

SCHOOL CULTURE AND CLASSROOM CLIMATE AS CORRELATES  
OF ACADEMIC ACHIEVEMENT OF STUDENTS IN HIGH  
PERFORMING HIGH SCHOOLS IN CAVITE

THESIS

JANEZA G. AUSTRIA

ERBLESSIE A. POBLETE

EFRELHET N. SIAREZ

College of Arts and Sciences

CAVITE STATE UNIVERSITY

Indang, Cavite

May 2017



✓  
✓ **SCHOOL CULTURE AND CLASSROOM CLIMATE AS CORRELATES OF  
ACADEMIC ACHIEVEMENT OF STUDENTS IN HIGH  
PERFORMING HIGH SCHOOLS IN CAVITE**

Undergraduate Thesis  
Submitted to the Faculty of the  
College of Arts and Sciences  
Cavite State University  
Indang, Cavite

In partial fulfillment of the  
requirements for the degree  
Bachelor of Science in Psychology



00077287

*School culture and classroom climate as  
correlates of Academic achievement of*  
371.102 Au7 2017  
T.7064

**JANEZA G. AUSTRIA  
ERBLESSIE A. POBLETE  
EFRELHET N. SIAREZ**

May 2017





Republic of the Philippines  
**CAVITE STATE UNIVERSITY**  
(CvSU)  
Don Severino De Las Alas Campus  
Indang, Cavite

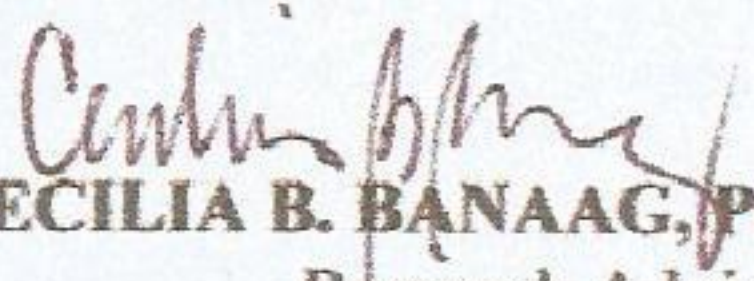
**COLLEGE OF ARTS AND SCIENCES**

**Department of Social Sciences and Humanities**

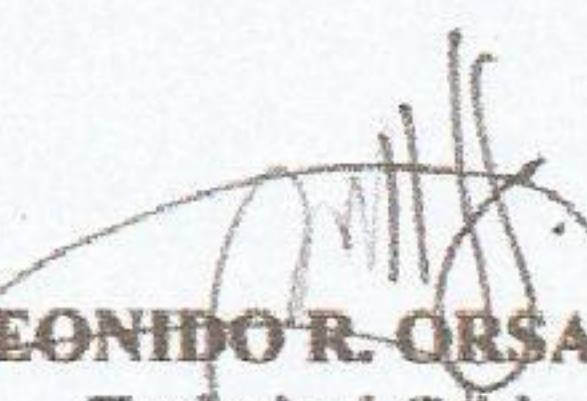
Authors: **JANEZA G. AUSTRIA, ERBLESSIE A. POBLETE, EFRELHET N. SIAREZ**

Title : **SCHOOL CULTURE AND CLASSROOM CLIMATE AS CORRELATES OF  
ACADEMIC ACHIEVEMENT OF STUDENTS IN HIGH  
PERFORMING HIGH SCHOOLS IN CAVITE**

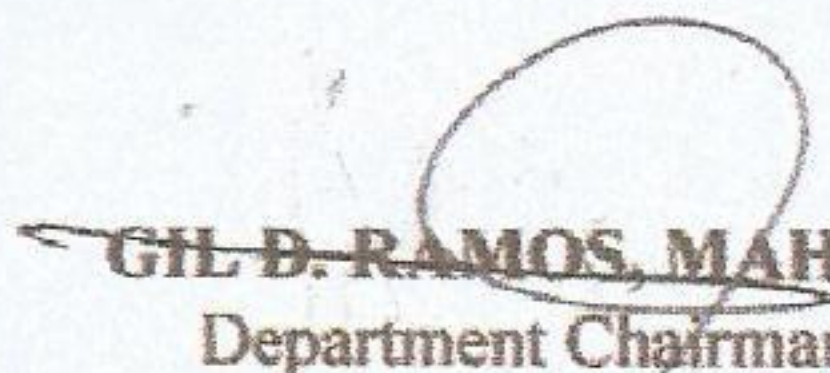
**APPROVED:**

  
**CECILIA B. BANAAG, PhD, RPsy, RGC**  
Research Adviser

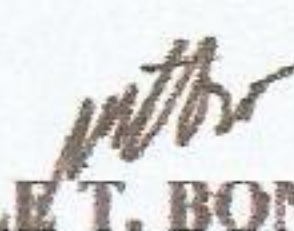
05/04/17  
Date

  
**LEONIDO R. ORSAL Jr.**  
Technical Critic

05/04/17  
Date

  
**GIL B. RAMOS, MAHisto**  
Department Chairman

5-4-17  
Date

  
**MICHELE T. BONO, MBio**  
College Research Coordinator

5-8-17  
Date

  
**BETTINA JOYCE P. ALAGAN, PhD**  
Dean, CAS

5-8-17  
Date

SEP 13 2017

Sept 13, 2017



## ABSTRACT

**AUSTRIA, JANEZA G., POBLETE, ERBLESSIE A., SIAREZ, EFRELHET N.**  
**School Culture and Classroom Climate as correlates of Academic Achievement of Students in High Performing High Schools in Cavite.** Undergraduate Thesis. Bachelor of Science in Psychology. Cavite State University, Indang, Cavite. May 2017. Adviser: Cecilia B. Banaag, PhD, RPsy, RGC.

The study was conducted from February to March 2017 at Cavite State University- Science High School in Indang, Tagaytay City Science National High School in Tagaytay City, and Trece Martires City National High School in Trece Martires City to determine whether school culture and classroom climate have a significant relationship with the academic achievement of students from three high performing high schools in Cavite.

The study specifically sought to determine the: 1) level of school culture of students from the high performing high schools in Cavite in terms of: school purposes, empowerment, decision making, sense of community, trust, quality, recognition, caring, integrity, and diversity; 2) level of classroom climate of students from the high performing high schools in Cavite in terms of conformity; responsibility, standards, rewards, organizational clarity; and team spirit; 3) academic achievement of students from the high performing high schools in Cavite; 4) degree of relationship between the high school students' school culture and academic achievement; and 5) degree of relationship between the high school students' classroom climate and academic achievement.



This study used descriptive-comparative correlational design. Instruments used in data gathering were validated School Culture Inventory and Classroom Climate Survey Questionnaire.

Systematic random sampling was used to determine the participants. There were 100 participants from each school, from Grade 9 and Grade 10 students as representatives of each school. The students came from the Special Science Class Curriculum only and for the science high schools, the representatives came from the highest section. The statistical measures employed were frequency and percentage, mean, standard deviation and full regression model for predictors and Spearman Rank Correlation Coefficient. The 0.05 level of significance was set for the study.

Based on the findings, it was determined that the academic achievement of students from high performing high schools is not greatly affected by their school culture and classroom climate. Results revealed that the students may not be fully aware with the with the school purposes, empowerment, decision-making, and sense of community, trust, quality, recognition, caring, integrity, and diversity exercised within the school. Also, the students were not fully satisfied with the conformity, responsibility, standards, rewards, organizational clarity, and team spirit implemented within their classrooms.

School culture has no significant relationship with the academic achievement of students from three high performing high schools in Cavite. Similarly, it was found out that classroom climate was not significantly related to their academic performance. Hence, school culture and classroom climate are not predictors of academic achievement of high performing high school students.



## TABLE OF CONTENTS

	Page
BIOGRAPHICAL DATA .....	iii
ACKNOWLEDGMENT .....	vi
ABSTRACT.....	viii
LIST OF TABLES.....	xii
LIST OF APPENDICES .....	xiii
INTRODUCTION .....	1
Statement of the Problem.....	4
Objectives of the Study.....	6
Hypotheses.....	7
Significance of the Study.....	8
Scope and Limitations .....	9
Time and Place of the Study .....	10
Theoretical Framework.....	10
Conceptual Framework.....	12
Definition of Terms .....	14
REVIEW OF RELATED LITERATURE .....	19
Academic Achievement .....	19
School Culture .....	23



Classroom Climate .....	32
High Performing High Schools .....	42
Synthesis .....	42
<b>METHODOLOGY</b> .....	44
Research Design .....	44
Participants of the Study .....	44
Sampling Technique .....	45
Data Gathering Procedure.....	46
Research Instrument .....	46
Validity and Reliability.....	49
Statistical Treatment of Data .....	50
<b>RESULTS AND DISCUSSION</b> .....	51
<b>SUMMARY, CONCLUSION, AND RECOMMENDATION</b> .....	72
Summary.....	72
Conclusion.....	74
Recommendation .....	75
<b>REFERENCES</b> .....	78
<b>APPENDICES</b> .....	81