

THE IMPACT OF CLASSROOM ENVIRONMENT ON STUDENTS' ACADEMIC PERFORMANCE AT SOME SELECTED SECONDARY SCHOOLS IN DHARKEYNLEY DISTRICT

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ABSTRACT

This study was conducted To find out the impact of classroom environment on students' performance at some selected secondary schools in Dharkrynley district, especially the nature of classroom environment at schools in Dharkeynley district. The level of academic performance students at schools in Dharkeynley district and to explore the relationship between classroom environment and student's academic performance at schools in Dharkeynley district, Mogadishu Somala. This study was conducted in 6 months from March to August 2023. This study took place at some selected secondary schools in Dharkeynley district, Mogadishu Somalia. The study applied a Descriptive and correlational research design using quantitative in examining the impact of classroom environment on students' performance at schools in Dharkeynley district, Mogadishu Somali. The study population involved a total population of 60 participants and these include; 15 school principals and 45 from students. The sample size of the study involved of 52 respondents of the target population. The study used Slovene's to determine the sample size of the actual respondents. The researchers used Stratified sampling method to divide the members of the population into homogeneous subgroups before sampling like students and school managers. The researchers also used random sampling method. School Students was randomly selected to give each an equal chance of representation. All respondents were assumed to have vital information on the subject matter of the research. Self-administered questionnaire was used in the collection of data and these was distributed to the seeks personal views of the respondents and thus was enabled the respondents to use their knowledge in providing a wide range of data as they were never shy away in any way. Data analysis was used statistical package of social science (SPSS v.22) under the tool's frequencies for objectives one and two and the Pearson linear correlation coefficient analysis was used to test the relationship between variables in objective three. In conclusion, the classroom environment does not have a direct impact on the student's academic performance; however, the perception of students on these components should be explored to create a comfortable classroom environment.

Keywords: Classroom environment, Academic performance.

1. INTRODUCTION

Classroom environment is crucial because it supports the proper execution of curriculum development, developing best teaching practices, and putting them into action. Classroom environment can be explained as the actions and directions that teachers use to create a successful learning environment; indeed, having a positive impact on students achieving given learning requirements and goals. In an effort to ensure all students receive the best education it would seem beneficial for educator programs to spend more time and effort in ensuring educators and instructors are well versed in Classroom environment.(Alia et al., 2021)

there was a study that was conducted to determine Impact of Classroom Environment on Students` Performance in English Language at University of Maiduguri, in Nigeria, Conclusion Based on the findings of the study, it was concluded that classroom environment has a strong impact on the academic performance of students in English language. This might be due to the fact that when an optimum environment is enabled by the school, both students and teachers tend to be motivated and inspired toward teaching and learning. In terms of attendance rate, schools with suitable learning environment will record high rate of students` attendance as learners feel enthusiastic to be attending and participating in all academic and extra-curricular activities. (Wali et al., 2019)

There was a study that was conducted to investigate school environment and academic performance: empirical study from secondary schools in Mogadishu Somalia and it was concluded there is significant effect of classroom physical environment on the academic achievement scores of secondary school students. Well-equipped classroom with physical facilities has a significant positive effect on the academic achievement scores of secondary school students. The students of experimental group obtained high scores as compared to the students of control group. Retention of the students of experimental group was found significantly better than that of the students of control group. In addition, the students of experimental group were found more motivated, interested and attentive during the treatment. In nut shell, it is concluded that if the students feel comfortable within classroom, then they will have much concentration on the lesson taught to them and that is why they will get more information from the teachers and thus they will obtain high scores. (Abdulkadir Mohamud Dahie, Ali Abdi mohamed& Raqia Ahmed Mohamed, 2017). Today`s Classroom environment is much different from the environment from the past decades because Classroom capability upgraded from traditional to technological innovation that promote classroom to conducive learning environment which refers to the capability of the students to learn into a very compact and visual comprehensive learning environment.

Therefore the specific objectives of this study was :

1. To determine the nature of classroom environment at some selected secondary schools in Dharkeynley district, Mogadishu Somalia.
2. To examine the level of academic performance at some selected secondary schools in Dharkeynley district, Mogadishu Somalia.
3. To explore the relationship between classroom environment and academic performance at some selected secondary schools in Dharkeynley district, Mogadishu Somalia.

Methodology

The study applied a Descriptive and correlational research design using quantitative in examining the impact of classroom environment on students` performance at some selected schools in Dharkeynley district.

The study population will involve a total population of 60 participants and these include; 15 participant from school managers and 37 from students.

The sample size of the study involved of 52 respondents of the target population.

This is so because the nature of data to be generated required different techniques for better understanding of the research problem under investigation. Besides, the approach is also commonly known for achieving higher degree of validity and reliability as well as eliminating biases as per Amin (2012).

The study used Slovene`s to determine the sample size of the actual respondents.

Slovene's

$$N = \frac{n}{1+(\alpha)^2}$$

Where formula states: n = sample size, N=target population; and $\alpha=0.05$ level of significance

$$n = \frac{60}{1+60(0.05)^2}$$

$$n = \frac{60}{1+60(0.0025)}$$

$$n = \frac{60}{1+0.15}$$

$$n = 52$$

Table 1: Showing research population

Type of population	Target population	Sample size	Sample procedure
School principles	15	15	Purposive Sampling
Students	45	37	Random sampling
Total	60	52	

Demographic characteristics

Table4.2.1 Sexof the respondents

		<i>Frequency</i>	<i>Percent</i>
Valid	Male	55	91.7
	Female	5	8.3
	Total	60	100.0

Primary Data (Source 2023)

Educational Level of the respondent

Table4.2. 2 Educational Level of the respondents

	Frequency	Percent
Post-graduate	4	6.7
Bachelor' Degree	48	80.0
Diploma	2	3.3
Secondary	2	3.3
Primary	4	6.7
Total	60	100.0

Primary Data (Source 2023)

The table 4.2.2 above presents that 4(6.7%) of the respondents were post-graduate, 48(80%) of them were Bachelor degree, 2(3.35%) of them were Diploma and only 2(3.3%) were secondary, 4(6.7%) of them were primary. This implies that the majority of the respondents were Bachelor degrees.

The Nature of Classroom environment at Schools in Dharkeynley district

Frequency	Percent	
Strongly Disagree	13	21.7
Neutral	14	23.3
Agree	19	31.7
Strongly Agree	14	23.3
Total	60	100.0

Primary Data (Source 2023)

The table 4.3.1 above indicates that 13(21.7%) and 14(23.3%) of the respondents were strongly agreed and were neutral respectively, 19(31.7) and 14(23.3%) of the respondents were agreed and were strongly agreed respectively that Schools in Dharkeynley, Classroom environment

encompasses a broad range of educational concepts, including the physical setting, the psychological environment created through social contexts. This implies that the majority of the respondents were Agreed and Strongly agreed with the statement above.

Schools in Dharkeynley, Classroom environment encompass numerous instructional components related to teacher characteristics and behaviors.

	Frequency	Percent
Strongly Disagree	10	16.7
Neutral	11	18.3
Agree	27	45.0
Strongly Agree	12	20.0
Total	60	100.0

Primary Data (Source 2023)

The table 4.3.2 above implies that 27(45.0%) and 12(20.0%) of the respondents were Agreed and strongly agreed respectively, 11(18.3%) and 10(16.7%) of the respondents were neutral and strongly disagreed respectively that schools in Dharkeynley classroom environment encompasses a numerous instructional components related to teacher characteristics and behaviors, this indicates most of the respondents Agreed that schools in Dharkeynley classroom environment encompasses a numerous instructional components related to teacher characteristics and behaviors.

Schools in Dharkeynley, classroom environment teachers use to create a successful learning environment.

	Frequency	Percent
Strongly Disagree	11	18.3
Neutral	17	28.3
Agree	16	26.7
Strongly Agree	16	26.7
Total	60	100.0

Primary Data (Source 2023) The table 4.3.4 above indicates that 11(18.3%) and 17(28.3%) of the respondents strongly Disagreed and were Neutral respectively, 16(26.7%) and 16(26.7%) of the respondents Agreed and strongly Agreed respectively that Schools in Dharkeynley classroom environment teachers use to create a successful learning environment. This implies that the majority of the respondents were Neutral with the statement.

The level of Academic performance at Schools in Dharkeynley district

Schools in Dharkeynley, environment system are effective for improving academic performance.

Schools in Dharkeynley, environment system are effective for improving academic performance.

	Frequency	Percent
Strongly Disagree	4	6.7
Disagree	2	3.3
Neutral	11	18.3
Agree	19	31.7
Strongly Agree	24	40.0
Total	60	100.0

Primary Data (Source 2023), the table above shown that the majority 24(40%) and 19(31.7%) of the respondents strongly agreed and Agreed respectively, 11(18.3%) were neutral, 2(3.3%) and 4(6.7%) of the respondents Disagreed and strongly disagreed that Schools in Dharkeynley, environment system are effective for improving academic performance. This indicates that the majority of the respondents Agreed with the statement.

Schools in Dharkeynley district, students always spent more time for reading in order to pass examinations.

	Frequency	Percent
Strongly Disagree	7	11.7
Disagree	7	11.7
Neutral	10	16.7
Agree	17	28.3
Strongly Agree	19	31.7
Total	60	100.0

Primary Data (Source 20230) The table above shown that 19(31.7%) and 17(28.3%) of respondents strongly agreed and Agreed respectively, 10(16.7%) and 7(11.7%) of the respondents were neutral and disagreed respectively, 7(11.7%) of them strongly disagreed that. Schools in harkeynley district, students always spent more time for reading in order to pass examinations. This implies that majority of the respondents strongly agreed with the statement.

The Relationship between Classroom and Academic performance at Schools in district

		Classroom environment	Academic performance
Classroom environment	Pearson Correlation	1	0.148
	Sig. (2-tailed)		0.260
	N	60	60
Academic performance	Pearson Correlation	0.148	1
	Sig. (2-tailed)	0.260	
	N	60	60

A Pearson correlation analysis was conducted to investigate whether there is a relationship between the dependent variable (Classroom environment) and the independent variable (academic performance). The analysis revealed that there was no relationship between variables.

2. LITERATURE REVIEW

The term physical environment of a classroom refers to the way a classroom is set up, right from the accessibility and visibility that it offers to the distractibility that it can avoid. It pertains to everything from the way the materials in the room are arranged to how easily each student can see the board, projection screen, teachers, and the likes. Taking care of all these aspects in a classroom ensures a positive physical environment where students can concentrate on their studies, without falling for any kind of distraction. The learning environment is an important determinant of student learning. An environment that is conducive and suits the needs of the teachers and students, as well as complements the classroom activities can help improve the learning outcomes. For that reason, factors such as learning style and classroom design need proper attention because these elements would interact and influence the teaching and learning comfort level, which in turn would affect learning effectiveness. This is due to the fact that the learning environment is not just a physical space, but also consists of a variety of materials and sources of information, interaction, relationship between and amongst students and teachers, and expectations and rules for learning and behavior. (M. et al., 2015)

There is a relationship between the physical structure of the classroom, such as room organization, size of space, lighting and table arrangement, and psychological aspects, such as interaction between teachers and students, and interaction among the students. The way in which the physical aspect is organized can limit or encourage interaction that takes place in the classroom and display of expected behavior. During schooling, most of the students' time is spent in the classroom environment. Therefore, the quality of the classroom environment is very important and needs proper attention. Moreover, the quality of the learning environment depends on various aspects. One of the aspects is the physical learning environment. (M. et al., 2015).

Classroom management is the process of organizing and conducting the business of the classroom. Many perceive it as the preservation of order through teacher control. Classroom management is much more than that, however! It also involves the establishment and maintenance of the classroom environment so that educational goals can be accomplished. Effective classroom managers create orderly, safe environments where students feel valued and comfortable, thus setting the stage for teaching and learning. To achieve that, they strategically arrange classroom space to support a variety of independent, small and large group activities (Crane, 2001). Elementary teachers also designate a large area of floor space where students can gather for read-aloud, demonstrations, and class meetings. In all classrooms, there should be no “blind” areas in the room where students can be out of view. To structure “traffic flow” and minimize disruption, teachers separate high-traffic areas such as group work areas, learning centers, students’ desks, and the teacher’s desk. (Lacey, 2018)

There are a number of classroom management strategies available to teachers. Let’s begin by taking a look at three management approaches. These three approaches to classroom management form a continuum, from the self-discipline approach at one extreme, to the instructional approach, to the desist approach at the opposite extreme. The Self-Discipline Approach The self-discipline approach is built on the premise that students can be trusted to reflect upon and regulate their behaviors to benefit themselves and others. Advocates for this democratic view of classroom management argue that teachers need to exhibit the dispositions of respect, realness, trust, acceptance, and empathy toward students so they can build and establish working teacher-student relationships. Different variations of this management approach include William Glasser’s (1965, 1977, 1986) reality therapy, Thomas Gordon’s (1974) teacher effectiveness training (TET), Barbara Coloroso’s (2002) inner discipline, and Alfie Kohn’s (1996) beyond discipline.

3. CONCLUSIONS

This study was conducted to investigate whether there is a relationship between the dependent variable (Classroom environment) and the independent variable (academic performance). So that it revealed that there was no relationship between variables.

Although the research findings have shown that the physical components of the classroom learning environment affect but have no direct impact on the students' academic performance, based on the research it is recommended that visual learning aid should be maximized. Also, the classroom facilities should be improved to encourage the student to make use of their classrooms. In conclusion, the classroom environment does not have a direct impact on the student's academic performance; however, the perception of students on these components should be explored to create a comfortable classroom environment.

4. RECOMMENDATIONS

The study was conducted the impact of classroom environment on students’ performance at Schools in Dhaekeynley, Mogadishu Somalia so that the researchers recommended that:

- 1) Schools in Dharkeynley district, visual learning aid should be maximized. In order to attract the perception of the students while in learning
- 2) Schools in Dharkeynley, to work out and pay effort and time Classroom facilities to be improved to encourage the student to make use of their classrooms.

3) Schools in Dharkeynley, to compete the modern world classroom environment in order to take part the rearranging the quality of the education.

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