

**PERCEPTIONS ON MATHEMATICS CLASSROOM LEARNING
ENVIRONMENT AND MATHEMATICS ACHIEVEMENT OF
STUDENTS**

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ABSTRACT

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This study aimed to determine the level of student's perception of the classroom learning environment, level of Grade 10 student's Mathematics first grading achievement, significant relationship between the level of student's perception of the classroom learning environment and mathematics first grading achievements and which indicators of student's perception of the classroom learning environment influence mathematics achievement. The study's respondents were 48 Grade 10 students in Ruparan National High School and were determined through complete enumeration method. The study used a descriptive-correlational research design. The result of the study revealed that the level of student's perception in mathematics classroom learning environment was high and the level of mathematics achievement of students was described as approaching proficient. Furthermore, the study revealed that there is a

low positive relationship ($r= 0.35$) between level of students perception of the classroom learning environment and mathematics achievement. Among the six indicators of Mathematics Classroom Learning Environment there is no indicators that significantly influence the mathematics achievement of students.

Keywords: *Classroom learning environment, mathematics achievement, descriptive-correlational design*