

The Relationship between Classroom Environment Perception and the English
Language Performance among EFL Libyan Elementary School Students in Malaysia

By

KHALIFA KHALIL BASIR



- LIBRARY -
INFRASTRUCTURE UNIVERSITY
KUALA LUMPUR

Project Paper Submitted in Partial Fulfillment as the Requirement for the Masters of
Arts in Teaching English to Speakers of other Languages (TESOL) by Coursework
in the Faculty of Arts, Communication and Education

IUKL
2017

Abstract of project paper presented to the Senate of infrastructure University Kuala Lumpur in partial fulfillment of the requirement for the degree of Masters of Arts in Teaching of English to Speakers of other Languages (TESOL)

THE RELATIONSHIP BETWEEN CLASSROOM ENVIRONMENT
PERCEPTION AND THE ENGLISH LANGUAGE PERFORMANCE AMONG
EFL LIBYAN ELEMENTARY SCHOOL STUDENTS IN MALAYSIA

By

KHALIFA KHALIL BASIR

JULY 2017

Chair: Mr. Harold Poong Wan Hing

Co-supervisor is Ms. Cammy Low Chan Mee

There are few factors that affect the classroom environment like the teacher and the curriculum and the classroom environment perception is another factor that affects the students' performance. As other mentioned factors, classroom environment has an equal chance to be the most or the least influencing factor. This study is looking at the relationship between classroom environment perception and the English language performance among EFL Libyan elementary school students in Malaysia. The study objects is identifying the relationship between classroom environment and the English language performance among the students and also, identifying the students' perception on their English language classroom environment.

The used instrument is one on of the (WIHIC) What Is Happening In This Class questionnaires it called the MCI My Classroom Inventory. The results were analyzed by the SPSS and *t*-test. The finding of the study showed that the students had perceived some of the classroom environment domains as important elements to the learning process, but that may not influence the students' performance.

ACKNOWLEDGMENTS

I would like to express my special and warm thanks to my parents for giving me the chance to realize my own potentials. To my father god bless his soul my role model in life, to my lovely Mother who's always keep encouraging and praying for me, to my sister for her co-operation and encouragement, to all of my brothers and sisters for all the support they have provided me over the years. They are the greatest gift ever.

I would like to express my special thanks of gratitude to my supervisor Mr. Harold Poong Wan Hing, and my co-supervisor is Ms. Cammy Low Chan Mee, for the guidance and constant supervision, for the useful comments, remarks and engagement which helped me in completion of this project. Also, I like to thank the participants in my survey, who have willingly shared their precious time. My thanks and appreciations also go to my dear friends and colleague for their kind support.

To all I am grateful to God that you are in my life.

APPROVAL

This thesis was submitted to the Senate of Infrastructure University Kuala Lumpur (IUKL) and has been accepted as partial fulfillment as the requirement of the degree of Masters Of Arts in Teaching of English to Speakers of other Languages. The members of the Thesis Examination Committee as follows:

Harold Poong Wan Hing

Senior Lecturer

Faculty of Arts, Communication and Education
Infrastructure University Kuala Lumpur (IUKL)
(Supervisor)

Prof Dr. Siti Maziha Mustapha

Faculty of Arts, Communication and Education
Infrastructure University Kuala Lumpur (IUKL)
(Internal Examiner)

Assoc. Prof. Dr Manal Mohsen Abood
Director
Centre for Postgraduate Studies
Infrastructure University Kuala Lumpur (IUKL)



(Associate Professor Dr. Manal Mohsen Abood, PHD)

Director

Center for Postgraduate Studies
Infrastructure University Kuala Lumpur (IUKL)

Date: 26/7/17

DECLARATION

I declare that the thesis is my original work except for the quotations and citations which have been duly acknowledged. I also declare that it has not been previously, and is not concurrently, submitted for any other degree at Infrastructure University Kuala Lumpur or at any other institution.



KHALIFA KHALIL

Date: 25-7-2017

	page
ABSTRACT	ii
ACKNOWLEDGMENT	iii
APPROVAL	iv
DECLARATION	v
LIST OF TABLES	viii
LIST OF FIGURES	ix
LIST OF ABBREVIATIONS	x

CHAPTER

1 INTRODUCTION	
1.0 Introduction	1
1.1 Background of study	2
1.2 Statement of problem	3
1.3 Purpose of study	5
1.4 Research objectives	6
1.5 Research questions	6
1.6 Significance of study	7
1.7 Definition of Terms	8
1.8 Summary	9
2 LITERATURE REVIEW	10
2.0 Introduction	10
2.1 Classroom Environment	10
2.2 Classroom Environment and Student Performance	15
2.3 Gender in Classroom Environment and Performance	18
2.4 Theories and Models	19
2.4.1 Model of Conceptual Systematic Change	19
2.4.2 Model Representation Schematic Productivity Education	20
2.5 Theoretical Framework	22
2.6 conclusion	24
3 METHODOLOGY	25
3.0 Introduction	25
3.1 Research Design	25
3.2 Population and Sample	26
3.3 Instrumentation	26
3.3.1 My Classroom Inventory (MCI)	26
3.3.2 Examination Paper of Libyan Schools In Malaysia	28
3.4 Pilot Study	29
3.5 Data Collection	29
3.6 Data Analysis	30

3.7	Research frame work	31
3.7	Conclusion	32
4	RESEARCH FINDINGS	33
4.0	Introduction	33
4.1	Analysis of the demographic information	33
4.2	Statistical Descriptions on Libyan Student's Perception of their Classroom Environment	34
4.3	Comparisons of Student's Perceptions of the Classroom Environment between Male and Female Students	38
4.4	The relationship between the student's perception and the English language performance	43
4.5	Conclusion	44
5	DISCUSSION, RECOMMENDATIONS AND CONCLUSION	45
5.0	Introduction	45
5.1	Discussion	45
5.1.1	Research Question 1	45
5.1.2	Research Question 2	47
5.1.3	Research Question 3	48
5.2	Implications	49
5.2.1	Pedagogical Implication	49
5.2.2	Theoretical implication	49
5.4	Recommendations for Future Research	50
5.5	Conclusion	51
	REFERENCE	52
	APPENDIX A	59
	APPENDIX B	60
	APPENDIX C	61

LIST OF TABLES

	Page
Table 4.1	Sample demographic table 32
Table 4.2	Mean and Standard Deviation for Student's Perception towards their Classroom Environment 33
Table 4.3.1	Mean and Standard Deviation for the Satisfaction Subscale According 37
Table 4.3.1.2	Independent sample t-test for satisfaction subscale 38
Table 4.3.2	Mean and Standard Deviation for the Satisfaction Subscale According To Gender 38
Table 4.3.2.1	Independent sample t-test for satisfaction subscale 39
Table 4.3.3	Mean and Standard Deviation for the Satisfaction Subscale According To Gender 39
Table 4.3.3.1	independent sample t-test for satisfaction subscale 40
Table 4.3.4	Mean and Standard Deviation for the Satisfaction Subscale According To Gender 40
Table 4.3.4.1	Independent sample t-test for satisfaction subscale 41
Table 4.3.5	Mean and Standard Deviation for the Satisfaction Subscale According To Gender 41
Table 4.3.5.1	Independent sample t-test for satisfaction subscale 42

LIST OF FIGURES

	Page
Figure 2.4.1.1 Model of Conceptual Systematic Change	20
Figure 2.4.2.1 Model Representation Schematics Productivity Education	21
Figure 2.5.1 Theoretical frame work	23

LIST OF ABBREVIATION

EFL	English as a Foreign Language
MCI	My Classroom Inventory
S	Satisfaction
F	Friction
CM	Competitiveness
D	Difficulty
CO	Cohesiveness

CHAPTER 1

INTRODUCTION

1.0 Introduction

Students spend a huge amount of time at school – approximately 7,000 hours by the end of elementary school; around 15,000 hours by the completion of secondary school, and nearly 20,000 hours by the time they graduate from the university (Gunstone, 2014). Classroom is where students will learn many different skills needed to enable them to communicate outside the classroom. Positive educational environments are necessary to facilitate optimally adaptive student outcomes, including learning, motivation, school adjustment, and achievement (Fraser, 2015). In the classroom, student starts to form an understanding of where they will stand in the outside world. The beliefs of their own abilities and their efforts will provide powerful influence to the ways in which they will behave (Pajares, 1996). The classroom environment plays an essential part for the outcome of the education process. This helps the teacher to deliver and the students to receive the targeted educational goals more efficiency.

Abosnan, Salem Hamed (2016) says that the English language in Libya is thought as foreign language and there are some obstacles in the way of learning the language. Ageila Ali Elabbar (2014) mention in his research and explained that these problems may come from the cultural settings, such as the impact of Libyan community on learning, impacts of teachers' age and gender, time managements within classrooms, the way learners' use to learn (their learning styles and background knowledge). Besides the last political situation of Libya during the war from 2011 until today, it has influenced the way the EFL (English as foreign Language) is taught and learned. In other words, EFL is strongly controlled by the barrier of cultural, political interference in education, and their objects and how to deliver it.

With all of the importance for the classroom environment today in the Libyan schools, it is very substantial to the educating process to understand the students'

References

- Abosnan, Salem Hamed (2016) The teaching of reading English in a foreign language in Libyan universities: methods and models. PhD thesis, *University of Glasgow*.
- Ageila Ali Elabbar (2014) Libyan English as a Foreign Language School Teachers' (LEFLSTs) Knowledge of Teaching: Action Research as Continuing Professional Development Model for Libyan School Teachers Faculty of Education, *University of Benghazi*
- Ahlgren, A. Evaluation (February 3, 1969).of Harvard Project Physics Course interim report. *Mimeo of remarks delivered at AAPT*,
- Alkharusi, H. (2013). Canonical correlational models of students' perceptions of assessment tasks, motivational orientations, and learning strategies. *International Journal of Instruction*, 6(1), 21-38.
- Ambrose, S. A., Bridges, M.W., DiPietro, M. & Lovett, M.C. (2010). How learning works: Seven research-based principles for smart teaching. *San Francisco, CA: Jossey Bass*.
- Arslan, A. (2012). Predictive power of the sources of primary school students' self-Efficacy beliefs on their self-efficacy beliefs for learning and performance. *Educational Consultancy and Research Center*
- Ashton, P. T., & Webb, R. B. (1986). Making a difference: Teachers' sense of efficacy And Student achievement. *New York: Longman*
- Barry Fraser 2015 Classroom Learning Environments *Encyclopedia of Science Education* pp 154-157
- Barker, R.G.(1968). Ecological Psychology. Concepts and Methods for Studying the Environment of Human Behavior. Stanford, CA: *Stanford University Press*.

- Environment of Human Behavior. Stanford, CA: *Stanford University Press*.
- Battistich, V., & Hom, A. (1997). The relationship between students' sense of their school as a community and their involvement in problem behaviors. *American Journal of Public Health*, 87(12), 1997–2001.
- Bennett, Jan, The Relationship Between Classroom Climate and Student Achievement. Doctor of Education. *Educational Administration*, December 2011, 121 pp
- Berndt, T. J., & Keefe, K. (1995). Friends' influence on adolescents' adjustment to school. *J. Child Development*, 66, 1312–1329
- Bierman, Karen L. (2011). "The promise and potential of studying the "invisible hand" of teacher influence on peer relations and student outcomes: A commentary *Journal of Applied Developmental Psychology*. SI Teachers and Classroom Social Dynamics 32 (5): 297.
- Brittany Allen & Katie Hessick (2011) the Classroom Environment: The Silent Curriculum. *Psychology and Child Development Department College of Liberal Arts California Polytechnic State University San Luis Obispo*.
- Brown, B. B. (1990). Peer groups and peer cultures. In S. S. Feldman & G. R. Elliott (Eds.), *At the threshold: The developing adolescent* (pp. 171–196). Cambridge, MA: *Harvard University Press*
- Bundick (2014) Promoting Student Engagement in the Classroom Teachers College, *Columbia University*
- Caren S. Martin (2014) Exploring the impact of the design of the physical classroom environment on young children with autism spectrum disorder (ASD) *University of Minnesota*
- Celia C (2010) How student satisfaction factors affect perceived learning *Journal of*

the Scholarship of Teaching and Learning University of Alabama.

- Corkett, J., Hatt, B., Benevides, T. (2011). Student and teacher self-efficacy and the connection To reading and writing. *Canadian Journal of Education*, 34(1), 65-98
- Doyle, W. (1986) Classroom organization and management, in: M.C. WITTRICK (Ed.) *Handbook of Research on Teaching*, pp. 392-432 (3rd Edn) (London, Macmillan).
- Emily R. and Bethany. R (2015) Mathematics practice without feedback: A desirable difficulty in a classroom setting *Springer Science Business Media Dordrecht*
- Fraser, B.J. (1994). Classroom and school climate. In Gabel, D. (Ed.), *Handbook of Research on Science Teaching and Learning* (pp. 493-541). Macmillan, New York
- Fraser, B. (2002). Learning environments research: Yesterday, today, and tomorrow. In S. C. Goh & M. S. Khine (Eds.), *Studies in educational learning environments: An international perspective* (pp. 1-26). *Singapore: World Scientific*.
- Fraser, B. J., Aldridge, J. M., & Adolphe, F. S. G. (2010). A cross-national study of secondary Science classroom environment in Australia and Indonesia. *Learning Environments Research*, 40, 551-571. doi:10.1007/s11165-009-9133-1.
- Fraser, B. J. (1998). Classroom environment instruments: Development, validity, and applications *Learning Environments Research*, 1, 7-33.
- Freiberg, H. J. (Ed) (1999). School climate: Measuring, improving, and sustaining healthy learning environments. *London: Falmer Press*
- Fisher, D. L., & Fraser, B. J. Validity and use of the My Class Inventory. *Science*

- Education, 1981, 65, 145- 156.
- Fraser, Barry J.; (1982). Assessment of Learning Environments: Manual for Learning Environment Inventory (LEI) and My Class Inventory (MCI). *Science Education. Assessments and Surveys*
- Fisher, D. L., & Fraser, B. J. Validity and use of the My Class Inventory. *Science Education*, 1981, 65, 145- 156.
- Hannah .R (2013) The Effect of Classroom Environment on Student Learning. Western Michigan University, ryan.hannah09@yahoo.com
- House, James S. (1981). "Social Structure and Personality." Pp. 525–61 in *Social Psychology: Sociological Perspectives*
- Hwan-Hee Choi & Jeroen J. G. van Merriënboer & Fred Paas (2014). Effects of the Physical Environment on Cognitive Load and Learning: Towards a New Model of Cognitive Load *Springer Science+Business Media* New York
- Ibrahim Abukhattala (2016) the Use of Technology in Language Classrooms in Libya *International Journal of Social Science and Humanity*, Vol. 6, No. 4,
- Kaphingst, L.(1971)M. Study of some junior high school student attitudes toward science and factors relating to these attitudes. *J. SCI. EDUC.* University of Minnesota.
- Keri Stewart (2014). The Mediating Role of Classroom Social Environment between Teacher Self- efficacy and Student Adjustment *University of South Florida*
- Kilgour, P.W. (2006). Student, teacher and parent perceptions of classroom environments in streamed and unstreamed mathematics classrooms. *Sultan Idris Education University Malaysia*
- Koth, C. W., Bradshaw, C. P., & Leaf, P. J. (2008). A multilevel study of predictors

- of student perceptions of school climate: the effect of classroom-level factors. *Journal Of Educational Psychology*, (1), 96.
- LaRocque, M. (2008). Assessing perceptions of the environment in elementary classrooms: The link with achievement. *Educational Psychology In Practice*, 24(4), 289-305.
- Mahony, P. & Ilexall, I. (2000). Reconstructing teaching: Standards, performance and accountability. *New York: Routledge Falmer*.
- Matthew. K and Susanna.L (2013) Principals' Perceptions of Competition for Students in Milwaukee Schools *Stanford University Stanford, CA 94305*
- Merritt, W. (2012). Exploring math anxiety as it relates to math achievement, gender, and race. *Dissertation Abstracts International Section A*, 73.
- Musa, A. J. (2013). Gender, geographic locations, achievement goals and academic performance of secondary school students from Borno State, Nigeria. *Research in Education*, 90, 15-31.
- Ngozi Ohakamike-Obeka 2016 The School Learning Environment and Students' Attitude and Achievement in English Language. Department of Arts & Social Science, Faculty of Education, Ebonyi State University *Research on Humanities and Social Sciences* ISSN (Paper)2224-5766 ISSN (Online)2225-0484 (Online) Vol.6, No.2, 2016
- M. A. Milkie, C. H. Warner.(2011) Classroom Learning Environments and the Mental Health of First Grade Children. *Journal of Health and Social Behavior*; 52 (1): 4
- Miller.A and Cunningham.K (2011) Classroom Environment retrieved on the 5 September 2016 form <http://www.education.com/reference/article/classroom-environment/#C>
- Michael D. Hanus and, Jesse Fox (2015) Assessing the effects of gamification in the

- classroom: A longitudinal study on intrinsic motivation, social comparison, satisfaction, effort, and academic performance The Ohio State University
- Nichols, J. D., & Miller, R. B. (1994). Cooperative learning and student motivation. *Contemporary Educational Psychology*, 19, 167–178.
- O. S. Saad and S. Borg,(2011) Intentions and realities in implementing communicative Curriculum reform, System, *Science Direct* University of Garyounis, P.O. Box 1308, Benghazi, Libya
- Pajares, F. (1996). Self-efficacy beliefs in academic settings. *Review of Educational Research*, 66 (4), 543 578.
- Parker, J. G., & Asher, S. R. (1987). Peer relations and later personal adjustment: Are low-accepted children at risk? *Psychological Bulletin*, 102, 357–389.
- Puteh M., Che Ahmad C. N., Mohamed Noh N., Adnan M., and Ibrahim M. H. (2015) The Classroom Physical Environment and Its Relation to Teaching and Learning Comfort Level. *International Journal of Social Science and Humanity*, Vol. 5, No. 3, March 2015
- Ryan, A. M., Gheen, M., & Midgley, C. (1998). Why do some students avoid asking for help? An examination of the interplay among students' academic efficacy, teacher's social-emotional role and classroom goal structure. *Journal of Educational Psychology*, 90, 528–535.
- Ryan, A. M. & Patrick, H. (2001). The classroom social environment and changes in adolescents' motivation and engagement during middle school. *American Educational Research Journal*, 38, 437-460.
- Ryan (2016) The Classroom Environment And The Gender Education Gap. Retrieved from <https://hubpages.com/education/The-Causes-Of-The-Gender-Education-Gap-And-Some-Solutions#> 15/6/2017

- Skinner, E. A. & Belmont, M. J. (1993). Motivation in the classroom: Reciprocal effects of teacher behavior and student engagement across the school year. *Journal of Educational Psychology*, 85, 571-581.
- Steve Grubaugh and Richard Houston,(2013) "Establishing a Classroom Environment That Promotes Interaction and Improved Student Behavior, *the Clearing House*, Vol. 63, No. 8 (Apr., 1990), pp. 375-378. Accessed November 6, 2013
- Taaziz Khaled (2014) an Investigation into Libyan EFL Novice Secondary School Teachers' Current Knowledge and Practice of Speaking Assessment: *A Socio-cultural Perspective* University of Exeter
- Wentzel, K. R., Battle, A., Russell, S. L., & Looney, L. B. (2010). Social supports from teachers and peers as predictors of academic and social motivation. *Contemporary Educational Psychology*, 35(3), 193-202.
- Wheldall, K. & OLDS, D. (1987) Of sex and seating: the effects of mixed and same-sex seating arrangements in junior classrooms, *New Zealand Journal of Educational Studies*, 22, pp. 71-85.
- Younger, M., Warrington, M. and Williams, J. (1999) The Gender Gap and Classroom Interactions: Reality and Rhetoric? *British Journal of Sociology of Education*, 20, pp. 325-341.