Volume: 10 Issues: 71 [March, 2025] pp. 135 - 149
Journal of Islamic, Social, Economics and Development (JISED)
eISSN: 0128-1755
Journal website: www.academicinspired.com/jised
DOI: 10.55573/JISED.107112

EXPLORING TEACHERS' PERCEPTION OF CLASSROOM ENVIRONMENT IN IMPROVING STUDENTS' ACHIEVEMENT IN PRIMARY SCHOOL

Zaharah Ismail[1]
Nor Aniza Ahmad[2]
Rose Manisah Sulong[3]

[1]Faculty of Educational Studies, Universiti Putra Malaysia (UPM), Malaysia, ,(Email:gs63536@student.upm.edu.my)
[2]Faculty of Educational Studies, Universiti Putra Malaysia (UPM), Malaysia, (Email: nor_aniza@upm.edu.my)
[3] Faculty of Educational Studies, Universiti Putra Malaysia (UPM), Malaysia, (Email rosemanisah@upm.edu.my)

Article history
Received date : 9-1-2025
Revised date : 10-1-2025
Accepted date : 28-1-2025
Published date : 20-3-2025

To cite this document:
Ismail, Z., Ahmad, N. A., & Sulong, R. M. (2025). Exploring teachers' perception of classroom environment in improving students' achievement in primary school. *Journal of islamic, social, economics and development (JISED)*,10 (71), 135-149.

Abstract: *This study aims to explore teachers' perceptions of how the classroom environment influences the achievement of primary school students. According to data released by the Ministry of Education, 13% of students have not yet reached the minimum proficiency level, which is concerning and calls for intervention to reduce this percentage. Given that student achievement, particularly literacy, is the focus of this study, the classroom environment is believed to impact students' learning experiences. The classroom environment includes elements such as layout, class size, and psychosocial dynamics that enhance student motivation and engagement. This qualitative study seeks to gain in-depth insights into this situation. The findings indicate that all dimensions of the classroom environment affect student achievement, underscoring the need for efforts to improve resources and comfort within the classroom setting.*

Keywords: *Students Performance, Classroom Environment, Teachers Perception*

Volume: 10 Issues: 71 [March, 2025] pp. 135 - 149
Journal of Islamic, Social, Economics and Development (JISED)
eISSN: 0128-1755
Journal website: www.academicinspired.com/jised
DOI: 10.55573/JISED.107112

Introduction

In primary-level education, student performance serves as a crucial metric for assessing the effectiveness of educational institutions. Reading proficiency at this stage is crucial, as it indicates schools' success in achieving educational objectives and reveals the strengths and weaknesses of educational policies and practices (Carrillo-López et al., 2022). High academic performance correlates with effective teaching methods, strong school management, and supportive learning environments. Conversely, poor performance can reflect underlying issues such as insufficient resources, unengaging curricula, or socioeconomic barriers. Academic achievement in primary school is significant to indicate future success and educational quality (Carrillo-López et al., 2022). Primary achievement also influences long-term educational outcomes (Lakshmanasamy,2022).

Numerous factors influence students' academic performance. Lakshmanasamy (2022) identified socioeconomic, demographic, and religious factors as contributors to low achievement in reading and mathematics skills in India through a quantitative study. In contrast, a qualitative study by Govindarajoo et al. (2022) in Malaysia revealed that poor academic achievement is influenced by parents, syllabuses, the learning environment, and teachers' support.

Primary education in Malaysia encompasses preschool through year Six. In 2020, the Ministry of Education reported that enrolment figures were 208,131 students for preschool and 2,741,837 students for primary schools. Despite Malaysia's Education Act 1996 guaranteeing primary education for all children with the aim of developing a skilled and literate population and establishing Malaysia as an educational hub, academic underachievement remains a significant challenge. Even with various educational programs and opportunities available, many students across Malaysian schools continue to face difficulties in their learning journey. These struggling learners often fail to achieve higher levels of mastery (Tahap Penguasaan - TP) and struggle to meet their academic objectives, highlighting an ongoing concern in the nation's educational landscape (Govindarajoo et al., 2022). A report by Astro Awani dated January 13th 2023, showed that 175,304 children (13%) still cannot read at the end of primary school age in Malaysia, while 1.01 million Malaysians (5.03%) still lack literacy skills.

.

The classroom's physical environment significantly influences students' educational experiences and outcomes. Past studies indicate that the organisation and architecture of the classroom significantly influence various aspects of student performance. Khatimah (2021) and Toste et al. (2020) indicated that the physical classroom environment positively influences students' motivation and engagement. These studies highlight the importance of well-structured learning environments in fostering a supportive academic atmosphere. Lakshmanasamy (2022) asserted that primary achievement influences long-term educational outcomes. However, research examining the influence of the physical learning environment on academic achievement is relatively scarce. Existing studies predominantly emphasised objective characteristics, including temperature, air quality, and noise (Edgerton & McKechnie, 2023).

Che Nizam (2015) and Kamisah (2011) identified that the physical environment in numerous schools is basic and does not adequately meet the varied and changing requirements of teachers and students. Although a well-designed physical environment is essential for promoting effective teaching and learning, numerous educational institutions continue to function in rudimentary and inadequately equipped facilities. Khadijah and Azimin Samsul (2013) found that the majority of schools do not provide a comfortable environment that meets the needs of both teachers and students.

Volume: 10 Issues: 71 [March, 2025] pp. 135 - 149
Journal of Islamic, Social, Economics and Development (JISED)
eISSN: 0128-1755
Journal website: www.academicinspired.com/jised
DOI: 10.55573/JISED.107112

This study investigates teachers' perceptions regarding the impact of the classroom environment on student performance in primary schools. This study aims to identify the particular aspects of the classroom environment that teachers perceive as enhancing students' academic and social performance. This research aims to gather insights regarding teachers' perceptions of the influence of the classroom environment on student learning and development, encompassing factors such as physical layout, resources, and classroom management practices. The primary goals are twofold. The first goal is to help teachers better understand how classroom conditions affect students' performance. The second goal is to provide teachers with the skills and information they need to design more productive classrooms.

Literature Review

Classroom Environment

The conceptual foundation of the educational environment was initially established by Fraser (1986, p. 1), who characterised it as the "shared perceptions of students and teachers in that environment." Dorman et al. (2006) advanced this theoretical framework by conceptualising the classroom environment (CE) as an integrated constellation of ambient conditions, atmospheric qualities, and climatic elements that collectively define the pedagogical setting. Empirical investigations have demonstrated that suboptimal physical conditions within the learning environment—specifically spatial configuration, illumination parameters, and thermal regulation—can significantly compromise students' cognitive processes, including attentional focus, academic engagement, and intellectual clarity throughout the instructional process. Within this theoretical framework, the classroom environment encompasses a comprehensive array of physical attributes, including spatial organisation, pedagogical resources, and instructional materials that are instrumental in facilitating teaching and learning processes. Contemporary scholars (Powers et al., 2020; Ford, 2019; Malik & Rizvi, 2018) have extensively documented how these physical constituents serve as fundamental determinants in shaping the educational ecosystem.

Social psychologists have undertaken research focusing on school environments. In the 1920s, Thomas undertook preliminary investigations of the classroom environment in the United States, emphasising the observation and documentation of classroom events rather than their psychological analyses (Chavez, 1984). By the late 20th century, attention shifted to the social and cognitive dimensions of the classroom setting. The advent of cognitive psychology underscored the capacity of classroom surroundings to facilitate various cognitive processes and learning styles. Researchers investigated the influence of pedagogical approaches, instructional materials, and classroom configuration on students' cognitive growth and knowledge acquisition (Ozüdoğru & Aksu, 2019).

Walberg and Anderson (1968) initiated the modern phase of classroom environment research. Moos (1974) described the psychosocial classroom environment by including characteristics such as relationships, personal growth, system maintenance, and system change. These characteristics underscored the significance of social interactions, student development, and classroom management in influencing the learning environment. Fraser and his associates have made substantial contributions to classroom environment research by creating extensive models and metrics to evaluate classroom settings. Their research has concentrated on comprehending the psychosocial dimensions of classroom settings and their influence on student performance.(Ozüdoğru & Aksu, 2019).

Volume: 10 Issues: 71 [March, 2025] pp. 135 - 149
Journal of Islamic, Social, Economics and Development (JISED)
eISSN: 0128-1755
Journal website: www.academicinspired.com/jised
DOI: 10.55573/JISED.107112

In summary, the history of classroom environment research has evolved from early observations and theoretical models to more comprehensive assessments of psychosocial classroom environments. Researchers continue to explore the impact of classroom environments on student outcomes and strive to create optimal learning environments for diverse educational settings.

Dimensions of the classroom environment

Acero et al. (2007) identified four characteristics of the classroom environment: physical environment, intellectual climate, social climate, and emotional climate. The physical environment includes seating arrangements. Seating patterns are essential as they influence students' interaction, concentration, and comfort. Flexible seating can facilitate collaboration and communication among students, whereas typical rows may restrict interaction but improve individual concentration. The selection of seating arrangement can impact the teacher's capacity to manage the class and address varied learning requirements.

Studies have demonstrated that classroom seating arrangements are a critical element of the physical learning environment, as outlined in Acero et al.'s (2007) framework of classroom environmental attributes. The arrangement of seating has considerable effects on student interactions, cognitive engagement, and physical comfort. Modern literature indicates that flexible seating arrangements enhance collaborative learning and interpersonal contact, while classic linear setups may improve individual cognitive attention but could restrict peer engagement. The strategic arrangement of seating is a vital educational technique that affects classroom management effectiveness and the instructor's ability to meet varied student needs. A recent empirical study by Hoekstra et al. (2023) underscores the significance of seating arrangement as a crucial element in enhancing academic performance and social-emotional growth in school settings.

In terms of **air conditioning and temperature regulation**, an optimal temperature is crucial for sustaining pupils' focus and general well-being. Severe temperatures can divert pupils' attention, inducing discomfort and impairing their capacity to concentrate on academic work. Goodman et al. (2019) found out that increased temperatures negatively impact cognitive function and learning by physiological processes. Exposure to heat reduces memory, concentration, and information processing, hence impairing pupils' capacity to interact with educational material. Excessive temperatures might elicit physiological stress reactions that redirect cognitive resources away from learning activities. Effective air conditioning can enhance air quality, hence diminishing the probability of diseases and absenteeism (Thoua et al., 2022)

As for classroom dimensions, the dimensions of the classroom determine its capacity for pupils, thereby impacting the teacher-to-student ratio. A reduced class size facilitates individualised attention and enhances the learning environment by minimising noise and distractions, while larger classrooms can offer increased space for varied activities and collaborative work. In terms of educational materials, access to sufficient educational resources, including books, computers, and laboratory apparatus, is essential for promoting effective learning. These resources accommodate diverse learning styles and facilitate the practical application of knowledge, enhancing the engagement and comprehensiveness of sessions.

Brightness: Adequate light is essential for establishing an effective learning atmosphere. Natural light has been demonstrated to enhance mood, energy, and focus. Studies on classroom lighting indicate that brightness levels substantially influence visual clarity, comfort, and perception. Schuss and Fabritius (2021) stated that students exhibit better academic performance and

Volume: 10 Issues: 71 [March, 2025] pp. 135 - 149
Journal of Islamic, Social, Economics and Development (JISED)
eISSN: 0128-1755
Journal website: www.academicinspired.com/jised
DOI: 10.55573/JISED.107112

examination results while working under ambient lighting levels appropriate to various classroom activities. Poor lighting can induce eye strain and fatigue, adversely affecting students' capacity to learn and retain knowledge (Chasanah & Widodo, 2023). Mogas-Recalde and Palau (2021) studied classroom lighting and found that brightness levels substantially influence visual clarity, comfort, and perception.

Social climate is defined as the social environment of the classroom that pertains to the dynamics of interaction between the teacher and students, as well as among the students themselves. Regarding teacher-student interaction, positive interactions between teachers and pupils may promote trust and respect, promoting a supportive and stimulating educational atmosphere. Teachers who portray empathy, encouragement, and respect for their pupils will foster a sense of belonging and safety, thereby greatly enhancing students' engagement and willingness to study. Next, in terms of student-student interaction, collaboration among students can enhance social skills and cultivate a feeling of community. Collaborative activities and debates promote peer learning, foster respect for other viewpoints, and cultivate essential interpersonal skills crucial for social growth.

Another factor to be considered is the emotional climate. The emotional climate of a classroom includes the sentiments of acceptance, safety, and belonging experienced by pupils. Here, perception of acceptance means that when students perceive themselves as accepted and respected, they are more inclined to engage actively in class and undertake intellectual risks. An affirmative emotional atmosphere can elevate self-esteem and diminish anxiety, fostering a setting where students feel at ease articulating their thoughts and perspectives. Next, emotional safety means that a classroom that fosters emotional safety guarantees that pupils are not apprehensive about ridicule or retribution for errors. This safety net fosters a growth attitude when children perceive setbacks as chances for learning rather than as threats to their self-esteem.

Classroom Environment and Student Performance

The physical environment of classrooms is a crucial determinant of academic accomplishment, influencing both the quality of instruction and student learning outcomes. Edgerton and McKechnie (2023) conducted a study on student impressions of the physical environment at five secondary schools in Scotland, with a sample of 441 students. Their findings indicate that the physical school environment, in conjunction with attendance, socioeconomic level, and gender, is highly correlated with academic achievement.

Cayubit (2022) and Nur (2024) identified the classroom atmosphere as a crucial component in enhancing academic success. Their research indicated that enhanced classroom environments—characterised by organised, stimulating, and supportive physical and psychological conditions—significantly elevate student engagement and academic performance. The results underscore the need to create a learning environment that promotes students' emotional well-being and cognitive development since this will improve learning outcomes and academic achievement (Cayubit, 2022).

According to multiple studies, students' ability to maintain focus, engage actively, and think clearly during the learning process can be significantly disrupted by various uncomfortable physical aspects of the classroom environment. These damaging aspects include poorly arranged desks, inadequate lighting, and suboptimal indoor climate conditions, all of which contribute to a less conducive learning atmosphere. Powers et al. (2020) found that classrooms with cluttered or haphazard desk arrangements impede students' ability to collaborate effectively and

Volume: 10 Issues: 71 [March, 2025] pp. 135 - 149
Journal of Islamic, Social, Economics and Development (JISED)
eISSN: 0128-1755
Journal website: www.academicinspired.com/jised
DOI: 10.55573/JISED.107112

concentrate on their tasks. Similarly, Ford (2019) highlighted that insufficient or excessively harsh lighting can lead to visual strain and fatigue, further diminishing students' attention and productivity. The empirical study by Abdul Latip and Tamrin (2023) analysed the tripartite relationship between the physical and ergonomic factors and academic performance throughout three essential environmental dimensions. Their research examined the relationship between acoustic conditions and learning outcomes, showing that high noise levels significantly hinder cognitive processing, potentially reducing academic performance by negatively impacting students' concentration, energy levels, and motivation. Secondly, their investigation examined the essential significance of illumination quality and adequacy in the educational setting, demonstrating that optimal lighting conditions are a critical factor in academic performance. Their findings align with existing literature that links appropriate lighting conditions to reduced absence rates and enhanced operational efficiency in schooling.

Malik and Rizvi (2018) emphasised that an inappropriate indoor climate—whether too hot, too cold, or inadequately ventilated—negatively affects students' comfort and cognitive functioning. These findings collectively suggest that enhancing the physical classroom environment is crucial for promoting better academic performance and student well-being. For school-age children, the presence of background noise can significantly affect their ability to perform academic tasks effectively.

Classroom Environment and Teacher's Perceptions

Teacher perceptions of the classroom environment greatly impact student results. These perceptions include the physical, social, and psychosocial aspects of the teaching spaces that teachers view, which in turn shape their teaching practices and student outcomes. Tunçsiper and Mutlu (2020) and Barret et al. (2016) explained that teacher's perceptions are the manner in which educators perceive and interpret the characteristics of their classroom environments. These perceptions may encompass physical elements, such as the layout and resources, as well as social and psychosocial dimensions, such as student interactions and classroom dynamics.

The physical environment of a classroom, including layout, resources, and circumstances, profoundly affects instructional techniques and student involvement. Elements such as spatial arrangement, instructional supplies, and environmental conditions facilitate this effect (Nwokedi, 2023; Wali et al., 2019). Environmental factors, including lighting, temperature, and ventilation, are vital components of the surroundings which impact student engagement and learning outcomes. An optimal physical environment promotes academic performance and motivation (Assyifa Nadhah Nainggolan, 2024; Nwokedi, 2023). The classroom's physical environment, including its layout, resources, and conditions, significantly influences teaching practices and student engagement. Effective spatial organisation, high-quality resources, and optimal environmental conditions foster a supportive learning atmosphere, thereby improving student engagement and academic performance.

Methodology

This study used the qualitative method to get in-depth and better understand the perceptions of teachers about the classroom environment. The foundation of qualitative research is a rigorous, subjective approach to examining and articulating one's own life experiences, enabling significance to be associated with the patterns that surface (Burns & Grove,2010). Semi-structured interviewing was deemed the most appropriate method due to its ability to encompass a broad spectrum of age-related topics, including management, health, and personal finance (De Vaus, 2002). Qualitative research allows for the simultaneous investigation and analysis of

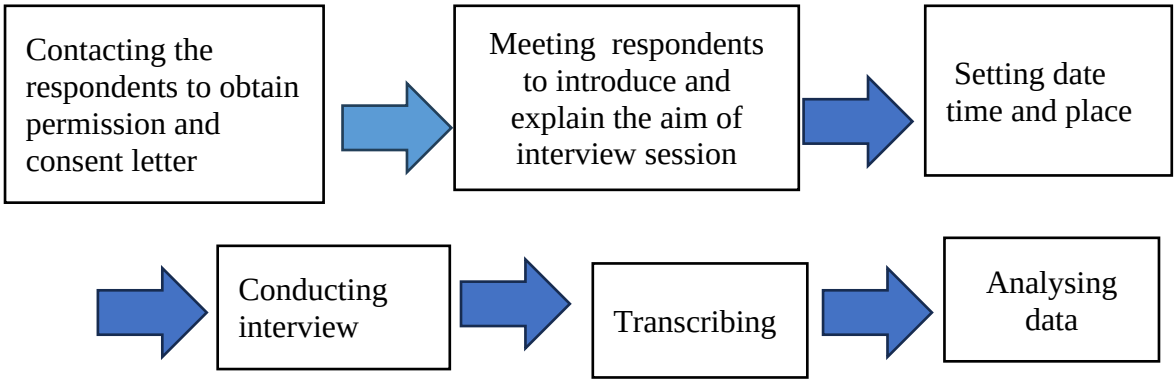
Volume: 10 Issues: 71 [March, 2025] pp. 135 - 149
Journal of Islamic, Social, Economics and Development (JISED)
eISSN: 0128-1755
Journal website: www.academicinspired.com/jised
DOI: 10.55573/JISED.107112

multiple topics. The interviewer utilised a list of subjects and subtopics as a guide to expand on topics mentioned by participants, such as the students' discipline, parental support, peer support and curriculum used.

The research utilised a continuous refinement process to enhance and augment the guide's content. Distractions (phone calls) were also recorded. Bryman (2008) asserted that established qualitative research approaches involve empathising with interview subjects and prompting participants to engage in introspection and elaborate on themes of personal interest (Keogh & Roan, 2016). Research has demonstrated that embracing interview subjects with empathy and encouraging them to be reflective and elaborate on topics that interest them are two well-established qualitative research techniques the noise levels in educational settings can interfere with students' cognitive processes, including concentration, memory, and comprehension, which are essential for learning (Rance et al., 2023)

Interview Protocol

The Responsive Interviewing Model, as outlined by Rubin and Rubin (2011), was used for the interviews because it emphasises flexibility and gives the researcher the freedom to pose formal questions to the respondents while also allowing them to moderate in response to their answers (Shuib, 2019). The interviews centred on the need to find out what experts believe about the classroom environment and the effect of the classroom environment on students learning. The questions were modified to improve their clarity and concision. Figure 1 below shows the process of choosing informants and conducting interviews.



Once informants were identified, the researcher asked them individually to secure their consent and willingness to participate in this research. The interview process took more than one hour for each respondent. In total, about two months were spent on this process. The constraints faced during the interviews were finding the most suitable time in school since every teacher has a pile of work to do, such as data entry and school programmes.

Figure 2 shows how the interview protocol was conducted using the Rubin & Rubin (2011) protocol.

Volume: 10 Issues: 71 [March, 2025] pp. 135 - 149
Journal of Islamic, Social, Economics and Development (JISED)
eISSN: 0128-1755
Journal website: www.academicinspired.com/jised
DOI: 10.55573/JISED.107112

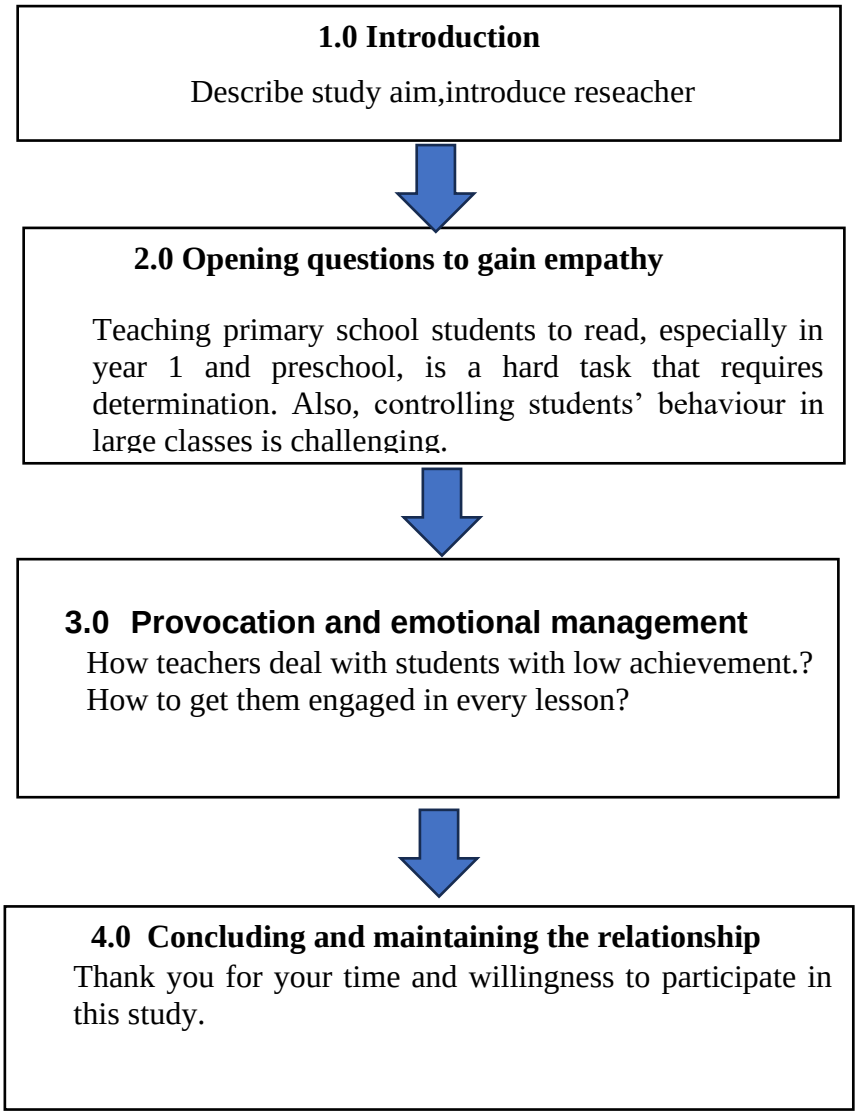


Figure 2: Interview Protocol Based on Responsive Interviewing Model by Rubin & Rubin (2011)

Sampling

A purposive sampling approach was used to conduct this research. Four informants involved in this research and meet the following criteria: 1) Primary school teachers who have been teaching for over 10 years, 2) Class teachers and also language teachers, either Bahasa Melayu or English language, 3) Level of education: All of them are degree holder from Teachers Training College. Four senior teachers were chosen as they met the criteria that can provide depth information that would meet the research objectives. Their experiences of more than ten years are crucial to analysing the classroom environment that will affect students and how the changes in curriculum affect the classroom environment and students' engagement and acceptance of the teaching session.

The concept of saturation was utilised as the cut-off point to determine the right sample size since it allows for the termination of new participants when the most recent interviews have not yielded any new information or insights, indicating that additional interviews are not required. The choice of four participants was adequate to attain data saturation in this study for multiple reasons. All

Volume: 10 Issues: 71 [March, 2025] pp. 135 - 149
Journal of Islamic, Social, Economics and Development (JISED)
eISSN: 0128-1755
Journal website: www.academicinspired.com/jised
DOI: 10.55573/JISED.107112

participants were experienced language teachers with more than a decade of teaching experience, offering profound insights into classroom environmental issues. The participants encompassed both lower and upper primary levels across various language subjects (Bahasa Melayu and English), providing distinct perspectives yet demonstrating common trends in their experiences. Also, by the fourth interview, no additional themes or ideas surfaced beyond those recognised in previous interviews, signifying theoretical saturation. This observation corresponds with the findings of Hennink and Kaiser (2017) and Hennink and Kaiser (2022), who indicated that saturation in qualitative investigations involving a homogeneous expert community may be achieved with 4-6 participants when employing in-depth interviews. The prolonged duration of interviews (exceeding one hour each) and several rounds of member screening facilitated thorough data collection from every participant.

Table 1: Participants Selections

Participants	Gender	Teaching Experiences	Subjects and Grade Level
P1	Female	25 years	Bahasa Melayu , Level 2
P2	Female	17 years	Bahasa Melayu , Level 1
P3	Female	13 years	Bahasa Melayu , Level 1
P4	Male	18 years	Bahasa Melayu , Level 2

Each interview lasted more than one hour and was done in the teachers' room after school sessions and using a semi-structured format. Each interview began with a short explanation of the study's goals and an opportunity for the participant to voice any concerns or questions they had. Debriefing reports, categorising the transcripts based on many themes and subthemes, and then cross-analysing the entire set of transcripts were all used in the analysis process. Following each interview, brief debriefing reports were first prepared to assess the session's general effectiveness and to emphasise the key points raised.

Data Analysis

Interviews were recorded and transcribed directly from the audio using the Transkriptor program. After transcribing the interview, the researcher studied and listened to the tapes again to acquire a better grasp of the information. Subsequently, informants had the opportunity to review the transcript and include any pertinent information.

Atlas.ti software version 22 was employed to code the data following a thematic analysis. Following multiple re-readings of the transcripts to become acquainted with the material, a phenomenological approach to thematic analysis was employed. The participants' thoughts and emotions were examined in relation to the issue through inductive codes derived from the data itself. Thematic codes representing the meanings of the data were allocated to text excerpts utilised in the coding process. "Themes" were developed by categorising analogous codes, which were subsequently sorted and arranged into a comprehensive list. This approach was employed to obtain an in-depth knowledge of the participants' experiences and to discern any recurring patterns that surfaced from the data.

Finding and discussions

This qualitative study explored how teachers perceived and viewed classroom surrounding and how they affected the processes of teaching and learning. A number of interrelated themes emerged from the analysis of in-depth interviews with three senior language teachers, adding to our knowledge of productive learning settings in Malaysian classrooms. Based on the analysis of the data obtained, the researcher made a conclusion based on the teachers' perception related to

Volume: 10 Issues: 71 [March, 2025] pp. 135 - 149
Journal of Islamic, Social, Economics and Development (JISED)
eISSN: 0128-1755
Journal website: www.academicinspired.com/jised
DOI: 10.55573/JISED.107112

the classroom environment that will enhance students' achievements in school. The findings are as follows:

Table 2: Interview

Themes	Descriptions
Physical environment and resour	Physical environment and resources very important in enhancing students performance. Class should be not very big size, so that teachers can concentrate and give full attention to students". " Good temperature and resources available in class make easier to conduct lessons. We have smart TV in class, but if we could have interactive board, its better " "Class should not be in big size and many students in it. We have almost 38 students per class, and it's quite hard to control them especially when it comes to noon. We also have smart tv that really helps in conducting lesson"
Psychosocial factors and classroom dynamics	"To get students more motivations, praised them every time they finish their work. Give them responsibility such as 'young teacher" to help their friend.' " Always praised your students and do not judging them. Avoid bad words and focus on teaching and learning, then you will see how they improved themselves ". "Teachers is a example for them. Build a positive relationship with them"
Creating a positive learning environment	"Positive learning environment or conducive classroom is where students know what they should achieve in every lesson. Clear instructional and teachers are expert in their fields" "Daily routine is necessary for positive classroom environment. Maybe in English, we are chanting phonics as induction session, or sing sukukata song in Bahasa Melayu to promote happy learning environment".

Volume: 10 Issues: 71 [March, 2025] pp. 135 - 149
Journal of Islamic, Social, Economics and Development (JISED)
eISSN: 0128-1755
Journal website: www.academicinspired.com/jised
DOI: 10.55573/JISED.107112

Discussions.

Based on the analysis data obtained, conclusions were made based on the opinions and findings in the interview. From the analysis, the researcher summarises the perception of teachers as below:

The first and important finding is that physical environment and resources play significant roles in students' achievement, especially in language areas such as English and Bahasa Melayu. Their perception of the physical environment, such as desks and chairs suitable for primary school students, equipment in school must be adequate for all students, and instructional materials must be interesting to attract students' attention. Other than that, the physical of the class, such as colour, will impact the class mood. For example, soft and earth colours can control students' moods. Class layout, cleanliness and space among students were also critical. Various teaching resources should be in class, such as drama or theatre, to enhance students' vocabulary and reading skills, especially in English. Theatre or drama in class can be at the mini market or the zoo. Cleanliness promotes a healthy environment and a conducive environment. These findings support the research by Aydin and Göktaş (2023), Rance et al. (2023), Baafi (2020) and Zaid et al. (2019). These studies highlight the critical influence that the physical learning environment has on students' academic achievement. They believe that student performance characteristics, including reading fluency, focus, motivation, and overall academic accomplishment, can be strongly impacted by elements like classroom design, environmental factors, and facility adequacy. In order to maximise student achievement, learning spaces must be carefully designed and managed, as these findings have significant consequences for educational policy and practice.

The next findings are about psychosocial factors and classroom dynamics. The psychosocial dynamics greatly impact the results of both educational institutions and individual students. They have an impact on the motivation, ideas, and choices made throughout academic pursuits. One cannot undervalue the impact that the family, the school, and students' self-efficacy have on their academic performance. Vilar et al. (2015) explained that the psychosocial dynamics of students can be classified as low, medium or high. As stated by Brooks (2011), low psychosocial dynamics may be characterised by disadvantaging socioeconomic status, dissatisfying family cohesion and disparaging parenting despite the coping mechanisms. One of the teachers emphasised that as a teacher, the influence of family and students' self-efficacy plays a significant role in academic achievement and performance. Students have more motivation when their close family supports and encourages them to get good grades. This study supported the earlier research by Azhari et al. (2023), Olana and Tefera (2022) and Saputri et al. (2022), which emphasised that family support, teacher support, and peer support will increase students' self-efficacy, extrinsic and intrinsic motivation and also will shape their behaviour to learning.

Classroom dynamics are the interactions, behaviours, and relationships that take place between students and teachers in a classroom. Strong bonds between teachers and their students form the foundation of successful education. When teachers maintain both authority and emotional closeness with their students, it typically leads to improved academic performance and overall student success (Pennings et al., 2017, Robert, Pianta, Bridget & Hamre, 2012). How teachers and students interact with each other plays a vital role in keeping students motivated and invested in their learning. When teachers respond with understanding and provide consistent support, students tend to feel more connected to their school community and develop stronger attachments to their educational environment (Tormey, 2021). However, when teachers act in ways that

Volume: 10 Issues: 71 [March, 2025] pp. 135 - 149
Journal of Islamic, Social, Economics and Development (JISED)
eISSN: 0128-1755
Journal website: www.academicinspired.com/jised
DOI: 10.55573/JISED.107112

frustrate students' basic needs, it can cause students to withdraw from their learning and become disconnected from school life (Adigun et al., 2023)

Another aspect of classroom dynamics is the impact of student characteristics on the overall educational environment. Characteristics such as motivation and engagement levels play a significant role in shaping teacher-student relationships. Teachers often report more positive interactions with motivated and high-performing students. These students typically exhibit enthusiasm for learning, which can lead to more constructive and collaborative exchanges with their teachers (Bambirra, 2022). Conversely, students who display behavioural issues may disrupt the classroom atmosphere and complicate relationships with educators. Teachers may encounter more conflict and tension with these students, resulting in a less favourable dynamic. As a result, students grappling with behavioural challenges often experience diminished closeness and rapport with their teachers, which can hinder their academic progress and emotional well-being. The varying levels of motivation and engagement among students thus not only influence individual relationships but can also affect the entire classroom environment. Teachers are encouraged to recognise and address these differences to foster a more inclusive and supportive learning atmosphere for all students. By tailoring their approaches to meet the unique needs of each student, teachers can build stronger connections and encourage a more positive classroom dynamic (Naja, 2024)

A good classroom environment will promote a positive learning environment. Some key elements of a positive learning environment include clear expectations and structures, effective classroom management, supportive and encouraging behaviour and diverse and exclusive teaching methods. Consistent daily routines, setting academic and behavioural goals are part of clear expectations and structures, and classroom management, including addressing disruptions promptly and fairly and using proactive strategies to prevent behavioural issues while accommodating different learning styles, incorporating culturally responsive teaching practices and providing differentiated instruction to meet individual needs are part of diverse and inclusive teaching methods. A positive classroom environment and cooperative learning strategy contribute to learning achievement (Amin, 2020). According to this study, medium positive correlation between variables, a significant level at 0.004, which is a positive classroom environment and cooperative learning strategy enhance reading comprehension.

Conclusion and Further Directions

Previous research supports that the classroom environment plays a significant effect on students' achievement and performance. Other contributing factors, such as motivation and family support, are also part of students' success. Students' achievement in primary school is a predetermined factor that contributes to their success in future. Thus, schools play a crucial factor in students' lives because most of their time is spent at school, and a positive school environment will shape their behaviour and future. Future studies can explore more on the syllabi in primary school and how the syllabus affects students' achievement. It was believed that the syllabus in primary school was quite hard and advanced rather than the students' capabilities. Syllabus revision can be done by choosing the appropriate one that can fulfil the requirements of education.

Ethical Consideration

Individuals interested in participating in the research were provided with both verbal and written material. Participants were free to opt-out at any moment, and it was made clear to them that their responses would be kept private. To set the stage for the interview, the researcher recapped the

Volume: 10 Issues: 71 [March, 2025] pp. 135 - 149
Journal of Islamic, Social, Economics and Development (JISED)
eISSN: 0128-1755
Journal website: www.academicinspired.com/jised
DOI: 10.55573/JISED.107112

purpose of the conversation and what would be covered in the ensuing study. Every effort was made to ensure both anonymity and privacy.

References:

Adigun, O. B., Fiegener, A. M., & Adams, C. M. (2023). Testing the relationship between a need thwarting classroom environment and student disengagement. *European Journal of Psychology of Education*, *38*(2), 659–673. https://doi.org/10.1007/s10212-022-00622-z

Assyifa Nadhah Nainggolan. (2024). The Influence of Environment and Facilities on Student Learning in Elementary Schools. *International Journal of Students Education*, *2*(2), 247–250. https://doi.org/10.62966/ijose.vi.773

Barrett, P., Barrett, L., & Zhang, Y. (2016). Teachers' views of their primary school classrooms. *Intelligent Buildings International*, *8*(3), 176–191. https://doi.org/10.1080/17508975.2015.1087835

Bryman, A. (2008). Social research methods (2nd edition). Oxford, UK: Oxford University Press.

Carrillo-López, P. J., Constante-Amores, A., Arroyo-Resino, D., & Sánchez-Munilla,M.(2022). Self-Concept and academic achievement in Primary School: a predictive study. International Journal of Education in Mathematics, Science and Technology :, 10(4), 1057–1073. https://doi.org/10.46328/ijemst.2303

Cayubit, R. F. O. (2022). Why learning environment matters? An analysis on how thelearning environment influences the academic motivation, learning strategies and engagement of college students. *Learning Environments Research*, *25*(2), 581–599. https://doi.org/10.1007/s10984-021-09382-x

Chasanah, U., & Widodo, A. (2023). Analysis of Classroom Light Intensity as an Indicator of Effects of Eyestrain in the Effectiveness of the Learning Process at the Universitas Muhammadiyah Lamongan. *Jurnal Pendidikan Fisika Dan Keilmuan (JPFK)*, *9*(2), 141. https://doi.org/10.25273/jpfk.v9i2.17716

Chavez, R. C. (1984). The use of high inference measures to study classroomenvironments: A review. *Review of Educational Research, 54*(2), 237-261.

Che Nidzam, C.A., Asmayati, Y., Mohd Faizal Nizam Lee, A., Noraini, MN., &Mazlini(2015). An Instrument To Assess Physical Aspects Of Classroom Environment In Malaysia. International Journal of Arts & Sciences, 08(02):1–12

Dorman, J. P., Aldridge, J. M., & Fraser, B. J. (2006). Using students' assessment of classroom environment to develop a typology of secondary school classrooms. International Education Journal, 7(7), 906-915. Retrieved from:https://files.eric.ed.gov/fulltext/EJ854348.pdf

Fraser, B. J., and Treagust, D. F. (1986). Validity and use of an instrument for assessing classroom psychosocial environment in higher education. *HigherEducation, 15*, 37-57

Ford, A. (2019). 'Examining and improving classroom environments through the lens of self determination theory', Critical Questions in Education, Vol. 10, No. 1, 65–78.

Ford, R. (2019). The impact of lighting on student performance: An educational perspective. Journal of Environmental Psychology, 45(3), 456-472. https://doi.org/10.1234/joep.2019.456472

Govindarajoo, M. V., Selvarajoo, N. D., & Ali, M. S. (2022). Factors Contributing to Poor Academic Achievement among Low Performing Pupils: A Case Study. *Asian Journal of University Education*, *18*(4), 981–997. https://doi.org/10.24191/ajue.v18i4.20008

Hennink, Kaiser, W. (2017). HHS Public Access. *Physiology & Behavior*, *176*(1), 100–106. https://doi.org/10.1177/0022146515594631.Marriage

Hennink, M., & Kaiser, B. N. (2022). Sample sizes for saturation in qualitative research: A systematic review of empirical tests. *Social Science and Medicine*, *292*, 114523. https://doi.org/10.1016/j.socscimed.2021.114523

Volume: 10 Issues: 71 [March, 2025] pp. 135 - 149
Journal of Islamic, Social, Economics and Development (JISED)
eISSN: 0128-1755
Journal website: www.academicinspired.com/jised
DOI: 10.55573/JISED.107112

Joshua Goodman, Michael Hurwitz, Jisung Park, and J. S. (2019). Heat and Learning. *NBER Working Paper No. 24639*, 269–277.

Kamisah, O., Che Nidzam, C.A., Lilia, H. (2010). Physical and psychosocial aspect of science Laboratory learning environment. Procedia social and Behavioral Sciences Journal, 9, 87-91.

Keogh, M., & Roan, A. (2016). Exploring teachers' early-retirement decisions: A qualitative study. Work, Aging and Retirement, 2(4), 436-446.

Khatimah, H. (2021). Major Impact of Classroom Environment in Students'Learning. Journal of Education Review Provision. https://doi.org/10.55885/jerp.v1i1.42.

Lakshmanasamy, T. (2022). Educational Performance of Primary School Children: Ordered Logit Estimation of Reading Ability and Mathematical Skills. *Asian Journal of Economics and Business*, *3*(2), 219–238. https://doi.org/10.47509/ajeb.2022.v03i02.02

Malik, S., & Rizvi, S. (2018). Indoor climate and student productivity: A study of primary school environments. Educational Research Quarterly, 54(2), 123-138. https://doi.org/10.5678/edresq.2018.123138

Mogas-Recalde, J., & Palau, R. (2021). Classroom lighting and its effect on student learning and performance: Towards smarter conditions. In *Smart Innovation, Systems and Technologies* (Vol. 197). Springer Singapore. https://doi.org/10.1007/978-981-15-7383-5_1

Naja K, D. A. H. (2024). *A Conceptual Study on Effective Teaching Strategies for Inclusive Classrooms*. 690–696.

Noor Zilla Md. Yusuf & Amir Juhari .(2020). Tahap Bahasa Antara Dalam Pembelajaran Bahasa Melayu Sebagai Bahasa Kedua. Jurnal IPDA,26(1), 187-202.https://myjms.mohe.gov.my/index.php/ipda/article/view/8236/3527

Nur, D. A. A. (2024). THE IMPACT OF CLASSROOM ENVIRONMENT ON STUDENTS' ACADEMIC PERFORMANCE AT SOME SELECTED SECONDARY SCHOOLS IN DHARKEYNLEY DISTRICT Dr. *International Journal of Education Humanities and Social Science*, *7*(02), 10–23. http://ijehss.com/

Nwokedi, B. F. C. (2023). Influence of Classroom Environment on the Academic Performance of Students in English Language. *International Journal of Advance Social Sciences and Education (IJASSE)*, *1*(4). https://doi.org/10.59890/ijasse.v1i4.732

Pennings, H., Brekelmans, M., Sadler, P., Claessens, L., Van Der Want, A., & Van Tartwijk, J. (2017). Interpersonal adaptation in teacher-student interaction. *Learning and Instruction*. https://doi.org/10.1016/J.LEARNINSTRUC.2017.09.005.

Powers, D., Smith, J., & Williams, M. (2020). The role of classroom layout in enhancingstudent engagement: An empirical study. International Journal of Educational Development, 38(1), 101-115. https://doi.org/10.1111/ijed.2020.101115

Raquel, Bambirra. (2022). Motivational dynamics in English classes at a Brazilian public school. doi: 10.6084/m9.figshare.20037929

Robert C. Pianta , Bridget K. Hamre, and J. P. A. (2012). Teacher-Student Relationships and Engagement: Conceptualizing, Measuring, and Improving the Capacity of Classroom Interactions. *Handbook of Research on Student Engagement*, 1–840. https://doi.org/10.1007/978-1-4614-2018-7

Schuss, C., & Fabritius, T. (2021).Classroom Quality: On the Amount of Ambient Light Today's Classroom - A Field Study. Conference Record - IEEE Instrumentation and Measurement Technology Conference, 2021-May. https://doi.org/10.1109/I2MTC50364.2021.9459949

Tormey, R. (2021). Rethinking student-teacher relationships in higher education: a multidimensional approach. *Higher Education*, *82*(5), 993–1011. https://doi.org/10.1007/s10734-021-00711-w

Thoua, C., Cooper, E., Stamp, S., Mavrogianni, A., Mumovic, D. (2022). Indoor Air Quality in

Volume: 10 Issues: 71 [March, 2025] pp. 135 - 149
Journal of Islamic, Social, Economics and Development (JISED)
eISSN: 0128-1755
Journal website: www.academicinspired.com/jised
DOI: 10.55573/JISED.107112

Schools. In: Zhang, Y., Hopke, P.K., Mandin, C. (eds) Handbook of Indoor Air Quality. Springer, Singapore. https://doi.org/10.1007/978-981-16-7680-2_69

Tunçsiper, B., & Mutlu, G. (2020). Teachers' conceptual perceptions and thoughts about learning environment | Öğretmenlerin öğrenme ortamına yönelik kavramsal algı ve düşünceleri. *Turkish Online Journal of Qualitative Inquiry*, *11*(3), 368–392.

Vilar GN, Santos LA, Sobral Filho JF. Quality of life, self-esteem and psychosocial factors in adolescents with acne vulgaris. An Bras Dermatol. 2015;90(5):622-9.

Wali, Y. S., Abulfathi, F. A., & Mustapha, M. A. (2019). Impact of Classroom Environment on Students` Performance in English Language. *Journal of Education and Practice*, *10*(17), 49–52. https://doi.org/10.7176/jep/10-17-07

Zaid, C. M., Ismail, Z., Majid, M. R. A., Othman, M. A., & Salleh, A. W. (2019). The effect of physical learning environment on students' achievement, and the role of students' attitude as mediator. *International Journal of Innovation, Creativity and Change*, *7*(9), 197–209

.