

A Study on Classroom Environment and Learning of the Students at Secondary Level

Nayab Javed, Abida Nasreen (Ph.d)
University of the Punjab, Lahore

Abstract

The purpose of the study to find out the motivational factors in the classroom that affects the learning. The objectives of the present study were To find out motivational factors for student learning in the classroom, the teacher's role in the classroom environment, the strategies to maintain healthy learning environment in the classroom, role of discipline in maintaining healthy learning environment in the classroom, variation in responses of male and female students for different factors of classroom learning environment questionnaire. The target population is male and female students of different government secondary school of Lahore. Total 5 schools were taken and the sample of the study was 150 students. Furthermore, 30 students were taken from each school. The sample was selected through simple random and cluster sampling. A questionnaire was used as a tool. The data was analyzed on the basis of descriptive statistics under the frequency option, percentages, Mean, Standard deviation and T-test. The study indicated that there is no significance differences exist about perception of discipline in classroom for students and regarding teaching strategies used by teachers on the basis of gender. But students motivational level different in male and females.

Keywords: learning, Classroom, Environment, Students.

Introduction

Learning is process by which people acquire change in their behavior, improve performance, recognize their thinking, or discover new ways of behaving and new concepts and information. Learning environment refer to the social, psychological and pedagogical context in which learning occurs and which effects students achievements and attitudes (Fraser, 1998). A classroom is place where teacher and student communicate each other. Classroom normally consists of a teacher, students, and physical facilities and teaching aids together they build up a classroom culture. It is true that physical facilities and teaching aids have their own importance, but the key to whole process of education lies with the classroom. The surroundings of the classroom have great influence on the student learning that is called classroom learning environment. Classroom learning environment has been defined as an array of inner characteristics that differentiates one school from another and could influence the behaviors of every teacher (Elliat, 2000).

The environment of classroom plays a vigorous function in educational structure of Pakistan. Classroom is the space of learning because of this key purpose it should be more comfortable and closer to acquire. The relaxing and interesting classroom environment may invigorate process of healthy learning (Griffin, 1990; Richmond & MacCroskey, 2000). There are basically two types of environment in classroom, the one which hold by the teacher the other is physical environment both are mainly and subsequently influential. Moreover, the seating position of the student is also sub sequential factor that affects the students learning (Holliman and Anderson, 1986; Benedict and Hoag, 2004; Perkins and Wieman, 2005; Marlowe et al., 2006). The other factor is proximity that is the distance between teacher and student does matter in learning and better understanding in the classroom (Becker et al., 1973; Holliman and Anderson, 1986; Banning, 1993; Benedict and Hoag, 2004). The discipline is also the key factor in the classroom environment that is the most prevailing problem in the current education system. Teacher can't deliver the required content unless the classroom will be disciplined.

Objectives of the study

The objectives of the study were:

- To find out motivational factors for student learning in the classroom.
- To find out the teacher's role in the classroom environment.
- To find out the strategies to maintain healthy learning environment in the classroom.
- To find out the role of discipline in maintaining healthy learning environment in the classroom.
- To find out the variation in responses of male and female students for different factors of classroom learning environment questionnaire.

Research questions

- What is the role of motivation in the classroom learning environment?
- Is teacher's role important for students in classroom learning environment?
- What are the teaching strategies used by teacher in the class room environment?
- In which ways the teacher create disciplinary environment for students in the classroom?

- Is there any variation in responses of male and female students for different factors of classroom learning environment questionnaire?

Delimitation

There are many factors that affect student learning in the classroom such as classroom, classroom climate, school climate, teacher's role, teacher's personality, teacher's motivation, socio-economics, status of students, individual differences of students, student-teacher relationship, technology, audio-visual aids, teaching style, student behavior, discipline but our focus of the study will only factor as student's motivation, teaching, teacher's role and discipline. Due to lack of time and resources study was delimited to the five girls and boys of secondary schools. Area of research was delimited to the city of Lahore. The private schools were not including in the study.

Methodology

The target population is male and female students of different government secondary school of Lahore. Total 5 schools were taken, the sample of the study was 150 students .Furthermore, 30 students were taken from each school. The sample was selected through simple random and cluster sampling. A questionnaire was used as a tool. For this purpose structured questionnaire technique were used. The responses of questionnaire were in the form of five potential likerd scales used in this research. The instrument was validated through repeated consultation with the supervisor. Researchers personally visited the institutions for the collection of required information. Students of the institutions cooperated with the researchers.

Analysis of data

Data obtained through the questionnaire were analyzed quantitatively first data was categorized and coded numeric way like 1,2,3,4,5 then entered in SPSS(statistical package for Social Sciences) and it was tabbed under 5 stand for strongly agree,4 stand for agree, 3 stand for neutral, 2 stand for disagree, 1 for strongly disagree. The data was analyzed on the basis of descriptive statistics under the frequency option, percentages, Mean, Standard deviation and T-test.

Motivational techniques used by teachers for students in their better learning.

Scale	F	%
Strongly Agree	17	11.3
Agree	99	66.0
Undecided	33	22.7
Disagree	1	.7
Strongly Disagree	0	0.0
Total	150	100.0

This table shows that 11.3% students were strongly agreed interestingly, more than half percentage of students (66.0%) were agreed with the statement that "motivation techniques used by teachers in the classroom for student's better learning" While .7% students could not make any decision about the statement and 11.3% were disagreed with the statement.

Teaching strategies enhance student learning in the classroom.

Scale	F	%
Strongly Agree	63	42.0
Agree	78	52.0
Undecided	09	6.0
Disagree	0	0
Strongly Disagree	0	0
Total	150	100.0

The above table indicates that 42.0% students were strongly agreed, 52.0% were agreed while 6.0% students could not make any decision regarded this statement that “diversity in teaching strategies enhance student’s learning.”

Frequency analysis of the importance of teacher’s role in student better learning.

Scale	F	%
Strongly Agree	36	24.0
Agree	58	38.7
Undecided	50	33.3
Disagree	6	4.0
Strongly Disagree	0	0
Total	150	100.0

Table 4.4 indicates that 24.0% students were strongly agreed, 38.7% were agreed, with the statement that “the role of teacher is important in student better learning” while 33.3% students could not make any decision about the statement and 4.0% were disagreed.

Good discipline in the classroom create healthy learning environment for students

Scale	F	%
Strongly Agree	37	24.7
Agree	85	56.7
Undecided	26	17.3
Disagree	2	1.3
Strongly Disagree	0	0
Total	150	100.0

The above table shows that 24.7% students were strongly agreed, more than half percentage of the students 56.7% were agreed while 17.3% could not make any decision and 1.3% were disagreed about the statement “good discipline helping teacher’s to create healthy learning

environment”.

Gender wise analysis of the good discipline in the classroom create healthy learning environment for students.

Factors	Gender	N	Mean	St. D
Student motivation	Male	75	4.0400	.60270
	Female	75	3.7200	.53423
Teaching	Male	75	4.4533	.57641
	Female	75	4.2667	.60030
Teacher’s role	Male	75	4.0000	.88532
	Female	75	3.6533	.76217
Discipline	Male	75	4.1067	.76359
	Female	75	3.9867	.60389

In the above table the highest mean from all the factors is 4.4533 (male) of “teaching” The lowest Mean is 3.6533(female) of “teacher’s role”.

T- Test on perception of teaching methods for male and female students in the classroom.

Gender	N	Mean	S.D	t-value	df	Sig.
Male	75	40.9200	5.53065	2.167	148	.032
Female	75	39.0267	5.16216			

The above table shows that t-value 2.167 with df = 148 is not significant at $P > 0.05$ level of significance. Mean score for both qualification groups are $M=40.9200$, $S.D= 5.53065$, $M=39.0267$, $S.D=5.16216$ respectively. This shows that there is not significant Mean difference of Teaching on the base of Gender.

T-test for teacher’s role on the basis of gender

Gender	N	Mean	S.D	t-value	df	Sig.
Male	75	28.0800	5.26015	3.366	148	.001
Female	75	25.3467	4.66874			

The above table shows that t-value 3.366 with df = 148 is significant at $P < 0.05$ level of significance. Mean score for both qualification groups are $M=28.0800$, $S.D= 5.26015$, $M=25.3467$, $S.D= 4.66874$ respectively. Result shows that there is highly significant Mean difference of teacher’s role on the basis of Gender.

T- Test for perception of male and female students regarding discipline in the classroom.

Gender	N	Mean	S.D	t-value	df	Sig.
Male	75	37.4933	5.54679	1.495	148	.137
Female	75	36.2267	4.80026			

The above table shows that t-value 1.495 with df = 148 is not significant at $P > 0.05$ level of significance. Mean score for both qualification groups are $M=37.4933$, $S.D= 5.54679$, $M=36.2267$, $S.D= 4.80026$ respectively. Result indicates that there is not significant Mean difference Of Discipline between male and female students.

Summary

In present study researchers want to find out “the study of factors of classroom environment and learning” The research was conducted on classroom learning environment including student’s motivation, teacher’s role, teaching and discipline. The most fundamental educational force in the learning process is not the curriculum nor the methods and strategies used, but the amount of the motivation processed or generated. It is a vital nerve of learning which stimulates the mind and body and generates a readiness for learning. The knowledge which teacher has in his mind imparted to the students through the process is called “teaching”. Teaching is very major factor because without teaching effective learning cannot take place. Teaching cannot successful until a teacher cannot play his role in the learning process because teacher’s role is not just to impart knowledge through the best suited method of teaching, but also to stimulate, guide and encourage the learners acquire knowledge by themselves. When we talk about the factors of classroom like student’s motivation, teaching and teacher’s role,

we cannot complete our discussion without talking about the “discipline”. Without maintain discipline institutional objectives related to the classroom cannot be achieved. In short, we can say that every factor of classroom has their own worth for students’ better learning.

Findings

1. It was found that 77.3% students were agreed and .7% were not agreed with the statement that “by using different techniques teachers can enhance students’ motivation in the classroom for their better learning.”
2. Majority of 94% students were agreed while 6.0% students could not make any decision about the statement that “diversity in teaching strategies enhance students learning.”
3. Nearly 62.7% students were agreed, only 4.0 were disagreed and 33.3% students could not make any decision about the statement “the role of teacher is important in students’ learning”.
4. Mostly 81% students were agreed while 1.3% was disagreed and 17.3% remained un decided about the statement that “good discipline helping teachers to create healthy learning environment in the classroom”.
5. It was found that out of four factors i.e. students’ motivation, teaching strategies, teacher’s role and discipline, “teaching” strategies were considered the most important factor with Mean value=4.4533 to motivate the students and “teacher’s role” has lowest mean =3.6533.
6. The Mean score of male was =36.1333 with variability =4.99008 and Mean score of female was =33.5200 with variability=4.3611 and $t=3.414$ at $p=.001 < 0.05$ which showed that there is significance difference of students motivation on the basis of gender.
7. The independent sample showed that there is no statistical Mean difference (Male Mean=40.9200) and female Mean=39.0267 with variability was =5.16216, $t=2.167$ at $p=.032 > 0.05$ which showed that perception of teaching methods are difference in male and female students.
8. The Mean score of male was =28.0800 with variability=5.26015 and female Mean =25.3467 with variability =4.66874, $t=3.3666$ at $p=.001 < a=0.05$ which showed that there is highly significance main difference about the perception of students of teacher’s role on the basis of gender.
9. The male Mean was =37.4933 with variability=5.54679 and female mean was =36.2267 with variability=4.80026, $t=1.495$ at $p=.137 > a=0.05$ which showed that there is no significance difference exist about perception of discipline in classroom in male and female students.

Conclusion

On the basis of findings following conclusions were drawn:

1. Teachers can increase students’ motivation in the classroom by using different motivational techniques.
2. Most of the students were satisfied that diversity in teaching strategies used by teacher enhances students’ learning.
3. It was concluded that teacher plays vital role for creating learning environment in the classroom.
4. Majority of the respondents agreed that maintaining the discipline in the classroom is necessary for students’ better learning.
5. According to our research students motivational level different in male and females.
6. The result of research showed that there is no significant difference of male and female students regarding teaching strategies used by teachers.
7. It was concluded that the perception of teacher’ role is highly different for male and female students.
8. The study indicated that there is no significance differences exist about perception of discipline in classroom for students on the basis of gender.

Recommendation

1. Teacher should use different techniques to enhance students’ motivational level for their effective learning.
2. To activate students in the class teacher should use variety of teaching tactics to avoid boredom.
3. Teacher should play an active and positive role for students in the classroom.
4. Teacher should use good management and discipline in classroom for students’ better learning.
5. Teacher should use such motivational techniques so that the difference between male and female students can be decreased.
6. Teacher should use different teaching methods according to the content by keeping in view the mental level of students.
7. With the passage of time teacher should change his/her methods of teaching.
8. Teacher should apply different strategies in an effective way so that the students may be fully involved in their lessons.

9. The teacher should aware of the use of the classroom management strategies so that teacher should use these strategies according to the need of the students.

10. For creating effective learning environment teacher should also pay attention to psychological environment as well as physical environment of the classroom.

By using these strategies teachers can create a better learning environment for students.

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