

A Comparative Study Of Classroom Environment Of Public And Private Universities Of Lahore

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Abstract - The main objective of the study was to compare the classroom environment of public and private universities in district Lahore. The classroom environment was compared on the basis of four factors; behavioral classroom environment, social classroom environment, motivational classroom environment and organizational classroom environment. The study was quantitative in nature and survey technique was used. Population of the study was all public and private universities in Lahore. The sample was consisted of 400 under graduate and graduate students from two public and two private universities selected through convenience sampling. The collected data was analyzed using descriptive and inferential statistics. Results of the analysis reveal that the behavioral classroom environment of public universities was better than private universities but in social, motivational and organizational environment there was no significant difference between both sector universities. Public and private sector universities were providing the same classroom environment to students.

Keywords - behavioral classroom environment, classroom environment, motivational classroom environment, organizational classroom environment, public, private, social classroom environment

INTRODUCTION

Students spend the majority of their time within the educational environment. They go through learning as well as social experiences that serve as a basis for their development and shape their self-image, personality, schooling and social functioning [1]. Classrooms are found in educational institutions of all kinds including public and private schools, home schools, corporations, religious and humanitarian organizations [2]. Classroom environment refers to the personal, educational, social, and psychological context of a classroom [3]. Many services come together to generate a classroom's educational environment. This Environment could positive or negative, efficient or inefficient, teacher behavior,

teacher characteristics, student behavior, student characteristics, curriculum, classroom setup, time, institution, policies, and community characteristics are the major factors influencing the learning environment of students [4]. Classroom environment covers a range of learning aspects that include the relationship that exists between learners themselves and their teacher. It attempts to spell out the teacher's expectations on the children's motivation for effective learning, the strategies that should be employed for effective teaching, the kind of materials that would motivate children to have greater interest in learning, and the social behavior that should be exhibited in a classroom. Classroom environment comprises of several aspects that may at times be observable; physical setting, the psychological environment that is created through social interactions, and several instructional procedures that are related to teacher characteristics and behavior [5]. The classroom must be a place of responsibility because, in order to be successful in school and in the world, students must learn to manage their own learning and behavior [6].

I. Organizational Classroom Environment

Organization is defined as the amount of time teachers spend providing their students information about classroom events and instructional activities, including explaining purposes of the activities, procedures for their successful completion, and how to transition between and plan subsequent tasks [7]. Classroom management and organization are intertwined. While rules and routines influence student behavior, classroom organization affects the physical elements of the classroom, making it a more productive environment for its users. How the classroom environment is organized influences the behavior. Attending to issues of classroom management and organization provides the foundation for having high expectations for student behavior [8].

II. Behavioral Classroom Environment

One of the aims of the education is to give students a change of behavior in the desired direction [9]. The notion that behavior is learned, student's behaviors are shaped by the expectations and examples provided by adults like parents and teachers in their lives and by their peers [10]. From learning activities to transitions, children's challenging behavior can influence every aspect of a classroom [9]. In order for the prepared activities to reach the determined objectives, a good classroom environment must be prepared and managed first [11]. The quality of education is not only dependent on the excellence of resources and quality content but also the ability of the teachers to deal with the problem behavior within the classroom environment [12].

III. Social Classroom Environment

Social environment of the classroom refers to the norms and rules for student social behavior in the classroom as well as the explicit messages regarding interaction in the classroom between teachers and students as well as students and their peers [13]. Social environment refers to the way that a classroom environment influences or supports the interactions that occur among young children, teachers, and family members [14]. The classroom social environment comprises students' perceptions about how they are encouraged to interact with others (e.g., classmates, the teacher), and it encompasses dimensions of

teacher support, promoting mutual respect, promoting student task-related interaction, and promoting performance goals [15].

IV. Motivational Classroom Environment

Motivation can be defined as ‘a force that activates, directs, and sustains goal-directed behavior’ [16]. In the classroom context, the concept of student motivation is used to explain the degree to which students invest attention and effort in various pursuits, which may or may not be the ones desired by the teachers. Student’s motivation is reflected in the motives and goals they strive to achieve, and is rooted in their subjective experiences, especially those connected to their willingness to engage in learning activities and their reasons for doing so [17].

V. Public and Private

Education plays a pivotal role in the rise and fall of nations especially in 21st century. It is mainly due to the emergence of global competition in education and technology [18]. While education in general provides the platform for the acquisition of knowledge, skills, habits and values for productive living in the society, university education has been recognized as an important instrument for the construction of knowledge economy and the development of human capital all over the world [19]. 31% of educational institutes are run by the private sector while 69% are run by the public sectors. These institutes have raised the literacy rate of Pakistan up to 250% over the recent years [20]. There are 60 private universities as compared to 73 public sector universities in Pakistan (2011). The private universities are demonstrating a fierce competition by employing best and highly qualified (foreign, local) faculty, offer market oriented courses and providing most advanced facilities to their students. On the other hand, public sector universities are seriously short of these essentials. The public sector universities are no more attractive for the students in terms of courses, faculty and facilities [21]. There is indeed a difference between private and public universities that have sometimes similar characteristics but also different attributes [22].

Classroom environment in any institution is one of the most important factor that affects student learning. Classroom environment provides clear learning goals, opportunities to develop social skills and strategies to help students succeed. Resources and facilitation in the classroom and universities plays an important role towards teaching and learning. Particularly, when it comes to student positive outcomes and behaviors, classroom resources have a massive impact. It is assumed that private institutions provide better services whether it is infrastructure, organization, environment, social environment, motivational level and curriculum than public institutions. From the past several years, students have been preferring private institutions over public institutions assuming that private institutions provide better environment, therefore the researchers find it utmost important to compare the different aspects of classroom environment of public and private universities.

LITERATURE REVIEW

Reference from [23] concluded from his study that private schools have better academic performance record than public schools. He carried out a study to determine the level of variation in academic

performance between public and private primary schools in Wareng District. The study covered a total of 55 public and 17 private schools distributed evenly among the five education Zones in the District. The findings of the study revealed that despite government investing generously in public school's private schools still outshine them. It is clear that private schools perform much better in academics than public schools. Reference from [24] conducted a study to know about the thoughts of fourth graders related to their classroom environment. The aim was to reveal the classroom environment that the students imagined; therefore, it was a case study. The research was carried out with 114 students who were studying in fourth grade in a public school in Istanbul, Turkey. Researcher prepared a form as a data collection tool and students were asked to write about their expectations of classroom environment. Content analysis method was used for the analysis of data and similar answers were appropriately coded. Students' expectations were divided into two categories: emotional and physical. As per findings of physical expectations, researchers concluded that students preferred a more attractive and more advanced technologies to be use in classroom. At the point of social relations, students stated that they wanted a peaceful and healthy social environment where students and teachers would expect each other.

Reference from [25] investigated about the relation between leadership attributes and classroom management in public and private universities. They enhance the classroom management skills of the teacher during teaching-learning process. Classroom management is a contact between teacher and learners at various levels for attaining pre-determined goals. The study followed a mix-method research. The sample of the study was 967 university leaders and teachers from 09 public and 04 private universities of KPK. Questionnaires and in-depth interview was used as research instrument to collect data. The findings concluded that authentic leadership attributes, self-awareness, relational transparency, ethical perspective and balance processing information were significantly related to classroom management. It was found that the positive psychological capital attribute of significant leadership is significantly related to classroom management. These values show that relationship between ALA and classroom management in private sector universities is higher than public sector.

OBJECTIVES OF THE STUDY

The objectives of the study were to:

- To find out the behavioral environment, organizational environment, social environment and motivational environment of public and private universities.
- To compare the behavioral involvement of teachers and students in classroom of public and private universities.
- To compare about the classroom organization of public and private universities.
- To compare the social interaction in classroom of public and private universities.
- To compare the motivational environment in classroom of public and private universities.

HYPOTHESES

- H₀₁: There was no significant difference in the classroom organization of public and private universities.
- H₀₂: There was no significant difference in behavioral classroom environment of public and private universities.
- H₀₃: There was no significant difference in social classroom environment of public private universities.
- H₀₄: There was no significant difference in motivational classroom environment of public and private universities.

METHODOLOGY

The research was quantitative in nature and survey design was used to compare the classroom environment of public and private universities. The population of the study included all public and private universities of district Lahore. There are 37 universities in Lahore recognized by Higher Education Commission. From the total of 37 universities there are sixteen public universities and twenty-one private universities in Lahore. The researchers conveniently selected 4 universities from Lahore, out of which 2 universities were public and 2 universities were private. The Lahore College for Women University, Punjab University, University of Central Punjab and University of Lahore were included in the sample. 200 students were selected from public universities and 200 students were selected from private universities. The sampling type of the study was non probability sampling.

INSTRUMENTATION

To measure the classroom environment, researchers adapted a questionnaire developed by Barry J. Fraser, David F. Treagust, and Norman C. Dennis of Western Australian Institute of Technology. The adapted questionnaire included scales referring to classroom environment and its dimensions, that is: behavioral, social, motivational and organization of the classroom, it was composed of 48 questions which included four subsections that are components of classroom environment: social (8 items), motivational (8 items), organization (17 items) and behavioral (15 items) measured on 5-point Likert Scale.

DATA ANALYSIS AND INTERPRETATION

For the analysis of the collected data, researchers used both descriptive and inferential statistics. Descriptive statistics was performed to examine the frequencies, means and standard deviation whereas in inferential statistics t-test for independent samples was used to compare the means of both groups' i.e. public and private universities. All the data was analyzed using SPSS.

TABLE I Comparison Of Behavioral Classroom Environment Of Public And Private Universities

University	M	S.	S.E.	t	df	P
		D	M			

Behavioral Classroom Environment	Private	270	.687	.0486	-2.094	398	.037
	Public	221	.50	.035			
		82	.6	.8			
		86					

Table I shows the results of t-test for comparison of behavioral classroom environment of public and private universities. The value of $p .037 < 0.05$ indicate that there was a significant difference between behavioral classroom environment of public and private sector universities. So the null hypothesis was rejected at the 5% level of significance.

TABLE II Comparison Of Social Classroom Environment Of Public And Private Universities

University		M	S.D	S.E.M	t	df	P
Social Classroom Environment	Private	2.5300	.577	.0407	.777	398	.437
	Public	2.4920	.381	.0269			

Table II shows the results of t-test for comparison of social classroom environment of public and private universities. The value of $p .437 > 0.05$ indicates that there was no significant difference between social classroom environment of public and private sector universities. So, the null hypothesis was accepted at the 5% level of significance.

TABLE III COMPARISON OF MOTIVATIONAL CLASSROOM ENVIRONMENT OF PUBLIC AND PRIVATE UNIVERSITIES

University		M	S.D	S.E.M	t	df	P
Motivational Classroom	Private	2.5750	.611	.0432	-	398	.609
					.512		

Environment Public 2.6025 .451 .0319

Table III shows the results of t-test for comparison of motivational classroom environment of public and private universities. The value of $p .609 > 0.05$ indicate that there was no significant difference between motivational classroom environment of public and private sector universities. So the null hypothesis was accepted at 5% level of significance.

TABLE IV Comparison Of Organizational Classroom Environment Of Public And Private Universities

University	M	S. D	S.E. M	t	df	P
Organizational	2.651	.62	.04617	-.521	398	.602
Classroom Environment	2.686	.45	.03434			

Table IV shows the results of t-test for comparison of organizational classroom environment of public and private universities. The value of $p .602 > 0.05$ indicate that there was no significant difference between organizational classroom environment of public and private sector universities. So the null hypothesis was accepted at 5% level of significance.

DISCUSSIONS

The results of the study showed that social classroom environment, organizational classroom environment and motivational classroom environment of public universities is not significantly different than private universities. Motivational factors, teachers' behavior, behavior of students' among themselves and classroom organization were same in both sectors. On findings of behavioral classroom environment of public and private universities analysis suggest that the public universities have better behavioral classroom environment than private universities. Results of the study suggest that in public sector universities the behavior of teacher and students in the classroom are well managed and the teachers are considerate towards students' behavior. On the basis of which the null hypothesis was rejected. In the present study, the results indicated that there was no significant difference in social classroom environment of public and private universities. The results showed that the social interactions among student's positive relations between peers was same in both sectors. Therefore, the null hypothesis was not rejected. The findings of motivational classroom environment revealed that there

was no significant difference in public and private universities. In both public and private sector universities the students are motivated to the same degree to perform well in the classroom. On the basis of the analysis the null hypothesis was not rejected. The findings of classroom organization suggest that there was no significant difference between public and private universities. The classrooms are well organized and teachers adopt different strategies avoid difficulties. On these findings the null hypothesis was not rejected. These findings are also supported by the study of [26] who founded in his research that there was no significant difference in public and private sector institutions. He concluded that the organizational climate and performance of teachers were same in both sectors.

CONCLUSION

The major objectives of the study were to find out the behavioral, social, motivational and organizational classroom environment of public and private universities and to compare the behavioral classroom environment of public and private universities; to compare the social classroom environment of public and private universities, to compare the motivational classroom environment of public and private universities and to compare the organizational classroom environment of public and private universities. On the findings of the study it is concluded that there was no significant difference of classroom environment between the public and private universities. Cumulatively both sectors were providing better classroom environment to students. It was suggested by the researchers that university teachers should develop an optimistic behavior and show trust and positive intentions in their actions in both sectors. They should give freedom to all students for discussions, expressing new ideas and raising questions in classroom. Student's Social problems should be managed in public sector universities.

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