

Correlating Student Satisfaction on Classroom Environment and Academic Performance in Tourism and Hospitality Education

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ABSTRACT

This study investigates the correlation between classroom environment and student satisfaction and academic performance among Tourism and Hospitality Management students at Olivarez College Tagaytay. Rooted in Astin's Input–Environment–Outcome (I-E-O) Model, Fraser's Learning Environment Theory, and Self-Determination Theory, the research explores how physical comfort, learning resources, interactivity, and emotional climate affect student experiences and outcomes. Using a descriptive-correlational design, the study gathered data from 289 students via a validated survey instrument. Results revealed that students were generally very satisfied with their classroom environment, particularly with interactivity and instructor support, though issues such as noise levels and service access received lower ratings. A significant relationship was found between classroom environment and student satisfaction, but not with academic performance. Moreover, classroom satisfaction varied significantly by year level, with fourth-year students expressing the highest satisfaction. Based on the findings, an Enhanced Classroom Experience Program (ECEP) is proposed to improve physical comfort, emotional climate, service utilization, and instructional strategies. The study underscores the importance of responsive, inclusive, and engaging learning environments in promoting positive student outcomes in tourism and hospitality education.

INTRODUCTION

The quality of education in the tourism and hospitality sector has become a pressing concern in recent years, particularly in light of global shifts in labor demands, learning preferences, and academic performance standards. As the world recovers from the disruptions caused by the COVID-19 pandemic, the education sector—especially practical-based disciplines like tourism and hospitality—has been urged to re-evaluate how learning environments impact student outcomes (World Tourism Organization, 2021). While numerous innovations in curriculum design and delivery have been implemented, questions remain about whether these changes are fostering optimal levels of student satisfaction and academic performance, especially in classroom settings where future professionals are trained.

In the Philippines, tourism and hospitality education holds a unique place due to the country's reliance on tourism as a major economic contributor. The Department of Tourism (2023) reported that the tourism sector contributed 6.2% to the national GDP in 2022, with significant growth projected in the coming years. Given this, educational institutions are expected to produce highly competent and motivated graduates capable of thriving in a service-centric and rapidly evolving global industry. However, despite this growing demand, many institutions continue to report persistent issues related to student disengagement, declining academic performance, and dissatisfaction with learning environments (Reyes & Salcedo, 2021).

A closer look at the dynamics inside classrooms—both physical and psychological—reveals critical gaps. For example, a recent nationwide student survey by CHED (2022) showed that 41% of tourism and hospitality students felt their classrooms lacked adequate facilities and emotional support structures, which they associated with feelings of burnout and demotivation. Similarly, studies have pointed out that substandard classroom environments negatively influence both student perception and retention of knowledge (Camacho & Javier, 2020). Although efforts have been made to enhance digital access and technological integration post-pandemic,

the foundational elements of the learning space—such as comfort, interactivity, and emotional climate—remain overlooked in many institutions.

Empirical research in similar educational contexts underscores the importance of an optimized classroom environment. In a study involving hospitality students in South Korea, Bae et al. (2022) found that curriculum engagement and emotional climate within the classroom significantly influenced students' satisfaction levels. Moreover, Lin and Chang (2022) observed that the school environment, especially teacher support and physical learning conditions, shaped students' professional identity and their capacity for innovation. While these studies confirm the value of the learning space, they also highlight a geographical gap: limited research has explored this relationship within the Philippine setting, particularly among private tertiary institutions in regional locations.

Olivarez College Tagaytay, situated in a semi-urban area of Cavite Province, provides an ideal locale for this investigation. The campus serves a diverse student population, many of whom come from both nearby provinces and urban centers. The geographic conditions of the college—marked by cooler climate, semi-rural landscapes, and moderate development—offer a different kind of learning atmosphere compared to the congested and highly urbanized universities in Metro Manila. This unique environment raises an important question: how do classroom conditions in such a locale influence students' satisfaction and academic performance in tourism and hospitality programs?

This study emerges from the need to understand this correlation more deeply and to respond to longstanding issues within the Philippine educational system. It seeks to examine how various classroom environment factors—such as physical comfort, learning resources, emotional climate, and classroom engagement—interact with student satisfaction and academic outcomes. By understanding these dynamics, the research aims to provide practical recommendations that can support the design of more responsive and effective learning environments, ultimately contributing to the holistic development of tourism and hospitality students.

Moreover, the rationale behind this study aligns closely with its main research problem: identifying whether significant relationships or differences exist between the perceived classroom environment and student outcomes, particularly when grouped by various profile variables. As institutions continuously strive to improve both the quality of instruction and student experience, this research can serve as a critical resource in informing policies, interventions, and institutional development programs tailored specifically to the unique context of tourism and hospitality education in the Philippines.

In recent years, concerns have grown regarding the quality of learning experiences among tourism and hospitality students in the Philippines, particularly in relation to classroom conditions and their influence on academic outcomes. Despite ongoing efforts to improve instructional methods and curriculum content, limited attention has been given to the role of the classroom environment in shaping student satisfaction and academic performance. Localized studies exploring this relationship, especially in private institutions outside Metro Manila such as Olivarez College Tagaytay, remain scarce.

This study seeks to address this gap by examining how the classroom environment—comprising both physical and psychological elements—correlates with the levels of satisfaction and academic performance among tourism and hospitality students. Furthermore, the study aims to determine whether students' perceptions vary according to their demographic and academic profiles, and how such insights can guide improvements in the learning environment.

Specifically, this research aims to answer the following questions:

1. What is the profile of the respondents in terms of:
 - Age
 - Gender

- Program enrolled
 - Year level
 - Academic performance
2. How do students assess the classroom environment in terms of:
- Physical comfort
 - Availability of learning resources
 - Interactivity and engagement
 - Emotional climate
3. How do students assess their level of satisfaction in terms of:
- Program / Course
 - Campus Environment
4. Is there a significant difference in the assessment of the classroom environment when grouped according to students' profile variables?
5. Is there a significant relationship between classroom environment and student satisfaction?
6. Is there a significant relationship between classroom environment and academic performance?
7. What Enhanced Classroom Experience Program (ECEP) can be proposed to improve student satisfaction and academic performance in tourism and hospitality education?

To address the research questions, the following null and hypotheses are proposed:

1. **H₀₁:** There is no significant difference in students' assessment of the classroom environment when grouped according to their profile variables (e.g., age, gender, program, year level, academic performance).
2. **H₀₂:** There is no significant relationship between the classroom environment and student satisfaction among tourism and hospitality students.
3. **H₀₃:** There is no significant relationship between the classroom environment and academic performance among tourism and hospitality students.

This study is anchored on Astin's (1993) Input–Environment–Outcome (I-E-O) Model, a foundational framework widely applied in higher education research to examine how various institutional and environmental factors influence student outcomes. According to Astin, student learning and development are functions of three core elements: inputs (student characteristics), environment (institutional experiences), and outcomes (learning or performance-related results). In the context of this research, the *classroom environment* represents the “environment,” while *student satisfaction* and *academic performance* serve as the primary outcomes. The model is particularly relevant because it recognizes that the interaction between students and their immediate learning environment directly impacts their educational experiences (Astin, 1993).

Building on Astin's work, Fraser's (2019) Learning Environment Theory adds specificity to what constitutes an effective classroom environment. Fraser emphasizes physical comfort, social-emotional support, availability of learning resources, and student engagement as critical dimensions that affect both motivation and achievement. Recent studies support this, noting that environments characterized by positive emotional climates and adequate

physical resources tend to improve not only learning outcomes but also student well-being (Zhang & Huang, 2021; Kim & Lee, 2023).

Furthermore, Self-Determination Theory (SDT) by Deci and Ryan, as applied in educational settings, also underpins this study. SDT posits that environments that support autonomy, competence, and relatedness foster intrinsic motivation and, ultimately, better performance and satisfaction (Ryan & Deci, 2020). In classroom contexts, this translates into settings that allow students to actively participate, feel supported by teachers and peers, and perceive their work as meaningful. When such psychological needs are met, students tend to thrive academically and emotionally (Martinez & Hernandez, 2021).

These theoretical foundations collectively inform the understanding that both the physical and psychological features of the classroom environment are essential contributors to how students feel about their educational experience and how they perform academically. The integration of these models provides a solid lens through which to examine the dynamic interplay of student inputs, environmental conditions, and learning outcomes in tourism and hospitality education.

The conceptual framework of this study illustrates the presumed relationships among three major variables: the classroom environment (independent variable), student satisfaction (mediating variable), and academic performance (dependent variable). Additionally, student profile characteristics such as age, gender, year level, program, are considered as moderating variables that may influence perceptions of the classroom environment or mediate its effect on outcomes.

This framework assumes that a positive and well-designed classroom environment will significantly influence both how satisfied students are with their educational experience and how well they perform academically. It also posits that satisfaction could play a mediating role—meaning that even when classroom conditions are favorable, how students feel about their learning experience can further enhance (or hinder) their academic performance.

This study focuses on examining the relationship between the classroom environment and two key student outcomes: satisfaction and academic performance, specifically within the context of tourism and hospitality education. The research is conducted among enrolled students at Olivarez College Tagaytay during the academic year 2024–2025, covering both Bachelor of Science in Tourism Management (BSTM) and Bachelor of Science in Hospitality Management (BSHM) programs.

The study investigates how students assess the physical and psychological aspects of their classroom environment—such as comfort, resource availability, interactivity, emotional climate, and how these assessments correlate with their levels of satisfaction and academic performance. It also considers student profile variables (e.g., age, gender, program, year level, etc.) to determine whether perceptions differ across demographic groups.

Quantitative data is gathered using a structured online questionnaire developed by the researcher, with validated Likert-scale items to ensure internal consistency and reliability. Descriptive and inferential statistical tools (e.g., weighted mean, t-test, ANOVA, correlation analysis) are used to analyze and interpret the results. The study aims to propose a context-specific intervention program—the Enhanced Classroom Experience Program (ECEP)—based on the findings.

While the study offers valuable insights, several limitations must be acknowledged.

The study is limited to one academic institution—Olivarez College Tagaytay only. The data collected relies on students' self-assessment of their classroom experiences, satisfaction levels, and academic performance. As such, it may be subject to personal bias, memory recall issues, or the tendency to respond in a socially desirable manner. The research is conducted at a single point in time, which limits the ability to capture changes or developments in perceptions and academic performance over time. Factors such as personal motivation, instructor teaching style, family support, or external academic stressors (e.g., part-time jobs, financial concerns) are beyond the study's scope but may nonetheless influence satisfaction and academic performance.

Despite these limitations, the findings are expected to provide practical implications and serve as a foundation for enhancing learning environments within tourism and hospitality education programs, particularly in similar institutional settings.

Tourism and Hospitality Management

Tourism and hospitality management is a dynamic and service-oriented field that emphasizes operational efficiency, customer satisfaction, and global competitiveness. According to Dighliya (2023), students are increasingly drawn to hospitality programs due to attractive career prospects and the promise of personal fulfillment within the service sector. This reflects the importance of integrating real-world applicability into classroom instruction to sustain student motivation and career commitment.

Similarly, Bae, Park, and Kim (2022) identified key drivers of student satisfaction, such as degree commitment and goal clarity, which link strongly to hospitality and tourism management success. These findings underscore the need for educational environments that nurture both academic and professional readiness.

Tourism and hospitality education plays a pivotal role in shaping future professionals who are expected to thrive in complex, multicultural service environments. Lin and Chang (2022) emphasized that institutional climate and classroom support help students develop a deeper professional identity and a stronger sense of innovation.

Additionally, Bae et al. (2022) found that satisfaction with student life and self-efficacy significantly influence learning outcomes in tourism and hospitality programs, pointing to the importance of cultivating an educational culture that supports personal and academic growth.

The classroom environment is a multidimensional construct encompassing physical, psychological, and social features that influence how students perceive and respond to the learning process. Choi, Heo, and Seong (2020) revealed that lighting and seating significantly affect students' satisfaction and engagement, confirming that seemingly minor environmental details have major effects on learner outcomes.

Kim and Schallert (2021) focused on the psychological environment, emphasizing that respect, inclusion, and emotional safety boost motivation and performance. Their research suggests that fostering emotionally intelligent and culturally responsive classrooms leads to more engaged students.

Jones, Kahn, and McLeod (2022) highlighted the social aspects of classroom environments, particularly peer support and interaction, as predictors of academic success and course satisfaction, advocating for a community-oriented approach to classroom management.

Physical comfort is a foundational aspect of any conducive learning space. Brooks and Hipps (2021) found that students in classrooms with adjustable seating reported greater participation and satisfaction compared to those in rigid, traditional setups. Their study advocates for ergonomic and flexible furniture in academic settings.

Nelson and McDaniel (2020) demonstrated that thermal comfort positively correlates with cognitive performance, as extreme temperatures disrupt attention and reduce learning efficiency.

Chang and Lin (2019) showed that natural and well-balanced artificial lighting improves alertness and reduces fatigue, promoting a healthier and more effective learning atmosphere.

Access to diverse and updated learning resources is vital to ensuring academic success. Lee and Choi (2021) found that students with access to current textbooks and supplementary materials demonstrated significantly higher satisfaction and performance. They emphasized the importance of institutional investment in learning materials, particularly for practical courses like hospitality.

Smith and Walters (2020) further argued that digital learning resources, such as e-books and learning management systems, contribute to deeper engagement and flexibility in learning. Their study observed that students who used these tools regularly developed better study habits and critical thinking skills.

Johnson, Reed, and Lee (2019) highlighted that library access plays a significant role in student performance, showing that students who frequently utilized library services were more likely to meet academic benchmarks and report higher course satisfaction.

Active engagement is central to meaningful learning experiences. Brown and Lee (2020) found that interactive strategies, such as problem-solving tasks and role-playing, significantly boosted student attention and participation, particularly in service-oriented fields like hospitality.

Kim and Park (2021) emphasized the role of technology in supporting engagement, observing that tools like interactive whiteboards and online forums encouraged collaborative learning and student initiative.

Johnson, Smith, and Wang (2019) also demonstrated that collaborative group work and team-based learning projects led to increased satisfaction and improved conceptual understanding among students in tourism programs.

The emotional atmosphere of a classroom plays a critical role in shaping student engagement and achievement. Jones and Smith (2020) concluded that classrooms marked by warmth, empathy, and mutual respect foster greater academic motivation and emotional resilience in students.

Miller and Johnson (2019) emphasized the importance of teacher empathy and approachability, noting that students who felt emotionally supported were more likely to participate actively and achieve higher academic performance.

Nguyen and Brown (2021) found that strong peer relationships and a sense of belonging reduced academic anxiety and boosted satisfaction levels, particularly in communal learning environments like hospitality programs.

Student satisfaction is a key metric in evaluating educational quality. Lee and Chen (2021) found that when course content is aligned with industry expectations, students are more motivated and confident in their career readiness, increasing overall satisfaction.

Nguyen and Tran (2020) emphasized the impact of student services—such as academic advising and counseling—on satisfaction, asserting that comprehensive support increases retention and fosters institutional loyalty.

Chen and Brown (2021) highlighted that curriculum alignment with current industry practices significantly improves course satisfaction, especially in tourism and hospitality where practical relevance is key.

Instructor effectiveness remains a cornerstone of successful student learning. Johnson and Lee (2020) found that students perform better when instructors demonstrate clear communication, organized content delivery, and consistent classroom management. These attributes significantly enhanced both comprehension and satisfaction.

Nguyen and Brown (2019) emphasized the importance of interactive teaching methods, showing that instructors who integrated real-life scenarios and multimedia into their lessons saw higher student engagement and academic performance.

Smith and Davis (2021) highlighted the value of instructor availability and student support. Their study revealed that students who felt their instructors were approachable and supportive reported a more positive learning experience overall.

Nguyen and Smith (2021) observed that access to mental health services, career counseling, and peer mentoring significantly improves overall satisfaction and retention in higher education.

Martinez and Hernandez (2022) linked satisfaction with support services to a stronger sense of campus belonging. Students who utilized extracurricular programs, tutoring, and wellness services expressed greater contentment with their academic environment.

Campus facilities contribute heavily to the holistic student experience. Lee and Kim (2020) concluded that modern classrooms and well-maintained buildings create a positive academic atmosphere that supports focus and learning.

Johnson and Brown (2019) emphasized that library access, study spaces, and technology-equipped classrooms are strong predictors of student satisfaction and productivity.

Johnson and Lee (2021) demonstrated that students who feel socially integrated are more likely to persist through academic challenges, indicating that peer engagement is essential for student success.

Academic performance is often used as a key indicator of student success. Smith and Brown (2020) found that students with strong self-efficacy and motivation are more likely to succeed academically, particularly when supported by constructive learning environments.

Nguyen and Davis (2022) confirmed that access to academic support services—such as tutoring and advising—plays a significant role in helping students meet performance expectations.

Academic standing also influences how students interact with the learning environment. Johnson and Martinez (2020) noted that high-performing students often report greater satisfaction with classroom resources and teaching strategies.

Nguyen and Park (2021) suggested that students with lower academic standing tend to experience more frustration, especially when resources are lacking or learning support is minimal.

Brown and Lee (2019) observed that students' perceptions of their own performance often shape how they respond to classroom challenges and engage with instructors.

METHODOLOGY

This study adopts a quantitative, descriptive-correlational research design to examine the relationship between the classroom environment and two key educational outcomes: student satisfaction and academic performance, among tourism and hospitality students. This design is appropriate for studies that aim to describe existing conditions, explore statistical relationships between variables, and draw conclusions without manipulating the study environment (Creswell & Creswell, 2018).

The descriptive component of the study seeks to understand how students perceive various elements of their classroom environment—such as physical comfort, emotional climate, learning resources, and interactivity—as well as how they assess their own satisfaction with program / course, campus environment and academic performance. These descriptive findings provide a detailed snapshot of the current educational landscape in the tourism and hospitality programs at Olivarez College Tagaytay.

The correlational component is used to determine whether statistically significant relationships exist between students' perceptions of their classroom environment and their levels of satisfaction and academic performance.

The study also investigates whether students' perceptions vary based on profile variables, such as age, gender, program enrolled, year level, and academic standing. These demographic and personal factors are important in understanding the diversity of student experiences and in developing inclusive strategies for improving the learning environment (Nguyen & Alvarez, 2021).

Data is gathered through a structured survey questionnaire, which uses a 4-point Likert scale to avoid neutral responses and encourage decisive feedback.

This design aligns well with prior studies in the field of hospitality education that have utilized correlational methods to explore student perceptions and outcomes (Bae, Park, & Kim, 2022; Lin & Chang, 2022). By using a descriptive-correlational framework, this study not only provides an empirical basis for understanding how

classroom environments affect students, but also informs the development of evidence-based interventions such as the proposed Enhanced Classroom Experience Program (ECEP).

The target population of this study consists of all officially enrolled students in the Tourism and Hospitality programs of Olivarez College Tagaytay for the academic year 2024–2025. This includes:

- 134 students enrolled in the Bachelor of Science in Tourism Management (BSTM) program
- 156 students enrolled in the Bachelor of Science in Hospitality Management (BSHM) program
- For a total population of 289 students

The respondents of this study are students enrolled in the Bachelor of Science in Tourism Management (BSTM) and Bachelor of Science in Hospitality Management (BSHM) programs at Olivarez College Tagaytay during the academic year 2024–2025. These students were selected using universal sampling to ensure equal representation of both programs in relation to their population size.

The main tool used in this study was a self-made survey questionnaire, specifically designed to measure the perceived classroom environment, student satisfaction, and academic performance of tourism and hospitality students. The development of the instrument was guided by extensive literature on learning environments, student engagement, and performance assessment in higher education (Fraser, 2019; Bae et al., 2022; Nguyen & Alvarez, 2021).

The questionnaire was constructed based on established indicators drawn from previous empirical studies and aligned with the variables stated in the research objectives. It consisted of four major parts such as the Respondents' Profile – the collected demographic and academic background information, including age, gender, program enrolled, year level, and academic standing. Classroom Environment – the assessed students' perceptions across four dimensions: physical comfort, availability of learning resources, interactivity and engagement, and emotional climate. Student Satisfaction – the measured levels of satisfaction with program/course and campus environment. Academic Performance – the captured self-reported academic performance through general weighted average (GWA).

Each item under the classroom environment, satisfaction, and performance sections was rated using a 4-point Likert scale, with responses ranging from 4 – Strongly Agree to 1 – Strongly Disagree, intentionally designed without a neutral midpoint to encourage more definitive responses (Allen, 2020).

To ensure content validity, the questionnaire was peer-reviewed by selected department heads from Olivarez College Tagaytay. Their professional expertise ensured that the instrument was both relevant and appropriate for the context of the study. Revisions were made based on their suggestions to improve clarity, structure, and alignment with industry-specific learning conditions.

For reliability testing, a pilot test was conducted among a group of 30 students from the same institution who were not part of the final sample. The instrument's internal consistency was evaluated using Cronbach's alpha, a widely accepted measure for testing reliability in social science research. The results yielded an alpha coefficient of 0.926, which is considered excellent (Taber, 2018), confirming that the instrument is suitable for capturing reliable responses in the actual study.

The combination of peer validation and statistical reliability testing reinforces the strength and appropriateness of the instrument for examining the correlations between classroom environment, student satisfaction, and academic performance.

The data gathering process for this study was carried out in a structured and ethical manner to ensure accuracy, reliability, and respect for the rights of the participants. Prior to actual data collection, the researcher sought and obtained formal approval from the Research Ethics Committee of Olivarez College Tagaytay and coordinated with the Dean for permission to conduct the study among enrolled students.

Once administrative approval was granted, the researcher conducted a pilot testing of the survey instrument with a separate group of 30 students from the same institution. These respondents were not part of the actual study sample. The results from the pilot test were used to check for clarity, consistency, and reliability. Using Cronbach's alpha, the instrument achieved a score of 0.926, indicating excellent internal consistency.

After confirming the reliability of the instrument, the finalized questionnaire was administered to the target respondents using a universal sampling method. The researcher distributed the questionnaire through online platforms, primarily Google Forms, to accommodate health and safety protocols and increase response efficiency.

The link to the online questionnaire was sent to all THM students based on the sampling distribution: 134 from the Tourism program and 156 from the Hospitality program responded accordingly. Respondents were informed of the study's objectives, assured of the confidentiality and anonymity of their responses, and advised that their participation was voluntary. An informed consent statement was included at the beginning of the survey, in compliance with ethical research standards (Bryman, 2021).

To ensure data integrity, the researcher implemented response validation features in the form, such as required fields and restricted submission to one response per participant. The survey was kept open for a period of two weeks, allowing ample time for students to participate at their convenience.

Once data collection concluded, all responses were reviewed and encoded in a spreadsheet format for statistical analysis. The researcher performed a preliminary data cleaning, which involved checking for incomplete responses or inconsistencies. Cleaned data were then imported into SPSS software for statistical treatment, including descriptive and inferential analysis to address the research questions.

Throughout the entire data gathering process, the researcher upheld strict ethical standards and ensured that all activities aligned with institutional guidelines and academic best practices (Creswell & Creswell, 2018). No coercion, incentives, or undue influence was applied to obtain participation, in keeping with ethical research conduct.

To ensure that the research findings are valid, reliable, and appropriately analyzed, this study employed a combination of descriptive and inferential statistical techniques using Statistical Package for the Social Sciences (SPSS) software.

Descriptive statistics were first applied to summarize and describe the essential features of the data collected. These included the frequency, percentage, mean, and standard deviation for variables such as students' demographic profiles, classroom environment perceptions, levels of satisfaction, and academic performance.

To determine whether students' perceptions of the classroom environment significantly differed when grouped according to their profile variables (e.g., age, gender, program, year level), appropriate inferential tests were used. Specifically: Independent Sample t-tests and One-Way Analysis of Variance (ANOVA).

To determine the strength and direction of the relationship between variables—such as between the classroom environment and student satisfaction, or between classroom environment and academic performance—Pearson's r correlation coefficient was used for normally distributed interval data.

The level of statistical significance was set at $p < 0.05$, which is the conventional threshold in educational and behavioral sciences. This means that there is less than a 5% chance that the observed relationships occurred by random variation alone.

Finally, reliability of the survey instrument was verified using Cronbach's alpha, which measures internal consistency across items in each subscale. A reliability score of 0.926 was obtained during the pilot test, indicating excellent reliability, as values above 0.90 are widely considered acceptable for high-stakes research (Taber, 2018).

Through these statistical treatments, the study was able to draw meaningful conclusions and identify key relationships and group differences that can inform improvements in tourism and hospitality education.

This study strictly adhered to ethical principles governing academic research involving human participants. Ethical approval was secured from the Research Ethics Committee of Olivarez College Tagaytay, ensuring that the entire research process complied with institutional and disciplinary guidelines for responsible conduct in research.

Before the actual data gathering, participants were fully informed about the purpose, scope, and nature of the study through a detailed informed consent form embedded in the questionnaire. In line with current research ethics standards, respondents were assured that their participation was entirely voluntary, and that they could choose to withdraw at any point without penalty (Bryman, 2021). The consent form clearly stated that the study involved no foreseeable physical, psychological, or social risks to participants.

To protect the privacy and anonymity of the students, no personally identifiable information (student ID numbers, or contact details) was collected. All responses were encoded and analyzed in aggregate form, with strict confidentiality maintained throughout the process.

Additionally, fairness and respect were observed in the recruitment of participants. No coercion, incentives, or undue influence was used to elicit participation. All students were approached in a respectful and inclusive manner, and instructions were provided clearly to minimize misunderstandings.

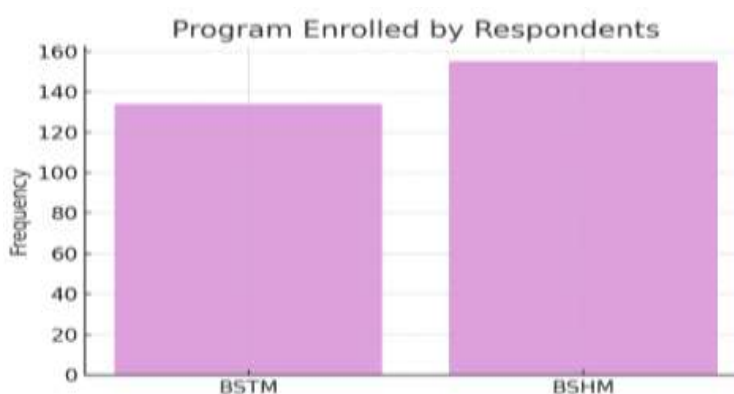
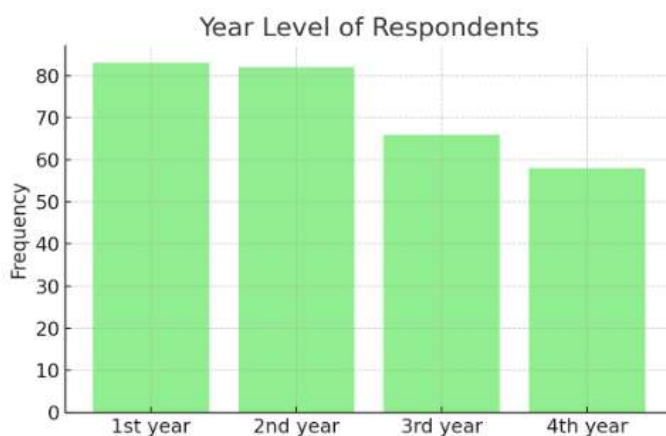
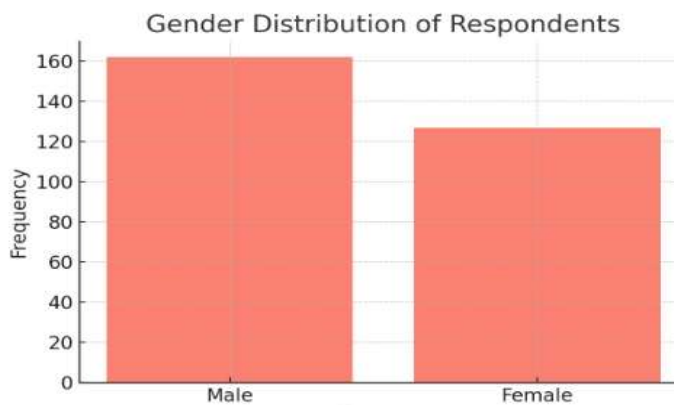
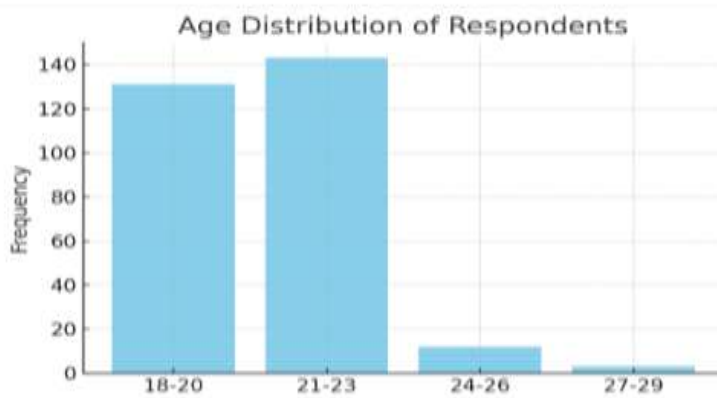
Finally, the researcher committed to honest reporting and transparent analysis of data, ensuring that findings were presented accurately, free from fabrication or manipulation. This study upholds the ethical responsibilities of academic research not only to protect participants, but also to contribute meaningfully and truthfully to the field of tourism and hospitality education.

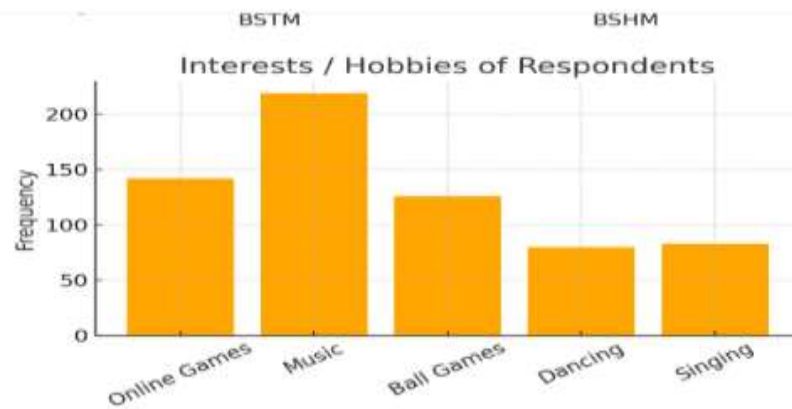
RESULTS

Table 1 The profile of the respondents.

Profile		Frequency Count	Percentage
Age	18 - 20	131	45.3%
	21 - 23	143	49.5%
	24 – 26	12	4.2%
	27 - 29	3	1%
Gender	Male	162	56.1%
	Female	127	43.9%
Year Level	1st year	83	28.7%
	2nd year	82	28.3%
	3rd year	66	22.8%
	4th year	58	20.1%
Program	BSTM	134	46.4%
	BSHM	155	53.6%
Interest/Hobbies	Playing online Games	142	49.1%%
	Listening to Music	219	75.8%
	Ball Games	126	43.6%

	Dancing	80	27.7%
	Singing	83	28.7%
	N	289	100%





Referring to the table one, majority of the respondents were aged 21 to 23 with 49.5% while the lowest age of the respondents were 27 to 29 with only 1% of the total respondents. Gender wise, majority of the respondents were male consisting of 162 male respondents at 56.1%. As for the year level, freshmen students were the majority of the respondents with 83 students accounting to 28.7% while the seniors of the 4th year level had the lowest respondents with only 58 students at 20.1%. BSHM students dominated the responses for the programs with 155 students accounting to 53.6%. Lastly for the hobbies or interests, majority of the students responded with listening to music as the top answer with 219 responses accounting to 75.8% while the lowest hobby or interest was dancing with 80 responses with 27.7%.

Table 1.1 The academic performance of the respondents.

GWA	Frequency	Percentage
98-100 (Exceptional – 1.00)	11	3.81%
95-97 (Excellent- 1.25)	34	11.76%
92-94 (Highly Superior- 1.50)	106	36.68%
89-91 (Superior- 1.75)	63	21.80%
86-88 (Very Good – 2.00)	52	17.99%
83-85 (Good – 2.25)	13	4.50%
80-82 (Average – 2.50)	7	2.42%
75-79 (Passed – 2.75)	3	1.04%
70-74 and lower (Failed – 5.00)		

Describing the table above, majority of the respondents had a general weighted average of 92 to 94 or 1.50 or highly superior. This accounts to 36.68% of the total respondents. As for the lowest score, there were 3 students who responded that their GWA is between 75 to 79 or 2.75 accounting to 1.04% of the respondents.

Table 2 The students assessment of the classroom environment.

PHYSICAL COMFORT	Mean	SD	VI
The classroom is well-lit and promote focus	3.46	.571	VS
The chairs and tables are comfortable for long sessions	3.41	.595	VS
The classroom is kept at a comfortable temperature	3.38	.666	VS
The noise levels in the classroom are minimal	3.25	.625	S
The classroom is clean and spacious	3.44	.543	VS

Mean Physical comfort	3.38	.507	VS
LEARNING RESOURCES			
Learning materials (books, modules, hand outs) are easy to access	3.46	.546	VS
Digital resources and internet access are reliable	3.27	.707	VS
Classrooms have updated facilities like projectors, screens or whiteboards	3.53	.547	VS
All tools needed for our practical subjects are accessible	3.45	.564	VS
Mean Learning Resources	3.42	.501	VS
INTERACTIVITY & ENGAGEMENT			
Our teachers encourage class participation	3.56	.544	VS
Activities and group work are often included in lessons	3.53	.540	VS
We feel involved and not just a listener in class	3.50	.547	VS
Class discussions help me better understand the topic	3.53	.546	VS
Mean Interactivity & Engagement	3.53	.493	VS
EMOTIONAL CLIMATE			
I feel safe expressing my thoughts and opinions in class	3.36	.609	VS
My classmates are respectful and cooperative	3.34	.620	VS
My teacher is approachable and supportive	3.48	.578	VS
The classroom atmosphere motivates me to study	3.38	.601	VS
Mean Emotional Climate	3.39	.516	VS
Level of students satisfaction in the classroom environment	3.43	.458	VS

As shown in table 2, the students' assessment of the classroom environment showed the highest mean of 3.56 or very satisfactory for "our teachers encourage class participation." The lowest mean score was for "the noise levels in the classroom are minimal" with a mean score of 3.25. Mean score for physical comfort is 3.43 or very satisfied while learning resources got 3.42 mean score. Interactivity and engagement got a mean score of 3.53 and emotional climate got 3.39. Overall, the students assessed classroom environment with very satisfied with a mean score of 3.43.

Table 3 The students level of satisfaction on program and campus environment.

PROGRAM/COURSE	Mean	SD	VI
I am satisfied with the topics covered in our course	3.56	.531	VS
I find the curriculum relevant to my future career	3.55	.539	VS
I am satisfied with how our instructors teach the subjects	3.50	.554	VS
Mean program course	3.54	.506	VS
CAMPUS ENVIRONMENT			

I receive enough from the school's services (eg: Guidance, Library, IT)	3.37	.576	VS
I feel that the campus facilities (classrooms, labs, library) meet my learning needs	3.44	.556	VS
I feel a strong of belonging with my classmates and teachers	3.44	.543	VS
Mean campus environment	3.41	.509	VS
Level of students satisfaction in the program and campus environment	3.47	.478	VS

Legend:

- 3.26 – 4.00 = Very Satisfied
 2.51 – 3.25 = Satisfied
 1.76 – 2.50 = No so Satisfied
 1.00 – 1.75 = Not Satisfied

Table 3 shows the students level of satisfaction on program and campus environment with “I am satisfied with the topics covered in our course” having the highest mean score of 3.56 or very satisfied while the lowest mean score of 3.37 was for “I receive enough from the school’s services.” Program / course got a mean score of 3.54 while campus environment got 3.41. Students’ assessment of the overall satisfaction in the program and campus environment is very satisfied with a score of 3.47.

Is there a significant difference in the assessment of the classroom environment when grouped according to students’ profile variables?

Table 4. Anova table for the level of satisfaction on the classroom environment when group according to profile.

Students Level of satisfaction on the classroom environment.		Sum of Square	Df	f	Sig	Decision
Age	Between groups	1.022	3	1.633	.162	Accept Null
	Within groups	59.474	285			
	Total	60.497	288			
Year level	Between groups	3.657	3	6.115	.000	Reject Null
	Within groups	56.807	285			
	Total	60.464	288			

Legend: P-value < .05 Reject Null Hypothesis

A one-way ANOVA was conducted to determine the difference in the level of satisfaction on the classroom environment when group according to profile. The data shows, age, $[F(3, 285) = 1.633, p = .162]$, since p-value > .05, the null hypothesis is accepted there is no significant difference in the level of classroom satisfaction across age distribution. This may imply that regardless of their age they are all very satisfied in the classroom environment.

While on the year level, $[f(3, 285) = 6.115, p = .000]$ the null hypothesis is rejected, there is a significant difference in the level of classroom satisfaction when group according to year level. Different year levels have different

classroom satisfaction levels.

Table 4.1 Post-hoc test sheffe method

Year level		Sig	Decision
1 st year (3.39)	2 nd year (3.39)	1.00	Accept Null
	3 rd year (3.34)	.931	Accept Null
	4 th year (3.65)	.009	Reject Null
2 nd year (3.39)	3 rd year (3.34)	.928	Accept Null
	4 th year (3.65)	.009	Reject Null
3 rd year (3.34)	4 th year (3.65)	.002	Reject Null

Post-hoc test sheffe method was utilized to further determine which among the variables has significant difference. The data revealed that among the year level it was the 4th year students has the significant difference among other year level, although they are all very satisfied.

Table 4.1 Independent sample t-test

Group	Mean	SD	T	Df	P-Value	Decision
Male	3.41	.419				
Female	3.46	.503				
t-test			.851	287	.385	Accept Null
BSTM	3.40	.405				
BSHM	3.45	.500				
t-test			.919	287	.359	Accept Null

Legend: P-value < .05 Reject null hypothesis.

An independent sample t-test was conducted to compare the level of satisfaction on the classroom environment among male and female respondents. Results indicated a no significant difference in level of satisfaction among males (M = 3.41, SD = .419) and females (M = 3.46, SD = .503), $t(287) = .851$, p-value = .385. Given that p value > .05, the null hypothesis is accepted, suggesting that regardless of gender the level of their classroom satisfaction is the same. While the when group according to program BSTM [(M=3.40, SD=.405) and BSHM (M = 3.45, SD = .500), $t(287) = .919$, p-value = .359 which is greater than .05 therefore the null hypothesis is accepted, there is no significant difference in the level of classroom satisfaction across program.

Is there a significant relationship between students classroom environment satisfaction and program/course satisfaction?

Table 5 Pearson correlation on the classroom environment and the program satisfaction

Category		Program satisfaction	Decision
Students level of satisfaction on classroom environment	Pearson Correlation	.858	Strong positive

	Sig. (2-tailed)	.000	Reject Null
	N	287	

Legend: P-value < .05 Reject Null Hypothesis

A Pearson correlation coefficient was computed to assess the linear relationship between the student's level of satisfaction on classroom environment and their program/course satisfaction. The data revealed that there is a strong positive correlation among the variables, $[r(287) = .858, p=0.00]$, since the p-value is less than .05 the null hypothesis is rejected, there is a significant relationship between the student's level of classroom satisfaction and their program satisfaction. This implies that as the level of classroom satisfaction goes higher their level of satisfaction to their program also goes higher.

Is there a significant relationship between classroom environment and academic performance?

Table 6 Pearson correlation on the classroom environment and their academic performance

Category		GWA	Decision
Students level of satisfaction on classroom environment	Pearson Correlation	.062	
	Sig. (2-tailed)	.292	Accept Null
	N	289	

Legend: P-value < .05 Reject Null Hypothesis

A Pearson correlation coefficient was computed to assess the linear relationship between the students level of satisfaction on classroom environment and their academic performance. The data revealed that there is no correlation among the variables, $[r(289) = .062, p=0.292]$, since the p-value is greater than .05 the null hypothesis is accepted, there is no significant relationship between the students level of classroom satisfaction and their academic performance.

DISCUSSION

The purpose of this study was to examine the relationship between the classroom environment and student satisfaction and academic performance among tourism and hospitality students at Olivarez College Tagaytay. Using a descriptive-correlational design, the study revealed several noteworthy findings that provide insight into how the learning environment affects student experiences and outcomes.

Perceptions of the Classroom Environment. Students generally rated their classroom environment positively, particularly in terms of emotional interactivity and engagement. The students assessed that their teachers encourage classroom participation. This aligns with the findings of Kim and Lee (2023), who emphasized that emotionally supportive and participatory classroom settings tend to enhance student engagement. Many respondents agreed that their instructors created a safe and respectful space, which helped them express ideas freely and collaborate with peers. However, a bit of a lower rating was noted for physical comfort particularly noise levels although students are still very satisfied. In connection with noise levels, it is to be noted that listening to music can enhance mood and reduce stress or anxiety which in turn can increase motivation to study and improve focus.

Student Satisfaction and Academic Performance. The majority of students reported moderate to high satisfaction with their academic experiences. Satisfaction was highest in areas related to instructor effectiveness an element consistently linked with positive learning experiences in hospitality education (Bae et al., 2022). This was evident when students' responses yielded that they are satisfied with the topics covered in their course.

Similarly, students who perceived their classroom environment more positively were also more likely to report better academic performance, suggesting a strong environmental influence on learning outcomes.

Interestingly, satisfaction with campus environment received relatively lower ratings. The students particularly assessed receiving enough from school services a bit lower. This finding supports the work of Martinez and Davis (2021), who found that even in institutions with strong instructional quality, lacking physical resources may hinder students' full learning potential.

There were also significant differences in classroom environment perception based on student profile variables, particularly year level. For instance, senior students reported higher engagement and satisfaction, likely due to their increased familiarity with program expectations and learning structures (Martinez & Santos, 2020).

To conclude the classroom environment significantly influences student satisfaction and academic performance. Differences in perception exist among students based on demographic and academic profile variables. Year level influence how students engage with their classroom environment.

Students are generally satisfied with teaching quality but express moderate concerns regarding campus environment particularly services. Improvements in these areas could further enhance academic outcomes.

These conclusions reaffirm previous research that underscores the importance of inclusive, interactive, and well-equipped learning environments in tourism and hospitality education (Nguyen & Alvarez, 2021; Kim & Schallert, 2021).

Based on the study's findings and conclusions, the following recommendations are proposed:

1. Develop and implement an Enhanced Classroom Experience Program (ECEP) that focuses on improving physical comfort (noise reduction), upgrading facilities, and promoting active learning strategies tailored to diverse learning styles.
2. Faculty development programs should emphasize emotional intelligence and inclusive teaching methods to maintain the positive emotional climate already present in many classrooms.
3. Campus administrators should regularly assess student satisfaction through structured feedback mechanisms, ensuring that learning spaces evolve based on current student needs and preferences.

By addressing both the physical and emotional aspects of the classroom, higher education institutions can create more responsive and engaging environments that support student growth, particularly in practice-oriented fields like tourism and hospitality.

Enhanced Classroom Experience Program (ECEP)

The Enhanced Classroom Experience Program (ECEP) is a strategic intervention developed in response to the findings of this study, which highlighted the significant role of the classroom environment in influencing student satisfaction and academic performance among Tourism and Hospitality students. Recognizing that effective learning extends beyond content delivery, the ECEP aims to create a more inclusive, engaging, and supportive learning atmosphere that caters to the diverse needs and preferences of students.

Grounded in student feedback and evidence-based practices, the program focuses on improving physical classroom conditions, enriching instructional strategies, strengthening emotional and social support, and enhancing access to learning resources. It also promotes active participation, feedback integration, and regular monitoring of learning experiences. Ultimately, the ECEP seeks to align the educational environment with the evolving expectations of 21st-century learners and the dynamic demands of the tourism and hospitality industry.

Objective	Action Steps	Stakeholders	Timeline	Expected Outcome	KPIs
1. Improve physical	- Conduct classroom audit for noise levels	Facilities Department	Summer Break	Enhanced focus and reduced	% of classrooms

comfort and classroom ergonomics		Academic Affairs Tourism and Hospitality Faculty		physical discomfort during classes	assessed for noise and comfort
2. Strengthen emotional climate and student-teacher rapport	- Conduct faculty development training on emotional intelligence - Promote inclusive and respectful classroom dialogue	Faculty Development Committee Student Affairs Office	During Faculty Development Event	Stronger classroom community and student confidence	% of faculty trained in emotional intelligence
3. Enhance support services awareness and utilization	- Social media campaigns on available services (guidance, library, IT, health) - Create digital info guides	Guidance Office Student Services Office Marketing/Comms Team	Continuous for the SY	Increased usage of academic and wellness support systems	% increase in student visits or usage of services (guidance, IT, health, etc.)
4. Monitor and evaluate classroom satisfaction and performance annually	- Develop satisfaction and performance survey tools - Analyze data to revise classroom strategies	Research Office Program Chairs Faculty Members	Every end of AY	Evidence-based improvements in teaching-learning environments	% improvement in satisfaction scores year-over-year

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Appendix A

Questionnaire

I am Ma. Mildred A. Lago, THM Department Head. I am conducting a research study entitled “Correlating Student Satisfaction on Classroom Environment and Academic Performance in Tourism & Hospitality Education.” May I ask a few minutes of your time to answer my survey questionnaire?”

By signing below, you acknowledge that you have been fully informed about the nature, purpose, and procedures of this study. You understand the potential risks and benefits, and you agree to participate voluntarily, with the right to withdraw at any time without penalty.

Thank you very much!

PART 1: RESPONDENT PROFILE (Please select or write your answers)

Age: _____

Gender: _____ Male _____ Female

Program: _____ BSTM _____ BSHM _____ Others

Year Level: _____ 1st _____ 2nd _____ 3rd _____ 4th

Top 3 Interest / Hobbies: _____

GWA (Gen. Weighted Average)

**use last sem* _____

PART 2: CLASSROOM ENVIRONMENT (How much do you agree with the following statements? Kindly check)

PHYSICAL COMFORT	4 Strongly Agree	3 Agree	2 Disagree	1 Strongly Disagree
The classroom is well-lit and promote focus				

The chairs and tables are comfortable for long sessions				
The classroom is kept at a comfortable temperature				
The noise levels in the classroom are minimal				
The classroom is clean and spacious				
LEARNING RESOURCES				
Learning materials (books, modules, hand outs) are easy to access				
Digital resources and internet access are reliable				
Classrooms have updated facilities like projectors, screens or whiteboards				
All tools needed for our practical subjects are accessible				
INTERACTIVITY & ENGAGEMENT				
Our teachers encourage class participation				
Activities and group work are often included in lessons				
We feel involved and not just a listener in class				
Class discussions help me better understand the topic				
EMOTIONAL CLIMATE				
I feel safe expressing my thoughts and opinions in class				
My classmates are respectful and cooperative				
My teacher is approachable and supportive				
The classroom atmosphere motivates me to study				

PART 3: STUDENT'S LEVEL OF SATISFACTION (How much do you agree with the following statements? Kindly check)

PROGRAM/COURSE	4 Strongly Agree	3 Agree	2 Disagree	1 Strongly Disagree
I am satisfied with the topics covered in our course				
I find the curriculum relevant to my future career				
I am satisfied with how our instructors teach the subjects				
CAMPUS ENVIRONMENT				
I receive enough from the school's services (eg: Guidance, Library, IT)				
I feel that the campus facilities (classrooms, labs, library) meet my learning needs				
I feel a strong of belonging with my classmates and teachers				

THANK YOU VERY MUCH!