Ilkogretim Online - Elementary Education Online, Year; Vol 20 (Issue 5): pp. 758-770
http://ilkogretim-online.org
doi: 10.17051/ilkonline.2021.05.80

A Students' Perspective on Classroom Learning Environment in Secondary Schools of Pakistan

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Abstract- The present government has introduced many changes in the form of computer labs, new teacher recruitment policy, infrastructure, and facilities in the classroom. This research wasdesigned to explore the perception of students about classroom environment in the context of new developments. What'sgoing on this classroom (WIHIC)?Questionnairefor this study is used worldwide for assessing psychosocial learning environment of schools. For this study twenty government high schools, 10 boys and 10 girl schools were selected randomly from 300 schools. From these 20 schools 2846 students, 1347 students of 9th class and 1499 student from 10th classwere selected on the base of availability students in a certain class. The psychometric properties of WIHIC were calculated and discussed in the study context.The Reliability coefficient of WIHIC instrument was .902 and its scales ranged from .67 to .87. Parametric statistics were applied to answer the research questions. Results revealthe significant difference between boys and girls on six scales of WIHIC. The perception of girls about classroom environment is better than that of boys on five scales of WIHIC except on teacher support scale. The perception of 9th and10th classboys on five scales except equity was significantly different whilst there was significant difference in perception of 9th and 10th class girls on student cohesiveness, association, taskdirection and participation.The study recommended that the government and other stakeholders should improve classroom environment especiallyinvolvement of students, teacher supportand cooperation.

Keywords: Learning environment. Classroom environment, classroom improvement

I. INTRODUCTION

Policy makers, School administration and parents are always interested in students' outcomes. Many factors effect students 'outcomes and one of them is classroom environment. During school education students spend more than five hours of a day in a classroom withinteraction of different teachers.Classroom environment is one of the nine major determinants which influence students' outcome (Walberg, 1981). Fraser (1989) expressed his views on effect of classroom environment on students learningas 'subtle and nebulous'. Past researches have also revealed that the learning climateis a confirmingenforcing part of learnerdispositions (Dorman, 2001; Walker, 2006).Students' involvement with class mates for academic purpose is an indication of their interest and struggle for improving their learning. Many studies have demonstrated that students were more active in learning (Tinnesz, et al. 2006) where they were more involved, aware and engaged with their environment.

The learning environment is a situation in which learning initiate, develop, flourish and get new horizons. Learning environment is name of culture, atmosphere where learning take place. Classroom environment is composition of human and physical environments.Human environment comprised the pupils, teacher'sstudents interaction and teachers,physical environment containsinfrastructure of the school and classroom (Fraser,1998a). Moos (1979) formulated conceptual framework for assessing classroom setting, and classified the classroom setting into three dimensions: the environment as having relationship dimension, personal growth element, system maintenance and system change dimension. Relationship measurements concerned aboutnature and strength of individual relationship, while self-improvementmeasurements focuses on personal development and system maintenance. System change measurement surveys the degree to which the climate is organized, clear in assumptions, keeps up control and receptive to change (Bell & Aldridge, 2014).

The studies over eight decadeson classroom environment build upon on early work of Lewin, Murray and their followers. Lewin (1936) did work on the field theory and acknowledged that human behaviour is function of interaction of personal characteristics of the individual and the environment (Fraser, 1989). In 1938,Murray suggested a need-press modelwhich permits the undifferentiated representation of person

and situation in common terms. Personal needs motivate personal characteristics to obtaindefinite goals.Individual requirements arrange for external situational complement which helps or upsets the appearance of stewed personality needs (Elliot, & Church, 1997). In 1968 Walberg and Moos developed learning environment Inventory (LEI) to assess effects of activities conducted in Physics classroom (Walberg and Anderson, 1968). In 1974,Moos and Ticket developed classroom environment scale (CES). The work of Walberg and Anderson (1968), Moos and Ticket (1974) led in a new research area for educational researchers which are still attracting more researchers.

It is very important to differentiate between classroom environmentand school environment. In classroom environment psychosocial factors and classroom facilities are more dominant and in school environment school administration and school infrastructure are dominant. The assessment of classroom environment is also vitalfor the teacher awarenessand is only successful when it is connected to classroom climate (Guskey, 1986).
The research studies conducted over the last 60 years have revealedthat the quality of classroom environment is important predictor of student learning (Dorman, 2003; Fraser, 1998b). It is need of present situation to investigate what is happening in classrooms to maximise the possibilities for student learning and for creation of sustainable learning environment.

Statement of the problem

School education in Pakistan have been struggling and stabilising for improvement since 1947. The focus of education is to refine all aspects of development e.g. cognitive, emotional, social and physical. The study of classroom environment can help to understand the process exercised by school administration and efforts to improve classroom environment. In the light of this study further steps can be suggested for betterment.

Purpose of the study

To assess classroom environment in all its dimensions and suggest improvement on the basis of contemporary researches and findings is the purpose of the study.

Research Questions

1. What is perception level of students on different dimensions of classroom environment?
2. What is the difference in boys' and girls' perception regarding different dimensions of classroom environment?
3. What is the difference in perception of 9th and 10th class students regarding different dimensions of classroom environment?

Research Hypotheses

1. There is no significant difference in male and female students about different dimensions of classroom environment.
2. There is no significant difference in 9th, 10thclass studentsabout different dimensions of classroom environment.
3. There is no significant difference in interaction of gender and class regarding different dimensions of classroom environment.

Design of the study

The study is quantitative in nature and survey design was selected. It utilized questionnaire to collect data from students of different schools. Students are in better position because they observe and attenddiverse learning settings and spend a plenty of period in the class to form exact expressions (Fraser 1998). Student perceptions provide reliablejudgment of instructor practices as they have invested enough energy in a class (Fraser, 2007).

The population of the study was all urban public schools of Lahore. Private schools were not included because of diversity and category in their classroom environments. Twenty schools, 10 boys and 10 girls schoolwere selected randomly from 300 high schools of urban area of Lahore. From 20 schools, 2846 students of 9th and10thclasses were selected on the basis of their presence in the class at the time of survey. Details of sampling is presented in Table 1.

Table 1: Description of Sample by Classes, Subject and Gender (N=2846)

Class	Male	Female	Total
9th	654	693	1347

10th	742	757	1499
Total	1396	1450	2846

Study Instrument

For this study,what Is Happening In this Classroom? (WIHIC) questionnaire developed byFraser,et al. (1996) was adapted to use in Pakistani context.Originally this questionnaire consisted of 90 itemswithnine scalesversion but in this study selected 48 items, six scales. This is most often used for classroom environment everywhere in the world today (Fraser,2012). Dorman stated (2008, p.181), "The WIHIC has achieved almost bandwagon status in the assessment of classroom environment". This questionnaire has been translated into more than10 major languages of the world. The questionnaire fulfilsmost of psychometric properties i.e. factorial validity, construct validity, internal consistency, good fit of models to the data(Dorman 2008).

Table 2: Reliability and validity of instrument

	Coefficient alpha		ANOVA Results		Scale Statistics			
	Student	Within-School	F(39,2807)	η^2	Mean	SD	Skewness	Kurtosis
Student cohesiveness	0.67	0.85	7.18***	.091	30.07	5.62	-0.77***	0.88***
Teacher support	0.78	0.94	13.76***	.160	26.72	6.72	-0.23***	-.67***
Involvement	0.67	0.89	7.28***	.092	26.63	6.19	-0.10*	-0.33**
Task orientation	0.76	0.86	5.06***	.066	32.91	5.88	-1.08***	0.87***
Cooperation	0.74	0.90	5.74***	.074	28.32	6.39	-0.37***	-0.28**
Equity	0.87	0.96	5.22***	.068	31.44	7.81	-0.93***	0.18

* Scale statistics are based on individual scores. *$p < 0.05$. **$p < 0.01$. ***$p < 0.001$.

Cronbach alpha of the instrument was calculated for every scale and is presented in Table 2 for students and class means. Reliability of different scales ranged from 0.67 to 0.87 for student as unit of analysis and reliability ranged from 0.85 to 0.96 for class means as the unit of analysis which is higher as compared to individuals.ANOVA was conducted for every scale to separate between the views of students in various classes. Results of ANOVA show significant difference between perceptions of students in different classroom environments for all scales. The η^2 statisticranged from 0.068 to .160 for diverse WIHIC scales for the student sample.The high mean scores on each scale suggest positive environment in classroom with the mean score ranging from 26.63 to 31.44. The students perceived task orientation equity, student cohesiveness more positively.

Table 3: Factor loading for the WHICI instrument

	Rotated Component Matrix					
	Factor loading					
	Student cohesiveness	Teacher support	Involvement	Task Orientation	Cooperation	Equity
SC1	.499					
SC2	.638					
SC3	.621					
SC4	.566					
SC5	.315					
SC6	.356					
SC7	.478					
SC8	.354					
TS1		.857				
TS2		.858				
TS3		.581				
TS4		.633				
TS5		.508				
TS6		.561				
TS7		.320				
TS8		.419				

	Rotated Component Matrix					
	Factor loading					
	Student cohesiveness	Teacher support	Involvement	Task Orientation	Cooperation	Equity
IN1			.553			
IN2			.614			
IN3			.152			
IN4			.610			
IN5			.323			
IN6			.528			
IN7			.397			
IN8			.480			
IV1				.264		
IV2				.463		
IV3				.504		
IV4				.620		
IV5				.640		
IV6				.666		
IV7				.671		
IV8				.603		
TO1					.447	
TO2					.477	
TO3					.612	
TO4					.635	
TO5					.557	
TO6					.572	
TO7					.446	
TO8					.310	
E1						.539
E2						.648
E3						.670
E4						.696
E5						.728
E6						.701
E7						.654
E8						.673
% Variance	2.99	6.03	3.07	4.85	4.08	19.79
Eigenvalue	1.43	2.89	1.47	2.31	1.96	9.50

N=2846 in 40 classes in Urban Lahore, Extraction method: Principal component Analysis,Rotation Method: Varimax with Kaiser Normalization, Rotation converged in 7 iteration

Factor analysis techniques is used to explore underlying structure of the data, that clarify the greater part of the difference saw in the manifest variables (Kim& Mueller, 1982). Factor analysis, varimax rotation and Kaiser Normalization complete the previous studies conducted in different countries of the world. Table 3 shows that item IN3 and IV1 are the only ones,in factor loading is less than 0.3, otherwise all items have loading larger than 0.3.Bottom of the table 3 presents the percentage of variance for ranges from 2.986 to 9.503 for diverse scales, by a total of 40.81%.

Validation of WIHIC

Confirmatory factor analysis was conducted to validate the WIHIC questionnaire. This analysis was carried out using Amos22. Confirmatory factory analysis for the measurement model formed the following results, comprising 48 items with 8 items on each 6 scales. While the RMSEA value was .067,GFI,PGFI,PNFI values were .77, .71, .69 separately. On the basis of standard values results indicate a reasonable validity, but not perfect.Figure 1 belowalso indicates the regression coefficient for this model ranged 0.58 to 3.249 while measurement error ranged 0.005 to 2.33 The standard values for better fit model are: the value of RMSEA should be close to zero for best fit, the value of Good Fit Index (GFI) is supposed very good for above 0.95 and the value of PGFI and PNFI lies from 0 to 1 and close 1 is considered as best value.

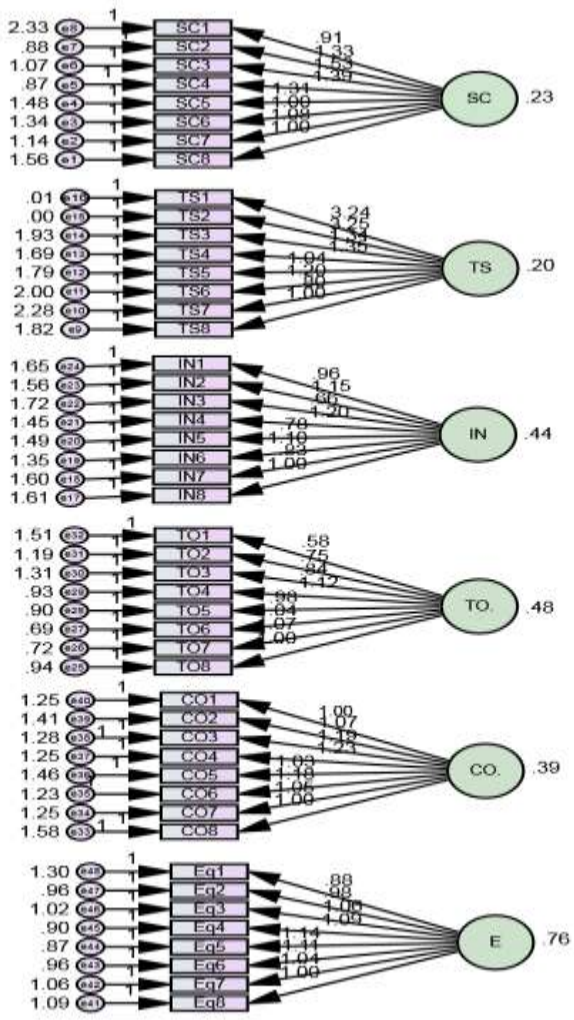

Fig1: Measurement model for the WIHIC

Data collection techniques

List of 300 Government high schools were obtained from Directorate of Public Instruction Punjab (DPIP) secondary schools Lahore After random selection of schools,consent of school heads was taken. A schedule of visits was planned. Through telephone, school heads were informed about the visits of schools. Data were collected in 20 working days. One day for one school. For one school two researchers visited the schooland administered the WIHIC questionnaires to 9th and 10th classes.The admiration and recovery of questionnaire took time of two months. 3500 copes were administered but 2846 copies retrieved valid and was used for analysis of data.

Data analysis techniques

The questionnaires related to each school were sorted and arranged according to roll numbers. Incomplete questionnaires were discarded and placed separately. SPSS grid sheet for variables prepared and data were stored and entered in SPSS grid sheet. Data were cleaned and made ready for analysis after entering. Frequency distribution of Gender and class were calculated. Reliability coefficients for each scale were computed, factor analysis and confirmatory analysis was run. For hypnotises analysis MANOVA, ANOVA and t-test analysis were employed and the level of significance was established at 0.05.

II. RESULTS

Table 3: Multivariate tests: Effect of Gender and class on score of six scales of WIHIC

Groups	Pillai's trace value	F	Hypothesis of df	Error df	p	η^2
Gender	.035	17.076	6	3837	<.001	.035
Class	.003	1.525	6	3837	.1666	.003
Gender x Class	.014	6.736	6	3837	<.001	.014

Using Pillai's trace, there was significant effect of Gender on scores of six scales of WIHIC, (V=.035, F (6, 3837) =17.076, p<.001). There was no significant effect of Class on scores of six scales of WIHIC, (V=.003, F (6, 3837) =1.525, p=.167). There was significant effect of interaction of Gender & Class on scores of six scales of WIHIC, (V=.014, F(6, 3837)=6.736, p<.001).

Table 4: ANOVA tests: Effect of Gender and class on score of six scales of WIHIC

Groups	Dimensions of WIHIC	Type III Sum of Square	df	Mean square	F	p	η^2
Gender (Boys, Girls)							
	Student Cohesiveness	5.64	1	5.64	11.55	.001	.004
	Teacher support	7.88	1	7.88	8.58	.003	.003
	Involvement	14.88	1	14.88	25.25	.000	.009
	Task Orientation	12.88	1	12.88	24.16	.000	.008
	Cooperation	14.35	1	14.35	22.77	.000	.008
	Equity	17.77	1	17.77	18.77	.000	.007
Class (9^{th}, 10^{th} class)							
	Student Cohesiveness	1.75	1	1.75	3.58	.058	.001
	Teacher support	1.22	1	1.22	1.32	.250	.000
	Involvement	0.01	1	0.01	0.01	.921	.000
	Task Orientation	0.03	1	0.03	0.06	.813	.000
	Cooperation	0.14	1	0.14	0.22	.637	.000
	Equity	0.62	1	0.62	0.65	.420	.000
Gender x Class							
	Student Cohesiveness	10.13	1	10.13	20.75	.000	.007
	Teacher support	6.71	1	6.71	7.31	.007	.003
	Involvement	12.72	1	12.72	21.59	.000	.008
	Task Orientation	11.36	1	11.36	21.31	.000	.007
	Cooperation	7.29	1	7.29	11.56	.001	.004
	Equity	2.67	1	2.67	2.82	.093	.001

The results of ANOVA shows in table 4, Separate ANOVs for each scale was conducted to see effect of Gender, Class and interaction of gender & class on Student Cohesiveness, Teacher support, Involvement, Task Orientation, Cooperation and Equity. There was ignificant effect of gender on Student Cohesiveness, Teacher support, involvement, task orientation, cooperation and equity. Many studies have reported that female perception is more positive as compared to males'. (Byrne, et al. 1986; Owens & Straton,

1982).There was no significant effect of class on six scales of WIHIC. There was significant effect of interaction of Gender & class on five scales of WIHIC except equity.

Table 5:Means and Standard Deviations of Scores of Six Scales of 9thClass and 10thClass of Boys and Girls

	Male						Female					
	9th class		10th class				9th class		10th class			
	M	*SD*	*M*	*SD*	*t*	*p*	*M*	*SD*	*M*	*SD*	*t*	*p*
Student cohesiveness	3.63	0.74	3.98	0.79	4.21	<.001	3.84	0.65	4.25	0.61	2.06	.040
Teacher support	3.80	0.76	4.10	0.77	2.95	.003	3.77	0.64	4.11	0.73	1.03	.302
Involvement	3.32	0.87	3.42	0.82	3.30	.001	3.32	1.05	3.67	0.78	3.28	.001
Task orientation	3.46	0.89	3.51	0.77	2.87	.004	3.26	1.01	3.55	0.80	3.74	<.001
Cooperation	3.19	0.73	3.83	0.96	2.04	.041	3.47	0.81	4.05	0.93	2.77	.006
Equity	3.32	0.75	3.87	1.04	.590	.555	3.33	0.77	3.96	0.95	1.84	.067

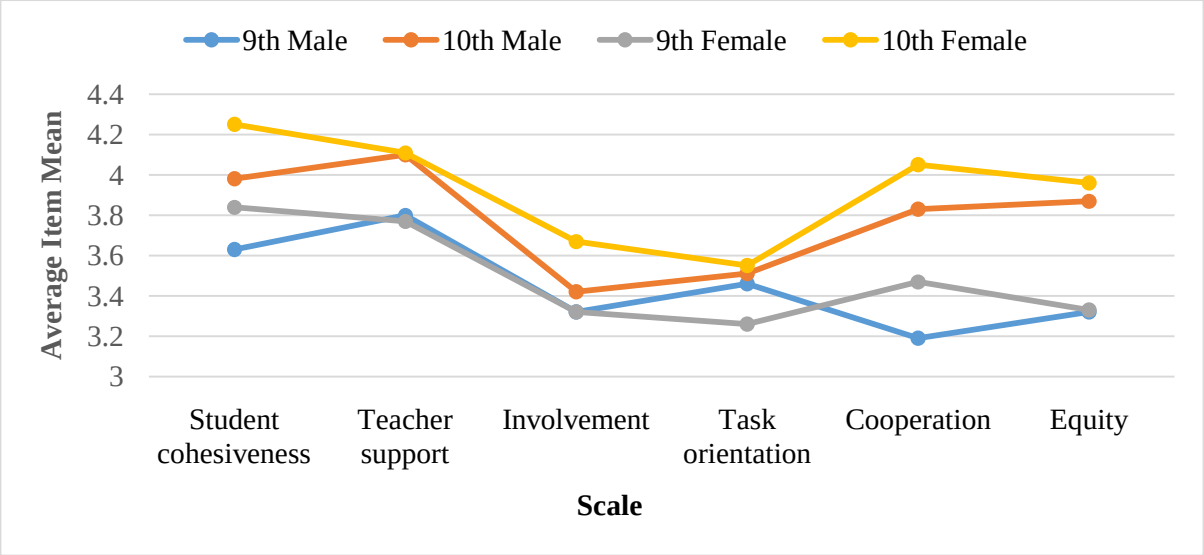

Fig 2. Average 9thmale, 10thmale, 9thfemale and 10th female students' scores for perceived classroom environment

The 10th classmalesperceived a more constructive classroom environment as related to 9th males.There was significant difference between 9th class and 10th class of male students regarding Student cohesiveness, teacher support, involvement, task orientation and cooperation.The 10th class females perceived more constructive classroom environment as associated to 9th females. There was significant difference between 9th class and 10th class of female students regarding Student cohesiveness, involvement, task orientation and cooperation.

Table 6: 9thclass students' perception for each WIHIC scale of 10 male schools

	Student Cohesiveness		Teacher Support		Involvement		Task Orientation		Cooperation		Equity	
Sr#	*M*	*SD*	*M*	*SD*	*M*	*SD*	*M*	*SD*	*M*	*SD*	*M*	*SD*

A	3.70	0.64	3.16	0.88	3.08	0.64	4.05	0.76	3.27	0.80	3.94	0.92
B	3.80	0.51	3.65	0.82	3.56	0.75	4.13	0.63	3.60	0.79	3.98	0.90
C	3.82	0.62	3.36	0.83	3.42	0.82	4.06	0.62	3.69	0.78	4.03	0.90
D	3.42	0.86	3.20	0.91	3.11	0.74	4.00	0.84	3.48	0.81	3.81	1.01
E	3.57	0.71	3.39	0.84	3.10	0.75	3.91	0.74	3.18	0.79	3.63	0.93
F	3.36	0.84	3.33	0.92	3.20	0.69	3.53	0.97	3.30	0.87	3.45	0.96
G	3.66	0.77	3.43	0.78	2.96	0.63	4.12	0.75	3.35	0.87	4.02	0.94
H	3.98	0.50	3.73	0.64	3.33	0.45	4.22	0.52	3.59	0.64	4.06	0.66
I	3.86	0.61	2.98	0.74	3.31	0.73	4.17	0.59	3.65	0.66	3.58	0.72
J	4.30	0.24	2.80	0.61	2.96	0.64	4.39	0.49	3.89	0.83	2.96	1.52

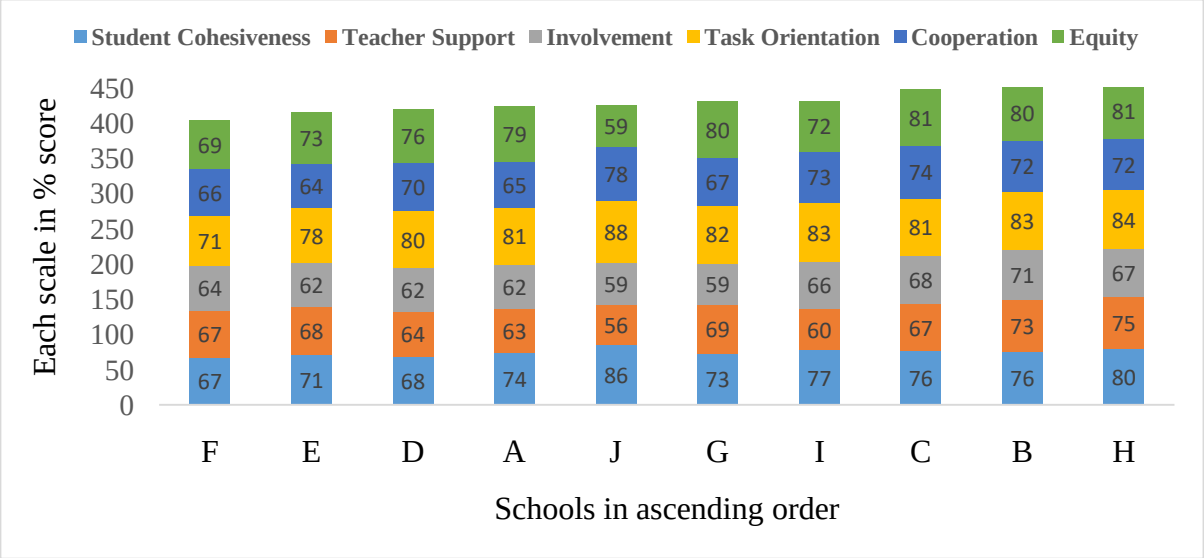

Fig 3: 9th class students' perception (%) for each WIHIC scale of 10 male schools

The purpose of this analysis is to compare different schools regarding WIHIC scales. The schools which are better in classroom environment, contribute in this regard. The classroom environment of H schools is most positive and F school is least positive in classroom environment whereas Student cohesiveness (86%), task orientation (88%) and cooperation (78%) of J school, Teacher support (75%) and equity (81%) of H school, equity (81%) of C school involvement (71%) of B school are the highest.

Table 6: 10th class students' perception for each WIHIC scale of 10 male schools

	Student Cohesiveness		Teacher Support		Involvement		Task Orientation		Cooperation		Equity	
Sr#	*M*	*SD*	*M*	*SD*	*M*	*SD*	*M*	*SD*	*M*	*SD*	*M*	*SD*
A	3.82	0.67	3.55	1.00	3.42	0.76	3.97	0.85	3.53	0.74	4.13	0.83
B	3.82	0.67	3.46	0.96	3.32	0.74	4.24	0.70	3.49	0.82	3.93	1.12
C	3.88	0.81	3.39	0.81	3.22	0.91	3.76	0.89	3.40	0.77	3.47	1.03
D	4.09	0.51	3.02	0.97	3.27	0.79	4.25	0.62	3.70	0.73	3.92	1.10

E	3.72	0.71	3.41	0.97	3.30	0.83	4.14	0.69	3.36	0.82	3.80	1.12
F	3.61	0.73	3.45	0.88	3.28	0.64	4.03	0.74	3.56	0.73	3.84	0.82
G	3.76	0.91	3.68	0.69	3.25	0.66	4.28	0.77	3.66	0.77	4.23	0.88
H	3.69	1.05	3.78	0.55	3.27	0.49	4.03	0.99	3.58	0.77	3.78	0.99
I	3.84	0.71	3.39	0.89	3.44	0.81	4.26	0.63	3.48	0.77	3.80	1.21
J	3.78	0.68	3.48	0.83	3.43	0.73	4.24	0.61	3.36	0.74	3.72	1.21

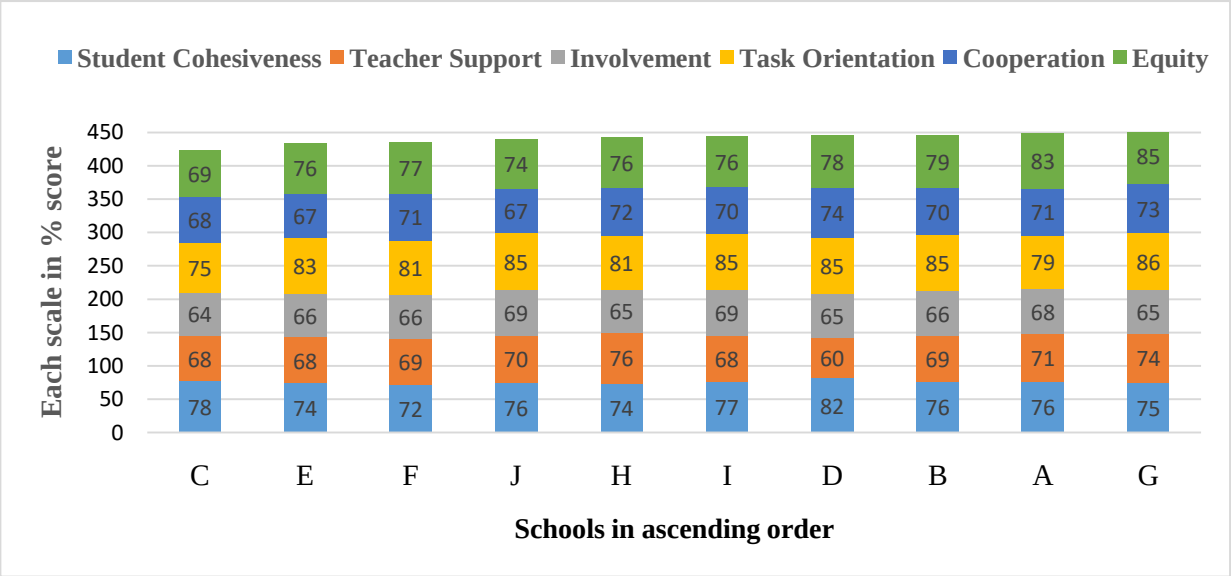

Fig 4: 10th class students' perception for each WIHIC scale of 10 male schools

The classroom environment of G schools is most positive and C school is the least positive in classroom environment where. Student cohesiveness (82%) and cooperation (74%) of D school, Teacher support (76%) of H school, involvement (69%) of I school, task orientation (86%) and equity (85%) of G school are the highest.

Table 7: 9th class students' perception for each WIHIC scale of 10 female schools

	Student Cohesiveness		Teacher Support		Involvement		Task Orient.		Coop.		Equity	
Sr#	*M*	*SD*	*M*	*SD*	*M*	*SD*	*M*	*SD*	*M*	*SD*	*M*	*SD*
K	4.42	0.31	4.04	0.50	4.10	0.70	4.54	0.47	4.06	0.43	4.47	0.60
L	3.48	0.62	2.24	0.73	3.08	0.75	4.32	0.55	3.57	0.81	3.67	1.03
M	3.85	0.62	3.07	1.21	3.50	0.81	4.34	0.48	3.97	0.74	3.99	0.93
N	3.83	0.66	3.79	0.92	3.57	0.74	4.09	0.75	3.68	0.75	4.19	0.77
O	3.98	0.61	3.52	0.82	3.69	0.66	4.23	0.64	3.78	0.73	4.18	0.75
P	3.76	0.68	3.45	0.91	3.18	0.76	4.15	0.60	3.36	0.78	3.80	1.04
Q	3.80	0.68	3.38	0.90	3.41	0.82	4.25	0.64	3.46	0.78	3.73	1.27
R	3.50	0.67	2.78	1.05	3.05	1.02	4.24	0.42	3.46	0.75	4.32	0.71
S	3.78	0.35	3.33	0.63	3.36	0.45	3.98	0.65	3.38	0.49	3.82	0.69
T	4.32	0.46	4.05	0.82	4.09	0.60	4.44	0.62	4.01	0.79	4.63	0.52

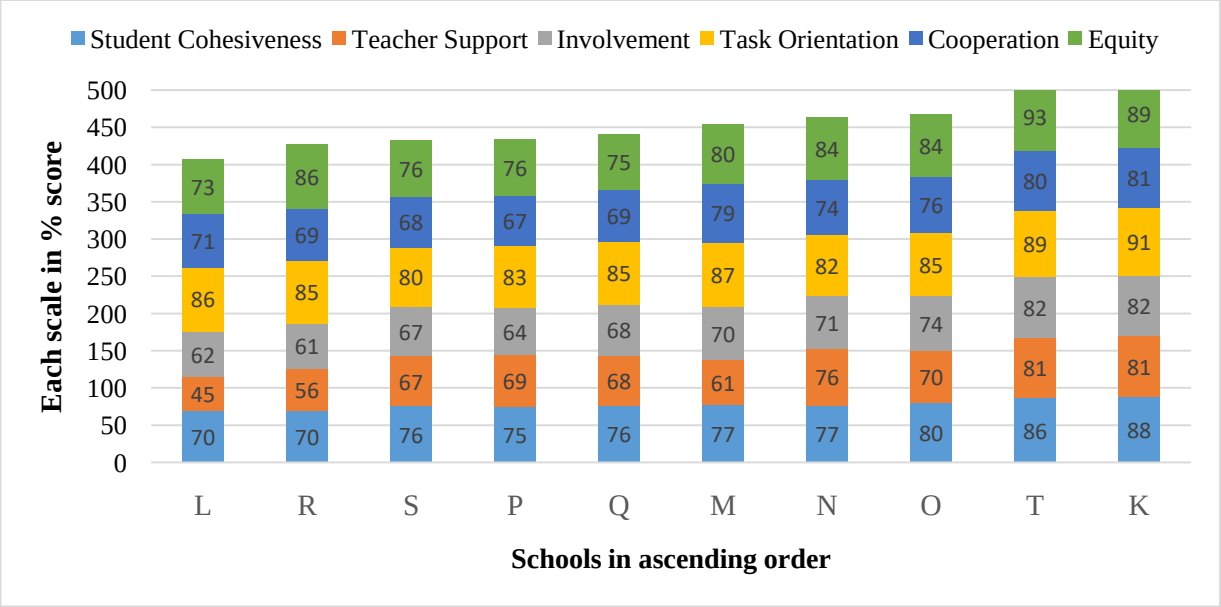

Fig 5: 9th class students' perception (%) for each WIHIC scale of 10 female schools

The classroom environment of K school is the most positive and L school is the least positive in classroom environment. Whereas student cohesiveness (88%), Teacher support (82%), task orientation (91%) and involvement (82%), cooperation (81%) of K school, involvement (82%) of T school, equity (93%) of T are the highest.

Table 8: 10th class students' perception for each WIHIC scale of 10 female schools

	Student Cohesiveness		Teacher Support		Involvement		Task Orientation		Cooperation		Equity	
Sr#	*M*	*SD*	*M*	*SD*	*M*	*SD*	*M*	*SD*	*M*	*SD*	*M*	*SD*
K	4.50	0.32	4.14	0.64	3.95	0.76	4.42	0.62	4.06	0.56	4.56	0.49
L	3.88	0.58	3.06	1.21	3.48	0.82	4.32	0.48	3.99	0.75	3.96	0.93
M	3.45	0.63	2.23	0.70	3.09	0.77	4.30	0.57	3.55	0.78	3.69	1.03
N	3.72	0.71	3.32	0.85	3.29	0.80	4.15	0.66	3.33	0.77	3.70	1.17
O	3.73	0.60	3.03	0.95	3.02	0.60	3.92	0.89	3.30	0.85	3.86	1.01
P	3.73	0.56	3.30	0.89	3.23	0.71	3.92	0.87	3.36	0.78	4.04	0.91
Q	3.77	0.69	3.65	0.89	3.44	0.75	4.05	0.72	3.53	0.77	4.08	0.82
R	3.96	0.54	3.59	1.07	3.51	0.88	4.29	0.77	3.97	0.76	4.31	0.85
S	4.03	0.34	3.15	0.70	3.40	0.57	4.03	0.71	3.42	0.69	3.81	0.97
T	3.63	0.62	3.62	0.82	3.37	0.74	3.97	0.75	3.45	0.76	4.00	0.84

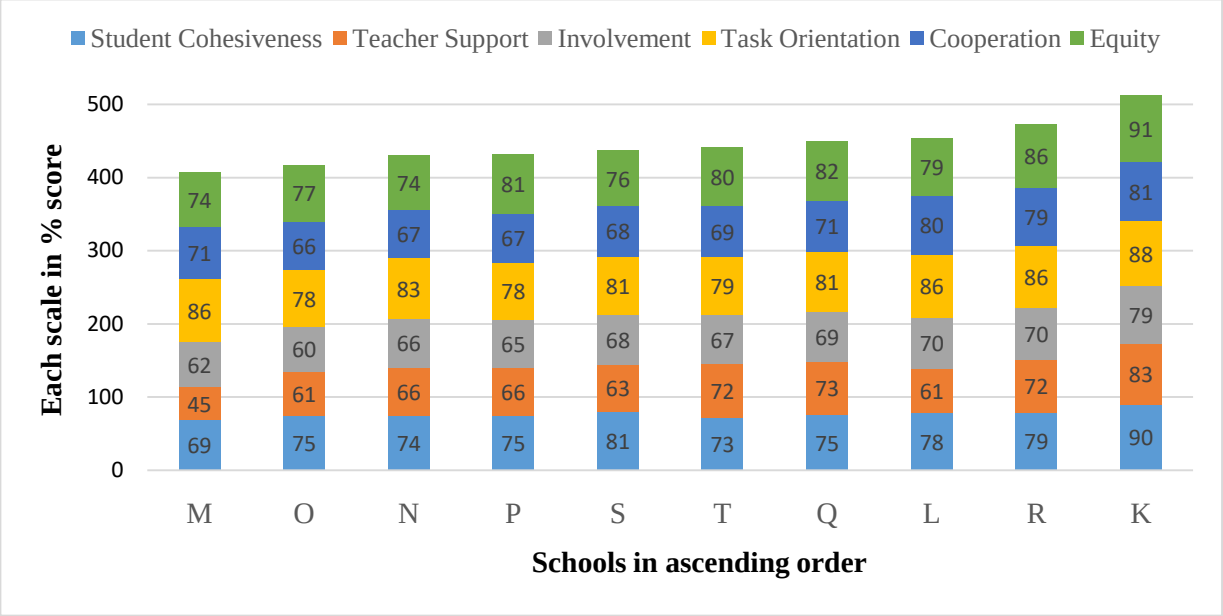

Fig 6: 10th class students' perception for each WIHIC scale of 10 female schools

The classroom environment of K school is the most positive and M school is the least positive in classroom environment. Whereasstudent cohesiveness (90%), Teachers' support (83%), task orientation (88%) and involvement (79%), cooperation (81%) and equity (91%) of K school are the highest.

III. Discussion

The purpose to use WIHIC was to explore weak areas of classroom environment.Most of the studies are related to validation of the questionnaire or translation into different languages of the world.Some studies have been conducted to improve classroom environment as Tinnesz, et al. (2006) indicate that students were more active in learning where they were more involved, aware and engaged with their environment. Students' perception indicates that students highly consternate on task orientation. Classroom environment focusses on tasks that need to be completed to achieve performance standard. Task orientation scales reflect how much work is assigned to student to complete, effort to complete the work, clarity in goals of class, readiness for class, clarity about class work, attention during class, understanding of classwork, responsibility after class as Baker (2000) stated one strategy comprised on task oriented should be introduce to students outside of the classroomin course content is necessaryfor pupils engagement. Classroom environment is examination oriented.Thus, Garrison and Kanuka (2004) confirm that students outside the classrooms requirehavingextra space to mirror on their learning activities whichenable to make necessary connections to course content. In classroom environment teacher is manipulating, managing and administrating authority. Equity scale reflectshow much teacher is fair and impartial in the class. Classroom environment is task orientated and the role of teachers is to assign task, checking the tasks, giving the feedback in the form of marks or comments.It is critical that educators manage the change measurements and framework upkeep of the learning climate to help understudies' importance making from movement (Nijhuis et al. 2005).Student cohesiveness is the third highest scale perceived by the students. It reflects how much a student is integrated with other students of the class. Students perceived good interaction within the class. Many studies have demonstrated that students were more active in learning (Tinnesz, Ahuna, & Kiener, 2006) where they were more involved, aware and engaged with their environment.

IV. Conclusion

It is concluded in the light of above discussion that involvement scale is the lowest in students' perception. It reflects how much students discuss ideas in the class, give opinion in the discussions, student's ideas and suggestions are used in class discussion, opportunity to explain ideas to other students and discussion about how to solve the problem. Low perception shows that classroom

environment does not promote such activities. Classroom environment is not student cantered and does not allow students to contribute their own views and thinking. Teachers' support is the second lowest in student's perception. It reflects the personal interest of teachers in the students. Educator leaves approach to help the students, teacher considers feeling of students, teacher helps student at the time of problem, and teacherworks to help the students in class. Classroom environment is not so conducive with reference to teacher support.

V. RECOMMENDATIONS

It is suggestedthat a qualitative study be designedon involvement of students and teacher support. Both scales reflect that classroom environment is instructional and task based. Teachers are still using traditional methods of teaching. Pre-service training and in-service Teacher training still has noin turning passive environment into active and live environment.

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