

Classroom Climate and Student's Academic Performance of a Public School in Antique

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Introduction. Classroom climate is a comprehensive set of educational, psychological, social, cognitive, organizational, and physical variables that may affect the academic achievement of learners. Perceptions of students in their learning environment affect the way they perform in the classroom. However, classroom climate is a less explored construct creating much dearth on the local literature. Hence, the paper aimed to determine the degree of classroom climate in terms of discipline, learning, assessment, student interactions, attitude, and culture. Moreover, it also assessed if a significant difference exists when assessors are grouped according to the designation. Likewise, it determines the correlation between classroom climate and academic performance of junior high school students in a public school in Antique.

Methods. The descriptive-comparative and correlational methods were used to assess, compare, and correlate the classroom climate of a public school in Antique during the School Year 2019-2020. Using stratified random sampling, 358 students and 116 teachers participated in the study. The data were generated using the standardized Classroom Climate Inventory (CCI) developed by the Alliance for the Study of School Climate (ASSC). On the other hand, the secondary data were utilized for student's academic achievement during the first and second quarters of 2019-2020. The data were analyzed using the Mean, Standard Deviation, Mann Whitney U test, and Spearman rank correlation.

Results. The findings revealed that the degree of classroom climate is high. When grouped according to the designation, results revealed a significant difference in the degree of classroom climate in terms of discipline, learning assessment, attitude, and culture. In terms of student interaction, no significant difference was observed when assessors were grouped according to the designation. There was no significant relationship between the degree of classroom climate and academic performance. The high degree of classroom climate implies that the prevailing mood, attitude, standards, and tone inside the classroom are conducive to learning. The difference in the degree of classroom climate when assessors are grouped according to designation implies that teachers have a more positive perception attributed to their experiences. Furthermore, the non-association between classroom climate and academic performance implies other factors linked with their academic performance.

Conclusion. Teachers and students in a public school in Antique have a positive perception of the degree of classroom climate. Teachers view classroom climate from an ideal and institutional perspective. Teachers need to revisit their discipline, assessment, attitude, and classroom culture to align and share their expectations with them. Furthermore, the findings of the study showed that despite being a performing school, there were other factors associated with academic performance. Hence, there is a need to explore other factors associated with academic performance. Future researchers may also explore areas such as technology in the classroom, teaching strategies, and class size as factors associated with academic performance.

Practical Value of the Paper. The findings of the study contribute to the dearth of local studies on classroom climate in terms of discipline, learning and assessment, student interactions, and attitude, and culture. Moreover, the findings of the study served as the basis for an enhanced School Improvement Plan that addresses the gaps in the different areas of classroom climate.

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