

Teacher Effectiveness, Classroom Learning Environment, and Academic Performance of Junior High School Students

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ABSTRACT

Poor academic performance is a problem in education. The study aimed to determine the significance of teacher effectiveness and classroom learning environment as causes of student academic performance. Diagnostic research design was employed. Using simple random technique, 200 junior high school students were surveyed. Data were gathered and analyzed using multiple linear regression. Findings revealed that teacher effectiveness and classroom learning environment significantly causes the criterion, partially affirming Social Cognitive Theory. Further studies are recommended to explore additional variables such as student motivation, parental involvement, socio-economic status, and learning habits, and to conduct qualitative research for additional themes, while teachers and school administrators may collaborate to strengthen instructional strategies, classroom management, and assessment practices through professional development and improved learning environments.

Keywords: Teacher effectiveness, classroom learning environment, academic performance, junior high school students

INTRODUCTION

The Problem and Its Scope

Teacher effectiveness, classroom learning environment, and academic performance have been widely recognized as important concerns in junior high school education worldwide. Studies in different countries showed that students' academic achievement is closely associated with the quality of instruction and the conditions of the classroom learning environment. When instructional delivery is ineffective and classroom environments are not supportive, students' opportunities to actively engage and achieve academically are limited, resulting in lower academic performance and reduced learning motivation (OECD, 2023).

In different countries, educational institutions continue to face concerns about students' academic performance, teacher effectiveness, and the classroom learning environment. In China, recent studies revealed that instructional quality and classroom management significantly influence students' engagement and academic achievement in secondary education (Zhang et al., 2025). In the United States, research emphasized that supportive classroom environments and effective teaching practices positively affect students' academic outcomes and classroom participation (Hou et al., 2024). Similarly, in Indonesia, studies have shown that a positive classroom climate and teacher support significantly contribute to students' learning motivation and academic success in junior high school settings (Rahman & Putri, 2024).

In the Philippines, many junior high school students continue to face challenges in achieving satisfactory academic performance. Studies revealed that although teachers demonstrate competence in instructional delivery, some students still experience low academic achievement due to limited classroom engagement and ineffective learning environments (Naquila & Curayag, 2025). Furthermore, research in Philippine secondary schools found that classroom management, teacher-student interaction, and supportive learning conditions are essential factors that affect students' academic performance and participation in classroom activities (Villaluz & Lagunday, 2025).

This study aims to address the noticeable gap in understanding how teacher effectiveness and classroom learning environment influence the academic performance of junior high school students. While many existing studies focus mainly on curriculum outcomes and general student achievement, limited attention has been given to the combined influence of teacher effectiveness and classroom learning environment on students' academic performance. This research sought to investigate how these factors contribute to students' learning outcomes and how they may help improve instructional practices and classroom conditions in junior high school education. This study is conducted for this reason.

Significance of the Study

This study is significant because it examines the relationships among teacher effectiveness, the classroom learning environment, and the academic performance of junior high school students. The findings may provide teachers with insights into instructional practices and classroom management strategies that promote a positive learning environment and enhance student achievement. For school administrators, the results may serve as a basis for strengthening professional development programs, improving instructional supervision, refining school policies, and supporting evidence-based curriculum planning and school improvement initiatives. For students, this study highlights the importance of teacher effectiveness and a conducive classroom environment in improving academic performance by enhancing engagement, motivation, and learning outcomes. For researchers, it may serve as a reference for further studies on related educational variables across different contexts. In alignment with Sustainable Development Goal 4 (Quality Education), this study underscores the need for inclusive and equitable quality education. It supports the HCDC Mission and Vision, fostering competent, socially responsible learners dedicated to excellence and service.

Statement of the Problem

This study examined the significance of the classroom learning environment and teacher effectiveness as factors in academic performance. Specifically, it aimed to achieve the following objectives:

1. To determine the levels of teacher effectiveness in terms of instructional strategies, classroom management, and assessment practices; classroom learning environment in terms of physical environment, student interaction, and learning engagement; and academic performance.
2. To determine the significance of the relationships between teacher effectiveness, classroom learning environment, and academic performance.
3. To determine the significance of the individual and combined influence of teacher effectiveness and classroom learning environment on academic performance.

Hypotheses

The following null hypotheses were tested at a 0.05 level of significance:

H01: There is no significant relationship between teacher effectiveness, classroom learning environment, and academic performance.

H02: Teacher effectiveness and classroom learning environment do not significantly affect academic performance.

THEORETICAL/CONCEPTUAL FRAMEWORK

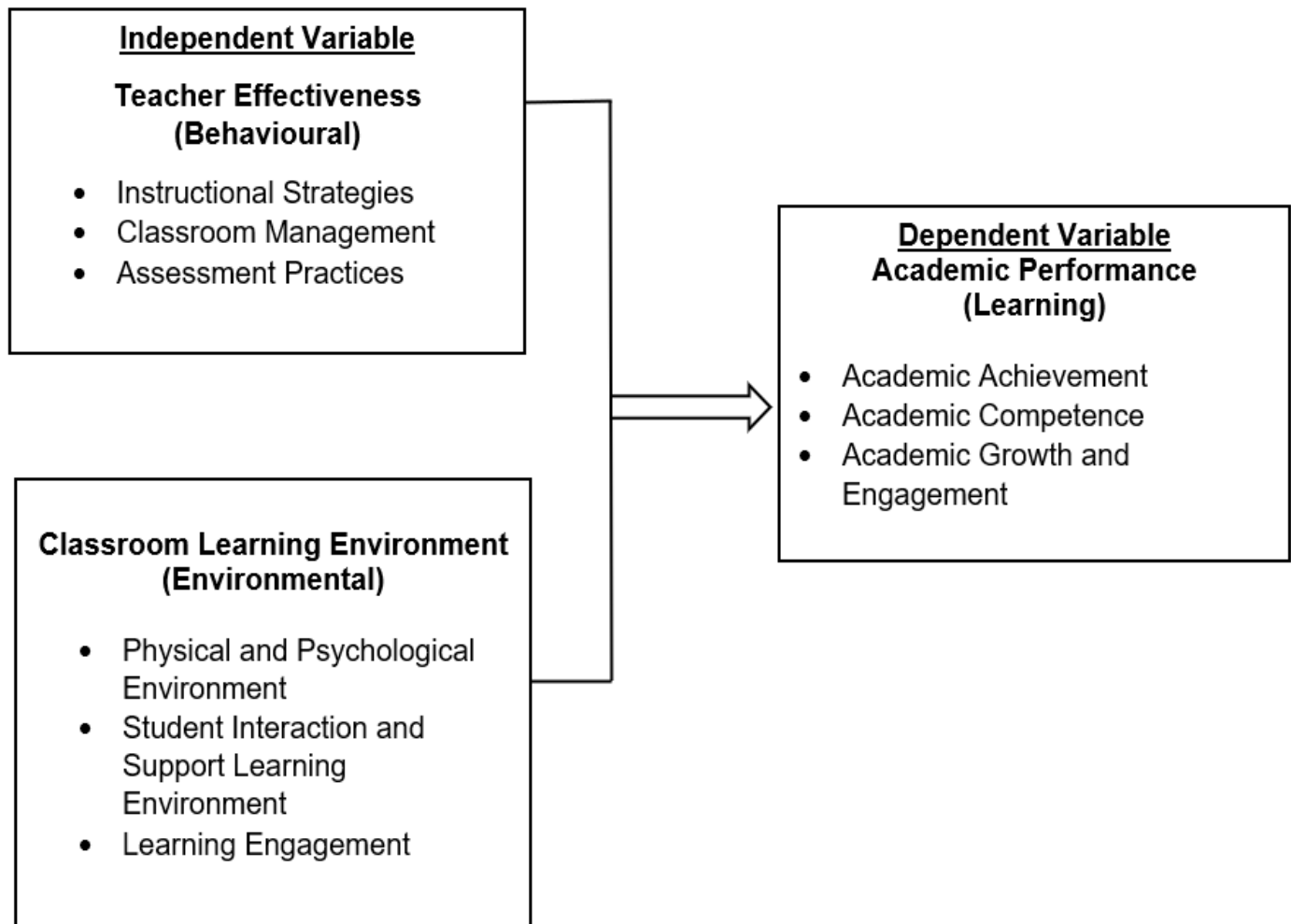
This study is anchored on Social Cognitive Theory (SCT) by Bandura (1986). This posits that learning occurs within a social context through dynamic, reciprocal interactions between personal (cognitive), behavioral, and environmental factors.

In this study, the Classroom Learning Environment represents the environmental factor, including the physical and psychological environment, student interaction and support for learning, and learning engagement, which shape students' learning experiences. The Teacher Effectiveness represents the behavioral factor, referring to

teachers' instructional strategies, classroom management, and assessment practices that directly influence how students learn. Lastly, Academic Performance serves as the learning outcome, reflecting students' observable achievement resulting from the interaction between the environment and teacher behavior.

In addition, the personal (cognitive) factor is delimited in this study. Although Bandura's theory includes personal processes such as beliefs, expectations, and self-regulation, these are not directly measured or examined. The study focuses only on the environmental and behavioral components to determine their influence on academic performance. This delimitation allows for a more focused analysis of how classroom conditions and teacher practices contribute to student learning outcomes, while controlling for internal cognitive variables.

Figure 1. Conceptual Framework of the Study



METHODS

Research Design

This study utilized a diagnostic research design. This research design is used to identify the causes or underlying factors of a specific problem or phenomenon. It focuses on analyzing relationships among variables to explain why a particular condition exists (C. R. Kothari, 2004). This design was useful in understanding how teacher effectiveness and classroom learning environment influence the academic performance of junior high school students and provides valuable insights into the complex interconnections among these variables. This design was suitable for fulfilling the objectives of this study, as it examined the correlation and influence of teacher effectiveness and the classroom learning environment (independent variables) on the academic performance of junior high school students (dependent variable).

Locale of the Study

The study was conducted at Holy Child College of Davao, Trinity Campus, located in Davao City. It is a private educational institution that offers a complete junior high school program and implements the K–12 curriculum. The school is considered one of the established institutions in the area. It ensures a conducive learning environment through effective teaching practices and supportive classroom conditions, helping students improve their academic performance and achieve educational success.

Sample and Sampling Technique

The respondents in this study were Junior High School students enrolled during the school year 2025–2026 at Holy Child College of Davao, Trinity Campus, in Davao City. The researcher had approximately 200 respondents enrolled in the chosen school. This group of respondents were all minors and officially enrolled students with complete academic records.

Purposive sampling was used to select respondents. It is a widely used non-probability sampling technique defined as the intentional selection of participants based on specific characteristics relevant to the research problem, allowing the researcher to obtain reliable and appropriate data for the study (Creswell & J Creswell, 2018). This sampling technique was appropriate for the study, as it ensured that only students with complete and consistent academic records were included, providing accurate data for analyzing the relationship and influence of teacher effectiveness and the classroom learning environment on academic performance.

Data Gathering Technique

This study employed a survey to collect data. A survey is a systematic method of gathering information using structured questionnaires to describe or measure respondents' perceptions, attitudes, or experiences. It is widely used in quantitative research to obtain standardized data from a defined population.

Three research instruments were adapted and modified for this study. First, teacher effectiveness was measured using a structured questionnaire adapted from the Teacher Effectiveness Scale developed by Stronge (2018). The instrument consisted of 30 items covering instructional strategies, classroom management, and assessment practices. A 4-point Likert scale was used, ranging from 1 (Strongly Disagree) to 4 (Agree).

Second, the classroom learning environment was measured using a modified Classroom Learning Environment Scale adapted from existing educational research instruments. It contained 30 items focusing on student engagement, teacher-student interaction, classroom support, and physical and psychosocial environment. A 4-point Likert scale was also used. The interpretation of the mean scores for both instruments was as follows:

Third, academic performance was measured using the students' official general average grades for the Academic Year 2025–2026. Data were obtained from school records with permission from the school administration.

Finally, the research instruments were validated by three experts in education and educational measurement. A pilot test was conducted among 30 junior high school students who were not part of the main respondents. The reliability test using Cronbach's alpha yielded 0.91 for Teacher Effectiveness and 0.89 for Classroom Learning Environment. These results indicate strong internal consistency of the instruments.

Data Analysis Technique

In this study, the collected data were analyzed using descriptive, correlation, and regression statistical techniques. Descriptive analysis was employed to summarize the data and describe the characteristics of the variables under investigation, particularly by computing the mean and standard deviation (Field, 2018; Pallant, 2020). These measures provided a clear overview of stakeholder involvement, instructional capacity, and teacher resilience. The mean and standard deviation were the statistical treatments used under this analysis.

Furthermore, correlation analysis was used to determine the strength and direction of relationships among the study variables through correlation coefficients. Specifically, the Pearson Product-Moment Correlation

coefficient was utilized to assess the linear relationship between variables (Field, 2018; Cohen et al., 2003). This helped establish whether significant associations existed among the study's variables.

Moreover, a multiple linear regression analysis was performed to examine the predictive influence of the independent variables on the dependent variable. This statistical technique allowed the determination of how well stakeholder involvement and instructional capacity predict teacher resilience. Both unstandardized and standardized beta coefficients were used to interpret the magnitude and direction of the predictive relationships (Cohen et al., 2003; Pallant, 2020).

The matrix containing the scale, descriptive level, and corresponding interpretation for each study variable is provided. It was specifically used to describe teacher effectiveness, the classroom learning environment, and academic performance.

Scale	Level	Teacher Effectiveness	Classroom Learning Environment	Academic Performance
3.26 - 4.00	Very High	Very good	Very good	Very good
2.51 - 3.25	High	Good	Good	Good
1.76 - 2.50	Low	Poor	Poor	Poor
1.00 - 1.75	Very Low	Very poor	Very poor	Very poor

For the interpretation of standard deviation, the following percentage standard by Triola, Mario F. (2018) was followed:

% of Scores Covered	Interpretation Basis
≈ 68%	Responses are highly consistent.
≈ 95%	Responses are moderately dispersed.
≈ 99.7%	Responses are highly dispersed.

For the interpretation scale of R-value, the following scheme, as proposed by Guilford (1956), was used:

Computed r	Descriptive Interpretation
+/- 1.00	Perfect Correlation
Between +/- 0.75 - +/- 0.99	High Correlation
Between +/- 0.51 - +/- 0.74	Moderately High Correlation
Between +/- 0.31 - +/- 0.50	Moderately Low Correlation
Between +/- 0.01 - +/- 0.30	Low Correlation
0.00	No Correlation

In terms of Scale of Beta (β) Coefficient Strength, the following scheme, as proposed by Cohen (1988) and Hair et al. (2019), was used:

B Value Range	Predictive Strength
+ 0.00 - + 0.09	Very weak
+ 0.10 - + 0.29	Weak
+ 0.30 - + 0.49	Moderate
+ 0.50 - + 0.69	Strong
+ 0.70 and above	Very Strong

Ethical Considerations

This study adhered to high ethical standards in conducting research involving junior high school students. Participation was voluntary, and informed consent was obtained from parents or guardians, while assent was secured from the student respondents. Confidentiality and anonymity of all participants were strictly maintained, and all data collected were used solely for academic and research purposes. The study complied with the Data Privacy Act of 2012 to ensure the protection of personal information. Permission to conduct the study was obtained from the school administration. All procedures followed the ethical guidelines set by HCDC SMILE

Review and DOST-PHREB (2023) to safeguard participants' rights, safety, and welfare throughout the research process.

RESULTS

This chapter presents the study's results, including the descriptive, correlation, and regression analyses. A summary of the findings is also provided.

Descriptive Analysis

Table 1 presents the descriptive statistics of the study variables, namely, teacher effectiveness, classroom learning environment, and academic performance, with their respective indicators. It also includes the number of respondents, computed means, standard deviations and the corresponding interpretations.

Table 1. Descriptive Table (N=200)

Variables	SD	Mean	Interpretation
Teacher Effectiveness	0.65	3.24	High
Instructional Strategies	0.64	3.27	Very High
Classroom Management	0.75	3.23	High
Assessment Practices	0.69	3.21	High
Classroom Learning Environment	0.79	3.02	High
Physical and Psychological Environment	0.78	3.07	High
Student Interaction and Support	0.88	2.99	High
Learning Engagement	0.85	2.99	High
Academic Performance	0.75	3.07	High
Academic Achievement	0.85	2.99	High
Academic Competence	0.75	3.23	High
Academic Growth and Engagement	0.85	2.99	High

1.00-1.75 very Low, 1.76-2.50 Low, 2.51-3.25 High, 3.26-4.00 Very High

Specifically, the table shows that the teacher effectiveness variable had a mean of 3.24, indicating that respondents perceive that teaching methods are effective. One of its indicators was described as very high; the rest are high. The corresponding standard deviation of 0.65 indicates a highly consistent result.

Furthermore, the classroom learning environment variable obtained a mean of 3.02, indicating that respondents generally see their classrooms as safe and supportive, described as a high level. All of its indicators were described as high. The corresponding standard deviation of 0.79 indicates a highly consistent result.

Finally, the academic performance variable had a mean of 3.07, indicating a very high level and suggesting that respondents demonstrate strong academic performance, competence, and engagement. All of its indicators were described as high. The corresponding standard deviation of 0.75 indicates a highly consistent result.

The results showed that all variables were interpreted positively, indicating favorable conditions in teacher effectiveness, classroom learning environment, and academic performance among the respondents. Among these, academic performance was interpreted at the highest level, while teacher effectiveness and classroom learning environment were interpreted at high levels. This suggests that students generally perceive effective teaching and supportive classroom conditions that align with strong academic outcomes.

Correlational Analysis

Table 2 is the correlation table. It contains the determinant and criterion variables, the r - value, the p-value, and the decision on hypotheses.

Table 2. Correlation Table (N=200)

Variables			Academic Performance	
	R-value	p-value	Decision on Ho	Interpretation
Teacher Effectiveness	0.854	0.000	Reject Ho	High Positive, Significant correlation
Classroom Learning Environment	0.950	0.000	Reject Ho	High Positive, Significant correlation

The table shows that the correlation between Teacher Effectiveness and Academic Performance variables yielded a p-value of 0.000, which is less than the 0.05 level of significance. Hence, the null hypothesis is rejected. This indicates that the relationship between the variables is statistically significant. The corresponding r-value of 0.854 suggests a very high positive correlation. This implies that as teacher effectiveness increases, academic performance also increases.

Furthermore, the table shows that the correlation between Classroom Learning Environment and Academic Performance yielded a p-value of 0.000, which is less than the 0.05 level of significance. Hence, the null hypothesis is rejected. This indicates that the relationship between the variables is statistically significant. The corresponding r-value of 0.950 suggests a very high positive correlation. This implies that as the quality of the classroom learning environment increases, academic performance also increases.

Both relationships showed statistically significant and very high correlations, indicating strong associations with academic performance. However, the correlation with Classroom Learning Environment is stronger than that with Teacher Effectiveness, suggesting a more pronounced relationship with academic performance.

Regression Results

Table 3 presents the regression analysis. It contains the estimates, standardized estimates, standard errors (SE), t-values, p-values, and interpretations of the independent variables.

Table 3. Regression Table (N-200)

Independent variables	V	Academic Performance				
		Estimate Beta	Stand. Estimate	SE	T	P
Intercept		-0.168		0.063	-2.67	0.008
Teacher Effectiveness		0.374	0.323	0.029	13.01	0.000
Classroom Learning Environment		0.673	0.707	0.024	28.42	0.000
R= 0.973, R ² = 0.947, Adjusted R ² =0.947, F=1758.0, Sig.=0.000						

The table specifically shows the predictive model for Academic Performance, using Teacher Effectiveness and Classroom Learning Environment as predictors, is $AP = 0.374 TE + 0.673 CLE - 0.168$. The corresponding R² value of 0.947 indicates that the model has very strong predictive power for academic performance in the social studies course. Furthermore, the p-value of 0.001 is less than the 0.05 significance level. Hence, the null hypothesis was rejected. This indicates that the model is significant in predicting students' Academic Performance in the Social Studies Course. This implies that for every unit change in the predictors in the model, there is a corresponding change in the criterion variable.

The predictive model demonstrated a very strong ability to explain and forecast students' academic performance in Social Studies. It showed that both teacher effectiveness and the classroom learning environment play important roles in influencing student outcomes. The results also confirmed that the relationship between these factors and academic performance is statistically meaningful, leading to the rejection of the null hypothesis. This means that changes in teacher effectiveness and the learning environment are meaningfully associated with changes in students' academic performance, highlighting the importance of strengthening both instructional practices and classroom conditions to improve learning outcomes.

SUMMARY OF FINDINGS

Based on statistical results, it was specifically found that:

1. Teacher effectiveness, classroom learning environment, and academic performance are correlated.
2. Teacher effectiveness and classroom learning environment significantly affect academic performance.

DISCUSSIONS

Discussed in this chapter are the findings of the study. The conclusion and recommendations are also presented.

Teacher Effectiveness, Classroom Learning Environment, and Academic Performance of Junior High School Students

The findings revealed a significant relationship among teacher effectiveness, the classroom learning environment, and academic performance in Social Studies classrooms. This outcome supports the findings of Kraft, Matthew A., and Papay, John P. (2021), who reported that teacher effectiveness and school working conditions significantly influence student achievement and instructional improvement. Likewise, the current result aligns with the OECD (2023) study, which explains that structured and supportive classroom environments enhance students' motivation, participation, and overall academic performance across education systems.

However, the OECD (2020) emphasized that socio-economic background and home environment may exert a stronger influence on students' academic outcomes than school-based factors. These discrepancies suggest that while teacher effectiveness and classroom learning environment are crucial, their impact may vary depending on external learner-related conditions.

Teacher Effectiveness and Classroom Learning Environment in Student Academic Performance in Junior High School Students

This study proposes that teacher effectiveness and the classroom learning environment significantly predict student academic performance in Social Studies. This finding supports the work of OECD (2023), which explains that teacher quality and classroom conditions are key determinants of student success in modern education systems. Similarly, Kraft and Papay (2021) found that teachers working in supportive professional and classroom environments demonstrate higher instructional effectiveness, which leads to improved student learning outcomes.

Additionally, Wang, Degol, and Henry (2020) emphasized that the classroom learning environment plays a critical role in student engagement, motivation, and achievement, particularly in secondary education settings. These findings highlight that both instructional quality and classroom climate contribute significantly to student academic performance.

However, the OECD (2020) also highlighted that external factors, such as socio-economic status, parental support, and home learning environment, may still strongly influence academic achievement, suggesting that school-based factors alone cannot fully explain student performance.

Teacher Effectiveness as a Stronger Predictor of Academic Performance in Junior High School Students

The study found that teacher effectiveness significantly predicts academic performance in Social Studies classrooms. This finding supports the conclusions of Kraft and Papay (2021), who reported that teacher effectiveness improves when teachers operate in strong professional environments, resulting in better student achievement outcomes. Similarly, OECD (2023) emphasized that teacher quality remains one of the most influential school-based factors affecting student success across countries.

Additionally, Wang et al. (2020) found that instructional quality, feedback, and classroom management are consistently associated with improved student learning outcomes. These results confirm that teacher effectiveness plays a central role in shaping academic performance.

However, the OECD (2020) noted that, despite strong school-based influences, student achievement may still be affected by non-school factors, such as socio-economic conditions and home environments, which can either support or limit learning progress.

Combined Influence of Teacher Effectiveness and Classroom Learning Environment in Junior High School Students

The findings also revealed that teacher effectiveness and classroom learning environment jointly influence academic performance in Social Studies classrooms. This aligns with OECD (2023), which states that student achievement improves significantly when high-quality teaching is combined with a positive, structured classroom environment. Likewise, Kraft and Papay (2021) emphasized that teacher working conditions and instructional effectiveness are interconnected, resulting in stronger student learning outcomes when both are present.

Additionally, Wang et al. (2020) explained that school climate and classroom environment jointly contribute to student engagement, motivation, and academic achievement. These findings confirm that the interaction between teacher effectiveness and classroom learning environment produces stronger educational outcomes than either factor alone.

However, OECD (2020) also noted that external learner-related factors, such as socio-economic background and home environment, may still influence academic performance, suggesting a multi-factor explanation of student achievement.

CONCLUSION

Based on the findings, it was concluded that teacher effectiveness and classroom learning environment significantly influence the academic performance of Junior High School students. This result affirms Social Cognitive Theory, which posits that learning occurs within a social context through dynamic, reciprocal interactions among personal, behavioral, and environmental factors.

RECOMMENDATIONS

As concluded, the following are recommended:

1. Further studies may explore additional variables that explain the remaining 5.3% of the variance in academic performance. These unexplored factors include student motivation, parental involvement, socio-economic status, and learning habits, which provide a deeper understanding of the determinants of academic performance.
2. Qualitative research may be conducted to generate themes which may be considered as potential variables.
3. Teachers and school administrators may work together to strengthen instructional strategies, classroom management, and assessment practices to enhance students' academic performance through Interactive learning activities, implementing professional development programs to improve teaching effectiveness,

and enhancing classroom learning environments through training, innovation, and improved learning resources.

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