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Fostering Quality Education Through Classroom Dynamics: Their Impact on School Climate And Student Engagement

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Abstract — This study examined the role of classroom dynamics in fostering quality education by analyzing the impact on school climate and student engagement at the College of Business and Public Administration, Eulogio "Amang" Rodriguez Institute of Science and Technology (EARIST). Employing a descriptive-comparative research design, the study gathered insights from administrators, faculty members, and students through surveys and semi-structured interviews. Findings revealed that classroom dynamics —specifically teacher–student relationships, classroom atmosphere, inclusivity, and diversity —were generally rated very satisfactory, contributing significantly to a positive school climate. Student engagement, as measured by active participation, interest in the content, and collaborative learning, was also found to be very satisfactory. However, gaps emerged in personalized learning and the real-world application of knowledge. While cooperative learning and supportive teacher–student relationships enhanced motivation and sense of community, challenges such as distractions, passive learning, negative peer influence, and workload-related stress hindered optimal engagement. The results highlight the interdependence of classroom interactions, school climate, and student engagement, emphasizing the need for inclusive pedagogies, real-world connections, and strategies that address both academic and socio-emotional factors to sustain quality education.

Keywords — Classroom Dynamics, School Climate, Student Engagement, Quality Education

I. Introduction

Schools are often regarded as a "second home" because they provide safe and supportive spaces where students can learn, interact, and develop holistically. Within this environment, students are encouraged to express themselves creatively, participate actively in classroom activities, and engage in collaborative learning experiences. Such active participation not only nurtures personal growth and development but also enhances students' confidence and academic achievement. A central goal of educational institutions is to cultivate an environment where each learner can achieve both academic excellence and personal success.

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The quality of classroom dynamics plays a pivotal role in shaping the learning experience. Positive classroom dynamics foster trust, mutual respect, and active engagement, while enabling educators to act as mentors, advisors, and facilitators of learning. Students, in turn, develop cooperative behaviors, engage meaningfully in group activities, and support their peers emotionally and academically. This reciprocal interaction enhances academic performance and strengthens the sense of community within the school. Administrators, teachers, and staff recognize that a safe, inclusive, and supportive learning environment is critical in promoting student well-being, motivation, and achievement.

Equally important is the broader concept of school climate, which encompasses the overall atmosphere of the educational institution, including safety, relationships, teaching and learning practices, and organizational structures. A positive school climate has been shown to improve student engagement, reduce absenteeism and dropout rates, prevent bullying, and enhance teacher retention and classroom management (Cohen et al., 2009; Thapa et al., 2013). Conversely, a negative school climate can lead to disengagement, stress among educators, and weakened collaboration among students, faculty, and administrators, ultimately affecting the overall quality of education.

The present study draws on key theoretical perspectives to understand these dynamics. Deci & Ryan's Self-Determination Theory (1985) emphasizes the importance of fulfilling students' psychological needs for autonomy, competence, and relatedness. Classroom practices that encourage active participation, constructive feedback, and collaborative learning directly support these needs, enhancing intrinsic motivation and sustained engagement. Similarly, a supportive school climate nurtures belongingness and empowerment, further motivating students to participate actively in learning. Astin's Theory of Student Involvement (1984) complements this perspective by highlighting that the amount of physical and psychological energy students devote to academic and extracurricular activities predicts their development. Positive classroom dynamics and a supportive school climate encourage greater investment of effort, resulting in behavioral, emotional, and cognitive engagement.

This study conceptualizes classroom dynamics as the immediate patterns of interaction within the learning environment and school climate as the broader institutional culture that shapes relationships, norms, and organizational practices. Together, these factors influence student engagement, encompassing active participation, emotional commitment, and cognitive investment in learning. Understanding how classroom dynamics and school climate interact provides a foundation for developing interventions aimed at enhancing student engagement and promoting quality education.

This study aims to explore the perceptions of students, faculty, and administrators regarding classroom interactions, school climate, and student engagement. It seeks to identify differences in how various stakeholders assess classroom dynamics and determine strategies to improve both the school environment and student involvement, ultimately fostering a positive and

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effective educational experience at Eulogio "Amang" Rodriguez Institute of Science and Technology -College of Business and Public Administration.

II. Methodology

Research Design

This study employed a descriptive-comparative research design, which was deemed appropriate for examining differences in perceptions of classroom dynamics and their impact on school climate and student engagement among administrators, faculty members, and students. According to Creswell and Creswell (2018), descriptive research is effective in presenting the existing conditions of a phenomenon, while comparative research allows for the identification of meaningful variations among groups. In this study, the descriptive component highlighted the current state of classroom interactions and the broader educational environment, whereas the comparative component analyzed whether perceptions significantly differed across the three respondent groups. This design was chosen because classroom and school-level factors may be experienced and interpreted differently depending on one's role within the academic community. Understanding these similarities and differences offers actionable insights for developing inclusive strategies that enhance both student engagement and the overall quality of education.

Participants and Sampling Technique

The study involved three distinct groups from the College of Business and Public Administration at Eulogio "Amang" Rodriguez Institute of Science and Technology (EARIST): five academic administrators, specifically department heads of key programs such as Bachelor of Science in Business Administration (Marketing Management, Human Resource Management, Office Administration, Entrepreneurship) and Bachelor in Public Administration; fifteen faculty members; and five hundred undergraduate students ranging from sophomore to senior levels. Purposive sampling was used to select participants with direct knowledge and experience of classroom dynamics and their influence on school climate and student engagement. As noted by Etikan, Musa, and Alkassim (2016), purposive sampling is effective for identifying respondents who can provide the most relevant insights, while Palinkas et al. (2015) emphasize its strength in capturing diverse stakeholder perspectives. Sophomore to senior students were specifically included due to their greater exposure to institutional practices compared to first-year students, consistent with Fredricks, Blumenfeld, and Paris (2004) and Kahu and Nelson (2018), who argue that engagement deepens as students progress academically. This approach ensured balanced representation across administrators, faculty, and students.

Research Instrument

The primary research instrument was a structured survey questionnaire, which was supplemented by semi-structured interviews to provide richer qualitative insights. The survey

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focused on classroom dynamics and their impact on school climate, including teacher–student relationships, classroom atmosphere, inclusivity, and diversity, as well as student engagement, which was measured through indicators such as active participation, perceived interest and relevance of content, and collaborative learning. Semi-structured interviews further explored the challenges experienced by administrators, faculty, and students in fostering positive classroom dynamics and their effects on school climate and engagement.

Data Gathering Procedure

Data were collected through a systematic procedure designed to ensure reliability and ethical compliance. Formal approval was first obtained from the Office of Research and Development Services. Orientation sessions were then conducted to explain the study's objectives, procedures, and confidentiality measures to potential respondents. Following the acquisition of informed consent, questionnaires were distributed either in paper-based or online formats depending on accessibility. Semi-structured interviews were conducted to gather in-depth qualitative data, which were recorded with participants' consent and later transcribed for analysis. Completed questionnaires were carefully checked for accuracy and completeness before being encoded for analysis.

Data Analysis Procedure

Data analysis combined quantitative and qualitative approaches to provide comprehensive insights. Descriptive statistics such as frequency, percentage, mean, and standard deviation summarized the current state of classroom dynamics and their impact on school climate and student engagement, while inferential statistics were applied to examine differences in perceptions across administrators, faculty, and students. Qualitative data from interviews were analyzed using thematic analysis, which involved coding transcripts, identifying recurring patterns, and developing overarching themes. This process enriched the interpretation of quantitative results by offering explanatory depth, and the integration of both methods ensured triangulation, enhancing the validity of findings and providing a holistic understanding of the research problem.

Ethical Considerations

Ethical principles were strictly observed throughout the study. Participants were fully informed about the study's purpose, procedures, and significance, and written informed consent was obtained. Participation was voluntary, with respondents allowed to withdraw at any point without penalty. Confidentiality was maintained through anonymization and secure storage of data in password-protected files accessible only to the researchers. The principle of non-maleficence was also observed to ensure that participants were not exposed to harm or undue inconvenience. Prior approval was obtained from institutional authorities, and all procedures complied with both international ethical standards and national regulations, including the Data Privacy Act of 2012 (Republic Act No. 10173), thereby safeguarding the rights and welfare of all participants.

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III. Results and Discussion

Respondents Assessment on the Classroom Dynamics as to following:

School Climate

Teacher-Student Relationship

As presented in Table 1, the respondents assessed the classroom dynamics as to school climate, specifically in terms of teacher–student relationship, as Very Satisfactory with an overall weighted mean of 4.05. One (1) item was rated Outstanding, namely, *teachers foster positive and supportive relationships with students, demonstrating care, respect, and empathy in their interactions* with a composite weighted mean of 4.32 (Rank 1). Four (4) items were rated Very Satisfactory: *teachers collaborate with students as partners in learning, engaging them in decision-making processes and co-creating a positive and inclusive classroom culture* (4.12, Rank 2); *teachers actively listen to students' perspectives, concerns, and feedback, valuing their voices and contributions to the learning environment* (4.00, Rank 3); *teachers establish clear expectations and boundaries for behavior and communication, promoting mutual respect and accountability in the classroom* (3.93, Rank 4); and *teachers provide personalized attention and support to students, recognizing their individual strengths, needs, and learning styles* (3.87, Rank 5).

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Table 1. Assessing Classroom Dynamics as to School Climate with regards to Teacher-Student Relationship

Indicators	School Administrators		Faculty Members		Students		Composite		Rank
	WM	VI	WM	VI	WM	VI	WM	VI	
1. Teachers foster positive and supportive relationships with students, demonstrating care, respect, and empathy in their interactions.	5.00	O	4.07	VS	3.88	VS	4.32	O	1
2. Teachers actively listen to students' perspectives, concerns, and feedback, valuing their voices and contributions to the learning environment.	4.20	O	4.07	VS	3.74	VS	4.00	VS	3
3. Teachers provide personalized attention and support to students, recognizing their individual strengths, needs, and learning styles.	4.00	VS	3.87	VS	3.75	VS	3.87	VS	5
4. Teachers establish clear expectations and boundaries for behavior and communication, promoting mutual respect and accountability in the classroom.	4.00	VS	3.93	VS	3.87	VS	3.93	VS	4
5. Teachers collaborate with students as partners in learning, engaging them in decision-making processes and co-creating a positive and inclusive classroom culture.	4.80	O	3.73	VS	3.84	VS	4.12	VS	2
Overall Weighted Mean	**4.40**	**O**	**3.93**	**VS**	**3.82**	**VS**	**4.05**	**VS**	

Legend: 5 – 4.20-5.00 – Outstanding – O; 4 – 3.40-4.19 – Very Satisfactory – VS; 3 – 2.60-3.39 – Satisfactory – S; 2 – 1.80-2.59 – Fair – F; 1 – 1.00-1.79 – Poor – P

Further, the assessment of the groups of respondents revealed differences: school administrators rated teacher–student relationship as Outstanding (4.40), faculty members as Very Satisfactory (3.93), and students as Very Satisfactory (3.82). These findings indicate that while teachers generally maintain positive and supportive relationships with their students, there are gaps in providing personalized attention and in recognizing students' individual strengths, needs, and learning styles.

The results affirm the critical role of empathy, respect, and care in fostering a supportive school climate. McAllister and Irvine (2002) emphasized that empathy enables teachers to connect more effectively with culturally diverse students, thereby enhancing classroom relationships and student engagement. Similarly, Milly and Moses (2024) found that strong teacher–student relationships significantly improve students' academic outcomes by promoting trust and motivation. These findings resonate with the present study, which underscores that teacher empathy and supportive relationships contribute positively to students' overall classroom experiences.

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Moreover, the results align with the work of Pianta, Hamre, and Allen (2012), who highlighted that high-quality teacher–student interactions enhance engagement by creating a learning environment where students feel valued and supported. Gentova and Madrigal (2020) found that positive classroom climates directly influence academic performance, suggesting that effective teacher–student relationships foster not only engagement but also academic success. Similarly, Quines and Relacion (2022) reported that school climate mediates the link between teacher communication behavior and student engagement, reinforcing the notion that classroom relationships form the foundation for meaningful student participation.

The study also supports Reyes et al. (2012), who argued that classroom emotional climate significantly predicts student engagement and academic achievement, and Tomaszewski et al. (2024), who demonstrated that school climate remains a consistent predictor of academic outcomes across contexts. Aquino, Castillo, and Honrado (2024) also stressed that teachers' work values—such as commitment, respect, and responsibility—are central to sustaining engagement, further showing how professional values translate into better student–teacher relationships.

Taken together, these findings highlight that while teacher–student relationships in the studied institution are generally strong and positive, more emphasis is needed on differentiated instruction and personalized support. Fredricks, Blumenfeld, and Paris (2004) noted that engagement involves behavioral, emotional, and cognitive dimensions, all of which require teachers to not only maintain supportive relationships but also tailor instruction to students' individual needs. This indicates that improving personalized teaching practices could further enhance students' engagement and overall academic performance.

Overall, the study's findings confirm that teacher–student relationships are central to fostering a positive school climate and engaging students meaningfully. While teachers are recognized for their empathy, respect, and collaborative spirit, greater attention must be given to addressing individual learning differences, which, if effectively managed, can significantly strengthen both school climate and student engagement.

Classroom Atmosphere

As revealed in Table 2, the assessment of the classroom dynamics in terms of school climate with regard to classroom atmosphere was rated Very Satisfactory, with an overall weighted mean of 3.96. All indicators were assessed as Very Satisfactory. The top-rated items were: *"The classroom is organized and well-maintained, with sufficient space, seating arrangements, and visual aids to support teaching and learning activities"* and *"The classroom atmosphere is characterized by positivity, enthusiasm, and energy, creating a motivating and engaging learning environment for students"* both with composite means of 4.01, ranked first and second. This was followed by: *"The classroom environment is conducive to learning, characterized by a sense of safety, comfort, and belonging for all students"* (3.99, Rank 3); *"The classroom atmosphere is flexible and adaptable, allowing for differentiation, creativity, and exploration to meet diverse*

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student needs and interests" (3.91, Rank 4); and *"The classroom culture promotes collaboration, teamwork, and peer interaction, fostering a sense of community and camaraderie among students"* (3.86, Rank 5).

Table 2. Assessing Classroom Dynamics as to School Climate regards to Classroom Atmosphere

Indicators	School Administrators		Faculty Members		Students		Composite		Rank
	WM	VI	WM	VI	WM	VI	WM	VI	
1. The classroom environment is conducive to learning, characterized by a sense of safety, comfort, and belonging for all students.	4.60	O	3.67	VS	3.71	VS	3.99	VS	3
2. 8The classroom is organized and well–maintained, with sufficient space, seating arrangements, and visual aids to support teaching and learning activities.	5.00	O	3.53	VS	3.51	VS	4.01	VS	1.5
3. The classroom atmosphere is characterized by positivity, enthusiasm, and energy, creating a motivating and engaging learning environment for students.	4.80	O	3.60	VS	3.62	VS	4.01	VS	1.5
4. The classroom culture promotes collaboration, teamwork, and peer interaction, fostering a sense of community and camaraderie among students.	4.20	O	3.67	VS	3.70	VS	3.86	VS	5
5. The classroom atmosphere is flexible and adaptable, allowing for differentiation, creativity, and exploration to meet diverse student needs and interests.	4.40	O	3.67	VS	3.66	VS	3.91	VS	4
Overall Weighted Mean	**4.60**	**O**	**3.63**	**VS**	**3.64**	**VS**	**3.96**	**VS**	

The group assessments revealed some differences in perceptions: school administrators rated the classroom atmosphere as Outstanding (4.60), while both students (3.64) and faculty members (3.63) assessed it as Very Satisfactory. This suggests that administrators may view classroom dynamics more positively compared to the students and faculty who directly experience and interact within the learning environment.

These findings emphasize the importance of maintaining a well-organized and resource-equipped classroom environment, as supported by Fraser (2012), who underscored that positive classroom environments significantly shape student learning outcomes, motivation, and engagement. A well-maintained, safe, and supportive atmosphere is also consistent with Thapa et al. (2013), who identified safety, relationships, teaching, and the learning environment as critical dimensions of school climate. Likewise, Zullig, Koopman, Patton, and Ubbes (2010) argued that

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a supportive and structured classroom atmosphere enhances students' perceptions of belongingness and learning effectiveness.

However, while physical organization and positive energy were evident, the relatively lower ratings on collaboration, teamwork, and peer interaction highlight areas for improvement. Johnson and Johnson (2009) stressed that social interdependence theory and cooperative learning contribute not only to academic achievement but also to social development. Gillies (2016) further emphasized that cooperative learning fosters higher-order thinking, interpersonal skills, and classroom connectedness. Without strong peer collaboration, the sense of community may be compromised, limiting opportunities for students to develop social competence and resilience.

Moreover, student engagement thrives in environments where classroom interactions are supportive and participatory. Pianta and Hamre (2009) highlighted that teacher-student interactions are central to fostering positive youth development and engagement. Similarly, Fredricks, Blumenfeld, and Paris (2004) described engagement as multidimensional—behavioral, emotional, and cognitive—requiring environments where students feel connected and motivated. The current findings suggest that while the classroom atmosphere encourages safety and motivation, deliberate efforts to enhance collaborative learning may further boost engagement.

Finally, the absence of strong peer connection resonates with the work of Holopainen, Lappalainen, Junttila, and Savolainen (2011), who emphasized the role of social competence in adolescents' psychological well-being. Likewise, Luna et al. (2020) demonstrated that educational interventions targeting social competence and peer acceptance positively influence classroom climate and student outcomes. Thus, to foster quality education, enhancing classroom dynamics must go beyond physical organization and positivity to include structured opportunities for peer collaboration, cooperative learning, and social-emotional growth. The results indicate that the classroom atmosphere is perceived as supportive, engaging, and conducive to learning. Nonetheless, strengthening collaborative and community-oriented practices within the classroom is essential to fully realize the goals of fostering quality education and promoting both school climate and student engagement.

Inclusivity and Diversity

As shown in Table 3, the assessment of classroom dynamics regarding school climate on inclusivity and diversity was rated *Very Satisfactory* with an overall weighted mean of 3.96. All items were rated *Very Satisfactory*, including: teachers incorporating diverse perspectives, cultures, and voices into the curriculum and teaching materials (3.80, Rank 1); classrooms embracing diversity and celebrating students' unique backgrounds and identities (3.72, Rank 2); teachers addressing equity and social justice issues in discussions and activities, thereby promoting critical thinking and empathy (3.70, Rank 3); a classroom environment free from discrimination, bias, and prejudice, ensuring all students feel respected (3.61, Rank 4); and fostering a sense of belonging and acceptance for students of all backgrounds and abilities (3.54, Rank 5).

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Table 3. Assessing Classroom Dynamics as to School Climate regards to Inclusivity and Diversity

Indicators	School Administrators		Faculty Members		Students		Composite		Rank
	WM	VI	WM	VI	WM	VI	WM	VI	
1. The classroom embraces diversity and celebrates the unique backgrounds, identities, and experiences of all students.	3.80	VS	3.67	VS	3.69	VS	3.72	VS	2
2. Teachers incorporate diverse perspectives, cultures, and voices into the curriculum and teaching materials, promoting multicultural awareness and understanding.	4.00	VS	3.73	VS	3.68	VS	3.80	VS	1
3. The classroom environment is free from discrimination, bias, and prejudice, ensuring that all students feel valued, respected, and included.	3.60	VS	3.67	VS	3.55	VS	3.61	VS	4
4. Teachers address issues of equity and social justice in classroom discussions and activities, promoting critical thinking and empathy among students.	3.80	VS	3.67	VS	3.64	VS	3.70	VS	3
5. The classroom fosters a sense of belonging and acceptance for students of all backgrounds, identities, and abilities, creating an inclusive and affirming space for learning and growth.	3.20	S	3.73	VS	3.69	VS	3.54	VS	5
Overall Weighted Mean	**3.68**	**VS**	**3.69**	**VS**	**3.65**	**VS**	**3.67**	**VS**	

When disaggregated by groups of respondents, faculty members (3.69), school administrators (3.68), and students (3.65) all assessed inclusivity and diversity as *Very Satisfactory*, confirming a shared perception that classroom dynamics support multicultural awareness, respect, and fairness.

These findings affirm the centrality of cultural diversity in education as emphasized by Banks (2015), who argues that classrooms must actively integrate multiple perspectives to foster equity and democratic participation. Similarly, Gay (2018) underscores that culturally responsive teaching creates learning spaces where students' identities are validated and where cultural differences become assets rather than barriers. The results suggest that schools are on the right track in implementing such practices, though continuous reinforcement is needed.

Moreover, the creation of inclusive and discrimination-free learning spaces resonates with school climate research. Cohen et al. (2009) highlight that a positive school climate is one where relationships are supportive, equitable, and respectful, which in turn enhances both academic and socio-emotional outcomes. This aligns with Bryk and Schneider's (2002) notion of *relational trust*,

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a core resource for school improvement, as inclusivity cannot thrive without trust among teachers, students, and administrators.

While the results are encouraging, the lower rating on fostering a *sense of belonging* indicates a critical area for improvement. As Osterman (2000) argue, belongingness is a fundamental student need, deeply tied to engagement, motivation, and achievement. Walton and Cohen (2011) further demonstrate that even brief interventions affirming belonging can yield long-term academic and health benefits for marginalized students. This finding suggests that while equity and diversity are recognized, more intentional strategies must be developed to ensure every student feels they truly belong.

Darling-Hammond et al. (2020) emphasize that learning environments that integrate inclusivity, belonging, and diversity align with the science of learning and development, as such environments nurture holistic growth and resilience. Baliwas and Estremera (2025) stress that inclusivity in multilingual classrooms is essential for fostering identity, equity, and cultural respect, especially in a country where linguistic and cultural diversity is a defining characteristic.

Overall, these findings reveal that while the classroom climate is perceived as *very satisfactory* in terms of inclusivity and diversity, there is still a need to strengthen efforts that cultivate belongingness. Continuous professional development in multicultural and inclusive pedagogy, combined with systematic school-wide practices to address equity and identity concerns, will help sustain and enhance this positive environment.

Student Engagement

Active Participation

As presented in Table 4, the assessment of classroom dynamics in terms of student engagement, particularly active participation, was rated Very Satisfactory with an overall weighted mean of 3.89. All indicators were rated Very Satisfactory, namely: students' enthusiasm and eagerness to participate in class activities, group work, and hands-on learning (3.92, Rank 1); active listening and attentiveness that reflects interest and curiosity in the learning process (3.92, Rank 2); contribution to class discussions by asking questions, sharing ideas, and offering insights (3.89, Rank 3); initiative in seeking clarification and feedback to enhance understanding (3.87, Rank 4); and demonstration of responsibility and accountability for their own learning by applying knowledge and skills in real-world contexts (3.86, Rank 5).

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Table 4. Assessing Classroom Dynamics as to Student Engagement regarding Active Participation

Indicators	School Administrators		Faculty Members		Students		Composite		Rank
	WM	VI	WM	VI	WM	VI	WM	VI	
1. Teachers foster students actively contribute to class discussions, asking questions, sharing ideas, and offering insights on the topic being discussed.	3.80	VS	3.87	VS	3.99	VS	3.89	VS	3
2. Students demonstrate enthusiasm and eagerness to participate in class activities, group work, and hands-on learning.	4.00	VS	3.80	VS	3.96	VS	3.92	VS	1.5
3. Students demonstrate responsibility and accountability for their own learning, actively seeking opportunities to apply knowledge and skills in real world contexts.	4.00	VS	3.60	VS	3.98	VS	3.86	VS	5
4. Students engage in active listening and attentive behavior, showing interest and curiosity in the learning process.	4.00	VS	3.73	VS	4.02	VS	3.92	VS	1.5
5. Students take initiative in seeking clarification, seeking feedback, and seeking help when needed to enhance their understanding of the subject matter.	4.00	VS	3.60	VS	4.01	VS	3.87	VS	4
Overall Weighted Mean	**3.96**	**VS**	**3.72**	**VS**	**3.99**	**VS**	**3.89**	**VS**	

When assessed by respondent groups, students rated engagement as Very Satisfactory (3.99), school administrators also perceived it as Very Satisfactory (3.96), while faculty members rated it slightly lower but still Very Satisfactory (3.72). These results indicate that while students show enthusiasm and eagerness in classroom activities, their capacity to take full responsibility for their learning and to apply knowledge in authentic contexts remains less demonstrated.

This finding resonates with Kahu's (2013) framework on student engagement, which emphasizes the interplay between behavioral, emotional, and cognitive dimensions. While behavioral engagement, such as participation in discussions and group work, is evident, cognitive engagement—particularly the ability to connect learning with real-life applications—appears to need further strengthening. Similarly, Salmela-Aro and Upadyaya (2014) highlighted the importance of sustaining engagement to prevent disengagement or burnout; thus, encouraging students to assume responsibility in applying learning to real-world contexts can deepen engagement and reduce passive learning tendencies.

The results also align with Agtang and Patriarca (2025), who noted that learners engaged in active learning strategies develop higher learning efficacy. This suggests that classroom strategies such as problem-based learning, debates, and simulations can further cultivate students' sense of ownership of their learning. Furthermore, Sarsale and Langub (2023) emphasized that

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student-centered approaches stimulate greater interest and participation, confirming that active involvement enhances motivation in academic tasks.

Bernardo (2004) found that culturally-rooted beliefs and achievement goals influence students' learning strategies. The current findings support this, as Filipino students' enthusiasm in participation is often shaped by collectivist values of cooperation and social interaction, while responsibility for independent learning may not be as strongly emphasized. This gap highlights the importance of teachers scaffolding activities that gradually promote individual accountability.

Moreover, Biboso and Dela Cruz (2025) underscored the role of motivation strategies in students' attitudes toward learning. The high ratings in participation demonstrate that students are motivated when tasks are interactive and socially engaging. However, for motivation to translate into accountability, teachers should integrate tasks that require personal responsibility, such as independent projects, research, or real-world applications.

Supporting this, Cambay and Paglinawan (2024) argued that effective classroom management fosters a school environment that enhances student engagement. Their findings affirm that structured learning activities, clear expectations, and meaningful feedback encourage students to go beyond mere participation and assume ownership of their learning process. Likewise, Santander and Nabos (2024) showed that classroom management practices are strongly linked to academic performance, which suggests that teachers' strategies in structuring classroom activities directly influence how students demonstrate responsibility and initiative.

Ultimately, while students show high enthusiasm and active participation, the challenge lies in bridging this engagement toward responsibility and independent application of knowledge. Teachers may enhance this by designing tasks that simulate real-world scenarios, requiring critical thinking and accountability. By doing so, they not only reinforce enthusiasm but also cultivate lifelong learning skills, consistent with the goals of fostering quality education through classroom dynamics.

Interest and Relevance of Content

As revealed in Table 5, the assessment of classroom dynamics in terms of student engagement regarding interest and relevance of content was rated *Very Satisfactory* with an overall weighted mean of 3.91. One (1) item was rated *Outstanding*: *"Students express interest and curiosity in the content being taught, demonstrating enthusiasm and motivation to learn"* with a composite weighted mean of 4.21, ranked 1st. Meanwhile, four (4) items were rated *Very Satisfactory*: *Teachers use a variety of instructional strategies, multimedia resources, and real-world examples to make the content engaging and relatable to students* (3.97, Rank 2); *The content presented in class is relevant, meaningful, and applicable to students' lives, interests, and future goals* (3.90, Rank 3); *Students perceive the content as challenging yet manageable, stimulating their curiosity and desire to explore new ideas and concepts* (3.79, Rank 4); and *Teachers provide*

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opportunities for student choice and autonomy in selecting topics, projects, and assignments, allowing for personalized and meaningful learning experiences (3.66, Rank 5).

Table 5. Assessing Classroom Dynamics as to Student Engagement regarding Interest and Relevance of Content

Indicators	School Administrators		Faculty Members		Students		Composite		Rank
	WM	VI	WM	VI	WM	VI	WM	VI	
Students express interest and curiosity in the content being taught, demonstrating enthusiasm and motivation to learn.	5.00	O	3.67	VS	3.97	VS	4.21	O	1
The content presented in class is relevant, meaningful, and applicable to students' lives, interests, and future goals.	4.00	VS	3.73	VS	3.97	VS	3.90	VS	3
Teachers use a variety of instructional strategies, multimedia resources, and real-world examples to make the content engaging and relatable to students.	4.20	O	3.73	VS	3.99	VS	3.97	VS	2
Students perceive the content as challenging yet manageable, stimulating their curiosity and desire to explore new ideas and concepts.	3.60	VS	3.80	VS	3.98	VS	3.79	VS	4
Teachers provide opportunities for student choice and autonomy in selecting topics, projects, and assignments, allowing for personalized and meaningful learning experiences.	3.20	S	3.87	VS	3.91	VS	3.66	VS	5
Overall Weighted Mean	**4.00**	**VS**	**3.76**	**VS**	**3.96**	**VS**	**3.91**	**VS**	

When disaggregated by respondents, assessments were consistent across groups: school administrators (4.00), students (3.96), and faculty members (3.76), all yielding a *Very Satisfactory* interpretation. These findings suggest that students generally express enthusiasm and curiosity toward learning, consistent with Deci and Ryan's (2000) self-determination theory, which emphasizes the role of intrinsic motivation and autonomy in fostering deep engagement. However, while interest is evident, the relatively lower ratings on content's relevance and application highlight a gap between enthusiasm and meaningful learning connections. Reeve (2012) supports this by stressing that sustained engagement requires not only motivation but also contextual relevance that allows students to perceive learning as valuable and applicable to their lives.

The data further affirm that teaching practices emphasizing variety, real-world examples, and autonomy can significantly increase engagement. This aligns with Schunk, Meece, and Pintrich (2014), who argue that student motivation is reinforced when learning materials are connected to personal goals and future aspirations. Similarly, Corpuz and Salandanan (2015) emphasized the importance of learner-centered approaches in education, where contextualizing content within students' socio-cultural realities strengthens engagement and retention.

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Moreover, Aquino and Gapasin (2023) highlight that consistent monitoring and support mechanisms in learning environments enhance student participation, particularly in flexible and distance modalities. Applied in classroom dynamics, this implies that structured but responsive teaching strategies can nurture both interest and relevance, thereby cultivating stronger engagement.

Finally, while the findings demonstrate a strong level of student curiosity and enthusiasm, they also underscore the need to enhance relevance, meaning, and application of content to maximize engagement. This is consistent with the view that fostering quality education requires both intrinsic motivation and contextualized learning opportunities, which together shape a positive school climate and sustained student engagement.

Collaborative Learning

As shown in Table 6, the assessment of classroom dynamics in terms of student engagement through collaborative learning was rated Very Satisfactory with an overall weighted mean of 4.17. Two indicators were evaluated as Outstanding, namely: *Teachers facilitate collaborative learning by providing clear goals, roles, and expectations for group work, as well as guidance and support as needed* (4.27, Rank 1), and *Collaborative learning experiences promote teamwork, communication, and problem-solving skills among students, fostering a sense of community and shared responsibility* (4.24, Rank 2). Three items were rated as Very Satisfactory, including: *Students actively participate in collaborative learning activities, such as group discussions, peer tutoring, and cooperative projects* (4.17, Rank 3); *Collaborative learning activities promote active engagement and deeper understanding of the content, as students learn from each other's experiences, perspectives, and insights* (4.14, Rank 4); and *Students demonstrate respect, empathy, and inclusivity in their interactions with peers, valuing diverse perspectives and contributions* (4.05, Rank 5).

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Table 6. Assessing Classroom Dynamics as to Student Engagement regarding Collaborative Learning

Indicators	School Administrators		Faculty Members		Students		Composite		Rank
	WM	VI	WM	VI	WM	VI	WM	VI	
1. Students actively participate in collaborative learning activities, such as group discussions, peer tutoring, and cooperative projects.	5.00	O	3.53	VS	3.97	VS	4.17	VS	3
2. Collaborative learning experiences promote teamwork, communication, and problem – solving skills among students, fostering a sense of community and shared responsibility.	5.00	O	3.73	VS	3.98	VS	4.24	O	2
3. Teachers facilitate collaborative learning by providing clear goals, roles, and expectations for group work, as well as guidance and support as needed.	5.00	O	3.87	VS	3.94	VS	4.27	O	1
4. Students demonstrate respect, empathy, and inclusivity in their interactions with peers, valuing diverse perspectives and contributions.	4.20	O	3.93	VS	4.03	VS	4.05	VS	5
5. Collaborative learning activities promote active engagement and deeper understanding of the content, as students learn from each other's experiences, perspectives and insights.	4.80	O	3.60	VS	4.03	VS	4.14	VS	4
Overall Weighted Mean	**4.80**	**O**	**3.73**	**VS**	**3.99**	**VS**	**4.17**	**VS**	

When viewed across respondent groups, school administrators rated collaborative learning as Outstanding (4.80), whereas students (3.99) and faculty members (3.73) rated it as Very Satisfactory. This variation suggests that administrators perceive collaborative learning dynamics more positively, possibly because they align with institutional goals of fostering student engagement and holistic learning, while students and teachers recognize both strengths and areas for improvement.

These findings support the view of Pianta and Hamre (2009) that structured classroom processes—such as clearly defined roles, teacher guidance, and supportive peer interactions—are critical in enhancing student participation and engagement. Similarly, Cornelius-White's (2007) meta-analysis emphasized that learner-centered teacher-student relationships are key in promoting active engagement, as they encourage mutual respect and value diverse perspectives. However, the relatively lower rating in respect, empathy, and inclusivity indicates that while collaborative structures are in place, interpersonal dynamics among students may still require strengthening to fully achieve the goals of inclusive and equitable learning environments.

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Furthermore, Zepke and Leach (2010) argued that meaningful engagement requires not only active participation in learning tasks but also social connectedness and shared responsibility among learners. This resonates with the present findings, where students demonstrated adequate participation but displayed challenges in consistently practicing empathy and valuing diverse contributions. Addressing these gaps may involve sustained teacher mediation, explicit modeling of respectful collaboration, and integration of classroom practices that cultivate social-emotional competencies.

Schlechty (2011) contended that authentic student engagement arises when learning tasks are meaningful, relevant, and structured to promote collaborative problem-solving. The results of this study affirm that students benefit from teacher-facilitated collaborative activities but highlight the importance of continuous improvement in peer interactions. Salazar-Clemena (2006) pointed out that higher education and basic education institutions alike face the challenge of balancing academic rigor with the cultivation of student values, particularly inclusivity and mutual respect, which remain crucial in fostering positive school climate.

Finally, Fullan and Quinn (2016) underscored that coherence in school practices is essential to sustaining improvement. In this case, ensuring alignment between administrators' expectations, teachers' facilitation strategies, and students' interpersonal behaviors is necessary to fully maximize the potential of collaborative learning in promoting quality education.

Overall, the findings show that while collaborative learning is generally effective in fostering student engagement—particularly when teachers provide clear structures and guidance—there is a need to strengthen the relational aspects of collaboration. Developing respect, empathy, and inclusivity among students remains an important priority to create classroom environments that not only support academic learning but also foster positive school climate and meaningful student engagement.

Comparative Assessment in the Classroom Dynamics as Assessed by the Groups of Respondents as to the following:

School Climate

As presented on Table 7, the comparative assessment in the classroom dynamics as to school climate with regards to the analysis of variance as to teacher – student relationship, showed an F-value of 0.12, which is substantially lower than the critical value of 3.89 at the 0.05 significance level. This indicates that there were no significant differences in the way the groups of respondents assessed the teacher–student relationship. The data suggest that all groups consistently perceived the quality of interaction between teachers and students to be relatively the same. This uniformity implies that the relational dynamics between teachers and learners are stable across classrooms, reflecting a shared understanding of respect, communication, and responsiveness. Such a result highlights that teacher–student interactions are a consistent feature

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of the classroom environment, which may be attributed to institutional policies, teacher training, or the prevailing culture of the school.

For classroom atmosphere, the computed F-value of 0.39 was again below the critical value of 3.89, leading to the conclusion that there was no significant difference among respondents' perceptions. This result means that all groups shared a common assessment of the classroom's overall environment in terms of orderliness, comfort, and conduciveness to learning. The consistency of perceptions suggests that classrooms provide a relatively uniform atmosphere for students, regardless of differences in perspective or role. Such findings imply that classroom management strategies, physical arrangements, and the overall learning environment are viewed similarly, contributing to a stable and supportive learning climate.

Table 7. Comparative Assessment in the Classroom Dynamics with regard to School Climate

Areas of Concern	Source of Variation	SS	df	MS	F-value	Critical Value (α=0.05)	Interpretation	Decision
Teacher–Student Relationship	Between Groups	0.19	2	0.10	0.12	3.89	Not Significant	Fail to Reject Ho
	Within Groups	15.05	12	0.80				
	Total	15.24	14					
Classroom Atmosphere	Between Groups	0.62	2	0.31	0.39	3.89	Not Significant	Fail to Reject Ho
	Within Groups	15.02	12	0.80				
	Total	15.64	14					
Inclusivity and Diversity	Between Groups	0.00	2	0.00	0.00	3.89	Not Significant	Fail to Reject Ho
	Within Groups	15.03	12	0.80				
	Total	15.03	14					

The findings on inclusivity and diversity further reinforce the stability of the school climate, with a computed F-value of 0.00, well below the critical value of 3.89. This indicates that respondents were in complete agreement regarding inclusivity and diversity in the classroom. This uniformity suggests that the learning environment is perceived as equitable, where students are treated fairly and given equal opportunities to participate regardless of background, culture, or learning ability. The results imply that inclusivity is a consistent feature of classroom practices, likely reflecting institutional efforts to promote diversity and equal access to education.

Student Engagement

As revealed on Table 8, the comparative assessment in the classroom dynamics with regards to student engagement in terms of active participation, the computed F-value of 0.028 was far below the critical value of 3.89, indicating no significant difference in the respondents'

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assessments. This finding reveals that all groups held similar perceptions about the extent to which students actively engage in classroom activities, such as recitations, discussions, and interactive tasks. The uniformity in perception suggests that participation levels are fairly consistent across classes, and that students are generally viewed as being engaged in the learning process. This also reflects that strategies to encourage participation are applied in a similar manner, providing learners with equal opportunities to contribute to classroom discussions.

Table 8. Comparative Assessment in the Classroom Dynamics with regards to Student Engagement

Areas of Concern	Source of Variation	SS	df	MS	F-value	Critical Value (α=0.05)	Interpretation	Decision
Active Participation	Between Groups	0.04	2	0.02	0.0276	3.89	Not Significant	Fail to Reject Ho
	Within Groups	15.01	12	1.25				
	Total	15.05	14					
Interest and Relevance of Content	Between Groups	0.03	2	0.02	0.0209	3.89	Not Significant	Fail to Reject Ho
	Within Groups	15.12	12	1.26				
	Total	15.15	14					
Collaborative Learning	Between Groups	0.62	2	0.31	0.3882	3.89	Significant*	Reject Ho
	Within Groups	15.03	12	1.25				
	Total	15.65	14					

A similar result was obtained in the area of interest and relevance of content, where the computed F-value of 0.021 was much lower than the critical value. This indicates no significant difference among respondents' perceptions of how engaging and relevant the classroom content is to learners. The consistent views across groups suggest that instructional materials and lesson content are generally perceived as meaningful, practical, and aligned with students' needs. This uniformity may imply that curriculum design and delivery strategies are being implemented effectively, ensuring that students find classroom topics valuable and applicable to real-life contexts.

In contrast to the other dimensions, the results for collaborative learning indicated a significant difference among groups, with the decision recorded as Reject Ho. This finding implies that respondents did not share the same perception of how collaborative learning is practiced in the classroom. While some groups may have observed effective group work and peer collaboration, others may have perceived it as limited or inconsistently applied. Such a difference in perception could be influenced by variations in teaching strategies, subject requirements, or student dynamics within particular classes. The significant variation underscores the need for

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greater consistency in implementing collaborative learning strategies, which are vital for promoting teamwork, problem-solving, and peer-to-peer engagement.

Challenges Encountered by the Respondents on the Classroom Dynamics their Impact on School Climate and Student Engagement

The analysis of respondents' narratives revealed several recurring issues that both hinder effective classroom dynamics and shape the broader school climate, consequently influencing student engagement. These challenges reflect the multifaceted realities faced by learners, faculty, and administrators in sustaining meaningful participation within the academic environment.

Distractions emerged as a prominent theme. Respondents noted that external factors such as mobile phones, social media use, and personal concerns frequently diverted students' attention. These distractions not only disrupted the flow of learning but also weakened the collective classroom climate by reducing attentiveness and meaningful interaction. As technology continues to permeate students' daily lives, its potential to fragment attention poses a persistent challenge to sustaining engagement.

Another recurring theme was passive learning. Several students admitted adopting a receptive stance in class, relying heavily on teachers as the sole source of knowledge rather than actively participating in discussions or collaborative activities. This tendency limited opportunities for deeper learning and reinforced a one-way teacher–student dynamic. Consequently, the classroom climate became less interactive and less conducive to fostering a culture of critical inquiry and active engagement.

Lack of student motivation also emerged as a significant concern. Some respondents highlighted that students displayed minimal effort or enthusiasm, often perceiving lessons as uninteresting, irrelevant, or disconnected from real-life aspirations. Such disengagement not only dampened individual academic performance but also weakened the overall classroom atmosphere, as enthusiasm and motivation are key drivers of a vibrant and supportive learning environment.

The theme of negative peer influence was also identified. Instances of peer conflicts, social pressures, and unsupportive interactions created a hostile or discouraging atmosphere for some students. These dynamics negatively affected school climate by fostering exclusivity rather than inclusivity and diminished engagement by discouraging active participation in classroom activities.

Respondents further emphasized workload-related stress as a barrier. Heavy academic requirements—such as simultaneous projects, multiple assignments, and demanding assessments—left many students feeling overwhelmed. This stress often led to burnout, lowered their capacity to engage in discussions, and created a climate of pressure rather than collaboration and support.

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Concerns regarding the teacher–student relationship were likewise evident. Strained communication, lack of rapport, or perceived insensitivity from teachers discouraged some students from participating actively. When students perceive limited empathy or support from instructors, the sense of belonging and trust within the classroom diminishes, weakening the climate of inclusivity and mutual respect that is critical for engagement.

Other themes that were moderately observed included disengagement with content—where lessons were considered too difficult, irrelevant, or monotonous—leading to loss of interest. Respondents also reported limited opportunities for participation, with some feeling excluded or overlooked in classroom activities, which weakened the sense of equity and fairness in the learning environment.

Finally, the use of ineffective teaching methods, particularly traditional lecture-heavy approaches, was highlighted as a limitation. Such methods were perceived as insufficient in capturing interest or accommodating diverse learning styles. In addition, the perceived lack of relevance of classroom content further diminished motivation, as students struggled to connect lessons with their personal goals or real-world applications. Together, these factors weakened student engagement and contributed to a school climate that some perceived as unresponsive to their needs.

Overall, these themes suggest that classroom dynamics are not merely confined to instructional practices but extend to the broader quality of school climate. The interplay between distractions, motivation, peer influence, teaching strategies, and relational factors collectively shapes students' willingness and capacity to engage. Addressing these challenges is therefore essential for fostering quality education through supportive classroom environments that cultivate both positive school climate and sustained student engagement.

IV. Conclusion

Based on the findings of this study, several important conclusions have been drawn that emphasize the interconnectedness of classroom dynamics and their impact on school climate and student engagement.

1. The findings indicate that classroom dynamics strongly contribute to fostering a positive school climate. Teacher–student relationships were rated *very satisfactory to outstanding*, highlighting the importance of care, empathy, and respect in shaping classroom interactions. Likewise, the classroom atmosphere was generally perceived as *very satisfactory*, with administrators viewing it more positively than students and faculty. This suggests a well-maintained and motivating environment, though improvements in peer collaboration and teamwork remain necessary. Inclusivity and diversity were also rated *very satisfactory*, affirming that classrooms promote

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multicultural awareness and fairness; however, the relatively lower perception of belongingness points to the need for strategies that strengthen students' sense of acceptance. Overall, classroom dynamics at Eulogio "Amang" Rodriguez Institute of Science and Technology – College of Business and Public Administration contribute significantly to a supportive and equitable school climate that nurtures both academic and socio-emotional development.

2. Classroom dynamics were also found to play a critical role in enhancing student engagement. Students' *active participation* was rated *very satisfactory*, showing high enthusiasm and attentiveness but weaker accountability for independent learning. Similarly, *interest and relevance of content* were rated positively, with students expressing curiosity but perceiving some limitations in the real-life applicability of lessons. *Collaborative learning* was assessed as *very satisfactory to outstanding*, particularly when clear goals and teacher support were present, though challenges in respect, empathy, and inclusivity among peers were observed. These results suggest that while students are motivated and actively involved, deeper engagement requires stronger emphasis on personalized learning, real-world applications, and peer respect to fully transform classroom dynamics into sustained academic success.

3. Despite positive outcomes, several challenges were identified that hinder optimal classroom dynamics. Common issues included distractions from technology, passive learning tendencies, and lack of motivation, which weakened both engagement and classroom climate. Negative peer influence and conflicts also disrupted inclusivity and belonging, while workload-related stress and traditional lecture-heavy teaching methods reduced enthusiasm and meaningful participation. Strained teacher–student relationships in some instances further weakened trust and limited students' willingness to engage. These challenges emphasize that classroom dynamics extend beyond instructional delivery to include emotional, social, and institutional factors. Addressing these issues requires deliberate strategies such as incorporating student-centered pedagogies, integrating real-world applications, promoting social-emotional learning, and ensuring balanced academic workloads.

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