

CLASSROOM CLIMATE RELATIVE TO ACADEMIC PERFORMANCE OF STUDENTS

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The COVID-19 pandemic had an impact on several countries' educational systems, particularly on teaching and learning platforms. The Philippines is one of the countries that has shifted its educational environment to an online and modular learning mode but with the subside of Covid-19 cases, schools in the Philippines is returning back to face-to-face classes again. The classroom is still the primary learning environment location despite the fact that learning can take place in a variety of settings. Regarding this premise, educators must make every effort to make the classroom the best environment for students to learn achieve their full academic performance potential.

The type of environment created for students by the school, teachers, and peers is referred to as classroom climate. Teachers are constantly striving to create a "positive" classroom climate in order to maximize student learning. It is providing a safe, nurturing, and intellectually stimulating environment for students. This type of positive classroom climate enables students to meet their basic physical and mental health needs. While there is no definitive definition of what causes a negative classroom climate, it is considered to be one in which students feel uneasy for any reason, whether physically, emotionally, or academically.

The classroom climate has an impact on student achievement, self-esteem, and participation in the lesson which is most crucial aspect of the classroom. The relationship between the teacher and the students is referred to as the climate. Caring, trust, and respect must be present in interpersonal relationships between educators and students.

An effective classroom environment is one in which teachers have the authority to organize and manage learning.

Classroom climate may not be the only factor influencing their performance academic achievement. Positively, other factors such as their personal persistence and determination to achieve academic success wherever they are, or their ability to achieve academic success regardless of classroom climate, could be contributing factors.

References:

Retrieved from: <https://teaching.cornell.edu/teaching-resources/assessment-evaluation/inclusion-accessibility-accommodation/building-inclusive-0#:~:text=Classroom%20or%20learning%20climate%20refers,170>).