**Abstract:**

This study examines the influence of classroom climate and achievement motivation together on academic achievement. Sample of the study comprises of 98 higher secondary school students of Sultan-Ul-Uloom Junior College, Banjara Hills, Hyderabad, Telangana, India. Classroom climate construct is measured using classroom climate inventory (Muthee 2009) and achievement motivation is measured using achievement motivation inventory (Muthee, & Thomas, 2009). Students percentage in latest formative test is used to measure their academic achievement. SPSS Ver.23 is used to measure the regression coefficient and squared regression coefficient. The study found that classroom climate and achievement motivation together highly significantly (using F-test) influence academic achievement, with R = 0.444 and R2 = 0.197. Also, girls are found to be more influenced (r = 0.34) by the classroom climate construct than boys, for the level of significance a = 0.01. No role of gender is found on the constructs achievement motivation and academic achievement. The education implications are discussed.

**Keywords:** Academic Achievement, Achievement Motivation, Classroom Climate, Higher Secondary School Students.