



Classroom Climate and Academic Performance of Education Students

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Abstract: This study focused on the relationship between classroom climate and student's academic performance. The respondents were the 123 fourth year Bachelor of Secondary Education and Bachelor of Elementary Education students taking the Teaching Profession. The survey method using the Classroom Climate questionnaire adapted from the downloaded instrument was used. Academic performance was their Final grade in the Teaching Profession. Statistical tools were frequency count, percentage, mean, standard deviation and Pearson's r set at .05 level of significance.

The BEED students perceived their classroom climate as "Highly Conducive" while the BSED students perceived it as "Most Conducive". As to teacher's leadership in the classroom, the students had the following preference: first "Democratic"; second "Authoritarian and third Laissez-faire". As to students' participation in the classroom, the students had the following preference: first "Collaborative", second "Individualistic" and third "Competitive". The highest bulk of students had the "Very Good" (85-89) academic performance when taken as a whole and when classified as to curricular program. For BEED students, there is a Low Positive Correlation ($r = 0.027$) between academic performance and classroom climate and only .07% of classroom climate explains the variance in the academic performance. With $p\text{-value} = .854$ which is greater than 0.05 level of significance, academic performance is not significantly correlated to classroom climate. For BSED students, there is a Moderately Low Positive Correlation ($r = 0.434$) between academic performance and classroom climate and only 18.84% of classroom climate explains the variance in the academic performance. With the $p\text{-value} = .000$ which is lesser than 0.05 level of significance, academic performance is significantly correlated to classroom climate. Classroom climate to a certain extent has some influence on academic performance of students. Teachers could employ the maximum participation of students individually or collaboratively. Teachers could strive to create a conducive classroom climate to help students attain academic success.

Key Words: classroom climate; academic performance; classroom social environment; education students