AN EMPIRICAL INVESTIGATION INTO THE DETERMINANTS INFLUENCING A CONDUCIVE AND FEASIBLE CLASSROOM ENVIRONMENT AND ITS IMPACT ON ACADEMIC ACHIEVEMENT AMONG SECONDARY LEVEL STUDENTS IN DISTRICT HAVELI

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ABSTRACT

Education is one of the most important weapons to lead progress of nation's social moral and political development. It could only be possible by quality of education. For the better quality of education effective ways of teaching and suitable environmental conditions are essential which leads to best consequences. The main aim of the study is to find out the impact of making the classroom environment favorable and its impact on student's academic performance of students. The experimental research is conducted on the 10th class of Government Girl's High School Kahuta Haveli. This study adopted Pretest-Posttest Control Group Design of experimental research. Data were collected by observation, pre and posttest. The t-test was applied and data were analyzed by SPSS and the findings indicated that the students who are exposed to specific learning environment factors have better academic skills and they performed better than those who are not. Student's perceptions of classroom environment and their satisfaction with their classroom, physical facilities, instructor methods and motivational surrounding created an effective classroom to achieve higher learning outcomes. The results of this study will benefit administrators who make capital and infrastructure decisions regarding schools, colleges and universities for classroom improvements, and researchers who examine the factors impacting student satisfaction and learning.

Keywords: Empirical Investigation, determinants, favorable, feasible, classroomenvironment, academic achievement.

INTRODUCTION

CONCEPT OF CONDUCIVE AND FEASIBLE CASSROOM ENVIRONMENT:

Classroom Environment is the surrounding of students from which they interacts directly or indirectly and it leaves direct impact on their learning process. Environment of the student is the most effective part in teaching learning process. As the home environment affects the child the most, in the same way the classroom environment affects its learning process. A child spends most of the time in school, the environment of his/her class shape his/her behavior. The personalities of the students are designed by their environment. For the better quality of education effective ways of teaching and suitable environmental conditions are essential which leads to best consequences.

Rongrong Yu's dissertation investigates the impact of 9th-grade teachers' practices on students' math achievement and motivation. Using data from the High School Longitudinal Study of 2009, the study emphasizes the significance of teacher support and conceptual teaching methods. Findings highlight the importance of teacher-student relationships, advocate for a shift towards conceptual teaching, and offer implications for improving math education in high schools (Yu, 2009).

According to Becton, (2017) A conducive and feasible environment cannot be created by their own it will takes series of steps and procedures those would forward learning activities. Not a single factor make the learning successful but it needs integration of many factors, when a teacher consider all the aspects while designing the classroom it will directly affect the student's performance. According to Shamaki, (2015) academic performance is certainly investigated by the perfection/idealness of learning atmosphere.

A teacher having full command on their knowledge and higher pedagogical skills can manage the class effectively than those who have not. "It involves teacher's competences in delivering the conceptual approach, relational understanding and adaptive reasoning of the subject matter" (Kathirveloo et al., 2014). Learning method has several kinds, namely: Various lecture methods, Question and answer method, Discussion method, Demonstration method, Group work method, Problem solving method (Problem solving) (Sudjana, 2010). It was stated by A Saeed, (2021) that teacher's professional skills inculcate in students subject matter and their learning process which move forwards towards positive performance among students.

Statement of the problem

Classroom environment has a direct impact on the performance of students. Number of researches has been conducted on this topic but not a single one in the context of district Haveli. In all the literature reviews there was a lack of implementation of such factors which we can be implemented simultaneously. The main purpose of the research study is to find out the impact of making the classroom environment favorable and its impact on student's academic performance at secondary level in district Kahuta Haveli.

Objectives of the study

- Examine the factors that contribute to conducive and feasible Classroom environment at Secondary Level Students in Haveli District."
- Assess the influence of motivation on student's academic performance in district Haveli Kahuta.
- Measure the academic performance of students in district Haveli Kahuta.

Hypothesis of the study

H_1 There is a significant positive influence of conducive and feasible classroom environment on academic achievement of students at secondary level in district Haveli.

H_0 There is no influence of conducive and feasible classroom environment on academic achievement of students at secondary level in district Haveli.

Significance of the study

The discoveries of this research would accompany the productive revolutions in academic surrounding to ensure the effective teaching learning procedure. Moreover the findings of this research will be beneficial for teachers, policy makers, ministry of education and students as it explored the effectiveness of classroom environment on the students' academic achievement at secondary school level.

METHODOLOGY

Research design

This study adopted Pretest-Posttest Control Group Design of experimental research.

Population

The population of the study consisted of all the secondary students of grade 10th students of

public schools of forward Kahuta Haveli AJK for the academic year 2022.

Sample of the study

30 students of class 10th were selected by simple random sampling from Govt. Girls High School Kahuta. 5 students were selected for pilot testing.

Research instrument

DATA ANALYSIS

The researcher used three (3) types of research instruments to collect data, these are; observation, pre and post-test.

Procedure for data collection

The researcher used a 25-item pretest to identify the student's previous knowledge before treatment and after providing the treatment of 6 weeks researcher conducted a posttest.

One-Sample Test

Test Value = 0.05

	T	DF.	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
PRETEST	18.849	28	.000	9.96552	8.8825	11.0485
POSTTEST	19.564	28	.000	14.34483	12.8429	15.8468

(Table 1.2)

The table shows a significant difference between the pre-test and post-test results as the tabulated significance value (0.000) is less than the test value (0.05). As per this table, the null hypothesis of the study is rejected, and the alternative hypothesis of the study is accepted.

One-Sample Statistics

	N	Mean	Std. Deviation	Std. Error Mean
PRETEST	29	9.9655	2.84709	.52869
POSTTEST	29	14.3448	3.94856	.73323

(Table 1.3)

The table shows the mean scores of the pre-test and post-test. The mean score of the pre-test is 9.96 and the standard deviation is 2.84. Similarly, the mean score of the post-test is 14.344 and the standard deviation for the post-test is 3.94. The data shows that the results of the post-test are far better than the pre-test.

FINDING, CONCLUSION, RECOMMENDATIONS, SUMMARY AND DISCUSSION

FINDINGS

The above analysis and research shows that the environmental factors (teaching methods, physical classroom environment and motivation) that the researcher considered affect the student's performance.

One-Sample Statistics

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Findings showed that the motivation, teaching methods and physical facilities in a classroom plays an essential role in enhancing the comprehension, presentation and communication skills, drawing skills, paper attempting skills, concept mapping and memorizing skills and they all lead towards the positive change in student's academic achievement.

RESULTS AND DISCUSSION

This section presents the statistical data that have been analyzed using the SPSS statistical program. The data collected by observation, pretest and posttest used to identify the impact of creating effective classroom environment on producing good and fast learning outcomes of students. Students learned best when they were actively involved in their learning process. Most of the students learned better by diagrams and rest of the concepts make clear by using AV aids.

SUMMARY

The aim of this study was to investigate the effectiveness of classroom environment on students' achievement at secondary level. Pretest-Posttest Control Group Design of experimental research was selected for this research study. MCQs type achievement tests were used as research tools for the data collection.

Experimental group was taught by adding various factors such as motivation, physical facilities and teaching methods whereas the control group was taught the same lessons through the traditional means of teaching for the period of six (6) weeks. T-test was used to analyze the data. The results showed that the environmental factors make the classroom more creative and fruitful to learning which leads to better academic performance of students.

CONCLUSION

There is the influence of teaching methods, motivation and learning environment to student's achievement in class X at secondary level. The different measures of school environment like conducive peaceful, pleasant, safe and secure school environment, motivation and encouragement from teachers and variety of teaching methods used by teachers to make learning more understandable to students' academic performance.

RECOMMENDATIONS

1) The government should provide physical facilities like proper space, classrooms, furniture, toilet blocks, audio visual aids, standard building, boundary walls, pure drinking water points, playgrounds, science labs, computer labs, and electricity connections to both Government schools of urban and rural areas.

2) Teachers should use the variety of teaching strategies in their classrooms. Those teaching strategies which consider the student's interest and engage them according to their individual differences.

3) Teachers should know how effective learning environment could be created so that it can make learning more fun, and active and conducive. For this quality of professional development institutions should be established.

4) Society and the environment should cooperate with school administration and expected to keep peace when learning process takes place.

5) School authorities may put into consideration the circumstances whereby large number of students may be enrolled due to the earnest demand of people for education. Thus, spacious classes and adequate equipment should be provided in each school.

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