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Classroom Environment: Major Motivational Factor for Uplifting Students' Academic Learning at Secondary Level

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Abstract

Classroom environment is the most powerful indicator, plays vital role for enhancing students' learning. The purpose of this study was to identify classrooms environmental factors and its effects on students' achievement and suggest ways for improving students' learning at secondary level. The population of the study comprised on all 9633 (5497M+4138 F) secondary school teachers and students all students 590340 (182853 M+145060 F) studying in 468 (269 M+ 199F) Govt. High Schools (Boys & girls) both from urban and rural areas of Sahiwal, Okara and Pakpattan districts of Sahiwaldivision,Punjab province, Pakistan. The sample of this study was comprised on 288 (108 teachers +180 students), selected through simple random sampling technique at the rate of 20 % of total population from 36 (24 +12) Govt. Boys High Schools of Okara and Pakpattan districts (3 teachers and 5 students from each school). The study was descriptive type; a self-developed questionnaire based on 5- point Likert scale was used for collection of desired information from respondents of the sampled schools, which was organized, tabulated, analyzed and interpreted by using suitable statistical tools like frequency scores and percentages in the light of objectives of the study. The findings of study revealed that class room environment has positive impact for uplifting students' learning. It was further found from results of the study that classroom environmental factors like seating arrangements, lesson planning, A.V. aids, time management, advanced innovative ICT related teaching material, communications skills, teacher training, teachers' positive attitude, motivation, effective teaching strategies are the main factors has direct impacts on students' learning. It was recommended that in order to improve students' learning at secondary level, school managing authorities may kindly provide maximum necessary physical and instructional facilities including advanced ICT innovative technological material to teachers in classrooms.

Keywords: *Classroom Environment, Teachers' Job Satisfaction, Motivation, Professional Development of Teachers, Students' Learning.*

Introduction

Environment includes all the things around us. It has been derived from the French word "Environia" means to surround. It includes immediate surroundings in which all living and non-living co-exist. It is comprised on everything surrounded to live on earth's surface, water, plants and animals around us (Muldrew et al., 2012). Classroom environment refers to such a room in an educational institution where teachers teach students. It comprised on many factors like room size, walls, doors, windows, floor, ventilation, temperature, lighting, fans, chairs, desks, whiteboards, computers, students, teachers and other physical and instructional material/equipments (Suleman and Hussain, 2014). It was further revealed from findings of research study that classroom environment consists on all the physical and instructional materials, equipments, teaching aids, seating arrangements and other allied facilities, teachers use in classrooms to teach students (Arshad et al., 2018). Child spends a lot of time in educational institutions. If classroom environment is conducive, surely students' learning enhances but if the environment is unhealthy, it reduces uplifting learning outcomes of children, so it is necessary, classroom environment must be conducive (Qamar& Nawaz, 2021).

Motivation plays leading role for uplifting students 'learning. It acts as a driving force allows students to bring change in behavior, helps in developing competencies, become creative, setting goals, growing interests, making plans, developing talents, and boosting engagement to work hard. Results of the study of Herpratiwi&Tohir (2022) revealed that students learning comprised on many factors including interests, conducive classroom environment, attitudes, talents, abilities, motivation, attitudes, discipline and hardwork. Research findings of another study out that motivation encourage students to actively participate in learning activities (Santoso et al., 2017). If students are not motivated to work hard or unable to ask questions to clarify their doubts from teachers, it will prove students are lacking confidence which will affect their learning and due to this they may not be able to face future challenges for achieving success in their academic carrier (Gbollie&Keamu. 2017).

Teachers are considered a major source of for uplifting students' learning. When they are satisfied with their profession, they can teach students in classrooms in better ways. Job satisfaction is one of the most important factors for effective teaching and students productive learning (Jain &Verma, 2014). It is the responsibility of school administering authority to provide better classroom environment to teachers, where they can work comfortably (Bucholz & Sheffler, 2009). Conducive classroom environment can play leading role to develop interest among teachers to teach students in classrooms in a betterways (Ali, et, al. 2020). It was revealed from the research that classroom environment has positive impact on the performance of students. School management authority may kindly provide all the necessaryphysical and instructional facilities to the teachers in the classroom in order to create conducive learning environment for students' sothat they can produce productive results (Wali, et, al. 2019). It was found that availability of physical facilities and instructional facilities like seating, lighting, classroom noise control and computing equipment in classrooms has positive impact for teachers' effective teaching and betterstudents' learning (Hill &Epps, 2010).

Review of Literature

Classroom environment is blend of all the instructional, social, physical and emotional elements. Research shows that there are many aspects of classroom environment can affect students' learning. It includes building conditions of classrooms such as class size, lighting, ventilation; temperature and instructional material have direct impacts on students' learning (Fisher 2001 & Hurst, 2005). It was also revealed from findings of prior research studies that teachers' attitude, students' learning aptitude, attendance, gender and class size can affect performance of students (Springer &orthick 2007, Ballou and Huguenard 2008). It was also explored from results of another study that due to supportive classroom environment students produce more good results (Monteiro, et, al. 2021). It was further revealed from research that students' learning may be improved by provision of good classroom environment and teachers' use of modern instructional

material in classrooms (Blömeke,et, al. 2017; Nigama, et, al.2021). Findings of various research studies conducted in past revealed that physical environment of classrooms had positive effect on academic performance of students (Asiyai, 2014; Maxwell, 2016; Uyal& Umar. 2022).

Students' learning is a process for seeking knowledge through formal or informal systems of education (Lawal, 2014). Classroom environment is comprised on classroom design, seating arrangements, lighting, ventilation; Multimedia etc. are the main factors effects on better teaching for enhancing students' learning (Ramliet al. 2014). Another factor which is considered most important and helping indicator for improving students' learning is teachers' expertise to use of different pedagogical skills and modern innovating ICT related teaching aids in classrooms (Have, 2017, Malik &Rizvi, 2018). Based on the findings of the study, It was revealed that school administrative authorities may establish sufficient, modern and conducive classrooms and embark on renovation of those in dilapidated conditions and provide other physical and instructional facilities in classrooms, so that students can learn and perform better academically (Akomolafe & Adesua, 2015).

Teachers' professional trainings play an important role for teachers teaching effectively in classrooms. It was found from research that teachers' professional trainings have positive impact on students' learning. Professionally trained teachers teach well to students in classrooms, as they can use modern instructional technological material in classrooms in better ways than the untrained teachers (Ahmed et al., 2022). It was also found from the findings of various research studies that professional trainings of teachers help to have job satisfaction, which help them to teach students in classrooms effectively for enhancing their learning outcomes (Collie, Shapka, & Perry, 2012; Kunter et al., 2013). Results of another study revealed that there are many indicators prove helping indicator for improving students' learning outcomes. These include teachers' job satisfaction, adequate salary, conducive classroom environment, discipline, use of advanced innovative ICT related facilities in classrooms, teachers professional trainings, positive attitude of head teachers etc (Ahmed et al.2021).

There are many factors affect students learning, it includes parents socio- economic position, class attendance, parental education position, teacher-to-student ratio, professionally trained teachers, and school distance and motivation (Raychauduri et al., 2010).Students' learning is closely associated with the provision of physical and instructional facilities in classroom rooms. Research shows that classrooms equipped with advanced technological materials proved helpful indicator for achieving productive students' academic achievement (Wali, et, al. 2019). It was also found that classroom environment comprised on many things including classroom size, school building, walls, floor, lighting, desks, school climate and well managed classes ,teachers' motivation has a positive impact on academic performance of students (Suleman&Hussain, 2014 & Sang (2013). Class room environment consisted on size of classroom, seating arrangements in classes; availability of computer facilities has significant impact on learning outcomes of students (Umar, 2015).Researchers like Asiyai (2014) & Maxwell (2016) were in favour that conducive classroom environment has positive impact on learning of students. The findings of another study indicated that physical environment of classrooms had positive effect on academic performance of students (Uyal& Umar. 2022). Several studies (Sivrikaya, 2019; Amrai et al., 2011; Mwaura et al., 2019) have mentioned that academic motivation has a positive relationship with academic performance.

Researchers like Smith (2007); Samani and Samani (2012) &Suleman and Hussain, (2014) were of the opinion that school building and classroom ergonomics; academic program design features, class organization and scheduling, educational system administration, teaching process, students' teacher relationship, and parental socio-economic position are the main factors affect students' academic performance. Previous studies have reported that classroom environment comprised on a variety of factors, including room size, walls, ventilation, temperature, lighting, desks, adequate chairs, whiteboards, multimedia and internet facilities has positive, whereas inadequate classroom environmental elements like high or low temperature, noise in classes and low lighting have a negative effect on academic performance of students (Stafford, 2015; Wang et al., 2018; Baafi, 2020). It was also proved from findings of another

study that when classroom environment is not conducive, teachers may find it difficult teach classes in better ways,as a result students show effectively, low academic performance (Akomolafe&Adesua ,2015).

Job satisfaction refers to the interest of employees towards their work. This may be favorable or unfavorable (Skaalvik&Skaalvik, 2014. Results of previous studies explored that satisfied teachers teach students in classrooms in better ways, while low job satisfaction adversely affects the productivity level of even highly qualified teachers (Chamundeswari, 2013). Research results revealed that factors affects on teachers' job satisfaction are less salary, stressful job, overtime work without payment, autocratic style of school heads relationship withith teachers, less chance for promotion and unavailability of teaching learning materials in classes, strict rules and regulation are main reasons for demoralization of teachers, adversly affect students' learning (Melaku.& Hunde.2020). Results of previous research study revealed that owing to lack of resources, overcrowded classes and students' non serious attitude towards studies, administrative issues, lack of recognition by heads and parents for good work done develop dissatisfaction and retention among teachers and due to disheartening condition, they could not perform their duties well, which effect students' academic performance (Naseem& Salman, 2015; Okeke &Mtyuda ,2017).

Objectives of the Study

The present study was conducted to determine classroom environmental factors and its effects on students learning at secondary level. The objectives of the study were;

1. To identify classroom environmental factors and its effects on students' learning.
2. To suggest ways to overcome the problems for further uplifting students' learning at secondary level.

Research Questions

To achieve research objectives, following questions were asked;

1. What are the classroom environmental factors?
2. How does these classroom environmental factor effect students' learning at secondary level?

Methodology

Research Design

The design of this research study was descriptive; survey method was used to collectd esired information from respective respondents through research questionnaires. In social sciences research studies, questionnaires are the most suitable tool to receive answers of the research questions (Gay, Mills & Airasian, 2009; Leob et al., 2017 ; Taherdoost, 2022).

Population

Population in research studies is comprised on the largest group of individuals, groups, organizations or other entities from which the sample is to be drawn for research purposes (Alvi, 2016; Mills &Gay, 2018, Casteel & Bridier, 2021). The administrative structure of Pakistan presently comprises on four provinces (Balochistan, Khyber Pakhtunkhwa, Punjab and Sindh) plus Islamabad Capital Territory,Azad Jammu & Kashmir and Gilgit-Baltistan. The Punjab province is consisted on 10 divisions namely Lahore, Gujrat, Gujranwala, Faisalabad, Sargodha, Sahiwal, Multan, Dera Ghazi Khan, Rawalpindi and Bahawalpur (https://www.pbs.gov.pk).

The population of the current study comprised on all teachers 9633 (5497M+4138 F) teaching secondary classes and students 590340 (182853 M+145060 F) studying in secondary classes in 468 (269 M+ 199F)

Govt.High Schools (Boys & girls) both urban and rural areas of Sahiwal, Okara and Pakpattan districts of Sahiwal division (https://schools.punjab.gov.pk/schools). Details of population have been shown below table:

Table 1: Population Distribution

District	Schools' Distribution			Teachers' Distribution			Students' Distribution		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Sahiwal	103	88	191	2156	1746	3902	67122	52056	119178
Okara	112	77	189	2299	1740	4039	76292	66957	143249
Pakpattan	54	34	88	1042	650	1692	39439	26047	65486
Grand Total	269	199	468	5497	4136	9633	182853	145060	327913

Source: https://schools.punjab.gov.pk/schools).

Table -1 Shows there were total 9633 teachers and 327913 students of 468 Govt.High Schools (Boys &Girls) of Okara, Pakpattan&Sahiwal districts.

Sample

In research studies, sampling is considered most important factor, determines accuracy of the study. It is the selection of a sub-set from population, as participation of whole population of interest is not possible, so a smaller group is relied upon for data collection (Best, 2016; Bhardwaj ,2019& Turner, 2020).In current study, simple random sampling technique was used to select sample from population, as it represents each and every member of the population (Alvi, 2016; Mills & Gay, 2018; Noor, 2022).

The sample of this study was comprised on 288 (108 teachers +180 students), selected through simple random sampling technique at the rate of 20 % (total population) from 36 (24 Okara +12 Pakpattan) Public Boys High Schools in Okara and Pakpattan districts (3 teachers and 5 students from each school). (https://schools.punjab.gov.pk/schools). Details of population have been shown below table:

Table 2: Sample Distribution

Districts	Schools' Distribution	Teachers' Distribution	Students' Distribution
Okara	24	72	60
Pakpattan	12	36	120
Total	36	108	180

Source: https://schools.punjab.gov.pk/schools

Table -2 shows there were total 108 teachers and 180 students of 36 Govt.Boys High Schools of Okara&Pakpattan districts.

Data Collection

Keeping in view research objectives, a self- developed questionnaire, validated through pilot testing was applied to collect required information both from teachers and students. This questionnaire was comprised on two parts. First part of the questionnaire was used to collect demographic information of respondents and 2nd part was designed on 5-point Likert Scale showing values like Strongly agree (SA): 5, Agree (A): 4, Undecided (UD): 3, Disagree (DA) : 2 and Strongly Disagree (SDA) :1 comprising questions related to classroom environmental factors and their impacts on students' performance. Researcher personally visited in each sampled institution and collected data through questionnaire from the concerned respondents.

Results and Analysis

Keeping in view for receiving answers of research questions, collected data from respondents was properly analyzed, tabulated and interpreted through Statistical Package for Social Sciences (SPSS, version 20). Demographic information and items related to classroom environmental factors and their effects on students' learning at secondary level were analyzed by using statistical techniques as frequency scores and percentage. These techniques were more suitable to interpret the objectives of the study. Detailed descriptions of the results received from respondents' responses were given below tables;

Table 3: Teachers' use of instructional facilities in classrooms enhances students' learning

Respondents/Responses	SDA	DA	UD	A	SA	Total
	1	2	0	28	77	108
Teachers	0.9%	1.9%	0%	25.9%	71.3%	100 %
	2	2	1	44	131	180
Students	1.1%	1.1%	0.6%	24.4%	72.8%	100.%
	3	4	1	72	208	288
Total	1.0	1.4	0.3%	25.0	72.2%	100.%

N: 288

Table- 3 shows the teachers and students' perceptions regarding "Teachers' use of instructional facilities in classrooms enhances students' learning". The teachers and students respondents (28+77=105; 25.9+71.3=97.2%) and (80+82=162; 44.4+45.6=90%) respectively responded in an agree way toward the above-mentioned statement, whereas teachers and students responses (1+2 =3; 0.9+1.9=2.8%) and (2+2=4; 1.1+1.1=2.2%) respectively show disagreement to the statement. Rather, the teachers and students (0; 0.0%) and (1; 0.3%) respectively are undecided about the statement. It was found that majority of the respondents (72.2%) were of the opinion that teachers' use of instructional facilities in classrooms enhances students' learning.

Table- 4: Availability of physical facilities in classrooms improve students' learning

Respondents/Responses	SDA	DA	UD	A	SA	Total
	1	2	4	46	55	108
Teachers	0.9%	1.9%	3.7%	42.6%	50.9%	100 %
	1	10	15	53	101	180
Students	0.6%	5.6%	8.3%	29.4%	56.1%	100.%
Total	2	12	19	99	156	288
	0.7%	4.2%	6.6%	34.4%	54.2%	100.%

N: 288

Table-4 describes teachers and students perceptions about the statement "Availability of physical facilities in classrooms improve students' learning". Statistical techniques of frequency score and percentage used for data analysis. The teachers and students respondents (46+55 = 101; 42.6+50.9 =93.5 %) and (53+101 = 154; 29.4+56.1 =85.5 %) respectively responded in an agree way toward the above-mentioned statement whereas teachers and students responses (1+2 = 3; 0.9+1.9 =2.8%) and (1+10 = 11; 0.6+5.6 =6.2 %) respectively show disagreement to the statement. Rather, teachers and students (3; 3.7%) and (19; 6.6%) respectively are undecided about the statement. It was further found that majority of the respondents (54.2%) were of the view that availability and use of physical facilities in classrooms improve students' learning.

Table- 5: Teacher's use of ICT teaching aids in classrooms improves students' learning

Respondents/Responses	SDA	DA	UD	A	SA	Total
	1	0	2	38	67	108
Teachers	0.9%	0.0%	1.9%	35.2%	62.0%	100 %
	3	4	5	61	107	180
Students	1.7%	2.2%	2.8%	39.9%	59.4%	100%
	4	4	7	99	174	288
Total	1.4%	1.4%	2.4%	34.4%	60.4%	100.%

N: 288

Table- 5 reveals the perception of teachers and students about the statement,"Teacher's use of ICT teaching aids in classrooms improves students' learning."Statistical techniques of frequency score and percentage used for data analysis. The teachers and students respondents (38+67 = 105, 35.2+62.0 = 97.2%) and (61+107 =168; 39.9+59.4 = 99.3%) respectively responded in an agree way toward the above-mentioned statement whereas teachers and students responses (1+0 =1; 0.9+0 = 0.9%) and (3+4 = 7; 1.7+2.2 = 3.9%) respectively show disagreement to the statement. Teachers and students (2; 1.9%) and (5; 2.8%) respectively are undecided about the statement. It was found that the majority of the respondents (60.4%) believed that teacher's use of ICT teaching aids in classrooms improves students' learning.

Table- 6: Teachers' participation in professional trainings improve students' learning

Respondents/Responses	SDA	DA	UD	A	SA	Total
	1	0	0	43	64	108
Teachers	0.9%	0.0%	0.0%	39.8%	59.3%	100 %
	1	1	16	65	97	180
Students	0.6%	0.6%	8.9%	36.1%	53.9%	100.%
Total	2	1	16	108	161	288
	0.7%	0.3%	5.6%	37.5%	55.95%	100.%

N: 288

Table-6 shows the responses of teachers and students about the statement, "Teachers' participation in professional trainings help to improve students' learning ".Statistical techniques of frequency score and percentage used for data analysis. The teachers and students respondents (43+64 = 107, 39.8+59.3 = 99.1%) and (65+97 = 162; 36.1+53.9 =100%) respectively responded in an agree way toward the above-mentioned statement whereas teachers and students responses (1+0 = 1; 0.9+0 = 0.9%) and (1+1 = 2; 0.6+0.6 =1.2%) respectively show disagreement to the statement. Rather, the teachers and students (0%) and (16; 8.9%) respectively are undecided about the statement. It is also found that the majority of the respondents (55.95%) were agreed that teachers' participation in professional trainings help to improve students' learning.

Table- 7:Use of various teaching methods in classrooms improves students' learning

Respondents/Responses	SDA	DA	UD	A	SA	Total
	3	1	1	52	51	108
Teachers	2.8%	0.9%	0.9%	48.1%	47.2%	100 %
	3	6	9	67	95	180
Students	1.7%	3.3%	5.2%	37.2%	52.8%	100.%
	6	7	10	119	146	288
Total	2.1%	2.4%	3.5%	41.3%	50.7%	100.%

N: 288

Table -7 reveals teachers' and students' perceptions about the statement, "Teachers' use of teaching methods in classrooms improves students' learning". The teachers and students respondents (52+51=103;

48.1+47.2=95.3%) and 67+95=162; 37.2+52.8=90%) respectively responded in an agree way toward the above-mentioned statement whereas teachers and students responses (3+1=4; 2.8+0.9= 3.7%) and (3+6=9; 1.7+3.3=5%) respectively show disagreement to the statement. Rather, the teachers and students (1; 0.9 %) and (9; 5.2%) respectively are undecided about the statement. It was found that the majority of respondents (50.7%) were agreed that teachers' use of teaching methods in classrooms improves students' learning.

Table- 8:Teachers' motivation encourages students to work hard

Respondents/Responses	SDA	DA	UD	A	SA	Total
	2	0	3	53	50	108
Teachers	1.9%	0.0%	2.8%	49.1%	46.3%	100 %
Students	2	5	14	64	95	180
	1.1%	2.8%	7.8%	35.6%	52.8%	100.%
Total	4	5	17	117	145	288
	1.4%	1.7%	5.9%	40.6%	50.3%	100.%

N: 288

Table-8 indicates teachers' and students' perceptions about the statement, "Teachers'motivation encourages students to work hard improves their learning". The teachers and students respondents (53+50 =103; 49.1+46.3 =95.4%) and (64+95=159; 35.6+52.8=88.4%) respectively responded in an agree way toward the above-mentioned statement whereas teachers and students responses (2+0 =3; 1.9+0 =1.9%) and (2+5 =7; 1.1+2.8 =3.9%) respectively show disagreement to the statement. Rather, the teachers and students (3; 2.8%) and (14; 7.8%) respectively are undecided about the statement. It is further found that majority of the respondents (50.3%) were of the views that teachers' motivation encourages students to work hard improves their learning.

Table- 9: Teachers' time management in classrooms help toimprove students' learning

Respondents/Responses	SDA	DA	UD	A	SA	Total
	1	0	6	32	69	108
Teachers	0.9%	0.0%	5.6%	29.6%	63.9%	100 %
Students	5	4	17	62	92	180
	2.8%	2.2%	9.4%	34.4%	51.1%	100.%
Total						
	6	4	23	94	161	288
	2.1%	1.4%	8.0%	32.6%	55.9%	100.%

N: 288

Table-9 describes with statistical technique of frequency percentage. The data in this table presents teachers' and students' perceptions about the statement, "Teachers' time management in classrooms help toimprove students' learning". The teachers and students respondents (32+69=101;29.6+63.9=93.5%) and (62+92=154;34.4 +51.1=85.5%) respectively responded in an agree way toward the above-mentioned statement whereas teachers and students responses (1+0 =1;0.9+0 =0.9%) and (5+4=9;2.8+2.2=5%) respectively show disagreement to the statement. Rather, the teachers and students (6;5.6 %) and (17;9.4%) respectively are undecided about the statement. It is found that the majority of the respondents (55.9%) believe that teachers' time management in classrooms help toimprove students' learning.

Table- 10: Teachers' job satisfaction helps to improve students' learning

Respondents/Responses	SDA	DA	UD	A	SA	Total
	0	3	3	41	61	108
Teachers	0.0%	2.8%	2.8%	38.0%	56.5%	100 %
	5	4	8	75	88	180
Students	2.8%	2.4%	4.4%	41.7%	48.9%	100.%
Total	5	7	11	116	149	288
	1.7%	2.4%	3.8%	40.3%	51.7%	100.%

N: 288

Table-10 reveals the results with statistical technique of frequency score and percentage. The data in this table presents teachers' and students' perceptions about the statement, "Teachers' job satisfaction help to improve students' learning". The teachers and students respondents (41+61 =102;38.0+56.5=94.5%) and (75+88 = 163;41.7+48.9 = 90.6%) respectively responded in an agree way toward the above-mentioned statement whereas teachers and students responses (0+3 =3; 0+2.8=2.8%) and (5+4=9; 2.8 +2.4=5.2 %) respectively show disagreement to the statement. Rather, the teachers and students (3;2.8%) and (8;4.4%) respectively are undecided about the statement. It is also found that the majority of the respondents (51.7%) have opinions that teachers' job satisfaction help to improve students' learning.

Discussion

Classrooms is a central place for students' learning, plays leading role for uplifting their academic performance. Suleman and Hussain (2014) was of the opinion that classroom environment comprised on many elements like room size, walls, doors, windows, floor, ventilation, temperature, lighting, fans, chairs, desks, whiteboards, computers, students, teachers and other physical and instructional material/equipments. It was found from the results of the current study that majority (72.2%) of the participants were agreed that teachers' use of instructional facilities in classrooms enhances students' learning. It was further revealed from results of another study that classroom environment consists on all the physical and instructional materials, equipments, teaching aids, seating arrangements and other allied facilities, teachers use in classrooms to teach students (Arshad et al., 2018). It was explored from results of the current study that majority of the participants (54.2%) depict that availability of adequate physical facilities in classrooms improve students' learning.

In this era of modernity advanced pedagogical material used in classrooms helps in improving students' learning. Various studies findings supported that provision of facilities like furniture, electric supply, painted walls, drinking water, models, charts, overhead projector and other ICT related instructional material, students take much interest in classroom activities which improves their academic achievements (Ahmed ,Mughal &Kalhoro, 2021). It was found from results of the current study that majority of the participants (60.4%) believed that teacher's use of ICT teaching aids in classrooms improves students' learning. Teachers' actively participation in professional trainings is another indicator which help for improving students' learning. It was found from research that professionally trained teachers teach well to students in classrooms, as they can use modern instructional technological material in classrooms in better ways than the untrained teachers (Ahmed et al., 2022). Findings of the current study also revealed that teachers' professional trainings has positive impact on students' learning. It was also found from results of current study that that majority of the participants (55.95%) show agreement that teachers' participation in professional trainings help to improve students' learning.

Job satisfaction of teachers is also another most important indicator effects students' learning outcomes, as teachers satisfied with teach well in classes other than non satisfied teachers with their job (Skaalvik&Skaalvik, 2014. ;Naseem& Salman, 2015., Okeke&Mtyuda , 2017). Results of the current study also supported that majority of the participants (51.7 %%) have opinions that teachers' job satisfaction help

to improve students' learning. It was also revealed from research that motivation in classes by the teachers to students also improve students' learning, as motivated students work hard and produce good results. It is motivation acts as a driving force allows students to bring change in behavior, helps in developing competencies, become creative, setting goals, growing interests, making plans, developing talents, and boosting engagement to work hard (Gbollie&Keamu. 2017; Herpratiwi&Tohir (2022). Results of the current study revealed that majority (50.3%) of participants were of the opinion that teachers' motivation encourages students to work hard improves their learning.

Conclusion

Classroom environment has positive effects for uplifting students' learning. There are various factors play leading role for enhancing students' academic performance. Provision of adequate physical and advanced innovative instructional facilities in classrooms are the helping indicators to improve students' learning. Most important factors include spacious classrooms, adequate seating arrangements, school desks, power supply, availability drinking water, toilets, models, charts, room size, normal temperature, ventilation, whiteboard, multimedia, professionally highly qualified teachers, supportive attitude of school heads with teachers and teachers with students. It was further concluded that due to availability of non conducive classroom environmental facilities teachers face many problems for teaching effectively, which ultimately effects students' learning at secondary level.

Recommendations

It was recommended that in order to improve students' learning at secondary level, school administering authorities may kindly do necessary arrangements for provision of:

1. Necessaryphysical and advancedinnovativeinstructionalclassroomenvironmentalfacilities to teachers in classrooms.

2. Professional training maybeprovided to all the teachers.

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