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### Role of Psychological Classroom Atmosphere in Quality Education at Secondary Level

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### Abstract

The current study was conducted to explore the role of psychological classroom atmosphere in quality education at secondary level. The major objective of the study was to examine the views of the learners about the role of psychological atmosphere of classrooms of the secondary schools in quality education. The present study was quantitative by nature. The research used questionnaire to collect quantitative data. The population of the study was twenty government girls' high schools in urban areas and ten government girls' secondary schools in rural areas of Layyah. 400 female teachers are working in city area secondary schools and 200 female teachers are working in rural area secondary schools. The stratified random sample technique was used to collect data from teachers. Eight urban area schools and eight rural area schools were selected as sample of study. The 50

teachers each were selected from urban and rural area secondary schools respectively. The questionnaire comprising of two parts was used for data collection. One part of the questionnaire was the role of psychological classroom atmosphere and the second was to know the quality education of the schools. Both parts of the questionnaire were Likert type having five choices (SA=Strongly Agree, A=Agree, U=Unknown, D=Disagree, SD=Strongly Disagree). The reliability and valid check of the questionnaire was made by the experts. The percentage, t-test and regression were applied to data analysis. The findings of the study indicated that there was a major role of psychological classroom atmosphere in quality education.

**Keywords:** Quality Education, Psychological Atmosphere

### **Introduction**

The psychological classroom situation is the important part of the teaching learning environment. The psychological classroom atmosphere is the blend of various elements that compositely found the psychological environment (Turano, 2005).

Psychosocial classroom atmosphere is infact the mutual interactions and the associations amongst the personnel, together with the students, teachers also the heads of the institutes (Anderson (2007). For that reason, harmless and hale and hearty environment of the institute is encouraged by the decent relations in the midst of these interested parties. For the sake of effective education, the connection amid the teacher and student is necessary.

In Pakistan, secondary teaching comprises of dual phases. The former of these phases is the secondary schooling, comprising the 9<sup>th</sup> and 10<sup>th</sup> classes, though next phase is known as the higher secondary phase containing 11<sup>th</sup> and 12<sup>th</sup> classes. This is the phase in the country, where the specialties are carefully chosen by the students, as the arts field or science, medical or the engineering field. As a result,

this phase of schooling is taken as the backbone of complete education of the youth.

The classroom environment is openly interconnected to the supervision style of the Teachers. By relating effective supervision abilities, a teacher can generate a pleasing schoolroom atmosphere that look after optimistic and full of life relations amid themselves and their students. This can clue to an extra pleasing and in effect education practice for everybody involved. In producing optimistic discussion atmosphere, the job at hand and the organization of the class plays a vibrant part in supporting student education. Teachers can produce an attractive, task-oriented, and disciplined schoolroom by joining these three vital elements. This can aid to simplify a creative learning atmosphere that permits students to accomplish their education goals. In an attractive teaching space atmosphere, there is an optimistic and active association between the Teachers and students, categorized by shared admiration, team work, and a sense of internal gratification. These teaching spaces are concentrated on precise learning objectives, and are designed to promote engagement and motivation among students. Both the teacher and the students are responsible for achieving the learning goals through their investment of time and mental struggle. In well-organized lessons, both the social and learning expectations are clearly distinct and perceptible. Teachers provides a suitable formation for teacher training course conception and subjects, which helps to facilitate effective learning results. As the teacher acts with the student character, intellect and passions, if the teacher does not play role correctly, it will put down severe victims (Asadi Noghabi et al., 2013). The academic staff performance and features lead to attain learning objectives and student satisfaction. For this aim, nature is convulsion of efficient teacher is measured by numerous global studies (Asgari & Mahjoob Moadab, 2010).

According to Williams (2016), the term “class environment” pertains to the use of existing substantial and guided resources and the establishment of regularity

within the classroom, in order to promote effective teaching and enhance students' learning. (Jawaid and Aly (2014) the class environment is a combination of internal and external parts like the curriculum, teaching methods, the attitude of the teachers towards learners, the atmosphere for learning, the studios and community surroundings, and the supportive services used within the class to facilitate the teaching learning activities. The use of a diverse range of strategies and skills in the class empowers the teachers to keep the students engaged, disciplined, and dynamically involved in classroom activities, ultimately leading positive and fruitful outcomes. (Arshad et al. 2018).

The educational institution's environment is composed of both social and physical components. The community atmosphere encompasses the relations between the teachers and the learners, as well as their energetic involvement in classroom learning and teaching activities. On the other side, the physical atmosphere is comprised of the services, such as classroom drawing, decorations, lights, coloring scheme, airing, chairs arrangements, and instructional equipment connected to information and communication technology (Earthman, 2002, Tanner & Lackney, 2006). In order to facilitate an effective and productive teaching and learning process, teachers employ a diversity of teaching methods within the class setting, such as lectures and classroom debates.

The discussion method involves students engaging in a discourse surrounding a particular topic, which allows them to honestly share ideas and thoughts. This technique promotes the maturity of confidence-building habits and facilitates improved knowledge among students (Ten Have, 2017). The implementation of the discussion method creates a conducive learning situation, which ultimately enhances students' learning outcomes (Malik & Rizvi, 2018). The activity-based teaching method encourages students' active participation in hands-on learning, promoting practical learning and enhancing their interest in studies (Mishra & Koehler, 2016). Providing physical facilities such as well-furnished

classrooms, instructional materials, and well-equipped libraries can absolutely effect the students' educational achievement and to create a favorable learning atmosphere (Kausar, Kiyani & Suleman, 2017). The supporting facilities like computer lab, medical first-aid box, and a well-ventilated classroom also play a key role in improving teaching quality and enhancing learning outcomes (Arshad, Ahmed & Tayyab, 2019). Conversely, a non-conducive classroom situation, non-supportive teaching behavior, lack of academic skills, and disruptive student attitude hinder effective teaching and negatively impact students' academic performance. These factors contribute to poor academic performance among students (Ahmed, Faizi & Akbar, 2020).

It is the duty of the government to make sure that learning environment in classrooms is conducive to successful teaching and learning. According to the constitution of Pakistan, it is the duty of the government to provide physical and instructional facilities that promote education. Developing and maintaining such facilities is critical to make sure that students have contact to the compulsory resources and environment to attain their full academic potential. Factors such as proper lighting systems, instructional technologies, cabinets, power supply, ceiling fans and teaching aids are important for improving students' academic achievement (Umar, 2017). Conversely, an unconducive classroom environment, such as undersized classroom, poor ventilation, heated room, lack of teaching aids, inappropriate desks and seating planning, lack of clean air, and overcrowding, can negatively impact students' academic achievement. Therefore, educational institutions should prioritize creating and maintaining a conducive classroom environment to ensure that students can learn comfortably and effectively.

The literature shows that few researches have been done on quality education in relation to the school atmosphere in Pakistan. Therefore, the dire need has been felt to explore this area. Therefore, the current study focus on “Role

of Psychological Classroom Environment in Quality Education at Secondary Level”.

### **Objectives of the Study**

The main objectives of the study are:

1. To find out the opinions of the students about the classroom’s psychological environment at secondary level.
2. To examine the opinions of the students about the quality education of the secondary schools.
3. To conclude dissimilarities in the classroom psychological environment of rural and urban area girls’ secondary schools.
4. To conclude the dissimilarities in the quality education of rural and urban area girls’ secondary schools.

### **Review of Literature**

Pakistan's secondary education system is built on memorizing instruction and high stakes exams. The British colonial ruler first recommended the existing educational system, which has its origins in British India. The curriculum was then created and adhered to for a considerable amount of time by both the Indian and Pakistani educational systems. Pakistan established the first Board of Intermediate and Secondary Education many years after gaining its independence. At the conclusion of each academic year, this system was given the duty of administering the exams for grades 9 through 12. In secondary education, government-run institutions are home to the vast majority of students, however the idea of private institutions is rapidly taking hold in urban areas.

The learners are advanced to the study at secondary level after completing the middle exams. Government and private sector institutions both offer secondary education. Each province's separate textbook board provides the same curriculum to both sectors. The relevant Board of Intermediate and Secondary Education administer secondary school examination. The students are promoted to

the higher secondary level after passing the SSC examination. The curriculum offered by the appropriate textbook board is followed in this two-years program as well. According to UNESCO report, just 55 million students engaged in higher secondary education in Pakistan, which is very short number as compared to Bangladesh, which had 43 million students at that level of education. The scientific and humanities groups are the only categories offered at the secondary level while general, home economics, pre-engineering, pre-medical, medical technology, humanities, and science are offered at the higher secondary level. To pass any exam at this level, you must receive 33% of the possible points. Both mandatory and elective subjects are covered.

### **Quality School Education in Pakistan: Challenges**

The location where students learn skills, receive the fundamental education they need, and are prepared to use their newfound knowledge and abilities in the real world is known as school. Any student can study about any specific topic of attention at the college or university level thanks to the knowledge they've obtained at the school level. The skills and information that are gained at the secondary school level are deeply impacted by those that are learned at the college and graduate levels. Early on in education, while a student is still in school, psychological ideas about society and their place in a developing society are formed. These views are taught in college and ingrained in people's personalities for life. The ability to control one's life and organize disparate ideas is a skill that can be developed through schooling.

### **Developing Quality in Secondary Education**

Any country's success or failure mostly depends on its ability to develop its human resources, and a good education is the key to better developing these resources. The developing nations are raising the standard of education in their nations to provide their children with morals, abilities, and fundamental understanding of numerous professions that they need, and in doing so, they are indirectly funding

the advancement of their nations. Quality education, in the opinion of developed nations, is the key to a country's growth and improvement. Education systems that are more advanced will produce more intelligent people. Getting a good education entail learning about character development and personality traits. The most effective weapon for bringing about any societal change is high-quality education. An important factor in the growth of society is high-quality education. The growth of the students' intellectual health, emotional beliefs, societal norms, mysticism and foundational facts of every field of life is facilitated by high-quality education which in turn will serve as the foundation for the growth of a nation's civilization, wealth, political affairs, cultural values, and other businesses.

According to Loftin et al. (2010), teachers play a variety of roles in the classroom and don't just rely on asking questions to get students involved. Instead, they create a safe environment free from danger so that students are willing to take the risk of asking questions and making comments without fear of ridicule. Other significant influences included the number of classmates and class size. One may say that common criteria like instructional design, delivery, classroom management, interpersonal relationships, assessment, and appealing identity features are differentiated in order to determine and evaluate the quality of learning. In other words, an effective teacher is someone who actively works to demonstrate compelling preparation based on the planning of the course with this goal measured essential to the subject matter. Unusually, effective teachers actively prepare for teaching by choosing the opportunity to speak while having high and sensible aspirations (Bowen, 2013).

### **Physical Environment**

The psychological atmosphere of the classroom is impacted by the physical surroundings as well. The physiological environment of a classroom can be significantly impacted by the airing, lights, seating arrangement and large gatherings in a single space. According to Tian (1993), learners in the high and

medium pressure zones will give greater concentration to the teacher and experience an improved learning environment. The learners who are far from the teacher in the powder zone will result in poor classroom management. The establishment of a psychologically supportive workplace depends critically on the sitting arrangement.

### **Quality of Education**

According to UNESCO, quality education is defined as "an education that is holistic, socially relevant, and provides the knowledge, skills, values, and attitudes necessary to lead healthy and fulfilled lives, contribute to society, and achieve personal goals." This definition emphasizes that education should go beyond academic knowledge and skills and also foster personal growth, social responsibility, and well-being. Quality education should also be inclusive, equitable, and accessible to all learners, regardless of their background or circumstances. It should be learner-centered and provide opportunities for active and participatory learning, critical thinking, problem-solving, and creativity. Additionally, quality education should be supported by qualified and motivated teachers, adequate resources, and effective policies and governance structures.

The role of educators in the learning process is vital to ensure quality education. Teachers play a critical role in engaging students in active learning, creating a positive classroom environment, and developing students' social and emotional skills. Quality education also depends on the availability of relevant learning materials, adequate infrastructure, and a supportive community.

### **Psychological Atmospheres**

The relations between the teachers and the learners reveal psychological climate of the classroom. Good contact between the teacher and the learner ensures that everyone is ready to engage in meaningful interactions with one another. The teacher's poor interpersonal communication skills with the class are the primary cause. Stuttering is its most severe manifestation, which results in total failure in

communicating. Unfortunately, students who stammer are not adequately handled in the beginning stages of their education, and no organized work is done to assist them (Nekrasova, 2014).

According to Talton and Simpson (2004), the classroom is the setting that brings together the teacher and students and gives them the chance to learn alongside one another for educational purposes. It is claimed that the classroom atmosphere is a creation of the exchanges between the learners and the teachers. The classroom environment is generated consequence upon relations between the teaching learning processes. Hughes and Chen's (2011) study stated that the teacher-student interaction is said to be the cornerstone of a constructive learning situation in the classroom. According to Liberante (2012), the learning environment's primary priority is the classroom setting. For the purpose of creating a healthy and sound environment for learning, a strong and collaborative relationship between the instructor and the learner is required. A distinct atmosphere that enhances learning and socio-emotional values is formed as a result of the pleasant environment that is fostered by the relationships between students and teachers. According to Mucherah (2008), trusting relationships between students and teachers are necessary to foster a positive learning environment.

### **Psychological Environments in Classroom**

There are many psychological elements in a classroom, but teachers are primarily responsible for the majority of them. It makes perfect sense for teachers to play a key role in fostering an environment that is helpful to learning and comprehension. Any instructor plays a very important part in fostering a positive environment. This is an illustration of the essential elements relating to instructors and assisting in the development of a healthier psychological environment.

### **Research Methodology**

This recent investigation is quantitative in its nature and descriptive ways and means are used for the data collection. A self-created questionnaire was used for data gathering.

### **Population and Sample Size**

There were twenty government girls' high schools of urban area and ten government girls' schools of rural area are the population of the study. Total 400 teachers are working in urban area schools and 200 teachers are working in rural area schools. The sample for teachers was selected by using stratified sampling technique. Eight urban secondary schools and eight rural secondary schools were selected as sample of study and 50 teachers each were selected from urban and rural secondary schools respectively.

### **Research Instrument**

A questionnaire having two parts was used for data gathering from the teachers. Because the teachers of the schools are conscious toward classroom environment and the quality education in institutes, they are considered as the perfect respondents. The secondary level students were not considered for the answering for the reason that student's level is not enough to pin down precise circumstances of the institute's classroom environment and the quality education. In addition, students typically were not able to comprehend English survey at their secondary level and were not able to react to the queries with fairness, in comparison to the teachers. Hence, teachers were taken as the finest and appropriate defendants for current investigation. Each of the inquiry form was around the classroom psychological environment and the next inquiry form was around the quality education in the school. Together of these forms were Likert types consisting of 5 choices from the powerfully approve to powerfully disapprove. Initially, it had fifty items in one of these questionnaires, which were prepared to be effective and trustworthy with the help of professionals.

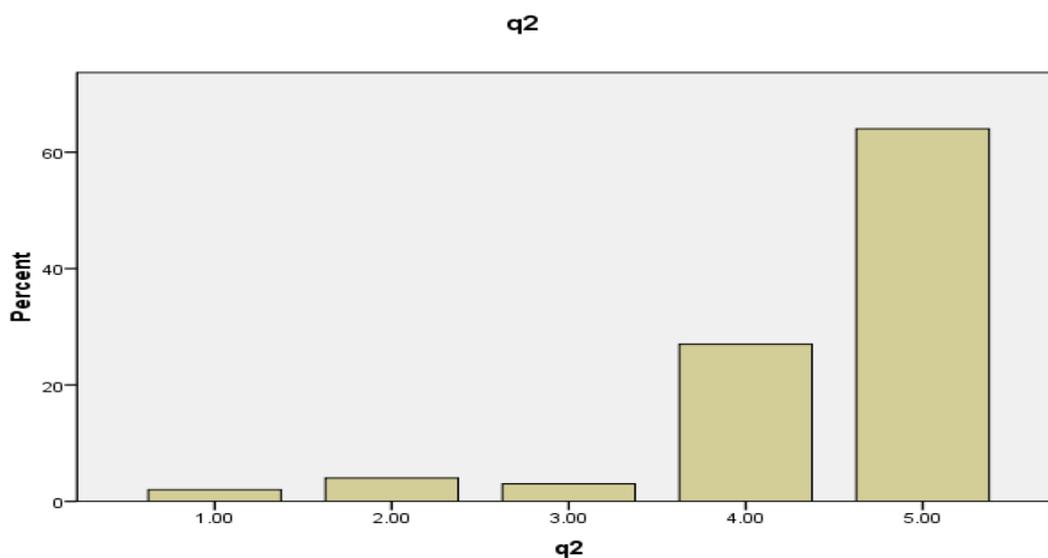
### Data Analysis

Descriptive also the deductive statistical techniques are adopted for analyzing of the collected data. The descriptive and inferential statistics including percentage, proportion, t-test and ANOVA are used.

### Results and Discussions

Table 1: Students are able to perceive the teaching quality of the teacher

		Frequency	Percent	Valid Percent	Cumulative percent
Valid	1	3	3.0	3.0	3.0
	2	5	5.0	5.0	7.0
	3	4	4.0	5.0	15.0
	4	26	26.0	26.0	35.0
	5	62	62.0	62.0	98.0
	Total	100	100.0	100.0	

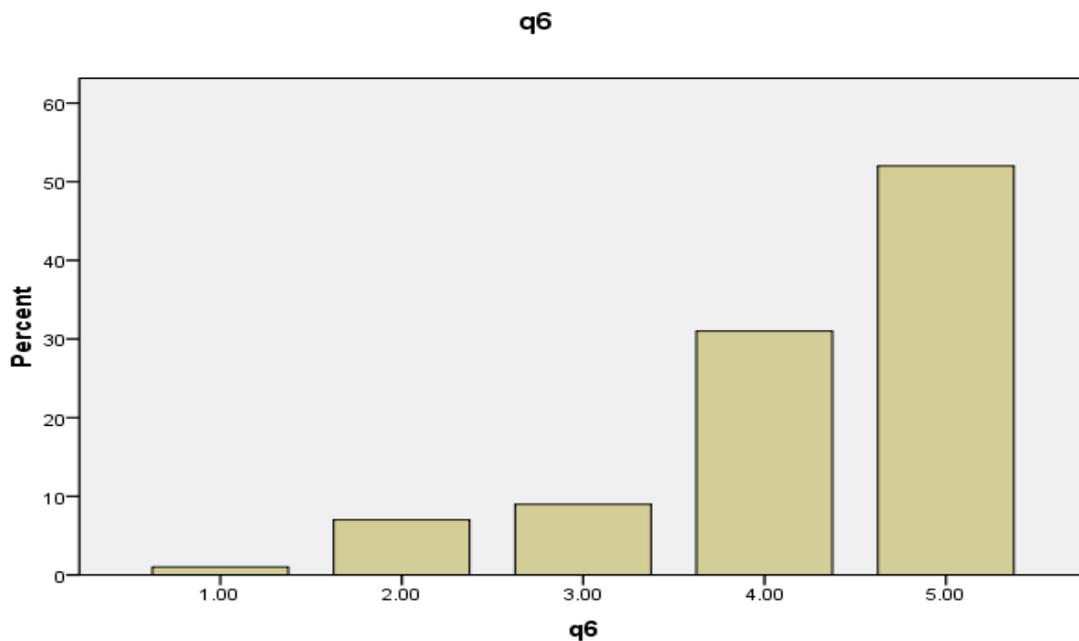


The following table showed that the 72% of the defendants were agreeing with the statement above mentioned i.e. students can perceive the lecture of the

teacher, while 5% of them were unbiased in their opinion and just 7% of them were conflicting with the report.

**Table 2: Contemporary technologies are utilized within the class**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	2	2.0	2.0	2.0
	2	7	7.0	7.0	8.0
	3	9	9.0	9.0	17.0
	4	31	31.0	31.0	49.0
	5	53	53.0	53.0	100.0
Total		100	100.0	100.0	

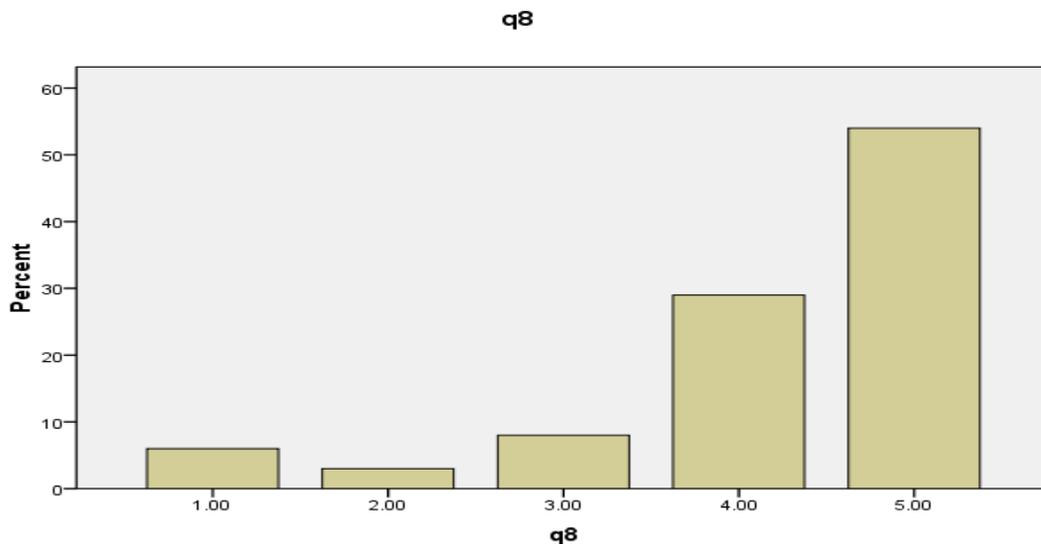


Exceeding study showed that the 83% of the defendants were in the approval of the report that contemporary technologies are utilized within class, while 9% of

them were unbiased in their opinion and just 8% of them were conflicting with the report.

**Table 3: The arrangements of seats are enough for students**

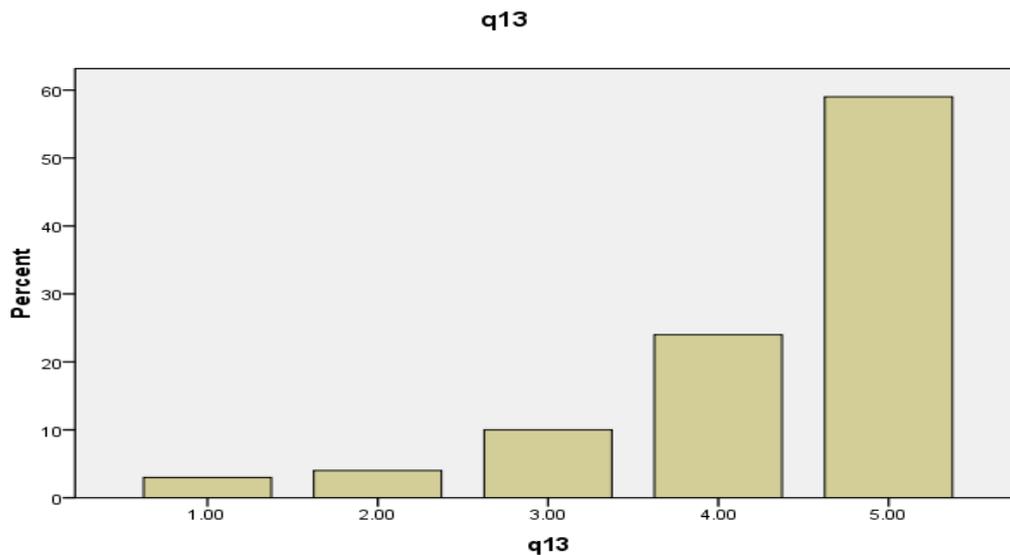
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	6	6.0	6.0	6.0
	2	3	3.0	3.0	9.0
	3	8	8.0	8.0	17.0
	4	29	29.0	29.0	48.0
	5	54	54.0	54.0	100.0
Total		100	100.0	100.0	



That study represented that the 83% of the defendants were in approval of the report that the arrangements of seats are enough for the students, though 8% of them were unbiased in their opinion and just 9% of them did not finish the report.

Table 4: The classrooms are systematized and properly prepared

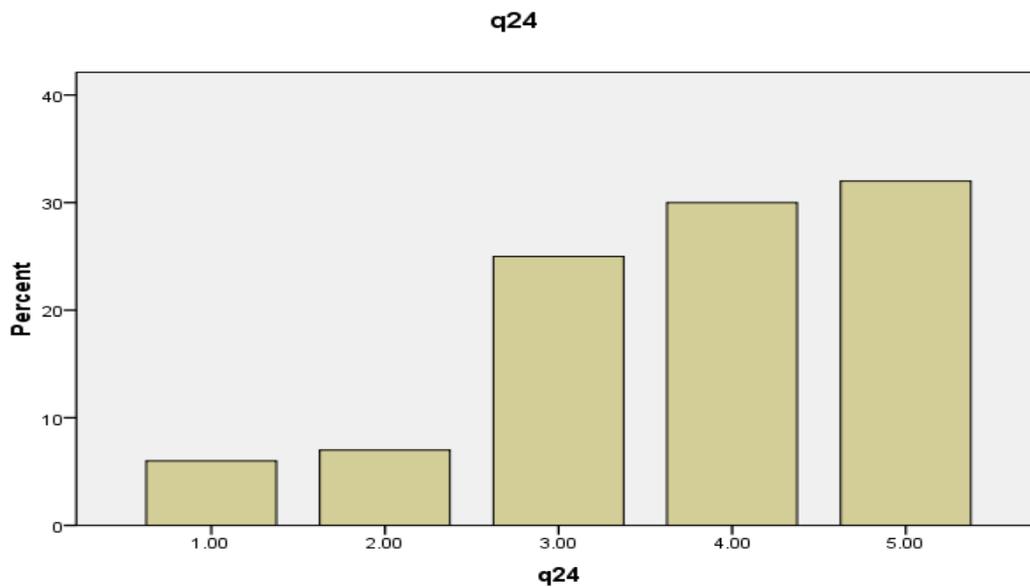
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	3	3.0	3.0	3.0
	2	4	4.0	4.0	8.0
	3	10	10.0	10.0	17.0
	4	24	24.0	24.0	41.0
	5	59	59.0	59.0	100.0
Total		100	100.0	100.0	



Overhead study represented that the 83% of the defendants were in approval of the report that the Lecture halls are systematized and properly equipped, though 10% of them were unbiased in their opinion and just 7% of them were conflicting with the report.

Table 5: The atmosphere of the classroom is democratic

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	6	6.0	6.0	6.0
	2	7	7.0	7.0	13.0
	3	25	25.0	25.0	38.0
	4	30	30.0	30.0	68.0
	5	32	32.0	32.0	100.0
	Total	100	100.0	100.0	

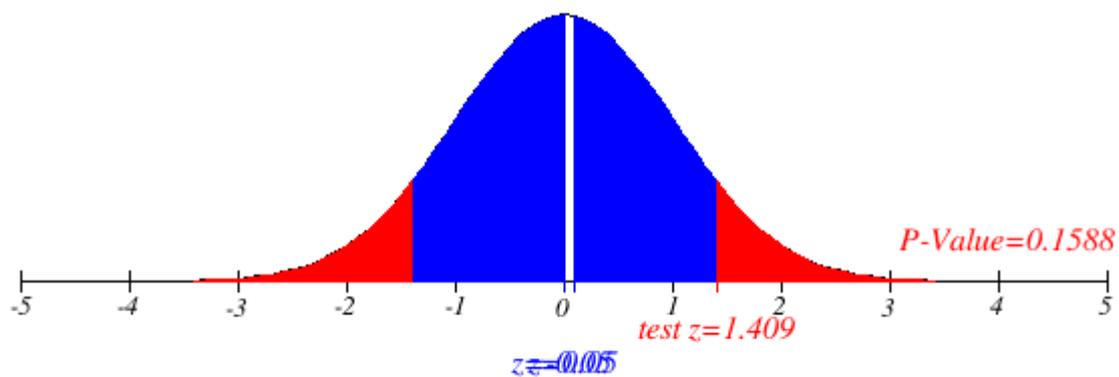


Overhead results described that the 62% of the defendants were in the approval of the report that the atmosphere in the room is democratic, though the 25% of them were unbiased in their opinion and just 13% of them opinioned against the report.

Table 6: Mean variance of the psychological atmosphere

Group Statistics

	Locality	N	Mean	Std. Deviation	t	P
PE	Urban	65	4.0397	.43080		
	Rural	36	4.2030	.72973	1.408	0.158



Results showed in table no. 4.27 and the matching diagram described that the 1.408 for  $p = 0.153 > 0.05$  (alpha value) was value for t. So, the both groups (the rural and the urban) were originated related on the psychological environment of the room. Simply, psychological atmosphere of the rural and the urban institutes was identical and had no noteworthy dissimilarity. For that reason, null assumption affirming there is important dissimilarity present in environment of the both groups, therefore excluded.

**Table 7: Descriptive Statistics**

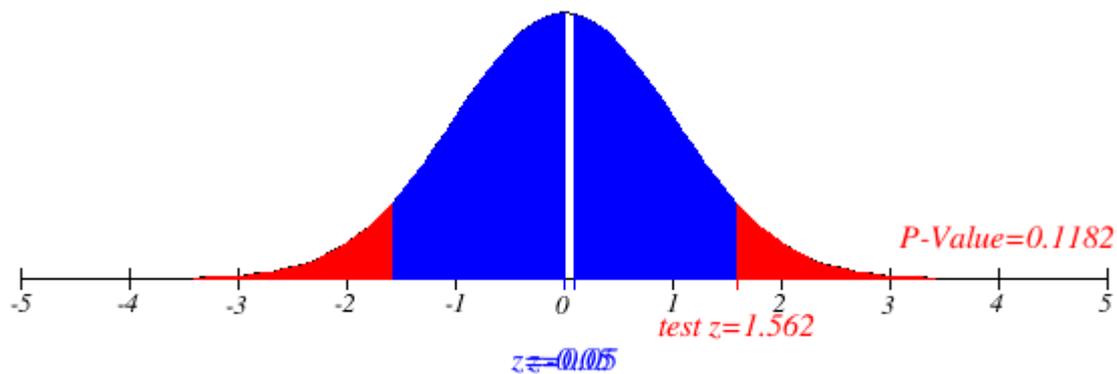
	N	Mean	Std. Deviation
Teachers are well trained	100	4.8000	.49237
Teachers own specialized abilities in schooling	100	4.6600	.62312
Teachers demonstrate by assurance in lecture hall	100	4.4400	.72919
Teachers are dedicated to schooling practice	100	4.1800	1.16671
Every course Teachers are available in the institute	100	4.0800	.93937
Teachers are diligent	100	3.9100	.86568
Teachers are interested in teaching	100	3.5000	1.22680

This table showed the mean on all queries was very great and was in the series from 3.5 to 4.8. Furthermore, study confirmed that teachers were very competent, they possess the specialized abilities and demonstrate with assurance. The teachers are dedicated to their occupation and also are diligent and inspired.

**Table 8: Mean difference of the quality education of the teachers**

**Group Statistics**

	Locality	N	Mean	Std. Deviation	t	p
PE	Rural	64	4.0397	.4100	1.562	0.1182
	Urban	36	4.2030	.5430		



Study portrayed with this 4.33 also a consistent diagram showed that value of t for  $p = 0.1182 > 0.05$  (alpha value) was 1.562. Consequently, the both sets were bring into being alike on quality education of the batch. In simple words, the quality education of countryside and inner-city institutes was identical and has no important dissimilarity. Therefore, null hypothesis declaring there is important dissimilarity in the quality education of the both groups.

**Table 9: Influence of psychological atmosphere on the quality education of learners**

**Summary<sup>b</sup>**

Model	R	R Square	Adjusted R Square	Std. Err. of Estimate
1	.514 <sup>a</sup>	.264	.257	.64321

a. Predictors: (Constant), Psychological atmosphere

b. Dependent Variable: Quality

Table 10

ANOVA<sup>b</sup>

		Sum of				
	Model	Squares	df	Mean Square	F	Sig.
1	Regression	14.563	1	14.563	35.200	.000 <sup>a</sup>
	Residual	40.544	98	.414		
	Total	55.107	99			

Predictors: (Constant), PE

Dependent Variable: Quality

Table 11

Coefficients<sup>a</sup>

Model		Unstandardized		Standardized	t	Sig.
		Coefficients		Coefficients		
		B	Std. Error	Beta		
1	(Constant)	.507	.572		.885	.377
	PE	.807	.135	.513	5.932	.000

a. Dependent Variable: Quality

The table showed that difference in quality education was projected by psychosomatic atmosphere of batch. General effect was proved by R<sup>2</sup> at (25%) and positive B values in the 4.35 showed there is 0.508-part rise in dependent values (education's value) for every part rise in independent variables (psychological atmosphere). So, investigation excluded the hypothesis declaring that "There is no important influence of the psychological environment of the batch on quality education at the secondary level".

## Conclusion

The aim of the current study was to know the role of psychological atmosphere of the classroom in quality education of the learners of high schools in District Layyah.

The issue being researched was the effect of the classroom's psychological climate on caliber of instruction received by secondary school students in District Layyah. Data was gathered by questionnaire. Regressions, t-test on an independent sample, and the simple percentage were applied to examine the collected data. As per the data analysis, the psychological environment of classrooms is appropriate, student-sized classrooms are adequate, the learners can listen to the teacher's lecture, and the learners are actively participating in the learning activities. There is enough seating for the students, and the classrooms are outfitted with contemporary technology. Students get the opportunity to strengthen their cognitive skills in class, and they receive feedback after lectures since teachers act in a cooperative manner with the students. The learners' creativity is fostered, they are driven in the classroom and learning objectives were met in this one thanks to the well-organized and equipped classrooms. Effective communication takes place in the classroom, and non-verbal cues are also used. The expressive health is enhanced, and learners are efficiently evaluated at the conclusion of the course. In class, students actively participate in listening, and the teacher supports them. In the classroom, students are well-behaved. Students are engaged in a variety of activities, and they feel happy in the classroom because of the democratic environment.

Data on education quality indicate that the teachers are highly qualified, possess a wide range of talents, and are assured in their ability to instruct. They work diligently and are motivated in their vocation. The children and instructors get along well, they attend class regularly, and the school has the support of the community. All of these factors contribute to a safe and secure learning

environment. There is adequate physical space, adequate instructional resources, adequate funding for efficient operation of the school, and a reasonable class size. According to the findings of the inferential analysis, the psychological climate of the classroom was identical for the two groups (rural and urban). In other words, there was little to no difference between the psychological climate between urban and rural schools. On the subject of the class's educational quality, researchers discovered similarities between the two groups (rural and urban). In other words, there was no appreciable variation in the educational quality of schools in urban and rural area. Also, the psychological climate of classroom had a considerable impact on caliber about instruction.

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