



LEVEL OF COMPLIANCE ON SCHOOL CLASSROOM NORMS AND PERCEIVED SCHOOL CLIMATE AMONG SENIOR HIGH SCHOOL STUDENTS IN A PRIVATE UNIVERSITY IN MANILA

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ABSTRACT

This research intends to find the students' level of classroom compliance and how it connects to the classroom's school climate amongst senior high schoolers. Based on a sample of 249 respondents, it was found that there is a very high level of classroom norm compliance and consensus on the school climate. It can therefore be concluded that an increased positive perceived school climate may positively affect the student norm compliance.

INTRODUCTION

- School Climate perceptions and Classroom Norm compliance are variables that could reveal situations about the student populace and affect student outcomes. School Climate is defined as the environment experienced based on collective perceptions in school that influence individual behavior, incorporating factors to create a sense of community. A positive perception of school climate decrease drop-out rates and increase connectedness as systems with strong school climate components affect behavior. In turn, increasing other school-level characteristics like healthy school interactions, student achievement, and decreasing recurrence of negative behavior like bullying.
- School-classroom norms are still factors in building better social and school climates as these norms determine which behaviors are acceptable and unacceptable. Norms have a stronger influence on school discipline and climate outcomes over laws.
- Social learning theory tells us that norms promote analyzing and imitating others' behavior, especially those positive, as it takes cognitive and environmental factors to impact learning and behavior. Since many interpret norms as rules, it allows them to coordinate functionally in the classroom setting, which is evidence of school norms. With norms being products of informal, formal, and cultural norms within the school setting, it significantly affects the creation of a positive environment, especially regarding the relationship with their peers.

METHODOLOGY

- A total of 249 students participated in this study by answering a questionnaire with two sections to explore students' norm compliance and perception of school climate using the Likert scale.
- The first section of levels of classroom norm compliance utilized the understanding about discipline properties, namely student's perceptions of the strictness of rules, fairness of discipline and teacher-student relationships, and student's attitudes to school-based authority, which was contextualized in the university's Integrated School Student Handbook policy on general norms of conduct inside the classroom. The second section measures the domain of school climate - teacher support, safety, respect, home support, and peer support.
- Compliance of students' behavior was rated from never, sometimes, often to always, and perceptions of school climate from strongly disagree, disagree, undecided, agree, and strongly agree.
- Cronbach's testing of the scales yielded acceptable levels of internal consistency (compliance of classroom norms = 0.86, perceptions school climate = 0.88).
- The study used JASP version 14.0 to process quantitative data, descriptive statistics, and correlation tests. While the Pearson R was utilized to measure the relationship of the variables.
- Following are the guides used: Level of Compliance of school-classroom norms: 1-1.59: Very Low; 1.6-2.19: Low; 2.2-2.79: Moderate; 2.8-3.39: High; 3.40 -4.00: Very High. Perceived level of school climate: 1-1.79: Very Low Agreement; 1.8-2.59: Low Agreement; 2.6-3.39: Moderate Agreement; 3.4-4.19: High Agreement; 4.20-5.00: Very High Agreement.

RESULTS

Table 1. Levels of Compliance on School-Classroom Norms

Classroom Norms	M	SD	Description
Fairness			
Equality in academics	3.78	0.56	Very High
Fair share of work	3.74	0.48	Very High
Grading system transparency	3.65	0.60	Very High
Gender Equality	3.65	0.57	Very High
Standard treatment in class	3.55	0.63	Very High
Opposing favoritism	3.31	0.81	High
Weighted Mean	3.61	0.39	Very High
Authority			
Asking to speak	3.64	0.57	Very High
Listening to authorities	3.61	0.58	Very High
Following school rules	3.52	0.55	Very High
Requesting to go out	3.41	0.75	Very High
Refraining from writing on the board	3.25	0.82	High
Attending classes prepared	3.03	0.63	High
Weighted Mean	3.41	0.42	Very High
Teacher-Student Relationship			
Responding politely	3.92	0.28	Very High
Greeting teachers	3.83	0.43	Very High
Humbly accepting teacher input	3.75	0.46	Very High
Ability to privately address issues	3.51	0.70	Very High
Ability to openly share thoughts	2.71	0.90	Moderate
Ability to discuss personal issues	2.19	1.00	Moderate
Weighted Mean	3.32	0.42	High
Strictness			
Observing cleanliness	3.55	0.61	Very High
Complying with norms	3.44	0.57	Very High
Being punctual	3.32	0.71	High
Obey rules in class	3.18	0.64	High
Turning off appliances before leaving	3.10	0.93	High
Ensuring silence	2.90	0.76	High
Weighted Mean	3.25	0.43	High
Overall	3.40	0.32	Very High

Table 2. Levels of Agreement of Student Perceptions of School Climate Indicators

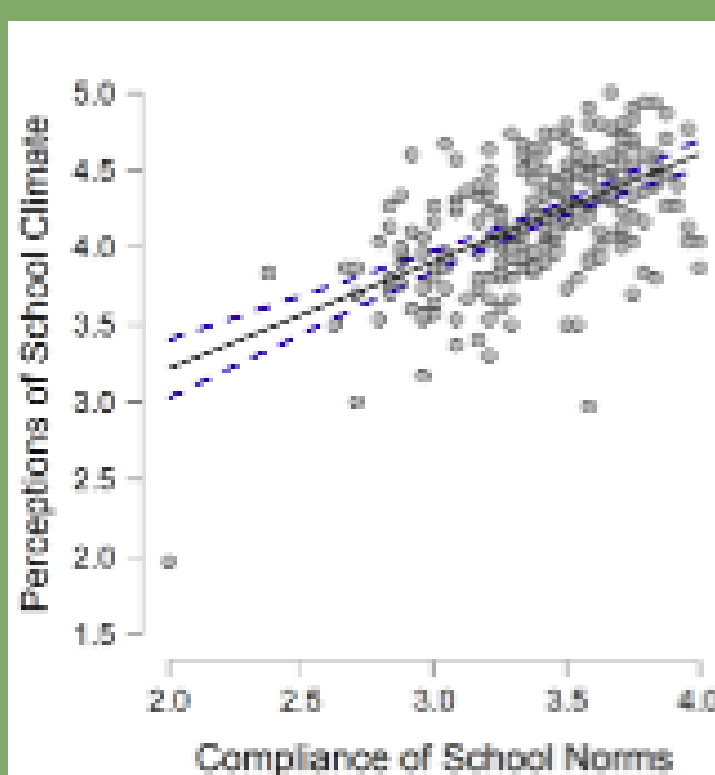
Indicators	M	SD	Description
Safety			
Physical bullying in class*	4.64	0.84	Very High
Protection from structural harm	4.40	0.68	Very High
Verbal bullying in classroom*	4.26	1.00	Very High
Feeling secured in class	4.26	0.78	Very High
Properly maintained equipment	4.21	0.76	Very High
Feeling free from theft	3.77	1.07	High
Weighted Mean	4.26	0.50	Very high
Teacher Support			
Teachers want students to do well	4.41	0.63	Very High
Teacher listens to students	4.30	0.70	Very High
Teachers treat students respectfully	4.26	0.65	Very High
Teachers appreciate students' good job	4.21	0.76	Very High
Teachers care about students	4.19	0.80	High
Teacher whom students can trust	4.05	0.93	High
Weighted Mean	4.24	0.53	Very high
Peer Support			
Having a friend in class that help in academics	4.56	0.74	Very High
Having a friend in class whom I trust	4.53	0.75	Very High
Having a friend in class to share personal issues	4.33	0.94	Very High
Having a friend in class that cares	4.33	0.89	Very High
Being listened to by the class	3.92	0.84	High
Ability to approach anyone in class	3.63	1.15	High
Weighted Mean	4.22	0.67	Very High
Respect			
Students are open to discuss in class	4.35	0.69	Very High
Respecting differences of other students	4.30	0.72	Very High
Teachers respect students in the class	4.30	0.66	Very High
Teachers respect students' opinions	4.24	0.71	Very High
Students skillfully express their thoughts	4.23	0.73	Very High
Teachers are unbiased	3.54	0.94	High
Weighted Mean	4.16	0.55	High
Home Support			
Adults motivate students	4.66	0.61	Very High
Adults expect students to follow rules	4.29	0.85	Very High
Adults care about school work	4.22	0.84	Very High
Having own space to study	3.97	1.10	High
Adults who listens	3.82	1.13	High
Having an adult that will help	3.36	1.30	Moderate
Weighted Mean	4.05	0.44	High
Overall	4.19	0.40	High

Table 3. Correlation of Levels of Classroom Norm Compliance and Perceptions of School Climate (n=249)

Correlations	M	SD	Pearson's r	p
Classroom Norm Compliance	3.40	0.32	-	-
Perceptions of School Climate	4.19	0.40	0.554	<.001

* p < .05, ** p < .01, *** p < .001

Figure 1. Scatterplot of Perceptions of School Climate and Compliance of School Norms (n=249)



CONCLUSION

The study shows that the Grade 12 students possess a very high level of compliance with classroom norms and a high level of agreement on perceptions of school climate. Domains of improvement were teacher-student relationships, where moderate compliance was reported, showing that students are not as able to discuss their thoughts or personal issues with their teacher. Ensuring silence and attending classes prepared also scored among the lowest complied norms in the study despite being within the high level of compliance rating. These imply that respect for teachers, answering to them politely, and advocating for equality in learning within the classroom setting were the most highly complied norms, belonging to the teacher-student relationship and fairness domain. Compliance with classroom norms of fairness which stems from the understanding and belief in the rule-based systems of the school was noticeably higher than classroom norms involving strictness, which are deterrents to misbehavior, and authority, which are school disciplining mechanisms. A small but noticeable difference in compliance favoring personnel-based authority enforced by teachers and homeroom advisers rather than rule-based classroom norms was also observed; showing a preference for active enforcement rather than more passive established rules.

The senior high school Grade 12 student's perception of their school classroom climate revealed to be highly positive. Four domains recorded very highly positive perception of their school classroom climate except for the home support that received high positive ratings. Home support proved to be more varied with high to very high levels of material and emotional support but less direct help with school matters as evidenced by the moderate level of agreement. Thus this domain calls for attention as respondents seek visible presence and support from the family. No one can deny that the role of the family in the academic life as such the school may remind the parents' of their role in students' academic life.

A statistically significant positive moderate correlation between classroom norm compliance and perceptions of school climate was recorded through Pearson R test. This concludes that as their perception of school climate positively increases, the level of their compliance to school classroom norm also increases. It also implies that their school norms' compliance or adherence to school rules escalates as their positive perception of their school classroom climate also escalates. Thus, a positive perception of the school classroom by the students is crucial to ensuring compliance or adherence to school norms or rules and regulations, and thus advancing a system of order in the school classroom setting.

COMPLIANCE ON SCHOOL CLASSROOM NORMS

- FAIRNESS
- STRICTNESS
- AUTHORITY
- TEACHER-STUDENT RELATIONSHIP



AGREEMENT OF PERCEIVED SCHOOL CLIMATE

- HOME SUPPORT
- PEER SUPPORT
- TEACHER SUPPORT
- SCHOOL SAFETY
- RESPECT