*Original Research Article*

Classroom Environment, Teaching Attitude, and Utilization of Vocabulary Retention Strategies of English Teachers

ABSTRACT

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| --- |
| Ineffective utilization of vocabulary retention strategies of English teachers is a global concern. Thus, this study determined the significance of classroom environment and teaching attitude as predictors of utilization of vocabulary retention strategies. Moreover, multiple linear regression analysis was conducted using data from 100 participants selected through convenience sampling. As a result, it is concluded that classroom environment and teaching attitude significantly predict (72.7% combined degree of influence) the utilization of vocabulary retention strategies, supporting the expectancy-value theory. However, future research may explore additional variables to account for the remaining 27.3% variance in the criterion variable, thereby further supporting or challenging the theory. Likewise, implementing semi-annual vocabulary retention evaluations and training may help enhance the classroom environment and teaching attitude. |

*Keywords: Classroom environment, teaching attitude, utilization of vocabulary retention strategies, English teachers*

1. INTRODUCTION

The ineffective utilization of vocabulary retention strategies in classrooms has become a significant concern in a global context (Saadi & Hamouda, 2023). Chiang et al. (2021) found that many English teachers struggle to utilize vocabulary retention strategies in class effectively despite their relevance.

In Ethiopia, Mohammed (2023) found that ineffective utilization of vocabulary retention strategies occurred in the sampled schools tested in their study. In Turkey, Bostanci (2022) discovered that there is an ineffective utilization of vocabulary retention strategies with their traditional methods. Moreover, in Indonesia, ineffective utilization of vocabulary retention strategies by the teachers was reported (Putri et al., 2022; Amalia et al., 2023). In the Philippines, Ramos and Baldespiñosa (2021) discovered that there is a general problem of ineffective utilization of vocabulary retention strategies, especially in environments without encouragement for innovation.

According to Nguyen (2022), the absence of effective retention strategies reduces vocabulary retention, which has a negative effect on learners' overall language development. Despite this urgency, there is a noticeable lack of locally published research specifically focusing on the ineffective utilization of vocabulary retention strategies of English teachers. Thus, this research is conducted.

**1.1 SIGNIFICANCE OF THE STUDY**

This study was highly beneficial to educators, administrators, and lawmakers. Based on the findings, the Department of Education could utilize the results of the study to improve the quality of education in the Philippines by crafting a curriculum that addresses the ineffective utilization of vocabulary retention strategies by English teachers and providing them with training to maximize student engagement and learning outcomes.

The results also offered teachers evidence-based strategies to enhance their use of vocabulary retention techniques. By creating a positive classroom environment, teachers could better support students in developing and maintaining their English language proficiency, ultimately improving overall student outcomes. This study contributed to the existing literature by offering new perspectives on improving the utilization of vocabulary retention strategies among English teachers, particularly emphasizing the need for positive teaching attitudes and a supportive classroom environment to implement these strategies effectively.

**1.2 STATEMENT OF THE PROBLEM**

This study determined the significance of classroom environment and attitude as predictors of utilization of vocabulary retention strategies of English teachers. Specifically, it pursued the following objectives:

1. To determine the levels of classroom environment in terms of engagement, student-teacher relationship, opportunity to understand, socio-emotional climate, and teacher attitude; teaching attitude in terms of cognitive, affective, and behavioral; and utilization of vocabulary retention strategies of English teachers in terms of beliefs about vocabulary learning, metacognitive strategies, rehearsal, encoding, and activation.

2. To determine the significance of the correlation between classroom environment, and teaching attitude, and the utilization of vocabulary retention strategies of English teachers.

3. To determine the significance of the individual and combined degree of influence of classroom environment and teaching attitude on utilization of vocabulary retention strategies of English teachers.

**1.3 HYPOTHESES**

The following null hypotheses were tested at a significance level of 0.5

Ho1: Classroom environment and teaching attitude are not significantly correlated with the utilization of vocabulary retention strategies.

Ho2: Classroom environment and teaching attitude do not significantly influence the utilization of vocabulary retention strategies.

**1.4 THEORETICAL FRAMEWORK**

This study is anchored on the Expectancy-Value Theory (EVT) of Eccles and Wigfield (2002). This theory posits that an individual’s choice, persistence, and performance can be explained by their beliefs about how well they will do on the activity (expectancy beliefs) and the extent to which they value the activity (Roberts, 2007). In this study, the classroom environment indicated by engagement, student-teacher relationship, opportunity to understand, socio-emotional climate, and teacher attitude (Wanderi, 2015) stands for value ideas presented in the theory. The teaching attitude indicated by cognitive, affective and behavioral (Ford, 1995) stands for expectancy beliefs idea presented in the theory. Finally, utilization of vocabulary retention strategies of English teachers indicated by beliefs about vocabulary learning, metacognitive strategies, rehearsal, encoding, and activation (Gu, 2018) stands for the choice, persistence and performance idea presented in the theory.

**1.4.1 CONCEPTUAL FRAMEWORK**

**CLASSROOM ENVIRONMENT**

* Engagement
* Student-Teacher Relationship
* Opportunity to Understand
* Socio-emotional Climate
* Teacher Attitude

**UTILIZATION OF VOCABULARY RETENTION STRATEGIES OF ENGLISH TEACHERS**

* Beliefs about vocabulary learning
* Metacognitive Strategies
* Rehearsal
* Encoding
* Activation

**TEACHING ATTITUDE**

* Cognitive
* Affective
* Behavioral

*Figure 1. Conceptual Framework of the Study*

**2. METHODOLOGY**

**2.1 RESEARCH DESIGN**

This research utilized predictive research design. Ghanad (2023) defines quantitative research that seeks to quantify the data and derive conclusions from a study's sample from various perspectives. Meanwhile, according to Zohuri et al. (2022) predictive design is defined as forecasting future outcomes based on current and historical data where it identifies patterns and trends, enabling researchers and practitioners to make informed predictions.

**2.2 LOCALE OF THE STUDY**

The participants in this study were from Davao del Sur, a province in Region XI known for its diverse educational environment and vibrant local culture. Specifically, the study was conducted in various elementary schools within the province, which served a diverse teacher population with varying experiences in the utilization of vocabulary retention strategies.

**2.3 SAMPLE AND SAMPLING**

The respondents of this study were 100 Grade 3 English teachers in the Philippines, selected through a convenience sampling technique, which involves collecting data from participants who are readily accessible and willing to participate (Rahi, 2017). The decision to focus solely on Grade 3 teachers stems from the grade level's crucial significance in basic English language development. At this stage, students are expected to go from learning to read to reading to learn, therefore vocabulary retention and comprehension are very important.

**2.4 RESEARCH INSTRUMENT**

In gathering data for this study, the researcher adapted the Survey Questionnaire from Gu, P. Y. (2018), Ford, D.Y. (1995), and Wanderi, P.G. (2015). The questionnaire was validated by three experts. For reliability, statistical analysis indicated excellent internal consistency across all items, as demonstrated by the Cronbach's Alpha values for each variable: Classroom Environment (.983), Teacher Attitude (.959), and Utilization of Vocabulary Retention Strategies of English Teachers (.985).

In evaluating the classroom environment, the adapted Learning Environment Scale of Ford, D.Y. (1995) is used. In the questionnaire, the respondent rated the questionnaire using the following: 5 as Strongly Agree, 4 as Agree, 3 as Neither Agree nor Disagree, 2 as Disagree, and 1 as Strongly Disagree. The Likert scale below is used for the analysis of results:

List 1: Likert scale analysis of Classroom environment

|  |  |  |  |
| --- | --- | --- | --- |
| *Range of Means* | *Descriptive Level* | | *Interpretation* |
| 4.20 – 5.00 | | Very High | Classroom environment is excellent. |
| 3.40 – 4.19 | | High | Classroom environment is very good |
| 2.60 – 3.39 | | Moderate | Classroom environment is good. |
| 1.80 – 2.59 | | Low | Classroom environment is poor. |
| 1.00 – 1.79 | | Very Low | Classroom environment is very poor. |

Moreover, in evaluation of the teacher attitude, the adapted and modified survey questionnaire of Wanderi, P.G. (2015) is utilized. In the questionnaire, the respondent rated the questionnaire using the following: 5 as Strongly Agree, 4 as Agree, 3 as Neither Agree nor Disagree, 2 as Disagree, and 1 as Strongly Disagree. The Likert scale below is used for the analysis of results:

List 2: Likert scale analysis of Teaching attitude

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| *Range of Means* | | *Descriptive Level* | | *Interpretation* |
| 4.20 – 5.00 | | Very High | Teaching attitude is excellent. |
| 3.40 – 4.19 | | High | Teaching attitude is very good. |
| 2.60 – 3.39 | | Moderate | Teaching attitude is good. |
| 1.80 – 2.59 | | Low | Teaching attitude is poor. |
| 1.00 – 1.79 | | Very Low | Teaching attitude is very poor. |

Furthermore, in evaluating the utilization of vocabulary retention strategies of English teachers, the Vocabulary Learning Questionnaire of Gu, P.Y. (2018) is adapted. In the questionnaire, the respondent rated the questionnaire using the following: 5 as Strongly Agree, 4 as Agree, 3 as Neither Agree nor Disagree, 2 as Disagree, and 1 as Strongly Disagree. The Likert scale below is used for the analysis of results:

List 3: Likert scale analysis of English teachers

|  |  |  |  |
| --- | --- | --- | --- |
| *Range of Means* | *Descriptive Level* | | *Interpretation* |
| 4.20 – 5.00 | | | Very High | The utilization of vocabulary retention strategies of English teachers is excellent. |
| 3.40 – 4.19 | | | High | The utilization of vocabulary retention strategies of English teachers is very good. |
| 2.60 – 3.39 | | | Moderate | The utilization of vocabulary retention strategies of English teachers is good. |
| 1.80 – 2.59 | | | Low | The utilization of vocabulary retention strategies of English teachers is poor. |
| 1.00 – 1.79 | | | Very Low | The utilization of vocabulary retention strategies of English teachers is very poor. |

The questionnaire for evaluating teacher attitude contained 30 items, while the classroom environment and utilization of vocabulary retention strategies of English teachers’ questionnaires contained 50 items each variable. These instruments have undergone expert validation to ensure reliability before full-scale administration. The Likert scales provided consistent scoring methods for accurate data analysis.

In measuring the strength of correlation, the study utilized the standard scheme in determining the strength and the significant measure of the correlation. For the r-value, the following scheme is used:

List 4: Descriptive Interpretation

|  |  |  |
| --- | --- | --- |
| ***Computed r*** | ***Descriptive Interpretation*** | |
| +/- 1.00 | | | Perfect correlation |
| Between +/- 0.75 – +/- 0.99 | | | High correlation |
| Between +/- 0.51 – +/- 0.74 | | | Moderately high correlation |
| Between +/- 0.31 – +/- 0.50 | | | Moderately low correlation |
| Between +/- 0.01 – +/- 0.30 | | | Low correlation |
| 0.00 | | | No correlation |

**2.5 DATA GATHERING PROCEDURE**

The researcher considered the following steps and procedures in collecting data for this study:

*Asking Permission to Conduct the Study*. The researcher requested an endorsement letter from the Dean of the Graduate School at Holy Cross of Davao College, as well as consent from the thesis adviser, to undertake the study. After obtaining the endorsement, the researcher submitted an official request to the Schools Division Office, addressed to the Schools Division Superintendent (SDS), to seek permission to conduct the study. Approval was granted upon completion of the required procedures. Following that, the researcher also obtained permission from the appointed principals of the selected elementary schools to officially conduct the study on the teachers teaching English in Grade 3.

*Administration and Retrieval of Questionnaires*. With the approval and support of the SDS and the school principals, the researcher provided clear instructions to the respondents on properly completing the questionnaires. All Grade 3 teachers from the participating schools are invited to answer the survey questionnaire adapted by the researcher. Once the teachers had thoroughly and honestly completed the questionnaires, the researcher collected them.

*Gathering and Tabulation of Data*. The data was collected and tabulated systematically after the survey questionnaires had been administered and appropriately retrieved. Appropriate statistical tools were used to examine the data and derive valuable insights. The analyses helped interpret the correlations between the variables, giving a firm foundation for the study's conclusions and suggestions.

**2.6 DATA ANALYSIS**

The researcher used the following statistical tool in analyzing the result of the study:

*Mean*. The mean was used to find the average responses and describe the levels of classroom environment, teaching attitude, and English vocabulary retention strategies of English teachers.

*Pearson Product Moment Correlation*. This statistical tool was used to investigate the relationships between classroom environment, teaching attitude, and English vocabulary retention strategies of English teachers. This sought to determine whether variables in the classroom environment and teacher attitude were significantly connected with the English teacher's utilization of vocabulary retention strategies.

*Multiple Regression Analysis*. This statistical tool was utilized to examine how classroom environment and teacher attitude influence the vocabulary retention strategies of English teachers. This statistical technique assessed the combined influence of predictive variables (classroom environment and teaching attitude) on the criterion variable (utilization of vocabulary retention strategies of English teachers) and identified each predictor's individual contribution.

3. results and discussion

**3.1 RESULTS**

This chapter presents the findings and narrative presentation based on the data gathered. The presentation was organized based on the statement of the problem sequence in the first chapter.

***Descriptive Results***

Table 1 is the descriptive table. It contains the variables involved in the study namely, classroom environment, teaching attitude, and utilization of vocabulary retention strategies of English teachers, and their corresponding indicators. Moreover, it contains the number of samples, standard deviation, the mean, and the corresponding descriptive level.

**Table 1. Descriptive Table**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Variables** | **N** | **SD** | **Mean** | **Descriptive Level** |
| **Classroom Environment** | **100** | **0.37** | **4.58** | **Very High** |
| Engagement |  | 0.43 | 4.51 | Very High |
| Student-Teacher Relationship |  | 0.39 | 4.65 | Very High |
| Opportunity to Understand |  | 0.44 | 4.59 | Very High |
| Socio-Emotional Climate |  | 0.44 | 4.58 | Very High |
| Teacher Attitude |  | 0.41 | 4.58 | Very High |
| **Teaching Attitude** | **100** | **0.46** | **4.30** | **Very High** |
| Cognitive |  | 0.52 | 4.15 | High |
| Affective |  | 0.47 | 4.40 | Very High |
| Behavioral |  | 0.54 | 4.36 | Very High |
| **Utilization of Vocabulary Retention Strategies of English Teachers** | **100** | **0.50** | **4.38** | **Very High** |
| Beliefs About Vocabulary Learning |  | **0.58** | 4.22 | Very High |
| Metacognitive Strategies |  | **0.53** | 4.39 | Very High |
| Rehearsal |  | **0.54** | 4.43 | Very High |
| Encoding |  | **0.59** | 4.40 | Very High |
| Activation |  | **0.58** | 4.45 | Very High |

The classroom environment variable obtained an overall mean of 4.58, which was described as very high, indicating that the classroom environment was perceived as excellent. All its indicators also obtained mean scores described as very high.

The teaching attitude variable obtained an overall mean of 4.30, also categorized as very high, indicating that the teaching attitude was considered excellent. Two out of its three indicators were rated as very high, while the remaining one was described as high.

Finally, the utilization of vocabulary retention strategies among English teachers obtained an overall mean of 4.38, likewise described as very high. This indicates that English teachers' use of vocabulary retention strategies was also perceived to be excellent.

***Correlation Results***

Table 2 is the correlation table. It contains the predictive variables namely, classroom environment and teaching attitude, and the criterion variable which is the utilization of Vocabulary Retention Strategies of English Teachers. It also contains the r-value, p-value, the decision for the hypothesis, and the corresponding interpretation.

**Table 2. Correlation Table**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Utilization of Vocabulary Retention Strategies of English Teachers | | | | | |
|  | |  | | **Decision on** | **Interpretation** |
| Classroom Environment |  |  | | Reject | | Significant |
| Teaching Attitude |  |  | | Reject | | Significant |

The correlation between classroom environment and the utilization of vocabulary retention strategies obtained a p-value of 0.000, which was less than the 0.05 level of significance. Hence, the null hypothesis was rejected. This indicated that the correlation between classroom environment and the utilization of vocabulary retention strategies was significant. Furthermore, the correlation strength, with an r-value of 0.660, was interpreted as a moderately high correlation.

Similarly, the correlation between teaching attitude and the utilization of vocabulary retention strategies obtained a p-value of 0.000, which was also less than the 0.05 level of significance. Thus, the null hypothesis was rejected. This indicated that the correlation between teaching attitude and the utilization of vocabulary retention strategies was significant. Moreover, the strength of the correlation, with an r-value of 0.654, was likewise interpreted as moderately high.

***Regression Results***

Table 3 is the regression table. It contains the predictors namely classroom environment and teaching attitude. It also contains the criterion variable which is the utilization of vocabulary retention strategies of English teachers. Finally, it contains the coefficients β, t-value, p-value, the decision on the hypotheses, and the corresponding interpretation.

**Table 3. Regression Table**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Utilization of Vocabulary Retention Strategies of English Teachers | | | | | | | | |
|  |  | **Unstandardized**  **Coefficients** | | **Standardized Coefficients** | | | |  |  |
|  | | **B** | **Std. Error** | **Beta** | **t** | **Sig.** | **Decision on** | | **Interpretation** |
| Constant | | .128 | .332 |  | .384 |  | |  |  |
| Classroom Environment | |  |  |  |  |  | | Reject | Significant |
| Teaching Attitude | |  |  |  |  |  | | Reject | Significant |

;

The classroom environment variable obtained a standardized beta of 0.173 with a p-value of 0.016, which was less than the 0.05 level of significance. Thus, the null hypothesis was rejected. This indicated that classroom environment had a 17.3% degree of influence on the utilization of vocabulary retention strategies, which was considered statistically significant.

On the other hand, the teaching attitude variable obtained a standardized beta of 0.728 with a p-value of 0.000, which was also less than the 0.05 level of significance. Hence, the null hypothesis was rejected. This indicated that teaching attitude had a 72.8% degree of influence on the utilization of vocabulary retention strategies, a statistically significant result.

Both predictive variables, classroom environment and teaching attitude, obtained a combined R² value of 0.727 with a p-value of 0.000, which was less than the 0.05 level of significance. This indicated that together, they accounted for 72.7% of the variance in the utilization of vocabulary retention strategies, and this combined influence was statistically significant. Finally, the table presented the regression formula for the utilization of vocabulary retention strategies among English teachers: UVRS = 0.234(CE) + 0.798(TA) + 0.128 Constant.

**3.2 SUMMARY OF FINDINGS**

1.The classroom environment, teaching attitude, and the utilization of vocabulary retention strategies of English teacher are excellent.

2.The classroom environment and teaching attitude to utilization of vocabulary retention strategies of English teachers are significantly correlated at moderately high strength.

3.The classroom environment and teaching attitude significantly influence the utilization of vocabulary retention strategies of English teachers. Nevertheless, the combined degree of influence of predictors (72.7%) significantly correlates with the criterion variable.

**3.3 DISCUSSION**

***Excellent Classroom Environment***

The findings of this study, which revealed that the classroom environment was at an excellent level, affirmed the findings of Kumar and Kumari (2023), who emphasized that a highly positive classroom environment positively influenced teacher performance as demonstrated in this study through the effective utilization of vocabulary retention strategies. Similarly, the results aligned with Cambay and Paglinawan (2024), who asserted that an excellent classroom environment was crucial in enhancing students’ academic success and shaping teachers’ instructional strategies.

Furthermore, the findings corroborated Rajbhandari (2024), who found that a positive and well-structured classroom environment significantly impacted teacher motivation and efficiency, fostering the use of more dynamic and engaging teaching strategies. The results also affirmed Liaqat et al. (2023), who extensively demonstrated how classroom environment engagement influenced teacher effectiveness, enabling the adoption of more efficient teaching practices. Likewise, Goagoses et al. (2023) reported that an excellent and supportive classroom environment improved both student engagement and academic achievement.

On the other hand, the results contradicted the findings of Apan (2024), who observed only moderate levels of classroom management and learner discipline, suggesting a relatively poor classroom environment. Additionally, the results opposed those of Sanlao et al. (2024), who emphasized that an excellent classroom environment alone does not necessarily guarantee the effective utilization of vocabulary retention strategies by English teachers.

***Excellent Teaching Attitude***

The results of this study, which showed that teaching attitude was at an excellent level, affirmed the concept of Li et al. (2019, as cited in Alanazi et al., 2023), which asserted that teachers with a highly positive attitude toward a specific strategy were more likely to utilize it effectively, leading to improved student learning outcomes. Similarly, Situmorang et al. (2022) emphasized that excellent teaching attitudes were critical to the efficient adoption and use of various teaching strategies.

Furthermore, the findings aligned with Huang et al. (2017, as cited in Alanazi et al., 2023), who found that strong teaching attitudes significantly influenced the use of cognitive presence strategies in online learning environments. Jimenez (2020) also supported the results of this study, highlighting the positive impact of excellent teaching attitudes on overall educational outcomes. Moreover, the findings were consistent with Daniel (2025), who emphasized that a teacher’s positive attitude significantly affected students’ perceptions of learning and motivation to acquire a language. Similarly, Haddad (2019) highlighted the importance of excellent teacher attitudes toward teaching English in enhancing the overall teaching and learning process.

Conversely, the results contradicted the findings of Özcan (2020), who reported concerns about the effects of poor or insufficient attitudes toward teaching. The study also diverged from Chung’s (2022) findings, which suggested that while a positive teacher attitude promoted the use of vocabulary retention strategies, it did not necessarily guarantee their effectiveness across all teaching contexts. Similarly, Tang and Hu (2022) emphasized that discouraging teacher attitudes could influence students’ emotional responses and motivation levels.

***Excellent Utilization of Vocabulary Retention Strategies of English Teachers***

The results of this study, which indicated that the utilization of vocabulary retention strategies among English teachers was at an excellent level, affirmed the findings of Le and Luong (2023), who reported that teachers effectively implemented vocabulary retention strategies, resulting in improved student vocabulary acquisition. Similarly, the findings aligned with Putri et al. (2022), who emphasized that the use of diversified and effective vocabulary teaching strategies significantly contributed to students’ vocabulary mastery, suggesting a high or exceptional level of strategy utilization.

Furthermore, the results supported Shady’s (2022) claim that the adoption of vocabulary learning strategies positively influenced the vocabulary development and retention skills of EFL learners in the preparation stage. They also affirmed Al-Malki’s (2022) study, which demonstrated that using an integrated method based on the MMS and the KWS frameworks enhanced vocabulary development, enrichment, and retention. The present findings were likewise consistent with Putri et al. (2022), who found that teachers employed a variety of strategies to promote vocabulary mastery, further indicating a high level of strategic utilization.

On the other hand, the findings contradicted those of Goundar (2019), who highlighted the difficulty in identifying a single most effective strategy for vocabulary learning, suggesting generally low levels of strategy utilization. Similarly, Reid (1987, as cited in Nguyễn Thị Hương, 2021) challenged the notion of a universally effective strategy, arguing that learners’ diverse learning styles necessitate varied approaches, and that no single strategy is ideally suited for all. These contrasting perspectives emphasize the importance of context and learner variability in the effectiveness of vocabulary retention strategies.

***Correlation Analysis***

The findings on the correlation between classroom environment and the utilization of vocabulary retention strategies among English teachers indicated a statistically significant relationship, confirming a meaningful positive correlation between the predictive and criterion variables. This suggested that a supportive and engaging classroom environment enhanced teachers’ perceived task value, making vocabulary learning more relevant and valuable to student learning, and encouraging teachers to consistently utilize vocabulary retention strategies.

The results of this study aligned with Maing and Mahmud’s (2022) claim that a positive classroom environment significantly influenced teaching strategies. Similarly, Rajbhandari (2024) emphasized that a well-structured and supportive classroom environment improved teacher motivation, leading to the effective implementation of teaching strategies that enhanced overall teaching quality. Hence, creating a positive classroom environment was deemed vital for increasing teacher commitment to vocabulary retention strategies, ultimately contributing to improved student vocabulary retention and acquisition.

Meanwhile, the findings on the correlation between teaching attitude and the utilization of vocabulary retention strategies among English teachers also indicated a statistically significant relationship, confirming a meaningful positive correlation between the predictive and criterion variables. This suggested that teachers who were confident in their teaching abilities and had a positive attitude toward vocabulary instruction were more likely to adopt effective strategies and expect success in students’ vocabulary development.

These results aligned with Zhang’s (2022) assertion that teacher attitudes significantly affected how teaching strategies were utilized, influencing both their selection and efficiency. Likewise, Shuaibo and Ishak (2020) emphasized that a teacher’s attitude could either encourage or hinder the use of innovative strategies, thereby affecting student outcomes. Therefore, schools should promote positive teacher attitudes through recognition programs, mentoring, and support initiatives that build teacher confidence and interest in vocabulary instruction.

Ultimately, a supportive classroom environment and positive teaching attitudes were essential for the effective utilization of vocabulary retention strategies. A well-structured and engaging learning environment improved teachers' perceived task value, while a positive teaching attitude reinforced their expectancy beliefs. Both of these factors significantly influenced teachers’ consistent use of vocabulary retention strategies.

***Regression Analysis***

The results of the regression analysis indicated that both classroom environment and teaching attitude significantly influenced the utilization of vocabulary retention strategies among English teachers. The findings revealed that teachers in well-structured classroom environments with positive teaching attitudes were more likely to implement vocabulary retention strategies effectively.

The findings on the significant influence of the classroom environment on the utilization of vocabulary retention strategies among English teachers corroborated Yidana's (2025) idea that the classroom environment significantly influenced how teachers performed various strategies. Similarly, Kadir et al. (2024) highlighted that teacher used a variety of strategies to improve vocabulary retention, and that the classroom environment influenced the selection and effectiveness of these strategies. This emphasized the value of establishing a supportive and engaging classroom environment to help teachers utilize effective vocabulary retention strategies, ultimately resulting in better student learning outcomes.

On the other hand, the results on the significant influence of teaching attitude on the utilization of vocabulary retention strategies among English teachers were in line with the study of Wanzek et al. (2023), which stated that teachers’ teaching attitudes had a significant influence on the use of vocabulary retention methods, affecting how effectively teachers enhanced students' vocabulary skills. Likewise, Minh and Nguyen (2021) emphasized in their study that positive teaching attitudes could encourage students to explore and implement creative methods, such as digital tools like Quizlet, which had beneficial impacts on vocabulary retention for secondary students. This stressed the need to cultivate positive teaching attitudes through continuous professional development and support to ensure that various vocabulary retention strategies were efficiently utilized to improve student learning outcomes.

4. ConclusionS AND RECOMMENDATIONS

**4.1 CONCLUSIONS**

Based on the results, it was concluded that classroom environment and teaching attitude were significant predictors of the utilization of vocabulary retention strategies among English teachers, accounting for a combined influence of 72.7%. This conclusion affirmed the expectancy-value theory, which states that an individual’s choice, persistence, and performance can be explained by their beliefs about how well they will perform a task (expectancy beliefs) and the extent to which they value the activity.

**4.2 RECOMMENDATIONS**

Based on the conclusion, further qualitative research may be pursued using other variables not covered in this study to account the 27.3% variance in utilization of vocabulary retention strategies of English teachers to further support or deny the theory. Furthermore, classroom environment and teaching attitude may be enhanced through consistent semi-annual evaluation and training related to utilization of vocabulary retention strategies.

CONSENT

Informed consent was ensured through clear communication of the study’s purpose, procedures, and potential risks, allowing participants to voluntarily decide their involvement. Risks were minimized, and confidentiality was maintained in compliance with the Data Privacy Act of 2012. Participants were acknowledged for their contributions through tokens of appreciation, and transparency and community involvement fostered trust and collaboration. By upholding these ethical standards, the research aimed to generate meaningful insights into the classroom environment, teaching attitudes, and the utilization of vocabulary retention strategies among English teachers, while respecting participants' rights and promoting academic integrity.

ETHICAL CONSIDERATIONS

Conducting research required strict adherence to ethical principles to safeguard the rights and well-being of participants. Researchers prioritized participants' safety, security, and informed consent throughout the study. According to Bhandari (2023), ethical considerations such as protecting participants' rights, maintaining research validity, and ensuring academic integrity were essential. This study adhered to the ethical guidelines set by the Holy Cross of Davao College – Society for Moral Integrity and Legal Ethics (HCDC-SMILE) and the mandates of the Department of Science and Technology-Philippine Health Research Ethics Board (DOST-PHREB). Key ethical elements included social value, informed consent, risk mitigation, privacy, justice, transparency, researcher qualifications, facility adequacy, and community involvement.

**DISCLAIMER (ARTIFICIAL INTELLIGENCE)**

Authors hereby declare that generative AI technologies such as Large Language Models, etc. have been used during writing or editing of manuscripts. This explanation will include the name, version, model, and source of the generative AI technology and as well as all input prompts provided to the generative AI technology.

Details of the AI usage are given below:

1. Grammarly Premium – used for thorough checking of the grammar.

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