



Relationship of Learning Environment with Students Behavior at Secondary Schools in Karachi

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Abstract

The research was conducted to find out the relationship of learning environment with student's behavior at secondary schools. A correlation research design was employed, and a quantitative approach was chosen. One hundred pupils from Karachi's private secondary schools made up the study's sample. A questionnaire was used to gather data. Regression analysis was used to describe the relationships between a set of independent variables and the dependent variable. The major uses of regression analysis are determining the strength of predictors, forecasting an effect and trend forecasting. Accordingly, it was used to examine the relationship between learning environment with student's behavior at secondary level schools. Mean and standard deviation was calculated. To identify any significant differences between the demographic variables, an independent samples t-test was employed. Regression analysis in secondary schools revealed that there was a significant positive correlation between the learning environment and students' behavior.

Keywords: *Learning Environment, Student's Behavior.*



Introduction

The learning which takes place in a diverse physical setting, cultures and context focusing on the creation of an environment where students can learn either face to face, online and hybrid make it unique. The first studies to discuss the possible influences of the learning environment are those of Moos (1979), Steele (1973) and Bronfenbrenner (1981, 2005). According to these studies students learning standards have got a strong relationship with the environment. It also reflects on the significance of the environment to learning.

Moos emphasized that the environmental system plays an important role in the student learning outcomes and so it should be relevant to the physical surroundings. Moos states that ‘architecture and physical design can influence psychological states and social behavior’ (Moos, 1979). Moos’ model has influenced research on architecture and education through the years and has highlighted other impacts that the physical environment can have on achievement and conduct of the students (Altmann, 2015).

The major part of the educational research is based on the works of Steele. According to Steele (1973), the physical environment can influence the way teachers and students feel, think and behave. Steele demonstrated the advantages of various classroom settings. Weinstein (2007, 2011) also argues that five of Steele’s functions i.e. safety and protection, happiness, representative identification, task instrumentality, and organization are chiefly important for teaching and learning in classes. Defense and shelter are the basic functions of all surroundings. Physical security is a prerequisite which must be contended at the minimum prior to the environment working for the students and teacher other distinguished needs.

Objectives of the Study

The objectives of the study were to

- Explore the relationship between learning environment with student’s behavior at secondary level schools.
- Find out the difference between learning environment with student’s behavior at secondary level schools.
- Find out difference between learning environment with student’s behavior at secondary schools (based on demographic variables e.g. age, gender, class and branches).



Research Questions

The study's research questions as given below:

- What is the relationship between learning environment and student's behavior at secondary schools?
- What is the difference between learning environment with student's behavior at secondary schools (based on demographic variables e.g. age, gender, class and sections)?

Literature Review

According to the researcher, Boruchovith and Bzuneck (2001), motivation can be explained as a coordination of instincts that guide the behavior of a person for a specific cause.

Motivation can be classified into several types i.e. Physiological (innate to the biological organization), Social (can be acquired or learned) which can differ individual to individual and accordingly society wise. Out of these types of motivations the most significant is the social bonding. It is the desire for acceptance and acknowledgment by others. Moreover, relating the life of human beings in surrounding and community is also important.

According to Young (2005) there is an increased intrinsic motivation (comes from within) in those classrooms where students are provided choices and opportunities for self-determination. On the other side extrinsic (comes from outside) rewards usually weaken intrinsic motivation. Research analysis provides examples of plotting classroom environments categorically to enhance student independence, leading to greater intrinsic motivation and engagement (Lilly & Tippins, 2002; Young, 2005). Besides that, a higher student motivation can be developed by building an active and conducive learning environment apart from traditional setting and providing increased cognitive development (McKeachie, 1990; Garcia & Pontrich, 1996; Stipek, Salmon, & Givven, 1998).

Groups of learning with alternative options, benefit and manifestation to suit the pupil come under the umbrella term of flexible learning. It is actually a regulation of instructional idea concerned with learners. This type of learning comes up with providing choices about in what manner, condition and place education can take place. It attributes to the learning extent of the students and is also mention as personalized learning resulting in individual, social development and maturation. Moreover, a plan of action can be developed in accordance with the interest and eagerness of the student. An advantage derived from this learning is that the students don't feel panic and fear so the mind remains relaxed. This finally leads to the promotion of the standards of education (Joan, 2013).



Readjustment and restoration of understanding by providing various point of views is the purpose of sharing knowledge. Through this foundation, individuals are provided challenges taking into consideration peers view. Collaboration of learning occurs when students give thought to recently developed understanding, give reasons for, explain them, rethink and embody them by modifying the inner processes with general activities (Choi, Land, & Turgeon, 2005).

Emmer, Evertson and Worsham (2003) suggested well-ordered classroom surrounding having firm procedures are important for gaining of student knowledge as it helps in developing a feeling of possession in their learning experience. The administration stresses to throw light on what learners are looking forward to and assist them to grasp knowledge appropriately more effectual apart from concentrating on misconduct. In view of the fact that the time period in which the instructor go through on rectifying the bad conduct would consequently lead to less educational participation in the class (Brophy & Good, 1986; Berliner, 1988; Gettinger & Kohler, 2006).

Further on the limits of school, speech proficiency can add to the learners sociably and contribution in fulfilling mutual relationships. Not many relationships are the outcome of substandard interpersonal skills as observed in young adults thus making them less charming. This could lead to unacceptable aggressive way of acting. On the contrary, strong emotional development occurs in those people who are able to communicate verbally. Self-perception of the individual is obtained by interconnection. In the science of mindset reaching self-realization demands collective contributions, exercising impact on others and using etiquette way of behaving (Morreale, Osborn & Pearson, 2000).

Research Method

Research Design

Given the importance of the issue being studied, a suitable study can be created, and its reporting format can be set up in a variety of ways. A quantitative research methods and techniques were used for this study. The research study had a descriptive nature and employed a regression design. Regression analysis was applied to analyze the relationship between learning environment with student behavior.

Study Population

The study's target population was consisted of a private secondary school located in South of



Karachi. The selected population was one of the well- reputed schools of Karachi. The detail of Secondary Schools in South of Karachi is given below

Table 1
 Board of Secondary Education Karachi Recognized Private Secondary Schools inSaddar, Karachi

Secondary Schools	Total
Private Schools	20

Table 2
 Reliability of the scale

Cronbach's Alpha	No. of Items
0.572	30

Cronbach’s Alpha was calculated to ascertain the reliability of the questionnaire. The detail of the reliability test has been given above. There were 30 items in the questionnaire about the relationship of learning environment with student’s behavior. The value of the reliability index was 0.572 which is a moderate value.

Study Sampling

The study's sample was taken at the following phases

Phase One

In the first phase, two private secondary schools were selected from the southern Karachi.

Table 3
Sample Distribution of Public and Private Sector UniversitiesSr. # Private Secondary Schools

St Patrick’s Girls High School
St Patrick’s Boys High School

Phase Two:

In the second phase, two comparable sections (Science and General Group) wereselected from each school.

Table 4
 Sample on the Basis of Department

Departments	Frequency	Percent
Science	58	58.0
General Group	42	42.0
Total	100	100



It shows that 58(58%) students were taken from Science and 42 (42%) students were taken from General Group.

Phase three:

In the third phase, students were chosen based on their demographic attributes using the census sampling technique (age, class and gender).

Table 5
 Sample on the Basis of Gender

Gender	Frequency	Percent
Male	50	50.0
Female	50	50.0
Total	100	100

Table 5 shows that 50(50%) male and 50(50%) female students from different private schools. The total sample consisted of 100 students.

Table 6
 Sample on the Basis of Age

Age	Frequency	Percent
14-15 yrs	44	44.0
16-17 yrs	56	56.0
Total	100	100

Table 6 shows that 44 (44%) were students of age group 14-15 years and 56 (56%) were students of age group 16-17 yrs.

Table 7
 Sample on the Basis of Class

Class	Frequency	Percent
Class IX	46	46.0
Class X	54	54.0
Total	100	100

Table 7 shows that 46 (46%) were students of Class IX and 54 (54%) were students of Class X.

Instruments

A questionnaire was employed to gather the data. There were two sections to the student questionnaire: the first part asked about the students' demographic information (age, gender, class and department), second part related to the learning environment and its factors (motivation, choice and knowledge) and student's behavior and its factors (accessibility, sociability and communication).



A five-point Likert scale was used to rate each item: represented, 1 strongly disagree, 2 disagree, 3 un-decided, 4 agree, and 5 strongly agree.

Data Collection

The data was collected through questionnaire by student responses from Saddar, Karachi's private schools provided the data. On the scheduled date, the questionnaires were personally distributed and collected from the respondents.

Data Analysis

To analyze the data, SPSS (Statistical Package for Social Sciences) was utilized. Both descriptive and inferential statistics were used to analyze the data. In this study, regression analysis was applied to test the results. Mean and Standard Deviation were calculated. Independent sample t-test was used to see the significance of difference among demographic variables (age, gender, class and department).

Data Analysis and Interpretation

Table 8
 Mean and Standard Deviation of Learning Environment and its Sub Factors

Factors	N	M	SD
Motivation		1003.87	.446
Choice		1004.08	.422
Knowledge		1003.84	.475

Table 8 shows that the mean of choice is higher than the other factors. The mean values of choice were high (M = 4.08, SD =.422), motivation was moderate (M = 3.87, SD =.446), and knowledge was low (M = 3.84, SD =.475).

Table 9
 Mean and Standard Deviation of Student's behavior and its Sub-factors

Factors	N	M	SD
Accessibility	100	3.688	.529
Sociability	100	3.983	.604
Communication	100	4.187	.604

Table 9 shows that the factors of sociability (M = 3.983, SD =.604), accessibility (M = 3.688, SD =.529), and communication (M = 4.187, SD =.604) had mean values that were all relatively high. The communication mean is found to be higher than the other factors.



Therefore, it can be inferred that students paid greater attention to the behavior factor of communication than to the other two factors (accessibility and sociability). Moreover, the learning environment factor (choice) was focused more as compared to other factors (knowledge and motivation).

Table 10
 Regression Analysis
 Relationship between Choice Dimension of Learning environment and Communication Dimension of Student Behavior

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.722 ^a	.521	.511	.29578

a. Predictors: (Constant), communication, service

ANOVA^a

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	9.220	2	4.61052.693		.000 ^a
Residual	8.486	97	.087		
Total	17.706	99			

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	.508	.385		1.318	.191
service	1.164	.114	.840	10.176	.000
communication	-.241	.058	-.345	-4.178	.000

Dependent Variable: choice

Figure 1

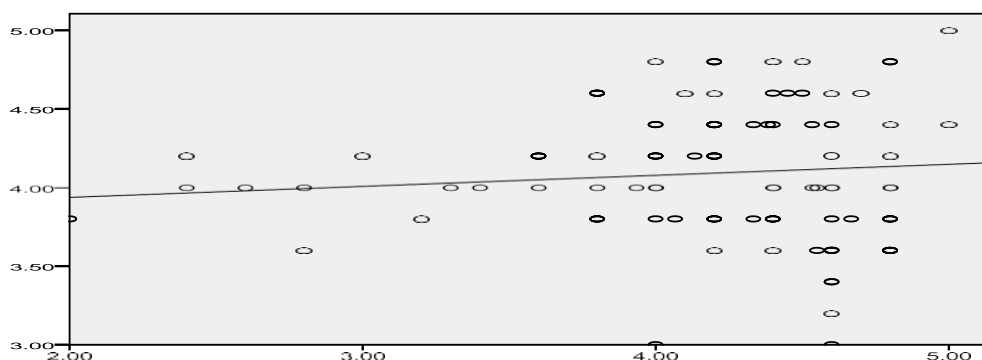




Table 10 shows the regression analysis test results which was conducted to determine the relationship between choice dimension of learning environment and communication dimension of student behavior at secondary level schools.

The values obtained were $R = .722$, $R^2 = 0.521$, predictors (constant) communication, service, dependent variable was choice, significance value = 0.191. It shows the significance value is 72% between the student behavior and choice dimension of learning environment. Hence the relationship between the independent variable (communication) and the dependent variable (choice) is positive. The regression plot shows that the two variables tend to move in the same direction hence a positive relationship. Hence if more choice will be provided to the students to facilitate learning than it will result in a better communication level among the teachers and the students.

Table 11
 Regression Analysis
 Relationship between Service and Accessibility Dimension of Student Behavior

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.655 ^a	.429	.423	.40192

a. Predictors: (Constant), service

ANOVA^b

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	11.875	1	11.875	73.513	.000 ^a
Residual	15.831	98	.162		
Total	27.706	99			

a. Predictors: (Constant), service

b. Dependent Variable: accessibility

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-.788	.524		-1.505	.135
	service	1.135	.132	.655	8.574	.000



Figure 2

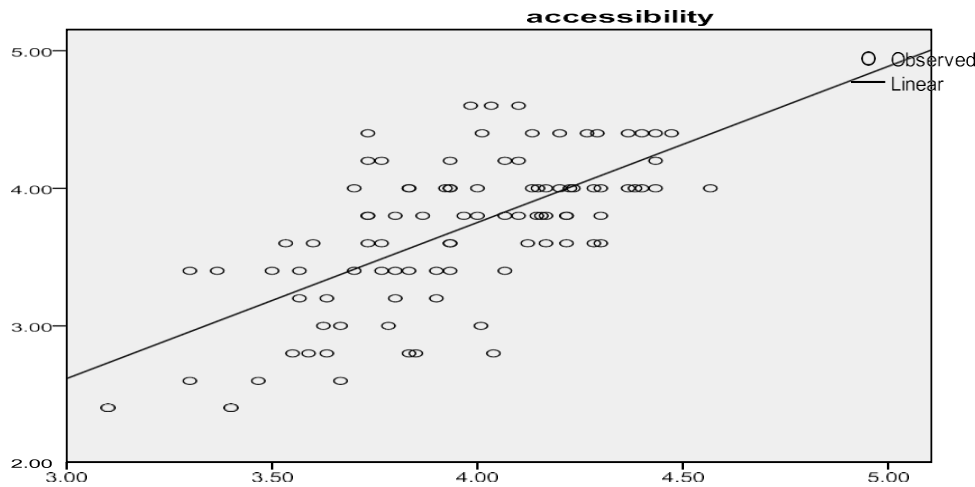


Table 11 shows the results of a regression analysis test, which was conducted to determine the relationship between the accessibility and service dimensions of student behavior at secondary level schools.

The values obtained were $R=.655$, $R\text{ square} = 0.429$, predictors (constant) service, dependent variable was accessibility, significance value= 0.135. It shows the significance value is 65.5% between the accessibility and service. Hence the relationship between the independent variable (service) and the dependent variable (accessibility) is positive. The Regression plot shows that the two variables tend to move in the same direction hence a positive relationship. Hence if more accessibility will be provided to the students to facilitate learning than it will result in a better service quality among the teachers.

Table 12

Independent Samples t-test Identify the Difference between the Male and Female students regarding Learning environment

Variables	Gender	N	Mean	SD	t-value	df	Sig.
Learning environment	Male	50	3.78	0.41	-2.00	98	.406
	Female	50	3.96	0.46			

Table 12 demonstrates the application of an independent samples t-test to determine the differences in the learning environment between male and female teachers. The learning environment in secondary schools did not significantly differ between male ($M = 3.78$, $SD = 0.41$) and female students ($M = 3.96$, $SD = 0.46$, $t(98) = -2.00$ at $p = .406$), according to the results.



Table 13
 Independent Sample t-test identifies the difference between the Male and Female Student's Behavior

Variables	Gender	N	Mean	SD	t-value	df	Sig.
Student Behavior	Male	50	3.54	.501	-2.731	98	.891
	Female	50	3.82	.523			

Table 13 shows that an independent-samples t-test was applied to check the difference between male and female students regarding their behavior. Results showed that there was no difference in the male (M = 3.54, SD = .501) and female students scores M = 3.82, SD = .523, $t(98) = -2.73$, $p = .891$ regarding their behavior.

Discussion and Conclusion

Discussion

This study discussed about the relationship of learning environment with student's behavior at secondary schools in Karachi. The regression analysis results mostly confirmed the relationship that if a well-designed and conducive learning environment is provided to the students than it will have a positive effect on their behavior. It was found that if choice is provided to the pupils than this result in better communication between the students and the teachers, as students will feel more freedom and relaxation leading to their positive behavior. Strong emotional developments occur in people with strong communication skills which lead to self-actualization (Morreale, Osborn & Pearson, 2000). Similar finding is reported by the researchers of this study i.e. well-ordered classes with good strategies create a feeling of ownership (Emmer, Evertson, & Worsham, 2003). Motivation is another element which plays a vital role in the progress of the child. Obviously when the learners will be encouraged and appreciated than there will be a change in the attitude of the students and they will grasp more knowledge and information. Providing choices to the learners results in intrinsic motivation of the students (Young, 2005).

This will automatically enhance their learning abilities from different perspectives.

Ultimately the social skills of the students will be developed resulting in the development of interpersonal skills and refining their personalities for the future.

Conclusion

The aim of the study was to find out the relationship of learning environment with student's behavior at secondary schools in Karachi. The regression research design was discovered to find relationship between the learning environment with student's behavior at secondary schools. The study's population consisted of two private secondary schools located in South



District of Karachi (Saddar). The sample of the study was students of private secondary schools of the Saddar. Based on the findings, it can be said that student behavior and the learning environment were positively correlated. The study determines that all factors of learning environment motivation, choice and knowledge had a positive correlation with the behavior of the students. The different approaches and dimensions of student behavior were discussed as well as the different dimensions of the learning environment. There were also finding out the difference among learning environment with student's behavior at secondary schools which showed that there was no significant difference between male and female students.

Recommendations

The following recommendations are made in light of the research's extracted outcomes.

- In order to develop a supportive learning environment, the teachers should be highly responsible in their duties. They should make sure that the pupils are respected and motivated so that they feel at home while learning is taking place.
- The needs of the learners should be addressed, they should also be provided feedback and help timely. Also if the teacher can celebrate the success of the students than this will develop in them a feeling of connectedness as a community in the classroom.
- There should be a collaboration to create an environment where diversity of thoughts is welcomed. Flexibility in the surrounding can do marvels in the student's behavior.
- Safety is another important factor for improving learning environments and this can help teachers to take control of the classroom setting.
- Schools should take measures to provide facilities under one roof students are provided educational resources.
- Classrooms should also be caring and challenging ensuring fairness and enthusiasm.
- Keeping in view the above mentioned points high standard and academic achievement of the student can be ensured.

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