



THE CLASSROOM ENVIRONMENT AND ITS EFFECTS ON THE STUDENTS ACADEMIC PERFORMANCE OF THE COLLEGE OF TEACHER EDUCATION

IRENE PAJARILLO-AQUINO, LPT, MST Faculty-College of Teacher Education Cagayan State University Andrews Campus, Tuguegarao City, Cagayan, Philippines 3500

ABSTRACT: Classroom environment seems to be an important motivating factor that makes the teaching and learning process enjoyable. The quality of teaching and learning will become evident in every learning institution when proper facilities and instructional materials are provided. The presence of these facilities and instructional will enable the students to be more comfortable which may contribute to a better academic performance in the class. A well equipped classroom will not only affect the learners but also the teacher's attitude in the class. This study aimed to determine the effects and relationship of classroom environment to the academic performance of students of the College of Teacher Education. The descriptive correlational method was used in this research study employing correlational treatment of the data to establish the relationship that exists between the classroom environment and the academic performance. The respondents of the study are students of the College of Education of the Cagayan State University – as the main data source. The student-respondents were randomly chosen. A questionnaire which was patterned from the study of Collado, et. al was the devise used to gather the data and was designed to elicit necessary information regarding the effect of classroom environment on the academic performance of the student-respondents. The questionnaire consists of two parts the first part consists of the personal profile of the respondents while the second part delved on the variables of classroom environment. On the basis of the findings of the study, it is concluded that the classroom environment has a significant influence on the student's academic performance and therefore, the researcher strongly recommends that the government and school administration should improve the condition of the classroom by providing adequate facilities necessary for a comfortable and conducive place for learners.

INTRODUCTION

Classroom environment seems to be an important motivating factor that makes the teaching and learning process enjoyable. The quality of teaching and learning will become evident in every learning institution when proper facilities and instructional materials are provided. The presence of these facilities and instructional will enable the students to be more comfortable which may contribute to a better academic performance in the class. A well equipped classroom will not only affect the learners but also the teacher's attitude in the class. The way in which the teacher organizes their class or how they control it will yield positive or negative consequences for their students. A teacher who is motivated and have positive attitude there will also a positive impact on the students performance. (According to Aquino), a good classroom has a stimulating climate-one that results not only from



desirable physical surroundings and healthful conditions but also from social relationship and emotional attitudes.

A research by Sunday (2012) revealed that there is a significant relationship between physical school environment and student's academic performance in senior secondary school physics. To him, the physical school environment has some influences on student's academic achievement in senior secondary school physics. The physical facilities, human resources, and the relationship among them determine the physical environment of the school. The result indicated that students with adequate laboratory facilities in physics perform better than those in school with less or without facilities, this is simply because laboratory forms part in enriching the physical school environment. It was also discovered that poor facilities and inadequate space, as well school environment of items including seats in the classroom, library and laboratory would affect the organization of learning environment. Favorable school climate gives room for students to work hard and improve their academic achievement.

A large amount of child's time is spent sitting in a classroom. Classroom is a place that can offer a wholesome venue for learning activities which can be realized only in an atmosphere conducive to both teaching and learning process. This is the place where they will learn the various skills deemed necessary and proper for them to achieve success in this globally competitive society. The classroom is where they will gain an understanding of their place in the world and the gifts that they have to offer it. It is where the students develop what they want their future to look like, as well as knowledge of their skills needed to reach that goal. With the classroom being such an important place in the growth of a child, it is important to understand the ways in which to affect this environment in order to receive maximum effectiveness in instruction. If schools really do play a large role in teaching the next generation how to be successful members of society, then every precaution should be taken to make sure that learning environment is one that helps students thrive. Classroom is a place where formal learning occurs but the atmosphere makes the classroom better.

Oworye, J.S (2011) showed that there is a significant difference between the academic achievement of students in rural and urban secondary schools as measured by senior school certificate examinations. To him, the geographical location of schools has a significant influence on the academic achievement of students. Also the study has proven that students in urban areas had better academic achievement than their rural counterpart. In other word, students in urban locations have a very advantage of favorable learning environment that apparently enhance their academic performance.

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school. The result indicated that students with adequate laboratory facilities in physics perform better than those in school with less or without facilities, this simply because laboratory forms part enrich the physical school environment. It was also discovered that poor facilities and inadequate space, as well as the arrangement of items including seats in the classroom, library and laboratory would affect the organization of learning environment. Favourable school climate gives room for students to work hard and enhance their academic achievement.

Orlu, C. (2013) conducted a research among six hundred teachers and students with the aim to find out environmental influence on the academic performance of secondary school students in Port Harcourt local government area of river state. The result of this research indicated that the school environment has a significant influence on the academic performance. For example, when a school is sited in a noisy area like an airport or in the heart of a city where activities disrupt the teaching-learning of the student. One will not expect such students in this area to be doing well academically. Noise in anything interferes with teaching-learning process.

However, the physical structure of the school building and the interactions between teachers and students also influence students' performance. School climate can be a positive influence on the health of the learning environment or a significant barrier to learning. The school environment can affect many areas and people within schools. For example, a positive school climate has been associated with fewer behavioral and emotional problems for students.

Therefore it is believed that a positive interpersonal relationship and optional learning opportunities for students for smooth running of academic activities which results in good academic performance.

Suleman and Hussain (2014) reported that studies in on the classroom environment revealed that physical environment plays a vital role in the teaching- learning process. It can affect the performance of both teachers and students. The classroom environment includes many different facets. The environment can include the placement of tables and chairs, lighting and temperature, classroom management, discipline techniques, and engaging lesson plans.

Denial, K.K. Felix, K.(2014) examined the impact of the school environment and peer influence on the students' academic performance. The study assessed school environment factors and peer influence in term of the level of psychological impact they have on learners. Twenty one public secondary schools in sabbatic established that school environment exert a potent influence on students' academic performance. The school as an institution of learning which also acts as a second home of learners has been found to have a strong relationship with students' academic performance. Therefore, the head teacher and the teachers should provide a favourable learning environment where students are free to consult them when in need. They should also provide adequate education facilities that



can arouse interests in the students and to motivate them to work hard. It is believed that a cordial relationship between the head teacher and students create an environment favorable to learning as discussions encouraged, and learners are listened. The head teacher works together with students on how to succeed in life and academic work. The important role of the teacher in the learning process is unquestionable.

Teachers have a lot of influence on their classroom practices. It is important to note that teachers have a substantial impact on students' academic performance.

However, the school sector (private or public) and class size are two important structural components of the school. Private school tends to have both better funding and smaller size than public schools. The additional funding for private schools leads to a better academic performance and more access to resources such as computer than have been shown to enhance academic achievement.

The current paper was especially designed to examine the relationship of classroom atmosphere, its effect to the academic performance of students. The findings of the study will bring a constructive revolution in the classroom atmosphere to ensure effective teaching- learning process. Furthermore, the findings of the study will be beneficial for the teachers, policy makers, and education because it will provide information on the effectiveness of classroom atmosphere in relation to the academic performance of students at secondary school level

STATEMENT OF THE PROBLEM

Generally, this study aimed to determine the effects and relationship of classroom environment to the academic performance of students of the College of Teacher Education. Specifically, it answered the following questions:

1. What is the profile of the respondents as regards to:
 - 1.1. Age
 - 1.2. Sex
 - 1.3. Civil status
2. What are the effects of classroom atmosphere to the academic performance of the students?
3. Is there a relationship between the classroom atmospheres to the academic performance of the students?

RESEARCH HYPOTHESIS

There is no significant relationship of classroom environment to the academic performance of the students.



METHODOLOGY

The study employed a descriptive correlational design. The undertaking made use of random sampling method in determining the respondents of the study. The data gathering instrument used for this study is a questionnaire that contains two parts. Part 1 contains question related to demographic information of the respondents and part 2 contains questions related to the classroom environment and academic performance of students. The data that were gathered through the use of questionnaire were tabulated and analyzed. To better analyze the data, the 4-point Likert Scale was used to determine the respondents rating of the components in the questionnaire.

Numerical Value	Descriptive value
1.00-1.74	Strongly disagree
1.75-2.49	Disagree
2.50-3.24	Agree
3.25-4.00	Strongly Agree

Frequency, Percentage and weighted mean were used to determine the respondent's profile and Pearson-r correlation was used for the treatment of the relationship between paired data while the

RESULTS AND DISCUSSIONS

Table 1. Frequency and percentage distribution of respondents according to age.

Age	Frequency	Percentage
16	15	5.00
17	119	39.70
18	129	43.00
19	30	10.00
20	5	1.70
21	2	0.70
TOTAL	300	100.00

Table 1 presents the frequency and percentage distribution of respondents according to age. As gleaned from the table, the highest age is 18 with a frequency of 129 or 43 percent. The data imply that the respondents are already in the age of majority.

Table 2. Frequency and percentage distribution of respondents according to sex.

Sex	Frequency	Percentage
Male	142	47.30
Female	158	52.70
Total	300	100.00

Table 2 shows the frequency and percentage distribution of respondents according to sex. As shown from the table, the female respondents out-numbered the males with a frequency of 158 or 52.70 percent.



Table 3. Frequency and percentage distribution according to civil status.

Civil Status	Frequency	Percentage
Single	300	100
Married	0	0
Total	300	100

Table 3 reflects the frequency and percentage distribution of respondents according to civil status. As revealed in the table, all of the respondents are single with the frequency of 300 or 100.00 percent..

Table 4: Weighted mean distribution and descriptive value of the Facilities of the institution

Facilities	Weighted Mean	SD	Descriptive value
The school facilities are well built and have strong foundations.	3.07	0.49	Agree
The comfort room smells stinky during class discussion.	2.38	0.83	Disagree
The roof of our classroom leaks when heavy rain comes.	1.51	0.89	Strongly disagree
The school has complete learning materials.	2.90	0.65	Agree
Over all weighted mean	2.465		Disagree

Table 4 shows that the weighted mean distribution and descriptive value of the facilities of the institution. Of the facilities existing in the institution, the respondents agree their school was built well and has strong foundation with a weighted mean of 3.07. The lowest weighted mean was assigned on the item “the roof of our classroom leaks when heavy rain comes” in which the respondent strongly disagree with a weighted mean of 1.51. These data imply that their institution is well equipped with the necessary building infrastructure and materials.

Table 5. Weighted mean distribution and descriptive value of the Painting and Lighting

Painting and lighting	Mean	SD	Descriptive value
The classrooms are bright enough for teaching-learning activities.	3.05	0.53	Agree
You can perform better if your classroom is renovated	3.22	0.75	Agree
Dull classroom painting affect teaching and learning process.	3.10	0.71	Agree
The classroom has adequate electricity light supply.	2.75	0.81	Agree
Over all weighted mean	3.03		Agree

Table 5 shows that the weighted mean distribution and descriptive value of the painting and lighting of the institution. The respondents agree with a category mean of 3.03 that their



institution is equipped with the necessary painting and lighting for they believe that the presence of a good and presentable classroom will affect their performance in the class.

Table 6. Weighted mean distribution and descriptive value of the Proper ventilation of classroom

Proper ventilation of Classroom	Mean	SD	Description
Poor ventilation makes learning boring.	2.95	0.71	Agree
You can perform better in a moderate classroom temperature.	2.98	0.59	Agree
Adequate air ventilation during discussion will improve and create better participation of learners.	3.0	0.67	Agree
At times, you like staying outside because classroom is very hot.	2.99	0.89	Agree
Over all weighted mean	2.92		Agree

As revealed in table 6, the respondents agree with a category mean of 2.92 that proper ventilation of the classroom will provide a better and comfortable learning environment for the students that will surely encourage them to participate more in their class activities

Table 7. Weighted mean distribution and descriptive value of the Seats and Sitting Arrangement

Seats and Arrangement	Mean	SD	Description
The classroom has enough seats and desks for every student.	2.96	0.75	Agree
Good sitting arrangement makes learning interesting.	3.19	0.74	Agree
The classroom has enough space for each and every student.	3.02	0.81	Agree
No student obstructs another's view due to proper sitting arrangement.	2.91	0.68	Agree
Over all weighted mean	3.02		Agree

In the data revealed from the table, the respondents agree that enough seats and sitting arrangements provided make them more comfortable and at ease in the learning and teaching process

Table8. Weighted mean distribution and descriptive value of the Chalkboard Use

Chalkboard	Mean	SD	Description Value
The teacher's board writing is a motivating factor for better assimilation.	3.0	0.62	Agree
You can clearly see all the writing on the board from the back seat.	2.80	0.83	Disagree
Dilapidated chalkboard / Faded Paints of Chalkboard are very distracting in class.	2.91	0.66	Agree
Over all weighted mean	2.90		Agree

Table 8 indicates that the teacher's board writing is a motivating factor for better assimilation with the mean of 3.0. however, the respondents also believe that a dilapidated



and faded painting of the blackboard have affected their better assimilation of the lesson in the class.

Table9. Weighted mean distribution and descriptive value of Teacher's behavior

Teacher's behaviour	Mean	SD	Descriptive value
The teacher comes only in the class to check attendance.	1.35	0.63	Strongly disagree
The teacher prepares his/her lesson daily.	3.3	0.54	Strongly Agree
The teacher shouts when the class is too noisy.	2.45	0.70	Disagree
The teacher maintains the cleanliness and orderliness of the classroom.	3.45	0.63	Strongly Agree
Over all weighted mean	2.64		Agree

The respondents strongly agree that the teacher is a very professional person in the class showing respect to his students for not shouting on them when they are noisy and maintains his duties and responsibilities of preparing his own lesson and maintaining his composure in imposing discipline on his students. This implication is revealed in the table which shows the category mean of 2.64 or agree.

Table10. Weighted mean distribution and descriptive value of Student's behavior

Student's-behaviour	Mean	SD	Descriptive value
I laugh and bully my classmates if he/she does not know the answer on the question of our teacher.	1.43	0.64	Strongly disagree
I respect those students who have disabilities.	3.63	0.58	Strongly Agree
I cheat during exams and quizzes.	1.34	0.62	Strongly disagree
We share ideas during group activities.	3.29	0.52	Strongly Agree
I am ready to lend a hand when my classmates need help.	3.33	0.58	Strongly Agree
Over all weighted mean	2.60		Agree

The respondents are seen to be disciplined, responsible and respectful of the rights of others as reflected by the data in table 10. As revealed further from the table, the responsible respect the right of others especially those who are slow learners in the class.



Table 11. Weighted mean distribution and descriptive value of Student-teacher Relationship

Student- Teacher Relationship	Mean	SD	Descriptive value
The teacher considers student's feelings.	3.24	0.56	Agree
The teacher helps the students when they ask question.	3.28	0.55	Strongly Agree
The teacher's classroom rules and ways of doing things are fair.	3.32	0.58	Strong Agree
The teacher helps the students to set up goals for learning and keep track of progress.	3.47	0.66	Strongly Agree
Over all weighted mean	3.32		Strongly Agree

Table 11 shows a good relationship and rapport of the teacher and students with each other with a weighted mean of 3.32 or strongly agree.

Table 12. Relationship between Classroom Atmosphere and Academic Performance

		1	2	3	4	5	6	7	8	9
1	Facilities	1.000								
2	Painting and lighting	-.30	1.000							
3	Proper ventilation of classroom	-.041	.134	1.000						
4	Seats and sitting arrangement	.024	.238	.426	1.000					
5	Chalkboard use	.016	.150	.578	.445	1.000				
6	Teacher's behaviour	-.056	-.316	.477	.262	.554	1.000			
7	Student's behaviour	-.021	-.135	.282	.123	.140	.121	1.000		
8	Student-teacher relationship	.012	.177	.236	.197	.174	-.040	.349	1.000	
9	Grades	.012	-.061	.335	.415	.393	.429	.202	.397	1.000

N=300

+ .113 critical value .05 (two- tail)

£.149 critical value

0.01 (two- tail)

Table 12 shows relationship between academic performance of the student and the school environment. As shown from the table, all of the critical indicators listed by the researcher



have an effect in one way or the other the academic performance of the students in the class.

CONCLUSION

Based from the findings, the classroom environment has a significant influence on the student's academic performance. It must be noted that students with adequate learning facilities, a good rapport of the teacher and students and a favorable learning environment are the key factors in determining academic performance of students.

RECOMMENDATIONS

From the above findings and conclusion, the researcher strongly recommends the following:

1. Government and school administration should improve the condition of the classroom by providing adequate facilities necessary for a comfortable and conducive place for learners.
2. The teachers should treat their students equally and fairly.

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