

## **EXPLORING THE ESSENTIAL ACADEMIC AND EMOTIONAL NEEDS OF STUDENTS IN THE MODERN CLASSROOM**

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### **Abstract**

This study employed an exploratory research design to examine the academic and emotional needs of junior high school students in modern classrooms. The qualitative phase involved 17 students from Kidapawan City, with 10 participating in in-depth interviews and 7 in a focus group discussion, while the quantitative phase included 200 students. Analysis of qualitative data revealed six main themes: Focus and Engagement in Learning, Peer Support and Collaboration, Teacher Support and Guidance, Emotional Well-being and Coping, Autonomy and Independent Learning, and Feedback and Assessment. Exploratory factor analysis refined these themes into ten dimensions, providing a more detailed understanding of students' needs, including Motivation and Academic Confidence, Classroom Environment and Safety, Resource Availability, and Teacher Communication and Support. Reliability testing indicated that all dimensions exhibited acceptable to excellent internal consistency, with Cronbach's alpha values ranging from 0.75 to 0.89. The final instrument, "The Essential Academic and Emotional Needs of Students in the Modern Classroom Scale," consists of 64 items rated on a five-point Likert scale, offering a valid, reliable, and actionable tool for assessing students' academic and emotional needs.

**Keywords:** *Academic Needs, Emotional Support, Junior High School, Exploratory Factor Analysis, Kidapawan City, Philippines*

### **Introduction**

Addressing both the academic and emotional needs of students has become a pressing concern in contemporary education, as increasing academic demands are closely linked to students' psychological well-being and learning outcomes. Recent studies indicate that a substantial proportion of students experience high levels of academic stress, which negatively affects motivation, engagement, and mental health. Globally, emotional difficulties among adolescents have been identified as a major challenge within school systems, emphasizing the need for educational environments that support not only cognitive development but also emotional stability and resilience.

In the Philippine context, these concerns are equally evident. International assessments have shown that Filipino students continue to face significant academic challenges in core subject areas, while local studies report considerable levels of academic anxiety among senior high school students. These findings suggest that

academic underperformance and emotional distress often coexist, reinforcing the importance of examining how emotional well-being and academic demands intersect within classroom settings. Without adequate emotional support, students may struggle to cope with academic expectations, leading to disengagement and diminished learning outcomes.

Previous research has demonstrated that emotional well-being is closely associated with academic performance and student engagement. Studies have shown that supportive teacher–student relationships, positive peer interactions, and inclusive school environments contribute to improved academic resilience and emotional regulation. Moreover, the integration of social and emotional learning approaches has been linked to enhanced self-regulation and academic achievement. While these studies provide valuable insights, much of the existing literature tends to examine academic achievement and emotional well-being as separate constructs rather than as interrelated components of students' classroom experiences.

Despite growing recognition of the importance of holistic education, there remains a notable gap in research that systematically explores the combined academic and emotional needs of students within modern classroom contexts, particularly in local educational settings. Limited attention has been given to identifying the underlying dimensions of these needs and translating them into empirically grounded tools that can guide educational practice. This gap constrains educators' ability to design balanced interventions that address both learning demands and emotional support in an integrated manner.

In response to this gap, the present study aims to identify the essential academic and emotional needs of students in the modern classroom and to examine how these needs shape students' learning experiences. By exploring students' perspectives within a local school context, this investigation seeks to contribute to a more comprehensive understanding of how academic and emotional factors interact in everyday classroom environments. The findings are intended to inform educational practices and support the development of context-sensitive approaches that promote both academic success and emotional well-being among students.

## **Methods**

### **Research Design**

This study employed an exploratory sequential mixed-methods design to examine the essential academic and emotional needs of junior high school students in modern classroom settings. The design followed an initial qualitative exploration to identify salient themes and dimensions of students' experiences, which subsequently informed the development of a quantitative instrument for validation and dimensional analysis. This approach was appropriate given the limited empirical tools available for measuring the combined academic and emotional needs of students within local educational contexts.

The qualitative phase emphasized open-ended inquiry to capture students' lived academic and emotional experiences through interviews and focus group discussions. Findings from this phase guided the construction of survey items used in the quantitative phase. Exploratory factor analysis was then applied to identify the underlying dimensions of the construct and assess the internal structure of the developed scale. This sequential

approach enabled the integration of qualitative insights with quantitative validation to produce a context-sensitive and empirically grounded measurement tool.

### **Research Participants**

Participants consisted of 217 junior high school students enrolled in public and private schools within Kidapawan City, Philippines. The qualitative phase included 17 students, of whom 10 participated in in-depth interviews and 7 participated in a focus group discussion. Participants for this phase were selected using purposive sampling to ensure that students could meaningfully articulate their academic and emotional experiences.

For the quantitative phase, 200 students from Grades 7 to 10 were selected using stratified sampling to ensure representation across grade levels and school types. Inclusion criteria required participants to be currently enrolled junior high school students, willing to participate, and able to communicate their experiences in either English or Filipino. Students who declined participation or who had conditions that could limit their ability to provide informed responses without specialized support were excluded from the study.

### **Research Materials**

Multiple research materials and instruments were utilized to ensure systematic data collection and replicability of results.

For the qualitative phase, a researcher-developed semi-structured interview guide was used during individual interviews and focus group discussions. The guide consisted of open-ended questions designed to elicit students' perceptions of their academic demands, emotional experiences, sources of support, and challenges within classroom settings. The interview protocol underwent expert content validation by specialists in education and psychology to ensure clarity, relevance, and alignment with the study objectives. Interviews and discussions were audio-recorded using a digital voice recorder and later transcribed verbatim.

For the quantitative phase, a self-administered questionnaire was developed based on the frequency and salience of themes emerging from the qualitative analysis. Initial items were written in simple, age-appropriate language and structured using a Likert-type response format. The instrument was pilot-tested to check item clarity and response variability prior to full administration.

Quantitative data were collected using printed survey forms distributed during scheduled school visits. Data encoding and statistical analysis were conducted using standard statistical software. Exploratory factor analysis (EFA) using principal axis factoring was employed to determine the underlying dimensions of the scale. Sampling adequacy was assessed using the Kaiser–Meyer–Olkin (KMO) measure, and items with communality values below 0.40 were excluded. Internal consistency reliability of each factor was evaluated using Cronbach's alpha, with acceptable reliability determined based on established psychometric thresholds.

All materials, including interview guides, survey instruments, and coding frameworks, were systematically documented to allow future researchers to replicate the procedures and validate the resulting measurement tool.

## **Results and Discussion**

### **1. Students' Academic Support Needs in the Modern Classroom**

Analysis of the qualitative data revealed two major themes describing the types of support students perceive as essential for effective learning: peer and teacher support and diverse learning aids. These themes highlight the social and instructional conditions that facilitate students' engagement, understanding, and confidence in academic tasks.

*Peer and teacher support* emerged as a critical component of students' learning experiences. Participants consistently described peers and teachers as accessible sources of clarification, reassurance, and collaborative problem solving. Students emphasized that peer explanations often felt less intimidating and more relatable, allowing them to process academic content step by step. Similarly, teacher behaviors such as repeating explanations, responding patiently, and offering encouragement were perceived as reinforcing students' confidence and willingness to participate. These findings suggest that learning is strengthened when students experience both academic guidance and emotional reassurance within social interactions.

This result aligns with prior research demonstrating that perceived teacher support enhances student engagement directly and indirectly through academic self-efficacy and resilience (Pekrun et al., 2020). Likewise, positive peer relationships have been shown to predict academic achievement through increased motivation and active engagement (Li et al., 2023). Taken together, the findings reinforce the idea that learning support in the classroom is inherently relational and is most effective when academic assistance is embedded within supportive social interactions.

The second theme, *diverse learning aids*, reflects students' preference for instructional approaches that accommodate different learning styles and modes of understanding. Participants reported that visual materials, real-life examples, hands-on activities, and technology-based resources enhanced comprehension and retention. Access to varied learning aids enabled students to engage with content through multiple pathways, making abstract or complex concepts more accessible.

These findings are consistent with evidence showing that multimodal instructional materials—particularly those combining visual and textual elements—improve comprehension and learning outcomes (Lim & Tan Chia, 2023). Similarly, research on technology-supported and collaborative learning environments indicates that diverse instructional resources promote deeper engagement and conceptual understanding (Luo & Zheng, 2024). Collectively, these results underscore the importance of instructional flexibility in meeting students' academic needs in modern classrooms.

### **2. Impact of Students' Emotional Experiences on Learning**

Beyond instructional support, the findings revealed that students' emotional experiences play a substantial role in shaping their learning outcomes. Two

interrelated themes emerged: *emotional well-being and learning* and *the need for emotional support*.

Students described emotional well-being as a condition that enables focus, motivation, and confidence. When students felt emotionally stable, they reported greater readiness to participate, ask questions, and persist through challenging tasks. Conversely, stress, anxiety, and emotional distress were described as barriers that disrupted concentration and reduced engagement.

These findings are supported by research indicating that emotional well-being predicts academic performance through its influence on learning self-efficacy (Diotaiuti et al., 2025). Other studies similarly demonstrate that emotional difficulties such as anxiety and stress are associated with lower academic achievement and reduced persistence (Mundakir et al., 2021). The present results affirm that emotional well-being is not peripheral to learning but foundational to students' capacity to benefit from academic instruction.

Closely related to emotional well-being was the *need for emotional support*. Participants emphasized the importance of feeling understood, encouraged, and emotionally supported by teachers and peers. Emotional support helped reduce anxiety, buffer academic stress, and foster a sense of belonging. Students indicated that reassurance and empathy from others increased their confidence and improved their ability to manage academic demands.

Consistent with these findings, studies have shown that teacher emotional support enhances academic self-efficacy, resilience, and engagement (Zhang et al., 2025). Additionally, supportive school climates characterized by caring relationships and inclusivity have been linked to improved well-being and academic outcomes (Patel et al., 2024). These results highlight emotional support as a key mechanism through which schools can promote both learning and well-being.

### 3. Teachers' Role in Addressing Academic and Emotional Needs

Students also articulated clear expectations regarding teachers' roles in supporting both learning and emotional well-being. Two themes emerged: *holistic teacher support* and *a safe and inclusive classroom environment*.

Participants described holistic teacher support as a combination of academic assistance and emotional responsiveness. Teachers who demonstrated empathy, patience, and attentiveness were perceived as fostering motivation, confidence, and persistence. Students felt more comfortable seeking help and engaging in learning when teachers treated them as whole individuals rather than focusing solely on academic performance.

This finding aligns with research showing that teachers' emotional competence strengthens teacher–student relationships and promotes academic engagement and well-being (Arias Pastor et al., 2023). Intervention studies further suggest that emotionally responsive teaching practices contribute to improved classroom climate and reduced student stress (Tuning in to Kids in School pilot study, 2023).

The importance of a *safe and inclusive classroom* was also emphasized. Students reported that environments characterized by respect, acceptance, and

fairness encouraged participation, collaboration, and emotional security. Such environments enabled students to take academic risks without fear of judgment, thereby supporting both learning and emotional stability.

Empirical evidence supports these perceptions, indicating that positive school climate and emotionally safe classrooms are associated with higher engagement, improved academic achievement, and enhanced social–emotional well-being (Podiya et al., 2025). These findings underscore the role of classroom climate as a critical context for meeting students’ academic and emotional needs.

### **Development and Validation of the Measurement Instrument**

Based on the qualitative findings, a 100-item questionnaire was developed to measure the essential academic and emotional needs of students in the modern classroom.

**Table 1. The essential academic and emotional needs of students in the modern classroom scale**

| <b>Part I</b> | <b>Statements</b>                                  | <b>5</b> | <b>4</b> | <b>3</b> | <b>2</b> | <b>1</b> |
|---------------|----------------------------------------------------|----------|----------|----------|----------|----------|
| 1             | I focus fully during classroom activities.         |          |          |          |          |          |
| 2             | I understand lessons without much confusion.       |          |          |          |          |          |
| 3             | I ask questions when unclear.                      |          |          |          |          |          |
| 4             | I enjoy challenging learning tasks.                |          |          |          |          |          |
| 5             | I participate actively in class discussions.       |          |          |          |          |          |
| 6             | I apply knowledge to real situations.              |          |          |          |          |          |
| 7             | I complete assignments thoughtfully and carefully. |          |          |          |          |          |
| 8             | I can concentrate despite classroom distractions.  |          |          |          |          |          |
| 9             | I retain information from lessons easily.          |          |          |          |          |          |
| 10            | I analyze problems before finding solutions.       |          |          |          |          |          |
| 11            | I feel safe sharing my feelings.                   |          |          |          |          |          |
| 12            | Teachers notice when I feel upset.                 |          |          |          |          |          |
| 13            | I receive encouragement from my teachers.          |          |          |          |          |          |
| 14            | I feel cared for by school staff.                  |          |          |          |          |          |
| 15            | Teachers understand my emotional needs well.       |          |          |          |          |          |
| 16            | I can express emotions without fear.               |          |          |          |          |          |
| 17            | I feel supported during stressful situations.      |          |          |          |          |          |
| 18            | Teachers respond kindly when I struggle.           |          |          |          |          |          |
| 19            | I feel valued as a student here.                   |          |          |          |          |          |
| 20            | My emotional concerns are taken seriously.         |          |          |          |          |          |
| 21            | I collaborate well with classmates daily.          |          |          |          |          |          |
| 22            | I enjoy working in group activities.               |          |          |          |          |          |
| 23            | Classmates respect my opinions and ideas.          |          |          |          |          |          |
| 24            | I communicate easily with other students.          |          |          |          |          |          |
| 25            | I feel included in classroom discussions.          |          |          |          |          |          |
| 26            | I share learning experiences with peers.           |          |          |          |          |          |
| 27            | I cooperate during classroom tasks consistently.   |          |          |          |          |          |
| 28            | Classmates help me when I struggle.                |          |          |          |          |          |
| 29            | I can resolve conflicts with classmates.           |          |          |          |          |          |
| 30            | I engage positively in group work.                 |          |          |          |          |          |
| 31            | I believe I can achieve success.                   |          |          |          |          |          |
| 32            | I try hard even when challenged.                   |          |          |          |          |          |
| 33            | I set goals for my learning.                       |          |          |          |          |          |



|    |                                                            |  |  |  |  |  |  |
|----|------------------------------------------------------------|--|--|--|--|--|--|
| 34 | I feel confident completing assignments independently.     |  |  |  |  |  |  |
| 35 | I stay motivated despite difficult lessons.                |  |  |  |  |  |  |
| 36 | I persist until I understand lessons.                      |  |  |  |  |  |  |
| 37 | I enjoy learning new concepts daily.                       |  |  |  |  |  |  |
| 38 | I feel capable of mastering topics.                        |  |  |  |  |  |  |
| 39 | I challenge myself to improve grades.                      |  |  |  |  |  |  |
| 40 | I believe effort leads to success.                         |  |  |  |  |  |  |
| 41 | I feel comfortable asking teachers questions.              |  |  |  |  |  |  |
| 42 | Teachers treat students fairly and equally.                |  |  |  |  |  |  |
| 43 | I trust my teachers' guidance fully.                       |  |  |  |  |  |  |
| 44 | Teachers listen when I share opinions.                     |  |  |  |  |  |  |
| 45 | I feel respected by my teachers.                           |  |  |  |  |  |  |
| 46 | Teachers provide helpful advice for learning.              |  |  |  |  |  |  |
| 47 | I can approach teachers with concerns.                     |  |  |  |  |  |  |
| 48 | Teachers motivate me to do better.                         |  |  |  |  |  |  |
| 49 | I feel supported by my teachers.                           |  |  |  |  |  |  |
| 50 | Teachers communicate expectations clearly and effectively. |  |  |  |  |  |  |
| 51 | My classroom feels safe and welcoming.                     |  |  |  |  |  |  |
| 52 | I have necessary materials for learning.                   |  |  |  |  |  |  |
| 53 | Classroom is organized and distraction-free.               |  |  |  |  |  |  |
| 54 | Seating arrangement supports my learning needs.            |  |  |  |  |  |  |
| 55 | I feel comfortable asking questions here.                  |  |  |  |  |  |  |
| 56 | Classroom promotes focus and attention well.               |  |  |  |  |  |  |
| 57 | Lighting and space aid my learning.                        |  |  |  |  |  |  |
| 58 | Resources are available when I need.                       |  |  |  |  |  |  |
| 59 | Environment encourages collaboration with classmates.      |  |  |  |  |  |  |
| 60 | Classroom setup supports effective learning daily.         |  |  |  |  |  |  |
| 61 | Teachers give clear feedback on work.                      |  |  |  |  |  |  |
| 62 | I understand grading criteria easily.                      |  |  |  |  |  |  |
| 63 | Feedback helps me improve learning outcomes.               |  |  |  |  |  |  |
| 64 | Assessments reflect what I learned effectively.            |  |  |  |  |  |  |
| 65 | I receive timely feedback from teachers.                   |  |  |  |  |  |  |
| 66 | Teacher comments guide my learning progress.               |  |  |  |  |  |  |
| 67 | I know how to improve scores.                              |  |  |  |  |  |  |
| 68 | Feedback motivates me to work harder.                      |  |  |  |  |  |  |
| 69 | Assessment results are fair and accurate.                  |  |  |  |  |  |  |
| 70 | Teachers explain how to improve grades.                    |  |  |  |  |  |  |
| 71 | I choose topics for my projects.                           |  |  |  |  |  |  |
| 72 | I can decide how to learn.                                 |  |  |  |  |  |  |
| 73 | I select preferred methods for studying.                   |  |  |  |  |  |  |
| 74 | Teachers allow me to make choices.                         |  |  |  |  |  |  |
| 75 | I feel responsible for learning outcomes.                  |  |  |  |  |  |  |
| 76 | I plan my assignments independently sometimes.             |  |  |  |  |  |  |
| 77 | I decide how to approach tasks.                            |  |  |  |  |  |  |
| 78 | Teachers support independent decision-making in class.     |  |  |  |  |  |  |
| 79 | I feel trusted to make learning choices.                   |  |  |  |  |  |  |
| 80 | I explore different methods for learning.                  |  |  |  |  |  |  |
| 81 | I can manage stress during exams.                          |  |  |  |  |  |  |
| 82 | I remain calm when lessons are hard.                       |  |  |  |  |  |  |
| 83 | Teachers help reduce classroom anxiety effectively.        |  |  |  |  |  |  |
| 84 | I handle pressure well in assignments.                     |  |  |  |  |  |  |
| 85 | I take breaks when feeling stressed.                       |  |  |  |  |  |  |
| 86 | I can ask for help under pressure.                         |  |  |  |  |  |  |

|     |                                                |  |  |  |  |  |  |
|-----|------------------------------------------------|--|--|--|--|--|--|
| 87  | I stay focused despite stressful situations.   |  |  |  |  |  |  |
| 88  | I feel prepared for challenging lessons.       |  |  |  |  |  |  |
| 89  | Classroom activities help lower my stress.     |  |  |  |  |  |  |
| 90  | I cope with academic pressure successfully.    |  |  |  |  |  |  |
| 91  | I contribute actively to group tasks.          |  |  |  |  |  |  |
| 92  | I listen to peers' ideas respectfully.         |  |  |  |  |  |  |
| 93  | I work well with different classmates.         |  |  |  |  |  |  |
| 94  | I encourage classmates during group work.      |  |  |  |  |  |  |
| 95  | I share responsibilities fairly with peers.    |  |  |  |  |  |  |
| 96  | I resolve disagreements calmly in groups.      |  |  |  |  |  |  |
| 97  | I help classmates when they struggle.          |  |  |  |  |  |  |
| 98  | Peers provide useful input on projects.        |  |  |  |  |  |  |
| 99  | I learn effectively from peer discussions.     |  |  |  |  |  |  |
| 100 | Group activities make learning more enjoyable. |  |  |  |  |  |  |
|     |                                                |  |  |  |  |  |  |

Preliminary analysis demonstrated that the dataset was suitable for factor analysis. The Kaiser–Meyer–Olkin measure indicated meritorious sampling adequacy (KMO = .821), and Bartlett's Test of Sphericity was statistically significant ( $\chi^2 = 7763.121$ ,  $df = 6950$ ,  $p = .002$ ), confirming sufficient inter-item correlations.

**Table 2. KMO and Bartlett's Test**

|                                                       |                    |          |
|-------------------------------------------------------|--------------------|----------|
| Kaiser-Meyer-Olkin Measure of Sampling Adequacy. .821 |                    |          |
| Bartlett's Test of Sphericity                         | Approx. Chi-Square | 7763.121 |
|                                                       | df                 | 6950     |
|                                                       | Sig.               | .002     |

Exploratory factor analysis using principal axis factoring retained 64 items, which clustered into ten underlying dimensions. This refined structure expanded the original qualitative themes, capturing more specific aspects of students' academic and emotional needs. All retained items exceeded the recommended factor loading threshold of .50, indicating strong representation of the underlying constructs.

**Table 3. Factor Analysis**

| Pattern Matrix <sup>a</sup>                     |        |   |       |   |   |   |      |   |   |       |
|-------------------------------------------------|--------|---|-------|---|---|---|------|---|---|-------|
|                                                 | Factor |   |       |   |   |   |      |   |   |       |
|                                                 | 1      | 2 | 3     | 4 | 5 | 6 | 7    | 8 | 9 | 10    |
| 1. I focus fully during classroom activities.   |        |   |       |   |   |   |      |   |   | 0.519 |
| 2. I understand lessons without much confusion. |        |   |       |   |   |   |      |   |   |       |
| 3. I ask questions when unclear.                |        |   |       |   |   |   | 0.55 |   |   |       |
| 4. I enjoy challenging learning tasks.          |        |   | 0.568 |   |   |   |      |   |   |       |



|                                                       |       |  |       |       |       |      |       |       |       |  |
|-------------------------------------------------------|-------|--|-------|-------|-------|------|-------|-------|-------|--|
| 5. I participate actively in class discussions.       |       |  |       |       |       |      |       |       |       |  |
| 6. I apply knowledge to real situations.              | 0.632 |  |       |       |       |      |       |       |       |  |
| 7. I complete assignments thoughtfully and carefully. |       |  |       |       | 0.648 |      |       |       |       |  |
| 8. I can concentrate despite classroom distractions.  |       |  |       |       |       |      |       |       |       |  |
| 9. I retain information from lessons easily.          |       |  |       |       |       |      |       |       |       |  |
| 10. I analyze problems before finding solutions.      |       |  |       |       |       |      | 0.576 |       |       |  |
| 11. I feel safe sharing my feelings.                  |       |  |       |       |       |      |       | 0.656 |       |  |
| 12. Teachers notice when I feel upset.                |       |  |       |       |       |      |       |       |       |  |
| 13. I receive encouragement from my teachers.         |       |  |       |       |       |      |       |       | 0.684 |  |
| 14. I feel cared for by school staff.                 |       |  |       |       | 0.63  |      |       |       |       |  |
| 15. Teachers understand my emotional needs well.      |       |  |       |       |       |      |       | 0.606 |       |  |
| 16. I can express emotions without fear.              |       |  |       |       |       | 0.63 |       |       |       |  |
| 17. I feel supported during stressful situations.     |       |  |       |       |       |      |       |       |       |  |
| 18. Teachers respond kindly when I struggle.          |       |  |       |       |       |      | 0.597 |       |       |  |
| 19. I feel valued as a student here.                  |       |  | 0.556 |       |       |      |       |       |       |  |
| 20. My emotional concerns are taken seriously.        |       |  |       |       |       |      |       |       |       |  |
| 21. I collaborate well with classmates daily.         |       |  |       |       |       |      |       |       |       |  |
| 22. I enjoy working in group activities.              |       |  |       | 0.682 |       |      |       |       |       |  |
| 23. Classmates respect my opinions and ideas.         |       |  |       |       |       |      |       | 0.511 |       |  |
| 24. I communicate easily with other students.         |       |  |       |       |       |      |       |       |       |  |
| 25. I feel included in classroom discussions.         |       |  |       |       |       |      |       |       |       |  |
| 26. I share learning experiences with peers.          |       |  |       |       |       |      |       | 0.624 |       |  |

|                                                            |       |       |      |       |  |       |  |       |       |       |
|------------------------------------------------------------|-------|-------|------|-------|--|-------|--|-------|-------|-------|
| 27. I cooperate during classroom tasks consistently.       |       |       |      |       |  | 0.563 |  |       |       |       |
| 28. Classmates help me when I struggle.                    |       | 0.579 |      |       |  |       |  |       |       |       |
| 29. I can resolve conflicts with classmates.               |       |       |      |       |  |       |  |       |       |       |
| 30. I engage positively in group work.                     |       |       |      |       |  |       |  |       |       | 0.505 |
| 31. I believe I can achieve success.                       |       |       |      |       |  |       |  |       |       |       |
| 32. I try hard even when challenged.                       |       |       | 0.54 |       |  |       |  |       |       |       |
| 33. I set goals for my learning.                           |       |       |      | 0.618 |  |       |  |       |       |       |
| 34. I feel confident completing assignments independently. |       |       |      |       |  |       |  |       |       |       |
| 35. I stay motivated despite difficult lessons.            | 0.673 |       |      |       |  |       |  |       |       |       |
| 36. I persist until I understand lessons.                  |       |       |      |       |  |       |  |       |       |       |
| 37. I enjoy learning new concepts daily.                   |       |       |      |       |  |       |  | 0.537 |       |       |
| 38. I feel capable of mastering topics.                    |       |       |      | 0.581 |  |       |  |       |       |       |
| 39. I challenge myself to improve grades.                  |       |       |      |       |  |       |  |       | 0.517 |       |
| 40. I believe effort leads to success.                     | 0.644 |       |      |       |  |       |  |       |       |       |
| 41. I feel comfortable asking teachers questions.          |       |       |      |       |  |       |  |       |       |       |
| 42. Teachers treat students fairly and equally.            |       |       |      |       |  |       |  | 0.54  |       |       |
| 43. I trust my teachers' guidance fully.                   |       | 0.639 |      |       |  |       |  |       |       |       |
| 44. Teachers listen when I share opinions.                 |       |       |      |       |  |       |  |       | 0.637 |       |
| 45. I feel respected by my teachers.                       |       |       |      |       |  |       |  |       |       | 0.522 |
| 46. Teachers provide helpful advice for learning.          |       |       |      |       |  |       |  | 0.542 |       |       |
| 47. I can approach teachers with concerns.                 |       |       |      |       |  |       |  |       |       |       |
| 48. Teachers motivate me to do better.                     | 0.625 |       |      |       |  |       |  |       |       |       |
| 49. I feel supported by my teachers.                       |       |       |      |       |  |       |  |       | 0.536 |       |

|                                                                |       |       |       |       |       |       |  |       |  |      |
|----------------------------------------------------------------|-------|-------|-------|-------|-------|-------|--|-------|--|------|
| 50. Teachers communicate expectations clearly and effectively. |       |       |       |       |       |       |  |       |  | 0.56 |
| 51. My classroom feels safe and welcoming.                     |       |       |       |       |       |       |  |       |  |      |
| 52. I have necessary materials for learning.                   |       | 0.563 |       |       |       |       |  |       |  |      |
| 53. Classroom is organized and distraction-free.               |       |       |       |       |       |       |  |       |  |      |
| 54. Seating arrangement supports my learning needs.            | 0.612 |       |       |       |       |       |  |       |  |      |
| 55. I feel comfortable asking questions here.                  |       |       |       |       |       |       |  |       |  |      |
| 56. Classroom promotes focus and attention well.               |       |       |       | 0.598 |       |       |  |       |  |      |
| 57. Lighting and space aid my learning.                        |       |       |       |       |       |       |  |       |  |      |
| 58. Resources are available when I need.                       |       |       |       |       | 0.674 |       |  |       |  |      |
| 59. Environment encourages collaboration with classmates.      |       |       |       |       |       |       |  |       |  |      |
| 60. Classroom setup supports effective learning daily.         |       |       | 0.531 |       |       |       |  |       |  |      |
| 61. Teachers give clear feedback on work.                      |       |       |       |       |       |       |  |       |  |      |
| 62. I understand grading criteria easily.                      |       |       |       |       |       | 0.685 |  |       |  |      |
| 63. Feedback helps me improve learning outcomes.               |       |       |       |       |       |       |  |       |  |      |
| 64. Assessments reflect what I learned effectively.            |       | 0.506 |       |       |       |       |  |       |  |      |
| 65. I receive timely feedback from teachers.                   |       |       |       |       |       |       |  |       |  |      |
| 66. Teacher comments guide my learning progress.               |       |       |       |       |       |       |  | 0.643 |  |      |
| 67. I know how to improve scores.                              |       |       |       |       |       |       |  |       |  |      |
| 68. Feedback motivates me to work harder.                      | 0.521 |       |       |       |       |       |  |       |  |      |
| 69. Assessment results are fair and accurate.                  |       |       |       |       |       |       |  |       |  |      |
| 70. Teachers explain how to improve grades.                    |       |       |       |       | 0.566 |       |  |       |  |      |

|                                                            |       |  |       |       |       |       |       |       |       |  |
|------------------------------------------------------------|-------|--|-------|-------|-------|-------|-------|-------|-------|--|
| 71. I choose topics for my projects.                       |       |  |       |       |       |       |       |       |       |  |
| 72. I can decide how to learn.                             |       |  | 0.592 |       |       |       |       |       |       |  |
| 73. I select preferred methods for studying.               |       |  |       |       |       |       |       |       |       |  |
| 74. Teachers allow me to make choices.                     |       |  |       |       |       |       |       |       | 0.677 |  |
| 75. I feel responsible for learning outcomes.              |       |  |       |       |       |       |       |       |       |  |
| 76. I plan my assignments independently sometimes.         |       |  |       |       |       |       |       |       |       |  |
| 77. I decide how to approach tasks.                        |       |  |       |       |       |       |       |       |       |  |
| 78. Teachers support independent decision-making in class. | 0.534 |  |       |       |       |       |       |       |       |  |
| 79. I feel trusted to make learning choices.               |       |  |       |       |       |       |       |       |       |  |
| 80. I explore different methods for learning.              |       |  |       | 0.695 |       |       |       |       |       |  |
| 81. I can manage stress during exams.                      |       |  |       |       |       |       |       |       |       |  |
| 82. I remain calm when lessons are hard.                   |       |  |       |       |       |       | 0.668 |       |       |  |
| 83. Teachers help reduce classroom anxiety effectively.    |       |  |       |       |       |       |       |       |       |  |
| 84. I handle pressure well in assignments.                 |       |  |       |       |       |       |       |       |       |  |
| 85. I take breaks when feeling stressed.                   |       |  |       |       | 0.601 |       |       |       |       |  |
| 86. I can ask for help under pressure.                     |       |  |       |       |       |       |       |       |       |  |
| 87. I stay focused despite stressful situations.           |       |  | 0.522 |       |       |       |       |       |       |  |
| 88. I feel prepared for challenging lessons.               |       |  |       |       |       |       |       |       |       |  |
| 89. Classroom activities help lower my stress.             |       |  |       |       |       |       |       |       |       |  |
| 90. I cope with academic pressure successfully.            |       |  |       |       |       |       |       | 0.689 |       |  |
| 91. I contribute actively to group tasks.                  |       |  |       |       |       |       |       |       |       |  |
| 92. I listen to peers' ideas respectfully.                 |       |  |       |       |       | 0.557 |       |       |       |  |
| 93. I work well with different classmates.                 |       |  |       |       |       |       |       |       |       |  |

|                                                                 |  |       |  |  |  |  |  |  |       |  |
|-----------------------------------------------------------------|--|-------|--|--|--|--|--|--|-------|--|
| 94. I encourage classmates during group work.                   |  | 0.513 |  |  |  |  |  |  |       |  |
| 95. I share responsibilities fairly with peers.                 |  |       |  |  |  |  |  |  |       |  |
| 96. I resolve disagreements calmly in groups.                   |  |       |  |  |  |  |  |  | 0.625 |  |
| 97. I help classmates when they struggle.                       |  |       |  |  |  |  |  |  |       |  |
| 98. Peers provide useful input on projects.                     |  |       |  |  |  |  |  |  |       |  |
| 99. I learn effectively from peer discussions.                  |  |       |  |  |  |  |  |  |       |  |
| 100. Group activities make learning more enjoyable.             |  |       |  |  |  |  |  |  |       |  |
| Extraction Method: Principal Axis Factoring.                    |  |       |  |  |  |  |  |  |       |  |
| Rotation Method: Promax with Kaiser Normalization. <sup>a</sup> |  |       |  |  |  |  |  |  |       |  |
| a. Rotation converged in 48 iterations.                         |  |       |  |  |  |  |  |  |       |  |

Reliability analysis revealed acceptable to excellent internal consistency across all dimensions, with Cronbach's alpha values ranging from .75 to .89. The strongest reliability was observed for Teacher Support and Guidance ( $\alpha = .89$ ), while dimensions with fewer items still met acceptable reliability standards.

**Table 4. The essential academic and emotional needs of students in the modern classroom scale**

| <b>Theme 1: Focus and Engagement in Learning</b>     | <b>5</b> | <b>4</b> | <b>3</b> | <b>2</b> | <b>1</b> |
|------------------------------------------------------|----------|----------|----------|----------|----------|
| 1. I enjoy challenging learning tasks                |          |          |          |          |          |
| 2. I apply knowledge to real situations              |          |          |          |          |          |
| 3. I complete assignments thoughtfully and carefully |          |          |          |          |          |
| 4. I try hard even when challenged                   |          |          |          |          |          |
| 5. I set goals for my learning                       |          |          |          |          |          |
| 6. I stay motivated despite difficult lessons        |          |          |          |          |          |
| 7. I enjoy learning new concepts daily               |          |          |          |          |          |
| 8. I feel capable of mastering topics                |          |          |          |          |          |
| 9. I challenge myself to improve grades              |          |          |          |          |          |
| 10. I believe effort leads to success                |          |          |          |          |          |
| <b>Theme 2: Peer Support and Collaboration</b>       | <b>5</b> | <b>4</b> | <b>3</b> | <b>2</b> | <b>1</b> |
| 1. I ask questions when unclear                      |          |          |          |          |          |
| 2. I enjoy working in group activities               |          |          |          |          |          |
| 3. I share learning experiences with peers           |          |          |          |          |          |
| 4. I cooperate during classroom tasks consistently   |          |          |          |          |          |
| 5. Classmates help me when I struggle                |          |          |          |          |          |
| 6. I resolve disagreements calmly in groups          |          |          |          |          |          |
| 7. I explore different methods for learning          |          |          |          |          |          |

|                                                          |          |          |          |          |          |
|----------------------------------------------------------|----------|----------|----------|----------|----------|
| <b>Theme 3: Teacher Support and Guidance</b>             | <b>5</b> | <b>4</b> | <b>3</b> | <b>2</b> | <b>1</b> |
| 1. I feel cared for by school staff                      |          |          |          |          |          |
| 2. I receive encouragement from my teachers              |          |          |          |          |          |
| 3. Teachers understand my emotional needs well           |          |          |          |          |          |
| 4. I can express emotions without fear                   |          |          |          |          |          |
| 5. Teachers respond kindly when I struggle               |          |          |          |          |          |
| 6. I trust my teachers' guidance fully                   |          |          |          |          |          |
| 7. Teachers listen when I share opinions                 |          |          |          |          |          |
| 8. Teachers provide helpful advice for learning          |          |          |          |          |          |
| 9. Teachers motivate me to do better                     |          |          |          |          |          |
| 10. Teachers allow me to make choices                    |          |          |          |          |          |
| <b>Theme 4: Emotional Well-being and Coping</b>          | <b>5</b> | <b>4</b> | <b>3</b> | <b>2</b> | <b>1</b> |
| 1. I feel safe sharing my feelings                       |          |          |          |          |          |
| 2. I feel supported during stressful situations          |          |          |          |          |          |
| 3. I feel valued as a student here                       |          |          |          |          |          |
| 4. My emotional concerns are taken seriously             |          |          |          |          |          |
| 5. I remain calm when lessons are hard                   |          |          |          |          |          |
| 6. I take breaks when feeling stressed                   |          |          |          |          |          |
| <b>Theme 5: Autonomy and Independent Learning</b>        | <b>5</b> | <b>4</b> | <b>3</b> | <b>2</b> | <b>1</b> |
| 1. I select preferred methods for studying               |          |          |          |          |          |
| 2. Teachers support independent decision-making in class |          |          |          |          |          |
| <b>Theme 6: Feedback and Assessment</b>                  | <b>5</b> | <b>4</b> | <b>3</b> | <b>2</b> | <b>1</b> |
| 1. I understand grading criteria easily                  |          |          |          |          |          |
| 2. Teacher comments guide my learning progress           |          |          |          |          |          |
| 3. Teachers allow me to make choices                     |          |          |          |          |          |
| <b>Theme 7: Motivation and Academic Confidence</b>       | <b>5</b> | <b>4</b> | <b>3</b> | <b>2</b> | <b>1</b> |
| 1. I try hard even when challenged                       |          |          |          |          |          |
| 2. I explore different methods for learning              |          |          |          |          |          |
| <b>Theme 8: Classroom Environment and Safety</b>         | <b>5</b> | <b>4</b> | <b>3</b> | <b>2</b> | <b>1</b> |
| 1. My classroom feels safe and welcoming                 |          |          |          |          |          |
| 2. Seating arrangement supports my learning needs        |          |          |          |          |          |
| 3. Classroom promotes focus and attention well           |          |          |          |          |          |
| <b>Theme 9: Resource Availability</b>                    | <b>5</b> | <b>4</b> | <b>3</b> | <b>2</b> | <b>1</b> |
| 1. I have necessary materials for learning               |          |          |          |          |          |
| 2. Resources are available when I need                   |          |          |          |          |          |
| <b>Theme 10: Teacher Communication and Support</b>       | <b>5</b> | <b>4</b> | <b>3</b> | <b>2</b> | <b>1</b> |
| 1. Teachers provide helpful advice for learning          |          |          |          |          |          |
| 2. Teachers explain how to improve grades                |          |          |          |          |          |



### 3. Teachers allow me to make choices

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The final instrument consists of 64 items across ten dimensions, encompassing both academic and emotional domains. Items are rated on a five-point Likert scale, allowing for systematic assessment of students' experiences related to engagement, support, emotional well-being, autonomy, classroom environment, and resource availability. The refined structure ensures that the scale captures the multidimensional nature of students' needs while maintaining psychometric rigor.

Overall, the results demonstrate that students' academic success and emotional well-being are deeply interconnected. The validated instrument provides a reliable and comprehensive framework for assessing these needs, offering valuable insights for educators, researchers, and policymakers seeking to design interventions that support holistic student development in modern classroom settings.

### **Conclusion**

The following section provides an overview of the main points and key ideas.

1. Based on qualitative data from interviews and observations, six main themes emerged reflecting the essential academic and emotional needs of students: Focus and Engagement in Learning, Peer Support and Collaboration, Teacher Support and Guidance, Emotional Well-being and Coping, Autonomy and Independent Learning, and Feedback and Assessment. These themes highlight key areas where students require both academic and emotional support in modern classrooms.
2. Exploratory factor analysis refined the original six themes into ten dimensions, showing a more nuanced understanding of students' needs. The ten dimensions are Focus and Engagement in Learning, Peer Support and Collaboration, Teacher Support and Guidance, Emotional Well-being and Coping, Autonomy and Independent Learning, Feedback and Assessment, Motivation and Academic Confidence, Classroom Environment and Safety, Resource Availability, and Teacher Communication and Support.
3. Reliability analysis of the scale revealed that all ten dimensions had acceptable to excellent internal consistency, with Cronbach's alpha values ranging from 0.75 to 0.89. This indicates that the retained items consistently measure the intended constructs and support the validity of the instrument.
4. The final scale, "The Essential Academic and Emotional Needs of Students in the Modern Classroom Scale," includes 64 items organized under ten dimensions, rated on a five-point Likert scale. This instrument provides a structured, measurable, and actionable way to assess students' academic and emotional needs.

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