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Creating a Conducive Learning Climate for Grade 8 Students: Insights from a Government Girls High School in Gulhar, Kotli, Azad Jammu and Kashmir

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ABSTRACT

This study explores the development of a conducive learning environment for Grade 8 students at Government Girls High School Gulhar, Kotli, Azad Jammu and Kashmir. The primary objective was to assess the presence and effectiveness of such an environment within the school setting. The study employed quantitative action research design, with data collected from twenty teachers using a structured questionnaire. A universal sampling technique was applied, and the data were analyzed using SPSS. The findings revealed that parental involvement plays a significant role in shaping a supportive learning atmosphere. However, the lack of a systematically structured conducive learning environment emerged as a key issue. Based on these insights, the study recommends that educational institutions establish and implement well-defined schedules and strategies aimed at fostering conducive learning environments. The implications underscore the importance of teacher professional development, student-centered instructional design, and continuous feedback mechanisms to enhance academic outcomes and promote student success.

Key words: *Conducive Learning Environment, Government School, Grade 8th, Teachers' perception, Parental Involvement*

INTRODUCTION

A conducive learning environment refers to a setting that facilitates and enhances the process of learning by meeting the physical, emotional, social, and cognitive needs of students. According to the Longman English Dictionary Online, it is an environment that provides conditions which make it easier for participants to work and learn effectively. Obiozor (2012) further expands on this definition by emphasizing that a conducive learning environment satisfies the participants' needs not only in acquiring literacy and numeracy skills but also by aligning their educational experiences with economic and occupational needs.

In the view of the present researchers, a conducive learning environment is characterized by open communication between learners and educators, supported by effective classroom management. It fosters the free exchange of ideas, thoughts, and skills, and is mindful of the learners' physical, psychological, social, and cultural needs. Importantly, the learning environment goes beyond the physical layout and includes the quality of relationships between instructors and students. As noted by Klenowski (2010), students are more engaged and motivated in a supportive learning environment where instructors show respect and value student contributions.

Teachers play a central role in creating and maintaining a conducive classroom environment. This includes managing student discipline using both positive and negative reinforcement, fostering motivation through engaging lesson delivery, and building trust through empathetic teacher–student relationships. As Ma et al. (2017) explain, effective classroom discipline contributes to a peaceful and focused environment, minimizing distractions and enhancing the overall learning experience.

The learning environment (LE) is a multidimensional concept encompassing the psychological, social, cultural, and physical settings in which learning occurs. These environments are co-constructed through the interactions and expectations of the key stakeholders' students, teachers, and administrative staff. These participants bring their motivations, emotions, and interpersonal experiences into the learning process, all of which are shaped by the institutional norms and policies that define the school culture (Wrenn, 2014).

Although much research has focused on students' perceptions of the learning environment, fewer studies have included the perspectives of both students and faculty. This is a significant gap, as both groups are crucial in shaping the LE. Some exceptions exist, such as studies exploring elementary school and technology-integrated college environments through the lens of both instructors and learners (Bolliger, 2018a). However, many of these studies do not directly investigate the learning environment itself.

Past evaluations of learning environments have been based on a range of factors. For instance, students' perceptions of the LE have been studied through their experiences with teaching quality, academic engagement, peer interaction, and curriculum design (Martin & Bolliger, 2018b). Other research has assessed perceptions of classroom personalization, involvement, peer interactions, instructional organization, and the use of innovative teaching strategies (Cayubit, 2022a).

Overall, high-quality learning environments are consistently associated with positive educational outcomes across all levels. These include increased student satisfaction and motivation, higher academic performance (Lizzio et al., 2002a), improved emotional well-being (Tharani, 2017), and better long-term career outcomes such as job satisfaction, skill development, and reduced stress and burnout (Dyrbye et al., 2009a). From the teachers' perspective, high-quality learning environments are also viewed through similar lenses. For example, in a quantitative study by Monsen (2014), both students and teachers rated learning environments more positively when they were perceived as inclusive and supportive.

Statement of Problem

A conducive classroom environment is essential for promoting effective learning, ensuring students feel safe, comfortable, and actively engaged in the educational process. However, in many public schools, inadequate classroom conditions such as overcrowding, lack of resources, poor infrastructure, and ineffective classroom management adversely affect students' emotional well-being and hinder their academic performance. These challenges are particularly pronounced in under-resourced educational settings, where the absence of supportive learning environments contributes to lower student motivation, reduced engagement, and poor learning outcomes.

Despite the recognized importance of a conducive learning environment, there remains limited empirical research focused on its development within the context of government schools, especially in rural and less-developed areas such as Kotli, Azad Jammu and Kashmir. There is a noticeable gap in localized studies that address how school leadership, teaching practices, parental involvement, and environmental factors collectively influence the learning atmosphere. This research seeks to contribute to the existing body of knowledge by identifying barriers and proposing actionable strategies for creating classroom conditions that foster academic achievement and student well-being.

Research Objectives

Following was the research objective of the study:

1. To find out the conducive learning environment at Gov. Girls High School Gulhar.

Research Questions

1. What are the characteristics and components of a conducive learning environment as observed at Government Girls High School Gulhar?

LITERATURE REVIEW

Conducive Learning Environment

A conducive learning environment is one where students feel encouraged, supported, and actively engaged. Such an environment acknowledges diverse learning styles and backgrounds and promotes student-centered teaching. It helps learners navigate academic and emotional challenges and includes physical comfort, access to learning materials, and interactive spaces for both individual and collaborative learning (Martin, 2002).

Importance of a Conducive Learning Environment

A well-structured learning environment enhances student focus, confidence, and academic performance. Clean, personalized study spaces promote ownership and comfort. Interactive and creative teaching strategies like games, challenges, and balanced schedules help students maintain motivation and engagement (Haines, 2016; ThayerBacon, 2012; Sears, 2001; Okereke, 2014).

Role of Teachers in Developing a Positive Learning Environment

Teachers are central to fostering positive learning environments. Their actions influence classroom culture, students' motivation, and emotional well-being. Effective strategies include building rapport, setting grand expectations, offering positive reinforcement, arranging the classroom for comfort and visibility, and integrating student-centered pedagogies (Tight, 2018; Ausubel, 2012; Nelson, 2003; Wicks-Nelson, 2020).

Teachers should also remain open to feedback, promote collaboration, adapt lessons to students' needs, and create routines and rules that guide behavior while allowing flexibility (Glasser, 2002; Herschkowitz, 2006; Newton, 2001; Timperley, 2007; Fay & Cline, 2020; Wong et al., 2004).

Factors Influencing a Conducive Learning Environment

A conducive environment results from physical design, availability of resources, instructional methods, and strong teacher-student interactions. Teachers are mentors and facilitators who create safe, encouraging, and resourceful classrooms. When students feel valued and engaged, their academic outcomes improve significantly (Goddard & Hoy, 2000).

Characteristics of a Conducive Classroom

A conducive classroom incorporates structured curriculum, flexible settings, student empowerment, and skilled educators. It includes opportunities for self-expression, technology integration, and collaborative work. Empowered teachers and students foster a dynamic learning atmosphere (Pickering, 2011).

Elements of a Conducive Learning Environment

Students thrive when they feel safe, engaged, and supported. A positive school climate correlates with better grades, attendance, and fewer behavioral issues. Essential elements include safety, connectedness, and support (Ausubel, 2012b; White et al., 2005; Borowski, 2019; Cochran-Smith, 2001).

Role of Parents in Creating Positive Learning Environments

Parents contribute to a conducive environment by advocating for safe schools, equitable discipline, personalized learning, and inclusive feedback in policy decisions. Their involvement strengthens collaboration between home and school, reinforcing students' sense of security and value (Klinger & Hussain, 2015).

Developing a Conducive Learning Environment

Creating a holistic learning setting includes optimizing the physical, social, emotional, intellectual, cultural, and technological environments. These dimensions together foster comprehensive student development (Hansen et al., 2015; Khushk et al., 2023; Dubey et al., 2024; Ionone, 2021; Banks, 2015; Pashler et al., 2008).

RESEARCH METHODOLOGY

Population of the Study

The population for this study comprised all teaching staff at Government Girls High School Gulhar. A total of 20 teachers were part of this study, representing the entire teaching faculty of the institution.

Table 1

Population of the study

S. No	Sector	Number of Teachers
1	GGHS Gulhar	20

Sampling Technique

A universal sampling technique was adopted, meaning that the entire population of teachers was included in the sample. This approach was deemed suitable due to the small and manageable size of the population.

Research Instrument

The researcher developed a structured questionnaire consisting of 20 items directly aligned with the study's objectives. The items focused on evaluating various elements of a conducive learning environment, such as classroom management, teaching practices, emotional climate, infrastructure, and student-teacher interaction. The instrument was designed in simple language for easy comprehension and response by the participants.

Research Intervention

- To conduct the study effectively, the researcher followed the steps outlined below:
- The questionnaire was self-developed, printed in hard copy, and pre-tested informally for clarity and relevance.
- The researcher personally distributed the questionnaires to all 20 teachers of GGHS Gulhar and explained the purpose of the study to encourage cooperation.
- Teachers were given two days to complete the questionnaire.

- The researcher made follow-up visits to collect the filled questionnaires and ensured that all responses were received.
- Throughout the process, teachers were encouraged to provide honest and reflective feedback, and confidentiality was assured.

DATA ANALYSIS

After the collecting of the data, it was tabulated. Questionnaire were analyzed after collecting data, the percentage used to evaluate the score on different indicator to check the physical facilities in selected school.

Table 2

Teaching method accommodates students learning.

Values	SDA	D	UN	A	SA
Percentage	10.0%	40.0%	0%	25.0%	25.0%

Table 2 shows the percentage of the responses of statement one. It was shown that 10.0% respondents were strongly disagree, 40.0% were disagree, 0% were undecided, 25.0% were agree and 25.0 % were strongly agree. This table also reveals that mostly respondent was disagreeing with "teaching method accommodate."

Table 3

Teaching strategies

Values	SDA	D	UN	A	SA
Percentage	15.0%	0%	10.0%	30.0%	45.0%

Table 3 indicate the percentages of the responses of statement two. It was shown that 15.0% respondents were strongly disagree, 0% were disagree, 10.0% were undecided, 30.0% were agree and 45.0% were strongly agree. This table also shows that mostly respondent was strongly agreeing with "teaching strategies."

Table 4

Classroom environment

Values	SDA	D	UN	A	SA
Percentage	30.0%	10.0%	20.0%	20.0%	20.0%

Table 4 shows the percentages of the responses of statement three. It was shown that 30.0% respondents were strongly disagree, 10.0% were disagree, 20.0% were undecided, 20.0% were agree and 20.0% were strongly agree. This table also shows that mostly respondents was strongly disagreeing with "classroom environment."

Table 5

Seating arrangement

Values	SDA	D	UN	A	SA
Percentage	15.0%	10.0%	15.0%	20.0%	40.0%

Table 5 reveals the percentages of the responses of statement four. It was shown that 15.0% respondents were strongly disagree, 10.0% were disagree, 15.0% were undecided, 20.0% were agree and 40.0% were strongly agree. This table also shows that mostly respondent was strongly agreeing with "seating arrangement."

Table 6

Specific techniques

Values	SDA	D	UN	A	SA
Percentage	15.0%	0%	20.0%	25.0%	40.0%

Table 6 indicate the percentages of the responses of statement five. It was shown that 15.0% respondents were strongly disagree, 0% were disagree, 20.0% were undecided, 25.0% were agree and 40.0% were strongly agree. This table also shows that mostly respondent was strongly agreeing with "specific techniques."

Table 7

Evaluation of students

Values	SDA	D	UN	A	SA
Percentage	10.0%	15.0%	0%	45.0%	30.0%

Table 6 indicate the percentages of the responses of statement six. It was shown that 10.0% respondents were strongly disagree, 15.0% were disagree, 0% were undecided, 45.0% were agree and 30.0% were strongly agree. This table also shows that mostly respondent was agreeing with "evaluation of students."

Table 8

Timely feedback

Values	SDA	D	UN	A	SA
Percentage	0%	30.0%	15.0%	50.0%	5.0%

Table 8 shows the percentages of the responses of statement seven. It was shown that 0% respondents were strongly disagree, 30.0% respondents were disagreed, 15.0% were undecided, 50.0% were agree and 5.0% were strongly agree. This table also shows that mostly respondent was agreeing with "timely feedback."

Table 9

Professional development

Values	SDA	D	UN	A	SA
Percentage	15.0%	5.0%	5.0%	35.0 %	40.0%

Table 9 shows the percentages of the responses of statement eight. It was showed that 15.0% respondents were strongly disagree, 5.0% were disagree, 5.0% were undecided, 35.0% were agree and 40.0% were strongly agree. This table also shows that mostly respondent was strongly agreeing with "professional development."

Table 10

Current training

Values	SDA	D	UN	A	SA
Percentage	35.0%	15.0%	10.0%	25.0%	15.0%

Table 10 indicate the percentages of the responses of statement nine. It was shown that 35.0% respondents were strongly disagree, 15.0% were disagree, 10.0% were undecided, 25.0% were agree and 15.0% were strongly agree. This table also shows that mostly respondent was strongly disagreeing with "current training."

Table 11

Educational challenges

Values	SDA	D	UN	A	SA
Percentage	10.0%	0%	15.0%	40.0%	35.0%

Table 11 shows the percentages of the responses of statement ten. It was shown that 10.0% respondents were strongly disagree, 0% were disagree, 15.0% were undecided, 40.0% were agree and 35.0% were strongly agree. This table also shows that mostly respondent was agreeing with "educational challenges."

Table 12

Communication

Values	SDA	D	UN	A	SA
Percentage	5.0%	5.0%	0%	45.0%	45.0%

Table 12 indicate the percentages of the responses of statement eleven. It was shown that 5.0% respondents were strongly disagree, 5.0% were disagree, 0% were undecided, 45.0% were agree and 45.0% were strongly agree. This table also shows that mostly respondent was agreeing with "communication."

Table 13

Teaching resources

Values	SDA	D	UN	A	SA
Percentage	0%	35.0%	20.0%	30.0%	15.0%

Table 13 shows the percentages of the responses of statement twelve. It was shown that 0% respondents were strongly disagree, 35.0% were disagree, 20.0% were undecided, 30.0% were agree and 15.0% were strongly agree. This table also shows that mostly respondent was disagreeing with "teaching resources."

Table 14

Additional support

Values	SDA	D	UN	A	SA
Percentage	10.0%	20.0%	0%	45.0 %	25.0%

Table 14 indicate the percentages of the responses of statement thirteen. It was shown that 10.0% respondents were strongly disagree, 20.0% were disagree, 0% were undecided, 45.0% were agree and 25.0% were strongly agree. This table also shows that mostly respondent was agreeing with "additional support."

Table 15

Facilitate students.

Values	SDA	D	UN	A	SA
Percentage	45.0%	0%	5.0%	25.0%	25.0%

Table 15 shows the percentages of the responses of statement fourteen. It was shown that 45.0% respondents were strongly disagree, 0% were disagree, 5.0% were undecided, 25.0% were agree and 25.0% were strongly disagree. This table also shows that mostly respondent was strongly agreeing with "facilitate students."

Table 16

Positive Classroom Atmosphere

Values	SDA	D	UN	A	SA

Percentage	5.0%	5.0%	10.0%	40.0%	40.0%

Table 16 indicate the percentages of the responses of statement fifteen. It was shown that 5.0% respondents were strongly disagree, 5.0% were disagree, 10.0% were undecided, 40.0% were agree and 40,0% were strongly agree. This table also shows that mostly respondent was strongly agreeing with "positive classroom atmosphere."

Table 17

Learning environment

Values	SDA	D	UN	A	SA
Percentage	0%	5.0%	20.0%	35.0%	40.0%

Table 17 indicate the percentages of the responses of statement sixteen. It was shown that 0% respondents were strongly agree, 5.0% were disagree, 20.0% were undecided, 35.0% were agree and 40.0% were strongly agree. This table also shows that mostly respondent was strongly agreeing with "learning environment."

Table 18

Actively engage students.

Values	SDA	D	UN	A	SA
Percentage	15.0%	25.0%	20.0%	25.0%	15.0%

Table 18 indicate the percentages of the responses of statement seventeen. It was shown that 15.0% respondents were strongly disagree, 25.0% were disagree, 20.0% were undecided, 25.0% were agree 15.0% were strongly agree. This table also shows that mostly respondent was disagreeing with "actively engage students."

Table 19

Regularly access.

Values	SDA	D	UN	A	SA
Percentage	5.0%	10.0%	0%	35.0 %	50.0%

Table 19 indicate the percentages of the responses of statement eighteen. It was shown that 5.0% respondents were strongly disagree, 10.0% were disagree, 0% were undecided, 35.0% were agree and 50.0% were strongly agree. This table also shows that mostly respondent was strongly agreeing with "regularly assess."

Table 20

Effectively reduce disruptions.

Values	SDA	D	UN	A	SA
Percentage	20.0%	20.0%	10.0 %	25.0 %	25.0%

Table 20 indicate the percentages of the responses of statement nineteen. It was shown that 20.0% respondents were strongly disagree, 20.0% were disagree, 10.0.0% were undecided, 25.0% were agree and 25.0% were strongly agree. This table also shows that mostly respondent was agreeing with "effectively reduce disruption."

Table 21

Students focus.

Values	SDA	D	UN	A	SA
Percentage	15.0%	25.0%	25.0 %	25.0%	10.0%

Table 21 shows the percentages of the responses of statement twenty. It was shown that 15.0% respondents were strongly disagree, 25.0% were disagree, 25.0% were undecided and 10.0% were strongly agree. This table also shows that mostly respondent was disagreeing with "students focus."

FINDINGS

The findings of the study revealed a diverse range of perceptions among teachers regarding the development of a conducive learning environment for Grade 8th students at Government Girls High School Gulhar. Overall, a massive portion of the respondents agreed or strongly agreed that key components of a conducive learning environment such as student engagement, teacher support, classroom management, and physical comfort are essential and currently being addressed to varying degrees. For several statements (e.g., items 2, 5, 6, 8, 10, 11, 13, 15, 16, and 18), more than 70% of the teachers respondents positively (agree or strongly agree), suggesting a shared belief in the importance of supportive teaching practices, student-centered instruction, and emotional well-being in enhancing academic outcomes.

However, the data also indicated areas of concern and inconsistency. Some statements (e.g., items 1, 3, 9, 12, 14, 17, 19, and 20) showed a high percentage of disagreement or neutrality, highlighting existing gaps in classroom resources, instructional consistency, and environmental stability. Notably, responses to

statement 14 showed a particularly high percentage of strong disagreement (45%), indicating dissatisfaction with a specific aspect of the learning environment. The presence of undecided responses in several items suggests that some teachers were either unsure or lacked clarity regarding their school's policies or practices in promoting a conducive environment. These mixed results emphasize the need for targeted interventions, professional development, and ongoing dialogue among stakeholders to ensure a consistent and inclusive approach to creating effective learning spaces.

DISCUSSION

The mixed outcomes mirror empirical literature emphasizing the multifaceted nature of a conducive classroom climate. Parental involvement, for instance, consistently positively influences both academic and emotional outcomes in students (Wilder, 2014; Kim, 2022). Flouri and Buchanan (2004) also demonstrate that active parental engagement through communication and provision of resources significantly enhances student literacy and motivation. Equally important is the role of classroom design and instructional processes: studies on flexible seating indicate that environments promoting movement and student choice enhance engagement and participation, particularly in secondary level settings.

These findings suggest that while educators at GGHS Gulhar recognize and implement many positive practices, gaps particularly related to infrastructure, resource availability, and systemic clarity require attention. The notable disagreement among respondents may stem from uneven implementation or limited institutional support structures for consistent practices. By aligning with global research that calls for integrated strategies such as enhancing parental involvement, investing in teacher capacity building, optimizing classroom design, and institutionalizing supportive protocols the institution has an evidence-based roadmap for advancing the quality and consistency of its learning environment. The results underscore the importance of connecting teacher perspectives with structured support frameworks to ensure that student well-being, motivation, and achievement are holistically fostered.

CONCLUSION

This study explored the development of a conducive learning environment for Grade 8 students at Government Girls High School Gulhar, Kotli, Azad Jammu and Kashmir. The findings indicate that while several components of a positive learning environment are present such as teacher support, emotional safety, and student engagement there remain significant gaps in areas like instructional resources, parental involvement, and institutional consistency. These disparities suggest that although the school is progressing toward creating a more learner-centered environment, strategic improvements are necessary to ensure equity, effectiveness, and sustainability across all classrooms.

Creating a truly conducive environment requires more than just physical infrastructure. It involves an integrated approach that values student well-being, fosters strong teacher-student relationships, ensures stakeholder collaboration, and provides the necessary academic resources. Addressing these components holistically can significantly enhance not only the quality of learning but also the overall educational experience of students.

RECOMMENDATIONS

Based on the study findings and supported by literature, the following recommendations are proposed:

1. Enhance Teacher Capacity Building

Regular professional development workshops should be organized to equip teachers with skills in classroom management, inclusive instruction, and student-centered pedagogy.

2. Improve Resource Availability

The school should prioritize the provision of essential teaching and learning materials, including subject-specific aids, digital tools, and updated textbooks, to strengthen instructional delivery.

3. Promote Parental Involvement

Structured programs and regular parent-teacher meetings should be introduced to foster effective home-school collaboration, which is critical for sustaining students' motivation and discipline.

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