

Influence of Physical and Environmental Factors on Students' Learning Environment Quality in EFL Classroom

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Abstract. This study investigates how classroom physical conditions and environmental arrangements influence the quality of learning, particularly in English as a Foreign Language (EFL) contexts. Conducted at SMA Negeri 1 Tirawuta, a semi-urban public high school in Indonesia, the Research focuses on how factors such as seating layout, lighting, ventilation, and acoustics affect student engagement and learning outcomes. Using a qualitative descriptive approach, data were collected through interviews, observations, and documentation involving teachers from various disciplines and the school principal. The findings indicate that while teachers implement interactive and student-centred instructional strategies, their effectiveness is often limited by inadequate facilities and inflexible classroom layouts. Poor ventilation, insufficient lighting, and overcrowded seating arrangements were found to reduce students' comfort, concentration, and participation. The study highlights the importance of integrating pedagogical improvement with infrastructural development to create a more conducive learning environment. Effective English teaching requires not only innovative teaching strategies but also supportive physical spaces that facilitate meaningful classroom interaction.

Keywords: Classroom arrangement, Classroom management, English language teaching, Learning motivation, Physical environment.

1. INTRODUCTION

The physical environment of schools and the way learning spaces are arranged have long received significant attention in education, particularly in English language teaching, which requires active participation, high focus, and full student engagement. Previous Research has shown that the quality of the physical school environment, such as spatial arrangement, lighting, air circulation, sound, and comfort of learning spaces, significantly impacts the learning process and student academic outcomes [1], [2]. A physically comfortable learning environment can increase enthusiasm for learning, reduce anxiety, and improve students' thinking skills [3], [4]. This aligns with the argument that a well-organized learning environment not only increases student engagement but also fosters a more interactive and enjoyable learning experience [5]-[7].

Previous Research has extensively addressed physical elements of classrooms such as air quality, lighting, seating layout, and cleanliness [8], [4], [9]. These studies suggest that clean air plays a role in improving students' concentration and academic performance, while good sound quality can reduce distractions and help students understand teacher explanations.

However, previous studies generally provide broad overviews and have not specifically examined how these physical conditions interact with local social and cultural factors in Indonesian schools, particularly at SMA Negeri 1 Tirawuta. This study presents an innovation by combining analyses of classroom physical conditions, teacher-student interactions, and the prevailing learning culture. Therefore, this study not only examines the technical conditions of classrooms but also aims to provide comprehensive insights into how spatial management and the school's social environment jointly influence student comfort and motivation to learn [10]-[12].

Furthermore, this study emphasizes the reality of limited facilities and how teachers and students attempt to overcome physical limitations in classrooms, a perspective that has not been widely explored in previous Research. This approach makes a novel contribution to the learning environment literature by

demonstrating the practical application and adaptation of classroom conditions in secondary education in Indonesia.

The Research of Irbah and Armida emphasizes that students' motivation is also influenced by the physical condition of the classroom [13]-[15]. An environment that is cramped, noisy, or untidy can reduce students' enthusiasm for learning. Additionally, the arrangement of the learning space that supports collaborative learning, such as seating in groups or circles, has been shown to increase student participation in discussions and language activities [16]. Research by Othman et al. even indicates that a student-friendly learning environment can enhance students' creativity, independence, and emotional engagement in learning [2]. The student's creativity often shows how deep interest to that lesson. Independence bears capability in subject learning and emotion control appears continuity [12]-[14].

The location of this Research, SMA Negeri 1 Tirawuta, was chosen because the school represents the conditions of secondary schools in semi-urban areas that are still developing. Based on initial observations, the school's learning environment still faces challenges, including uneven lighting, poor ventilation, and conventional classroom layouts. On the other hand, the school has a high commitment to improving the quality of learning, including in the context of English Language Teaching (ELT). Therefore, this Research is expected to provide practical recommendations for the school to create a more conducive, interactive, and supportive learning environment that supports students' academic achievement.

Based on the background mentioned above, this Research focuses on two main Research problems: how the physical condition of the school affects the quality of the learning environment for students in the context of English Language Teaching (ELT) at SMA Negeri 1 Tirawuta, and how the arrangement of the school environment affects students' motivation and participation in English language learning at the school. In line with these Research problems, this study aims to analyze the influence of the school's physical conditions on the quality of the learning environment for students in English learning and to explore the impact of the school environment arrangement on students' learning motivation and participation in English language learning activities.

This Research is expected to provide theoretical and practical benefits. Theoretically, this study can enrich previous Research on the relationship between school physical conditions, learning environment layout, and learning quality, particularly in the context of English language teaching. In practice, the results of this study can be used as considerations for schools in developing learning environment layout policies that support improving the quality of English language learning, as well as providing input to teachers in arranging classroom environments to support better student interaction, concentration, and participation in learning.

Based on the literature review, most previous studies have focused on the general relationship between the physical school environment and student learning outcomes [1], [2], [4]. However, several aspects remain understudied. First, the context of English language teaching is rarely a primary focus in Research on the physical school environment [16], [20]. Second, Research in semi-urban areas with limited facilities is still scarce [21], [22]. Third, most studies focus solely on academic outcomes without examining the relationship between physical conditions, learning motivation, and student participation [5].

From a literary perspective, the physical environment of a school plays a crucial role in the success of the learning process. Previous Research has shown that spatial layout, lighting, ventilation, and acoustics are closely related to student academic achievement. Che Ahmad and Amirul confirmed that tidy classrooms improve student concentration and reduce learning distractions [1]. Research by Stafford [8] and Wargoeki et al. also supports this by showing that good air quality impacts students' physical health and concentration, thereby improving learning outcomes [4].

Furthermore, student learning enthusiasm not only depends on internal factors such as interests and learning goals, but is also influenced by external factors such as the design of the learning space. Research by Mardiah and Puspita shows that comfortable and tidy classrooms create a pleasant learning atmosphere and encourage student engagement [5]. A.T. Hasnanto. [23] Also emphasize that classroom layouts in groups or circles encourage collaboration, discussion, and more intense interaction between students. In English learning, a spatial arrangement that supports communication is crucial because speaking and listening skills require optimal interaction [20], [21].

English language learning requires a learning environment that allows students to actively participate, listen clearly, and speak confidently. M. A. Saputa et al. [16] stated that language learning requires a classroom that is free from distractions and a layout that facilitates visual contact between students. It is also found that a welcoming classroom enhances creativity and emotional engagement, two important aspects of foreign language acquisition [23], [24]. Therefore, the physical design of the learning space plays a crucial role in improving students' communication skills. Many previous studies have focused on urban schools with comprehensive facilities [21], [22]. However, conditions in semi-urban schools, such

as SMA Negeri 1 Tirawuta, are often different. Research by Irbah and Armida [13] found that limited facilities, such as inadequate lighting, improper measurement, and conventional spatial layouts, hinder efforts to create interactive learning environments. Therefore, Research in semi-urban contexts is necessary to find solutions that reflect real-world conditions.

2. METHOD

Research Approach and Design

This study employed a descriptive qualitative approach to explore teachers' and students' perceptions of how school physical conditions and classroom arrangements affect the quality of English language learning. A qualitative approach was chosen because it allows a comprehensive understanding of classroom practices and lived experiences in their natural context [25].

Research Location and Participants

The Research was conducted at SMA Negeri 1 Tirawuta, East Kolaka Regency, Southeast Sulawesi Province, from July to August 2025. This school was purposively chosen because it reflects the characteristics of semi-urban schools in Southeast Sulawesi, where infrastructure is developing but not yet comparable to urban schools. Such a context provides valuable insights into how physical classroom conditions affect English learning in underrepresented areas.

Participants consisted of seven teachers from different subject areas, including English, science, social studies, language, and religious education, as well as the school principal. They were selected through purposive sampling based on several criteria: (1) active involvement in classroom teaching and school management, (2) a minimum of three years of teaching experience, and (3) familiarity with the school's physical and learning environment [26]. The inclusion of teachers from various disciplines and teaching backgrounds enriched the findings by providing diverse perspectives on how classroom arrangements and physical conditions influence the overall quality of teaching and learning.

Data Collection Techniques

Data were collected using three techniques to capture comprehensive perspectives on classroom conditions and learning environments; **Semi-structured interviews** were conducted with the seven teacher participants and the school principal to explore their perceptions of how classroom arrangements and physical conditions affect the quality of teaching and learning. This method allowed flexibility to probe deeper into specific experiences while maintaining a structured focus on the Research questions; **Classroom observations** were conducted to document the physical condition of classrooms, including seating arrangements, lighting, ventilation, and overall atmosphere. Observations provided contextual evidence that complemented the interview data; **Document analysis** of school documents, including facility reports, classroom layouts, and policy guidelines, was conducted to triangulate findings from interviews and observations. The use of multiple data collection methods ensured triangulation, increased the credibility of findings, and provided a holistic understanding of the influence of physical conditions and classroom arrangements on the learning environment.

Data Analysis

Data were analyzed using a thematic analysis that combined both deductive and inductive approaches. Deductive coding was guided by five predetermined domains: teacher-student relationship, learning culture, classroom procedures, behavior management, and physical space, while inductive coding was applied to capture additional themes that emerged directly from the data. The process involved carefully reading and interpreting interview transcripts, observation notes, and school documents to identify meaningful patterns. To strengthen the validity of the findings, triangulation was conducted by cross-checking data from multiple sources, including interviews, observations, and documentation. This approach ensured that the themes developed were comprehensive, consistent, and accurately reflected the participants' perspectives on the influence of physical conditions and classroom arrangements on the learning environment.

Research Ethics

All ethical procedures were followed. Approval was obtained from the principal, and written consent was obtained from all participants. Teachers were free to withdraw at any time without penalty. Participant

confidentiality was maintained through pseudonyms (T1-T7), and all data was stored securely. Reporting focused on thematic analysis, rather than individual identities, to maintain the authenticity of teachers' voices while protecting confidentiality. By this methodological design, this study seeks to generate a comprehensive understanding of the influence of school physical conditions and classroom layout on the quality of the learning environment in the context of English language learning. This combination ensures that document analysis, interviews, and classroom observations can triangulate the findings and ground them in actual classroom practice.

3. FINDINGS

Building an Environment of Respect and Unity

Teachers build rapport with students by prioritising empathy, open communication, and attention to students' feelings. T1 stated, *"I try to connect through relaxed but focused communication, so they feel comfortable expressing their opinions or asking questions."* T3 added, *"I often joke around to keep them calm, but when it is time to get serious, we stay focused,"* demonstrating that a relaxed but controlled atmosphere can make students more open and comfortable. This approach also takes students' backgrounds into account, as T2 noted, *"I often discuss with students about their situations at home or at school so they feel closer to the teacher."*

However, teachers maintain their professional boundaries and authority to ensure respectful relationships, as T3 stated, *"I try to approach them in a relaxed manner but still maintain my boundaries as a teacher."* Furthermore, differences in student character and personality are challenges that teachers must face. T1 emphasised, *"The challenge is the differences in student character and background. Some students tend to be passive, while others are overly active. Balancing interactions so that everyone feels motivated requires patience and good communication strategies."* T2 also mentioned the importance of adjusting learning methods so that all students feel valued and have the opportunity to participate.

Overall, the interview results show that building good relationships between teachers and students does not only focus on communication, but also on empathy, understanding, and the need to maintain professionalism in order to create a harmonious and conducive classroom atmosphere for learning.

Creating an Engaging Learning Culture

Student learning motivation varies widely. Some students are very enthusiastic when the material taught relates to everyday life or is delivered through engaging learning methods such as videos, media, or group discussions. For example, T1 said, *"I also often give students the opportunity to participate in discussions to make the class atmosphere feel more lively and interactive"*. T2 added, *"At first, they were a bit awkward, especially if they were new students. But over time, with an emotional approach and open communication, they began to feel comfortable"*. T7 also stated that, *"We often have discussions, even though there are obstacles, communication remains smooth without any distance between teacher and students"*.

Teachers strive to create a stimulating learning environment by using icebreaker techniques, group discussions, and connecting the material to students' experiences. T6 stated, *"I usually start the lesson with something interesting, such as a short question or story to pique students' interest. After that, I move on to the material, discussion, and group presentations"*. T1 also mentioned the importance of an interactive and lively classroom atmosphere to maintain student motivation. With this approach, teachers strive to maximise student interaction and motivation to learn.

Managing Classroom Procedures

Teachers tend to use systematic opening, maintenance, and closing procedures, such as warm greetings at the beginning, icebreakers, clear instructions during breaks between activities, summaries at the end of the lesson, and opportunities for questions and answers (T1, T2, T3, T6). For example, R1 stated, *"At the opening, I usually start with a warm greeting and a short icebreaker to keep students motivated. When transitioning between activities, I use clear instructions to avoid confusion. At the closing, I always summarise the material and provide a brief overview of the next meeting"*. T6 also mentioned, *"At the beginning, I check attendance and provide an introduction to the material. Then, I divide students into groups for discussion, and at the end of the lesson, I summarise the material and provide an opportunity for questions and answers"*. Assigning tasks, discussions, and forming groups are also used to maintain a smooth learning process (T6).

However, challenges arise when facilities are inadequate and maintenance instructions are sometimes ineffective, particularly when classrooms are inflexible or seating arrangements make it difficult to manage

group discussions (T1, T2, T3). T3 added, *"These difficulties are mainly caused by the sometimes inadequate conditions of the classrooms. Some classrooms leak or are hot, and during the day, students often lose focus because the rooms feel stuffy"*. Lesson opening and closing times are also sometimes disrupted by external distractions or the physical condition of the classroom.

This indicates that despite teachers' efforts to implement structured classroom procedures, physical conditions and limited facilities are significant factors affecting the effectiveness of the learning process.

Managing Student Behaviour

The main strategies teachers use to manage student behaviour are persuasive and personal approaches, such as calling students after class, giving advice, and listening to their reasons before acting (T1, T2, T4, T6). T1 stated, *"I usually call the student in question after class to talk privately. If necessary, I also provide an understanding of the impact of his behaviour on other friends"*. Teachers try to maintain student confidence and avoid public punishment, as stated by T6, *"I never scold them in front of the class. If there is a problem, I usually call them privately so they do not feel embarrassed in front of their friends"*.

When disruptive behaviour occurs, teachers assign additional responsibilities or actively involve students to make them feel valued (T3). T3 stated, *"Sometimes I give them responsibilities like being class president to help them focus more"*. Furthermore, teachers collaborate with parents if the problem persists, as T5 stated, *"If necessary, I contact parents to ensure collaboration between the school and the family"*.

However, consistent behaviour management is challenging, especially when disruptions are triggered by students' lack of focus due to the physical condition of the classroom or other external factors (T1, T2, T3). T3 explained, *"Often, inadequate classroom conditions, such as heat and leaks, cause students to lose focus, making behaviour management difficult"*.

Overall, a persuasive and personalised approach, supported by collaboration with parents and maintaining student self-esteem, is an effective strategy for creating a conducive learning environment.

Physical Conditions of the Learning Environment

The physical conditions of classrooms at SMA Negeri 1 Tirawuta play a crucial role in shaping students' comfort and focus during English learning activities. Several teachers highlighted that while some classrooms benefit from good natural lighting and ventilation, many others still face significant physical limitations. T3 mentioned, *"Classroom conditions are sometimes inadequate; there are leaks and heat, making it difficult for students to concentrate."* Similarly, T7 added, *"Some classrooms need physical repairs, such as leaking ceilings and suboptimal lighting."*

These physical challenges, such as poor air circulation, high room temperatures, damaged furniture, and limited classroom space, directly affect both teacher performance and student motivation. Teachers often need to make extra adjustments, such as rearranging seating positions or opening windows for better air circulation, to maintain a conducive learning atmosphere.

In addition, limited access to classroom equipment, such as fans, projectors, and audio devices, makes it challenging to apply interactive or media-based learning strategies. T1 noted that these constraints sometimes force teachers to rely on conventional teaching methods, thereby reducing student engagement.

Overall, the findings emphasise that improving the physical condition of classrooms is essential to support effective EFL learning. Adequate lighting, comfortable temperatures, clean environments, and flexible furniture arrangements contribute significantly to students' focus, participation, and overall learning outcomes.

Physical Space Arrangement

Classrooms have a dual impact on the learning process. Some advantages include many classes having natural lighting from windows and adequate ventilation. Cleanliness is maintained through a security system, and teachers try to arrange seating to facilitate group discussions, although there are still limitations (T1, T2, T7). For example, R1 stated, *"Cleanliness is maintained through the security system, but some classes need lighting to be bright enough"*.

However, there are several significant deficiencies that hinder comfortable learning, such as worn, heavy chairs that are difficult to move, inadequate air circulation and fans, and rooms that feel hot, especially during the day (T2, T3). T3 stated, *"Classroom conditions are sometimes inadequate; there are leaks and heat, making it difficult for students to concentrate"*. T7 also added, *"Some classrooms need physical repairs, such as leaking ceilings and suboptimal lighting"*.

All of these factors affect students' comfort and ability to maintain concentration during learning. Improvements and better classroom layouts are needed to ensure they can optimally support the learning process.

4. DISCUSSION

This study confirms that a conducive learning environment is shaped not only by classroom physical conditions but also by teacher-student relationships, classroom culture, and pedagogical strategies. At SMA Negeri 1 Tirawuta, although teachers used interactive, student-centred methods, the effectiveness of these efforts was constrained by limited facilities. These findings support earlier studies showing that lighting, ventilation, and seating arrangements significantly influence student concentration and outcomes [1], [4]. However, unlike much of the literature that focuses on urban schools with better resources [21], [22], this study highlights the semi-urban reality where the primary issue is not optimisation but basic adequacy. A successful English Language Teaching (ELT) requires harmony between pedagogical innovation and environmental support, emphasizing that teaching quality cannot be detached from spatial and infrastructural conditions [22]-[24].

Building a Respectful and Supportive Environment

The findings demonstrate that respectful teacher-student relationships, established through empathy, open communication, and humour, are essential in fostering student engagement. This resonates with Zhou et al. and Li et al., who highlight rapport as a motivating factor in maintaining learner attention and participation [30], [31]. However, in the semi-urban context of SMA Negeri 1 Tirawuta, rapport also served as a compensatory strategy to mitigate discomfort caused by inadequate classroom conditions. Khartha et al. emphasise that emotional connection in EFL teaching acts as a bridge between motivation and environment, allowing students to remain engaged despite external constraints. This extends the discussion beyond existing literature, which often assumes sufficient facilities, by showing that teachers in under-resourced schools must carry additional emotional labour [27]. From the researcher's perspective, this dual role challenges urban-centred theories of classroom rapport, demanding that relational strategies be reinterpreted as both pedagogical and compensatory mechanisms.

Establishing a Learning Culture

Teachers created learning cultures by connecting lessons to daily life and encouraging collaboration and participatory practices increase motivation [16], [32], [33], [20]. However, the observed rigid seating and poor ventilation limited collaboration, discomfort weakens motivation [29]-[31]. Khartha et al. further explain that a sustainable learning culture in ELT depends on both *interactive methodology* and *comfortable spatial dynamics*, since language learning requires physical spaces that encourage communication, mobility, and peer engagement. Unlike studies conducted in resource-rich schools, this Research reveals that pedagogical creativity alone cannot sustain a learning culture without adequate basic facilities [13][27]. The researcher contends that theories of learning culture must therefore incorporate the material dimension of classrooms, recognising physical comfort as foundational rather than incidental to learning motivation and engagement.

Managing Classroom Procedures

Structured routines were evident in lesson openings, transitions, and closures, consistent with Stafford [8] and Bakare and Alibaba [9], who emphasise clarity in classroom procedures. However, this study found that routines were frequently disrupted by environmental constraints, such as heavy chairs that prevented group work and hot classrooms that reduced concentration. Khartha et al. [27] argue that effective classroom management in ELT should integrate flexibility and contextual awareness, enabling teachers to adjust routines to suit environmental conditions. This nuance highlights a limitation in classroom management literature, which often assumes infrastructural adequacy [23]. The researcher argues that teacher training in Indonesia continues to prioritise procedural discipline while underestimating the role of physical space, creating a mismatch between theory and practice in semi-urban schools. Hence, a reorientation toward adaptive classroom management that considers environmental realities is needed to sustain learner focus and engagement.

Managing Student Behaviour

The use of persuasive communication, individualised attention, and collaboration with parents reflects Positive Behaviour Support (PBS) approaches [4]. Nevertheless, findings show that many disruptive behaviours originated not from students' unwillingness but from environmental discomfort, confirming the findings of Irbah and Armida [13]. This shifts the perspective on discipline: instead of attributing misbehaviour to student deficits, it highlights systemic issues within the learning environment. Khartha et al. [27] emphasise that teachers' roles in ELT extend beyond managing student behaviour; they are also *cultural mediators* who must create emotional balance within environmental constraints. From the researcher's perspective, behaviour management in semi-urban contexts must therefore be reconceptualised as both pedagogical and infrastructural, requiring support from school policy rather than being left solely to teacher authority. Such an approach ensures that emotional, behavioural, and environmental factors are treated as interdependent in achieving effective classroom management.

Physical Conditions of the Learning Environment

This study found that the physical condition of classrooms, such as air quality, temperature, lighting, and furniture, plays a foundational role in supporting or hindering English learning activities. In SMA Negeri 1 Tirawuta, teachers reported challenges including poor air circulation, damaged chairs, and limited classroom space, which often disrupted students' concentration. These findings align with Che Ahmad and Amirul [1] and Irbah and Armida [13], who assert that inadequate physical conditions lead to reduced focus and lower learning outcomes. Unlike studies in urban schools that emphasise spatial optimisation [21], [22], the primary concern in semi-urban contexts is ensuring basic adequacy to sustain student engagement.

Khartha et al. [27] emphasise that the physical dimension of the classroom is not merely an aesthetic or structural aspect but a determinant of psychological readiness to learn. When students experience discomfort such as heat, noise, or lack of mobility, it undermines their willingness to communicate, especially in EFL classrooms that require active participation. From the researcher's perspective, improving physical facilities such as ventilation, lighting, and movable furniture is not a secondary need but a pedagogical necessity. These results reinforce the notion that the effectiveness of teaching and learning depends as much on environmental comfort as on instructional quality.

Physical Space Arrangement

Lighting, ventilation, and furniture design strongly influenced student focus and motivation, as emphasised by Che Ahmad and Amirul [1] and S. Manca et al. [37]. However, in semi-urban schools like SMA Negeri 1 Tirawuta, the concern is not optimising design but ensuring minimum adequacy. Poor environments not only reduce academic performance but also increase fatigue and demotivation. This is particularly critical for English learning, where confidence and communicative participation are key [9]. Khartha et al. underline that classroom space must function as an *interactive zone* where learners feel psychologically and physically secure to express themselves [16]. From the researcher's viewpoint, when physical conditions discourage students from speaking, the very goals of communicative language teaching are undermined, revealing a gap in theories that overlook the material realities of classrooms. This supports the notion that infrastructure should not be treated as a passive backdrop, but as an active determinant of learning success.

Synthesis

Overall, this study reinforces previous findings that pedagogy, teacher-student relationships, and physical environments are inseparable in shaping the quality of learning environments [5], [2]. However, the findings also extend existing literature by showing that in semi-urban contexts, teachers must take on a dual role: as pedagogues and as compensators for infrastructural inadequacies. Khartha et al. affirm that effective ELT requires teachers to act as facilitators, motivators, and adaptive managers who can harmonise pedagogy with environmental realities [27]. Unlike much Research conducted in urban schools, which assumes facility adequacy, this study situates the issue in a semi-urban Indonesian setting, where basic adequacy remains a pressing concern [33]-[35]. This highlights the need to reconceptualize classroom environment theories so that infrastructural conditions are seen not as background factors but as central to the teaching and learning process. From the researcher's perspective, improving teacher professionalism alone is insufficient unless accompanied by affordable infrastructural improvements such as better ventilation, movable furniture, and adequate lighting.

5. CONCLUSION

This study concludes that classroom physical conditions and environmental arrangements play a vital role in determining the quality of English learning at SMA Negeri 1 Tirawuta. Respectful teacher student interactions, engaging pedagogical strategies, and structured classroom routines were evident; however, their impact was limited by inadequate facilities such as poor ventilation, insufficient lighting, and inflexible seating. The findings indicate that student motivation and discipline are influenced as much by environmental comfort as by pedagogical approaches. Theoretically, this study broadens the understanding of classroom environment research by situating it within the semi-urban Indonesian context, where challenges often arise from infrastructural insufficiencies rather than instructional design. Practically, it highlights the need for cost-effective yet strategic infrastructural improvements, supported by continuous professional development for teachers. Such efforts will help ensure that classrooms function as genuinely supportive spaces for active participation and communicative learning. In essence, enhancing the quality of English education requires an integrated approach that unites effective pedagogy with adequate infrastructure, enabling teachers to focus on instruction rather than compensating for physical constraints. This study, while offering valuable insights, has several limitations that should be acknowledged. The research was conducted in a single school located in a semi-urban setting, which may limit the generalizability of the findings to schools with different socio-economic or geographical contexts. Additionally, the study primarily relied on qualitative observations and interviews, which, although rich in detail, may not capture the full statistical scope of classroom environmental factors influencing learning outcomes. Future research is recommended to include a broader range of schools both rural and urban using a mixed-method approach that combines qualitative and quantitative data. Comparative studies could also be conducted to explore how variations in infrastructure investment and classroom management styles interact to affect student engagement and academic achievement. Further investigation into how digital learning tools can compensate for physical environmental limitations would also enrich the field of English education research in developing contexts.

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