

Classroom Climate and Students' Behavior in Public Secondary Schools

Joveniano C. Ortega, Jr. and Mary Grace C. Ramada

Department of Education and Bohol Island State University

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ABSTRACT

The main aim of this study was to assess the perceptions of students and teachers regarding classroom climate and students' behavior among 350 Grade VII students and 70 teachers from Talibon District, Bohol, during the 2018-2019 school year. Specifically, it aimed to evaluate perceptions of classroom climate in terms of physical, social, emotional, intellectual, and technological aspects among students and teachers, as well as to determine students' behavior profiles towards self, peers, teachers, and administrators. The study utilized a descriptive questionnaire administered to Talibon I District schools' teachers and students, with data analyzed statistically. Results indicated no significant difference between teachers' and students' perceptions of classroom climate. Similarly, there was no significant variation observed in students' behavior towards self, peers, teachers, and administrators based on their profiles. However, a significant relationship was found between classroom climate and students' behavior, underscoring the impact of physical, social, intellectual, emotional, and technological aspects of classroom climate on student development. Recommendations include integrating various activities by guidance counselors and teachers to address specific behavioral needs, thereby enhancing the classroom climate and student behavior. The study concludes that the classroom climate profoundly influences student behavior, advocating for the development of an action plan to improve guidance programs aimed at enhancing academic performance through effective management of classroom climate and student behavior.

INTRODUCTION

Education in its general sense is a form of learning in which knowledge, skills, and habits of a group of people are transferred from one generation to the next through teaching, training and research. Teaching student's behavior in the classroom is one of the most challenging jobs in the world. One should be versatile, patient, and competitive enough to be able to deliver learning well. Teachers and administrators of different schools bequeath time and effort of doing batteries of reviews to achieve high academic performance, (Calmorin, 2004).” So, classroom climate is so much influenced by the teacher's daily mood and is so much affecting the student's academic and even behavioral standing in the classroom. The classroom climate is a compilation of factors including social interactions between students and teachers, emotional and intellectual expectations, as well as the physical and technological environment of the classroom (Freiberg, 2001; Mainhard, Brekelmans, Brok, & Wubbels, 2011). Much has been written about the educational phenomenon that it becomes an issue of concern among educators. It is in this light that the researcher wishes to determine the relationship between classroom climate and students' behavior of Grade VII students and teachers of the schools in Talibon District. Findings of this study will serve as guide for an action plan enhancing classroom climate and fostering behavioral maturity among students and teachers. This study aimed to evaluate the relationship between classroom climate and students' behavior of the

Grade VII-Students of Talibon District, Province of Bohol in the school year 2018- 2019.

Specifically, this study looked forward to determine the perception of the students and teachers towards classroom climate in terms of physical, social, intellectual, emotional and technological aspects; determine the profile of students’ behavior towards self, peers, teachers and administrators; to identify if there a significant difference between students’ and teachers’ perception in terms of classroom climate and students’ behavior; to determine if there a significant relationship between classroom climate and students behavior and to propose plan of action based on the findings.

METHODS

Descriptive survey method using a modified survey questionnaire was utilized by the researcher in this study. Through this data, the researcher could compare the main variables if it has a significant relationship to each other. This study was conducted to the selected grade seven students and teachers of 7 High Schools of Talibon, District in the school year 2018-2019 namely; the Santo Nino High School, San Isidro High School, Sikatuna Agricultural National High School, President Carlos P. Garcia Memorial High School, Ponciana E. Leoligao High School, San Jose National High School and Zosimo Gulle Memorial High School.

The researcher conducted his study in the aforementioned school; since they were one of the secondary schools which had a possible rate of misbehaving students and experienced almost the same problem in our school with regards to students’ behavior and classroom climate management. The researcher also affiliated in one of these district schools. The table below shows the number of respondents of the given study with the total number of 420.

Table 1 Distribution of Respondents

Name of Public Secondary School	Address	Number of	
		Teachers	Students
Santo Niño National High School	Santo Niño, Talibon, Bohol	10	50
San Isidro National High School	San Isidro, Talibon, Bohol	10	50
Sikatuna National Agricultural High School	Sikatuna, Talibon, Bohol	10	50
President Carlos P. Garcia Memorial National High School	San Agustin, Talibon, Bohol	10	50
Ponciana E. Leoligao High School	San Francisco, Talibon, Bohol	10	50
San Jose National High School	San Jose, Talibon Bohol	10	50
Zosimo Gulle Memorial High School	Bagacay, Talibon, Bohol	10	50
TOTAL		70	350

Descriptive survey method using a self-made questionnaire was utilized by the researcher in this study. To obtain the needed information, the modified questionnaire from Acierto cited by (Biliran, 2004) in gathering the data on classroom climate and second, the behavior of students. A pilot testing was conducted to validate the modified questionnaire with the students from schools who are not among the actual respondents.

The researcher used two survey types of questionnaires as instruments to determine the perception of the teachers and students towards classroom climate in relation to student’s behavior. 1. Questionnaire for Classroom Climate. It consists set of statements in evaluating the perception of the teachers and students’ towards classroom climate. It is composed of five categories namely: physical, social, intellectual, emotional

and technological with 10 questions in each category. 2. Questionnaire for Students' Behavior. It consists set of statements in evaluating their perception of student's behavior towards self, peer, teachers and administrators with 10 questions in each category.

The researcher asked permission from the Division of Bohol for the conduct of this study. Upon its approval, the researcher wrote a letter to the Public Schools District Supervisor of Talibon to conduct a study within the mainland high schools of the said District. The respondents of the said study were the selected Grade 7 students and teachers. The instrument was distributed to selected students and teachers to obtain their perception of classroom climate and students' behavior. The researcher used descriptive survey. This methodology sought to investigate the relationship and the difference between the perceptions of school teachers and learners' towards classroom climate and students' behavior.

The weighted mean formula was used on the students and teachers' perception on classroom climate. To interpret the means, this was used:

Scale	Rating	Description
4	3.30-4.00	Very High
3	2.50-3.29	High
2	1.70-2.49	Low
1	1.0-1.69	Very Low

This study used Pearson r Correlation Coefficient formula to measure the strength of the relationship between classroom climate and students' behavior of the learners.

To determine the difference on the perception of the teachers and learners on the classroom climate and students' behavior, t-test was used.

RESULTS AND DISCUSSIONS

Classroom Physical Environment:

Students perceived their classroom environment as highly conducive to learning, while teachers rate it even higher. The presence of display boards, serving as visual aids, significantly enhances the learning experience. Teachers overwhelmingly agreed that classrooms are safe, clean, and orderly, though they see room for improvement in the organization and coherence of class sessions and materials. The emphasis on cleanliness and orderliness underscores their importance in fostering a productive learning atmosphere.

Social Aspect:

In terms of social dynamics, students strongly appreciated the leadership exhibited by both their peers and teachers. Teachers, in turn, agreed with the positive social climate, indicating a mutual recognition of the importance of social interactions in the classroom. The teachers' strong agreement on the social climate reflects their commitment to fostering an environment that supports student growth and education. They actively engaged in creating a supportive and collaborative classroom atmosphere.

Intellectual Climate:

Students rated the intellectual climate of their classrooms very highly, recognizing the environment as conducive to academic achievement and the development of disciplinary knowledge, skills, and attitudes. Teachers also hold a high regard for this aspect, though slightly lower than the students. The intellectual

climate is seen as a cornerstone for effective learning, where students believe that classrooms are built for academic success. Teachers strongly agreed that lessons are designed to develop students' knowledge, skills, and attitudes, and they acknowledge the importance of setting performance expectations tailored to individual student abilities. This holistic approach helps in creating productive, competitive, and creative individuals.

Technological Integration:

Both students and teachers perceived the technological climate of the classroom positively. Students appreciate the use of projectors and LCDs in discussions, and they benefit from the controlled use of gadgets like cellphones for learning purposes. Teachers strongly agreed with the necessity of setting rules to manage the use of technology effectively, preventing misuse while maximizing educational benefits. This integration of technology supports a modern learning environment where students can access information and enhance their learning experiences beyond traditional methods.

Behavioral Dynamics:

The behavior of students towards themselves and others is perceived as very positively by both students and teachers. Students favor a reward-based system over punishment, which motivates them to perform well. Teachers observed that students understand the importance of education and learn from their mistakes, emphasizing the value of experience as a teacher. Both students and teachers agreed on the importance of group activities, which foster a sense of belonging and enhance social skills. Teachers recognized the need for cooperative learning to develop healthy competition and productivity among students.

Classroom Management and Student Engagement:

Teachers noticed challenges in maintaining student attention during class discussions, a common issue with the current generation's low attention span. The need for innovative strategies to engage students is evident. Teachers strongly agreed that students understand the goals and regulations of the school, highlighting the importance of clear expectations and communication.

Difference, Correlation and Significance:

The overall average on the students' perception on classroom climate has the computed t-value is 0.13. It was found out that the difference between students' and teachers' perception towards classroom climate is insignificant.

On the difference between students and teachers' profile towards students' behavior in terms of self, peers, teachers and administrators, the average of the profile of the students' behavior its calculated t-value is 0.009. Therefore, the difference on students and teachers' profile towards students' behavior in terms of self, peers, teachers and administrators is insignificant since the calculated t-value of 0.009 is less than the tabular value of ± 1.97 with the confidence level at $\alpha=0.05$.

The computed Pearson r correlation coefficient value is 0.22 which means a positive low correlation between classroom climate and students' behavior. Since the computed t-value of 3.57 is greater than the tabular value of ± 1.97 with the confidence level at $\alpha=0.05$, there is a significant relationship between classroom climate and students' behavior. Therefore, the null hypothesis is rejected. The result of the study supports Albert Banduras' Social Learning Theory which states that the climate of the classroom can significantly impact on the development of students' behavior.

CONCLUSION AND RECOMMENDATIONS

The overall perception of the classroom climate is highly positive, with both students and teachers recognizing the importance of a well-organized, socially supportive, intellectually stimulating, and technologically integrated learning environment. The significant relationship between classroom climate and student behavior underscores the need for continuous efforts to create and maintain an optimal learning atmosphere that fosters academic and personal growth. Anchored on the aforementioned findings and conclusions, the following recommendations are offered: First, schools should create and apply action programs to improve classroom climate and student behavior; Second, schools need to institutionalize programs establish these programs as part of their standard operations to enhance classroom environments and student outcomes; Third, invest in professional development training programs for teachers to help them create positive classroom climates and manage student behavior effectively; Fourth, guidance counselors and teachers should work together to implement activities that improve student behavior by integrating behavior improvement activities; Fifth, teachers should use student-centered strategies like drills and exercises to create a supportive classroom climate and boost student performance; and lastly, future studies on classroom climate and student behavior are recommended to gain more insights and improve current practices.

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