual has in school. It is reflected in both how well a student has succeeded at school and their level of success in their studies; however, it is dependent on many external factors such as family background, friends, economic conditions, teachers, classmates, motivation, and interests in academic activities. Academic performance is usually measured by grades, test scores, and successful completion of academic requirements, which demonstrates to the individual his/her level of understanding or knowledge of a particular subject. Moreover, it could be defined as the set of students' skills and abilities to demonstrate their knowledge across different areas (Carroza-Pacheco et al., 2025).

The learning environment supported academic performance by providing a space where students learned, interacted with learning facilities, socialized, and addressed societal challenges, with physical infrastructure, and learning resources forming its foundation. The environment in a school includes everything that happens in and around the school or class culturally. It includes how the classroom is organized; how teachers deliver lessons such as a classroom layout that supports students learning visually, how to decorate the walls of the classroom with learning materials, and how to use a variety of learning styles to teach you're the learners occur (Nwokedi, 2023). A well-arranged classroom helps keep students on task and gives them confidence to participate actively and enjoy learning opportunities.

Furthermore, the quality of education can be affected by how teachers perform and how effectively the teachers coordinate with the students' environment in which they are learning (Cambaya et al., 2022). Schools must create a safe environment for their students; therefore, there is a need for the learning environment to allow the student to receive an education. The physical environment must provide for a comfortable surrounding for the pupils to be achiever in their academic. The teacher should create a positive bond with the pupils so that the they have a secure of trust and safety, the teacher should create an environment free from judgment so that all teachers create a welcoming environment for each student.

In addition, teachers' ability to apply instruction materials effectively during instruction created greater understanding among the students. In other words, lack of instructional facilities or inadequate use of instructional facilities in a classroom environment may likely affected the learner's performance. According to (Afolabi et. al, 2022), that students with a good learning

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environment background performed better than their counterparts with a poor learning environment background. Having good resources and a resourceful school environment played an important role in how well students did in their studies. When the school had enough resources and a good environment where learners could study. It will be helped them succeed. The availability of adequate learning resources such as books, computer, and a conducive learning atmosphere was beneficial to the students' understanding of lessons and improved academic performance.

A positive learning environment in the school has greatly helped one student to participate in classroom activities and improve their academic performance. A conducive school atmosphere helped the learner to engage themselves completely within the learning process. With this atmosphere, the morale of the learner was lifted, thus feeling comfortable in this kind of environment. The learners will be enrolled in school and engaged themselves intellectually. This helps the learner attain greater academic success. This ensures that the learner achieves success academically. There is a significant relationship between positive schools' environments and academic success (Delgado-Galindo et al., 2025).

Moreover, a positive learning environment made a huge contribution in improving academic engagement among the learners. A good school climate created supportive interpersonal relationships between the learners, educators and peers which made them more attached to the school and actively involved in their classroom experiences. Students were also motivated to learn and became interested in the educational process. A positive connection has increased the need for frequent school attendance and collaborative learning. To ultimately improve student engagement and academic performance, a beneficial school context will help. Smith et al., (2025) found in their study that the major variables that predict how engaged students will be with school and how well they will perform academically were the school's relationship-based environment and the amount of bonding or connectedness between the student and his or her peers.

The study was anchored on B.F. Skinner's Operant Conditioning Theory, which stated that behaviors were acquired and sustained through their consequences. In the classroom, rewards for good behavior led to improved student performance and participation. This theory helps to understand how students responded to and performed academically based on various variables related to school and classroom factors; including interactions with teachers and peers, attendance, the school climate, and feedback received (Hassan et al., 2025).

In addition, this was supported by John B. Watson's Behaviorism Theory, which stated that an individual's conduct was linked with a learned connection between a particular stimulus and a response. This theory in education suggested that students' academic behaviors were greatly determined by the environment, including the friendliness of the teachers and the presence of adequate learning materials. Meeting these environmental factors and stimuli made it possible for certain academic behaviors and performance to be effectively conditioned and reinforced (McLeod, 2024).

Peer influence could be understood based on the Operant Conditioning Theory of Skinner, which stated that the behavior of individuals depended upon reinforcement and punishment. In a classroom setting, students' academic behavior got affected by the reactions of their peers, as approval, support, or disapproval became reinforcements for behavior. When peers provided positive reinforcement such as support and encouragement to the students, their academic motivation increased. On the contrary, negative reinforcement from peers resulted in demotivation among the students in their academic behavior (Shao et al., 2024).

Approachability by the teacher was another vital aspect of learning. Behaviorism Theory by Watson stressed the impact of the environment in influencing the students' behavior in the classroom. Teachers who were easy to talk to helped create a classroom that provided an opportunity for students to become more active participants by asking questions and interacting with their peers during the learning process. As such, the engagement of students was improved and consequently improved the chances of them succeeding academically. Studies show that positive relationships between students and teachers and availability of teachers are indicators of student engagement levels and grades (Roorda et al., 2021).

Learning Resources Availability aligned with behaviorism, particularly how sufficient materials motivated students to engage with content academically. There were ways students were provided with effective and efficient resources leading to students having the highest probability of demonstrating positive academic behaviors because students were able to access the materials independently. The continued availability of the materials acted as ongoing reinforcement due to the reward of improving academic performances, self-direction in their exploration and developing their ability to continue to learn (Rabanes & Paglinawan 2025).

II. METHODOLOGY

The correlational and causal research design with documentary analysis was employed in this research. According to Sreekumer (2024), correlational research design was a type of non-experimental research in which researchers measured two or more variables and assessed the relationship or correlation between them without any manipulation. Furthermore, Bhasin (2024)

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stated that causal research design could be defined as a research method that was used to determine the cause-and-effect relationship between two variables. This research was used mainly to identify the cause of the given behavior.

Documentary analysis was the method where the documents, records, and old materials were changed into data that could be statistically tested through a series of steps. In a more detailed way, it was the deciphering of texts through counting, measuring, and categorizing to reveal the hidden patterns, relationships, and trends. Documentary analysis was a method that saved researchers from the exhausting and long-winded process of data collection through surveys and experiments. It was affirmed in Pinsker (2020) that the method in quantitative document analysis consisted of turning document content into measurable variables for statistical interpretation. Likewise, this method allowed researchers to determine variables from texts and use statistical methods to analyze content-derived data, as pointed out by Liu (2022).

The collected data were analyzed using descriptive statistics. For Statement of the Problem 1 and 2, the Mean and Standard Deviation were computed to determine the students' level of school environment. Problem 2 employed Frequency Count, Percentage, Mean, and Standard Deviation. In Statement of the Problem 3, Pearson Product Moment Correlation was utilized to identify whether there was a significant relationship between the school environment and the students' academic performance. In Statement of the Problem 4, Multiple Linear Regression was used to identify which independent variables singly or in combination influenced the students' academic performance.

III. RESULTS AND DISCUSSION

Problem 1. What is the level of learning environment in terms of:

- 1.1 peer influence;
- 1.2 teacher approachability; and
- 1.3 learning resources availability?

Table 1. Overall Learning Environment

School Environment	Mean	SD	Qualitative Description
Peer Influence	4.26	0.80	Very High
Teachers' Approachability	3.99	0.88	High
Learning Resources	4.08	0.81	High
Overall	4.11	0.83	High

Note: 4.21-5.0 Very Challenging; 3.41-4.20 Challenging; 2.61-3.40 Moderately Challenging; 1.81-2.60 Less Challenging; 1.00-1.80 Least Challenging

Table 1 presented the overall learning environment based on the students' perception. This had a Mean of 4.11 and a SD=0.83, qualitatively described as High. This means that students have a positive and enabling learning environment. It suggests that students are able to actively participate in their learning and social activities. A good learning environment makes students feel comfortable and encourages them to be active in school. This is stated by Kearney et al. (2020), who emphasized the importance of a positive learning environment in improving students' participation and academic performance.

Among these indicators, *Peer Influence* had the highest Mean of 4.26 with an SD=0.80, qualitatively described as Very High. This means that peer influence is significant in students' behavior, attitude, and learning. This indicates that students are greatly influenced by their peers. Friends impacts how learners interact and behave in all school-related activities. Xu et al. (2023) emphasize the vital of peer interactions in influencing pupils' behavior. This suggests that peer interactions can greatly affect a learner's school life.

Furthermore, *Teachers' Approachability* yielded a Mean of 3.99 with an SD of 0.88, while Learning Resources had a Mean of 4.08 with an SD=0.81, qualitatively described as High. This indicates that teachers are accessible to their students and that learning resources are sufficiently available to encourage students. As such, these two things do not seem unrelated to the improvement of students' involvement in learning activities. This evidence is aligned with Rodríguez et al. (2022)'s research, which highlights that having access to learning resources is key to increasing student participation.

Problem 2. What is the level of students' achievement for 1st semester of S.Y 2025- 2026?

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Table 2. Achievement for First Semester, SY 2025-2026

Grade	Frequency	Percentage	Mean	SD	Qualitative Description
1.0	-				
1.1-1.5	108	45.38			
1.6-2.0	120	50.42	1.60	1.27	Good
2.1-2.5	10	4.20			
2.6-3.0	-				
5.0	-				
Total	238	100.0			

Note: 1.0 Excellent; 1.1-1.5 Very Good; 1.6-2.0 Good; 2.1-2.5 Satisfactory; 2.6-3.0 Passing; 5.0 Failure

Table 2 shows the level of students' achievement during the first semester of SY 2025-2026. The results indicated that the majority of students were categorized in the range of 1.6–2.0, with a frequency of 120 or 50.42%. The calculated Mean value is 1.60, and SD=1.27. This indicate that the academic performance of students is generally qualitatively described as Good. This means that most students were able to achieve the learning competencies and demonstrate their knowledge of their lessons. According to Kassab et al. (2024), students' academic performance is positively affected by having a good school environment that motivates students to actively engage with their teachers, peers, and learning materials.

The table also reveals that 108 students, or 45.38%, scored a Very Good grade, ranging from 1.1-1.5. This reveals that the students were capable of achieving more than the required academic standards. This implies that factors such as student motivation, student engagement, teacher support, and well-designed learning spaces have a significant impact on promoting student academic achievement. Furthermore, the data reveals that positive peer influence can also have a positive influence on student performance. According to Amsalu (2024), students have the potential to perform better in class because they feel safe, respected, and supported in school. All these factors help in promoting student confidence, motivation, and academic success.

The table indicates that 10 students, which is 4.20%, scored a grade of 2.1-2.5 in the satisfactory level. This implies that a small number of students are not meeting the expected level of academic standards. This implies that these students are only able to achieve the minimum level of competence. This says that these learners are not participating optimally and may need special attention to improve their academics. According to Okello (2023), the physical and social conditions of the classroom have a vital impact on the learner's achievements.

Problem 3. Is there significant relationship between the learning environment and students' achievement?

Table 3. Correlation Between the Learning Environment and Students' Achievement

School Environment	r-value	p-value	Description	Decision on Ho
Peer Influence	-0.031	0.630	Not Significant	Accept
Teachers' Approachability	0.006	0.926	Not Significant	Accept
Learning Resources	0.014	0.834	Not Significant	Accept

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

Table 3 presents the correlation analysis between learning environment and students' achievement, where peer influence yielded an r-value of -0.031 and a p-value of 0.630, which is not significant. The finding indicates that peer group is unrelated to student grades. Although friends have a role in their academic achievement, they will not improve their grade average purely based on peer interactions because of the other factors in play. Other factors include the student's own effort or motivation, as well as outside assistance from teachers, parents, schools, etc. that have a crucial impact on how the student do in school. Ma et al. (2023) noted that positive social interactions are important for academic performance, and success is determined by the learner's involvement.

The findings showed an r-value and p-value of 0.006 and 0.926 for the teachers who could easily communicate with their students, respectively, and therefore, statistically do not have significant correlations. As a result of this, we conclude that there are no relationships between teacher approachability and student academic success. Thus, while teacher approachability may positively contribute to student motivation, there are other factors affecting student academic outcomes. Amerstorfer & von Münster-Kistner (2021) says that, although teacher approachability has a big impact on learners' motivation in the classroom, learner grades are prime influenced by the quality of lessons.

The results for learning resources resulted in an r-value of 0.014 with a p-value of 0.834, which is considered not significant. This indicates that having learning resources did not significantly affect the students' academic performance. This

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means that having learning resources is not enough; students need guidance on how to utilize the learning resources. This means that learning resources need to be utilized by the students to have an effect on their academic performance. Aldridge & McChesney (2021) pointed out that having an effective learning environment, including the effective use of learning resources, is vital in promoting learning.

Problem 4. Which of the dimensions of the independent variable singly or in combination influences the students' achievement?

Table 4 shows the results of regression analysis, which used to determine the relationship between learning environment and achievement among learners. Peer influence was found to have an unstandardized coefficient of 0.031 with a p-value of 0.430. This suggests that peer influence is not a significant predictor of academic performance among students. This suggests that while students may be influenced in terms of behavioral and social interactions in school, this is not enough to influence achievement among students. According to Boykin (2024), academic success among students is influenced by a combination of social, emotional, and individual factors.

The result for teachers' approachability showed a non-standardized value of 0.010, which had a p-value of 0.077. This result is not statistically significant but close to being relevant. This indicates that although it is not a strong indicator of student performance, it can inspire the students to participate more. The near-significant result indicates that although teachers' approachability alone is not a strong indicator of student performance, it can inspire the students to participate more. This can, therefore, indirectly improve their performance.

According to Pamaos (2022), accessibility and positive interactions between teachers and students can improve student engagement and motivation, as shown by the almost significant result of this study. In addition, the resources for learning received an unstandardized coefficient of -0.039, and its associated p-value was 0.615. This shows that resources for learning did not significantly influence academic performance. This implies that providing resources for learning does not necessarily translate to enhanced academic performance. The study implies that resources for learning need to be integrated into the teaching and learning process for them to be effective. This is supported by Kapoor et al. (2021), who highlighted that is safe, effective, and implemented learning environments, which included physical and instructional resources, directly affected student engagement and performance.

Table 4. Multiple Linear Regression Analysis between Learning Environment and Achievement

School Environment	Unstandardized Coefficients		Standard Coefficient Beta		Sig.
	B	Std. Error		T	
(Constant)	1.585	0.148		10.713	0.000
Peer Influence	0.031	0.040	0.067	0.790	0.430
Teachers' Approachability	0.010	0.062	0.023	0.155	0.077
Learning Resources	-0.039	0.077	-0.077	-0.504	0.615
		R=0.055	R ² =0.003	F=0.237	Sig=0.870

Dependent Variable: Academic Performance

Predictors (Constant), Peer Influence, Teachers' Approachability, Learning Resources

IV. CONCLUSIONS

Based on the significant findings the conclusions were drawn:

1. Students showed good interactions among peers which is an important factor in creating a conducive learning environment.
2. Most students were able to achieve the expected level of academic competence.
3. The school environment does not affect students' achievement.
4. None of the dimensions of independent variable predicts achievement of the school.

V. RECOMMENDATIONS

Based on the findings and conclusions of this study, the following recommendations are proposed to enhance the school environment and improve students' academic performance:

1. Sustain the good interaction among peers.
2. The students may strive to maintain their achievement.
3. Students have the potential to do their best to achieve a better achievement.

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4. There may be other factors not included in the study that have influenced the students' achievement.

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