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School Enviroment: Its Influence On Perceived Learners' Performance In Core Subjects

Nasser D. Abdul[1], Fahad U. Silongan[2]

Author Information:
[1]*Bin Nassier National High School, Ministry of Basic, Higher, and Technical Education, Schools Division of Maguindanano del Sur, Bangsamoro Autonomous Region in Muslim Mindanao, Philippines*

[2]*Cotabato City National High School- LR Sebastian Site, Ministry of Basic, Higher, and Technical Education, Schools Division of Cotabato City, Bangsamoro Autonomous Region in Muslim Mindanao, Philippines*

Correspondence:
datunash2021@gmail.com

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Abstract. This study investigated the influence of the school environment on learners' academic performance in core subjects, specifically Mathematics, English, and Science. It examined the school environment in terms of school leadership, availability of school resources, teacher–student relationships, and community engagement, and analyzed their relationships and predictive influence on learners' performance. A descriptive research design was empl`oyed, utilizing correlational and predictive analyses. Respondents were drawn from selected public secondary schools in BARMM. Data were collected using a researcher-made questionnaire and analyzed through mean, Pearson r correlation, and regression analysis. Findings revealed that the school environment was generally highly evident, with school leadership emerging as the most strongly manifested dimension, followed by the availability of school resources. In contrast, community engagement and teacher–student relationships were evident, indicating less consistent practice. Learners demonstrated high academic performance in Mathematics and English, while performance in Science was comparatively moderate. Correlation analysis showed that school resources, teacher–student relationships, and school leadership had moderate positive and significant relationships with learners' performance. Conversely, community engagement showed a moderate negative relationship, suggesting misalignment with academic outcomes. Regression analysis confirmed that all variables significantly predicted learners' performance, with teacher–student relationship as the strongest predictor, followed by school resources and community engagement. School leadership showed a significant but inverse effect, indicating a more complex influence. Based on the findings, the study concluded that the school environment plays an important role in improving learners' performance in core subjects. The results show that strengthening classroom interaction, particularly teacher–student relationships and ensuring the availability of learning resources are essential in enhancing learners' academic achievement.

Keywords: Availability Of School Resources; Community Engagement; Learners' Performance; School Environment; School Leadership

Introduction

Education is very important in helping learners develop their academic skills. The environment where learning takes place is also an important factor that can affect educational outcomes. The school environment includes many things, such as physical facilities, instructional resources, leadership practices, teacher–student interactions, and community involvement. All of these can create conditions that either help learners perform well or make it harder for them to do well in school. Research has shown that a well-organized and supportive school environment can have a positive effect on students' learning experiences, engagement, and achievement (Barrett et al., 2015).

Researchers have explained that the school environment is not only about buildings and physical spaces. It also includes social and emotional factors. A positive school climate, where students feel safe, supported, and receive good teaching, is connected to better academic results and well-being. On the other hand, poor school conditions, such as lack of support, weak relationships, and poor facilities, may lead to lower grades and less student participation (Hattie, 2009).

The classroom is also an important part of the school environment. The way teachers and students interact, the teaching methods used, and the classroom atmosphere can affect students' motivation,

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participation, and performance. When students feel that their classroom is supportive and interesting, they are more likely to enjoy learning and perform well. This shows the importance of having good relationships and using effective teaching practices in the classroom.

School resources are also important in improving learning outcomes. These resources include instructional materials, facilities, and technological tools. Having enough resources gives learners more chances to understand and explore lessons. It also helps teachers provide meaningful and engaging instruction. Studies have shown that schools with enough resources that are properly used tend to have higher levels of student achievement than schools with limited resources (Hanushek, 2016).

In the Philippines, national education policies also recognize the importance of the school environment. The Department of Education, through DepEd Order No. 21, s. 2019, calls for schools to provide learner-centered, inclusive, and supportive environments that help students grow and perform well in school. This policy shows the importance of meeting the needs of learners and supports the need to examine how the school environment affects academic outcomes.

Although many studies have looked at the effects of the school environment on academic performance, most of them focus on only one area, such as school buildings, classroom atmosphere, or specific subjects. There is still a need to study different parts of the school environment, including leadership, resources, relationships, and community involvement, especially in relation to students' performance in core subjects such as English, Math, and Science. Also, while many studies focus on test scores, fewer studies ask students about how they see their own performance. This is also important in understanding their learning experience.

In different and developing areas, school conditions, available resources, and community involvement may differ. These differences can affect students' academic experiences in different ways. Understanding how these factors affect students' performance in core subjects is important in developing solutions that fit the needs of each local community.

With these points in mind, this study seeks to examine the influence of the school environment on perceived learners' performance in core subjects. Specifically, it aims to determine how school leadership, availability of resources, teacher–student relationships, and community engagement contribute to learners' academic outcomes. By looking at these areas, the study aims to provide empirical evidence that can help improve educational practices and policy development, and support better teaching and learning processes.

Research Questions

Generally, this study aimed to examine the school environment and its influence on the perceived performance of learners in core subjects within the Bangsamoro Autonomous Region in Muslim Mindanao (BARMM).

Specifically, it sought to answer the following questions:

1. To what extent is the school environment of the learners in terms of:
   1.1. School Leadership;
   1.2. Availability of School Resources;
   1.3. Teacher–Student Relationship; and
   1.4. Community Engagement?
2. What is the performance of the learners in core subjects in terms of:
   2.1. English;
   2.2. Mathematics; and
   2.3. Science?
3. Is there a significant relationship between the school environment and the learners' performance in core subjects?
4. Which aspect of the school environment best predicts the learners' performance in core subjects?

Scope and Delimitation of the Study

This study examined the school environment and its influence on learners' perceived performance in core subjects in the Bangsamoro Autonomous Region in Muslim Mindanao (BARMM). It focused on four dimensions of the school environment: school leadership, availability of school resources, teacher–student relationships, and community engagement. It also assessed learners' perceived performance in English, Mathematics, and Science. The study involved 320 Grade 11 and Grade 12 learners from selected public secondary schools in Cotabato City, Maguindanao del Norte, and Maguindanao del Sur. A quantitative research design was employed, specifically descriptive–correlational and descriptive–predictive approaches. A researcher-made questionnaire served as the primary data-gathering instrument. The collected data were analyzed using the mean, Pearson product-moment correlation, and multiple regression analysis. The study was limited to selected public secondary schools in the identified areas of mainland BARMM and did not include all schools within the region or other regions of the Philippines. Furthermore, learners' performance

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was measured based on their self-reported perceptions rather than verified academic grades or official school records. Other factors that may influence academic performance, such as learners' individual abilities, motivation, socioeconomic status, home environment, study habits, and teaching strategies, were not directly examined in this study.

Literature Review

School Leadership

School leadership is widely recognized as one of the important school-level factors associated with educational quality and student achievement. Its influence is not limited to administrative control alone; rather, it also extends to instructional supervision, school climate, teacher collaboration, and stakeholder participation. In effective schools, leadership helps set goals, organize resources, and maintain a learning environment where both teachers and students can perform well.

Yalçın et al. (2023) examined school leadership through Pitner's Model B and found that leadership affects student academic achievement mainly through school processes such as teacher collaboration, classroom instruction, and parental involvement. This finding suggests that school leaders influence achievement not simply by holding positions of authority, but by improving the organizational and instructional conditions that support learning. Their work stresses the role of leadership as a coordinating force that influences how teaching is delivered and how school systems function.

Moreover, this view is reinforced by Calimlim et al. (2025), whose quantitative study of secondary schools reported a significant positive relationship between effective school leadership and students' academic performance. Their study particularly emphasized transformational leadership practices such as goal setting, instructional support, and teacher motivation. These leadership behaviors were associated with better academic outcomes, suggesting that school heads contribute not only through managerial competence but also through their ability to motivate teachers and maintain a clear academic direction. While this source is very recent and not yet widely cited, its findings are consistent with the broader literature on leadership and school effectiveness.

In addition, a 2024 systematic literature review by Sianipar and Putri reported that transformational leadership improves school performance by enhancing teacher motivation, collaborative culture, staff commitment, trust, collegial support, and school climate. In a related line of inquiry, Neal (2024) found that transformational school leadership improves student achievement indirectly through teachers' data-informed instruction. Together, these studies suggest that leadership matters not only because it sets direction, but also because it influences the everyday instructional decisions that teachers make in classrooms.

Furthermore, a broader synthesis of school effectiveness by Javornik et al. (2023) likewise identified leadership as one of the major factors associated with successful schools. Their systematic review emphasized that school leaders shape outcomes through goal setting, support for instruction, and the creation of a positive school climate. This supports the view that school leadership is not an isolated variable but a central condition that influences many other dimensions of school performance.

In the Philippine setting, Quinal and Dupa (2024) found that decision-making skills significantly influence leadership effectiveness among public school administrators in Tarragona District, Davao Oriental. Their descriptive-correlational study involving 143 administrators showed that more systematic decision-making practices were associated with stronger leadership effectiveness. This is relevant to the present study because it shows that leadership in local school settings is closely tied to the quality of judgments and processes used by school administrators.

In the Bangsamoro Region, according to Corocoy Mastura (2025), the implementation of the School Improvement Plan reported that management practices such as planning, organizing, controlling, and monitoring were strongly associated with SIP outcomes, including instructional delivery and student learning development. This is particularly important because it provides regional evidence that the managerial work of school heads in BARMM is closely connected to actual school improvement outcomes.

Although the literature consistently affirms the importance of school leadership, much of it focuses either on transformational leadership as a style or on leadership's indirect effects through teacher collaboration, instructional quality, and parental involvement. There is still limited research that examines school leadership together with other dimensions of the school environment in relation to learners' performance in core subjects. This gap is more evident in the Philippine context and especially in Region XII, where localized evidence remains limited.

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Availability of School Resources

The availability of educational resources is another major component of the school environment. It includes physical facilities, instructional materials, learning technologies, and the institutional mechanisms through which these resources are managed and distributed. Resources matter because they shape the daily conditions under which teaching and learning take place. However, the literature also shows that their impact depends greatly on how effectively they are organized and used.

According to Yangambi (2023), school infrastructure has a serious impact on student learning and achievement. Adequate classrooms, functional facilities, and a physically supportive learning environment enable students to focus better and allow teachers to deliver instruction more effectively. In the same discussion, Yangambi also cited evidence that variations in school facilities explain a measurable portion of differences in academic achievement, reinforcing the idea that infrastructure is part of educational quality rather than merely a background condition.

This is supported by Baafi (2020), who found that students in schools with a pleasant physical environment perform better academically than those in less conducive learning settings. The study established that adequate school facilities help create a positive educational climate that supports student concentration, participation, and learning. In this sense, physical resources are not passive structures; they are active contributors to academic performance.

At the same time, the literature cautions against treating resources as the only determinant of performance. Woessmann (2000), using a large international database of more than 260,000 students across 39 countries, found that international differences in student achievement cannot be explained by resources alone and are strongly related to institutional factors such as centralized examinations, school autonomy, accountability, and teacher influence over instruction. This implies that resources produce stronger effects when embedded in effective educational systems.

Adebayo et al. (2020) arrived at a similar conclusion in South Africa. Their study found that educational resources have a statistically significant effect on student performance, but the size of that effect was smaller than the influence of school management, accountability, and students' self-determination. This suggests that resources contribute to achievement, but their contribution becomes more meaningful when combined with effective governance and motivated learners.

In addition, Ige (2024) reported a significant positive relationship between school facilities and student achievement in Nigerian senior secondary schools, indicating that better classrooms, laboratories, and learning materials are associated with stronger examination performance. Likewise, Maulana et al. (2023), in a systematic review on educational facilities and infrastructure for children with special needs, concluded that well-designed learning environments are crucial for academic progress and inclusion.

These studies reinforce the international consensus that adequate, accessible, and well-managed resources remain essential to effective teaching and learning.

In the Philippine context, Ondong (2024) reported that school heads and teachers in basic education frequently face insufficient personnel, inadequate facilities, and budget constraints. Her multiple-case study showed that school leaders cope by prioritizing instructional materials, mobilizing community support, and adopting flexible resource strategies to sustain school operations and learning quality. This is especially relevant because it demonstrates that resource availability is not merely about having materials, but also about the school's capacity to manage scarcity effectively.

In the Bangsamoro Region, Corocoy Mastura (2025) also found that instructional resource development lagged behind other SIP outcome areas such as instructional delivery and student learning development, leading to a recommendation for

Teacher–Student Relationship

The teacher–student relationship is one of the most immediate and influential dimensions of the school environment because it shapes students' daily experience of schooling. It affects academic engagement, classroom behavior, motivation, belongingness, and, ultimately, achievement. A supportive relationship can help students cope with difficult academic tasks, while a conflictual or distant relationship may weaken their willingness to participate and learn.

Di Lisio et al. (2025) found that teacher–student relationships have a significant longitudinal influence on academic engagement, with positive relationships helping students remain behaviorally and emotionally connected to school over time. Their review also showed that poor teacher–student relationships are associated with underachievement and disengagement, especially among students facing vulnerabilities such as low socioeconomic status, minority status, special needs, or mental health challenges. This indicates that teacher support is not only pedagogical but also protective.

This is further reinforced by Emslander et al. (2025), whose second-order meta-analytic review synthesized more than 70 years of research involving about 2.64 million students. They found that teacher–student relationships have strong and significant links with academic achievement, motivation, school

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belonging, engagement, well-being, executive functioning, and classroom behavior. Their findings show that the importance of teacher–student relationships extends well beyond simple classroom rapport; it is tied to the broader academic and psychological conditions that sustain learning.

Taken together, these studies show that students are more likely to perform well when teachers are approachable, responsive, and supportive. Positive classroom relationships help students ask questions, persist through difficulties, and remain emotionally invested in their learning. In core subjects such as English, Mathematics, and Science, where sustained attention and cognitive effort are necessary, these relational conditions may be especially important.

Although research strongly supports the value of teacher–student relationships, most studies focus on broad outcomes such as engagement, motivation, behavior, and well-being rather than on performance in specific core subjects. In addition, much of the available evidence comes from international reviews and meta-analyses. There remains a need for localized studies that examine teacher–student relationships together with school leadership, resource availability, and community engagement in explaining learners' academic performance, particularly in Region XII.

Community Engagement

Community engagement refers to the participation of parents, families, local stakeholders, and community institutions in school life and student learning. It is an important dimension of the school environment because it extends educational support beyond school walls and strengthens the network of people and resources that contribute to student success.

Damwah (2025) found that school–community relationships significantly influence students' academic performance, although community involvement in school management was often limited by weak communication, insufficient funding, and poor school leadership. This suggests that community engagement can improve outcomes, but only when schools are able to build and sustain meaningful partnerships.

Mashyaka et al. (2025) provided stronger quantitative support for this relationship. Their correlational study in Rwanda found a strong and statistically significant relationship between community engagement and school performance. Parental involvement was positively associated with teacher performance and student attendance, communication improved both attendance and teacher performance, and local community support showed a particularly strong correlation with academic achievement. These findings suggest that community engagement contributes not only to school image or participation rates, but also to measurable school outcomes.

In the Philippine context, Mori (2022) showed that community engagement may also function as a learning modality. Students who took part in community engagement activities demonstrated gains in knowledge, skills, and attitudes, indicating that learning beyond the classroom can enrich academic development and make instruction more contextualized and meaningful.

According to Kakungulu (2024), community partnerships in underperforming Australian schools are important for improving educational outcomes, especially in systems where performance is tracked through national assessments such as NAPLAN. In California, the Learning Policy Institute's 2025 brief on community schools reported that schools implementing community-school approaches experienced gains in attendance, behavior, and academic performance compared with matched comparison schools, including test-score gains and reduced chronic absence and suspensions. These findings indicate that close school–community collaboration can strengthen both student support and achievement.

Fuentes and Sison (2025) in Borongan City found that stakeholder engagement in instructional support, physical development, and values formation was significantly associated with school performance indicators such as student achievement, awards and recognition, and SBM level. In addition, a qualitative study from Davao del Norte described teachers' experiences with home-school partnership and highlighted the importance of strong family collaboration in addressing learner challenges.

At the policy level, DepEd's BEDP 2030 explicitly notes the importance of stakeholder participation and community ownership in school management. However, these are still strategic directions rather than direct empirical evidence.

In the Bangsamoro Region, development and education-related documents continue to point to low literacy, dropout risks, and service delivery constraints, which make stronger school–community linkages especially relevant. Yet the empirical literature in BARMM remains thin. Existing studies on community engagement often measure school performance in broad terms such as attendance, awards, SBM ratings, or general achievement, and many are conducted outside BARMM. There remains limited research that specifically examines how community engagement influences learners' performance in core subjects while also considering its interaction with leadership, resource availability, and classroom relationships. This gap is particularly evident in BARMM and nearby contexts, where policy documents stress the need for stronger school–community linkages but empirical evidence remains limited.

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Methodology

Research Design

This study employed a descriptive research design utilizing correlational and predictive analyses to examine the influence of the school environment on learners' performance in core subjects in the Bangsamoro Autonomous Region in Muslim Mindanao (BARMM). The descriptive–correlational component described the extent of the school environment in terms of school leadership, availability of school resources, teacher–student relationship, and community engagement, and determined their relationship with learners' performance in English, Mathematics, and Science. The descriptive–predictive component, on the other hand, identified which among these dimensions of the school environment significantly predicted learners' performance in core subjects. This provided deeper insights into the relative contribution of each variable.

Research Locale

This study was conducted in selected public secondary schools in the Bangsamoro Autonomous Region in Muslim Mindanao (BARMM), focusing on mainland areas such as Maguindanao del Sur, Maguindanao del Norte, Cotabato City, and the Special Geographic Area. The participants were Grade 11 and Grade 12 senior high school students from these schools. These locations were chosen because challenges related to access, quality, and equity in basic education are especially noticeable in these areas. The selected schools served students from a range of socioeconomic and cultural backgrounds and were supervised by the Ministry of Basic, Higher, and Technical Education, which manages the Bangsamoro education system. Including senior high school students provided useful insights, since these students are expected to show higher academic engagement and performance in core subjects. The study reflected the real conditions in which school leaders and teachers worked and the environment where students learned. These settings provided a realistic way to examine how the school environment affected students' performance in core subjects, especially in areas where both challenges and efforts to improve education exist.

Research Participants

The study involved senior high school learners enrolled in selected public secondary schools in the Bangsamoro Autonomous Region in Muslim Mindanao. These schools were chosen to represent diverse educational contexts in terms of location, resources, and learning environments. The respondents consisted of senior high school learners who were currently taking core subjects, including Mathematics, English, and Science. A total of 320 respondents participated in the study. They were selected from the identified schools to ensure that the sample was adequately represented and reflective of the population under investigation. A total of 320 respondents were included in the study. The allocation of respondents per school shows a controlled distribution, ensuring that each participating school was adequately represented. Within each school, respondents were selected using simple random sampling, giving all learners an equal chance of participation. This combined approach strengthened the representativeness of the sample while maintaining methodological rigor. This technique was appropriate because learners in mainland BARMM differ in terms of geographic location, school resources, and socio-economic conditions. By structuring the sample into strata and applying random selection within each group, the study ensured that these variations were adequately captured. According to John W. Creswell and J. David Creswell (2018), stratified sampling is appropriate when the researcher intends to represent distinct subgroups within a heterogeneous population.

Research Instrument

This study utilized a researcher-made questionnaire as the primary instrument for data collection. The instrument was specifically developed by the researcher to measure the school environment and its influence on learners' performance in core subjects. The questionnaire consisted of two (2) main parts: Part I measured the extent of the school environment as experienced by the learners. It included four (4) dimensions, namely: school leadership, availability of school resources, teacher–student relationship, and community engagement. Each dimension contained a set of indicators that described the prevailing conditions within the school. Respondents indicated their answers using a five-point Likert scale, as follows: 5 – Highly Evident, 4 – Evident, 3 – Moderately Evident, 2 – Less Evident, and 1 – Least Evident. This scale was used to determine the level at which each aspect of the school environment was manifested in the learners' school setting. Part II measured learners' performance in core subjects, specifically English, Mathematics, and Science. This section included indicators reflecting learners' academic abilities, comprehension, problem-solving skills, and overall performance in each subject area. Similar to Part I, responses were measured using the same five-point Likert scale, ensuring consistency in data analysis and interpretation. To ensure the validity of the instrument, the questionnaire was subjected to expert validation by professionals in the field of education, particularly those with expertise in educational management and

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assessment. Their suggestions and recommendations were incorporated to improve the clarity, relevance, and appropriateness of the items. Furthermore, a pilot test was conducted among a group of 20 respondents who were not part of the actual study. The results of the pilot testing were analyzed using Cronbach's alpha to determine the internal consistency of the instrument. A reliability coefficient of at least 0.70 was considered acceptable, indicating that the instrument was reliable for data collection.

Data Gathering Procedures

Prior to the conduct of the study, the researcher secured approval from the Office of the Graduate School Dean. Upon approval, a formal letter of request was prepared and sent to the administrators of the selected public secondary schools in the Bangsamoro Autonomous Region in Muslim Mindanao (BARMM), particularly those located in mainland communities. Permission to conduct the study was obtained from the concerned school heads. After the necessary approvals were granted, the researcher coordinated with school administrators and teachers regarding the schedule and administration of the questionnaire. The purpose of the study was clearly explained to the respondents to ensure their understanding of the research objectives. They were informed that their participation was voluntary and that their responses would be treated with utmost confidentiality and used solely for academic purposes. The researcher then administered the questionnaires personally to the selected respondents. Clear instructions were provided to guide them in answering the instrument accurately. The respondents were given sufficient time to complete the questionnaire to ensure that their answers reflected their true experiences and perceptions. After the completion of the questionnaires, the researcher collected all responses and checked them for completeness and consistency. Any incomplete or unclear responses were addressed immediately to ensure the accuracy of the data. The gathered data were organized, coded, and prepared for statistical analysis. These data served as the basis for determining the extent of the school environment and its influence on learners' performance in core subjects.

Results and Discussions

Research Question 1: To what extent is the school environment of the learners in terms of School Leadership, Availability of School Resources, Teacher–Student Relationship; and Community Engagement?

Table 1. Extent of the School Environment in terms of School Leadership

Indicators	Mean	Interpretation
1. Provides a clear vision for academic excellence.	4.77	Highly Evident
2. Communicates policies effectively to teachers and students.	4.47	Highly Evident
3. Demonstrates transparent and fair leadership decisions.	4.10	Evident
4. Encourages innovation and continuous improvements.	4.57	Highly Evident
5. Demonstrates strong instructional leadership.	4.49	Highly Evident
6. Approachable and responsive to concerns.	4.41	Highly Evident
7. Promotes collaboration among teachers.	4.45	Highly Evident
8. Recognizes and rewards staff achievement.	4.39	Highly Evident
9. Ensures accountability in school operations.	4.32	Highly Evident
10. Fosters a positive and inclusive school culture.	4.41	Highly Evident
Overall Mean	**4.44**	**Highly Evident**

Table 1 presents the extent of the school environment in terms of school leadership as perceived by the respondents, with a total sample of 320. The overall mean of 4.44, interpreted as "Highly Evident," indicates that school leadership is strongly manifested across the selected schools. This suggests that leadership practices are consistently experienced and play an important role in shaping the school environment. It implies that school leaders are actively guiding instructional processes, organizing school operations, and creating conditions that support teaching and learning.

Item 1, "Provides a clear vision for academic excellence," received the highest mean score of 4.77, rated as "Highly Evident." This shows that school leaders are very effective in setting direction and establishing clear academic goals. This supports the idea that leadership helps improve school performance by aligning goals and guiding instruction. Yalçın et al. (2023) also found that leadership improves student achievement by strengthening instruction and collaboration, highlighting the value of clear direction in education.

Next, Item 4, "Encourages innovation and continuous improvements," had a mean of 4.57, while Item 5, "Demonstrates strong instructional leadership," had a mean of 4.49. Both were rated as "Highly Evident." This means that school leaders are working to improve instruction and encourage new ideas.

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Calimlim et al. (2025) found that leadership practices such as instructional support and goal setting are linked to better academic performance, showing how leadership helps support teaching and learning.

Item 2, "Communicates policies effectively to teachers and students," had a mean of 4.47. Item 7, "Promotes collaboration among teachers," scored 4.45. Item 6, "Approachable and responsive to concerns," and Item 10, "Fosters a positive and inclusive school culture," both scored 4.41. All were rated as "Highly Evident." These results show that leadership is not only about giving direction but also about building relationships, encouraging teamwork, and creating a positive school climate. Sianipar and Putri (2024) also found that leadership improves school performance by strengthening collaboration, trust, and school climate.

Item 8, "Recognizes and rewards staff achievement," had a mean of 4.39, while Item 9, "Ensures accountability in school operations," had a mean of 4.32. Both were rated as "Highly Evident." This shows that leaders regularly motivate staff and promote accountability. These actions help maintain high performance and organizational effectiveness, which are important components of effective school leadership.

On the other hand, Item 3, "Demonstrates transparent and fair leadership decisions," obtained the lowest mean score of 4.10, rated as "Evident." Although this is still a positive result, it shows that transparency and fairness are less evident compared with the other leadership practices. This could be an area for improvement to further build trust and clarity in leadership. Quinal and Dupa (2024) also found that good decision-making strongly affects leadership effectiveness, highlighting the need for transparency and clear processes in schools.

Table 2. Extent of the School Environment in terms of Availability of School Resources

Indicators	Mean	Interpretation
1. Provides adequate learning materials needed for learning subjects.	3.59	Evident
2. Uses classrooms that are conducive to learning and concentration.	4.39	Highly Evident
3. Utilizes instructional technologies that support classroom learning.	4.35	Highly Evident
4. Uses library resources that help improve academic understanding.	4.32	Highly Evident
5. Performs learning activities using functional school facilities.	4.29	Highly Evident
6. Receives instruction supported by sufficient teaching materials.	4.31	Highly Evident
7. Provides an environment that supports focus and engagement.	4.30	Highly Evident
8. Experiences minimal disruption in learning due to lack of resources.	4.30	Highly Evident
9. Ensures availability of assessment tools for academic monitoring.	4.24	Highly Evident
10. Provides facilities such as reading areas and study spaces that support learning.	4.17	Evident
Overall Mean	**4.23**	**Highly Evident**

Table 2 presents the extent of the school environment in terms of availability of school resources as perceived by the respondents, with a total sample of 320. Overall, the mean of 4.23, interpreted as "Highly Evident," indicates that school resources are generally available and supportive of teaching and learning processes. This suggests that learners are provided with adequate facilities, materials, and learning conditions that facilitate academic engagement and understanding. Moreover, it implies that, despite contextual challenges, schools are able to sustain functional and supportive learning environments.

Among the indicators, Item 2, "uses classrooms that are conducive to learning and concentration," had the highest mean score of 4.39, rated as "Highly Evident." This shows that classrooms are well-maintained and help students focus and participate. This finding highlights the importance of a good learning space for student engagement. As Yangambi (2023) notes, school infrastructure plays a key role in supporting both teachers and students.

Next, Item 3, "utilizes instructional technologies that support classroom learning," had a mean of 4.35, and Item 4, "uses library resources that help improve academic understanding," had a mean of 4.32. Both were rated as "Highly Evident." This means that schools are using technology and library materials in their teaching. As a result, students have access to different resources that help them understand lessons and stay engaged. This supports Maulana et al. (2023), who found that well-resourced learning environments are important for academic progress.

Furthermore, Item 6, "receives instruction supported by sufficient teaching materials," with a mean of 4.31, Item 7, "provides an environment that supports focus and engagement," with a mean of 4.30, and Item 8, "experiences minimal disruption in learning due to lack of resources," with a mean of 4.30, all received high ratings and were interpreted as "Highly Evident." Taken together, these results suggest that resources are not only available but are also effectively utilized to ensure continuous learning with minimal interruptions. In the same vein, this aligns with Adebayo et al. (2020), who found that while resources influence student performance, their effectiveness largely depends on how well they are managed and utilized within the school system.

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Item 5, "performs learning activities using functional school facilities," had a mean of 4.29, and Item 9, "ensures availability of assessment tools for academic monitoring," had a mean of 4.24. Both were rated as "Highly Evident," showing that facilities and assessment tools are generally available and support teaching and evaluation.

However, Item 10, "provides facilities such as reading areas and study spaces that support learning," had a mean of 4.17, and Item 1, "provides adequate learning materials needed for learning subjects," had the lowest mean of 3.59. Both were rated as "Evident." This suggests that while most facilities are available, there are still some gaps, especially in learning materials and study spaces. This aligns with Ondong (2024), which noted that schools often face resource constraints and must manage materials carefully to maintain learning quality.

Table 3. Extent of School Environment in terms of Teacher-Student Relationships

Indicators	Mean	Interpretation
1. Teachers treat learners with respect and fairness.	3.72	Evident
2. Students feel comfortable when asking questions during core subject classes.	3.72	Evident
3. Teachers are approachable when students need academic assistance.	3.73	Evident
4. Teachers show concern for students' academic progress.	3.82	Evident
5. Teachers encourage students to actively participate in a class discussion.	3.49	Evident
6. Students feel valued and supported by their teachers.	3.91	Evident
7. Teachers provide constructive feedback on students' academic performance.	3.97	Evident
8. Teachers motivate students to perform in core subjects.	3.64	Evident
9. Teachers maintain open communication with students.	3.91	Evident
10. Believes that teacher–student relationships affect academic achievement.	3.77	Evident
Overall Mean	**3.768**	**Evident**

Table 3 presents the extent of the school environment in terms of teacher–student relationships as perceived by the respondents, with a total sample of 320. Overall, the mean of 3.768, interpreted as "Evident," indicates that teacher–student relationships are present in the school setting but are less strongly manifested than other dimensions of the school environment. This suggests that while learners experience supportive interactions with their teachers, there remains a need to further strengthen these relationships to enhance engagement and academic performance.

Among the indicators, Item 7, "teachers provide constructive feedback on students' academic performance," had the highest mean score of 3.97, marked as "Evident." This shows that giving feedback is common and important for guiding students' learning. It helps students see their strengths and areas for improvement, supporting their academic growth. This aligns with the findings of Di Lisio et al. (2025), who noted that supportive teacher feedback helps keep students engaged in their studies.

Next, Item 6, "students feel valued and supported by their teachers," and Item 9, "teachers maintain open communication with students," both had mean scores of 3.91, also marked as "Evident." This means that students generally see their teachers as supportive and easy to talk to. These positive relationships help create a classroom where students feel safe to participate and share their ideas. This supports Emslander et al. (2025), who found that strong teacher–student relationships are associated with better academic achievement, motivation, and engagement.

Item 4, "teachers show concern for students' academic progress," had a mean of 3.82, and Item 10, "believes that teacher–student relationships affect academic achievement," had a mean of 3.77. Both were considered "Evident." These results show that teachers' concern and students' understanding of the value of these relationships both contribute to the learning process. Students recognize that positive interactions with teachers can affect their academic success.

Item 3, "teachers are approachable when students need academic assistance," had a mean of 3.73. Item 1, "teachers treat learners with respect and fairness," and Item 2, "students feel comfortable when asking questions during core subject classes," both had means of 3.72. These results show that respect, approachability, and comfort are present in the classroom, although they are not very strong. These qualities are important because they affect how willing students are to participate and ask for help during lessons.

Item 8, "teachers motivate students to perform in core subjects," had a mean of 3.64, while Item 5, "teachers encourage students to actively participate in class discussion," had the lowest mean of 3.49. Both were still considered "Evident." This means that motivation and participation are present but are not as strong as other aspects of teacher–student relationships. Teachers may need to use more strategies to get students more involved and encourage greater participation in class discussions.

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Table 4. Extent of School Environment in terms of Community Engagement

Indicators	Mean	Interpretation
1. Parents are actively participating in school-related activities.	3.52	Evident
2. Parents monitor and support their children's academic work at home.	3.61	Evident
3. The school communicates regularly with the parents about students' performance.	3.90	Evident
4. Community stakeholders support academic progress of the school.	3.75	Evident
5. The school collaborates with the local organizations to support learning.	3.98	Evident
6. Community members contribute resources to support academic initiatives.	4.15	Evident
7. Experience support from home that reinforces learning.	4.21	Highly Evident
8. School-community partnership positively influences students' academic performance.	4.32	Highly Evident
9. The school encourages volunteerism to support academic initiative.	4.35	Highly Evident
10. There is a strong cooperation between the school and the community in promoting academic excellence.	3.61	Evident
Overall Mean	**3.940**	**Evident**

Table 4 presents the extent of the school environment in terms of community engagement as perceived by the respondents, with a total sample of 320. In general, the overall mean of 3.940, interpreted as "Evident," indicates that community engagement is present in the school setting but is not yet strongly manifested across all areas. This suggests that while schools have initiated efforts to involve parents and community stakeholders, the level of engagement varies across different areas. More importantly, the results suggest that existing partnerships, although present, may still be strengthened to provide greater support for learners' academic performance.

Item 9, "The school encourages volunteerism to support academic initiative," received the highest mean score of 4.35, rated as "Highly Evident." This shows that schools are particularly active in encouraging stakeholders to participate through volunteer activities. It points to efforts to create opportunities for community participation, especially in activities that support academic initiatives. The results suggest that structured volunteer activities provide a visible way for stakeholders to take part in school programs. Mashyaka et al. (2025) also found that active community participation is closely linked to better school performance.

Similarly, Item 8, "School-community partnership positively influences students' academic performance," had a mean of 4.32, while Item 7, "experience support from home that reinforces learning," had a mean of 4.21. Both were rated as "Highly Evident," showing the importance of school-community partnerships and support from home. These results indicate that respondents recognize the value of collaboration between the school, home, and community in supporting academic success. This means that learning is not limited to the classroom but can also be strengthened through support at home and in the community. Mori (2022) also noted that community engagement supports learning by connecting school experiences with real-world support.

Item 6, "Community members contribute resources to support academic initiatives," had a mean of 4.15, rated as "Evident." This shows that community involvement also includes providing resources to support academic initiatives. Such contributions can help support school programs and teaching needs. However, the lower mean compared with the previous indicators suggests that this form of engagement is not as strongly experienced by the respondents.

In comparison, Item 5, "The school collaborates with the local organizations to support learning," had a mean of 3.98, Item 3, "The school communicates regularly with the parents about students' performance," had a mean of 3.90, and Item 4, "Community stakeholders support academic progress of the school," had a mean of 3.75. All were rated as "Evident." These results show that collaboration with local organizations, communication with parents, and stakeholder support are present in the schools. However, the differences in mean scores suggest that the extent of these forms of engagement varies. Damwah (2025) noted that community engagement often faces challenges such as communication gaps and structural issues, which may help explain the moderate scores.

Item 2, "Parents monitor and support their children's academic work at home," and Item 10, "There is a strong cooperation between the school and the community in promoting academic excellence," both had a mean of 3.61 and were rated as "Evident." These results indicate that home support and cooperation between schools and communities are present but are less strongly manifested compared with other forms of community engagement.

Item 1, "Parents are actively participating in school-related activities," had the lowest mean score of 3.52, rated as "Evident." This shows that direct parent participation in school-related activities is less evident than other forms of community engagement. It points to an area where schools may further strengthen their efforts to encourage regular parent participation and build stronger school–community partnerships.

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Research Question 2: What is the performance of the learners in core subjects in terms of English, Mathematics and Science?

Table 5. Extent of Learners' Performance Core Subjects in terms of English

Indicators	Mean	Interpretation
1. Understands lessons presented in English classes.	3.71	Performed
2. Comprehends written texts used in English subjects.	3.61	Performed
3. Expresses ideas clearly during English discussions.	3.83	Performed
4. Writes sentences and paragraphs effectively in English.	4.61	Highly Performed
5. Demonstrates improvement in overall English communication skills.	4.59	Highly Performed
6. Participates actively in English learning activities.	4.56	Highly Performed
7. Applies English skills in academic and daily contexts.	4.62	Highly Performed
8. Performs well in English quizzes, tests, and tasks.	4.65	Highly Performed
9. Feels confident using English inside the classroom.	4.61	Highly Performed
10. Achieves satisfactory results in English as a subject.	4.58	Highly Performed
OVERALL MEAN	**4.24**	**Highly Performed**

Table 5 presents the level of learners' performance in core subjects in terms of English as perceived by the respondents, with a total sample of 320. Overall, the mean of 4.24, interpreted as "Highly Performed," indicates that learners demonstrate a high level of performance in English. In practical terms, this suggests that students are generally able to use the language effectively in academic and classroom contexts. More importantly, this implies that learners have developed essential communication skills needed for understanding, expressing, and applying English in various learning situations.

Item 8, "performs well in English quizzes, tests, and tasks," had the highest mean score of 4.65, also rated as "Highly Performed." This shows that students can demonstrate their knowledge and skills well during assessments. It suggests that they understand the learning materials and can apply what they have learned in tests and other structured activities. This points to strong performance, especially in tasks that can be measured.

Similarly, Item 7, "applies English skills in academic and daily contexts," had a mean of 4.62, and Item 4, "writes sentences and paragraphs effectively in English," had a mean of 4.61. Both were rated as "Highly Performed." These results show that students can use English not only in class but also in daily situations. This means that they are putting their language skills into practice in meaningful ways.

Item 9, "feels confident using English inside the classroom," had a mean of 4.61. Item 5, "demonstrates improvement in overall English communication skills," scored 4.59. Item 10, "achieves satisfactory results in English as a subject," had a mean of 4.58, while Item 6, "participates actively in English learning activities," scored 4.56. All were rated as "Highly Performed." Together, these results show that students are confident, engaged, and improving in their English skills. Confidence and participation may contribute to their overall performance.

On the other hand, Item 3, "expresses ideas clearly during English discussions," had a mean of 3.83. Item 1, "understands lessons presented in English classes," scored 3.71, and Item 2, "comprehends written texts used in English subjects," had a mean of 3.61. All were rated as "Performed." These results show that while students perform well overall, some skills related to comprehension and expression are not as strongly manifested as their other English abilities. The lower scores in comprehension-related items suggest that students may still experience some difficulty in fully understanding written texts and lessons in English. Although they perform well in tests and tasks, there may still be areas that need improvement in deeper comprehension and language processing. This shows the need for teaching strategies that strengthen reading comprehension and expression so that strong performance is supported by a solid understanding of the language.

Table 6. Extent of Learners' Performance Core Subjects in terms of Mathematics

Indicators	Mean	Interpretation
1. Understands mathematical concepts taught in class.	3.72	Performed
2. Solves mathematical problems using appropriate methods.	3.70	Performed
3. Applies mathematical concepts to real-life situations.	3.92	Performed
4. Participates actively during mathematics lessons.	4.54	Highly Performed
5. Demonstrates logical and critical thinking in mathematics.	4.60	Highly Performed
6. Completes mathematics tasks with confidence.	4.63	Highly Performed
7. Performs well in mathematics assessments.	4.69	Highly Performed
8. Understands explanations given during math discussions.	4.58	Highly Performed
9. Practices mathematical skills independently when needed.	4.58	Highly Performed
10. Achieves satisfactory academic performance in mathematics.	4.68	Highly Performed
OVERALL MEAN	**4.364**	**Highly Performed**

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Table 6 presents the level of learners' performance in core subjects in terms of Mathematics as perceived by the respondents, with a total sample of 320. Overall, the mean of 4.364, interpreted as "Highly Performed," indicates that learners demonstrate a strong level of performance in Mathematics. From a broader perspective, this suggests that students are generally able to understand, apply, and perform mathematical tasks effectively. More importantly, it implies that learners possess not only foundational knowledge but also skills necessary for problem-solving and academic success.

Item 7, "performs well in mathematics assessments," received the highest mean score of 4.69, which is rated as "Highly Performed." This shows that students can effectively demonstrate their knowledge and skills during assessments. It means they are not only learning concepts but can also use them in tests and other structured activities. This pattern shows that students' strong performance is clear in measurable academic tasks.

Item 10, "achieves satisfactory academic performance in mathematics," had a mean of 4.68, while Item 6, "completes mathematics tasks with confidence," had a mean of 4.63. Both are rated as "Highly Performed." These results show that students are confident and consistent when working on mathematics tasks. Overall, students demonstrate a positive attitude toward Mathematics, which helps them stay engaged and perform well. Confidence also helps them continue working even when mathematics problems are difficult.

Similarly, Item 5, "demonstrates logical and critical thinking in mathematics," had a mean of 4.60. Item 8, "understands explanations given during math discussions," and Item 9, "practices mathematical skills independently when needed," both had means of 4.58. All are rated as "Highly Performed." These results show that students can process information, think logically, and practice mathematical skills on their own. Together, these abilities demonstrate that students have strong mathematics skills that require both understanding and application of concepts.

Item 4, "participates actively during mathematics lessons," had a mean of 4.54. This shows that students are engaged during lessons. Being active in class allows students to participate in the learning process, which may help them understand and remember mathematical concepts more effectively.

On the other hand, Item 3, "applies mathematical concepts to real-life situations," had a mean of 3.92. Item 1, "understands mathematical concepts taught in class," had a mean of 3.72, and Item 2, "solves mathematical problems using appropriate methods," had a mean of 3.70. All are rated as "Performed," which is lower than the other items. This shows that while students perform well on tests and structured tasks, they are less consistent in their basic understanding and in applying mathematics to real-life situations. Their conceptual understanding and real-life application are not as strong as their performance in assessments.

Notably, Item 2, "solves mathematical problems using appropriate methods," obtained the lowest mean score of 3.70, rated as "Performed." This shows that while students have problem-solving skills, they may not always use the appropriate strategies. There is a gap between knowing mathematical procedures and applying them in different situations. This means that teaching should focus more on helping students understand mathematical concepts and use appropriate problem-solving strategies so that their strong performance is supported by solid basic skills.

Table 7. Extent of Learners' Performance Core Subjects in terms of Science

Indicators	Mean	Interpretation
1. Understands scientific concepts discussed in class.	3.83	Performed
2. Participates actively in science learning activities.	3.72	Performed
3. Applies scientific ideas to real-world situations.	3.62	Performed
4. Performs experiments or activities with understanding.	3.66	Performed
5. Asks questions that show curiosity and critical thinking.	3.55	Performed
6. Understands lessons presented during science discussions.	3.46	Performed
7. Relates science topics to everyday experiences.	3.52	Performed
8. Performs well in science assessments and activities.	3.49	Performed
9. Demonstrates interest in learning science concepts.	3.55	Performed
10. Achieves satisfactory academic performance in science.	3.60	Performed
Overall Mean	**3.59**	**Performed**

Table 7 presents the level of learners' performance in core subjects in terms of Science as perceived by the respondents, with a total sample of 320. Overall, the mean of 3.59, interpreted as "Performed," indicates that learners demonstrate a moderate level of performance in Science. Compared with the other core subjects, this suggests that while students can meet basic academic expectations, their performance is less consistent and less developed. In effect, learners appear to possess foundational scientific knowledge and skills; however, these competencies still need to be strengthened to reach a higher level of mastery.

Item 1, "understands scientific concepts discussed in class," had the highest mean score of 3.83, meaning students generally understand the ideas taught in Science. However, this understanding may still

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need to be strengthened through more support and practice. Students may need additional opportunities to explain, apply, and demonstrate their understanding of scientific concepts.

Item 2, "participates actively in science learning activities," scored 3.72, while Item 4, "performs experiments or activities with understanding," scored 3.66. These results show that students participate in class and hands-on activities. Still, the moderate scores suggest that participation alone does not always result in a strong understanding of the lessons. Students may need more guidance and reflection to fully understand the material presented during activities and experiments.

Item 3, "applies scientific ideas to real-world situations," scored 3.62, while Item 10, "achieves satisfactory academic performance in science," scored 3.60. Item 5, "asks questions that show curiosity and critical thinking," scored 3.55. These results show that students meet basic expectations, but their skills in applying knowledge, thinking critically, and showing curiosity remain moderate. Higher-level thinking skills in Science still need to be further developed.

In addition, Item 9, "demonstrates interest in learning science concepts," had a mean of 3.55, while Item 7, "relates science topics to everyday experiences," had a mean of 3.52. These results further reveal that learner interest and contextual understanding are present but not strongly manifested. From a pedagogical standpoint, this is significant because interest and real-life relevance can help sustain engagement and support deeper learning in Science. The moderate ratings in these areas suggest that learners may need more opportunities to connect Science lessons with their daily experiences.

Item 8, "performs well in science assessments and activities," scored 3.49, while Item 6, "understands lessons presented during science discussions," had the lowest mean score of 3.46. These results suggest that students may have difficulty fully understanding lessons and performing consistently in assessments and activities. Gaps in understanding may affect their performance, especially in tasks that require both knowledge and application.

The results show that students participate in and engage with Science, but there is still a need to improve their deeper understanding, critical thinking, and consistent performance. This suggests that teaching should focus more on building conceptual understanding, encouraging inquiry, and connecting lessons to real-world situations. These approaches may help students strengthen their scientific knowledge and skills and move beyond a moderate level of performance.

Research Question 3: Is there a significant relationship between the school environment and the learners' performance in core subjects?

Table 8. Correlation Analysis on the Relationship Between School Environment and Learners' Performance in Core Subjects

Variables	Correlation with Dependent Variable (r)	p-value	Interpretation
1. School Leadership	0.548**	.000	Significant
2. Availability of School Resources	0.566**	.000	Significant
3. Teacher-Student Relationship	0.563**	.000	Significant
4. Community Engagement	-0.483**	.000	Significant

Table 8 presents the relationship between the school environment and learners' performance in core subjects. As shown in the table, all computed p-values (.000) are less than the 0.05 level of significance, indicating that the relationships between the variables are statistically significant. This means that the different dimensions of the school environment are significantly associated with learners' performance in core subjects. Therefore, the null hypothesis stating that there is no significant relationship is rejected.

Among the independent variables, availability of school resources obtained the highest correlation coefficient (r = 0.566), interpreted as a moderate positive relationship. This indicates that as the availability and utilization of school resources increase, learners' performance in core subjects also tends to improve. This suggests that access to adequate facilities, instructional materials, and learning tools plays an important role in supporting students' academic achievement. This finding is supported by Yangambi (2023), who emphasized that school resources significantly influence student learning by providing an environment conducive to effective instruction.

This is followed closely by teacher–student relationship (r = 0.563), which also shows a moderate positive relationship with learners' performance. This indicates that stronger and more supportive interactions between teachers and students are associated with better academic outcomes. When learners feel supported, guided, and encouraged, they are more likely to engage in learning and perform well academically. This supports the findings of Emslander et al. (2025), who highlighted that teacher–student relationships are strongly linked to academic achievement, motivation, and engagement.

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Similarly, school leadership (r = 0.548) also shows a moderate positive relationship with learners' performance. This suggests that effective leadership contributes to better academic outcomes by creating a structured and supportive learning environment. Strong leadership ensures that instructional practices, school policies, and academic goals are aligned toward improving student performance. This aligns with Yalçın et al. (2023), who found that leadership influences student achievement through improved instructional processes and school organization.

On the other hand, community engagement obtained a correlation coefficient of r = -0.483, indicating a moderate negative relationship, although still statistically significant. This suggests that higher levels of reported community engagement are associated with lower levels of learners' performance in core subjects. This finding may imply that community engagement, while present, may not always translate directly into improved academic outcomes, or that certain forms of engagement may not be effectively aligned with learners' academic needs. As noted by Damwah (2025), community involvement can influence academic performance, but its effectiveness depends on the quality of communication, leadership, and support systems within the school.

The results reveal that three dimensions of the school environment, namely school leadership, availability of school resources, and teacher–student relationship, have positive and significant relationships with learners' performance, while community engagement shows a significant but negative relationship. These findings suggest that internal school factors are positively associated with academic performance, while community engagement may require better alignment and implementation to support learners' academic needs.

The findings confirm that the school environment is significantly related to learners' performance in core subjects, highlighting the importance of strengthening school-based practices and support systems to improve academic achievement.

Research Question 4: Which aspect of the school environment best predicts the learners' performance in core subjects?

Table 9. Full Model Regression Showing the Best Influence Significantly Predicts the Learners' Performance

Independent Variable	Beta Coefficient (β)	t-value	p-value	Interpretation
1. School Leadership	-.349	-11.660	.000	Significant
2. Availability of School Resources	.297	12.238	.000	Significant
3. Teacher-Student Relationship	.311	12.148	.000	Significant
4. Community Engagement	.205	-9.832	.000	Significant
R^2 = .317; F = 147.574; df (2); p < .000				

Table 9 presents the full model regression analysis showing the variables that significantly predict learners' performance in core subjects. The findings reveal that all independent variables have p-values of .000, which are below the 0.05 level of significance. This means that all dimensions of the school environment significantly predict learners' performance. Therefore, the null hypothesis is rejected.

The model yielded an R^2 value of 0.317, indicating that 31.7% of the variance in learners' performance in core subjects is explained by the combined influence of school leadership, availability of school resources, teacher–student relationships, and community engagement. Conversely, the remaining 68.3% represents the variance in performance not explained by the model. This indicates that a larger portion of learners' academic outcomes may be influenced by factors beyond the variables included in the study, such as individual abilities, motivation, home environment, teaching approaches, and socio-economic conditions. The computed F-value of 147.574 with p < .000 further confirms that the regression model is statistically significant. This implies that the set of independent variables, when taken together, provides a meaningful explanation of learners' academic performance.

Of all the predictors, the teacher–student relationship had the highest beta coefficient (β = 0.311), making it the strongest predictor of learners' performance based on the beta coefficient. Its t-value of 12.148 also shows a significant contribution to the model. This indicates that strong teacher–student interactions are important to academic performance. When students feel supported and encouraged, they may become more engaged in learning and perform better. Emslander et al. (2025) also found that strong teacher–student relationships are closely linked to academic achievement, motivation, and engagement.

Next is the availability of school resources (β = 0.297, t = 12.238), which also shows a positive and significant contribution. Having enough learning materials, facilities, and teaching tools helps learners perform better. When these resources are available and used well, they support better learning. Yangambi (2023) also noted that school resources play a significant role in student achievement by improving the learning environment.

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Similarly, community engagement (β = 0.205, t = -9.832) also emerged as a significant predictor, although its beta coefficient indicates a smaller contribution compared with teacher–student relationships and school resources. This suggests that community involvement is related to learners' performance, but its contribution is less strong than the other positive predictors in the model. This supports Mashyaka et al. (2025), who found that community engagement positively relates to school performance when there is active participation and support from stakeholders.

School leadership had a negative beta coefficient (β = -0.349, t = -11.660), but it is still statistically significant. This means that, when considered together with the other variables in the regression model, school leadership shows an inverse predictive relationship with learners' performance. This may suggest that the influence of leadership is expressed through other school factors, such as teacher practices, school systems, instructional methods, and classroom interactions. Yalçın et al. (2023) also explained that leadership mainly influences student achievement through school processes such as instruction and collaboration.

The results show that teacher–student relationship has the highest beta coefficient, followed by availability of school resources and community engagement. School leadership has a significant but negative beta coefficient. These findings suggest that teacher–student relationships and adequate school resources are important predictors of learners' performance, while the negative coefficient for school leadership indicates that its predictive effect changes when the other school environment variables are considered simultaneously.

The findings emphasize the importance of strengthening teacher–student relationships and ensuring that learners have sufficient resources to support their academic performance. They also show that school leadership and community engagement should be examined together with other school factors to better understand how they contribute to learners' performance in core subjects.

Ethical Considerations

This study followed proper ethical practices to protect the rights, privacy, and well-being of the participants. Before conducting the study, the researcher obtained approval from the Office of the Graduate School Dean. Permission was also requested from the school administrators and concerned school heads of the selected public secondary schools in BARMM. The researcher explained the purpose of the study, the activities involved, the time needed to answer the questionnaire, and how the results would be used. Participation in the study was voluntary. The respondents were given a consent statement before answering the questionnaire. They were informed that participation was their choice and that they could decide whether or not to participate. The respondents were also informed that they could withdraw from the study if they no longer wished to participate. The questionnaire was administered personally by the researcher to the selected Grade 11 and Grade 12 learners during the agreed schedule. The privacy of the respondents was also protected. Their names and other information that could identify them were not included in the questionnaire, data analysis, or final report. All responses were kept confidential and were used only for academic and research purposes. The accomplished questionnaires were kept in a secure place, while encoded and digital data were stored in password-protected files accessible only to the researchers. The researchers also ensured that the participants were not placed under pressure or exposed to unnecessary harm while participating in the study. The questions focused only on the school environment and learners' performance in core subjects, particularly English, Mathematics, and Science. Clear instructions were provided, and the respondents were given sufficient time to complete the questionnaire comfortably. No participant was forced to answer any question or participate beyond what was required in the study. The researchers also maintained honesty, fairness, and respect throughout the research process. The responses were recorded, organized, and analyzed based on the actual answers of the participants. No data were changed, added, or removed to influence the results. The findings were reported accurately and were used only for academic and research purposes. In this way, the study respected the rights, privacy, and welfare of the participating learners while maintaining confidentiality and integrity throughout the research process.

Conclusion

This study examined how the school environment was related to and predicted learners' performance in core subjects in the Bangsamoro Autonomous Region in Muslim Mindanao (BARMM). The results showed that School Leadership, Availability of School Resources, Teacher–Student Relationship, and Community Engagement were generally evident to highly evident. Learners also performed well in English and Mathematics, while their performance in Science was rated as performed. The results showed significant relationships between the school environment and learners' performance in core subjects. School Leadership, Availability of School Resources, and Teacher–Student Relationship had moderate positive relationships, while Community Engagement had a moderate negative relationship. Therefore, the null

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hypothesis stating that there is no significant relationship between the school environment and learners' performance was rejected. Regression analysis also showed that all four variables significantly predicted learners' performance, with the model explaining 31.7% of the variance. Among the variables, Teacher–Student Relationship had the highest positive beta coefficient and was the strongest positive predictor. A supportive school environment, particularly strong teacher–student relationships and adequate school resources, can help learners engage in learning and perform better in core subjects. The findings also show the importance of strengthening school leadership and aligning community engagement with the academic needs of learners to further support their performance.

Recomendations

Based on the findings of the study, the following recommendations are offered to further strengthen the school environment and improve learners' academic performance in core subjects. School heads and administrators may focus on strengthening teacher–student relationships by encouraging learner-centered practices, establishing support systems for learners, and helping teachers create more engaging and supportive classrooms. Since the teacher–student relationship had the highest positive beta coefficient and was the strongest positive predictor in the regression model, improving classroom interaction, communication, and learner support should be given priority. Schools may also improve the availability and effective utilization of school resources by ensuring that instructional materials, learning facilities, and technological tools are accessible to learners and teachers. Attention should also be given to the proper distribution and use of these resources in instruction to maximize their contribution to learning across English, Mathematics, and Science. Teachers may adopt more interactive and participatory teaching strategies, particularly in areas where learners showed relatively lower performance, especially in Science. Greater emphasis may be placed on developing conceptual understanding, critical thinking, problem-solving, and the application of knowledge to real-life situations to help improve learners' performance in core subjects. School leaders may further strengthen leadership practices by promoting transparency, fairness, collaboration, and effective communication in decision-making. Since School Leadership showed a significant negative beta coefficient when considered together with the other variables, school leaders may examine how leadership practices interact with teacher–student relationships, school resources, and classroom practices to ensure that leadership efforts directly support learners' academic needs. Community engagement programs may also be reviewed and strengthened to ensure that they are closely aligned with learners' academic needs. Schools may encourage more active parental involvement, improve communication with stakeholders, and develop community initiatives that directly support learning at home and in school. Since Community Engagement showed a significant relationship with learners' performance, its programs and activities may be carefully aligned with academic goals and learner needs. At the policy level, the Ministry of Basic, Higher and Technical Education may consider the findings of this study in developing programs and interventions that strengthen teacher–student relationships, improve the availability and utilization of school resources, enhance leadership practices, and promote meaningful school–community partnerships within the Bangsamoro region. Finally, future researchers may consider examining additional factors that influence learners' performance since the present study explains 31.7% of the variance in learners' performance. Other factors such as learner motivation, home environment, teaching strategies, teacher competencies, socioeconomic conditions, and individual learner characteristics may be included in future studies to provide a more comprehensive understanding of learners' academic performance.

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