

Positive Classroom Environment: Outlook of Primary School Teachers

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Abstract:- This study unfolded the outlook of elementary school teachers on positive classroom environment. The narratives were reflective of both strategies and challenges of teachers in creating positive classroom environment. There were seven (7) teacher-participants who are primary grade teachers a public school of Compostela West District, Division of Davao de Oro. The data gathering of information in this phenomenological inquiry had employed in-depth interview of participants through virtual conference and limited face-to-face subsequently observing strict compliance of standard health protocol. Using thematic analysis, the outlook of elementary school teachers on Positive Classroom Environment were as follows: Conducive classroom for learning and Positive reinforcement. On the challenges of the teachers in creating positive classroom environment the following were the themes and findings of the study: Large class-size and Lack of self-discipline. From the strategies and challenges of teachers, the following were the insights drawn from the findings of the study: Conduct classroom management training and Allocate more funds for school buildings. From the start, this study endeavored to contribute insights in the strategies of teachers in creating positive classroom environment for the students. The new knowledge drawn from this study is noteworthy for quality delivery of education in school.

Keywords:- Positive, Classroom Environment, Outlook, Primary School, Teacher.

I. INTRODUCTION

Positive classroom environment is one of the key elements influencing student learning. An ideal learning classroom is when students feel happy and supported, it should be a place where they're comfortable and secure. Benes, S. and Alperin, H. (2016) posits that one of the most essential elements of a skills-based health education classroom is a positive learning environment. When you encourage student participation in teaching and learning, as well as when there is trust and rapport between you and the students, you may establish a positive learning environment.

Verma (2019) asserts that a positive classroom environment is essential as it enables students to be inquirers and explorers and true leaders of their own learning. A positive environment is where children can work as a team, celebrate each other's achievements, and learn from mistakes. It enhances students' ability to learn and to be

productive in the true sense of learning things on their own. Moreover, Zacarian, et.al (2018), articulates that adopting a strong belief in students and their individual assets and strengths will promote their academic and socioemotional growth in the classroom setting. We need to shift from an empathic-only strategy to an empathic and asset-based one that values the numerous unique strengths that make up each of our students. When we do this, we deliberately search for, honor, and recognize the qualities, characteristics, and strengths that distinguish each student. And when this relational approach takes place in a setting that promotes a sense of belonging and of feeling respected, capable, and protected, it is more effective.

Unfortunately, Manley (2018) states that bulge class sizes, unmet student needs, disengaged management and out-of-pocket teacher spending are signs that schools could be in trouble. He highlighted the five typical difficulties that a supportive learning environment may face, and these are as follows: Large class size, Mixed-ability and Mixed-age Classes, Teaching Students with Learning Disabilities, Out-of-Pocket Classroom Spending, and Lack of Administrative Support.

Similarly, Hem and Garg (2020) states that elementary school teachers work efficiency depends on his/her satisfaction that affect the classroom environment. Teachers can be ineffective when they're unhappy with their job as well as with regards to their salaries. In some nations, teachers' salaries are often perceived to be lower than those of other professionals. This is further supported by Gamalearn, (n.d), asserts that teaching has increasingly become more difficult with time and student success is falling at an alarming rate.

The lack of positive learning environment could be attributed to the deficiency in classroom structure, lack of facilities, equipment for learning and even to the teachers. Denessen et al., (2015) posits that there are several reasons as to why this issue persists. A significant part of a lack of engagement in the classroom may be due to teacher attitudes and classroom environment. The teachers' attitudes directly affect the attitudes of their students, and that students felt more positively about the subject they were learning when their teacher was enthusiastic about the topics.

Personally, being an elementary school teacher, I observed the challenges and difficulties of creating a positive classroom environment in a real classroom setting. It is in this premise that my study aims to unravel the

experiences and challenges of elementary school teachers in creating a positive classroom environment.

This study focused on the outlook of elementary school teachers in having a positive classroom environment. It seeks to unfold and explore the different challenges and ways of elementary school teachers in coping with the challenges of positive classroom environment. Through the process of qualitative research, this study presupposes that the challenges of elementary school teachers and their ways of handling them are worth pondering and good reference to future research.

II. METHOD

This chapter contains the description of the methods and processes that was employed in the crating this study. In this section of the study the following aspects of the research method were described thoroughly: philosophical assumptions, qualitative stance of the study, research design, research participants, ethical consideration, the role of the researcher, data collection, data analysis and trustworthiness of the study.

As researcher of this study, my research paradigm in crafting this study was that the issues under study are best answered through the subjective and multiple lenses of the research participants. Hence, this study adhered to the qualitative philosophical assumption which Merriam (1997) described as the view that reality is constructed by individuals interacting with their social worlds.

Qualitative research according to Shank (2002) is a form of systematic empirical inquiry into meaning. This means that qualitative research systematic goes through a planned, ordered and logical process. Its inquiry is empirical which means that the investigation is grounded on the world of experience from the informants. Hancock, Ockleford and Windridg (2009) stress that qualitative researches is concerned with developing explanations of social phenomena. That is to say, it helps us understand the social world in which we live and why things are the way they are. It is concerned with the social aspects of our world.

The phenomenon in this study is the preparations of public elementary school teachers for the new normal in education.

There are different types of philosophical assumptions which are both applied in the quantitative and qualitative researcher. In this study, the philosophical assumptions namely ontological, epistemological, axiological and rhetorical assumptions were employed as qualitative stance. The ontological assumptions are those that respond to the question 'what is there that can be known?' or 'what is the nature of reality?' (Guba and Lincoln,1989). In qualitative research, reality is subjective and multiple as seen by participants in the study. Creswell (2012) posits that reality is constructed by individual who are involved in the research situation. Thus, multiple realities exist, such as the realities

of the researcher, those of individuals being investigated, and those of the reader or audiences interpreting the study.

In epistemological assumptions, the awareness of how knowledge claims are justified by staying as close to the participants as possible during the study in order to obtain firsthand information. Creswell (2012) states that in epistemological assumptions the researcher reduces the distance between him and the participants. The epistemological assumption in the qualitative research seeks to answer the following questions: what is truth? What is real knowledge? What is being studied? The stand of qualitative research is that truth or reality is multiple and subjective. Hence in this study, I listened to what the participants think of the phenomenon. I looked into the field and participate to get the participants view of the realities.

The axiological assumptions refer to role of values in research. Creswell (2012) avers that the role of values in a study is significant. In qualitative research the values cannot be separated from the facts. Axiology suggests that the researcher openly discusses values that shape the narrative and includes own interpretation in conjunction with interpretation of participants.

This study upheld the values of reality as they are perceived by the participants and not separate from the participants. I up fronted in the reports of this study to ensure that the readers had a grasp of the values of the reality and the biases of the researcher.

The rhetorical assumptions in qualitative research upholds that the researcher is not "truth seeking" or omniscient but instead reporting what reality is through the eyes of research participants. And since truth is subjective and multiple, the realities perceived by the participants are reported in a narrative form and in the first person or personal voice. In this study, the openness of the researcher to the truth prevailed and the reality based on the experiences of the participants were reflected in the narrations.

III. RESULTS AND DISCUSSIONS

In this chapter, the results of the study on the outlook of elementary school teachers on positive classroom environment are presented and discussed. The researcher followed the recommended analysis procedures, including staying connected to the general framing of the study, asking analytic questions, writing descriptive and analytic memos, and sharing ideas with participants and other researchers. The findings are more dependable when they can be confirmed from several independent sources and when they are validated using multiple instruments measuring the same thing.

The study found that teachers prioritize creating a conducive classroom for learning and implementing positive reinforcement strategies. These efforts were effective in developing students' knowledge and skills with positive

outcomes. Teachers also emphasized the importance of prioritizing students' interests and fostering a sense of belonging and connectedness within the classroom.

However, the study also identified challenges that teachers face in creating a positive classroom environment. One challenge is the difficulty of engaging all students in large classrooms. In larger classrooms, students may have fewer opportunities to participate in group discussions and may become disengaged from the subject matter. This highlights the need for strategies to ensure that all students have the opportunity to contribute and have their views heard.

The study also highlighted the role of classroom activities and discussions in enhancing students' understanding of real-world applications of the course content. These activities and discussions help students analyze, share, discuss, and reflect on their personal reactions, thereby enhancing the affective quality of the learning experience.

To establish the trustworthiness of the study, the researcher involved the participants in the analysis process. The participants reviewed the transcription of every interview session, providing feedback to confirm the accuracy and validity of the findings. This process helped ensure that the researcher was asking the right questions and accurately representing the participants' experiences and observations.

IV. CONCLUSION

In terms of future directions, the study suggests conducting parallel studies in different locales to verify the findings on a wider scale. Additionally, the study recommends conducting more in-depth quantitative studies to further explore the topic of creating a positive classroom environment. The findings of this study can be presented to educational authorities to contribute to their efforts in supporting educators in providing quality learning experiences for students.

Overall, this study provides valuable insights into the outlook of elementary school teachers on positive classroom environment. The findings highlight the importance of creating a conducive learning environment, implementing positive reinforcement strategies, and addressing the challenges faced by teachers in large classrooms. These insights can inform educational practices and policies aimed at improving classroom environments and enhancing students' learning experiences.

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