



Azal Arts and Humanities

Volume 2, Issue 2, 2025 |
<https://azalpub.com/index.php/AAH>

OPEN ACCESS

RESEARCH ARTICLE

Article Info

Received: 10/5/2025

Accepted: 11/25/2026

Published: 12/30/2025

Clean and Green School Environment and Its Influence on Student Learning

¹ Corazon B. España

Northeastern College, Santiago City

Dibet Elementary School

Correspondence: corazon.espana@deped.gov.ph

Abstract

This study explored the clean and green school environment and its influence on student learning at Dibet Elementary School. Using a qualitative descriptive research design, the study examined how cleanliness and environmental practices affected learners' engagement, behavior, and learning experiences. Participants included selected teachers and learners who were purposively chosen based on their involvement in classroom instruction and school-based environmental initiatives. Data were gathered through school-site and classroom observations, semi-structured interviews with teachers, and focus group discussions with learners. Thematic analysis revealed three major themes: a clean and orderly environment enhances learners' focus and readiness to learn; green and eco-friendly practices promote positive learning attitudes; and clean and green initiatives encourage responsibility and positive learner behavior. Findings showed that clean classrooms and organized surroundings minimized distractions and improved learner concentration. The presence of greenery and environmental activities increased learners' motivation and emotional engagement, while participation in cleanliness routines fostered discipline, cooperation, and values formation. The study concludes that a clean and green school environment plays a vital role in supporting effective learning and holistic learner development. The findings highlight the importance of sustaining environmental practices as part of instructional and school improvement efforts in elementary education.

Keywords: *clean and green school environment, student learning, elementary education, qualitative study, school environment*

*Corresponding author: corazon.espana@deped.gov.ph

Suggested Citation:
 España, C. B. (2025). Clean and Green School Environment and Its Influence on Student Learning. *Studies in Technology and Education*, 2(2), 16-22.

Introduction

A clean and green school environment plays a vital role in promoting quality education and holistic learner development. Schools that maintain cleanliness, proper sanitation, and environmentally friendly practices provide learners with a safe, healthy, and conducive space for learning. Research has shown that a well-maintained physical environment positively affects learners' concentration, motivation, and overall academic performance. Clean classrooms, adequate waste management, and the presence of greenery contribute not only to physical well-being but also to learners' psychological comfort and readiness to learn.

At Dibet Elementary School, various clean and green initiatives have been implemented to promote environmental responsibility and improve the learning atmosphere. However, the extent to which these practices influence student learning and engagement has not been systematically examined. Understanding how a clean and green school environment affects learners' attitudes, behaviors, and academic engagement is essential in strengthening school-based environmental programs. This study was conducted to explore the influence of a clean and green school environment on student learning and to identify practices that support a healthy and effective educational setting.

The school environment encompasses physical, social, and ecological conditions that shape learners' educational experiences. A clean and green school environment includes proper sanitation, effective waste management, sufficient greenery, and an orderly school setting. These elements contribute to learners' health, safety, and comfort, which are essential for effective learning. Studies suggest that learners perform better academically when they are educated in environments that are clean, organized, and aesthetically pleasing.

In elementary schools, the impact of the learning environment is particularly significant because young learners are more sensitive to their surroundings. Despite the implementation of environmental programs in many public schools, challenges such as limited resources, inconsistent maintenance, and lack of stakeholder involvement persist. These challenges highlight the need to examine how clean and green practices are implemented at the school level and how they influence student learning, particularly in Dibet Elementary School.

Existing studies have established a strong link between school environment and student learning. Earthman (2004) emphasized that clean, safe, and orderly school facilities contribute to improved learner achievement and engagement. Similarly, Schneider (2002) found that physical conditions such as cleanliness, ventilation, and classroom organization significantly affect learners' academic performance and behavior.

Research by Hines, Hungerford, and Tomera (1987) highlighted that environmental education and green school initiatives promote positive attitudes and responsible behaviors among learners. In addition, Tanner (2009) reported that the presence of green spaces in schools enhances learners' attention, motivation, and cognitive functioning. In the Philippine context, studies have shown that school-based environmental programs foster discipline, cooperation, and positive learning behaviors among pupils, supporting both academic and values formation.

While numerous studies have explored the relationship between school environment and student learning, limited research has focused on clean and green school initiatives within specific public elementary school contexts. In particular, there is a lack of localized studies that examine how cleanliness and environmental sustainability practices directly influence learners' academic engagement and attitudes toward learning.

Moreover, few studies have documented the experiences of teachers and learners regarding clean and green programs at the school level. Addressing this gap, the present study investigated the influence of a clean and green school environment on student learning at Dibet Elementary School to provide context-specific insights that may inform school improvement initiatives.

Research Objectives

This study aimed to examine the condition of the clean and green school environment at Dibet Elementary School and its influence on student learning. Specifically, it sought to describe the school's clean and green practices in terms of waste management, sanitation, greenery and overall school cleanliness. It also aimed to explore students' learning experiences and behaviors within a clean and environmentally friendly school setting. Furthermore, the study intended to determine how a clean and green environment influences students' academic engagement, motivation, and attitudes toward learning. Lastly, the study aimed to identify challenges encountered in maintaining

a clean and green school environment and the strategies employed by teachers and school stakeholders to sustain environmental practices that support effective student learning.

Methodology

This study employed a qualitative descriptive research design to examine the clean and green school environment and its influence on student learning at Dibet Elementary School. A qualitative approach was considered appropriate as it allowed for an in-depth exploration of environmental practices and their perceived effects on learners within their natural school setting. The design focused on describing existing conditions, practices, and experiences without manipulating variables, thereby capturing authentic perspectives from teachers and learners. The participants of the study consisted of selected teachers and students from Dibet Elementary School. Teachers were purposively selected based on their direct involvement in classroom instruction and participation in school-based environmental programs such as cleanliness drives, waste segregation, and greening initiatives. Students were also purposively chosen to represent different grade levels and varying degrees of involvement in clean and green activities. Prior to data collection, permission was secured from the school head, and ethical considerations were strictly observed through informed consent from teachers, parental consent for student participants, and assurance of confidentiality and anonymity.

Data collection methods included school-site observations, classroom observations, semi-structured interviews, and focus group discussions. School-site observations were conducted to document the physical condition of the school environment, including cleanliness, sanitation facilities, waste management systems, and presence of greenery. Classroom observations focused on learners' behavior, engagement, and interaction during lessons conducted in a clean and green environment. Semi-structured interviews with teachers were used to gather insights on environmental practices, challenges in maintaining cleanliness, and perceived influence on student learning. Focus group discussions with students captured their experiences, attitudes, and perceptions of how a clean and green environment affected their motivation, comfort, and learning.

Data analysis followed a thematic analysis approach. All collected data were transcribed, carefully reviewed, and coded to identify recurring patterns and themes related to environmental practices and student learning. Themes were organized and interpreted to explain how the clean and green school environment influenced learners' academic engagement and behavior. To ensure the trustworthiness of the findings, triangulation of data sources and methods was employed, along with member checking to validate the accuracy of participants' responses. The methodology provided a systematic and credible approach to understanding the role of a clean and green school environment in supporting student learning at Dibet Elementary School.

Results/Findings

Theme 1: A Clean and Orderly School Environment Enhances Learners' Focus and Readiness to Learn

Findings revealed that a clean and orderly school environment positively influenced learners' ability to focus and participate in classroom activities. Observations showed that clean classrooms, proper waste disposal, and organized learning spaces helped minimize distractions and created a calm atmosphere conducive to learning. Learners appeared more attentive during lessons and demonstrated improved classroom behavior when their surroundings were clean and well-maintained. Teachers noted that cleanliness supported discipline and encouraged learners to value their learning space.

Participant Responses:

"The pupils listen better when the classroom is clean and organized," shared one teacher.

A learner stated, *"I feel comfortable studying when the room is clean."*

Another learner said, *"I can concentrate more when there is no trash around."*

These responses indicate that cleanliness directly supports learners' behavioral and cognitive engagement by creating a learning environment that is comfortable, orderly, and free from distractions. When classrooms and

school spaces are clean, learners feel physically at ease and emotionally secure, allowing them to focus their attention on instructional tasks rather than on discomfort or environmental disruptions. A clean environment also promotes positive behavior, as learners are more likely to observe rules, maintain order, and develop self-discipline when they are in a well-maintained space.

Moreover, cleanliness fosters a sense of responsibility and respect for the learning environment, encouraging learners to take ownership of their actions and participate more actively in classroom activities.

As a result, learners demonstrate improved concentration, sustained attention, and greater readiness to engage in learning tasks, which collectively enhance cognitive processing and meaningful participation in the teaching-learning process.

Theme 2: Green and Eco-Friendly Practices Promote Positive Learning Attitudes

The study found that the presence of plants, gardens, and green spaces contributed to positive learning attitudes among learners. Teachers incorporated environmental activities such as plant care and cleanliness drives, which helped learners develop responsibility and appreciation for nature. Learners showed enthusiasm during lessons conducted near green areas and demonstrated pride in maintaining their surroundings.

Participant Responses:

"They are excited when lessons are connected to our garden," a teacher explained.

A learner shared, *"I like taking care of plants because it makes our school beautiful."*

Another learner remarked, *"The school feels fresh when there are many plants."*

The findings suggest that green practices enhance learners' emotional engagement and motivation by creating a school environment that is pleasant, calming, and meaningful. The presence of plants, gardens, and green spaces contributes to a sense of freshness and aesthetic appeal, which positively influences learners' mood and emotional well-being. When learners are exposed to natural elements within the school setting, they tend to feel more relaxed, interested, and connected to their surroundings, making them more receptive to learning. Green practices also provide opportunities for experiential and values-based learning, as learners actively participate in caring for plants and maintaining the environment. This involvement fosters a sense of purpose, responsibility, and pride in the school, which further motivates learners to engage in classroom activities.

Consequently, a green and eco-friendly environment supports sustained interest, positive attitudes toward learning, and a deeper emotional connection to the school experience.

Theme 3: Clean and Green Practices Encourage Positive Learner Behavior and Responsibility

Results showed that clean and green initiatives encouraged learners to develop discipline, cooperation, and responsibility. Learners actively participated in cleanliness routines and environmental activities, which fostered teamwork and accountability. Teachers observed that learners became more mindful of their actions and demonstrated improved behavior inside and outside the classroom.

Participant Responses:

"They learned to clean not because they are told, but because they care," noted a teacher.

A learner stated, *"We work together to keep our classroom clean."*

Another learner said, *"I don't throw trash anymore because our school is clean."*

These responses indicate that clean and green practices contribute significantly to learners' values formation and development of social responsibility, which in turn positively support the learning process. Through regular participation in cleanliness drives, waste segregation, and environmental care activities, learners develop important values such as discipline, cooperation, respect, and accountability. Engaging in these practices encourages learners to become more mindful of their actions and their impact on others and the environment.

As learners internalize these values, they demonstrate improved behavior, stronger self-regulation, and greater willingness to collaborate with peers. This positive behavioral disposition creates a harmonious classroom atmosphere that is conducive to learning. Consequently, clean and green practices not only enhance environmental awareness but also nurture character development and responsible citizenship, which are essential foundations for effective and meaningful learning.

Discussions

The findings of the study affirm that a clean and green school environment plays a significant role in enhancing student learning at Dibat Elementary School. Cleanliness and orderliness supported learners' focus and readiness to learn, consistent with studies emphasizing the importance of physical learning environments in promoting academic engagement. The presence of greenery and eco-friendly practices further enhanced learners' motivation and emotional well-being, supporting literature that highlights the cognitive and psychological benefits of green school spaces.

Moreover, the study revealed that clean and green initiatives fostered positive learner behavior and responsibility. Learners' active involvement in maintaining cleanliness and greenery encouraged discipline, cooperation, and values formation, which are essential components of holistic education. These findings suggest that environmental practices should not be viewed merely as maintenance activities but as integral components of the teaching-learning process.

Conclusions

Based on the findings, the study concludes that a clean and green school environment significantly influences student learning at Dibat Elementary School. Cleanliness enhances learners' focus and classroom behavior, while green practices promote positive attitudes, motivation, and emotional engagement. Additionally, environmental initiatives contribute to learners' sense of responsibility and cooperation. Overall, maintaining a clean and green school environment supports not only academic learning but also the holistic development of learners.

Funding

This research received no external funding

Acknowledgment

The researcher would like to express their sincere gratitude to all individuals and institutions who contributed to the successful completion of this study. Special appreciation is extended to the research participants for their time, cooperation, and valuable insights, which greatly enriched the findings of this research. The author also acknowledges the guidance and support of mentors, advisers and colleagues whose expertise and encouragement were instrumental throughout the research process. Furthermore, appreciation is given to the institution that provided the necessary resources and academic environment conducive to the conduct of this study. Above all, to the Holy Creator, the researcher is deeply thankful for the perseverance, commitment, and collective effort that made this research possible.

Conflicts of Interests

The author declares no conflict of interest.

References

Abana, A (2021). A Scrutiny of K-12 Strands and the Learning Program Vis-à-vis its Academic Performance. *Psychology and Education Journal*. 58 (2): 7977-7984

- Andres, A. (2019). Achievement Goals and Mathematics Achievement of the Senior High School Students. *International Journal of English and Education*, 8 (2).
- Andres, A. (2023). Establishing Quality Instrument for the Summative Assessment of Pre-Service Elementary Teachers. *JETT*. 14 (3), 9-16).
- Andres, A.D. (2022). Metacognition and Performance in Mathematical Problem-Solving Among Bachelor of Elementary (BEED) Pre-service Teachers. *Central European Management Journal*, 30 (4). 86-95.
- Antonio, A. (2021). Syntactical Scrutiny: Inaccuracies in the Lesson Planning of Non- Language Pre Service Teachers. *International Journal of Arts, Sciences and Education*,
- Balog, P., & Gonzales, E. (2021). From Linguistic Landscapes to Teaching Resources: A Case of Some Rural Areas in the Province of Quezon. *International Journal of Arts, Sciences and Education*, 1(2), 23–44.
- Banares, A. J. (2022). Reinterpreting Sonnet 18 by William Shakespeare through Stylistic Analysis. *International Journal of Arts, Sciences and Education*, 3(July Special Issue), 189–204.
<https://ijase.org/index.php/ijase/article/view/163>.
- Bonoan, K. C., Bunagan, K. A., Calangi, A. D., Chan, E. P., Corpuz, L. P., Deseo, J. M., Suarez, R. H., Sumulong, B. I., & Flores, A. R. (2021). A Comparative Study on the Knowledge, Attitude, and Practices (KAP) on the Preventive Measures Against Covid-19 of the Residents in Rural (Lobo, Batangas) and Urban (Taguig City, Metro Manila) Areas in the Philippines. *International Journal of Arts, Sciences and Education*, 1(3), 77–123. Retrieved from <https://ijase.org/index.php/ijase/article/view/35>
- Buncag, R. (2022). Parent-Assisted Modular Reading Program: Its Effect on Reading Performance During the Covid-19 Pandemic of Grade 5 Pupils of Biwag Elementary School, Tallag Cabagan Isabela. *International Journal of Arts, Sciences and Education*, 3(July Special Issue), 39–50. <https://ijase.org/index.php/ijase/article/view/154>
- Butac, S. (2021). Communication Satisfaction: A Determinant for Faculty Job Satisfaction in State Universities and Colleges in NCR. 2 (1) : 286-305.
- Caranguian, C. B. (2022). Family-related Factors Influencing Success in the Licensure Examination for Teachers. *International Journal of Educational Sciences*. 38 (1-3), 62-69.
- Caranguian, C. B. (2023). Level of Parental Involvement as a Predictor of Academic Achievement and School Adjustment. *Universidad de Granada*.14(3), 138-143.
- Casil-Batang, P. (2021). Exploring Gender Sterotypes in 21st Century Philippine Narratives. *International Journal of Arts, Sciences and Education* 2(1): 61-70
- Casil-Batang, P. (2021). Focus of Experience in 21st Century Philippine Literature: A Content Analysis. *International Journal of Arts, Sciences and Education* 2(1): 1-14
- Clemente B. & Clemente, R. (2023). Reading Comprehension Competence of First Year Social Science Students. *International Journal of Arts, Sciences and Education*. 4 (30), 165-184.
- Clemente B. G (2019). Philippine Literature as a Vehicle to Strengthen Values Education. *The Asian EFL Journal*. 24(4), 443-468.
- Decena, A. J. (2021). A Survey on the Reading Difficulties Of K-12 Learners In Selected Tagalog-Speaking Provinces: Basis for Intervention. *International Journal of Arts, Sciences and Education*, 1(2), 219–226. Retrieved from <https://ijase.org/index.php/ijase/article/view/61>

Domingo- Alejo, J. (2022). Delving The Perceived Administrator's Personality in Basic Education Unit. CEMJ. 30 (4), 2052-2060.

Domingo- Alejo, J. (2023). [Exploring the Level of Morale of Teachers in Public Basic Education Unit](#). Rivista Italiana di Filosofia Analitica Junior. 14 (1), 482-496.

Earthman, G. I. (2004). Prioritization of 21st century school facilities needs. *Virginia Polytechnic Institute and State University*.

Hines, J. M., Hungerford, H. R., & Tomera, A. N. (1987). Analysis and synthesis of research on responsible environmental behavior: A meta-analysis. *The Journal of Environmental Education*, 18(2), 1-8.
<https://doi.org/10.1080/00958964.1987.9943482>

Novita, D., Manera, A. & Saboya, R.(2024).Global Education Through Local Lenses: A Qualitative Study on Teaching Practices in the Philippines and Indonesia Toward Achieving SDG 4. *Studies in Interdisciplinary Horizons*, 1(1), 11-20.

Schneider, M. (2002). Do school facilities affect academic outcomes? *National Clearinghouse for Educational Facilities*.

Tanner, C. K. (2009). Effects of school design on student outcomes. *Journal of Educational Administration*, 47(3), 381-399. <https://doi.org/10.1108/09578230910955809>

UNESCO. (2017). *Education for sustainable development goals: Learning objectives*. UNESCO Publishing.

World Health Organization. (2019). *Healthy environments for healthier populations: Why do they matter, and what can we do?* WHO Press.