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Teachers' Perception regarding Classroom Environment and its impact on Students' Academic Performance at Secondary Level in District Faisalabad

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ARTICLE INFO	ABSTRACT
ARTICLE HISTORY Received: August 10, 2023 Accepted: September 13, 2023 Published: September 18, 2023	This study examines teachers' view of a classroom environment and its impact on students' academic achievements. The study involves the role of a teacher in making the classroom environment more conducive and learning-oriented for students. The research objectives of the study are aimed at exploring what type of classroom environment impacts students' academic
KEYWORDS Teacher's perception; Academic performance; Faisalabad	performance more than others, examining the teacher's role in maintaining this environment, see the relationship between a teacher's teaching in a classroom and the performance of the students and to view and differentiate the effective methods of managing the classroom atmosphere and making it more productive. Quantitative research was employed, and a questionnaire was designed for respondents. A population of 200 teachers from different schools in Faisalabad, viz; Workers Welfare School for Boys, Workers Welfare School for Girls, and Government Ali Garh High School were requested to fill out the questionnaire. Statistical analysis through SPSS was applied to calculate and interpret the data. Results indicated that a teacher's perception regarding maintenance and control of the classroom environment directly impacts the students' learning attitude.

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INTRODUCTION

According to Dewey (2007), education comprises everything and is constantly growing. Education develops a sound mind and body; it makes us more aware of ourselves and the environment in which we survive. Holsinger & Cowell (2000) have positioned secondary education in developing countries as a central policy concern of developing countries. According to the writer, secondary education is mandatory in the development of a human being. Educational strategies encompass storytelling, assets of knowledge, training, teaching, and research. According to Jean Piaget, education should focus on the learner's cognitive development, and such knowledge should be provided to them to make their understanding more effective. Any experience that has a formative effect on a person's thinking, feelings, and actions is educational (Aristotle, 2001).

A teacher's perception or attitude towards the classroom can significantly impact the student's performance. Perception is defined as a judgment or demonstrative capability based on knowledge acquired through the teacher's senses, observations, and awareness of some given condition or concept. Perception can also be described as the identification, association, and clarification of information and the environment. There are some elements of the classroom a teacher comes across. These elements directly determine the performance of the students. Martin (2002) drew a relationship between classroom environment and teaching practices. Not only were teachers' behaviors in the classroom recorded, but their impact was also measured to an extent. The research data questioned a teacher's awareness of his environment and his control in molding the classroom environment. Environmental competence is considered a great skill for the teacher. Concerning the classroom environment, the typical teaching strategies are lectures or discussions, simulations, workshopping and problem-solving, learning aids, novelty, open communication, audio-visual aids, and projects as delineated by (Yelon, 1996) and Aslam et al. (2022). Cohen et al. (2009) and Parveen et al. (2021) discussed school climate, organizational patterns, educational policy, and school improvement practices. A literature survey finds that more empirical research shows that a supportive school environment is linked to and/or predictive of student development, teacher retention, academic success, and successful violence prevention. A literature survey finds that more empirical research shows that a supportive school environment is linked to and/or predictive of student development, teacher retention, academic success, and successful violence prevention. These study results clearly show a gap between these findings and state education departments, school climate policies, practice guidelines, and teacher preparation programs. Berret et. al (2015) have worked on estimating the factors in a classroom environment that led to excessive learning. Still, they did not include the role of the teacher and his teaching methodology impacting the students' learning. It is that if classrooms are automated and every student learns independently, there might not be any need for the teacher and his perception of the classroom environment. Al-Rawi (2013) shared his research on teaching methodology and the quality of the education that originates from that specific method. Teaching methods become more efficient when they are performed in quick response to the learner's need. If numerous techniques are blended, effective learning can take place and the teacher can perform his role effectively. His perception will be regarded in enhancing the quality of the classroom. It is up to us to choose which method is more efficient.

REVIEW OF LITERATURE

In the educational process, teachers play a variety of vital roles. Teachers do more than impart knowledge; they also act as learning facilitators, fostering environments that encourage curiosity and comprehension. They offer subjectspecific expertise and serve as mentors and role models for students, encouraging and guiding their academic and personal growth. A crucial component is classroom management, where instructors create order and discipline to maximize the learning process. They are in charge of assessment and evaluation, which includes determining how well students have understood and providing helpful criticism. Teachers must be flexible to modify their approaches to meet the needs and styles of their diverse student body. Ben-Peretz (2001) described the impossible role of teacher in the modern world. The external demands put on the shoulders of the teacher and the always-changing demands from the teacher are not only nerve-wracking but ask a lot from a teacher. The researcher highlights the factors that impact the performance and training of teachers, which are globalization, professionalization, and the never-ending need for experts to come and expose teachers to new teaching methods. Due to given factors, a teacher feels a loss of control, the gap between his professional and self-image, and the demand for teaching context takes a toll on the cerebral capacity of the teacher. But amid all of it, we cannot ignore the teacher's viewpoints. If a teacher is practicing his vision in the class and it is not considered productive or lacks generalization, then issues regarding quality may occur. Now, a question arises: Can learning happen without the presence of the teacher in the class? Well, learning can happen without a teacher, often called self-directed learning. The availability of online resources, learning materials, and problem-solving aids has made it easier for students to learn without teacher mediation. Aslam et al. (2023) and Shafiq & Parveen (2023) have discussed the teacher's absenteeism and learning at the primary level in Faisalabad. The results indicated that teacher absenteeism had a very negative impact on the student's behavior. They showed a particular deal of audacity, their enthusiasm for learning decreased, their academic grades lowered, and their dissatisfaction with the learning environment was shown. Kurt (2021) suggested adaptive learning.

A part of interactive learning in which the needs of the students are being considered. There are several activities like learning pathways, effective feedback, and supplemental material in opposition to a size-fits-all curriculum. Well-developed countries are rapidly adopting this method. Wang et al. (2023) compared adaptive learning style and teacher-oriented learning. It is indicated that adaptive learning made students learn more than the instruction-led small or large classrooms. Modern studies on classroom environment and learning strategies may suggest that the teacher's role has been reduced and his opinion and school of thought do not matter. However, it is envisioned that all the modern techniques of the world are here to assist teachers in making learning more effective.

Machine learning has reduced the teacher's labor, not the teacher's qualities. The teacher who is savvy in new technology is very progressive. Brownell et al. (2006) viewed professional collaboration as a positive trait of a teacher. The present research investigated the differences between teachers who adapt and adopt collaborative strategies quickly and those who don't. The results showed disparities in the participants' understanding of student management, curriculum, pedagogy, student-centered instruction, and their capacity for reflection and instruction adaptation. Implications for enhancing professional cooperation in educational institutions are given. Rouse (2008) discussed the teacher's role and teacher's education. The researcher discussed inclusive practices. According to him, there are some concerns that teachers are not adequately supported and prepared to work in inclusive ways, which makes it challenging to implement the inclusion policy. For schools to be inclusive, educators must take ownership of making sure all students can learn and feel like they belong. Teachers are essential to this task because of their pivotal role in encouraging participation and lowering underachievement, especially in children who may be thought to be struggling learners.

The study examines some of the obstacles that successful inclusive school development faces and proposes that reevaluating educators' identities, roles, and responsibilities is one strategy for overcoming these challenges. (Hughes, 2005) shared the role of the teacher in integrating pedagogy technology. Holt-Reynolds (2000) shared the constructive role in the classroom and also talked about the perception of the teacher and the teacher's beliefs about the role of a teacher. A world of thought where knowledge is viewed as created rather than received, mediated by discourse rather than transferred by teacher talk, explored and transformed rather than remembered as a fixed set of positivistic ideas, gives rise to the constructivist pedagogies that are becoming an increasingly integral part of teacher education course work and expectations. More and more teacher educators are training new teachers in eliciting ideas from students and using those ideas as a foundation for assisting them in developing new, more accurate, more disciplined, or more reasoned understandings. Although proponents of constructivist pedagogies

recognize teachers' obvious role in helping students develop or shape their thinking, Taylor's story, that of an aspiring English teacher, raises the possibility that prospective educators may not fully understand teachers' role in implementing these strategies. Tayor viewed constructivist pedagogies as ends in and of themselves instead of methods for thinking alongside and instructing students. After examining constructivist pedagogy models, Taylor concluded that a teacher fulfilled her role when she successfully engaged students' participation, activated them, and invited them to speak. Holt-Reynold explored how constructivist pedagogies can cause aspiring teachers to project a narrow vision and explained how he came to that conclusion. Kanwel et al. (2021) analyzed the behavior of teachers about the academic wellness of the school students of Faisalabad. With an average score of 31.00, teacher-student communication aids in the teacher's understanding of the student's feelings. With a weighted score of 36.00, most students view their teacher as a role model. The study's main findings were that instructors employed various motivating teaching strategies, felt privileged to be educators, and adjusted to the environments and situations in which they worked. It was discovered that students were happy with their teachers' positive behavior. It was advised that educators act professionally and in a way that fosters a positive relationship with their students to motivate them to pay attention in class. Sabiri et al. (2023) observed the teacher's inclination toward ICT usage in Faisalabad's secondary schools. The study aimed to evaluate the effects of ICT technology in EFL classrooms, including how it improved pedagogical approaches and aided in the teaching and learning process. The study focused on attitudes toward ICT integration due to the progressive era we live in. This study looked at how ICT is incorporated as well as how teachers and students feel about it. Google Forms was used to complete a survey questionnaire, and 25 English teachers participated in the study. The data was analyzed using Microsoft Excel and SPSS. The study's findings showed that instructors had positive attitudes about using ICT. Ullah et al. (2023) observed teaching strategies for teaching English-based curriculum in secondary schools of Faisalabad. It is concluded that teachers are not adequately prepared to teach English-based curricula, and poor classroom management was a factor in the English language learning process. It was found that the two main problems with teachers' proficiency were their inability to speak English fluently and the low socioeconomic status of their students. It is determined that in an English-based curriculum, teachers undervalue their relationships and speak less to their students. Given the study results, English teachers ought to talk steadily and slowly. Teachers should concentrate on vocabulary and fundamental grammar, with a special focus on the English language's structure. It is concluded that teachers are not adequately prepared to teach English-based curricula, and poor classroom management was a factor in the English language learning process. It was found that the two main problems with teachers' proficiency were their inability to speak English fluently and the low socioeconomic status of their students. It is determined that in an English-based curriculum, teachers undervalue their relationships and speak less to their students. Given the study results, English teachers ought to talk steadily and slowly. Teachers ought to concentrate on vocabulary and fundamental grammar, with a special focus on the English language's structure Abbas et al. (2023). Aslam et al. (2022) and Iqbal et al. (2016) studied the job satisfaction of a teacher and student performance. All aspects of job satisfaction showed strong positive correlations with each other, except for supervision and pay. Additionally, a strong correlation was found between teachers' professional experience and ninth graders' academic achievement.

METHODOLOGY

To determine the perceptions of teachers regarding the classroom environment and student's academic performance at the secondary level in district Faisalabad, a quantitative research methodology was used.

Research Design

The study aimed to determine the effect of a teacher's perception regarding the classroom environment, the impact of the classroom environment on student performance, and the relationship between a teacher's teaching methodology and student achievement. A descriptive survey design was used to acquire data from students.

Research Method

Quantitative research was employed as a research method. A questionnaire was designed to get responses from respondents.

Population

The population of this study was chosen from secondary schools. 200 teachers were selected from 2 branches of the school (Workers Welfare School for Boys & Girls Faisalabad). Twenty teachers were chosen to participate in the research at Ali Garh School Faisalabad.

Sampling Technique

A simple random sampling technique was used.

Sample size

A total of 200 teachers were selected from 2 branches of WWSF. These students belonged to the first and second years. The campuses which were selected were:

- Workers Welfare School for Boys Faisalabad_ 80 teachers were selected from this school.
- Workers Welfare School for Girls Faisalabad_ 80 teachers were selected from this campus.
- Ali Garh School for Girls____ 40 teachers were selected from this school.

Instrumentation—instruments/ tools used for the data collection

The primary data collection tool used for this study was a Questionnaire Analysis. A survey paper includes the students' grades, performance rate, and their opinions on the teaching environment.

Validity and reliability of the tools/ questionnaires

Statistical analysis was applied to check and maintain the validity of the questionnaire.

DATA ANALYSIS AND INTERPRETATION

Data Collection

Data collection took place by filling the questionnaire through physical means as well as a spreadsheet attached to the online Google form questionnaire.

Statistical analysis

Data was imported and analyzed through SPSS version 25. To summarize the data into percentages and counts, descriptive analysis was presented. Percentage, standard deviation, mean, and median were determined for the given sample.

Descriptive statistics for demographic variables

To collect the demographic variables of respondents, the data was gathered based on gender, age, marital status, years of employment, type of employment, and education. There are six demographic variables involved in the questionnaire. Their statistical analysis of gender is given below:

Table 1: Gender of the respondents						
Type Frequency Percentage						
57	45.7					
143	54.3					
200	100					
	ender of the Frequency 57 143 200					

According to the statistics, the frequency of gender males who responded to the questionnaire is 57, while that of women is 143. The percentage of male respondents came out as 45.7 percent, while that of female respondents had a rate of 54.3. The rest of the variables were found out this way.

Mean and Standard Deviation of all Demographic Variables

Table 2: Mean a	nd Standard Deviation	n of all demographica	l variables
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Items	Mean	Std. Deviation
Gender	1.67	.444
Age	1.35	.408
Education	7.71	.454
Experience	8.22	.487
Marital Status	0.75	.434
Type of Job	1.30	.481

Descriptive statistical for statements

To acquire the relevant data from respondents, 15 statements were formulated (other than demographic data). The respondents' opinion was taken on the scale of strongly disagree, disagree, neutral, strongly agree, and agree. The frequency, percentage, Mean, and Standard deviation of each statement (15 in total) are given to analyze.

Table 3. I Think Visual Display of the	I harte X, Fley in Llaceroom Hel	n Students Retain More Knowledge
Table 5. I Think visual Display of the		b Students Retain More Rilowieuge

Туре	Frequency	Percentage	Mean	Deviation
Strongly Disagree	100	49.5	-	-
Disagree	70	27.3	-	-
Agree	15	5.9	-	-
Strongly Agree	15	17.3	-	-
Neutral	-	-	-	-
Total	200	100	1.91	1.125

In Table 4 of descriptive analysis for statement no 1, five types of responses are recorded, and their frequencies, percentages, Mean, and St. Deviations are analyzed. From the data, it is evident that the highest frequency is of the response "strongly disagree," and the lowest frequency is of two responses viz, "Agree" and "Strongly Agree," while the neutral type got no responses.

Regarding the percentage, "Strongly Disagreed" got the highest frequency of 49.5%, while Disagree has a frequency of 27.3%. The mean of all the values is 1.91, and the standard deviation for the given type is 1.125.

T think a higher outcome is gained with the discussion style of te					
Туре	Frequency	Percentage	Mean	Deviation	
Strongly Disagree	50	28.5	-	-	-
Disagree	70	42.5	-	-	
Agree	30	15.9	-	-	
Strongly Agree	30	15.3	-	-	
Neutral	-	-	-	-	_
Total	200	100	1.64	.458	_
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Table 4: I think a higher outcome is gained with the discussion style of teaching

Statistical analysis of statement no. 2 indicates that the highest frequency is the type "Disagree," while types like "Strongly disagree", "Agree," and "Strongly agree" come in a succession of two, three, and four, respectively. In percentages, the highest percentage is of type "disagree" and the lowest is "strongly agree". The mean of statement 2 is 1.64, while the standard deviation is .458.

Table 5: I think the Classroom fulfills all the requ	uirements to maximize learnir	١g
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Туре	Frequency	Percentage	Mean	Deviation
Strongly Disagree	70	28.5	-	-
Disagree	50	42.5	-	-
Agree	30	15.9	-	-
Strongly Agree	30	15.3	-	-
Neutral	-	-	-	-
Total	200	100	1.54	.448

The analysis of statement three reflects that the highest frequency is of type "strongly disagree," while at the lowest frequencies, there are two frequencies of "agree" and "strongly agree." The highest percentage is 42%, assigned to the type "disagree," while the lowest is assigned to "strongly agree". The mean for statement three is 1.54, and the standard deviation is .448.

Table 6: The Learning Impact can be enhanced if the mobile eye-tracking approach is used.

Туре	Frequency	Percentage	Mean	Deviation
Strongly Disagree	30	28.5	-	-
Disagree	70	42.5	-	-
Agree	50	15.9	-	-
Strongly Agree	30	15.3	-	-
Neutral	-	-	-	-
Total	200	100	1.34	.778

The analysis of statement four portrays that the highest frequency is of type "strongly disagree" while at the lowest frequencies, there are two frequencies of "agree" and "strongly agree."

The highest percentage is 42%, assigned to the type "disagree," while the lowest is assigned to "strongly agree."

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Туре	Frequency	Percentage	Mean	Deviation	
Strongly Disagree	30	28.5	-	-	
Disagree	70	42.5	-	-	
Agree	50	15.9	-	-	
Strongly Agree	30	15.3	-	-	
Neutral	-	-	-	-	
Total	200	100	1.44	.728	

Table 7: I think yelling and shouting in the classroom can disrupt learning

In statement no 5, the highest frequency is of 'Disagree' the lowest is of 'strongly agree', and the highest percentage is of 'Disagree', with 'Strongly agree' being the weakest while the Mean and Deviation values are 1.44 and .728 respectively.

Table 8: I think there should be standard behaviors of teachers in the classroom

Туре	Frequency	Percentage	Mean	Deviation
Strongly Disagree	30	28.5	-	-
Disagree	70	42.5	-	-
Agree	50	15.9	-	-
Strongly Agree	30	15.3	-	-
Neutral	-	-	-	-
Total	200	100	1.34	.758

In statement no. 6, the highest frequency is of 'Disagree' with a frequency value of 70, and lowest is of 'strongly agree', and the highest percentage is of 'Disagree' with 42.5%. 'Strongly agree' is the weakest, while the Mean and Deviation values are 1.34 and .758, respectively.

Table 9: I get anxious if the administration asks about the academic	performance of Students.
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Туре	Frequency	Percentage	Mean	Deviation
Strongly Disagree	30	28.5	-	-
Disagree	70	45.5	-	-
Agree	50	15.9	-	-
Strongly Agree	30	15.3	-	-
Neutral	-	-	-	-
Total	200	100	1.34	.798

In statement no 07, the highest frequency is 'Disagree' of 45.5, and the lowest is 'Strongly agree'. The highest percentage is 'Disagree' with 45.5%, and 'Strongly agree' is the lowest. Meanwhile, the mean and deviation values are 1.34 and .798 respectively.

Table 10: I have high expectations from self-confident students

Туре	Frequency	Percentage	Mean	Deviation
Strongly Disagree	30	28.5	-	-
Disagree	70	45.5	-	-
Agree	50	12.8	-	-
Strongly Agree	30	17.3	-	-
Neutral	-	-	-	-
Total	200	100	1.56	.334

In the statement no. 08, the highest frequency is allotted to the 'Disagree' type. The lowest one is assigned to 'Agree'. The percentage is highest for the Disagree type and is lowest for the 'Agree' type. The mean and deviation values for statement no 08 are 1.56 and .334, respectively.

Table 11: I think teachers discriminat	e against students based (on their gender.
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Туре	Frequency	Percentage	Mean	Deviation
Strongly Disagree	70	28.5	-	-
Disagree	40	42.5	-	-
Agree	50	15.9	-	-
Strongly Agree	20	15.3	-	-
Neutral	-	-	-	-
Total	200	100	1.75	.112

In statement no 09, the highest frequency is allotted to the 'Strongly Disagree' type. While the lowest one is assigned to the 'Strongly, Agree.' The percentage is highest for the 'Disagree' type and is lowest for the 'Strongly Agree' type. The mean and deviation values for statement no 08 are 1.75 and .112, respectively.

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Туре	Frequency	Percentage	Mean	Deviation
Strongly Disagree	30	28.5	-	-
Disagree	70	42.5	-	-
Agree	50	15.9	-	-
Strongly Agree	30	15.3	-	-
Neutral	-	-	-	-
Total	200	100	1.22	.889

Table 12: I think secondary schools must lay the foundation of quality education.

In statement no 10, the highest frequency is of 'Disagree' the lowest is of 'strongly agree and disagree', and the highest percentage is of 'Disagree', with 'Strongly agree' being the weakest while the Mean and Deviation values are 1.22 and .889 respectively.

Table 13: I think a teacher should be available after class.				
Туре	Frequency	Percentage	Mean	Deviation
Strongly Disagree	30	28.5	-	-
Disagree	70	42.5	-	-
Agree	50	20.9	-	-
Strongly Agree	30	10.1	-	-
Neutral	-	-	-	-
Total	200	100	1.22	.698

In statement no 11, the highest frequency is 'Disagree' with 70 frequency the lowest is 'Strongly agree' is 10.1, and the highest percentage is 'Disagree' with 'Strongly agree' being the weakest while the Mean and Deviation values are 1.22 and .698 respectively.

Table 14: I Think the Popularity of a Student affects his academic performance.

Туре	Frequency	Percentage	Mean	Deviation
Strongly Disagree	30	28.5	-	-
Disagree	70	42.5	-	-
Agree	50	15.9	-	-
Strongly Agree	30	15.3	-	-
Neutral	-	-	-	-
Total	200	100	1.34	.778

In statement no 12, the highest frequency is 'Disagree' with a frequency value of 70, and the lowest is 'strongly agree' with a frequency value of 15.3. The highest percentage is of 'Disagree', with 'Strongly agree' being the weakest, while the Mean and Deviation values are 1.34 and .778, respectively.

 15. I tillik a teacher should rebake a stadent for not doing home					
Туре	Frequency	Percentage	Mean	Deviation	
Strongly Disagree	20	28.5	-	-	
Disagree	100	42.5	-	-	
Agree	50	15.9	-	-	
Strongly Agree	30	15.3	-	-	
Neutral	-	-	-	-	
Total	200	100	1.11	.222	

Table <u>15</u>: I think a teacher should rebuke a student for not doing homework.

In statement 13, the highest frequency is 'Disagree' with a frequency value of 100, and the lowest is 'Strongly disagree' with a frequency value of 20. The highest percentage is of 'Disagree', with 'Strongly Agree' being the weakest, while Mean and Deviation values are 1.11 and .222, respectively.

Table 16: I think a teacher's positive academic emotions impact the student's performance

Туре	Frequency	Percentage	Mean	Deviation
Strongly Disagree	20	28.5	-	-
Disagree	80	42.5	-	-
Agree	50	15.9	-	-
Strongly Agree	30	15.3	-	-
Neutral	-	-	-	-
Total	200	100	1.41	.668

In statement no 14, the highest frequency is 'Disagree' with a frequency value of 80, and the lowest is 'strongly agree' with a frequency value of 15.3. The highest percentage is of 'Disagree', with 'Strongly agree' being the weakest, while the Mean and Deviation values are 1.41 and .668, respectively.

Table 17: I think a teacher should motivate his students to become efficient in academics

Туре	Frequency	Percentage	Mean	Deviation
Strongly Disagree	20	15.5	-	-
Disagree	30	28.5	-	-
Agree	100	42.5	-	-
Strongly Agree	50	15.3	-	-
Neutral	-	-	-	-
Total	200	100	1.21	.668

In the statement no.15, you can see the stats with the highest frequency of 'Agree,' the lowest one of 'strongly disagree' and the highest percentage of 'Agree' with 'strongly agree' being the lowest while the Mean and Deviation values are 1.21 and .668 respectively.

The Mean and Standard deviation of all the statements

Table 18: Mean and Standard Deviation of all the statements

Sr. #	Item	Mean	Standard
			Deviation
1	I Think Visual Display of the Charts & Flex in the Classroom Help Students Retain more knowledge	1.91	1.125
2	I think a higher outcome is gained with the discussion style of teaching.	1.64	.458
3	I think the Classroom fulfills all the requirements to maximize learning.	1.54	.448
4	The Learning Impact Can be enhanced if the mobile eye-tracking approach is used.	1.34	.778
5	I think yelling and shouting in the classroom can disrupt learning	1.44	.728
6	I think there should be standard behaviors of teachers in the classroom	1.34	.758
7	I get anxious if the administration asks for the academic performance of Students.	1.34	.798
8	I have high expectations from self-confident students.	1.56	.334
9	I think teachers discriminate against students based on their gender.	1.75	.112
10	I think secondary schools must lay the foundation of quality education.	1.22	.889
11	I think a teacher should be available after class.	1.22	.698
12	I think the Popularity of a Student affects his academic performance.	1.34	.778
13	I think a teacher should rebuke a student for not doing homework.	1.11	.222
14	I think a teacher's positive academic emotions impact the student's performance	1.41	.668
15	I think a teacher should motivate his students to become efficient in academics	1.21	.668

In table no 18, fifteen statements are discussed from the point of view of Mean and Standard Deviation. These statements are related to the perception of teachers regarding the classroom environment and student's academic performance at the secondary level in District Faisalabad. By getting introspection of every statement, it is inferred that the highest mean for the given values is of the statement "I Think Visual Display of the Charts & Flex in Classroom Help Students Retain more knowledge" with the value of 1.91. In contrast, the lowest value is assigned to statement number seven" I get anxious if administration asks for the academic performance of Students?" with a value of 1.34. The mean of most of the values exceeds 1.34 if looking closely at the table.

Inferential Statistics for Demographic Variables

A t-test is to be applied to get the inferential statistics for demographic variables. The statistics found after the test are given below;

Table 19: <i>t</i> -test for the demographic variable age									
Categories	М	S. D	Df	t	р				
25-30	1.67	.898	217	2.2134	0.0387				
30-35	1.89	.512							

The table shows the p-value is .0387, which is less than .05, so the difference between the ages 25-30 years and 30-35 years is significant.

Table 20: <i>t</i> -test for the demographic variable gender										
	Categories	М	S. D	Df	t	р				
	Male	1.64	.838	233	2.43	0.077				
	Female	1.59	.521							

The table shows the p-value is .077, which is less than .05, so the difference between the genders is significant.

RESULTS AND DISCUSSION

It was found that the majority of the respondents were well aware of the importance of the perception of teachers regarding the classroom environment and its impact on students' performance. In the data collection survey, 200 respondents actively participated from 2 different campuses of the school. From the statistical table, it is easy to get that the frequency of male respondents was 57 and that of female respondents was 143, making the percentage of each 45.7 and 54.3, respectively.



Fig. 1: Chart of Mean and Deviation of all variables.

The mean values for the demographic statistics like gender, age, education, marital status, experience, and type of job are 1.67, 1.35, 7.71, 0.75, and 1.30, respectively. The standard deviation for the same items is .444, .408, .454, .434, .487, and .481, respectively. The mean of the values was larger than 0.5, and the largest value was 7.71, and the lowest mean was 0.75. The standard deviation ranged from .408 to .487, with these values designated as highest and lowest, respectively. The questionnaire had 15 statements, the responses of which were manipulated using statistical software called SPSS. The highest mean was of the statement "I Think Visual Display of the Charts & Flex in Classroom Help Students Retain more Knowledge" with 1.91 of the value, while the lowest was statement no. 11, which was "I think a teacher should rebuke a student for not doing homework?" It had a value of 1.11. Table no. 4.8 spoke about all the statements and their means collectively.

In Table 19, we got the t-test for the demographic variable age. The p-value was smaller than 0.5, so the age factor would be considered significant in our study. In Table 4.20, the t-test was applied to the demographic variable of gender. The difference in the genders was less than 0.5, so the gender variable was considered significant for the study.







Fig. 3: t-test for demographic variable 'age'.

The data collection from the teachers who were the respondents shows that their perception has a positive effect on the classroom environment. It means that if a teacher thinks that the environment has a negative or positive effect on a student's performance, then the student's performance will be directly affected by the phenomenon. Changing the environment into a more learning-based atmosphere could help pupils retain more knowledge.

DISCUSSION

Examining the impact of teachers' judgments on students' achievement was the primary goal of this study. There is a high correlation between teachers' impressions of the classroom surroundings and their impact on students' academic progress, according to an earlier study.

The main objectives of education and student accomplishment were underlined (Harman, 2010). The findings from the 220 school instructors backed up the research's goals. The results revealed a considerable discrepancy in the respondents' ages and genders. According to the tests, there was a substantial difference between age and gender.

After gathering information from educators, we discovered that educators watch for certain anomalies in the classroom that might affect students' performance. According to research cited by (Longden, 2010), kids appreciate teachers who are aware of the classroom environment and share it with the administration. In this study, data analysis was carried out using SPSS, and quantitative research was conducted using a random sample technique. When the relationship between the statements was probed, it was found that many teachers think that ICT helps improve the classroom environment and helps in learning. Many of the teachers thought that the discussion style of learning was the best learning. Most of the teachers thought that the behavior of instructors matters in creating the morally correct students. The results of the statement were positive, where teachers agreed to motivate their students to become better performers.

RECOMMENDATIONS

Teachers' perceptions of the classroom environment greatly impact how well students perform. A student's perception of his teachers can shape the entire learning process, enabling him to learn more and more and improve his academic performance. The following are some suggestions about how teachers should perceive the classroom environment and its effects:

- Try to create a positive classroom atmosphere while teaching. It will lead to a fostered level of collaboration, respect, and integrity between whole classes. The students' engagement in the classroom will improve, leading to good results.
- Effective classroom management should take place under the supervision of teachers. If solid classroom management skills are developed, the class will be more controlled.
- Regular communication should happen between students and teachers. It can help a teacher gain insight into students' aspirations and motivations and would improve the instructional strategies of teachers as well.
- Student-centered activities should happen in the classroom that would lead to increased collaboration among students and teachers. It will give students more confidence in their ability to lead.
- The environment must be celebratory. Small and large successes must be celebrated to increase harmony and friendship among students.
- An instructor must give students a chance to self-reflect. He must push them to think about their goals, achievements, and how they want to represent themselves.

CONCLUSION

Teachers' view of the classroom directly influences the students' academic performance. This study described the perception of teachers and its effect on the students. The positive perception of the teacher resulted in a positive impact on the students, while negative traits and perceptions of the teacher had a terrible impact on the academic performance of the students in Faisalabad. This research is significant due to its validity and the active participation of the respondents. This research will level the ways for other researchers to dig deep into the correlation of teachers' perceptions with the changing demands of education and students' academic performances.

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