

Teachers' Instructional Competence and Classroom Learning Environment on English Language Learning Success: A Regression Analysis

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Abstract: The English performance of learners in the Philippines has continued to fall below proficiency standards, as reflected in national and international assessments showing persistent challenges in reading, writing, and comprehension. This study investigated the relationship and impact of teachers' instructional competence and the classroom learning environment on English language learning success among Grade 9 students in six public secondary and integrated schools in New Bataan District, Davao de Oro, for the school year 2024–2025. Using a quantitative descriptive-correlational design, 166 respondents completed adapted questionnaires measuring teachers' instructional competence (mastery of subject matter, teaching skills, classroom management, and assessment skills) and the classroom learning environment (content, teacher and student roles, atmosphere, and evaluation). Students' first-quarter English test scores served as indicators of learning success. Data were analyzed using mean, standard deviation, Pearson r , and multiple regression. Results revealed that both teachers' instructional competence and the classroom environment were rated as "Agree" and moderately evident. However, students' English performance was rated "nearly proficient," suggesting that favorable instructional and environmental conditions alone did not ensure full proficiency. Statistically no significant relationships or impacts were found between the independent variables and students' English performance, implying that other factors such as motivation, home language use, and socio-economic conditions may play a greater role. These findings highlighted the need for comprehensive interventions beyond classroom instruction, including enrichment programs, community involvement, and authentic language-use opportunities, to improve learners' proficiency and confidence in English.

Keywords: Classroom Learning Environment, English Language Teaching, Instructional Competence, Predictive Analysis, Philippines.

1. Introduction

Learners' language-learning success is influenced not only by linguistic and pedagogical issues but also by the richness of the classroom learning environment. A study by [1] found that students at the junior high school level who experience difficulties with vocabulary, grammar, and pronunciation tend to have difficulty articulating themselves well, which impedes their language acquisition. Likewise, these problems are

compounded by instructional strategies that fail to account for students' diverse learning needs. On the other hand, when students feel unsafe, unsupported, or judged in the classroom, their confidence and eagerness to use English suffer greatly, limiting their ability to achieve success in language learning.

A research project conducted in Japan illustrates the struggles that significantly impede learners' success in acquiring English. According to [2], one problem is the focus on grammar and heavy rote memorization, which denies learners the chance to engage meaningfully in communicative practice. This, coupled with a lack of confidence and fluency due to not being routinely exposed to real-life English conversations, constitutes the problem. Furthermore, the challenges posed by the tension and anxiety of high-stakes testing compel learners to adopt passive strategies that inhibit active engagement, imagination, and creativity in using language.

In addition, in the 2022 PISA assessment, Filipino students' English proficiency remained below the global average. Only 24% of Filipino students achieved Level 2 reading literacy, compared to 74% for the OECD average [3]. This indicates that most learners are unable to interpret main ideas and moderately complex texts, which significantly impacts their language learning achievement. In Davao City, English proficiency is among the best in the Philippines, ranking third at 609 [4]. Despite this, students still experience many difficulties in learning English. Apart from speaking difficulties, most students also have issues with vocabulary, grammar, and writing well and concisely.

Locally, several students at Cagan National High School in the New Bataan District struggle to understand and use English, especially when writing essays or even simple sentences. This is primarily due to their limited vocabulary and poor grammatical knowledge. In addition, most of them feel nervous and scared of making mistakes or feeling embarrassed in front of the class, which affects their confidence levels and makes it difficult for them to take part in class activities. Based on the results obtained by the school through the Phil-IRI, it was established that 31.81% of the 88 learners across grade levels

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are still at the frustration stage in reading comprehension and writing. This implies that many learners find it extremely difficult to perform both tasks and cannot do so successfully. However, the problems faced by learners are compounded by the lack of an effective learning environment, characterized by the absence of learner-centered approaches, English books, audiovisual aids, and technology, which makes it hard for teachers to perform well and for learners to be motivated.

Although research on the factors that influence success in English language learning has been extensive, there remains a significant gap in understanding how teachers' instructional competence and the classroom learning environment jointly influence students' performance. Whereas previous studies have established that teaching approaches, teacher performance, classroom dynamics, and the learning atmosphere all play a role in language acquisition, these variables have often been studied separately, without examining how they interrelate and influence learners' outcomes. Furthermore, most of the literature to date adopts qualitative or descriptive designs, with very limited use of regression models to assess the predictive strength of the variables. This gap, therefore, calls for a study that jointly investigates teachers' instructional competence and the classroom learning environment to explain English language learning success better locally.

2. Review of Related Literature

A. Teachers' Instructional Competence

Teachers' instructional competence plays a critical role in ensuring effective student learning, especially in language learning. A competent and knowledgeable teacher improves students' understanding using proper instructional strategies and methodologies [5]. If teachers properly convey lessons and present learning in alignment with students' needs, learners tend to acquire critical thinking and problem-solving skills [6]. For example, good teachers can help students learn vocabulary, grammar, and fluency in English, making the subject more accessible and interesting to them. Without good teachers, students may not understand the key ideas in the subject, leading to poor academic performance and a lack of interest in learning.

In addition to teaching presentation skills, the teacher's ability to create a conducive classroom environment also plays a critical role in students' performance. The teacher's classroom management skills encourage discipline and interest in learning among students, enabling them to learn attentively [7]. Teachers, too, through continuous self-improvement in teaching techniques, can enhance students' performance [8]. Differentiated instruction, for example, enables teachers to meet students' diverse learning needs based on their learning styles, helping them learn more efficiently. Teacher development, therefore, plays a critical role in enhancing the quality of education and ensuring students' future success.

As a result, its instructors' instructional ability was recognized as one of the main factors influencing students' overall academic success. It encompasses not only subject-matter expertise but also the ability to instruct, oversee

classrooms, and assess student learning effectively. According to [9], students instructed by teachers who score high on instructional ability perceive significantly better academic performance across multiple subjects, such as mathematics, science, and language. Instructionally competent teachers are better able to meet multiple learning needs, stimulate critical thinking, and maintain student interest, all of which are important considerations for students' overall academic achievement.

Moreover, these recent discoveries further underscore the growing importance of teachers' instructional competence in 21st-century education. Educators who implement student-centered techniques purposefully incorporate technology and use data-driven instruction are most likely to increase student achievement. According to [10], schools that have established a culture of Continuous Professional Development (CPD) for teachers have higher student academic performance.

B. Teachers' Instructional Competence and English Language Learning Success

Teachers' competence plays an effective role in enabling students to learn English, as evidenced by various research studies. A study conducted by [11] revealed that positive relationship between teachers' competence on students' English language proficiency which further explained that teachers' inability to teach in English, teachers' inability to read classroom interactions in English language, teachers' incompetency in English language, teachers' inability to express themselves in English language as well as teachers' inability to develop English language educational materials affect students' English language proficiency in secondary schools.

Likewise, the study of the relationship between teachers' English language competence and students' English language achievement is of great theoretical and practical significance. Teachers are a crucial element in students' learning process; they are both transmitters of knowledge and guides and role models [12]. Teachers' English proficiency directly affects their ability to understand and apply the content and methods of English education, with positive or negative effects on students' English performance [13]. Teachers with good English proficiency are more likely to organize classroom instruction and transfer knowledge to their students using richer, more accurate, and fluent expressions [14]. Thus, effective communication improves students' understanding and mastery of English, leading to overall improvement in listening, speaking, reading, and writing.

Accordingly, teachers' instructional competence has long been recognized as one of the principal determinants of students' learning outcomes in English. Study findings by [15] posit that effective instructional strategies, such as clear communication, scaffolding, and differentiated instruction tremendously improve students' understanding and language proficiency. When teachers are strong in these areas, their students are more willing to participate actively in English classes, which will improve their reading, writing, and speaking skills. In addition, he emphasizes teachers' professional development to ensure they are fully prepared to apply new

teaching approaches, which will influence their academic performance.

Apart from the instructional approaches, teachers' ability to create a conducive environment is also significant for language acquisition. Therefore, teachers who create a conducive environment help students build confidence in using the English language [16]. Moreover, [17] research found that effective classroom management and motivation can influence students' willingness to participate in class discussions, thereby enhancing their speaking and writing abilities. This indicates that teachers' ability is not only significant in shaping how students learn English language skills but also in motivating and building confidence in using English for learning the language in a more significant way.

In summary, extensive research has shown that teachers' instructional skills are vital to students' success in English acquisition. Effective teaching encompasses more than just subject matter knowledge; it also includes mastery of instructional strategies, classroom management, and evaluation skills, all of which contribute to increased student engagement, motivation, and academic performance. The literature shows that teachers who can communicate well, manage a diverse classroom, and deliver timely and fair assessments create a learning environment that helps students feel more confident and proficient in English. Moreover, integrating continuous teacher development and technology can enhance teachers' teaching skills by making them more sensitive to changing student needs. Finally, the teacher's role as a knowledgeable guide, competent communicator, and helpful facilitator is crucial for developing not only language competency but also critical thinking and lifelong learning abilities, which are required for academic achievement.

C. Classroom Learning Environment

The learning environment refers to the physical, social, and cultural environment in which learners learn. For English learners, the quality of the learning environment significantly impacts their learning outcomes. A good learning environment can improve learners' learning effectiveness and motivation and promote the positive development of English learning [18]. Accordingly, the learning environment directly affects the learning outcomes of English learners. A suitable learning environment helps learners to concentrate and improve their learning efficiency [19]. At the same time, it can also make learners feel relaxed and happy, fostering a positive learning experience. The learning environment at the physical level includes: the quietness of the learning place, the comfort level, learning resources and facilities, and so on.

A positive classroom learning environment is critical to student learning, as it fosters engagement, motivation, and academic achievement. As [8] posited, a supportive and well-organized classroom climate increases students' capacity to attend, engage actively, and memorize. Accordingly, a supportive classroom climate, where students feel secure and appreciated, fosters enhanced cognitive and emotional growth. In language acquisition, a dynamic and interactive classroom environment provides learners with the opportunity to practice

their communication skills without fear of judgment, thereby enabling them to improve their language skills. If the classroom is structured to encourage collaboration and interactive dialogue, learners become more confident in communicating ideas and engaging in effective learning processes [20].

D. Classroom Learning Environment and English Language Learning Success

The learning atmosphere and social support affect English learners' learning. A positive learning climate and supportive social environment can motivate learners and provide a favorable learning atmosphere and learning conditions. For example, a culture that values education and learning will motivate learners to learn English and enable them to receive support from their families, schools, and society. The presence of learning partners in the English learning environment has a positive impact on the improvement of English speaking and communication skills [21]. Peer interaction can also stimulate learners' motivation to learn, promote cooperation and competition among learners, and enhance learning effectiveness. Through communication and interaction with peers, learners can exercise their oral expression skills and enhance their understanding and use of language. Research has shown that positive peer interaction improves learners' English-speaking ability and listening comprehension [22].

Beyond emotional and social benefits, the physical and instructional aspects of the classroom environment also play a crucial role in student achievement. This is in accordance with [9] study, which highlighted that "the use of differentiated instruction strategies, flexible seating options, and diverse materials can accommodate various learning styles and make lessons more effective." Moreover, the study by [17] emphasized the importance of classroom organization and the clarity of the learning process in enhancing students' performance. In the English language learning classroom, a well-equipped, rich environment is vital for language development because it provides learners with opportunities to participate in various reading, writing, speaking, and listening activities.

Likewise, the classroom learning environment greatly affects students' academic performance in English. Research report shared by [23] on the effects of classroom environment on students' performance in the English language among senior secondary school students. Findings indicated that classroom size, seating arrangement, lighting, and the presence of teaching materials were positively associated with students' English academic performance. The research highlighted that a well-organized, resourceful classroom environment facilitates students' focus and motivation, resulting in better performance in English-language subjects.

In the same vein, [24] investigated the impact of the classroom environment on students' performance in English in urban secondary schools. The study found that factors such as teacher-student relationships, peer relationships, and the classroom's physical environment play a central role in shaping students' learning outcomes. The research concluded that a positive, encouraging classroom environment improves

engagement and comprehension, thereby enhancing proficiency and success in English language learning.

To sum up, the literature review above highlights the significance of the classroom learning environment in fostering English language learners' success. It is evident that a classroom learning environment, both physical and social/emotional, significantly influences English language learners' motivation, engagement, and academic success. A cheerful classroom environment enhances learners' concentration, minimizes stress, and improves collaborative learning, whereas culturally sensitive information enhances learners' motivation and interest in English language learning. In addition, a classroom learning environment plays a crucial role in enhancing English language learners' academic success. This aligns with the literature, which highlights the importance of adaptive teaching roles, constructive feedback, and formative evaluation in developing learners' confidence.

E. English Language Learning Success

The ability in English remains a significant factor in enhancing academic success worldwide. As [25] stated in their research on the relationship between proficiency in English and the academic performance of university students, the ability to communicate verbally, read, and use the language correctly plays a significant role in enhancing academic success. The research affirms the worldwide consensus that knowledge of the English language plays a crucial role in enhancing academic success.

In terms of context, [1] found that, in the Philippines, the main challenge for junior high school students to succeed in English class is difficulty with speaking, including vocabulary and pronunciation. Their study across different public schools in the Philippines found that these language obstacles directly affected students' confidence levels and test performance. The research stressed the necessity of curriculum updates and teacher training programs, especially those designed to address these general linguistic challenges among Filipino learners.

The achievement of English language learning in the 21st century depends on teachers and the classroom environment. It has been shown that teachers with effective teaching skills can encourage students to improve their English proficiency [26]. A good classroom environment also contributes to students' learning. [24] found that when teachers employ effective strategies and build positive relationships with students, learners excel in English. This emphasizes the role of trained teachers and an enabling learning environment to ensure learner achievement.

Moreover, an effective learning environment also diminishes tension and enhances confidence in learning English. A study by [27] found that both digital and conventional classrooms influence students' motivation and tension levels, which, in turn, affect their language abilities. When students are relaxed and motivated, they engage more and learn more. The results of this research show that both teachers' expertise and a well-structured learning environment are of crucial importance for successful English language acquisition.

In summary, the literature indicates that English language

acquisition is a significant factor in enhancing academic success globally, especially in the Philippines. It reveals that vocabulary and pronunciation problems significantly influence students' confidence and academic success, underscoring the importance of updated curricula and teacher training to address these issues. At the same time, it highlights the roles of teachers' expertise and a well-structured learning environment in enhancing English language acquisition. Thus, when teachers employ effective teaching strategies, establish strong relationships, and foster a supportive learning environment, students are more engaged in the learning process and more successful. Overall, this summary highlights the interrelated roles of professional teachers and a supportive learning environment in overcoming language barriers and achieving academic success in English.

3. Theoretical Framework

This study was grounded on Vygotsky's Sociocultural Theory of Learning, which posits that cognitive development is significantly influenced by social interaction, tools, and one's surrounding environment. According to [28], "the central point is that learning is a socially mediated activity in which students learn more effectively when guided by a capable adult in a supportive environment." At the heart of this theory is the Zone of Proximal Development (ZPD), defined as the gap between what students can accomplish on their own and what they can accomplish with supportive guidance from good teachers or peers. As far as English language acquisition is concerned, this theory highlights the role of teachers' instructional competence and learning environments in influencing students' language development. This theory further highlights that language acquisition is not only a cognitive activity but is also influenced by one's sociocultural environment.

Vygotsky's theory applies to this study because it emphasizes the role of teachers in facilitating learning and shaping the learning environment, both of which are crucial to the independent variables. Teachers' instructional competence and learning environment are closely intertwined in facilitating learning within the ZPD to enhance the dependent variable of English language learning performance. Competent teachers give appropriate scaffolding, feedback, and linguistic modeling to help students progress through their learning zones. Simultaneously, a happy, conducive classroom environment reduces fear, enhances engagement, and fosters meaningful relationships, all of which are essential for language development. Thus, through regression analysis, this study seeks to quantify the extent to which these two constructs, rooted in Vygotsky's theoretical lens, predict and influence learners' success in mastering English.

Moreover, the study's conceptual framework highlights the dynamic interface between teachers' instructional competence and classroom learning environment conditions in shaping learners' success in learning English. Teachers' instructional competence comprises four dimensions that provide the foundation for effective instruction, but its impact on learning outcomes is closely tied to the nature of the classroom environment. At the same time, a supportively structured

classroom learning environment, featuring five dimensions, can facilitate or impede the effectiveness of instructional practices. The framework is based on the postulation that optimal success in learning English requires competent teaching within a well-organized, interactive, and motivating classroom environment. This interplay indicates a situation in which the quality of learning and the context together influence students' performance in English.

4. Statement of the Problem

The main thrust of this study was to determine the significant relationship and impact of teachers' instructional competence and classroom learning environment on English language learning success in public secondary junior high schools in New Bataan District, Davao de Oro, for the SY 2024-2025.

Specifically, this study sought to answer the following questions:

1. What is the level of teachers' instructional competence as perceived by the respondents in terms of:
 - 1.1. General knowledge/mastery of the subject
 - 1.2. Teaching ability,
 - 1.3. Classroom management, and
 - 1.4. Assessment skills?
2. What is the level of classroom learning environment as perceived by the respondents in terms of:
 - 2.1. Subject content/view of learning,
 - 2.2. The teacher's role,
 - 2.3. Students'/peers' role,
 - 2.4. Classroom atmosphere/activities, and
 - 2.5. Evaluation procedures?
3. What is the level of learners' English language learning success in terms of their test scores?
4. Is there a significant relationship between teachers' instructional competence and English language learning success?
5. Is there a significant relationship between the classroom learning environment and English language learning success?
6. Can the domain of teachers' instructional competence significantly predict learners' English language learning success?
7. Can the classroom learning environment domain significantly predict learners' English language learning success?

5. Research Methods

This study employed quantitative research design with prediction analysis. According to [29], quantitative research involves systematic collection and analysis of numerical data to understand patterns, relationships, and trends. This study used a descriptive design to describe characteristics, situations, or a given state in terms of specified aspects or factors [30]. In this study, the researcher used a descriptive design to determine the levels of the included variables. Also, the study employed correlational research design, specifically predictive correlational research. Also, the research used a correlational

design to examine relationships between the independent and dependent variables and to determine whether the independent variables could significantly predict English language learning success.

Moreover, this research design was considered useful and appropriate by the researcher because it aimed to describe the levels of teachers' instructional competence and the classroom learning environment in relation to students' English language learning success in New Bataan District, Davao de Oro. It also allowed examination of the extent of relationships among variables in the study and determined whether the independent variables influenced the dependent or outcome variable, students' English language learning success.

In this research study, Andap National High School, Bantacan National High School, Camanlangan National High School, Cogonon Integrated School, Magangit Integrated School, and Tandawan Integrated School, public secondary and integrated schools located in New Bataan, Davao de Oro, were selected as the sites of interest.

This study consisted of 166 Junior High School students in Grade 9 from six selected secondary and integrated schools in the New Bataan District. In the study, the selected schools were Andap National High School, Bantacan National High School, Camanlangan National High School, Cogonon Integrated School, Magangit Integrated School, and Tandawan Integrated School. This study covered the School Year 2025-2026. To participate in the study, Junior High School students had to meet the following requirements: be officially enrolled at the Junior High School level during the data collection period. They had to complete the first quarter of the SY 2025-2026. They had to submit the signed informed assent form and the parental/guardian informed consent form. They had to be present in the scheduled data collection period of the study.

In addition, the study used a proportionate random sampling technique to ensure that participants were selected fairly and representatively. As a result, the stratified proportionate sampling technique effectively ensured that the different subgroups in the population were proportionately represented, thereby increasing the accuracy of the results obtained in the study. To determine the sample size, a Raosoft sample size calculator was used, with a confidence level of 95% and a margin of error of 5%. From the total population of 423 grade 9 junior high school students, the study required 166 sample respondents.

This study used two sets of questionnaires, each adapted and modified. The researcher adapted and modified these survey questionnaires to collect data to determine teachers' instructional competence, the classroom learning environment, and students' English language learning success. Moreover, the research basically chose these tools based on the variables and the study's focus. The first part covers the Teachers' Instructional Competence, as defined by [31], which the study used to collect data. The questionnaire contains four indicators, namely general knowledge/mastery of the subject matter, teaching skills, classroom management, and assessment skills. The second part was Classroom Learning Environment by [32], which [33] validated. The questionnaire consists of five

constructs: subject content/view of learning, role of the teacher, role of students/peers, classroom atmosphere/activities, and evaluation procedures. Meanwhile, the third part covers the first-quarter test scores of grades 9 students, which the study used to collect data.

6. Results and Discussion

A. Level of Teacher's Instructional Competence

Table 1 presents summary-level results on teachers' instructional competence, based on the identified indicators: general knowledge/mastery of the subject matter, teaching skills, classroom management, and assessment skills. It can be gleaned from the table the summary on how well teachers teach across the following indicators: General Knowledge/Mastery of the Subject Matter, Teaching Skills, Classroom Management, and Assessment Skills. The results show an overall mean of 3.47, indicating strong agreement, suggesting that teachers generally demonstrate a high level of instructional competence. The highest mean score of 3.49 was for General Knowledge/Mastery of the subject matter, and the lowest was 3.45 for Assessment Skills. The results show that teachers generally demonstrate competence across all areas, especially managing classroom environments.

Table 1
Summary of the level of teacher's instructional competence

Indicators	Mean	Descriptive Equivalent
General Knowledge/Mastery of the Subject Matter	3.49	Agree
Teaching Skills	3.48	Agree
Classroom Management	3.45	Agree
Assessment Skills	3.45	Agree
Overall Mean	3.47	Agree

The findings above support the existing study conducted by [5] who mentioned that teachers' instructional competence plays a critical role in ensuring effective student learning, especially in language learning. In addition to this, a competent and knowledgeable teacher improves students' understanding using proper instructional strategies and methodologies. Accordingly, if teachers properly convey lessons and present learning in alignment with students' needs, learners tend to acquire critical thinking and problem-solving skills [6]. For example, good teachers can help students learn vocabulary, grammar, and fluency in English, making the subject more accessible and interesting to them. Without good teachers, students may not understand the key ideas in the subject, leading to poor academic performance and a lack of interest in learning.

In addition, the teacher's ability to create a conducive classroom environment also plays a critical role in students' performance. The teacher's classroom management skills encourage discipline and interest in learning among students, enabling them to learn attentively [8]. Teachers, too, through continuous self-improvement in teaching techniques, can enhance students' performance [9]. Differentiated instruction, for example, enables teachers to meet students' diverse learning

needs based on their learning styles, helping them learn more efficiently. Teacher development, therefore, plays a critical role in enhancing the quality of education and ensuring students' future success.

Furthermore, a study opined and supported that teachers' instructional competence has long been recognized as one of the principal determinants of students' learning outcomes in English. Study findings by [15] posit that effective instructional strategies, such as clear communication, scaffolding, and differentiated instruction tremendously improve students' understanding and language proficiency. When teachers are strong in these areas, their students are more willing to participate actively in English classes, which will improve their reading, writing, and speaking skills. In addition, he emphasizes teachers' professional development to ensure they are fully prepared to apply new teaching approaches, which will influence their academic performance.

Apart from the instructional approaches, teachers' ability to create a conducive environment is also significant for language acquisition. Therefore, teachers who create a conducive environment help students build confidence in using the English language [16]. Moreover, [17] research found that effective classroom management and motivation can influence students' willingness to participate in class discussions, thereby enhancing their speaking and writing abilities. This indicates that teachers' ability is not only significant in shaping how students learn English language skills but also in motivating and building confidence in using English for learning the language in a more significant way.

B. Level of Classroom Learning Environment

Table 2 depicted the summary-level results for the classroom learning environment, covering the identified indicators: subject content/view of learning, teacher's role, students'/peers' role, classroom atmosphere/activities, and evaluation procedures. The table shows that all indicators had descriptive equivalents of 'agree,' with mean scores ranging from 3.19 to 3.43. The teacher's role posted the highest mean of 3.43, while the students'/peers' role posted the lowest mean of 3.19. The general mean of 3.22, labeled as agree, indicates that respondents' overall view a conducive and favorable classroom learning climate across all indicators.

Table 2
Summary of the level of classroom learning environment

Indicators	Mean	Descriptive Equivalent
Subject Content/View of Learning	3.32	Agree
Teacher's Role	3.43	Agree
Students'/Peers' Role	3.19	Agree
Classroom Atmosphere/Activities	3.37	Agree
Evaluation Procedures	3.41	Agree
Overall Mean	3.34	Agree

The results conform to the findings of the study conducted by [18] mentioned that the learning environment refers to the physical, social, and cultural environment in which learners learn. For English learners, the quality of the learning environment significantly impacts their learning outcomes. A good learning environment can improve learners' learning

effectiveness and motivation and promote the positive development of English learning. Accordingly, the learning environment directly affects the learning outcomes of English learners. A suitable learning environment helps learners to concentrate and improve their learning efficiency [19]. At the same time, it can also make learners feel relaxed and happy, fostering a positive learning experience. The learning environment at the physical level includes: the quietness of the learning place, the comfort level, learning resources and facilities, and so on.

A positive classroom learning environment is critical to student learning, as it fosters engagement, motivation, and academic achievement. As [8] posited, a supportive and well-organized classroom climate increases students' capacity to attend, engage actively, and memorize. Accordingly, a supportive classroom climate, where students feel secure and appreciated, fosters enhanced cognitive and emotional growth. In language acquisition, a dynamic and interactive classroom environment provides learners with the opportunity to practice their communication skills without fear of judgment, thereby enabling them to improve their language skills. If the classroom is structured to encourage collaboration and interactive dialogue, learners become more confident in communicating ideas and engaging in effective learning processes [20].

Likewise, the classroom learning environment greatly affects students' academic performance in English. Research report shared by [23] on the effects of classroom environment on students' performance in the English language among senior secondary school students. Findings indicated that classroom size, seating arrangement, lighting, and the presence of teaching materials were positively associated with students' English academic performance. The research highlighted that a well-organized, resourceful classroom environment facilitates students' focus and motivation, resulting in better performance in English-language subjects.

In the same vein, [24] investigated the impact of the classroom environment on students' performance in English in urban secondary schools. The study found that factors such as teacher-student relationships, peer relationships, and the classroom's physical environment play a central role in shaping students' learning outcomes. The research concluded that a positive, encouraging classroom environment improves engagement and comprehension, thereby enhancing proficiency and success in English language learning.

C. Level of English Language Learning Success

Table 3 presents the distribution of MPS and the corresponding levels of success in learning the English language among 166 Grade 9 learners. The distribution showed that many students ($n = 87$, 52.4%) had scores ranging from 50 to 74, indicating Nearly Proficient performance. A total of 31 students (18.7%) had scores between 75-89 at the Proficient level, while 8 students (4.8%) attained a score of 90-100 at the Highly Proficient level. Another 40 students (24.1%) had scores between 25 and 49, categorized as Low Proficient. No student received scores in the 0-24 range, categorized as Not Proficient. The computed overall mean percentage score was 60.48,

placing the learners' collective performance in the Nearly Proficient category.

Table 3
Level of English language learning success

MPS	Frequency	Percentage	Level of Proficiency
90 – 100	8	4.8	Highly Proficient
75 – 89	31	18.7	Proficient
50 – 74	87	52.4	Nearly Proficient
25 – 49	40	24.1	Low Proficient
0 – 24	0	0	Not Proficient
Total	166	100.0	
MPS: 60.475			Nearly Proficient

The level of English language learning success was nearly proficient. It has been observed that students' proficiency in English has been near proficient. This indicates that the students have satisfactory English proficiency; however, there is still scope for improvement. This implies that while the strategies and environment offered by the teachers in the current scenario have been conducive to students, they may not have been effective in enhancing students' proficiency in English. Such factors may have contributed to students' English language acquisition. Therefore, teachers should adopt more interactive and conducive strategies in the classroom that help students improve their English language acquisition from near proficient to fully proficient.

Such findings are further corroborated by recent research indicating that, despite the long history of English as one of the official languages and as a medium of instruction in the Philippines, learners achieve only "moderate" or "nearly proficient" levels. For example, in English language proficiency in the Philippines by [34], it is cited that even though English is still being used in the Philippines, there has been a "gradual deterioration" in the proficiency level of the Filipino in English over the years, as evidenced by declining rankings in world indices and substandard results in international exams in English. In another study, [35] in Students' Proficiency and Challenges in Filipino-to-English Translation observed that senior high school students manifest serious problems in translation tasks, especially in grammar, verb tenses, subject-verb agreement, and other structural components, which implies that such students manifest very low proficiency in writing and using formal English.

In keeping with this, studies conducted in Philippine schools also support the "nearly proficient" description of the Philippine learners. An example of this is the study "Students' Language Proficiency in English" by [36], which administered pre- and post-tests in listening, speaking, reading, and writing to freshman students in "English Plus" classes. The study found that students maintained "below average" English proficiency levels across all four macro-skills even after instruction; furthermore, there was no significant improvement in listening, indicating that, despite exposure, many learners remain below full proficiency. Similarly, in the study Factors Influencing Language Proficiency Among Grade 12 Learners in Relation to Their Performance by [37], it was mentioned that Grade 12 learners still experience problems in the effective use of the English language, which means that even at the point of near

completion of primary education, instead of achieving a high level of proficiency, the learners are still at a low level of proficiency in English.

Moreover, proficiency in English is considered a significant factor in students' academic success worldwide. As suggested by [25], the emphasis was placed on how proficiency in English language communication, reading, and writing improves students' academic success. In the Philippine context, [1] identified vocabulary and pronunciation challenges as significant challenges in the English learning process for junior high school students. Moreover, the studies emphasized the importance of the teacher's competence in students' success in their English learning process. As emphasized by [26] and [24] effective teacher use of classroom teaching strategies improves students' proficiency in English.

D. Relationship between Teacher's Instructional Competence and English Language Learning Success

Table 4 presents the results of the relationship between teachers' instructional competence and English language learning success. Table 4 further demonstrates the findings indicating the correlation between teachers' instructional competence and English language learning success. The table shows that the mean score for teachers' instructional competence is 3.45, with a standard deviation of 0.49. In contrast, the mean score for English language learning success is 24.19, with a standard deviation of 6.73. The calculated Pearson's r value of 0.057 indicates no relationship between the two variables, and the p -value of 0.463 indicates that the relationship is not significantly different at 0.05 level of significance. Thus, the null hypothesis stating that there is no significant relationship between teachers' instructional competence and English language learning success is accepted.

Table 4
Relationship between teacher's instructional competence and English language learning success

Descriptive Statistics	Teacher's Instructional Competence	English Language Learning Success
Mean	3.45	24.19
Standard Deviation	.49	6.73
Pearson's r	.057	
p -value	.463	

The findings showed that the relationship between teachers' instructional competence and English language learning success was not significant, indicating that variations in teachers' instructional competence did not have a measurable effect on students' English language achievement. Therefore, factors related to students' motivation, learning environment, prior knowledge, and living conditions, or exposure to English outside of class, may affect their language success more significantly. Although teacher competence is important, it is not the sole factor determining students' performance in English. Therefore, schools should take a more holistic approach by addressing several dimensions of learning, such as increasing students' motivation, providing sufficient learning materials, and fostering an environment that supports consistent use of English, while improving teachers' instructional

practices.

These align with recent studies indicating that teachers' instructional competence does not always translate into measurable gains in learners' English proficiency. A study by [38] examined the moderating effects of social media exposure and school type on the relationship between instructional competence and English proficiency among first-year college students in Mindanao. The results indicated no significant relationship between instructional competence and proficiency in English, suggesting that learners' digital engagement and informal language exposure are more determining factors in their language success than classroom instruction. Similarly, [39] investigated the predictive value of English proficiency for academic performance in Southeast Asian contexts and reported a low and statistically insignificant correlation between English proficiency and overall academic achievement. These findings suggest that demonstrating instructional competence by teachers may not always ensure students' successful language learning, as contextual and learner-centered factors beyond the classroom may intervene.

Moreover, studies have shown that the lack of association between instructional competence and English language performance is due to the mediating effects of variables such as student motivation, interpersonal dynamics, and socio-cultural background. As indicated by [40], in a comprehensive review of interpersonal teacher behavior in EFL settings, the author found inconsistent correlations between teacher competence and learner performance, underlining the mediating role of emotional support, rapport, and classroom climate. In line with this, [41] investigated teachers perceived English proficiency and self-efficacy and determined that the latter do not always translate into significant improvements in students' proficiency scores when classroom and external factors are controlled. Collectively, these studies confirm that, though teacher competence remains crucial for quality teaching, it does not solely determine the success of English learning due to the complex nature of English learning.

On the other hand, teachers' competence plays an effective role in enabling students to learn English, as evidenced by various research studies. Moreover, [11] mentioned the positive relationship between teachers' competence on students' English language proficiency which further explained that teachers' inability to teach in English, teachers' inability to read classroom interactions in English language, teachers' incompetency in English language, teachers' inability to express themselves in English language as well as teachers' inability to develop English language educational materials affect students' English language proficiency in secondary schools.

Likewise, the study of the relationship between teachers' English language competence and students' English language achievement is of great theoretical and practical significance. Teachers are a crucial element of students' learning process; they are both transmitters of knowledge and guides and role models [12]. Teachers' English proficiency directly affects their ability to understand and apply the content and methods of English education, with positive or negative effects on students' English performance [13]. Teachers with good English

proficiency are more likely to organize classroom instruction and transfer knowledge to their students using richer, more accurate, and fluent expressions [14]. Thus, effective communication improves students' understanding and mastery of English, leading to overall improvement in listening, speaking, reading, and writing.

E. Relationship between Classroom Learning Environment and English Language Learning Success

Table 5 presents the results of the relationship between the classroom learning environment and English language learning. It can be gleaned in table 5 the findings of the association between the classroom learning environment and English language learning success. As indicated in the table, the mean score for the classroom learning environment is 3.21 with a standard deviation of 0.42, while that of English language learning success is 22.21 with a standard deviation of 8.21. The calculated Pearson's r of 0.062 indicates a very weak positive correlation between the two variables, and the p -value of 0.36 indicates that the relationship is not statistically significant at the 0.05 level. Hence, the null hypothesis that there is no significant relationship between classroom learning environment and English language learning success is accepted.

Table 5
Relationship between classroom learning environment and English language learning success

Descriptive Statistics	Classroom Learning Environment	English Language Learning Success
Mean	3.21	22.21
Standard Deviation	.42	8.21
Pearson's r	.062	
p -value	.36	

The results indicated that the relationship between classroom learning environment and English language learning success was not significant, indicating that the quality of the classroom environment does not necessarily make much difference, either positively or directly, in students' performance in English. That is, even though there is a positive atmosphere in the classroom, it cannot be relied on as a factor likely to raise students' language standards significantly. Personal learners' motivation, study habits, out-of-school exposure to English, and availability of learning materials, among other factors, may play the most critical role. This means that improving English language learning necessitates an integrated approach that incorporates an engaging classroom environment with individualized support, effective teaching strategies, and extended opportunities for language practice. Hence, schools should aim to develop an integrated English learning program that encompasses classroom improvements and activities that foster active communication, self-directed learning, and the real-life application of language.

In support of this, [42] found that personal conditions, study habits, home-related factors, and lecturer-related variables have no significant impact on the academic performance of primary teacher education learners. Similarly, some studies have reported that the classroom learning environment has little or no influence on students' academic achievement in English. In

a study by [43], the researcher found that the perceived classroom environment was not significantly correlated with students' English achievement scores, indicating that environmental conditions alone cannot guarantee success in learning a language. These findings emphasize that the classroom environment contributes to learning but cannot be singled out as a determinant of English academic success.

However, the study further revealed that school-related concerns have only a slight influence on learners' academic outcomes. Thus, authorities and institutions need to focus on creating an even more conducive learning environment for the students. In this regard, it is evident that the learning environment is critical to academic success, as it encompasses the physical, social, and psychological settings in which learning occurs [17]. In fact, research has demonstrated that an effective learning environment is critical for improving student performance, while an unattractive learning setting is likely to limit academic growth [44]. In line with this, [24] emphasized that a conducive physical environment, positive interpersonal relationships, innovative teaching strategies, and fair assessment practices significantly contribute to learners' motivation and performance in English.

Further supporting these studies, other literature reviews also supported the findings and opined that a supportive classroom atmosphere, comprising a comfortable room setup, the presence of learning materials, and interaction among teachers and students, may enhance students' motivation and active participation in learning. In a favorable environment, students show better focus, motivation, and achievement of learning outcomes. According to [45], a supportive classroom learning environment entails effective instructional support, socioemotional support, and classroom organization management. The study by [46] found that the physical classroom environment greatly impacted students' perceptions of educational institutions and their engagement in the learning process.

Moreover, research by [47] shows a significant association between perceived learning environment and motivation. In relation to the above, the study conducted by [48] revealed that the classroom learning environment significantly affects students' academic motivation, as an appropriate classroom atmosphere fosters students' willingness to achieve academic goals. These findings highlight the need to create comfortable classroom conditions that take students' needs into account to make the learning process more efficient.

F. Regression Analysis of Teachers' Instructional Competence and English Language Learning Success

Table 6 presents the results of the regression analysis examining the relationship between teachers' instructional competence and English language learning success. Results of regression analysis in Table 6 show that none of the four domains of teachers' instructional competence, such as general knowledge/mastery of the subject, teaching skills, classroom management, and assessment skills, significantly predict English language learning success, as demonstrated by the R^2 value of 0.019, F -value of 0.797, and respective p -value of 0.53.

Table 6
Regression analysis of teachers' instructional competence and English language learning success

Model	Coefficients ^a		Standardized Coefficients Beta	T	Sig.
	Unstandardized Coefficients B	Std. Error			
(Constant)	17.522	4.685		3.740	.000
General Knowledge/Mastery of the Subject	-.704	1.317	-.052	-.535	.594
Teaching Skills	.625	1.281	.046	.488	.626
Classroom Management	1.033	1.356	.077	.761	.448
Assessment Skills	.961	1.406	.073	.683	.495
R ² = .019					
F = .797					
p-value = .53					
Dependent Variable: <i>English Language Learning Success</i>					

Table 7
Regression analysis of classroom learning environment and English language learning success

Model	Coefficients ^a		Standardized Coefficients Beta	T	Sig.
	Unstandardized Coefficients B	Std. Error			
(Constant)	23.540	5.455		4.315	.000
Subject Content/View of Learning	-1.201	1.311	-.082	-.916	.361
Teacher's Role	-.249	1.307	-.018	-.190	.849
Students'/Peers' Role	-1.434	1.390	-.089	-1.032	.304
Classroom Atmosphere/Activities	1.396	1.258	.100	1.110	.269
Evaluation Procedures	1.571	.980	.143	1.603	.111
R ² = .043					
F = 1.425					
p-value = .218					
Dependent Variable: <i>English Language Learning Success</i>					

That means only 1.9% of the variation in students' English performance is explained by teachers' instructional competence, and the model is insignificant. All the predictors reported p-values greater than 0.05, indicating that their individual contributions were meager and insufficient to explain variation in students' learning success. The findings imply that, though teacher competence is an important facilitator of instruction, it is not strongly and directly related to students' achievement in English, which again indicates that factors other than instructional competencies might play a more dominant role in influencing students' language learning outcomes. Thus, the null hypothesis was accepted, indicating that domains under a teacher's instructional competence cannot significantly predict English language learning success.

Table 6 shows that out of 4 indicators, namely general knowledge/mastery of the subject, teaching skills, classroom management, and assessment skills. No domain under teacher's instructional competence significantly predicts English language learning success.

Moreover, the regression analysis results show that the four indicators of teachers' instructional competencies, namely general knowledge/mastery of the subject, teaching skills, classroom management, and assessment skills, do not significantly predict English language learning success. This suggests that while teachers' competencies are very important in teaching, they may not be the key factor in determining students' achievement in learning the language. Other factors associated with the students may have a more significant impact on their language performance. These factors include students' motivation, learning attitude, exposure to English outside the classroom, and the availability of resources. This suggests that, for students' English-language performance to improve, a multifaceted approach is needed that goes beyond teachers'

competence. In this case, schools should not only focus on enhancing teachers' professional development but also strengthen students' programs and engage in activities that expand learners' exposure to English outside the classroom.

Such findings are consistent with those of [49] concerning teachers' instructional competence and their influence on academic performance. In this regard, it has been found that "teacher characteristics and competencies only account for approximately 9.2% of the variance in student outcomes; in other words, it is not very big when controlling for other predictors." Similarly, [50] reported a small, statistically insignificant correlation between competence and learners' achievement, which provides evidence that competence alone cannot serve as a significant predictor. In support of this, [51] emphasized that the lack of ICT literacy among teachers and the ineffective incorporation of technology into instruction, assessment, and communication may indirectly act as a barrier to students' academic success, further suggesting that instructional competence alone does not consistently translate into improved student performance.

In contrast, research evidence also underlines that teachers' pedagogical and instructional competencies can significantly enhance student learning outcomes if applied properly. For example, [52] found that pedagogical competencies directly affect students' academic performance, with the implication that teaching skills are crucial for improving achievement. Additionally, [53] reported that, among the components of teacher competence, general self-efficacy was the strongest predictor, positively predicting students' conceptual understanding and interest in the subject. Moreover, [54] noted that effective teachers' instructional skills foster students' engagement with and comprehension of activities, helping build a supportive learning environment that promotes

scientific literacy. Along the same lines, [55] argued that competent teachers promote dynamic and inclusive classes that develop students' knowledge, attitudes, values, and skills throughout life, indicating the broader developmental impact of instructional competence.

G. Regression Analysis of Classroom Learning Environment and English Language Learning Success

Table 7 presents the results of the regression analysis between the classroom learning environment and English language learning success. Finally, the results of the regression analysis presented in Table 7 show that none of the five indicators of the classroom learning environment, subject content/view of learning, teacher's role, students'/peers' role, classroom atmosphere/activities, and evaluation procedures, significantly predict English language learning success. The model yielded an R^2 of 0.043, indicating that only 4.3% of the variance in students' English performance is explained by these factors. With an F-value of 1.425 and a p-value of 0.218, the regression model is not statistically significant. Moreover, all predictors obtained p-values greater than 0.05, showing that none of the domains had a significant impact on English language learning success. Therefore, the null hypothesis that domains of the classroom learning environment do not significantly predict English language learning success was not rejected. These findings indicate that the classroom learning environment, while important for fostering engagement, does not significantly determine students' English language achievement in this study.

Out of 5 indicators, namely subject content/view of learning, teacher's role, students'/peers' role, classroom atmosphere/activities, and evaluation procedures. No domain under the classroom learning environment significantly predicts English language learning success.

Furthermore, the regression analysis indicates that none of the five scales representing the classroom learning environment, namely, subject content/view of learning, teacher's role, students'/peers' role, classroom atmosphere/activities, and evaluation procedures, significantly predict English language learning success. That means the classroom environment itself is not a strong predictor of students' English learning performance. This indicates that while there may be a supportive classroom atmosphere, a good classroom environment does not easily translate into substantial gains in proficiency. In this respect, factors such as learners' motivation, self-efficacy, language exposure, and personal learning strategies may be more relevant in determining success. Therefore, schools should adopt a holistic approach that combines an improved classroom environment with interventions that enhance learners' engagement, provide authentic opportunities for English communication, and strengthen motivation to achieve higher levels of English language proficiency.

These results are consistent with those of [56], who reported that aspects of the classroom environment, such as cohesiveness and satisfaction, negatively correlated with students' academic self-efficacy, thereby weakening the pathway from

environment to performance. Similarly, [57] found a "negligible relationship" between perceived classroom social environment and school progress/failure rates in secondary schools, underscoring how the social environment may matter less when other factors dominate. Moreover, a meta-analysis by the Consortium on Chicago School Research found that although the classroom environment showed a weak positive within-student relationship with grades ($\beta \approx 0.04$), the effect became virtually zero when students' non-cognitive factors (motivation, strategies, mindset) were controlled. Taken together, these findings suggest that while a positive social learning environment is desirable, its direct effect on academic performance is limited and largely mediated through individual psycho-social and cognitive processes.

Additionally, the study showed that a lack of a conducive classroom environment, a non-supportive teacher's attitude, a lack of pedagogical skills, and students' disruptive behavior create hindrances to effective teaching and better student learning [58]. However, this contrasts with [59] view, which holds that a wide range of other factors, such as institutional policies, governance structures, and financial stability, also determine the qualities and characteristics of the learning environment. Nonetheless, the findings of [23] support the idea that the classroom environment has a strong impact on students' academic performance in English language learning.

7. Conclusion and Recommendation

The study showed that teachers are moderately competent in general knowledge and mastery of the subject, teaching skills, classroom management, and assessment skills. It means that teachers are sufficiently competent in planning, delivering, and managing classroom instruction, yet there is still room for improvement to attain a higher standard of instructional quality. This moderate level implies that the teachers may have basic knowledge of pedagogy and content but may require further training to refine and diversify their approaches and to use more innovative strategies in English instruction.

Results also indicated that the classroom learning environment, as measured by indicators such as subject content and view of learning, teacher and peer roles, classroom atmosphere, and evaluation procedures, was also only moderately evident. Specifically, whereas schools do create a reasonably supportive and organized learning environment, it is not yet at an optimal level where students' learning engagement, collaboration, and motivation are fully nurtured. The moderate classroom climate suggests that, though positive teacher-student and peer interactions occur, constraints on creating a dynamic, learner-centered environment remain at work, one that effectively nurtures English language development.

Also, the study found that the level of English language learning success did not meet expectations, indicating that students' English performance remains below the desired proficiency level. While it has been established that teachers possess moderate instructional competence and that the classroom environment is moderately conducive, no significant influence of these factors on students' English language learning success was found. This could imply that even when

teachers' competence and classroom conditions improve, this will not readily translate into proficiency in the language. Other variables, such as motivation, out-of-school exposure, self-efficacy, and socio-cultural influences, may be more dominant in shaping English learning outcomes.

Moreover, regression analysis also showed that no domain in teachers' instructional competence or classroom learning environment significantly predicted English language learning success. Therefore, the findings emphasize that English proficiency is a multidimensional construct that develops due to combined pedagogical, personal, and contextual factors. The findings suggest that not only instructional and environmental components but also learner-centered interventions play an important role in enhancing students' engagement, their exposure to language, and their habits of self-directed learning. Therefore, a holistic approach to improving English language achievement calls for integrating teacher development, classroom innovation, and the establishment of learner support systems in future programs.

Based on the findings of this study, though teacher-related and environmental factors are identified as important contributors to students' academic experiences, they do not have a significant direct effect on English language learning success. Based on these results, the following recommendations are put forward to assist students, teachers, school administrators, policymakers, and future researchers in implementing practical, evidence-based strategies to enhance teaching effectiveness, classroom conditions, and overall English language learning outcomes.

Teachers are encouraged to strengthen their assessment skills by participating in professional development programs focused on designing effective assessments and giving timely feedback. Despite this, a general improvement in teaching strategies could be beneficial for English language acquisition.

Another possible option for administrators is to encourage a more active role for students/peers in the classroom by incorporating collaborative learning strategies. This could involve providing teachers and staff with resources and monitoring classroom activities to encourage students to take on a more collaborative role, which could improve English language acquisition.

Students can also benefit from additional activities such as reading clubs, language classes, or peer tutoring to enhance their English language skills. Interacting with others in English, inside and outside the classroom, can help students acquire more effective language skills, even in the face of a lack of significant predictors of teacher competence or classroom environment.

The parents can also support their children in learning English by providing learning materials at home and motivating learners to take part in English learning activities. This study's findings can help learners improve their English proficiency and confidence.

Lastly, future researchers can also examine other factors that may influence English language learning outcomes beyond teachers' competence and the learning environment, such as learners' motivation to learn English, since none of the factors

significantly predicted English proficiency.

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