



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 -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 -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

1. INTRODUCTION

Background of the Study

Republic Act No. 7836 known as the Philippine Teachers Professionalization Act of 1994 in its Statement of Policy declares that "The State recognizes the vital role of teachers in nation building and development through a responsible and literate citizenry." An educator, Richard Reginald Green, supports the preceding concept

when he said, "The future of the nation is on the shoulders of teachers and how they teach kids; the future of the world is in the classroom where the teachers are. And if we have any chance to guarantee a positive bridge to the 21st century, it is how we educate the children in the classroom today." Teachers are the catalysts of change; they are the torch bearers always lighting the path towards progress of the world in all its facets.

Also, John F. Kennedy said, "Our progress as a nation can be no swifter than our progress in



education.” Indeed, the progress of a nation largely depends on the kind of education the nation has. The well-educated citizenry can contribute much to the economic advancement of a nation. On the other hand, the kind of education a nation has largely depends on the kind of teachers the nation has. Teachers can make a difference in the lives of the students because they are charged with the noble task of shaping souls fit for heaven as advocated by Henry Brooks Adams when he said, “A teacher affects eternity; he can never tell where his influence stops.”

The classroom still remains to be the main learning environment in the schools although learning can take place in other venues. On this premise, it is imperative that educators strive to make the classroom the best venue for students to attain their full potential in academic performance. According to Andy Hargreaves and Michael Fullon, “It is what teachers think, what teachers do and what teachers are at the level of the classroom that ultimately shapes the kind of learning that young people get.” On the impact of the classroom atmosphere, Haim Ginott said, “I’ve come to the frightening conclusion that I am the decisive element in the classroom. It’s my personal approach that creates the climate. It’s my daily mood that makes the weather. As a teacher, I possess tremendous power to make a student’s life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or humor, hurt or heal. In all situations it is my response that decides whether a crisis will be escalated or de-escalated and a student humanized or de-humanized.” So, classroom climate is so much influenced by the teacher’s daily mood and is so much affecting the student’s academic standing in the classroom. Much have been written about the educational phenomenon that it becomes an issue of concern among educators.

Definition of Classroom Climate

A classroom climate refers to a composite of variables working together to promote learning in a comfortable environment in a classroom. Every classroom is unique because there is a wide range of variables that have an impact on the climate in a classroom. However, a number of elements are

required for the establishment of a successful learning environment. The most important thing for a classroom is to create an atmosphere promoting learning. In order to achieve this atmosphere, every item in the classroom should emphasize learning in some way. (<http://www.questia.com/library/education/classroom-management/classroom-climate>)

Classroom climate is defined as the type of environment that is created for students by the school, teachers, and peers. Teachers are continually looking to create a "positive" classroom climate in which student learning is maximized. It is having an environment where students feel safe, nurtured, and intellectually stimulated. This type of positive classroom climate allows for students to meet their basic needs of physical and mental health. While there is no specific definition of what creates a negative classroom climate, it is considered to be one in which students feel uncomfortable, whether physically, emotionally, or academically, for any reason. (http://wik.ed.uiuc.edu/index.php/Classroom_Climate)

There are two aspects of classroom climate: the physical and social environment. Physical environment refers to the arrangement of chairs, tables, fixtures and pieces of furniture, the painting, lighting and ventilation while the social environment refers to the leadership exhibited by the teacher like democratic, authoritarian and laissez-faire and the mode of students’ participation such as collaborative, individualistic or competitive. (<http://www.articlesbase.com/education-articles/creating-conducive-classroom-climate-256406.html>)

Impacts of classroom climate on students’ performance

The classroom climate influences the student achievement, their self-esteem and participation in the lesson. The most important aspect of classroom climate is the relationship between teacher and students. There must be elements of caring, trust and respect in the interpersonal relationships between teachers and students. An effective classroom climate is one in which the teachers’ authority to organize and manage the learning activities is accepted by the students. There is



mutual respect and good rapport, and the atmosphere is one of purposefulness and confidence in learning. A key consideration is the extent to which the teacher is able to foster favorable perceptions towards learning among students, by establishing in students self-respect and self-esteem regarding themselves as learners. (<http://www.articlesbase.com/education-articles/creating-conducive-classroom-climate-256406.htm>)

Objectives and Scope of the Study

The study aimed to find out the students' perception of their classroom climate; their level of academic performance in the subject, The Teaching Profession; and the relationship of classroom climate to the students' academic performance. Also, it sought to determine the students' preference as to social environment in the classroom in terms of teacher's leadership and in terms of students' mode of participation. The study was conducted at Southern Iloilo Polytechnic College-WVCST Miagao Campus in the first semester of AY 2013-2014.

2. METHODOLOGY

Participants

One hundred twenty-three (123) fourth year BSED and BEED students taking the subject "The Teaching Profession" were the respondents of the study since they already had a three and a half year-exposure to the learning environment of the research locale. They were chosen conveniently because they were the ones who answered the fielded questionnaires.

Instrument and Statistical Tools

The instrument used to measure the level of classroom climate as perceived by the students was an adaptation of the downloaded classroom climate questionnaire. It has three sub-areas as to items to be considered: the general classroom atmosphere, learning activities and teacher characteristics.

The frequency count, mean and standard deviation were used for the descriptive statistics.

Pearson's r set at .05 level of significance was used for inferential statistics.

Level of Academic Performance

Range of Means	Description
1.0 (95)	Excellent
1.5-1.1 (90-94)	Outstanding
2.0-1.6 (85-89)	Very Good
2.5-2.1 (80-84)	Good
3.0-2.6 (75-79)	Fair

Level of Classroom Climate

Range of Means	Description
4.20-5.00	Most Conducive
3.40-4.19	Highly Conducive
2.60-3.39	Moderately Conducive
1.80-2.59	Slightly Conducive
1.00-1.79	Least Conducive

Interpreting Coefficient of Correlation (Pearson's r)

r	Description
± 1.00	Perfect Correlation
between ± 0.75 to ± 0.99	High Correlation
between ± 0.51 to ± 0.74	Moderately High Correlation
between ± 0.31 to ± 0.50	Moderately Low Correlation
between ± 0.01 to ± 0.30	Low Correlation
0.00	No Correlation

3. RESULTS AND DISCUSSION

Descriptive and Inferential Data Analysis

Figure 1

Mean of Classroom Climate Level as Perceived by the Respondents

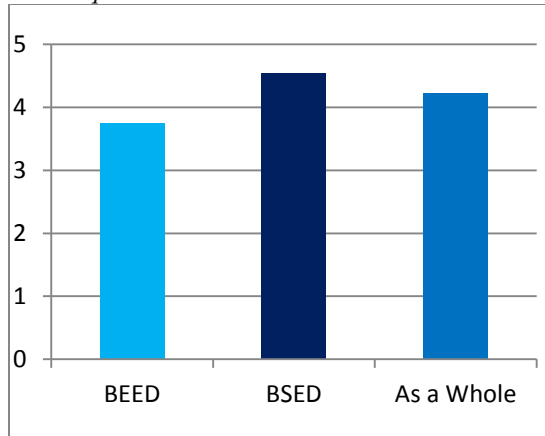


Table 1
 Mean of Classroom Climate Level as Perceived by the Respondents

Curriculum	N	Mean	SD	Description
BEED	49	3.78	.450	HConducive
BSED	74	4.54	.345	Most Conducive
As a Whole	123	4.23	.538	Most Conducive

Table 1 shows that the BEED students perceived their classroom climate as “Highly Conducive” with the mean of 3.78 and standard deviation of .450 while the BSED students perceived their classroom climate as “Most Conducive” with mean of 4.54 and standard deviation of .345. As a whole, the respondents perceived the classroom climate as “Most Conducive” with the mean of 4.23 and the standard deviation of .538.

Figure 2
 Mean of Academic Performance Level of the Respondents

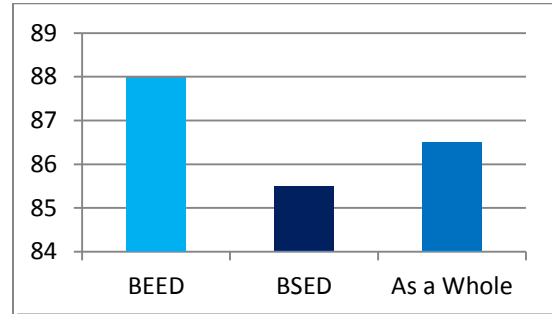


Table 2
 Mean of Academic Performance Level of the Respondents

Curriculum	N	Mean	SD	Description
BEED	49	87.98	1.26	Very good
BSED	74	85.51	3.69	Very good
As a Whole	123	86.50	3.20	Very good

Table 2 show that academic performance of BEED students had the mean of 87.98 described as “Very good” having a standard deviation of 1.26 while the academic performance of BSED students had a mean of 85.51 described as “Very good” having a standard deviation of 3.69. As a whole the academic performance of the students had a mean of 86.50 described as “Very good” having the standard deviation of 3.20.

Table 3
 Correlation of Academic Performance and Classroom Climate of BEED Students

	n	r	r ²	p-value	Remark
BEED					
Academic Performance	49	0.027	0.000729	.854	NS
Classroom climate			(.07%)		

Table 3 shows the correlation between academic performance and classroom climate of BEED students, with $r=0.027$ which describes a Low Positive Correlation. The $r^2=0.000729$ converted to percent reveals that .07 % of classroom climate explains the variance in academic performance



However, a p-value of .854 is greater than the 0.05 level of significance which means that there is no significant correlation between academic performance level and classroom climate level. Thus, the null hypothesis which states that there is no significant correlation between academic performance level and classroom climate level was not rejected.

Table 4
Correlation of Academic Performance and Classroom Climate of BSED Students

	n	r	r ²	p-value	Remark
BSED					
Academic Performance	74	0.434	0.188356	.000	*
Classroom climate			(18.84%)		

P<0.05*(Significant)

Table 4 shows the correlation between level of academic performance and level of classroom climate of BSED students, with r=0.434 which describes a Moderately Low Positive Correlation. The r²=0.188356 converted to percent revealed that 18.84 % of classroom climate explains the variance in academic performance. A p-value of .000 is lesser than the 0.05 level of significance which means that there is a significant correlation between academic performance level of the students and classroom climate level. Thus, the null hypothesis which states that there is no significant correlation between academic performance level and classroom climate level was rejected.

Table 5
Mean Scores on Respondents' Preferred Social Environment in the classroom as to Teacher's Leadership

Curriculum/ T Leadership	Mean	SD	Rank
BEED			
Democratic	2.63	.602	First
Authoritarian	1.82	.601	Second

Laissez-faire	1.59	.734	Third
BSED			
Democratic	2.78	.530	First
Authoritarian	1.72	.673	Second
Laissez-faire	1.63	.656	Third
As a whole			
Democratic	2.72	.563	First
Authoritarian	1.76	.645	Second
Laissez-faire	1.61	.685	Third

Table 5 shows that as to teacher's leadership in the classroom, the BEED students had "Democratic" as first preference with mean of 2.63 and standard deviation of .602; "Authoritarian" as second preference with mean of 1.82 and standard deviation of .601; and "Laissez-faire" as third preference with mean of 1.59 and standard deviation of .734. Similarly, the BSED students had "Democratic" as the first preference with mean of 2.78 and standard deviation of .530; "Authoritarian" as the second preference with mean of 1.72 and standard deviation of .673; and "Laissez-faire" as the third preference with mean of 1.63 with standard deviation of .656. As a whole group, the students had "Democratic" as the first preference with mean of 2.72 and standard deviation of .563; "Authoritarian" as the second preference with mean of 1.76 and standard deviation of .645; and "Laissez-faire" as the third preference with mean of 1.61 with standard deviation of .685.

Table 6
Mean Scores on Respondents' Preferred Social Environment in the Classroom as to Students' Participation

Curriculum/ S Participation	Mean	SD	Rank
BEED			
Collaborative	2.57	.612	First
Individualistic	1.96	.644	Second
Competitive	1.57	.764	Third
BSED			
Collaborative	2.73	.683	First
Individualistic	1.82	.747	Second
Competitive	1.58	.764	Third
As a whole			
Collaborative	2.67	.568	First
Individualistic	1.88	.708	Second
Competitive	1.58	.713	Third



Table 6 shows that as to students' participation in the classroom, the BEED students had "Collaborative" as first preference with mean of 2.57 and standard deviation of .612; "Individualistic" as second preference with mean of 1.96 and standard deviation of .644; and "Competitive" as third preference with mean of 1.57 and standard deviation of .764. Similarly, the BSED students had "Collaborative" as first preference with mean of 2.73 and standard deviation of .683; "Individualistic" as second preference with mean of 1.82 and standard deviation of .747; and "Competitive" as third preference with mean of 1.58 and standard deviation of .764. As a whole group, the students had "Collaborative" as first preference with mean of 2.67 and standard deviation of .568; "Individualistic" as second preference with mean of 1.88 and standard deviation of .708; and "Competitive" as third preference with mean of 1.58 and standard deviation of .713.

4. CONCLUSIONS

The classroom climate was perceived as "Most Conducive" by the respondents. Students had a positive experience as to classroom climate. Somehow, it was a climate promoting learning to some extent if not to the maximum. The highest bulk of the students had the "Very Good" academic performance. Correlation between classroom climate and academic performance ranges from Low to Moderately Low Positive correlation. A slight percentage of classroom climate explains the variance in the academic performance. For BEED students, academic performance is not significantly correlated to classroom climate. Classroom climate might not be the only factor contributing to their academic performance. Positively, there might be other factors contributing to it like their personal persistence and determination to have academic success wherever they are or they can still attain academic success regardless of classroom climate. For BSED students, academic performance is significantly correlated to classroom climate. To a certain extent, classroom climate had contributed to their academic performance. Teacher factor, class activities and general classroom atmosphere

can significantly motivate them to attain academic success.

As to social environment in the classroom, the students' most preferred leadership by the teacher was democratic and their most preferred mode of participation was collaborative. Somehow, it is implied by the result that academic success of the students still depends on the concerted effort of the two main stakeholders of the learning environment: the teachers and the students.

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