

IMPACT OF CLASSROOM ENVIRONMENT ON STUDENTS` PERFORMANCE IN ENGLISH LANGUAGE

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ABSTRACT: *The objectives of the study are to examine impact of classroom environment on the academic performance of students in English language as well as their performance difference by gender. Survey and Correlation research designs were employed. The population of the study involved 183 teachers and 2003 SS III students in the selected schools. 401 students representing 20% and 183 teachers were randomly selected. Self-developed questionnaire and profoma were used for collection of data for this study. The data collected were analysed using descriptive statistics of Mean and Standard Deviation and Multiple Regression Analysis. The findings of the study revealed that classroom environment has strong impact on the academic performance of students in English language. On the gender basis, there was no significant difference in the performance of students. Therefore, it was recommended that school management should provide all necessary facilities in the classroom in order to create enabling environment for students overall development.*

KEYWORDS: *classroom environment, students, academic performance, English language*

INTRODUCTION

Without doubt, the quality of education is firmly linked to the effective coordination of the classroom environment. It is believed that a well-designed classroom will not only help to achieve the expected learning outcomes of education but also ensures cordial student-teacher relationship. The provision of sufficient learning facilities and instructional materials within suitable classroom atmosphere are some of the factors that improve the standard of education in schools.

Classroom physical environment is seen as the physical characteristics of classroom that involve different things like size of classroom, floor, walls, desks, lighting, school structure, school climate and computer. According to Suleman and Hussain (2014) physical environment is the physical aspect of the learning setting. The component of the physical environment of classroom include learners, teachers and the facilities (Lippman, 2010). Moreover, physical facilities in the ideal classroom plays a vital role in composing a strategic factor in the operation and functioning of the teaching and learning as they determine the excellent performance of a school. Physical facilities are one of the stimulating factors that play a fundamental role in improving academic achievement in the school system (Basit, 2005).

The quality of the physical classroom setting significantly affects academic achievement of the students. Physical facilities in classrooms ensure effective and successful teaching learning process. Without these facilities, effective teaching learning process cannot be guaranteed. Students tend to get more details from their instructors in a well facilitated classrooms and

therefore they perform in a good way. On the other hand, if classroom setting is not conducive, students feel uncomfortable in classroom then they tend to be giving divided or distracted attention to the lesson. Lyons (2001) opined that poor facilities in school has negative impact on the teachers' effectiveness as well as students' performance.

Empirical studies on the classroom environment revealed that physical arrangement of the classroom has a significant role in teaching learning process. It can affect the performance of both the teachers and the students. Umar (2015) found that school environment as portrayed in the design, desks' arrangement and books availability in the classroom firmly associated with the performance of learners in English language. Researchers like Lyons (2001), Tylor and Vlastos (2009) reported that classroom with large class size poses a difficult condition for students to focus and therefore minimize the duration teachers can use in actual instruction of learners. Chuma (2012) reported that crowd within a classroom delays teaching-learning process. This is because the teacher may not find it easy to move around the classroom to offer individualized attention to some students sitting in the rare angles of the classroom. Adequate and sufficient arrangement of classroom environment plays a significant role in enabling instructional process more effective and establishes an optimum atmosphere for both learners and the teachers.

On the similar dimension, Asiyai (2014) reports that the classroom environment has a significant impact on the motivation and learning of students including. Maxwell (2016) also found that the students' performance is connected to the building condition mediated by social climate and student attendance. Suleman & Hussain (2014) opined that a well-managed and vibrant classroom environment makes a positive impact on the academic performance of students. Turano (2005) also reports that students and teachers in conducive classroom environment tend to perform well. Suleman & Hussain (2014) examined effect of classroom physical environment and the performance of control and experimental groups. The findings revealed that the students of experimental group showed better performance as compared to the students of control group. Sang (2013) established that pupil's text book ratio and the classroom size were the major contributors to poor performance in mathematics within pioneer zone. Umar (2017) found that classroom environment has strong influence on the academic performance of the students.

Statement of the Problem

The increasingly high rate of students' enrolment in Nigeria and the declining rate of the academic performance in public schools has for a long time been an issue of concern to government, parents and the general public. The drastically falling standard of education in schools as reflected by the failure of students in examinations including WAEC and NECO cannot be overemphasized. Many researchers have ventured into investigating the presumable causes of the students' poor performance in schools including home background, socioeconomic status, ethnicity, leadership behaviour in school, peer pressure and teacher quality. Few studies, however, conducted to examine the link of environmental variables to students' academic performance were mostly home environment related researches or teacher-related ones. Although classroom environment variables can have an impact on various components of the teaching and learning processes, no significant amount of studies were conducted in the study area to determine whether or not the classroom physical environment impinges on the academic performance of students in English language. Therefore, there is a pressing need for a research into how classroom environment link to the

academic performance of Senior Secondary School students in English in Maiduguri Metropolis, Borno State, Nigeria.

Objectives of the Study

The objectives of the study were to examine:

1. impact of classroom environment on the academic performance of senior secondary school students in English language
2. impact of classroom physical environment on the academic performance of Senior Secondary School students in English by gender

Hypotheses

The following hypotheses were tested

H₀₁: classroom environment does not affect the academic performance of Senior Secondary School students in English language

H₀₂: classroom environment does not affect the academic performance of Senior Secondary School students in English language by gender

Scope of the Study

This study dealt with impact of classroom environment on the academic performance of Senior Secondary School students in English language in Maiduguri Metropolis, Borno State, Nigeria. The study focused on classroom physical environment such classroom arrangement, facilities and instructional materials in relation to the academic performance of Senior Secondary School Three (SS III) in selected public schools in Maiduguri.

METHODOLOGY

Survey and correlation research designs were employed to carry out this study. The population for the study comprised all teachers and Senior Secondary School three students of six randomly selected schools in Maiduguri Metropolis. At the time of gathering this report, there are 183 teachers and 2003 SS III students in the selected schools. 401 students representing 20% and 183 teachers were randomly selected. Self-developed Questionnaire and profoma were used for collection of data for this study. Descriptive statistics of mean and standard deviation and multiple regression were used to analyse the data.

RESULTS

The hypotheses were tested using two statistical tools at 0.05 level of significance.

Hypothesis One: Classroom environment does not affect the academic performance of Senior Secondary School Students

To test, the hypothesis, descriptive statistics of mean and standard deviation and regression were conducted to determine the impact of classroom physical environment on students` academic performance.

Table 1: Descriptive Statistics on Classroom Physical Environment and Students` Academic Performance.

	Mean	Std. Deviation	N
Students` Academic Performance	53.68	8.160	401
Classroom Physical Environment	35.80	3.561	183

Table 1 presented mean and standard deviation of classroom environment and academic performance of senior secondary school students. The table showed that the Mean (M=53.68, SD=8.160) and Mean (M=35.80, SD=3.561) represent the Mean of students` academic performance and classroom environment to determine the level of the impact. The result indicated positive impact of classroom environment on students` academic performance.

Table 2 Multiple Regression

Model	R	R Square	Adjusted Square	R Std. Error of the Estimate	Sig.
1	.179 ^a	.032	.027	8.050	0.015

Table 2 presents the multiple regression on classroom environment and students` academic performance. The results indicated that 27% of the variation of the students` academic performance is determined and predicted by classroom environment. The results indicated that there is significant impact of classroom environment on the academic performance of the students. Therefore, the null hypothesis was rejected.

Hypothesis Two: Classroom Environment and Students` Academic Performance by Gender

The null hypothesis was tested at 0.05 level of significance using descriptive statistics (Mean and Standard Deviation) and Multiple Regression.

Table 3 Descriptive Statistics

	Mean	Std. Deviation	N
Students` Academic Performance	53.68	8.160	401
Students Gender	69.44	8.218	183

Table 3 presents mean and standard deviation of students` gender and the academic performance of Senior Secondary School students. The table showed that the Mean (M=53.68, SD=8.160) and Mean (M=69.44, SD=8.218) represent the Mean of students` academic performance and gender of the students. The result indicated that there is no significant difference in the performance of male and female students.

Table 4 Multiple Regression

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.124 ^a	.015	.010	8.120

Table 4 presents multiple regression on the impact of gender on the academic performance of students in Senior Secondary School. The results indicated that 10% of the variance in the academic performance of students is predicted and determined by the students' gender. This means gender of the students has little impact on the academic performance of students. Thus, the null hypothesis was rejected.

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.

Recommendations

Based on the findings of the study, the following recommendations were made:

1. School management should provide all necessary facilities in the classroom in order to create enabling environment for students overall development.
2. School authorities should 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 with adequate equipment should be provided in each school.

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