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**

A P P R O V E D:

CECILIA B. BANAAG, PhD, RPsy, RGC 05/04/17
Research Adviser — Date

LEONIDO R. ORSAL Jr. 05/04/17
Technical Critic — Date

GIL D. RAMOS, MAHisto 5/4/17
Department Chairman — Date

MICHELE T. BONO, MBio 5-8-17
College Research Coordinator — Date

BETTINA JOYCE P. ILAGAN, PhD 5-8-17
Dean, CAS — Date

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

METHODOLOGY 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

RESULTS AND DISCUSSION 51

SUMMARY, CONCLUSION, AND RECOMMENDATION 72

Summary 72

Conclusion 74

Recommendation 75

REFERENCES 78

APPENDICES 81