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DEPARTMENT OF NURSING

DIPLOMA PROGRAMMES

IMPACT OF CLASSROOM ENVIRONMENT ON TEACHING AND LEARNING OF THE FIRST 1ST YEAR NURSING AND MIDWIFERY STUDENTS IN HOLY FAMILY NURSING AND MIDWIFERY TRAINING COLLEGE, BEREKUM.

SUBMITTED BY:

BOATENG-AHENKORA KOFI	**-**	**5605822**
BOMMO COMFORT	**-**	**5606622**

[HOLY FAMILY NURSING AND MIDWIFERY TRAINING COLLEGE, BEREKUM]

AFFILIATED TO KNUST, KUMASI

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BOMMO COMFORT	**-**	**5606622**

2023

DEC...TION

We hereby declare that this submission is our own work towards the Diploma in General Nursing and that, to the best of our knowledge, it contains no material previously published by another person nor material which has been accepted for the award of diploma of the University, except where due acknowledgement has been made in the text.

Boateng-Ahenkora Kofi	.....	17/11/2023
5605822	Signature	Date
Bommo Comfort	.....	17/11/2023
5606622	Signature	Date

Certified by:

Mr. Ayamba Fuseini Dramani	.....	17/11/2023
(Supervisor)	Signature	Date
Monica Nkrumah	.....	.....
(Principal)	Signature	Date

ABSTRACT

The study focused to find out the impact of Classroom environment on teaching and learning of the first 1st year Nursing and Midwifery Students in Holy Family Nursing and Midwifery Training College, Berekum.

A descriptive study design was used to collect in-depth information for the study. The sample population was obtained using a proportionate stratified sampling technique. The data for the study was collected by administering questionnaire to the participants. A total of 50 students were used for the study.

The study found out that, majority of the students (94%) had knowledge about definition of classroom. Most of the respondents indicated that proper arrangement of physical environment and use of current curriculum (70%) was the way to effective classroom environment.

Majority of the respondents (96%) of the respondents agreed that conducive classroom environment has a positive impact of the academic performance of students. Majority 86% of the respondents agreed that paraphrasing, active listening, eye contact and forceful listening are examples of receiving skills in effective communication. majority of the respondents (44%) believed punishment is the best way to correct bad behavior in students.

Majority of the respondents (98%) agreed good teacher-student relationship ensures effective teaching and learning in the classroom.

The study concluded that most of the respondents (94%) agreed that classroom provides an environment for free and open expression of ideas, opinions and beliefs and majority of the respondents (92%) agreed that conducive classroom environment has a positive impact of the academic performance of students.

It was recommended that. teachers should ensure a good and conducive classroom environment for effective learning and teaching, enforcement of strict laws for students to abide by rules and regulations in the ensure effective teaching and learning and teachers should conduct test to ensure effective learning has taken place.

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ABBREVIATION

National Commission on Excellence in Education	NCEE
Registered General Nursing	RGN
Registered Midwifery	RM
Post Basic Midwifery	PBM.

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CHAPTER ONE

INTRODUCTION

1.0 Background of the Study

In today's society, schools are being held accountable for every aspect of student achievement. Effective Classroom environment is playing a vital role in strengthening instructional process and makes it more productive, effective and successful. Without effective Classroom environment, teaching learning process has no fruitful results (Kochenderfer-Ladd & Pelletier, 2018). Teachers vary in how they manage their classrooms but little is known regarding the relationship between Classroom environment styles and student outcomes. Classroom environment optimization is one strategy towards maximizing student achievement in Private Schools and Public Schools (Brannon, 2019). Classroom environment was brought into keen focus in the 1983 publication of A Nation at Risk: The Imperative for Educational Reform, published by the National Commission on Excellence in Education, which blamed poor Classroom environment to explain why some school students receive one-fifth of the reading comprehension instructional time of other students (Kent & Chelladurai, 2016). The NCEE report went on to state that, the teacher preparation curriculum is weighted heavily with courses in educational methods at the expense of courses in subjects to be taught. In spite of all of this effort invested in pedagogy, surprisingly little is known regarding how instructional and behavioural Classroom environment styles might impact student outcomes (Durlak, Weissberg, Dymnicki, Taylor, & Schellinger, 2019). Classroom environment is a critical part of effective instruction. Effective classroom management, which begins with efficient lesson planning preparation, helps teacher to teach and students to learn (Brannon, 2019). Students thrive in a positive class climate and an environment in which they feel safe, cared for and involved. From a student perspective, effective Classroom environment provides students with opportunities to socialize while

learning interesting content. From a teacher perspective, effective classroom management involves preventive discipline and interesting instruction (Suleman & Hussain, 2016). Similarly, Classroom environment is important because it keeps students motivated to continue their work, provides appropriate instruction and feedback, and managing student work and it can keep disruptive behaviours down to a minimum (Clunies-Ross & Kiehuis, 2018). The effective teacher is an extremely good classroom manager. Effective teaching and learning cannot take place in a poorly managed classroom. If students are disorderly and disrespectful, and no apparent rules and procedures guide behaviour, chaos becomes the norm. Well managed classrooms provide an environment in which teaching and learning can flourish (Ahmad, 2017). Many research studies have suggested that a conducive classroom environment promotes students' academic achievement. Classroom environment strategies are a crucial part of teachers' success in creating a safe and effective learning environment for students. The purpose of education is to provide a safe and friendly environment in order for learning to take place. Therefore, teachers should know how to use and apply strategies that will allow and also help students to learn (Suleman, Hussain, & Akhtar, 2018).

Again, the classroom environment plays leading role in uplifting students' learning and achieving nation educational goals in due course of time. Classroom environment refers to utilization of available physical, instructional facilities and maintenance of discipline in classroom for effective teaching and better students' learning (Ahmed, Tayyub, & Imail, 2020). Walberg (2017), opined that the classroom psychological or social environment refers to the climate or atmosphere of a class as a social group that potentially influences what students learn.

According to Steve and Richard (2019), when a student first steps into a room they will make a judgment about the type of class they are going to be taking. They will look to see how desks are arranged. They will notice what is hanging on the walls. The way in which a

teacher sets up their class allows them to communicate with their students nonverbally. By adding various learning centres or activity centres the students will know that this is a classroom that likes to do hands on experiments. It also conveys that they will not just sit and take notes, but they will act out what ever subject they are learning.

1.1 Statement of Problem

The wall art will demonstrate to the student that the teacher cares about their work enough to show it off. Students will also gain an understanding of the social expectations of the teacher in the classroom based on how the desks are organized. Each of these tools can be used in any classroom regardless of the content. This indicates that classroom environment helps in motivating people and have effect on their thought processes, how he/she perceive himself/herself and what are his/her thoughts about present environment and situations. 'Self' is influenced by how other persons behave to him/her especially with whom he/she is in close contact. In a classroom, the teacher's role is much important to enhance the morale, self-concept, self-confidence of a learner because he/she may be tool of inspiration or torture. He/she can humiliate or humour, hurt or heal a student in a class. A person with a positive self-concept will try to respond to a task invest the time and energy necessary to accomplish it (Malik & Rizvi, 2018). The classroom environment as a critical factor affecting students' behaviour and achievement; the amelioration of learning and behavioural disorders; and broad educational outcomes for students, such as high school completion and participation in postsecondary education careers. Both of these measuring tools for schools have placed an emphasis on teaching and learning. If a teacher does not possess strong Classroom environment skills, his/her teaching will not foster student achievement (Brown, 2017).

Teachers use various teaching methods like lectures, discussion in classrooms for making teaching and learning process effective and more productive. Discussion method is the

process of students talking about specific topics, helped them to share their ideas openly which develops them confidence building habit and improve their learning (Have, 2019).

However, little is known regarding how student outcomes might differ by teacher Classroom environment style. Therefore, what was needed is a study that contrasts teacher instructional and behavioural Classroom environment styles in the important outcomes of percent of students passing state-wide standardized tests. Classroom environment had been a major problem in teaching of Basic Science in Zing Local Government Area more especially in Government Technical Training School Zing (Elizer, 2017). The Challenges are in form of in-conducive classroom for teaching both Practical and theory aspect. Therefore, the study aims investigate the impact of Classroom environment on teaching and learning of the first 1st year Nursing and Midwifery Students in Holy Family Nursing and Midwifery Training College, Berekum.

1.2 General objective of the study

The main objective is to find out the impact of Classroom environment on teaching and learning of the first 1st year Nursing and Midwifery Students in Holy Family Nursing and Midwifery Training College, Berekum.

1.3 Specific Objectives

1. To determine the relationship between Classroom environment and students' performance.
2. To identify the impact of effective strategies that can be used in classroom to improve students' performance
3. To determine the effect of classroom environment on teaching.
4. To identify the impact of classroom environment on learning.

1.4 Operational Definition

Classroom: A room in which classes are conducted, especially in schools or colleges

Environment: A natural world, as a whole or in a particular geographical area, especially as affected by human activity.

Students: A person who is studying at a university or other place of higher education

Performance: An action or process of performing a task or function.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter contains a review of relevant literature related to the research topic:" Impact of Classroom environment on teaching and learning of the first 1st year Nursing and Midwifery Students in Holy Family Nursing and Midwifery Training College, Berekum". The sources of information include books, journals, and online articles, research reports.

2.1 Overview

The teaching-learning process cannot take place in a vacuum. In formal education settings, it occurs as a result of interaction among members of the classroom. In classroom settings, elements of teaching-learning process include: teacher, students, content, learning process and learning situation. The learning situation or learning environment means the conditions in which learning take place. Each classroom has unique teaching - learning conditions. According to Arends (2017), classes may seem similar from the distance but are different in its procedures and the processes. A classroom setting has two major components, namely, physical component and human component. Physical component comprises all the physical objects present in the classroom e.g., black board, furniture, lightings, projector, books, computers etc., whereas the human component comprises of individuals i.e., teachers and students in the classroom. It generally involves the nature of interaction of teachers with students and student-student as well. This pattern of interaction generates a particular atmosphere which may be called as learning condition/situation/environment. This aspect is also called the psycho-social environment of the classroom. Most scholars agree that students' academic achievement varies with learning conditions.

2.2 Relationship between Classroom environment and students' performance

Definition of Classroom Environment

Definitions of Classroom environment vary, but usually include actions taken by the teacher to establish order, engage students, or elicit their cooperation. For example, the working definition used in a National Society for the Study of Education Yearbook on the topic (Duke, 2016) follows: The provisions and procedures necessary to establish and maintain an environment in which instruction and learning can occur. More recently, the conceptualization has been expanded by delineating both the complexity of the setting in which the strategies and procedures are enacted, as well as the scope of the teacher's goals in carrying out environment behaviours. For example, Doyle (2018), summarized it as the actions and strategies teachers use to solve the problem of other in classrooms.

Jones (2019), emphasized the comprehensive nature of classroom environment by identifying five main features:

1. An understanding of current research and theory in classroom environment and students' psychological and learning needs.

2. The creation of positive teacher–student and peer relationships.

3. The use of instructional methods that facilitate optimal learning by responding to the academic needs of individual students and the classroom group.

4. The use of organizational and group environment methods that maximize on-task behaviour.

5. The ability to use a range of counselling and behavioural methods to assist students who demonstrate persistent or serious behaviour problems. Environment of any component in teaching learning system may have varied purposes, but there should be a single primary

reason of doing so. That is enhancing the students' learning. Thus, effective classroom environment should also be initiated with a common purpose to enhance the level of learning among the students, at any level.

Lakes and Smith (2020), have recognized the significance of effective Classroom environment as the first tool to improve learning effectiveness. These scholars have suggested that classroom environment should be considered as an integrated function of characteristics development in teachers, behavioural environment across the school community, managing school environment for effective teaching-learning, organizing and managing resources for effective learning, and designing effective lessons for effective student learning whereby they could show up their optimal participation and process engagement.

Of course, Classroom environment stands for managing effective teaching learning. These scholars have claimed that effective Classroom environment has a noble reason of doing all of the things that a teacher does to organize students, space, time and materials so that instruction in content and student learning can take place by fostering student involvement and cooperation in all classroom activities, and establishing a productive working environment.

Effective classroom environment; establishes and sustains an orderly environment in the classroom, increases meaningful academic learning and facilitates social and emotional growth and decreases negative behaviours.

Although effective Classroom environment produces a variety of positive outcomes for students, according to a 2006 survey of pre-K through grade 12 teachers conducted by APA, teachers report a lack of support in implementing Classroom environment strategies. Chaotic classroom environments are large issue for teachers and can contribute to high teacher stress

and burnout rates. Therefore, it is important to use effective Classroom environment strategies at the universal level in a tiered model, as they serve as both prevention and intervention methods that promote positive outcomes for students.

2.3 Classroom environment Strategies

Classroom environment refers to the strategies that teachers use to create a safe, orderly and conducive learning environment in the classroom (Clunies-Ross & Kiehuis, 2018). Classroom environment is the actions and strategies teachers use to solve the problem of order in classrooms. Effective teachers also use rules, procedures, and routines to ensure that students are actively involved in learning. In essence, they use environment not to control student behaviour, but to influence and direct it in a constructive manner to set the stage for instruction. Furthermore, the term classroom environment refers to the procedures, strategies, and instructional techniques teachers use to manage student behaviour and learning activities (Hinckson, 2016).

According to Umar (2017), there are many classroom environment strategies to effective Classroom environment. Some of these strategies are used both in Public and Private schools. The important Classroom environment strategies are as follow;

Organization: Organization is one of the most important components in classroom environment. It is also the one component hard to do as a first-year teacher. Organizing Local Government Area is the toughest battle in the classroom because teacher needs to be organized with many tasks in and out of classes. Furthermore, classroom organization affects the physical elements of the classroom, making it a more productive environment for its users. They strategically place furniture, learning centres, and materials in order to optimize student learning and reduce distractions organization focuses on the physical environment. Effective teachers organize a safe classroom environment. They strategically place furniture,

learning centers, and materials in order to optimize student learning and reduce distractions. The following is a collection of ideas to help with this type of organization

Communication: People interact through communication. Teaching and Classroom environment take place by means of communication. Communication is a means by which the varying needs, feelings and attitudes of teachers and learners are conveyed to each other in order to establish cooperation and achieve the learning outcomes. If communication is not effective, the objectives of education cannot be attained. Therefore, the classroom manager must know exactly what good communication is and what the principles and conditions for effective communication are, and which factors might impede these. Successful communication happens when the message is understood correctly by the receiver and the feedback given to the sender is acceptable. They can be broken into two categories: Sending Skills and Receiving Skills.

(a) Sending skills: this includes;

Deal is present that is “information is most useful when used at earliest opportunity”, talk directly to students, not about them.

Speak politely: “This helps create positive role models in the eyes of the students, make statements rather than asking questions.

(b) Receiving skill: this includes;

Receiving skills is essential for effective instruction,

Forceful listening should be used to help the speaker feel their comments expressed are acceptable and clearly heard,

Use paraphrasing, active listening or reflecting to make the speaker feel heard,

Make eye contact, Suggest strong leadership skills through body carriage, facial expressions & gestures.

Monitoring: Monitoring is a classroom environment technique loosely defined as listening to the learners for their accuracy and fluency, or checking to see whether activities are going as planned and that the learners are on task. However, monitoring is often carried out as a vague listening and looking exercise by the teacher, and sometimes not done at all, whereas in fact effective monitoring is a skill that needs to be developed if learners are to benefit fully from activities, particularly those of the information gap and group interactive types. Monitoring is an activity that involves continuous and systematic checking or observing of programme and project implementation to ensure that it is going as planned. Good monitoring of the classroom is essential as many students find 'acting out' more involved in the activity, don't understand the task, or cannot get help when needed.

Lesson strategies and lesson delivery: Lesson planning helps teachers deliver lessons that are effective and focused. A well-planned lesson is also more engaging, stimulating, and interesting for your students. They will enjoy the lesson more and educational outcomes will be improved when lessons are well-structured. Lesson planning can also help teachers gradually improve the effectiveness of each lesson and avoid past mistakes. Here are some simple tips that will help you perfect your lesson planning. Good lesson planning is essential to the process of teaching and learning. The development of interesting lessons takes a great deal of time and effort. It is also important to realize that the best planned lesson is worthless if interesting delivery procedures, along with good Classroom environment techniques, are not in evidence. It includes lesson preparation, lesson structure, lesson delivery and delivery strategies.

Questioning: In order to engage all learners in the classroom, ensuring everyone has the opportunity to participate in discussions and do the important thinking when a question is posed, teachers use a variety of questioning strategies. In addition, teachers strategically vary the types of questions they ask to generate meaningful dialog that supports the development

of high-order thinking skills. Questioning is one of the most important devices of teaching. It is said that that the success and efficiency of teaching depends more on skill and judgment with which we put questions than any other single circumstance. In fact, questioning is for the child a natural and enjoyable means of intellectual and social growth. Some researchers have simplified classification of questions into lower and higher cognitive questions. Lower cognitive questions (fact, closed, direct, recall, and knowledge questions) involve the recall of information. Higher cognitive questions (open-ended, interpretive, evaluative, inquiry, inferential, and synthesis questions) involve the mental manipulation of information to produce or support an answer.

2.4 Classroom environment and students' behaviour

Classroom environment is a term teachers use to describe the process of ensuring that classroom lessons run smoothly without disruptive behaviour from students compromising the delivery of instruction. It is a difficult aspect of teaching for many teachers. A problem in this area causes some to leave teaching. In 1981 the US National Educational Association reported that 36% of teachers said they would probably not go into teaching if they had to decide again. A major reason was negative student attitudes and discipline (Wolfgang, Charles, Glickman, & Carl, 1986).

Classroom environment is crucial because it supports the proper execution of curriculum development, developing best teaching practices, and putting them into action. Classroom environment can be explained as the actions and directions that teachers use to create a successful learning environment; indeed, having a positive impact on students achieving given learning requirements and goals (Soheili, et al., 2019). In an effort to ensure all students receive the best education it would seem beneficial for educator programs to spend more time and effort in ensuring educators and instructors are well versed in Classroom environment.

Teachers do not focus on learning classroom environment, because higher education programs do not put an emphasis on the teacher attaining classroom environment; indeed, the focus is on creating a conducive learning atmosphere for the student. These tools enable teachers to have the resources available to properly and successfully educate upcoming generations, and ensure future successes as a nation. According to Moskowitz and Hayman (2018), once a teacher loses control of their classroom, it becomes increasingly more difficult for them to regain that control.

Also, Berliner (2018) conducted a study and it shows that the time a teacher must take to correct misbehaviour caused by poor classroom environment skills results in a lower rate of academic engagement in the classroom. From the student's perspective, effective classroom environment involves clear communication of behavioural and academic expectations as well as a cooperative learning environment. Some of these behaviours can be corrected by the following methods.

1). Corporal punishment

Until recently, corporal punishment was widely used as a means of controlling disruptive behaviour but it is now illegal in most schools. It is still advocated in some contexts by religious leaders such as James Dobson, but his views "diverge sharply from those recommended by contemporary mainstream experts" and are not based on empirical testing, but rather are a reflection of his faith-based beliefs. According to studies taboo physical punishments like spanking or procedures used in Asia in the classroom such as standing do not make students or children more aggressive. Consistency seems to play a greater role on whether outcomes could be negative. Corporal punishment is now banned in most schools in the United States, and most developed countries. Although its effectiveness was never proven, the punishment was very disproportionately met. African American and male where

the most punished groups. In a study conducted in 2006, 17.1 percent of students who experienced. Corporal punishment where African Americans, and 78.3 percent of total students were males ("Corporal Punishment Persists in U.S. Schools").

2). Good teacher-student relationships

Some characteristics of having good teacher-student relationships in the classroom involve the appropriate levels of dominance, cooperation, and awareness of high-needs students. Dominance is defined as the teacher's ability to give clear purpose and guidance concerning student behaviour and their academics. By creating and giving clear expectations and consequences for student behaviour, this builds effective relationships. Such expectations may cover classroom etiquette and behaviour, group work, seating arrangements, the use of equipment and materials, and also classroom disruptions. Assertive teacher behaviour also reassures those thoughts and messages are being passed on to the student in an effective way. Assertive behaviour can be achieved by using erect posture, appropriate tone of voice depending on the current situation, and taking care not to ignore inappropriate behaviour by taking action.

3). Preventive techniques

Preventive approaches to classroom environment involve creating a positive classroom community with mutual respect between teacher and student. Teachers using the preventive approach offer warmth, acceptance, and support unconditionally – not based on a student's behaviour. Fair rules and consequences are established and students are given frequent and consistent feedback regarding their behaviour. Bear, G.G. (2018) described that one way to establish this kind of classroom environment is through the development and use of a classroom contract. The contract should be created by both students and the teacher. In the contract, students and teachers decide and agree on how to treat one another in the classroom.

The group also decides on and agrees to what the group will do if someone violates the contract. The group should also decide how to fix the problem through either class discussion, peer mediation, counselling, or by one-on-one conversations leading to a solution to the situation.

Preventive techniques also involve the strategic use of praise and rewards to inform students about their behaviour rather than as a means of controlling student behaviour. To use rewards to inform students about their behaviour, teachers must emphasize the value of the behaviour that is rewarded and also explain to students the specific skills they demonstrated to earn the reward. Teachers should also encourage student collaboration in selecting rewards and defining appropriate behaviours that earn rewards.

4). Rote discipline

Also known as "lines", rote discipline is a negative sanction used for behaviour environment. It involves assigning a disorderly student sentence or the classroom rules to write repeatedly. Among the many types of classroom environment approaches, it is very commonly used.

5). Assertive discipline

Assertive discipline is an approach designed to assist educators in running a teacher-in-charge classroom environment. Assertive teachers react to situations that require the environment of student behaviour confidently. Assertive teachers do not use an abrasive, sarcastic, or hostile tone when disciplining students. Assertive discipline is one of the most widely used Classroom environment tactics in the world. It demands student compliance and requires teachers to be firm. This method draws a clear line between aggressive discipline and assertive discipline (www.behavioradvisor.com). The standards and rules set in place by assertive discipline are supported by positive reinforcement as well as negative consequences.

Teachers using this approach carry themselves confidently and have no tolerance for class disruption. They are not timid, and remain consistent and just.

CHAPTER THREE

MATERIALS AND METHODS

3.0 Introduction

This chapter details, the study area and study population, study design, sampling techniques, data collection method and instrument, data analysis techniques, ethical consideration, and the limitations of the study.

3.1 Study area

The study was carried out at the Holy Family Nursing and Midwifery Training College, Berekum. The College is located in the western part of Berekum, on the premises of The Holy Family Hospital. The College has a student population of 703 students comprising 96 males and 607 females. There are 26 teaching staff and 52 non-teaching staff. The College runs three Diploma programs; Registered General Nursing (RGN), Registered Midwifery (RM), and a two-year Post Basic Midwifery (NAP/NAC).

3.2 The study population

The target population is students of Holy Family Nursing and Midwifery Training College, Berekum whereas the accessible population is all first-year students in the college.

3.3 Study design

A descriptive study design was used for the study. This design was used for the study because there was the need to describe the characteristics of the phenomenon being studied. The design also allows for us to observe the students in their natural and unchanged environment. The data collection in descriptive research allows for the gathering of in-depth information about the research problem.

3.4 Sampling technique and Size

The proportionate stratified sampling technique will be used to select samples for the study. This was chosen because sampling is made from all the strata thereby making the overall sample unbiased as well as ensuring that equal proportions of each stratum are well represented.

The accessible population for the study is all first-year students with a population of 289. They will be grouped into various classes (stratum), that is RGN 25 (145 students), RM 20 (144 students), and PBM 6 (10 students). The sample size for the study was 50 students. The total number of students from each class was obtained by dividing the sample size of the study by the population size and multiplying the result by the total number of students in each class. A lottery method was used to recruit 25 students from RGN 25, 24 students from RM 20, and 1 student from PBM 6.

3.5 Data collection methods and instruments

Data collection was done through the use of structured questionnaires consisting of both closed-ended and open-ended questions for easy expression of views and ideas. This was chosen as the method of data collection because it is relatively cheaper, avoided embarrassment on the part of the respondents, and the complete anonymity of respondents. Questionnaires were shared with the students in their various classrooms during the class period. We explained to them how the questionnaires were to be filled. Each student used a maximum of 20 minutes to complete the questionnaire.

3.6 Data analysis techniques

The data obtained from the study were checked for accuracy, utility, and completeness. The data were coded and analyzed using Microsoft Excel and the results were presented in tables or figures.

3.7 Ethical consideration

An introductory letter was obtained from the College before we conducted the study. The respondents were well informed about the purpose of the study and their consent was sought. Respondents were assured of anonymity and confidentiality by not providing any form of identification on the questionnaire. However, identification codes were used to represent the respondent according to their chronologic entry into the study. Respondents were allowed to participate and withdraw from the study voluntarily at any time without any penalty.

3.8 Limitation of the study

The limitations to this study were, the limited time with which we had to complete the study and the smaller sample size that was chosen for the study. Because the sample size was small, we could not generalize the study findings.

CHAPTER FOUR

DATA ANALYSIS AND RESULTS

4.0 Data Presentation & Analysis

This chapter deals with the analysis of data collected from the field of study and the results obtained from the analysis. The study findings are presented in tables or figures.

4.1 Demographic Profile of Respondents

Table 1: Age Distribution of Respondents

Variable	Categories	Frequency (n)	Percentage (%)
Age	18-22	31	61
	23-27	15	30
	28-32	2	4
	Above 32	2	4

From Table 1, most of the respondents (61%) were aged between 18-22 years, less than half of the respondents (30%) were aged between 23-27 years. Few of the respondents (4%) were aged between 28-32 years and 4% were aged above 32 years.

Table 2: Sex Distribution of Respondents

Variable	Categories	Frequency (n)	Percentage (%)
Sex	Male	14	28
	Female	36	72

The majority of the respondents (72%) were females and 28% were males.

Table 3: Marital Status of Respondents

Variable	Categories	Frequency (n)	Percentage (%)
Marital Status	Single	45	90
	Married	4	8
	Divorced	1	2

Most of the respondents (90%) were single and 8% of the respondent were married. Only 2% of the respondents was divorced.

Table 4: Programs offered by Respondents

Variable	Categories	Frequency (n)	Percentage (%)
Program	RGN	31	62
	RM	13	26
	PBM	6	12

From Table 4, 62% of the respondent were Registered General Nursing students, 26% were Registered Midwifery students and 12% were Post Basic Midwifery students.

4.2 Relationship between classroom environment and students' performance

Table 5: Definition of classroom

Definition of classroom	Frequency (n)	Percentage (%)
1. A place of study and for academic purpose	47	94
2. Room in which pupil or students are taught	3	6

From table 5, majority of the respondents (94%) defined classroom as a place of study and for academic purpose while only 6% of the respondent defined classroom as a room in which pupil or students are taught.

Table 6: Respondents view on effective classroom environment

Effective classroom environment	Frequency (n)	Percentage (%)
1. Proper arrangement of physical environment and use of current curriculum	35	70
2. Interactive class and enhance multi-model mean of learning	10	20
3. It promotes cognitive stimulation and foster students' connection.	5	10

In soliciting for ideas on the relationship between classroom environment and students' performance, students were asked to write two ways effective classroom environment enhances teaching and learning. The following were the respondents' responses; proper

arrangement of physical environment and use of current curriculum (70%), interactive class and enhance multi-model mean of learning (20%) and it promotes cognitive stimulation and foster students' connection (10%).

Table 7: Respondents knowledge on classroom environment

Statement		**Agree**	**Disagree**	**Neutral**
The classroom provides an environment for free and open expression of ideas, opinions and beliefs.	n	49	0	1
	%	98	0	2
A conducive classroom environment has a positive impact of the academic performance of students	n	48	0	2
	%	96	0	4

From table 7, 98% of the respondents agreed that classroom provides an environment for free and open expression of ideas, opinions and beliefs. Few of the respondents (2%) had a neutral idea about this assertion. This shows that majority of the respondents understood the statement "classroom provides an environment for free and open expression of ideas, opinions and beliefs".

Majority of the respondents (96%) of the respondents agreed that conducive classroom environment has a positive impact of the academic performance of students. Only a few of the respondents (4%) had a neutral idea to this assertion. This shows that the respondents understood the statement "A conducive classroom environment has a positive impact of the academic performance of students".

4.3 Classroom environment Strategies

Table 8: Student Nurses view on classroom environment strategies

Things that enhance students understanding of courses been taught during teaching in the classroom (Nurses)	**Frequency (n)**	**Percentage (%)**
1. Answering questions	29	94
2. Contributing during lectures		
3. Good tuition		
4. Showing videos		
5. Quizzes		
6. Discussion	2	6
7. The use of pictures		
8. Examination		

From table 8, In assessing for the knowledge on classroom strategies, respondents were asked to write five things that enhance students understanding of courses taught in classroom. The following are some of the responses given by the respondents (Nurses); majority of the respondents (94%) wrote; answering questions, contributing during lectures, good tuition, showing videos, and quizzes. While few of the student nurses (6%) wrote, discussion, examination and the use of pictures to be the strategies that enhances students understanding of courses been taught during teaching.

Table 9: Student midwives view on classroom environment strategies

Things that enhance students understanding of courses been taught during teaching in the classroom (Midwives)	**Frequency (n)**	**Percentage (%)**
1. Allow time for reflection	13	73
2. Come up with ideas		
3. Diagrams		
4. Participation		
5. Concentration		

From table 9, In assessing for the knowledge on classroom strategies, respondents were asked to write five things that enhance students understanding of courses taught in classroom. The following are some of the responses given by the respondents (midwives), majority of the respondents wrote; allow times for reflection, come up with idea, diagrams, participation and concentration in class to be the classroom strategies to enhance students understanding to a course been taught.

Table 10: Student (PBM) view on classroom environment strategies

Things that enhance students understanding of courses been taught during teaching in the classroom (Midwives)	**Frequency (n)**	**Percentage (%)**
1. More practical	6	27
2. Brainstorm		
3. Examination		
4. Pose questions		
5. Go over		
6. More practical		

From table 10, In assessing for the knowledge on classroom strategies, respondents were asked to write five things that enhance students understanding of courses taught in classroom. The following are some of the responses given by the respondents (PBM), majority of the respondents wrote; more practical, brainstorming, asking questions, go over what is been taught and conducting examinations are the classroom strategies that enhance students understanding to a course been taught.

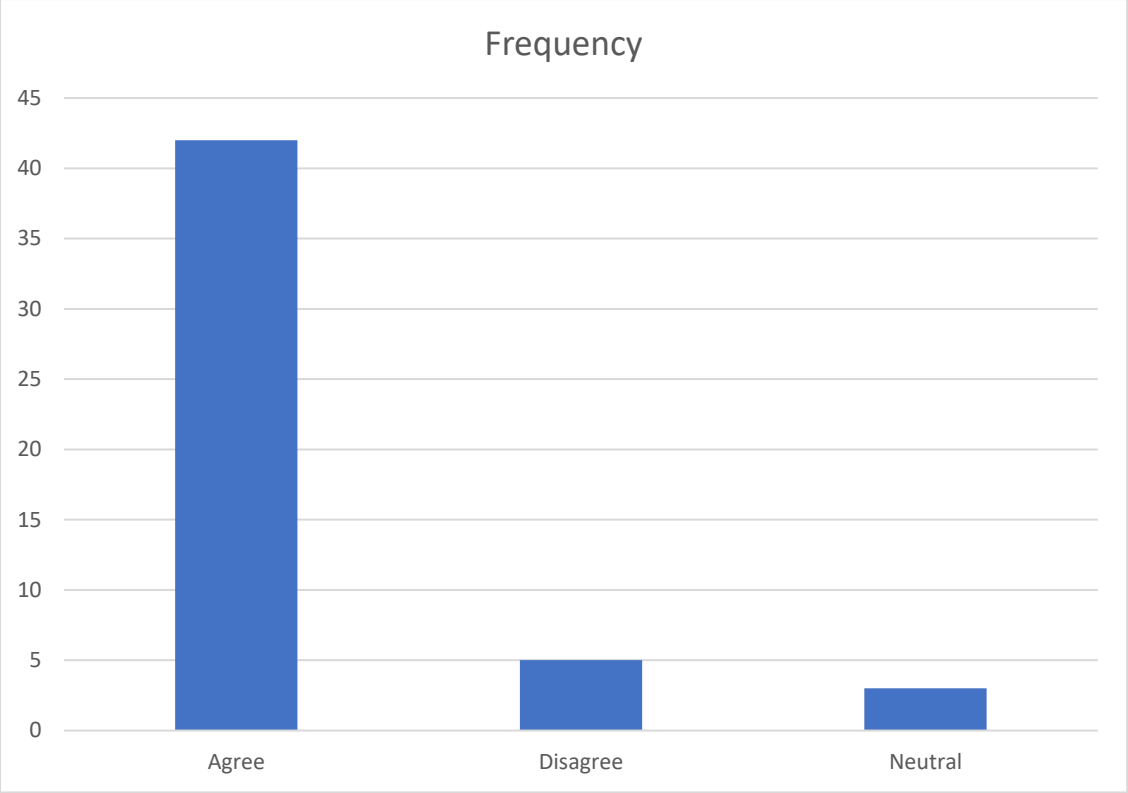

Figure 1: Classroom environment strategies

From figure 3, 86% of the respondents agreed that paraphrasing, active listening, eye contact and forceful listening are examples of receiving skills in effective communication. Few of the respondents (6%) disagreed and 8% had neutral idea to this assertion. This illustrates that most of the respondents had a better understanding to the statement.

4.4 Classroom environment and students' behaviour

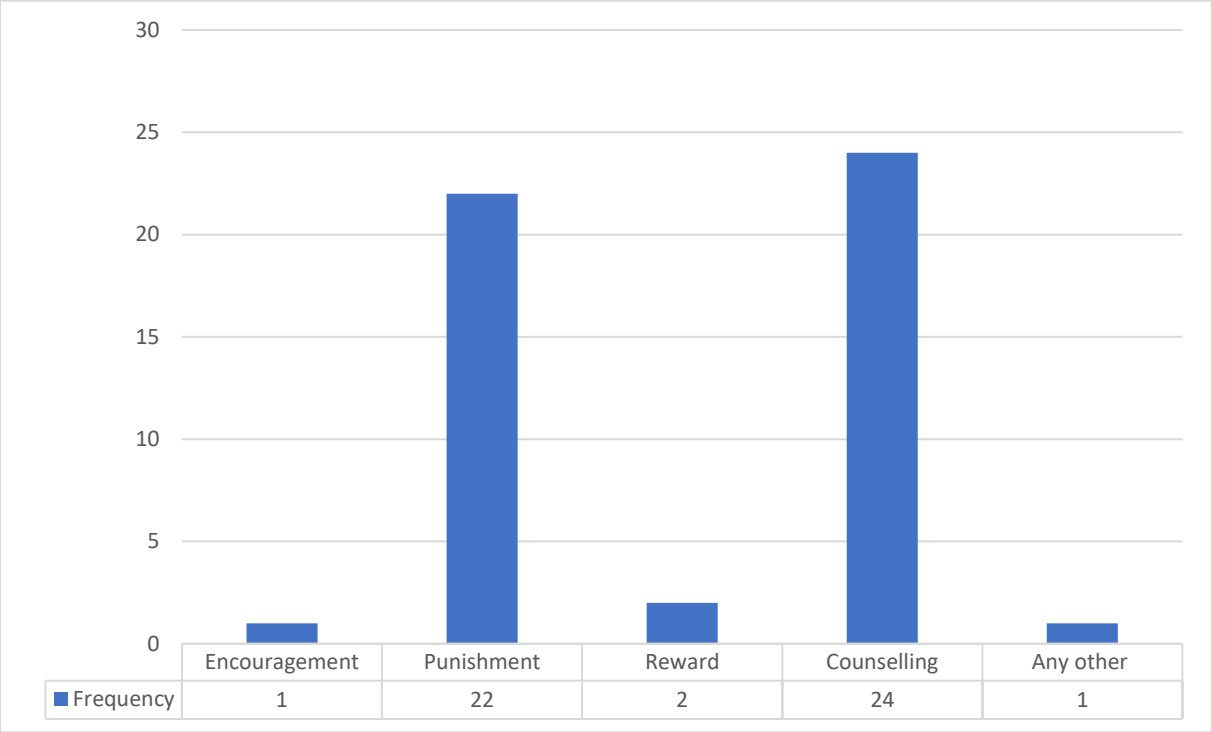

Figure 2: Correction of bad behaviour of students

From figure 4, majority of the respondents (44%) believed punishment is the best way to correct bad behavior in students, 2% indicated encouragement is the way to correct bad behavior. Most of respondents (48%) and 4% indicated counselling and reward respectively to be the best way to correct student's bad behaviour. Only 2% of the respondents chose others.

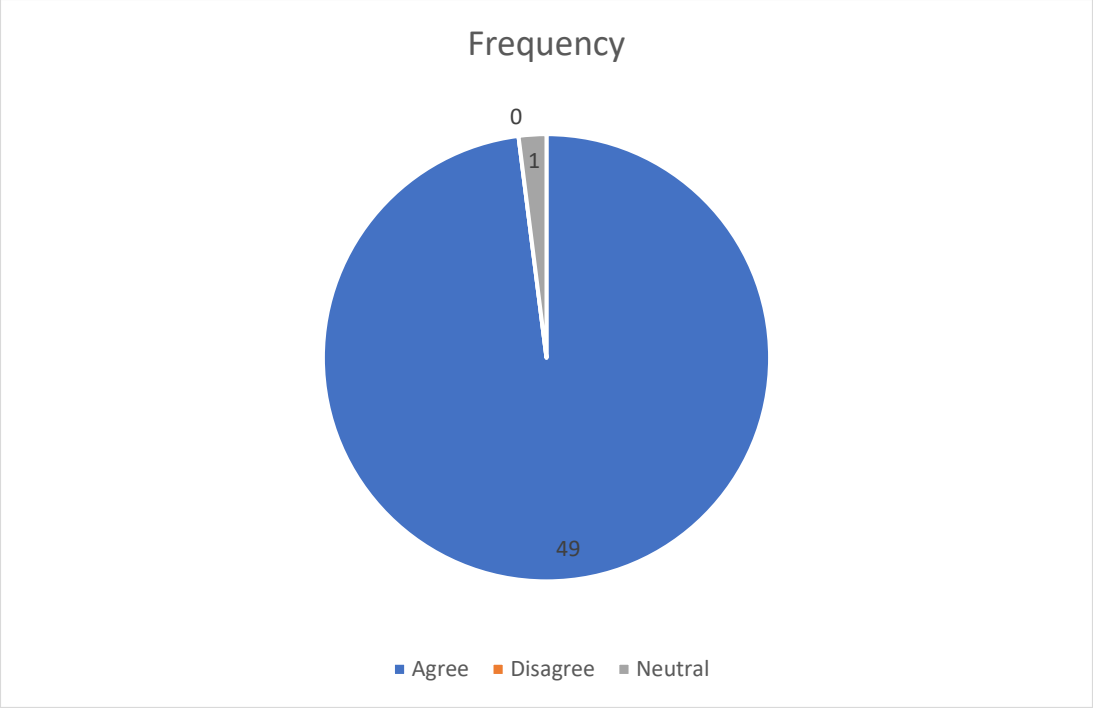

Figure 3: Relationship between teacher-student and learning

From figure 5, majority of the respondents (98%) agreed good teacher-student relationship ensures effective teaching and learning in the classroom and only 2% had a neutral idea about this assertion.

Table 11: Student Nurses' response on behaviors portray by students in the classroom

Bad behaviors students portray in the classroom	**Frequency (n)**	**Percentage (%)**
1. Sleeping in class	31	100
2. Talking in class		
3. Teasing people in class		
4. Cheating in class		
5. Lateness to class		

In soliciting for ideas on classroom environment and students' behavior, respondents were asked to state five bad behaviors students portray in classroom. The following were the

respondents' responses; all of the respondents (n=31, 100%) wrote; sleeping in class, talking in class, teasing people in class, cheating in class, lateness to class as the bad behaviors portrayed by students.

Table 12: Student midwives' response on behaviors portray by students in the classroom

Bad behaviors students portray in the classroom	Frequency (n)	Percentage (%)
1. Absenteeism	13	100
2. Laughing at tutors		
3. Stealing in class		
4. Gossiping in class		
5. Dressing inappropriately to class		
6. Chewing chew in class		

In soliciting for ideas on classroom environment and students' behavior, respondents were asked to state five bad behaviors students portray in classroom. The following were the respondents' responses; all of the respondents (n=13, 100%) wrote; absenteeism, laughing at tutors, stealing in class, gossiping, inappropriate dressing to class and chewing gum to be the bad behaviors portrayed by students.

Table 13: Students (PBM) response on behaviors portray by students in the classroom

Bad behaviors students portray in the classroom	Frequency (n)	Percentage (%)
1. Aggressiveness toward others	6	100
2. Using cell phones in class		
3. Shouting at other colleagues in class		
4. Mocking others		
5. Not doing assignments		

In soliciting for ideas on classroom environment and students' behavior, respondents were asked to state five bad behaviors students portray in classroom. The following were the respondents' responses; all of the respondents (n=13, 100%) wrote; aggressiveness toward others, usage of phones in class, mocking others, shouting at other colleagues in class and not doing assignments to be the bad behaviors portrayed by students.

CHAPTER FIVE

DISCUSSION, CONCLUSIONS, AND RECOMMENDATIONS

5.0 Introduction

This chapter provides an in-depth look at the major findings that emerged out of the research, comparison of the analyzed data with findings from other literature, conclusion, and recommendations.

5.1 Discussions

5.1.1 Relationship between classroom environment and students' performance

Respondents were asked to define classroom in their own words. The majority of the respondents (n=47, 94%) wrote; "A classroom is a place of study and for academic purpose" while 6% of the respondent defined classroom as a room in which pupil or students are taught. Similarly, according to Ahmed, Tayyub, and Imail, (2020), classroom environment refers to utilization of available physical, instructional facilities and maintenance of discipline in classroom for effective teaching and better students' learning.

Most of the respondents (70%) indicated that proper arrangement of physical environment and use of current curriculum enables an effective classroom environment, 20% of the respondents indicated interactive class and enhance multi-model mean of learning enables effective classroom environment and only 10% wrote it promotes cognitive stimulation and foster students' connection. This finding is in line with a study conducted by Lakes and Smith (2020) in which it was recognized that the significance of effective classroom. It was further indicated that classroom environment should be considered as an integrated function of characteristics development in teachers, behavioural environment across the school community, managing school environment for effective teaching-learning, organizing and managing resources for effective learning, and designing effective lessons for effective

student learning whereby they could show up their optimal participation and process engagement.

5.1.2 Classroom environment Strategies

Respondents indicated the following to be the ways to enhance students understood courses been taught; answering questions, contributing during lectures, good tuition, showing videos, and quizzes (94%) and discussion, examination and the use of pictures (6%) to be the strategies that enhances students understanding of courses been taught during teaching. Allow times for reflection, come up with idea, diagrams, participation and concentration in class (73%) to be the classroom strategies to enhance students understanding to a course been taught. More practical, brainstorming, asking questions, go over what is been taught and conducting examinations (27%) are the classroom strategies that enhance students understanding to a course been taught. This finding is in line with a study conducted by Umar (2017) on the importance classroom environment strategies. He indicated that communication, monitoring and questioning (through examinations) were the ways to identify the level of understanding of students of what is been taught.

Again, 84% of the respondents agreed that paraphrasing, active listening, eye contact and forceful listening are examples of receiving skills in effective communication. According to Umar (2017), receiving skills of communication includes; forceful listening, use of paraphrase, active listening, eye contact, and reflecting.

5.1.3 Classroom environment and students' behavior

Majority of the respondents (44%) believed punishment is the best way to correct bad behavior in students, 2% indicated encouragement is the way to correct bad behavior. Most of respondents (48%) and 4% indicated counselling and reward respectively to be the best way to correct student's bad behaviour. Only 2% of the respondents chose others. Similarly,

Berliner (2018) conducted a study on ways to correct bad behaviors of students. That is corporal punishment. He further stated, although it has been abandoned in countries like the Asia and America, he still thinks it is a best way to correct bad students' behavior.

Again, Bear G.G. (2018) conducted a study on the preventive way to correct bad bahavior. It was stated that bad students' behaviour can be prevented through discussion, peer mediation, counselling, encouragement and reward.

5.2 Conclusion

The following conclusions were drawn from the study;

1. Majority of respondents (80%) said effective classroom environment helps students concentrate in class.
2. Most of the respondents (94%) agreed that classroom provides an environment for free and open expression of ideas, opinions and beliefs.
3. Majority of the respondents (92%) agreed that conducive classroom environment has a positive impact of the academic performance of students.
4. Answering questions, contributing during lectures, good tuition, showing videos, and quizzes are the ways to enhance students understanding of courses taught in classroom.
5. Majority of the respondents (94%) agreed good teacher-student relationship ensures effective teaching and learning in the classroom.

5.3 Recommendations

Based on the findings of the study, the following recommendations are made.

1. Teachers should ensure a good and conducive classroom environment for effective learning and teaching.

2. Enforcement of strict laws for students to abide by rules and regulations in the ensure effective teaching and learning.
3. Teachers should conduct test to ensure effective learning has taken place.

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APPENDICE

QUESTIONNAIRE

HOLY FAMILY NURSING AND MIDWIFERY TRAINING COLLEGE, BEREKUM

QUESTIONNAIRE

INTRODUCTION

Dear Respondent,

We are students of the above institution researching the topic; Impact of classroom environment on teaching and learning of the first 1st year Nursing and Midwifery Students in Holy Family Nursing and Midwifery Training College, Berekum.

Kindly answer the under-listed questions by ticking (√**)** the appropriate box or writing in the space provided. Any information you provide is confidential. Your opinion is neither considered right nor wrong. You can choose to withdraw your participation at any time. It will take approximately 30 minutes to answer this questionnaire.

Thank you.

PLEASE TICK [√] THE APPROPRIATE BOX WHERE APPLICABLE

SECTION A: Demographic Data

1. Age: A. 18-22 [ ] B. 23-27 [ ] C. 28-32 [ ] D. Above 32 [ ]

2. Sex: A. Male [ ] B. Female [ ]

3. Marital status: A. Single [ ] B. Married [ ] C. Divorced [ ]

4. Program: a. RGN [ ] b. RM [ ] c. PBM [ ]

PLEASE TICK [√] THE APPROPRIATE BOX WHERE APPLICABLE

SECTION B: Relationship between classroom environment and students' performance

5. Define classroom in your own words.

……

……

6. State 2 ways effective classroom environment enhances teaching and learning

a……..

b…….

7. The classroom provides an environment for free and open expression of ideas, opinions and beliefs.

a. Agree [ ] b. Disagree [ ] c. Neutral [ ]

8. A conducive classroom environment has a positive impact of the academic performance of students.

a. Agree [ ] b. Disagree [ ] c. Neutral [ ]

SECTION C: Classroom environment Strategies

9. Mention five (5) things that enhances students understanding of courses been taught during teaching in the classroom.

a. ……..
b. ……..
c. ……..
d. ……..

e. ……...

10. Paraphrasing, active listening, eye contact and forceful listening are examples of receiving skills in effective communication.

a. Agree [ ] b. Disagree [ ] c. Neutral [ ]

SECTION D: Classroom environment and students' behaviour

11. Bad behavior of students can be corrected by;

a. Encouragement [ ] b. Punishment [ ] c. Reward [ ] d. Counselling [ ] e. Any other [specify]……..

12. Good teacher-student relationship ensures effective teaching and learning in the classroom

a. Agree [ ] b. Disagree [ ] c. Neutral [ ]

13. State any 5 bad behaviors students portray in the classroom?

a……

b……

c……

d……

e……

NATIONAL CATHOLIC HEALTH SERVICE (DIOCESE OF SUNYANI)

HOLY FAMILY NURSING AND MIDWIFERY TRAINING COLLEGE

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Fax: 0352222474

Our Ref. HFNMTC/GC/011/051823

Your Ref. .....

Date ..... May 18, 2023

Dramani Fuseini Ayamba
Holy Family NMTC
Post Office Box 21
Berekum

Dear Mr. Ayamba

RE: PERMISSION TO CONDUCT RESEARCH

With reference to your Memorandum dated May 18, 2023, I write to notify you that the students listed below have been granted permission to conduct their research in the College on the topic **'The Impact of Classroom environment on Teaching and Learning of First Year Nursing and Midwifery Students of Holy Family Nursing and Midwifery Training College, Berekum.'**

1. Boateng –Ahenkora Kofi
2. Bommo Comfort

Thank you.

Yours sincerely

ACADEMIC CO-ORDINATOR - NURSING
HOLY FAMILY NURSING & MIDWIFERY TRAINING COLLEGE

Rev. Sr. Margaret Afrifa
Academic Coordinator for Nursing
For: Principal