

# Classroom Climate and its Influence on Teaching Effectiveness at Some Secondary Schools in the First Congressional District of Northern Samar

Dr. Veronica A. Piczon and Dr. Leah A. de Asis  
University of Eastern Philippines  
Republic of the Philippines

## Abstract

This is a descriptive-correlational study conducted to determine the classroom climate and its influence on teaching effectiveness among selected secondary schools of the First Congressional District of Northern Samar. Specifically, it determined the classroom climate as indicated by the students in these selected secondary schools; determined the level of teaching effectiveness of secondary school teachers in the said district; noted the significant relationship between the classroom climate and teachers' teaching effectiveness; find out the usual problems that teachers encounter in achieving a perfect classroom climate; and discover the common practices of teachers that were effective in their classrooms. The respondents included 73 secondary school teachers and 365 students who were chosen using the simple random sampling technique. The statistical tools used were frequency counts, percentage mean and Pearson- Product Moment Coefficient. The findings of the study revealed that the students who rated their teachers indicated their classroom climate to be "highly conducive". The teachers' level of teaching effectiveness was "highly effective" as perceived by both the teachers and the student-respondent. Classroom climate was significantly related with the level of teaching effectiveness of the teachers. The problem mostly encountered in the classroom was the one-way communication, that is, from teacher to the students. From the 30-item questionnaire, the teachers themselves chose 18 common teaching practices in the classroom.

## I. Introduction

Education has been defined as the acquisition of knowledge, skills, and attitudes from the school or from within the organized school system that makes man do better. Its educative process consists of the learner, the teaching learning process, the teacher, and the policy makers. In formal education, the learner is the focus. Hence, s/he should be provided with a suitable classroom condition that can foster effective learning. This is a task that needs collaborative effort of the teacher and the students as well as the support of school administration.

In the process of education, the teacher has the greatest role in affecting better change in the life of every student as recipient of learning. For the nobility of the teaching profession is obviously seen when a great difference is made in one's life. However, today's teaching in all levels seems quite difficult. It has been faced with so many challenges as there are environmental changes in science technology and in economy. There are expanded roles and responsibilities assigned on the job and in achieving effectiveness and success in teaching which require the magnanimous effort of every concerned educator.

In the classroom, a teacher has to be effective. According to Porter and Brophy, an effective teacher is clear about what he intends to accomplish through instruction and creation of learning situations for the students to learn facts and solve problems, organize information and formulate problems in themselves. He has to suit his teaching to the learners' multiple intelligences and to process and satisfy their varied interests, individual differences, capabilities, and their fullest development. He has to have mastery of the lesson, positive expectations and classroom management skills. All these lead to becoming an effective teacher because to be effective is to possess both desirable professional and personal qualities, knowledge of the subject matter to be taught, the psychological and educational principles and of how to relate them to teaching to get the desired results in students' learning in the classroom.

Accordingly, a teacher who establishes a classroom characterized by an open democratic climate promotes learning because it is there that students perceive their opinions to be solicited, accepted and respected. Levin and Nolan attest to this by emphasizing the importance of maintaining proper environmental conditions in a classroom if learning is to take place, a classroom climate should be one where students do their intellectual best in a supportive atmosphere like having adequate space, proper, lighting, temperature and ventilation with norms for maximizing individual differences open communication among these students and with the teacher. In this kind of environment, the students would exhibit more positive behavior and are less likely to engage in disruptive or violent actions. It is, therefore, a common expectation that classroom climate may correlate significantly with the development of critical and creative thinking abilities and consequently magnify teachers' teaching effectiveness.

It is, however, a common observation and complaint of some students in some secondary schools that their teachers are oftentimes cranky, impatient, strict and always irritable inside the classroom. At times, they are not given the chance to explain or voice out their opinions when they commit mistakes. So, most of them are unmotivated to study and some do not even report to class regularly. Thus, this study.

## II. Method

The descriptive-correlational research design was utilized in this study as it is considered appropriate to determine the type of classroom climate and the level of teachers' teaching effectiveness. Further, correlational research design is used because the aim of this study was to find out the direction and extent of relationship between the different variables of a population under study.

A survey-questionnaire adapted by Montealto was used to gather data.

## III. Results and Discussion

Classroom Climate as Indicated by the students in the Selected Secondary Schools in the First Congressional District of Northern Samar

When the responses of the 365 student-respondents were computed to determine the mean, the computation revealed a mean of 3.63 for classroom climate which was described as "highly conducive". This shows that the students indicated the classroom climate to be "highly conducive." This means that the secondary school teachers tried to create pleasant atmosphere for the students so that they would learn effectively.

Among the 30 items seven (7) items had mean within the 4.20-5.00 category with a descriptive rating of "very highly conducive", fifteen (15) items had means within 3.40 – 4.19 with a descriptive rating of highly conducive, five (5) items were rated "conductive" with means within 1.8-2.59.

Particularly, the highest mean rating of 4.6 was obtained from item No 17. The results provides a picture of classroom situations which the teachers consider essential for a very highly conducive classroom climate for teaching and learning. These teachers go for a classroom climate where the student's views are considered essential in the success of learning. Students are encouraged to succeed in their work through motivation by the teachers. A classroom climate where students consider the presence of every member to be of utmost importance. A classroom climate where teachers give suggestions on how students can improve their performance in school. This finding supports the views of Schmuck, Barnes, Schunk believing among others that a positive classroom climate is one where students do their best and support one another, where students share amount of potential influences both with one another and with the teachers who are warm and supportive to their students. Further, according to Schunk, an authoritarian style may help but there is high anxiety level in the classroom.

On the other hand, item No. 6, "Communication is a one-way process that is from the teacher to the students," and item No. 30 "Students keep quiet if they do not know the lesson to avoid ridicule" were rated as "fairly conducive." This finding is supported by the findings of Pisuena, stating among others that effective communication is a factor in achieving good performance. With this finding, the view of Brophy was proven true that students should have a great deal of interaction with the teacher.

This indicated that lower ratings were given by the students to situations that limit their verbal communication in the classroom, those situations that develop fear among them to reveal their lack of knowledge making them ashamed of it. The student-respondents' ratings on these classroom situations are such that they barely typifies a "fairly conducive" classroom climate. Queen, Blackwelder and Mallen had this same view that in order to achieve a positive classroom climate, there should be openness and transparency between students and the teacher. This can be achieved by opening the lines of communication between students and the teachers. Opening the lines of communication does not imply that the classroom will be noisy where the teacher and students are not communicating well. According to Aquino, that class can be noisy when students are busy working on a project. This helps them attain educational objectives.

Item No. 21 "Students are interested in the visual aids in the classroom" was also given the lowest mean rating of 1.8 or "fairly conducive." This means that visual aids are not a factor in the success of learning because the teacher is the best visual aid. Or this could also mean that students rated this lowest because these educational materials were not visible in the classroom. This is somehow supported Kyriacu's view that students are driven to perform their best if they have positive attitudes and motivation towards the lesson. This is contradicted by William who believes that a classroom must be stimulating and inspiring to motivate learning. Visual aids make the classroom stimulating and inspiring. Moreover, the Situational Motivation Theory is proven true in this study.

TABLE 4  
 Mean Rating on Classroom Climate as Indicated by the Students

Items	Weighted		Interpretation
	F	%	
1. The students show the spirit of cooperation by participating in group activities	1557	4.3	VH C
2. More advanced students help others but the success of one is not gained at the expense of another student	1348	3.6	HC
3. Students ignore the warnings of the teacher.	1229	3.3	C
4. Students initiate and direct themselves on their learning activities	1525	4.1	HC
5. Students work independently for the common good	1473	4.0	HC
6. Communication is a one-way process that is from the teacher to the students	691	1.8	FC
7. the students share enthusiasm and show genuine sense of interest.	1528	4.1	HC
8. The students are committed to the learning activities	1590	4.3	HC
9. Individual differences isolate students from each other	1032	2.8	C
10. students are involved in the decision making that directly involves them	1395	3.8	HC
11. Students willingness in revealing their need for assistance is appreciated by the teacher	1366	3.7	HC
12. The fear of revealing the lack of knowledge makes students ashamed to participate in class.	1053	2.8	C
13. Students are encouraged to succeed in work by the teachers' constructive suggestions.	1642	4.4	VH C
14. Mistakes committed by students are treated as their opportunity for improvement	1504	4.1	HC
15. Students are allowed to talk whenever they want during class discussion without proper rules of conduct.	1377	3.7	HC
16. Differences among students are recognized by providing sufficient time for completion of the given learning activities	1421	3.8	HC

17. Students' opinion or views respected by the teacher	168 8	4.6	VH C
18. Students are allowed to do whatever they want in the classroom	127 0	3.4	HC
19. Students share their ideas after the teacher has posed a question.	154 8	4.2	VH C
20. Students are directed toward manifesting behavior expected of them	136 1	3.7	HC
21. Students are interested in the visual aids in the classroom	693	1.8	FC
22. Students are praised and rewarded if they have done something commendable	146 6	4.0	HC
23. students have great motivation to learn and go beyond what is required in the classroom.	152 2	4.1	HC
24. Students are limited in their verbal communication in the classroom.	980	2.6	C
25. Equipment and furniture arrangement provides students adequate space for ease of movement.	148 1	4.0	HC
26. Lighting and ventilation are properly provided to give students comfort in the classroom.	151 0	4.1	HC
27. Students' undesirable behaviors are given falling grades.	103 9	2.8	C
28. The classroom is clean and orderly that students like to stay inside.	154 1	4.2	VH C
29. Students treat each other in a friendly way.	166 1	4.5	HC
30. Students keep quiet if they do not know the lesson to avoid ridicule.	821	2.2	FC
Mean		3.6 3	HC

Legend: VHC Very Highly Conducive  
 HC Highly Conducive  
 C Conducive  
 FC Fairly Conducive  
 LC Less Conducive

#### Level of Teaching Effectiveness of Secondary School Teachers in the First Congressional District of Northern Samar as Perceived by the Teachers Themselves

When the responses of the 73 teacher-respondents of the selected secondary schools in the First Congressional District of Northern Samar were computed, it revealed the mean rating of 3.99 with a descriptive rating of "highly effective". This means that the secondary school teachers of the first congressional district of Northern Samar perceived themselves to be highly effective.

Among the 30 items in the questionnaire, 18 had means within the 4.20 – 5.00 category with a descriptive rating of "very highly effective," three (3) items within the means 3.40 – 4.19 had a descriptive rating of "highly effective," eight (8) within the means 2.60 – 3.39 category had a descriptive rating of "effective," and 1 within the means 1.80 – 2.59 was rated "fairly effective."

These results revealed that of these items, the three (3) getting the top highest scores were item no.2 "I try to find out if students have learned the subject matter by asking questions or by encouraging them to ask

questions,” item no. 13 “I present my lesson in proper order,” and item no. 14 “I inculcate respect among students and show genuine interest in them.” These items had means rated to have very high level of teaching effectiveness. These findings confirm the views of Porter and Brophy, saying that teachers should have clear directions in his/her class.

These results may imply that teachers perceived their teaching effectiveness as being conditioned by their humane teaching effectiveness as being conditioned by their humane treatment of their students. Being genuinely concerned with the learning process that had taken place as a result of classroom instruction, the emphasis is on the preparation of lessons in proper order, and planning for an effective way to make the students learn. This is supported by the idea of Cheng and Tsui that for teachers to be effective, they have to satisfy the scholastic needs of the students – this is accomplishing what is needed to be accomplished.

On the other hand, item no. 24 ‘I try to explain the lesson well so that I will no longer use devices’ got the lowest rating. This indicates that for the teachers, teaching devices are considered integral part in carrying out the best for the students.

These results may further imply that as far as the teachers covered by this study are concerned, they have strong convictions that they have effectively carried out their responsibilities to their students, hence their very high ratings of their teaching effectiveness. Furthermore, the items they answered to measure their teaching effectiveness described situations which were carried out by the teachers that assured them of their very high level of effectiveness.

TABLE 5  
 Mean Rating on Teaching Effectiveness of Secondary School Teachers as Perceived by the Teachers Themselves

Items	Weighted		Interpretation
	F	%	
1. I inform the learners what to accomplish for the day.	350	4.7	VHE
2. I try to find out is students have learned the subject matter by asking questions or by encouraging them to ask questions.	356	4.8	VHE
3. I rely more on the frequent students testing but less on observation, recording and correcting students work.	202	2.7	E
4. I give review and extra practice to slow learners when necessary.	300	4.1	HE
5. I try to be warm, exciting, inspiring and a good model of desirable behavior.	374	4.7	VHE
6. I give too many directives rapidly so that students will pay attention.	208	2.8	E
7. I present content/skill clearly and comprehensively.	341	4.6	VHE
8. I use a variety of interesting activities to avoid monotony.	326	4.4	E
9. I refrain from taking students to field trip because of the risk.	201	2.7	E
10. I show proficiency in language interaction.	330	4.5	VHE
11. I show skills in the use of teaching methods appropriate for the class and the activity.	340	4.6	VHE

12. I show mastery of the subject matter by talking rapidly and using difficult words.	206	2.8	E
13. I present my lesson in proper order.	353	4.8	VHE
14. I inculcate respect among students and show genuine interest in them.	357	4.8	VHE
15. I use methods of instruction which are beyond the students' mental capacity to encourage them to study.	192	2.6	E
16. I anticipate the needs of the learners with regard to the academics.	329	4.5	VHE
17. I vary the type of question I use in class	343	4.6	VHE
18. I immediately stop the discussion whenever there is an instance of misbehavior.	205	2.8	E
19. I divide lessons into small, easily and understandable parts.	226	3.0	E
20. I plan, prepare and look for the most effective way to make the learners learn	336	4.6	VHE
21. I begin, the lesson with even without full attention of the learners	294	4.0	HE
22. I clear doubts about concepts discussed before moving on to new lesson	338	4.6	VHE
23. I use examples of illustrations to clarify the lesson	348	4.7	VHE
24. I try to explain the lesson well so that I will no longer use devices.	182	2.4	FE
25. I plan clear instructional objectives which can be observed and measured.	337	4.6	VHE
26. I show enthusiasm though variation in eye contact, voice and gestures.	332	4.5	VHE
27. I avoid giving favorable comments when students give correct answer so that they will exert more effort in their studies.	207	2.8	E
28. I teach topics in accordance with texts and curriculum guide.	331	4.5	VHE
29. I give clear assignments before the end of the class period	342	4.6	VHE
30. I am not so concerned keeping track of new concepts and innovative ideas about my lesson.	282	3.8	HE
Mean		3.9 9	HC

Levels of Teaching Effectiveness of Secondary School Teachers in the First Congressional District of Northern Samar as Perceived by their Students



The computed mean of the responses of the student respondents revealed a 3.67 result with a descriptive rating of “highly effective.” This means that the students perceived their teachers to be effective. This confirms the result of the rating given by the teachers themselves.

Among the 30 items in the questionnaire, seventeen (17) had means within the 4.20-5.00 category with a descriptive rating “very highly effective,” three (3) had means 3.40-4.19 which was rated “highly effective” the 1.80-2.59 category or “fairly effective” and only one (1) within the mean rating category 1.80- 2.59 or “fairly effective”.

The result further revealed that two (2) of these items got the highest mean rating of 4.6. These were Item No.1 “ S/he informs the learners what to accomplish for the day” and Item No.2 “ S/he tries to find out if students have learned the subject matter by asking questions or by encouraging them to ask questions.” These items are rated to be very highly effective on the level of teaching effectiveness by the students. This was proven true by Porter and Brophy that as teachers to be effective, they should be clear about what they intend to accomplish.

These results further imply that for the students, their teachers care for them and that they are very much concerned about what they should learn in the class everyday in the class every day.

The item which was rated the lowest was the item No. 9 “S/he refrains from taking students to field trip because of the risks.” This revealed that for the students, going to field trips is but a way of learning new things through an exposure outside their classroom. This result somehow contradicts to what the teachers believed as the same item was given a mean rating of 2.7 or “effective” by the teachers have to reconsider as according to Chen and Tsui, to be effective teachers they have to continuously adjust to the changing environment and going to field trips is just necessary if it can give both teachers and students new opportunities of learning new things.

TABLE 6  
 Mean Rating on Teaching Effectiveness of Secondary School Teachers as Indicated by their Students

Items	Weighted		Interpretation
	F	%	
1. S/he informs the learners what to accomplish for the day.	1682	4.6	VHE
2. S/he tries to find out if students have learned the subject matter by asking questions or by encouraging them to ask questions.	1711	4.6	VHE
3. S/he relies more on the frequent students testing but less on observation, recording and connecting students work.	841	2.3	FE
4. S/he gives review and extra practice to show learners when necessary.	1570	4.3	VHE
5. S/he tries to be warm, exciting, inspiring, and a good model of desirable behavior.	1628	4.4	VHE
6. S/he gives to many directives rapidly so that students will pay attention.	762	2.0	FE
7. S/he presents content/skill clearly and comprehensively.	1598	4.3	VHE
8. S/he uses a variety of interesting activities to avoid monotony.	1498	4.1	HE
9. S/he refrains from taking students to field trip because of the risk.	590	1.6	LE
10. S/he shows proficiency in language interaction.	1539	4.2	VHE
11. S/he shows skills in the use of	1630	4.4	VHE

teaching methods appropriate for the class and the activity.			
12. S/he shows mastery of the subject matter by talking rapidly and using difficult words.	984	2.6	E
13. S/he presents his/her lesson in proper order.	1676	4.5	VHE
14. S/he inculcates respect among students and show genuine interest in them.	1672	4.5	VHE
15. S/he uses methods of instruction which are beyond the students' mental capacity to encourage them to study.	727	1.9	FE
16. S/he anticipates the needs of the learners with regard to the academics.	1515	4.1	HE
17. S/he varies the type of questions s/he uses in class.	1546	4.2	VHE
18. S/he immediately stops the discussion whenever there is an instance of misbehavior.	941	2.5	FE
19. S/he divides lessons into small, easily and understandable parts.	1569	4.2	VHE
20. S/he plans prepares and looks for the most effective way to make the learners learn.	1669	4.5	VHE
21. S/he begins the lesson even without full attention of the learners.	1214	3.3	E
22. S/he clears doubts about concepts discussed before moving on to new lesson.	1599	4.3	VHE
23. S/he uses examples of illustrations to clarify the lesson.	1663	4.5	VHE
24. S/he tries to explain the lesson well so that's/he will no longer use devices.	697	1.9	FE
25. S/he plans clear instructional objectives which can be observed and measured.	1536	4.2	VHE
26. S/he shows enthusiasm through variation in eye contact, voice and gestures.	1522	4.1	HE
27. S/he avoids giving favorable comments when students give correct answer so that they will exert more effort in their studies.	885	2.4	FE
28. A/he teaches topics in accordance with texts and curriculum guide.	1551	4.2	VHE
29. S/he gives clear assignments before the end of the class period.	1558	4.2	VHE
30. S/he is not so concerned on keeping track of new concepts and innovative ideas about his/her	1195	3.2	E



lesson.			
Mean		3.6 7	HE

### Relationship between the Classroom Climate and the Teachers’ Teaching Effectiveness

To find out whether there was a significant relationship between classroom climate and the teachers’ teaching effectiveness among the teachers of the first congressional district of Northern Samar, the Pearson Product Moment Correlation Coefficient was used. The Pearson r value was computed to be 2.11. this value was greater than the tabular value of .3809 at 0.05 level of significance and at 28 degrees of freedom, so , the null hypothesis was disconfirmed in favor of the research hypothesis. This meant that the classroom climate was positively and highly correlated with the teachers’ teaching effectiveness. This would mean that when the classroom climate is very highly conducive, teachers’ teaching effectiveness would also be very highly effective and when the classroom climate is less conducive, teacher’s teaching effectiveness would likewise be less effective. This may imply that for teaching to be highly effective, the classroom climate should also be highly conducive for learning.

This finding was supported by the Situational Motivation Theory from which this study anchored on saying that when the learning environment is stimulating, invigorating, and inspiring students’ performance or achievement and teachers’ effectiveness are enhanced.

TABLE 7  
 Relationship between Classroom Climate and Teaching Effectiveness

<b>Variables</b>	<b>Computed r value</b>	<b>Tabular r value at 0.05 Level of Significance</b>	<b>Results</b>
Type of Classroom Climate and Level of Teachers’ Teaching Effectiveness	2.11	.3809	Highly Significant

### Usual Problems that Teachers Encounter in Achieving a Perfect Classroom Climate

To find out the usual problems encountered by the teachers in achieving a perfect classroom climate, scores in the questionnaires answered by students were used.

The most common problem in achieving a perfect classroom climate was the one-way communication process – that is from the teacher to the students. This was rated the lowest mean by the students. The lack of interest of the students in the visual aids was also considered a problem, this was followed by the item no. 30 “students keep quiet if they do not know the lesson to avoid ridicule.” The limited verbal communication ability of the students, individual differences of students were also among the problems. This was followed by the fear of students to reveal their lack of knowledge which makes them ashamed to participate in class and which according to students this “sometime” happen.

This means that students believed that in order to achieve a perfect classroom climate, there should be an interchange of ideas between the teacher and the students. The failure of the teacher to transfer his/her ideas was reflected in the silence of the students. They were silent because of fear that they will be ridiculed either by their classmates or by their teacher. This further means, that in order to achieve a perfect classroom climate, teachers should be pen to students’ opinions and that everyone should be respected of his own capabilities and abilities.

TABLE 8  
 Usual Problems Encountered by Teachers in Achieving a Perfect Classroom Climate

Item No	Item Statements	Mean Rating	Rank
6	Communication is a one-way process that is from the teacher to the students	1.8	1.5
21	Students are interested in the visual aids in the classroom.	1.8	1.5
30	Students keep quiet if they do not know the lesson to avoid ridicule.	2.2	2
24	Students are limited in their verbal communication in the classroom.	2.6	3
9	Individual differences isolate students from each other.	2.8	4.5
12	The fear of revealing the lack of knowledge makes students ashamed to participate in class.	2.8	4.5

#### Common Practices of Teachers in being Effective in their Classrooms

The common practices used by the teachers in being effective in their classrooms were discovered using the scores in the items in the questionnaires. Those that were rated positively were considered to be common practices.

From the 30 items in the questionnaire, 18 were chosen by the teachers themselves to be the common practices they use to be effective in their classrooms. These very common practices rated with the highest mean of 4.8 were items no. 2 “trying to find out if students have learned the subject matter by asking questions or by encouraging them to ask questions,” no. 13 “presenting the lesson in proper order” and no. 14 “inculcating respect among students and showing genuine interest in them.” These were followed by items no. 1, “informing the learners what to accomplish for the day,” no.5, “trying to be warm, exciting, inspiring and being a good model of desirable behavior,” and item no. 23, “using examples of illustrations to clarify the lesson.” These items have a mean of 4.7.

Ranked third with a mean of 4.6 were items no. 7 “presenting the content/skill clearly and comprehensively,” no. 11, “showing skills in the use of teaching methods appropriate for the class and the activity,” no. 17, “varying the type of questions used in class,” no. 20, “planning, preparing and looking for the most effective way to make the learners learn,” no. 22, “clearing doubts about concepts discussed before moving on to new lesson,” no. 25, “planning clear instructional objectives which can be observed and measured,” and item no. 29, “giving clear assignments before the end of the class period.”

Ranked fourth were the items no. 10, “showing proficiency in language interaction,” no. 16, “anticipating the needs of the learners with regard to the academics,” no. 26, “showing enthusiasm thru variation of eye contact, voice and gestures,” and item no. 28, “teaching topics in accordance with texts and curriculum guide.”

The last item which was rated Very Highly Effective was item no. 8, “using a variety of interesting activities to avoid monotony” with a mean rating of 4.4.

The same practices were also rated positively by the students, which confirmed that indeed teachers in the first congressional district of Northern Samar used these practices in their classrooms in order to be effective.

TABLE 9  
Common Practices of Teachers which Make them Effective in their Classrooms

Item No.	Items	Mean Rating	Rank
2	I try to find out if students have learned the subject matter by asking questions or by encouraging them to ask questions.	4.8	1.33
13	I present my lesson in proper order.	4.8	1.33
14	I inculcate respect among students and show genuine interest in them.	4.8	1.33
1	I inform the learners what to accomplish for the day.	4.7	2.33
5	I try to be warm, exciting, inspiring and a good model.	4.7	2.33
23	I use examples of illustrations to clarify the lesson.	4.7	2.33
7	I present content/skill clearly and comprehensively.	4.6	3.14
11	I show skills in the use of teaching methods appropriate for the class and the activity.	4.6	3.14
17	I vary the type of questions I use in class.	4.6	3.14
20	I plan, prepare and look for the most effective way to make the learners learn.	4.6	3.14
22	I clear doubts about concepts discussed before moving on to new lesson.	4.6	3.14
25	I plan clear instructional objectives which can be observed and measured.	4.6	3.14
29	I give clear assignments before the end of the class period.	4.6	3.14
10	I show proficiency in language interaction.	4.5	4.25
16	I anticipate the needs of the learners with regard to the academics.	4.5	4.25
26	I show enthusiasm through variation in eye contact, voice and gestures.	4.5	4.25
28	I teach topics in accordance with texts and curriculum guide.	4.5	4.25
8	I use a variety of interesting activities to avoid monotony.	4.4	5

#### **IV. Conclusions and Implications**

Based on the findings, the following conclusions and implications were reached:

1. The classroom climate in selected secondary schools in the First Congressional District of Northern Samar is highly conducive. It implies that classrooms in this district are conducive to learning. Further, it implies that students believe that there is greater possibility for them to perform better in these types of classrooms.
2. The secondary school teachers in the said congressional district teach effectively. This implies that teachers in this are effective capable of carrying out the best for their students.
3. There is a congruency between the classroom climate and teaching effectiveness of teachers in the secondary schools of the first district of Northern Samar. This implies that in order to achieve quality education, a positive classroom climate and an effective teacher go hand-in-hand. This further enhance that no teacher can claim that s/he is the best s/he has not set the perfect mood for his/her classroom. Moreover, this implies that students are motivated to learn more when environment is perfect and the teacher is able to effectively bring the basic goods to them.
4. Two-way communication is important in order to achieve a perfect classroom climate. This implies that one-way communication does not bring any good to the classroom situation. This further implies that teachers should not dominate the classroom.
5. Teachers employed common teaching practices in order to be effective in their classrooms. This implies that in order to set the perfect mood in the classroom and in order for the teachers to be effective, they have to follow some practices which were already proven and testes as effective over the years.