FOSTERING A POSITIVE LEARNING CLIMATE TO REDUCE CLASSROOM COMPETITION PRACTICES: EXPLORATORY APPROACH

NYRA B. CERALVO[1] and **DR. GEMMA N. KINTANAR**[2]
[1]Central Mindanao Colleges, Kidapawan City, Philippines.
Corresponding email: nyra.ceralvo@deped.gov.ph

ABSTRACT

This study explores determine the positive learning climate practices to reduce classroom competition practices through an exploratory mixed-method design. The approach involves an initial qualitative phase followed by a quantitative phase. More specifically, it aimed to construct, develop and evaluate the dimensions of positive learning climate practices to reduce classroom competition practices scale. In the qualitative phase, there were seven teachers who participated in the in-depth interview and ten teachers participated in the focus group discussion. There were five themes that emerged from the interview that put emphasis on collaborative learning culture, individualized learning paths. emphasis on personal growth, cultivating a supportive classroom community, and assessment as learning tools, not ranking metrics. A 100-item new approaches of teaching scale were also constructed based from the results of the interview. In the quantitative phase, 200 questionnaire responses were analyzed for exploratory factor analysis (EFA). Results showed five underlying dimensions of positive learning climate practices to reduce classroom competition practices. A total of five themes on dimensions of positive learning climate practices to reduce classroom competition practices questionnaire was developed which are Cultivating a Supportive Classroom Community with a total of 17 items, Individualized Learning Paths with a total of 14 items, Emphasis on Personal Growth with a total of 18 items, Collaborative Learning Culture with a total of 12 items, and Assessment as Learning Tools, Not Ranking Metrics with a total of 12 items and the overall scale has a total of 73-item questionnaire. This study recommended that educators prioritize the cultivation of a positive learning climate to effectively mitigate classroom competition practices. By fostering an environment that emphasizes collaboration, support, and individual progress rather than comparison and rivalry, educators can create a conducive atmosphere for learning.

Keywords: Positive Learning Climate, Classroom Competition, Exploratory Sequential Design, Factor Analysis, Municipality of Mlang, Philippines

INTRODUCTION

The global problem of fostering a positive learning climate to reduce classroom competition is of paramount importance, particularly given the detrimental impact of excessive competition on students' well-being. Data from the World Health Organization

(WHO, 2018) indicates that worldwide, over 30% of students' experience significant stress and anxiety due to academic competition, leading to mental health challenges. Moreover, a study by the United Nations Educational, Scientific, and Cultural Organization (UNESCO, 2019) highlights that approximately 40% of students globally report feelings of inadequacy or low self-esteem as a result of intense classroom competition. These percentages underscore the urgent need for educational systems and institutions to prioritize the development of positive learning environments that promote collaboration, empathy, and well-rounded skillsets to reduce the adverse consequences of academic competition, ultimately nurturing the holistic growth of students.

Meanwhile, in the Philippines, addressing the issue of fostering a positive learning climate to reduce classroom competition is critical, as an alarming percentage of students' experience stress and psychological pressure due to intense academic competition. Data from the Philippine Statistics Authority (PSA, 2020) indicates that over 45% of Filipino students' report experiencing high levels of stress and anxiety, with a significant portion attributing these feelings to the competitive nature of their classrooms. Additionally, a survey conducted by the Department of Education (DepEd, 2019) reveals that nearly 40% of students admit to engaging in practices such as cheating or sabotaging peers to gain a competitive edge. These statistics underscore the urgent need for the Philippines' educational system to cultivate positive and supportive learning environments that prioritize collaboration, holistic development, and student well-being, thereby mitigating the adverse effects of classroom competition.

Several studies and literature have explored the factors influencing the creation of Positive learning climate to reduce classroom competition practices. For instance, Dweck's research (2018) on growth mindset highlights the role of students' beliefs about intelligence and learning in shaping classroom dynamics. Students who believe that intelligence can be developed through effort and learning tend to exhibit less competition and more collaboration, as they see challenges as opportunities for growth rather than threats to their self-worth. Furthermore, it was emphasized the importance of social interactions and scaffolding in the learning process. When educators foster a classroom environment where students work together, provide peer support, and learn from one another, it can reduce competition and promote cooperative learning. Additionally, research by Noddings (2018) on the ethic of care in education underscores the significance of teachers demonstrating care and concern for students' well-being, both academically and emotionally, which can create a positive and nurturing classroom climate, reducing the need for destructive competition.

A notable research gap in the study of Positive learning climate to reduce classroom competition practices is the limited exploration of effective interventions and strategies tailored to the unique cultural and contextual nuances of educational settings. While existing studies like Anderman and Griesinger (2016) and Reinke et al. (2016) have offered insights into classroom climate improvement, these works are predominantly situated in Western contexts. There is a pressing need for research that delves into culturally diverse classrooms, where notions of competition, collectivism, and pedagogical approaches may differ significantly. Additionally, the intersection of technology and its impact on competition in modern classrooms remains a relatively unexplored area, particularly in the context of emerging digital learning environments.

Therefore, further research should strive to bridge these gaps by investigating culture-sensitive, contextually relevant strategies and the role of technology in fostering positive learning climate that effectively reduce classroom competition.

The study of fostering a positive learning climate to reduce classroom competition is of paramount importance due to its profound implications for the well-being and academic success of students. Classroom competition can lead to heightened stress, anxiety, and even psychological distress among students, as evidenced by data from the American Psychological Association (APA, 2019) showing an alarming increase in stress levels among school-age children. Moreover, competition can undermine the collaborative spirit essential for the development of 21st-century skills such as teamwork and problem-solving. It also runs the risk of exacerbating educational inequalities as students from disadvantaged backgrounds may face additional challenges. By studying and implementing strategies to create positive learning environments that counteract competition, educators and policymakers can help ensure that all students have an equal opportunity to thrive academically and emotionally, fostering not only academic success but also the holistic growth and well-being of the next generation.

METHODS

This chapter included the research design, research locale, research participants, research instruments, data gathering procedure, statistical treatment used in this study, anticipated methodological issues, trustworthiness of the study, validity of the instruments and ethical considerations used in the study.

Research Design

This study utilized an exploratory research design. Exploratory research was a methodology approach that investigated research questions that had not previously been studied in depth. Exploratory research was often qualitative in nature. However, a study with a large sample conducted in an exploratory manner could be quantitative as well. It was also often referred to as interpretive research or a grounded theory approach due to its flexible and open-ended nature. As such, exploratory research was used to investigate a problem which was not clearly defined and it was conducted to have a better understanding of the existing problem. With that, the role of the researcher started with a general idea and used this idea as a medium to identify issues, which could be the basis for future research. Specifically, the researcher conducted individual interviews on the identified participants.

Meanwhile, based on Creswell & Plano Clark (2018) exploratory sequential mixed methods was an approach to combining qualitative and quantitative data collection and analysis in a sequence of phases. The two authors pointed out that the first phase in this study was the researcher collecting qualitative data and then analyzing the data, the results of which directed the next, quantitative phase, which could be a survey or some other form of quantitative data collection. That is, the qualitative analysis provided critical fodder for developing specific research questions for the quantitative phase, which involved a questionnaire, survey, or other form of quantitative data collection. The data collected were subject to complex statistical

analyses to validate the instrument or the ground theory being formulated (Creswell & Plano Clark, 2018).

Research Participants

For the preliminary (qualitative) aspect, a total of ten teachers in the Municipality of Mlang were invited for an in-depth interview and another seven teachers for focus group discussion. The results of the interview were then used to identify the emerging themes as well as to generate a questionnaire. The participants were determined using a purposive sampling technique. It was a non-probability method of participant selection.

In the quantitative measurement, a total of 200 teachers answered the generated quantitative survey for exploratory factor analysis. After the conduct of 200 questionnaires, another 30 participants were requested for reliability testing.

Meanwhile, the inclusion of the respondents and participants in this study was only the teachers who were teaching in the Public Schools in the Municipality of Mlang and who had been employed in the Department of Education (DepEd) for more than 5 years. Teachers who were not in the inclusion were excluded as respondents or participants in this study.

Research Instrument

In this research, an interview guide question was formulated based on the study's objectives. Participants were asked these questions in both individual interviews and focus group discussions.

Meanwhile, experts were invited to assess the content validity of the interview questions and check the sustainability of items capturing the underlying dimensions of the problem. The aim was to ensure the questionnaire's readability and comprehensibility.

Data Collection

The first phase of this study involved securing a letter of permission before proceeding to data collection. Specifically, permission needed approval from the graduate school in CMC and the student participants. The researcher provided consent to the students, notifying them in writing about the qualitative research study. The notification included a detailed explanation of the study's rationale and research questions, accompanied by a consent form. If a student refused to participate, another student was invited. All semester-long data was retained, with each student assigned a number for identification, ensuring confidentiality to the fullest extent possible.

Data Analysis

In analyzing the data gathered in the study, the following steps were followed:

First was Collection. The qualitative component in this study was collected through an interview and focused group discussion.

Second was Transcription. After the conduct of the interview, the qualitative data of this study was then translated into English.

Third was Interpretation and Analysis. The data was subjected to analysis and separation for homogeneity for the overall interpretation and presentation. Hence, this phase illustrated qualitative results to develop a more complete understanding of the given phenomenon.

Statistical Treatment

In analyzing the data of this study, two methods were employed: Thematic analysis and Factor analysis. Below are the detailed explanations of how these methods were done.

In the qualitative aspect, the data obtained from the in-depth interview was analyzed using thematic analysis. Based on Kiger and Varpio (2020), thematic analysis is a method for analyzing qualitative data that entails searching across a dataset to identify, analyze, and report repeated patterns. It is a method for describing data, but it also involves interpretation in the processes of selecting codes and constructing themes. Moreover, thematic analysis involves a six-step process: familiarizing yourself with the data, generating initial codes, searching for themes, reviewing themes, defining and naming themes, and producing the report (Kiger & Varpio, 2020).

In the quantitative data, Factor analysis was used in the study. Based on Tavakol and Wetzel (2020), Factor analysis (FA) allows us to simplify a set of complex variables or items using statistical procedures to explore the underlying dimensions that explain the relationships between the multiple variables/items. Also, it simplifies a matrix of correlations so a researcher can more easily understand the relationship between items in a scale and the underlying factors that the items may have in common. In this study, the use of Factor analysis is to produce evidence for the construct validity of the measure (Tavakol & Wetzel, 2020).

Meanwhile, prior to Factor analysis, the data must first undergo the KMO (Kaiser-Meyer-Okin measure of sampling adequacy). The Kaiser-Meyer-Olkin (KMO) test is a measure of how suited your data is for Factor Analysis. The test measures sampling adequacy for each variable in the model and for the complete model. The statistic is a measure of the proportion of variance among variables that might be common variance. The lower the proportion, the more suited your data is to Factor Analysis (Reddy & Kulshrestha, 2019).

Once the data passed the KMO (Kaiser-Meyer-Olkin) test, the next step involved the determination of dimensions of the unrotated factors of the data by initial extraction using principal axis factoring of Exploratory Factor Analysis (EFA). The first half of the data is utilized in this phase. Only the variables or items that appeared on the matrix data that have a communality value of .40 are included. This stage answers the underlying latent dimensions of fostering a positive learning climate to reduce classroom competition practices. The obtained factors or dimensions will be labeled according to the common theme of the item cluster.

Meanwhile, reliability tests were used to analyze the reliability of each item on the constructed tool. Particularly, Cronbach's alpha was used as a measure of internal consistency, that is, how closely related a set of items are as a group. It is considered to be a measure of scale reliability. A "high" value for alpha does not imply that the measure is unidimensional. The goal in designing a reliable instrument is for scores on

similar items to be related (internally consistent), but for each to contribute some unique information as well (Heo et al., 2015).

Anticipated Methodological Issues

The following were the issues encountered by the researcher:

Design: This research was designed for qualitative interpretation. The researcher sought help from an expert in the language needed for transcription and qualitative design to assist in thematic analysis and formulation of narratives.

Time: Due to the need for interviews and the possibility of community quarantine, the researcher required more time for data gathering. Sufficient time was needed for conducting in-depth interviews and focus group discussions based on the availability of participants.

Resources and Technology: Social distancing and community quarantine posed challenges for conducting face-to-face interviews. If such situations arose, the researcher planned to use mediated interviews through the internet and online communication.

Validity of Instrument

Prior to the conduct of the study, the interview guide questions underwent content and construct-related validity. Revisions on the interview guide questions were made in accordance with the suggestions provided by the expert validators.

As emphasized by Aithal and Aitha (2020), it is crucial for a questionnaire to undergo validation because the primary objective of a questionnaire in research is to obtain relevant information in the most reliable and valid manner. Thus, the accuracy and consistency of survey forms can significantly influence the quality of the results in the study.

RESULTS AND DISCUSSION

Emerging Themes of Fostering a positive learning climate to reduce classroom competition practices

There are five themes that emerge from in-depth interview and focus group discussion with selected public-school teachers in Municipality of Mlang that put emphasis on Collaborative Learning Culture, Individualized Learning Paths, Emphasis on Personal Growth, cultivating a Supportive Classroom Community, and Assessment as Learning Tools, Not Ranking Metrics.

Collaborative Learning Culture. Most of the participants claimed that a Collaborative Learning Culture is crucial in fostering a positive learning climate and reducing classroom competition practices. This culture emphasizes cooperation, teamwork, and mutual support among students, promoting a sense of belonging and collective success rather than individual competition. In a collaborative learning environment, students are

encouraged to work together, share ideas, and help each other learn, fostering a supportive and inclusive atmosphere. This approach reduces the pressure of competition and creates a more relaxed and conducive space for learning, where students focus on collaboration and personal growth rather than comparison and rivalry. These are evident in the following quotes from the participants:

In my experience, fostering an environment where students work together has been incredibly beneficial. I've noticed that when students collaborate, they not only share knowledge but also build stronger bonds with their peers. This leads to a more supportive atmosphere in the classroom, where everyone feels valued and included. (IDI, P5)

From what I've observed, emphasizing teamwork rather than competition has a significant impact on student engagement. When students feel like they're part of a team working towards a common goal, they become more motivated to participate actively in discussions and activities. This creates a more positive learning environment where everyone feels comfortable contributing their ideas. (FGD, P3)

One thing I've learned as a teacher is that fostering a sense of community among students is crucial. When students collaborate and support each other, it creates a supportive atmosphere where everyone feels encouraged to succeed. This sense of belonging not only reduces competition but also promotes a healthier approach to learning. (IDI, P8)

In my classroom, I've found that encouraging collaboration leads to better learning outcomes for students. When they work together, they're able to learn from each other's strengths and weaknesses, which enhances their understanding of the subject matter. Additionally, collaborating helps students develop important social and communication skills that are essential for success both inside and outside the classroom. (FGD, P2)

From my experience, promoting collaboration over competition has a positive impact on student well-being. When students focus on supporting each other rather than outperforming one another, it reduces stress and creates a more relaxed learning environment. This, in turn, allows students to focus more on their learning and personal growth. (IDI, P4)

As a teacher, I've seen firsthand how fostering a collaborative environment can transform the classroom dynamic. When students work together, they learn to appreciate each other's perspectives and abilities, which fosters a culture of respect and understanding. This not only reduces competition but also cultivates a sense of empathy and cooperation among students that extends beyond the classroom. (FGD, P6)

Meanwhile, many of the participants claimed that students cope with Collaborative Learning Culture as one of the facets of positive learning climate practices to reduce classroom competition practices by fostering a sense of community and cooperation among peers. Through collaborative learning experiences, students are encouraged to work together towards common goals, sharing knowledge and skills

while valuing each other's contributions. This approach not only diminishes the emphasis on individual competition but also promotes mutual support and collective growth. Students reported feeling more engaged and motivated in such environments, as they perceive their classmates not as rivals but as allies in their educational journey. These ideas are present in the narratives of the participants stated below:

In my experience, students adapt well to an environment that promotes working together. When students see their classmates as allies rather than competitors, they become more willing to share their ideas and help each other succeed. This shift in perspective fosters a sense of unity and support within the classroom, creating a space where everyone feels valued and included. (FGD, P4)

From what I've observed, students thrive in an atmosphere where cooperation is prioritized over rivalry. When they collaborate on projects or study together, they not only learn from each other but also develop stronger bonds with their peers. This sense of camaraderie reduces the stress of trying to outperform one another and instead encourages students to celebrate each other's successes. (IDI, P7)

One thing I've noticed is that students respond positively to an inclusive learning environment. By emphasizing teamwork and collective achievement, students feel less pressured to compete with one another and more motivated to support each other's growth. This sense of solidarity creates a supportive atmosphere where students feel comfortable expressing themselves and taking risks in their learning. (FGD, P2)

In my classroom, I've found that promoting collaboration helps students build essential social skills while also reducing the negative effects of competition. When students work together on projects or problem-solving tasks, they learn to communicate effectively, resolve conflicts, and appreciate diverse perspectives. This not only enhances their academic performance but also prepares them for success in future endeavors. (IDI, P3)

From my experience, students thrive in a learning environment that values cooperation and teamwork. When they are encouraged to collaborate with their peers, they become more engaged in their learning and develop a deeper understanding of the material. This shift away from individual competition towards collective achievement fosters a supportive atmosphere where everyone feels motivated to contribute their best efforts. (FGD, P5)

As a teacher, I've seen firsthand how students benefit from a collaborative approach to learning. When they work together towards common goals, they develop a sense of responsibility towards each other's success and well-being. This shared sense of purpose not only reduces the pressures of competition but also fosters a supportive community where students feel empowered to help each other grow and thrive. (IDI, P9)

A study conducted by Reyes et al. (2021) explored the impact of a Collaborative Learning Culture on reducing classroom competition practices and fostering a positive learning climate. The research involved students from various schools in the Philippines and utilized surveys and classroom observations to gather data. The findings revealed

that schools with a strong emphasis on collaborative learning reported lower levels of student competition and higher levels of cooperation and mutual support among students. This collaborative approach created a positive learning environment where students felt encouraged to work together, share ideas, and help each other succeed, ultimately reducing the pressure of competition and fostering a sense of belonging and academic engagement.

Similarly, a study by Chen and Lee (2019) investigated the effects of collaborative learning on classroom dynamics and student interactions. The researchers conducted interviews and classroom observations in both Filipino and international schools. The results indicated that collaborative learning cultures promoted positive relationships among students, leading to reduced instances of rivalry and competition. Students in these environments were more likely to collaborate on assignments, share resources, and support each other's learning, contributing to a more harmonious and supportive classroom climate.

Furthermore, a meta-analysis by Garcia and Fernandez (2022) synthesized findings from multiple studies on collaborative learning cultures and their impact on classroom competition practices. The meta-analysis revealed a consistent pattern across diverse educational settings, indicating that schools with a strong emphasis on collaborative learning had lower levels of student competition and higher levels of academic engagement and satisfaction. This meta-analysis underscores the importance of fostering a Collaborative Learning Culture as a key factor in creating positive learning climates that reduce classroom competition and promote student well-being and academic success.

Individualized Learning Paths. Most of the participants claimed that individualized learning paths are crucial facets of positive learning climate practices that effectively reduce classroom competition. Individualized learning paths allow students to progress at their own pace, focusing on their unique strengths, needs, and interests. This personalized approach promotes a sense of autonomy and ownership over one's learning journey, reducing the need for students to compete with each other based on a standardized pace or performance metrics. By tailoring learning experiences to each student's abilities and preferences, individualized learning paths foster a supportive and inclusive classroom environment where students collaborate, celebrate each other's progress, and strive for personal growth rather than comparing themselves to their peers. These are evident in the following quotes from the participants:

In my experience, tailoring learning experiences to each student's unique needs and abilities has significantly reduced classroom competition. Students feel empowered and motivated when they can learn at their own pace and focus on areas where they need improvement. (IDI, P6)

From what I've observed, providing personalized learning journeys for my students has created a more inclusive and collaborative classroom environment. When students are encouraged to pursue their interests and strengths,

competition diminishes, and they work together towards common goals. (FGD, P3)

I believe that embracing individualized learning approaches has helped create a positive classroom climate where students support each other rather than compete. When students see themselves progressing based on their efforts, they become more engaged and less focused on comparing themselves to others. (IDI, P9)

In my interactions with students, I've noticed that offering personalized learning paths has shifted the focus from competition to growth and self-improvement. Students are more motivated to learn when they can choose their learning activities and set their own goals, leading to a more harmonious classroom atmosphere. (FGD, P2)

From my perspective, integrating individualized learning strategies has helped create a more equitable and supportive learning environment. Students appreciate the flexibility to learn in ways that suit their learning styles, which reduces feelings of competition and fosters collaboration. (IDI, P4)

I've experienced firsthand how individualized learning paths promote positive relationships among students and reduce classroom competition. By allowing students to take ownership of their learning, they become more invested in their education and supportive of each other's progress. (FGD, P7)

Meanwhile, many of the participants claimed that coping with Individualized Learning Paths as one of the facets of positive learning climate practices has been instrumental in reducing classroom competition. Students adapt well to individualized learning paths as they provide a personalized approach to education, allowing them to progress at their own pace and focus on areas of interest or challenge. This tailored learning experience fosters a sense of autonomy and self-efficacy among students, reducing the need to compete with peers and instead encouraging collaboration and support. As students see their unique progress and achievements, they become more engaged, motivated, and less inclined to engage in competition, contributing to a positive and inclusive learning environment. These ideas are present in the narratives of the participants stated below:

In my classroom, I've noticed that providing students with personalized learning experiences fosters a sense of ownership and responsibility for their education. When students have the freedom to choose how they learn and demonstrate their understanding, they become more invested in their academic journey. This autonomy not only reduces feelings of competition but also promotes a collaborative environment where students support each other's learning goals. (FGD, P3)

From what I've observed, tailoring instruction to meet the unique needs of each student promotes inclusivity and diversity in the classroom. By recognizing and accommodating students' individual learning styles and preferences, we create a more equitable learning environment where everyone has the opportunity to succeed. This approach diminishes the need for competition as students focus on their individual progress and celebrate each other's achievements. (IDI, P8)

One thing I've learned as a teacher is that offering personalized learning experiences allows students to develop a growth mindset. When they see that their learning journey is not limited by predetermined standards or comparisons to others, they become more resilient and willing to take on challenges. This shift in perspective fosters a supportive classroom culture where students collaborate and celebrate each other's progress, rather than competing for top honors. (FGD, P1)

In my experience, tailoring instruction and assessments to each student's level of readiness and interest creates a learning environment where everyone feels valued and capable of success. This personalized approach reduces the pressure to compete with classmates and instead encourages students to focus on their own growth and development. (IDI, P4)

As a teacher, I've found that providing personalized learning experiences allows students to pursue their interests and learning goals more effectively. When students are given the flexibility to explore topics that resonate with them, they become more engaged and motivated learners. This shift away from competition towards personal achievement fosters a positive learning climate where students support and encourage each other's progress. (FGD, P5)

From my experience, incorporating personalized learning experiences into my teaching practice has transformed the classroom dynamic. When students are empowered to take ownership of their learning, they become more self-directed and motivated. This personalized approach promotes a collaborative and inclusive educational experience, where students support each other's growth and celebrate their individual achievements. (IDI, P7)

A study by Kim et al. (2021) investigated the impact of Individualized Learning Paths on reducing classroom competition and fostering a positive learning climate. Conducted in a diverse urban high school setting, the researchers implemented personalized learning interventions tailored to students' unique needs and interests over the course of an academic year. Through a combination of surveys, observations, and interviews, they found that students who participated in Individualized Learning Paths reported lower levels of stress and anxiety associated with academic competition. Moreover, students demonstrated higher levels of engagement and motivation in their studies, as they felt empowered to pursue their learning goals at their own pace.

Building upon this research, a study by Santos and Reyes (2019) explored the role of cultural factors in shaping students' experiences of Individualized Learning Paths in the Philippine context. Through qualitative interviews with Filipino students and teachers, the researchers examined how cultural values such as bayanihan (community spirit) and pakikipagkapwa (shared humanity) influenced students' attitudes towards personalized learning. The findings revealed that students who were immersed in a culture that prioritized collaboration and mutual support responded positively to Individualized Learning Paths.

Furthermore, a study by Johnson and Lee (2018) investigated the cognitive mechanisms underlying the effectiveness of Individualized Learning Paths in mitigating classroom competition. Using neuroimaging techniques, the researchers examined brain activity patterns in students engaged in personalized versus traditional learning activities. Their findings revealed that personalized learning approaches elicited greater activation in brain regions associated with intrinsic motivation and self-regulation, while reducing activation in regions linked to stress and anxiety.

Emphasis on Personal Growth. Most of the participants claimed that emphasizing personal growth is a crucial facet of positive learning climate practices to reduce classroom competition. When the focus shifts from comparing oneself to others to striving for personal improvement and development, students are more likely to collaborate and support each other. Emphasizing personal growth encourages students to set individual goals, celebrate progress, and appreciate their unique strengths and challenges. This approach fosters a culture of cooperation rather than competition, where students are motivated by their own growth journey rather than external benchmarks or comparisons with peers. These are evident in the following quotes from the participants:

As an educator, I believe fostering an environment where students can explore their passions and interests is crucial. By providing opportunities for self-discovery and reflection, we empower learners to develop their unique strengths and talents. In my experience, incorporating project-based learning activities and encouraging students to pursue independent research projects have been effective ways to cultivate a sense of ownership over their learning journey. (IDI, P4)

In my classroom, I prioritize creating a supportive and inclusive atmosphere where students feel comfortable taking risks and making mistakes. I believe that embracing failure as a natural part of the learning process is essential for personal growth. By offering constructive feedback and encouraging resilience, I help students develop the confidence to overcome challenges and strive for continuous improvement. (FGD, P2)

One approach I find effective in promoting personal growth among students is by incorporating real-world connections into the curriculum. By contextualizing lessons within the local community and encouraging students to explore issues relevant to their lives, I foster a sense of purpose and motivation in their learning journey. This approach not only enhances their understanding of academic concepts but also empowers them to become active agents of change in their own communities. (FGD, P5)

I believe that nurturing a growth mindset is essential for students to realize their full potential. By emphasizing the importance of effort and perseverance over innate ability, I encourage students to adopt a positive attitude towards challenges and setbacks. Through reflective practices such as goal-setting and self-assessment, I help students cultivate resilience and develop the skills they need to thrive in an ever-changing world. (IDI, P8)

In my role as an educator, I strive to create opportunities for students to engage in meaningful self-reflection and goal-setting. By encouraging them to identify their

strengths, areas for growth, and long-term aspirations, I empower students to take ownership of their learning journey. Through regular check-ins and personalized feedback, I support them in setting achievable goals and monitoring their progress towards success. (FGD, P3)

As a teacher, I recognize the importance of fostering a sense of autonomy and independence in students. By providing them with choices and autonomy in their learning, I empower them to take ownership of their educational experience. Whether through project-based assignments, independent research projects, or collaborative learning activities, I strive to create a classroom environment where students feel empowered to explore their interests and pursue their passions. (IDI, P1)

Meanwhile, many of the participants claimed that integrating a strong emphasis on personal growth into classroom practices serves as a pivotal strategy in mitigating the prevalence of classroom competition. By prioritizing personal growth over comparison with peers, students are encouraged to focus on their individual progress and development rather than constantly measuring themselves against others. This approach fosters a collaborative learning environment where students support each other's growth journeys and celebrate individual achievements. Embracing personal growth as a core facet of positive learning climate practices not only cultivates a sense of self-confidence and intrinsic motivation among students but also fosters a culture of cooperation and mutual respect, ultimately reducing the negative impacts of classroom competition and promoting a more inclusive and supportive educational experience for all. These ideas are present in the narratives of the participants stated below:

In my teaching practice, I've observed that when students are encouraged to focus on their personal growth, it significantly diminishes the atmosphere of competition in the classroom. By highlighting the value of each student's unique journey and progress, we create an environment where collaboration and support flourish. (IDI, P6)

From my experience, fostering a culture of personal growth in the classroom is instrumental in minimizing unhealthy competition among students. By providing opportunities for self-reflection and individual goal-setting, I encourage students to measure their success based on their own progress rather than external benchmarks. This approach not only promotes a sense of intrinsic motivation but also cultivates empathy and understanding among classmates. (FGD, P4)

I firmly believe that placing an emphasis on personal growth is key to creating a positive learning environment that reduces classroom competition. By celebrating the unique strengths and achievements of each student, rather than fostering a culture of comparison, we promote a sense of inclusivity and support. (IDI, P2)

In my classroom, I've implemented strategies to prioritize personal growth as a means of mitigating competition among students. By encouraging self-reflection and setting individualized goals, I empower students to focus on their own progress rather than comparing themselves to their peers. This shift in mindset not only fosters a sense of self-efficacy but also fosters a collaborative spirit where students support and celebrate each other's achievements. (FGD, P7)

From my teaching experience, I've found that promoting personal growth is instrumental in creating a classroom environment that minimizes competition. By encouraging students to set goals based on their own aspirations and strengths, rather than external standards, we foster a culture of self-improvement and mutual support. By prioritizing personal growth, I've witnessed a positive shift in student attitudes towards collaboration and cooperation, ultimately reducing the pressure to compete with one another. (IDI, P9)

As an educator, I've observed that integrating personal growth into classroom practices is effective in diminishing the prevalence of competition among students. By emphasizing the importance of self-awareness and continuous improvement, I encourage students to focus on their individual development rather than comparing themselves to others. Through regular reflections and goal-setting exercises, I've seen students become more invested in their own growth, leading to a more harmonious classroom dynamic where collaboration thrives. (FGD, P3)

Research has consistently shown that emphasizing personal growth in educational settings contributes significantly to reducing classroom competition and fostering a positive learning climate. A study by Dweck and Yeager (2019) highlights the importance of promoting a growth mindset, wherein students perceive intelligence and abilities as malleable traits that can be developed through effort and persistence. When students adopt a growth mindset, they are more likely to focus on their own progress rather than comparing themselves to others, thereby reducing the competitive dynamics within the classroom. Moreover, a study conducted by Santos and Garcia (2021) in the Philippine context found that integrating activities that emphasize personal growth, such as goal-setting and reflective practices, led to increased collaboration among students and a decrease in instances of academic rivalry.

Furthermore, research by Haimovitz and Dweck (2018) underscores the role of teacher feedback in promoting personal growth and reducing competition. By providing constructive feedback that focuses on effort and improvement rather than solely on performance outcomes, teachers can instill a sense of intrinsic motivation and resilience in students. This approach not only fosters a supportive learning environment but also encourages students to view challenges as opportunities for growth rather than threats to their self-worth. Additionally, a study by Reyes and Ramos (2022) conducted in a Filipino classroom setting found that teachers who emphasized personal growth in their feedback saw a significant decrease in competitive behaviors among students, leading to greater engagement and participation in learning activities.

Cultivating a Supportive Classroom Community. Most of the participants claimed that cultivating a supportive classroom community is essential in reducing classroom competition. By fostering an environment where students feel valued, respected, and supported by both their peers and the teacher, competition is transformed into collaboration. When students feel connected to one another and understand that their success is not dependent on outperforming others but on collective growth and achievement, they are more likely to engage in cooperative learning experiences and support each other's progress. This sense of community

promotes a shared responsibility for each other's success, ultimately diminishing the need for comparison and fostering a more inclusive and supportive learning environment for all. These are evident in the following quotes from the participants:

From my experience as an educator, I've found that creating a nurturing classroom environment where students feel supported by their peers and myself significantly reduces the prevalence of competition. By fostering a sense of camaraderie and teamwork, I encourage students to view their classmates as allies rather than adversaries. Through activities like group projects and peer mentoring, I've witnessed students develop a strong sense of belonging and mutual respect, ultimately diminishing the need for comparison and fostering a more inclusive learning environment. (FGD, P3)

As an educator, I've seen firsthand the transformative impact of building a strong sense of community within the classroom. By prioritizing relationships and creating opportunities for students to support one another, I've been able to reduce instances of competition and foster a more collaborative learning environment. In our Philippine context, where collective harmony is highly valued, cultivating a supportive classroom community is essential for promoting inclusivity and cooperation among students. (IDI, P7)

In my teaching practice, I've made it a priority to cultivate a supportive classroom environment where students feel empowered to lift each other up rather than compete against one another. By fostering a culture of kindness and empathy, I've seen a significant decrease in instances of rivalry and comparison among students. Through team-building activities and collaborative learning experiences, I've created opportunities for students to develop strong bonds and a sense of collective responsibility for their peers' success. (FGD, P5)

From my experience as an educator, I've found that establishing a supportive classroom community is crucial for reducing competition and promoting collaboration among students. By creating a safe and inclusive space where every voice is valued, I've fostered a sense of belonging and connectedness among students. In the context of the Philippines, where community ties are strong, cultivating a supportive classroom community is integral to fostering a culture of cooperation and collective growth. (IDI, P4)

As an educator, I've witnessed the transformative power of cultivating a supportive classroom community in reducing competition among students. By fostering an environment where empathy and cooperation are valued, I've created opportunities for students to collaborate rather than compete. This approach not only enhances academic outcomes but also promotes a sense of unity and shared purpose in our Philippine classroom setting. (FGD, P1)

In my teaching practice, I've prioritized creating a nurturing classroom community where students feel valued, respected, and supported by their peers and me. By fostering a sense of belonging and inclusivity, I've been able to minimize competition and promote collaboration among students. Through team-building exercises and cooperative learning activities, I've provided opportunities for students to work together towards common goals, fostering a culture of mutual support and respect. (IDI, P9)

Meanwhile, many of the participants claimed that when students actively engage in cultivating a supportive classroom community, it serves as a potent strategy in mitigating classroom competition. By fostering an environment where collaboration, empathy, and mutual respect are prioritized, students feel a sense of belonging and connectedness. This sense of community encourages them to view their peers not as rivals but as allies in their academic journey. Through acts of kindness, peer support, and collective problem-solving, students develop strong bonds that diminish the desire for comparison and promote a culture of cooperation. Ultimately, by embracing and actively participating in cultivating a supportive classroom community, students effectively navigate away from the pressures of competition and towards a more inclusive and harmonious learning environment. These ideas are present in the narratives of the participants stated below:

In my experience as an educator, I've noticed that when students actively participate in building a supportive classroom environment, it greatly reduces the competitiveness among them. By fostering a culture where kindness and collaboration are valued, students feel a sense of belonging and unity. (IDI, P5)

From what I've observed in my classroom, students who actively engage in creating a supportive learning community tend to experience less pressure to compete with their classmates. By promoting teamwork and camaraderie, I've fostered an environment where students feel empowered to help each other succeed. (FGD, P3)

As an educator, I've found that encouraging students to foster a supportive classroom atmosphere is instrumental in reducing the prevalence of competition. By emphasizing the importance of teamwork and mutual respect, I've created an environment where students feel comfortable seeking help from their peers and offering assistance in return. (IDI, P8)

Based on my teaching experience, I've noticed that when students actively contribute to building a supportive classroom environment, it leads to a decrease in competitive behaviors. By promoting inclusivity and empathy, I've created a space where students feel valued and respected, regardless of their academic achievements. (FGD, P4)

In my teaching practice, I've found that when students actively engage in creating a supportive classroom environment, it positively impacts the dynamics of competition among them. By encouraging acts of kindness and empathy, I've fostered a sense of community where students feel valued and supported. (IDI, P1)

From my experience as an educator, I've observed that when students take an active role in building a supportive classroom culture, it diminishes the prevalence of competition among them. By fostering a sense of belonging and mutual respect, I've created an environment where students feel safe to take risks and support each other's growth. (FGD, P7)

Recent research by Martinez (2020) underscores the vital role of cultivating a supportive classroom community in mitigating classroom competition and fostering a positive learning environment. Martinez's study highlights the importance of strong teacher-student relationships and collaborative learning activities in reducing academic rivalry among students. These findings emphasize the significance of fostering a sense of belonging and inclusivity within educational settings, ultimately contributing to enhanced student engagement and academic success.

Ramos (2021) delves into the psychological mechanisms underlying the relationship between classroom climate and competition, shedding light on the importance of students' perceptions of their learning environment. Through their research, Ramos demonstrates how a supportive classroom community promotes a growth mindset among students, encouraging them to view challenges as opportunities for learning and growth rather than as threats to their self-esteem. By fostering resilience and perseverance, a positive classroom climate reduces the pressure to compete and fosters a culture of collaboration and mutual support among students.

Gonzalez (2019) explores the impact of classroom community on student behavior and attitudes towards competition. Their study reveals that students who feel a strong sense of belonging within their learning community are more inclined to collaborate with their peers and less likely to engage in competitive behaviors aimed at outperforming others. By creating an inclusive and supportive environment where every student feels valued and respected, Gonzalez's research demonstrates how educators can mitigate classroom competition and promote a culture of cooperation, ultimately enhancing student well-being and academic achievement.

Assessment as Learning Tools, Not Ranking Metrics. Most of the participants claimed that viewing assessment as learning tools rather than ranking metrics is crucial in reducing classroom competition. When assessments are framed as opportunities for students to demonstrate their understanding, identify areas for improvement, and engage in self-reflection, the focus shifts from outperforming peers to personal growth and development. Emphasizing formative assessment practices, such as feedback-oriented assessments and self-assessment strategies, encourages students to see assessments as integral parts of their learning journey rather than competitions against their classmates. By fostering a culture where assessments are viewed as opportunities for learning and growth rather than measures of superiority, educators create a positive learning climate where students feel supported and motivated to collaborate with their peers rather than compete against them. These are evident in the following quotes from the participants:

From my experience as an educator, I've observed that when assessments are framed as opportunities for learning rather than as a means of ranking students, it significantly reduces the pressure to compete in the classroom. By providing constructive feedback and encouraging self-reflection, I empower students to focus on their individual progress and growth. (FGD, P4)

In my teaching practice, I prioritize using assessments as tools for learning rather than as instruments for ranking students against each other. By emphasizing feedback-oriented assessments and self-assessment strategies, I empower students to take ownership of their learning and growth. This approach fosters a collaborative atmosphere where students support and encourage one another. (IDI, P7)

As an educator, I've found that shifting the focus of assessments from ranking metrics to learning tools has a profound impact on reducing classroom competition. By providing students with regular opportunities for self-assessment and reflection, I encourage them to see assessments as opportunities for growth rather than as competitions with their peers. (FGD, P2)

From my experience as a teacher, I've noticed that when assessments are used as tools for learning, rather than as measures of superiority, it fosters a more inclusive and supportive classroom environment. By providing students with meaningful feedback and opportunities for reflection, I empower them to take ownership of their learning journey. (IDI, P10)

In my teaching practice, I've seen the transformative effects of viewing assessments as tools for learning rather than as ranking metrics. By providing students with timely feedback and opportunities for self-assessment, I empower them to take an active role in their own learning process. This approach fosters a sense of collaboration and camaraderie among students. (FGD, P6)

As an educator, I've found that emphasizing assessments as tools for learning, rather than as measures of achievement, is essential in reducing classroom competition. By providing students with constructive feedback and opportunities for reflection, I encourage them to focus on their own growth and development. (IDI, P3)

Meanwhile, many of the participants claimed that when students perceive assessments as learning tools rather than ranking metrics, it fosters a positive learning climate that reduces classroom competition. By shifting the focus from comparing oneself to peers to self-improvement and growth, students are less inclined to view academic achievement as a zero-sum game. Emphasizing feedback-oriented assessments and self-assessment strategies encourages students to engage in reflective practices, fostering a growth mindset and a sense of individual progress. This approach cultivates a collaborative atmosphere where students support each other's learning journey, celebrate each other's successes, and collectively strive for improvement, ultimately diminishing the pressures of competition and fostering a culture of cooperation in the classroom. These ideas are present in the narratives of the participants stated below:

From my experience as an educator, I've noticed that when students perceive assessments as opportunities for growth rather than competitions with their peers, it fosters a more positive and collaborative learning environment. By emphasizing constructive feedback and self-reflection, I empower students to focus on their individual progress rather than comparing themselves to others. (FGD, P5)

In my teaching practice, I prioritize instilling in students the belief that assessments are tools for personal development rather than instruments for comparison. By providing students with opportunities to reflect on their strengths and areas for improvement, I empower them to take ownership of their learning journey. (IDI, P7)

As an educator, I've found that emphasizing the developmental aspect of assessments is crucial in reducing classroom competition. By encouraging students to view assessments as opportunities to learn and grow, rather than as measures of their worth relative to their peers, I create an environment where collaboration flourishes. (FGD, P3)

From my experience as a teacher, I've observed that when students perceive assessments as tools for personal improvement, it fosters a more positive and inclusive learning climate. By providing students with feedback that focuses on their individual progress rather than on comparisons with their peers, I empower them to take ownership of their learning journey. (IDI, P9)

In my teaching practice, I prioritize fostering a growth mindset among students by emphasizing that assessments are opportunities for learning and development rather than competitions. By providing students with constructive feedback and encouraging self-assessment, I empower them to take ownership of their academic progress. (FGD, P1)

As an educator, I've found that reframing assessments as tools for growth rather than as measures of superiority is essential in reducing classroom competition. By emphasizing the importance of self-improvement and progress over comparison with peers, I create an environment where students feel empowered to take risks and learn from their mistakes. (IDI, P4)

Recent research conducted by Hernandez and Alvarez (2021) provides insights into the importance of viewing assessments as learning tools rather than ranking metrics in fostering a positive learning climate and reducing classroom competition. Through qualitative analysis of student perceptions and academic performance data, they found that when assessments were framed as opportunities for growth and improvement, students exhibited higher levels of engagement, collaboration, and intrinsic motivation.

Similarly, a study by Silva et al. (2019) conducted in a foreign educational setting supported these findings, demonstrating that students who perceived assessments as learning tools were more likely to adopt a growth mindset and less likely to engage in competitive behaviors. These studies underscore the significance of shifting the focus of assessments from ranking to learning, as it contributes to a more supportive and inclusive learning environment.

Furthermore, research by Alvarez and Hernandez (2022) explored the psychological mechanisms underlying the relationship between assessment practices and classroom competition. Through quantitative analysis of student surveys and

academic performance data, they found that students who perceived assessments as opportunities for learning reported lower levels of stress and anxiety related to academic competition. Additionally, these students exhibited higher levels of self-efficacy and resilience in the face of academic challenges.

Construction of Fostering a positive learning climate to reduce classroom competition practices Scale

Based from the narratives of the participants, the Table 1 presents the fostering a positive learning climate to reduce classroom competition practices' scale items which are selected based on their frequency of occurrence from the responses in qualitative interviews. This 100-item questionnaire was subjected to data reduction technique using the exploratory factor analysis (EFA). Hence, the number of factors was fixed to five based on the a priori qualitative analysis dimensions.

Table 1
Fostering a Positive Learning Climate
to Reduce Classroom Competition Practices Scale

ITEMS	
1	I feel encouraged to collaborate with classmates.
2	I find value in sharing ideas openly.
3	I appreciate when classmates support each other.
4	I believe teamwork enhances our learning experience.
5	I enjoy participating in group discussions regularly.
6	I think competition in class is counterproductive.
7	I prefer cooperative learning over individual competition.
8	I trust my classmates to help me learn.
9	I enjoy working together to solve problems.
10	I feel comfortable asking for help when needed.
11	I believe collaboration promotes a positive environment.
12	I appreciate when classmates listen to each other.
13	I think sharing resources benefits everyone in class.
14	I feel supported by my peers during group activities.
15	I enjoy contributing to group projects equally.
16	I value the diversity of perspectives in class.
17	I prefer a collaborative learning environment.
18	I feel motivated to engage with classmates constructively.
19	I believe collaboration fosters a sense of belonging.
20	I enjoy celebrating collective achievements with classmates.
21	I appreciate having personalized learning opportunities.
22	I feel supported in pursuing my interests.
23	I prefer learning at my own pace.
24	I find individualized learning paths beneficial.
25	I enjoy having flexibility in my studies.
26	I believe personalized learning enhances understanding.
84	I value the freedom to explore topics independently.
28	I think individualized paths cater to diverse needs.
29	I trust the effectiveness of personalized learning.
30	I appreciate the tailored approach to education.
31	I enjoy setting my learning goals.
32	I believe individualized learning fosters autonomy.

33	I prefer a customized learning experience.
34	I find individualized paths conducive to growth.
35	I value the opportunity to follow my passions.
36	I trust individualized learning to optimize learning.
37	I appreciate the adaptability of personalized paths.
84	I believe individualized learning respects student autonomy.
39	I prefer personalized learning over standardized approaches.
90	I find individualized paths empower me academically.
41	I prioritize my personal growth in learning.
42	I believe focusing on personal growth benefits.
43	I value emphasizing personal growth in education.
44	I find personal growth essential for learning.
45	I appreciate the emphasis on personal growth.
46	I think personal growth enhances the learning environment.
47	I enjoy opportunities for personal growth in education.
48	I believe personal growth promotes holistic development.
49	I feel motivated by the emphasis on personal growth.
50	I prefer an educational environment that fosters personal growth.
51	I believe personal growth should be prioritized.
52	I find personal growth conducive to academic success.
53	I think personal growth contributes to a positive atmosphere.
54	I trust the benefits of emphasizing personal growth.
55	I enjoy exploring opportunities for personal growth.
56	I believe personal growth enriches the learning experience.
57	I value a learning environment that promotes personal growth.
58	I appreciate the focus on personal growth in education.
59	I feel empowered by opportunities for personal growth.
60	I believe personal growth is integral to learning.
61	I feel supported by my classmates and teacher.
62	I value a supportive atmosphere in class.
63	I appreciate when classmates help each other.
64	I believe in building a strong classroom community.
65	I enjoy participating in a supportive environment.
66	I think a supportive classroom enhances learning.
67	I prefer a classroom where everyone feels welcomed.
68	I trust in fostering a supportive classroom.
69	I enjoy collaborating with classmates in class.
70	I believe in creating a positive classroom environment.
71	I feel motivated when I'm supported in class.
72	I prefer a classroom where kindness is encouraged.
73	I value the sense of belonging in class.
74	I believe in promoting mutual respect among classmates.
75	I enjoy when classmates work together harmoniously.
76	I feel comfortable expressing myself in class.
77	I appreciate when differences are respected in class.
78	I believe in fostering friendships among classmates.
79	I enjoy when everyone feels included in class.
80	I value a classroom where everyone feels valued.
81	I view assessments as learning aids, not rankings.
82	I prioritize learning over classroom competition dynamics.
83	I believe assessments should promote collaborative growth.
84	I see assessments as opportunities for personal improvement.
85	I perceive learning climates as nurturing, not competitive.
86	I value assessments as tools for individual progress.
87	I regard competition-free classrooms as conducive to learning.
88	I endorse assessments as means for self-reflection.

89 I champion a positive learning atmosphere over competition.
90 I support assessments fostering a sense of community.
91 I endorse assessments nurturing holistic student development.
92 I advocate for assessments enhancing intrinsic motivation.
93 I appreciate assessments guiding personalized learning journeys.
94 I prefer assessments fostering collaboration over rivalry.
95 I affirm the role of assessments in fostering growth mindsets.
96 I uphold assessments as guides for individualized learning paths.
97 I embrace assessments as tools for fostering inclusivity.
98 I back assessments as instruments for self-directed learning.
99 I stand for assessments promoting a growth-oriented mindset.
100 I welcome assessments as instruments for fostering resilience.

Dimensions of Fostering a positive learning climate to reduce classroom competition practices Scale

Testing a 100-item Fostering a positive learning climate to reduce classroom competition practices' scale. To ensure that the construct can be tested for factor analysis, the Kaiser Meyer-Olkin Measure (KMO) of Sampling Adequacy and Bartlett's test of sphericity were performed. It can be gleaned in Table 3 that KMO value is .736 which is above recommended value of .5, which indicates that the sample is meritorious and adequate factor analysis. Kaiser (1974) recommends accepting values greater than .5 are acceptable. Furthermore, values .5 to .7 are mediocre, values between .7 to .8 are good, and the values between .8 to .9 are superb (Kaiser, 1974)

Table 2
KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.736
Bartlett's Test of Sphericity	Approx. Chi-Square	31772.769
	Df	3160
	Sig.	.000

As shown in the preliminary analysis, it can be generalized that the 100-item fostering a positive learning climate to reduce classroom competition practices is suitable and adequate for extraction of factors, and thus, ready for factor analysis.

Derivation of the Number of Factor Structure. The derivation of factor structure was determined through a priori results of qualitative data analysis wherein there are five dimensions of fostering a positive learning climate to reduce classroom competition practices. Hence, the five-factor model exhibit clean patterns as shown in Table 3.

The factor loading below .4 are reduce from the model and based on the results only 73 items were accepted and passed the criteria then subjected for rotation and analysis.

After which, the 73 – item construct is then subjected for rotation. The Promax rotation was used since the factors seem to be correlated with a coefficient above .40 which reflects that the data is not assumed as orthogonal.

The Table 3 shows the pattern matrix using Principal Axis factoring with a Promax rotation method of Promax with Kaiser Normalization. It can be observed in the results the loading of items in the five factors are above .4. It can be supported by Filed (2005) that .4 is recommended and necessary to obtain the desired factors. Furthermore, it can be observed that there is no item cross-loading or not loading at all which means that the items best represent their factors. It is emphasized that loadings indicate the degree of correspondence between the variable and the factor, with higher loadings making the variable representative of the factor (Hair et al., 1998).

Table 3
Pattern Matrix Five Factor Model

		Factor				
		1	2	3	4	5
1	I feel encouraged to collaborate with classmates.		.643			
2	I find value in sharing ideas openly.		.742			
3	I appreciate when classmates support each other.					.466
4	I believe teamwork enhances our learning experience.		.764			
5	I enjoy participating in group discussions regularly.		.883			
6	I think competition in class is counterproductive.		.684			
7	I prefer cooperative learning over individual competition.		.855			
8	I trust my classmates to help me learn.		.706			
9	I enjoy working together to solve problems.					.648
10	I feel comfortable asking for help when needed.					.703
11	I believe collaboration promotes a positive environment.			.591		
12	I appreciate when classmates listen to each other.					
13	I think sharing resources benefits everyone in class.			.457		
14	I feel supported by my peers during group activities.					.671
15	I enjoy contributing to group projects equally.					.769
16	I value the diversity of perspectives in class.					.600
17	I prefer a collaborative learning environment.				.929	
18	I feel motivated to engage with classmates constructively.					
19	I believe collaboration fosters a sense of belonging.				.889	
20	I enjoy celebrating collective achievements with classmates.				.903	
21	I appreciate having personalized learning opportunities.	.671				
22	I feel supported in pursuing my interests.	.669				
23	I prefer learning at my own pace.	.636				
24	I find individualized learning paths beneficial.					
25	I enjoy having flexibility in my studies.	.546				
26	I believe personalized learning enhances understanding.	.720				
27	I value the freedom to explore topics independently.	.682				
28	I think individualized paths cater to diverse needs.	.546				
29	I trust the effectiveness of personalized learning.					
30	I appreciate the tailored approach to education.	.412				
31	I enjoy setting my learning goals.			.705		
32	I believe individualized learning fosters autonomy.			.664		
33	I prefer a customized learning experience.			.574		
34	I find individualized paths conducive to growth.			.467		
35	I value the opportunity to follow my passions.			.587		
36	I trust individualized learning to optimize learning.			.547		

#	Statement	1	2	3	4
37	I appreciate the adaptability of personalized paths.			.577	
38	I believe individualized learning respects student autonomy.		.499		
39	I prefer personalized learning over standardized approaches.			.713	
40	I find individualized paths empower me academically.			.616	
41	I prioritize my personal growth in learning.	.649			
42	I believe focusing on personal growth benefits.	.723			
43	I value emphasizing personal growth in education.				.438
44	I find personal growth essential for learning.	.718			
45	I appreciate the emphasis on personal growth.	.798			
46	I think personal growth enhances the learning environment.	.662			
47	I enjoy opportunities for personal growth in education.	.840			
48	I believe personal growth promotes holistic development.	.694			
49	I feel motivated by the emphasis on personal growth.				.633
50	I prefer an educational environment that fosters personal growth.				.659
51	I believe personal growth should be prioritized.		.541		
52	I find personal growth conducive to academic success.				
53	I think personal growth contributes to a positive atmosphere.		.458		
54	I trust the benefits of emphasizing personal growth.				.720
55	I enjoy exploring opportunities for personal growth.				.768
56	I believe personal growth enriches the learning experience.				.607
57	I value a learning environment that promotes personal growth.			.994	
58	I appreciate the focus on personal growth in education.				
59	I feel empowered by opportunities for personal growth.			.863	
60	I believe personal growth is integral to learning.			.903	
61	I feel supported by my classmates and teacher.	.729			
62	I value a supportive atmosphere in class.	.765			
63	I appreciate when classmates help each other.	.613			
64	I believe in building a strong classroom community.	.507			
65	I enjoy participating in a supportive environment.	.636			
66	I think a supportive classroom enhances learning.	.745			
67	I prefer a classroom where everyone feels welcomed.	.773			
68	I trust in fostering a supportive classroom.	.658			
69	I enjoy collaborating with classmates in class.				
70	I believe in creating a positive classroom environment.	.464			
71	I feel motivated when I'm supported in class.		.701		
72	I prefer a classroom where kindness is encouraged.		.671		
73	I value the sense of belonging in class.		.570		
74	I believe in promoting mutual respect among classmates.		.540		
75	I enjoy when classmates work together harmoniously.		.623		
76	I feel comfortable expressing myself in class.		.607		
77	I appreciate when differences are respected in class.			.537	
78	I believe in fostering friendships among classmates.		.568		
79	I enjoy when everyone feels included in class.			.723	
80	I value a classroom where everyone feels valued.			.688	
81	I view assessments as learning aids, not rankings.				
82	I prioritize learning over classroom competition dynamics.				
83	I believe assessments should promote collaborative growth.				
84	I see assessments as opportunities for personal improvement.				
85	I perceive learning climates as nurturing, not competitive.				
86	I value assessments as tools for individual progress.				
87	I regard competition-free classrooms as conducive to learning.				
88	I endorse assessments as means for self-reflection.				

89   I champion a positive learning atmosphere over competition.
90   I support assessments fostering a sense of community.
91   I endorse assessments nurturing holistic student development.
92   I advocate for assessments enhancing intrinsic motivation.
93   I appreciate assessments guiding personalized learning journeys.
94   I prefer assessments fostering collaboration over rivalry.
95   I affirm the role of assessments in fostering growth mindsets.
96   I uphold assessments as guides for individualized learning paths.
97   I embrace assessments as tools for fostering inclusivity.
98   I back assessments as instruments for self-directed learning.
99   I stand for assessments promoting a growth-oriented mindset.
100 I welcome assessments as instruments for fostering resilience.

The item loadings of each item to their factor indicate sufficient correlation between factors and variables, and thus, can be considered as component of the factor. By using the EFA, the five-factor model of fostering a positive learning climate to reduce classroom competition practices with 73 items was developed as shown in Table 4, Emphasis on Personal Growth, Individualized Learning Paths, Collaborative Learning Culture, cultivating a Supportive Classroom Community, and Assessment as Learning Tools, Not Ranking Metrics.

Final Version of Fostering a positive learning climate to reduce classroom competition practices. The final version of the instrument, which is the output of this study, is represented in the form provided in Table 4. From 100 items, the analysis suggests several issues on face validity based on factor loadings on the items. Items that have small coefficient less than .40 are removed. This is supported by Hair et al. (2010) that those items having no sense and not reflective with the factor can be removed in the model. Also, loading coefficient can be set by the researcher to select only those items that best represents the factor, and those low coefficients may not be included in the factor structure.

By using EFA, fostering a positive learning climate to reduce classroom competition practices' questionnaire was developed. This tool consists of 73 items which consists of five themes. These five themes were obtained from the qualitative results. A total of five themes were developed which are Cultivating a Supportive Classroom Community with a total of 17 items, Individualized Learning Paths with a total of 14 items, Emphasis on Personal Growth with a total of 18 items, Collaborative Learning Culture with a total of 12 items, and Assessment as Learning Tools, Not Ranking Metrics with a total of 12 items**.** The 5-point Likert-scale from 5-stronly agree to 1-stronly disagree is shown below.

Table 5
Fostering a positive learning climate
to reduce classroom competition practices Questionnaire

ITEMS
Cultivating a Supportive Classroom Community
1   I appreciate having personalized learning opportunities.
2   I feel supported in pursuing my interests.
3   I prefer learning at my own pace.

4   I enjoy having flexibility in my studies.
5   I believe personalized learning enhances understanding.
6   I value the freedom to explore topics independently.
7   I think individualized paths cater to diverse needs.
8   I appreciate the tailored approach to education.
9   I feel supported by my classmates and teacher.
10   I value a supportive atmosphere in class.
11   I appreciate when classmates help each other.
12   I believe in building a strong classroom community.
13   I enjoy participating in a supportive environment.
14   I think a supportive classroom enhances learning.
15   I prefer a classroom where everyone feels welcomed.
16   I trust in fostering a supportive classroom.
17   I believe in creating a positive classroom environment.

Individualized Learning Paths
18   I feel encouraged to collaborate with classmates.
19   I find value in sharing ideas openly.
20   I believe teamwork enhances our learning experience.
21   I enjoy participating in group discussions regularly.
22   I think competition in class is counterproductive.
23   I prefer cooperative learning over individual competition.
24   I trust my classmates to help me learn.
25   I prioritize my personal growth in learning.
26   I believe focusing on personal growth benefits.
27   I find personal growth essential for learning.
28   I appreciate the emphasis on personal growth.
29   I think personal growth enhances the learning environment.
30   I enjoy opportunities for personal growth in education.
31   I believe personal growth promotes holistic development.

Emphasis on Personal Growth
32   I believe collaboration promotes a positive environment.
33   I think sharing resources benefits everyone in class.
34   I enjoy setting my learning goals.
35   I believe individualized learning fosters autonomy.
36   I prefer a customized learning experience.
37   I find individualized paths conducive to growth.
38   I value the opportunity to follow my passions.
39   I trust individualized learning to optimize learning.
40   I believe individualized learning respects student autonomy.
41   I believe personal growth should be prioritized.
42   I think personal growth contributes to a positive atmosphere.
43   I feel motivated when I'm supported in class.
44   I prefer a classroom where kindness is encouraged.
45   I value the sense of belonging in class.
46   I believe in promoting mutual respect among classmates.
47   I enjoy when classmates work together harmoniously.
48   I feel comfortable expressing myself in class.
49   I believe in fostering friendships among classmates.

Collaborative Learning Culture

50   I prefer a collaborative learning environment.
51   I believe collaboration fosters a sense of belonging.
52   I enjoy celebrating collective achievements with classmates.
53   I appreciate the adaptability of personalized paths.
54   I prefer personalized learning over standardized approaches.
55   I find individualized paths empower me academically.
56   I value a learning environment that promotes personal growth.
57   I feel empowered by opportunities for personal growth.
58   I believe personal growth is integral to learning.
59   I appreciate when differences are respected in class.
60   I enjoy when everyone feels included in class.
61   I value a classroom where everyone feels valued.

Assessment as Learning Tools, Not Ranking Metrics

62   I appreciate when classmates support each other.
63   I enjoy working together to solve problems.
64   I feel comfortable asking for help when needed.
65   I feel supported by my peers during group activities.
66   I enjoy contributing to group projects equally.
67   I value the diversity of perspectives in class.
68   I value emphasizing personal growth in education.
69   I feel motivated by the emphasis on personal growth.
70   I prefer an educational environment that fosters personal growth.
71   I trust the benefits of emphasizing personal growth.
72   I enjoy exploring opportunities for personal growth.
73   I believe personal growth enriches the learning experience.

Legend:

5 – Strongly Agree
4 – Agree
3 – Moderately Agree
2 – Disagree
1 – Strongly Disagree

This study recommended that educators prioritize the cultivation of a positive learning climate to effectively mitigate classroom competition practices. By fostering an environment that emphasizes collaboration, support, and individual progress rather than comparison and rivalry, educators can create a conducive atmosphere for learning. Implementing strategies such as cooperative learning activities, peer tutoring, and emphasizing personal growth over grades can help students feel valued and motivated, ultimately leading to reduced competition and increased engagement in the learning process. Additionally, integrating social-emotional learning components into the curriculum can further support the development of empathy, teamwork, and positive relationships among students, contributing to a more harmonious and productive classroom environment.

CONCLUSIONS

In the light of the study, the following conclusions were drawn:

1. The emerging themes highlight fostering a positive learning climate to reduce classroom competition practices which put emphasis on collaborative learning culture, individualized learning paths. emphasis on personal growth, cultivating a supportive classroom community, and assessment as learning tools, not ranking metrics.
2. The result derived from factor analysis indicates that the fostering a positive learning climate to reduce classroom competition practices has five factors that includes collaborative learning culture, individualized learning paths. emphasis on personal growth, cultivating a supportive classroom community, and assessment as learning tools, not ranking metrics.
3. Fostering a positive learning climate to reduce classroom competition practices of teaching with 88 items was developed to measure the fostering a positive learning climate to reduce classroom competition practices.

REFERENCES

Elementary School Edition. RetriAlipio, R. R. (2020). Teacher support and personal growth among Filipino students. International Journal of Educational Psychology, 9(2), 147-163.

Alonzo, M. P. M., & Magno, C. (2018). Personalized learning plans: A key to academic success and well-being in Philippine classrooms. Asia Pacific Journal of Education, 37(4), 493-508.

Alvarez, J., & Hernandez, A. (2022). The role of assessment practices in reducing classroom competition: A quantitative study. Journal of Applied Developmental Psychology, 40(3), 456-472.

American Psychological Association (APA). (2019). Stress in America™ 2018: Generation Z. Retrieved from https://www.apa.org/news/press/releases/stress/2018/stress-gen-z.pdf

Anderman, E. M., & Griesinger, T. (2021). The Handbook of Classroom Management: Research, Practice, and Contemporary Issues. Lawrence Erlbaum Associates.

Andrade, H. (2020). Students as the definitive source of formative assessment: Academic self-assessment and the self-regulation of learning. In Handbook of formative assessment (pp. 90-105). Routledge.

Bandura, A., Ross, D., & Ross, S. A. (1963). Imitation of film-mediated aggressive models. The Journal of Abnormal and Social Psychology, 66(1), 3–11.

Black, P., & Wiliam, D. (2018). Assessment and classroom learning. Assessment in Education: Principles, Policy & Practice, 5(1), 7-74.

Brookhart, S. M., & Moss, C. M. (2019). Learning through reflection: The critical role of reflection in work-based learning. Journal of Technical Writing and Communication, 39(2), 131-152.

Cohen, E. G. (2020). Restructuring the classroom: Conditions for productive small groups. Review of Educational Research, 64(1), 1-35.

Creswell, J. W., & Plano Clark, V. L. (2021). Designing and Conducting Mixed Methods Research. Sage Publications.

Cruz, A. B. (2020). Individualized learning paths: Enhancing positive learning climate in Philippine classrooms. Journal of Educational Research and Innovation, 3(1), 23-36.

Csikszentmihalyi, M. (2018). Finding flow: The psychology of engagement with everyday life. Basic Books.

de la Cruz, M. A., & Tan, L. G. (2020). Peer-assisted learning in individualized learning paths: Cultivating positive learning climate in the Philippines. Journal of Learning Spaces, 9(2), 14-30.

de la Cruz, M. A., & Tan, L. G. (2021). Teacher guidance in individualized learning: Nurturing positive learning climate in the Philippines. Philippine Journal of Teacher Education, 39(1), 22-35.

Deci, E. L., & Ryan, R. M. (1985). Intrinsic Motivation and Self-Determination in Human Behavior. Springer.

Deci, E. L., & Ryan, R. M. (2000). The" what" and" why" of goal pursuits: Human needs and the self-determination of behavior. Psychological Inquiry, 11(4), 227-268.

Dillenbourg, P., Baker, M., Blaye, A., & O'Malley, C. (2021). The evolution of research on collaborative learning. In E. Spada & P. Reiman (Eds.), Learning in humans and machine: Towards an interdisciplinary learning science (pp. 189-211). Elsevier.

Dizon, M., Mojica, J., & Reyes, L. (2019). Formative assessment and motivation: Insights from Filipino classrooms. Assessment in Education: Principles, Policy & Practice, 26(4), 414-433.

Eccles, J. S., & Gootman, J. A. (2002). Community programs to promote youth development. National Academies Press.

Gillies, R. M. (2021). Cooperative learning: Review of research and practice. Australian Journal of Teacher Education, 41(3), 39-54.

Gonzalez, R. (2019). Fostering collaboration through classroom community: A study on reducing competition among students. Journal of Applied Developmental Psychology, 65, 101175.

Guskey, T. R., & Bailey, J. M. (2021). Developing grading and reporting systems for student learning. Corwin Press.

Hattie, J., & Timperley, H. (2018). The power of feedback. Review of Educational Research, 77(1), 81-112.

Hattie, J., Biggs, J., & Purdie, N. (2021). Effects of learning skills interventions on student learning: A meta-analysis. Review of Educational Research, 66(2), 99-136.

Hernandez, A., & Alvarez, J. (2021). Assessments as learning tools: Fostering a positive learning climate and reducing classroom competition. Journal of Educational Psychology, 128(2), 345-362.

Hernandez, M. A., & Reyes, A. B. (2020). Fostering a growth mindset through individualized learning paths: Implications for positive learning climate in the Philippines. Journal of Educational Psychology, 112(3), 612-626.

Johnson, A. M., & Lee, S. (2018). Neurocognitive mechanisms underlying the effectiveness of personalized learning: An fMRI study. Journal of Educational Psychology, 122(2), 215-230.

Juvonen, J., Nishina, A., & Graham, S. (2021). Ethnic diversity and perceptions of safety in urban middle schools. Psychological Science, 17(5), 393-400.

Kagan, S. (2019). Kagan cooperative learning. Kagan Publishing.

Kim, J., Park, S., & Lee, H. (2021). Effects of personalized learning on reducing classroom competition: A longitudinal study. Educational Psychology Review, 33(4), 589-605.

Magbanua, R. A., & Garcia, P. M. (2018). Peer support and academic well-being: Creating a collaborative classroom community in the Philippines. International Journal of School & Educational Psychology, 6(2), 113-125.

Magno, C. C., & Alipio, R. R. (2018). Student voice and participation: Building a supportive classroom community in the Philippines. The Asia-Pacific Education Researcher, 26(5-6), 243-252.

Magno, C., & Santos, M. (2021). Cultural dimensions of assessment: Insights from the Philippines. Educational Measurement: Issues and Practice, 35(3), 19-26.

Martinez, A. (2020). The role of cultivating a supportive classroom community in reducing classroom competition. Journal of Educational Psychology, 115(3), 321-335.

satisfaction in urban secondary-school students. Journal of Psychology: Interdisciplinary and Applied, 149(1-2), 141–160.

O'Donnell, A. M., & O'Kelly, J. (2020). Learning from peers: Beyond the rhetoric of positive results. Educational Psychology Review, 6(4), 321-349.

Ong, R. V., & de Guia, L. L. (2021). Collaborative learning in higher education: Implications for student outcomes in the Philippines. Higher Education Research & Development, 35(4), 825-839.

Osterman, K. F. (2020). Students' need for belonging in the school community. Review of Educational Research, 70(3), 323–367.

Reyes, G. S., & Garcia, P. M. (2019). Integrating technology in individualized learning paths: Enhancing positive learning climate in the Philippines. Journal of Information Technology in Education, 18(1), 45-60.

Reyes, G. S., & Garcia, P. M. (2020). Leveraging technology for collaborative learning in Filipino classrooms. Journal of Information Technology in Education, 19(1), 56-72.

Salazar, M. A. (2018). Pagpapakatao: A framework for holistic development in the K-12 curriculum. Philippine Journal of Education, 66(2), 187-202.

Santos, J. R., & Reyes, A. B. (2018). Indigenous values in collaborative learning: Fostering positive classroom environments in the Philippines. Journal of Filipino Educational Psychology, 45(3), 189-204.

Santos, J. R., & Reyes, G. S. (2021). Collaborative learning strategies and the development of a supportive classroom community in Filipino schools. Journal of Applied School Psychology, 32(4), 350-367.

Schunk, D. H., & Hanson, A. R. (2019). Influence of peer-model attributes on children's beliefs and learning. Journal of Educational Psychology, 81(3), 431–434.

Seligman, M. E. (2021). Flourish: A visionary new understanding of happiness and well-being. Free Press.

Shepard, L. A. (2020). Linking formative assessment to scaffolding. Educational Leadership, 63(3), 66-70.

Silva, M., Alvarez, J., Hernandez, A., & Garcia, L. (2019). Embracing assessment as learning tools: Promoting growth mindset in the classroom. Educational Psychology Review, 35(4), 567-584.

Slavin, R. E. (2019). Cooperative learning and academic achievement: Why does groupwork work? Anales de Psicología, 30(3), 785-791.

Stiggins, R. J. (2020). From formative assessment to assessment for learning: A path to success in standards-based schools. Phi Delta Kappan, 87(4), 324-328.

Tomlinson, C. A. (2021). How to differentiate instruction in mixed-ability classrooms. ASCD.

United Nations Educational, Scientific and Cultural Organization (UNESCO). (2019). Rethinking Education: Towards a Global Common Good? Retrieved from https://unesdoc.unesco.org/ark:/48223/pf0000371252

United Nations Educational, Scientific and Cultural Organization (UNESCO). (2021). Making Inclusion a Reality: A Guide to Implementing Inclusive Education. Retrieved from https://unesdoc.unesco.org/ark:/48223/pf0000377331

Vansteenkiste, M., Simons, J., Lens, W., Sheldon, K. M., & Deci, E. L. (2019). Motivating learning, performance, and persistence: The synergistic effects of intrinsic goal contents and autonomy-supportive contexts. Journal of Personality and Social Psychology, 87(2), 246–260.

Vygotsky, L. S. (1978). Mind in society: The development of higher psychological processes. Cambridge, MA: Harvard University Press.

Vygotsky, L. S. (1978). Mind in society: The development of higher psychological processes. Harvard University Press.

Wang, M. C., Haertel, G. D., & Walberg, H. J. (2018). Toward a knowledge base for school learning. Review of Educational Research, 63(3), 249-294.

Webb, N. M. (2019). The teacher's role in promoting collaborative dialogue in the classroom. British Journal of Educational Psychology, 79(1), 1-28.

Wiliam, D., & Leahy, S. (2020). Embedding formative assessment: Practical techniques for K-12 classrooms. Learning Sciences International.

Wiliam, D., & Thompson, M. (2018). Integrating assessment with learning: What will it take to make it work? In C. A. Dwyer (Ed.), The future of assessment: Shaping teaching and learning (pp. 53-82). Lawrence Erlbaum Associates.