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College of Basic Education

Strategies for Creating a Positive Classroom Environment

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By:

Ashty Abdulkareem Muhammed

Rayan Kosrat Khurshid

Supervised by:

Instructor: Shilan A. Hamadamen

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Dedication

This research is wholeheartedly dedicated to our beloved parents, who have been our source of inspiration and gave us strength when we thought of giving up, who continually provide their moral, spiritual, emotional, and financial support. They have given us the drive and discipline to tackle any task with enthusiasm and determination. Without their love and support this project would not have been possible.

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Section One

Introduction

Every teacher in their journey of teaching students had faced some difficulties to create a positive classroom environment also in the minds of many students, school is a place that sparked their passion or brought them in contact with a mentor that had a lasting impact on their lives. Nevertheless, for some pupils, school is a place where discrimination made it more difficult to follow their aspirations.

The study which is entitled “Strategies for Creating a Positive Classroom Environment” aimed to identify the ways in creating a positive and productive classroom environment and show the impact of a positive classroom environment on students’ behavior and their achievement. Also, it attempts to show the difficulties in creating a positive classroom environment.

A positive classroom environment is defined as “An important aspect of effective teaching. It is essential in keeping behavior problems to a minimum. It also provides the students with an opportunity to think and behave in a positive manner.” (Fraser & Pickett, 2010).

This study consists of four sections. The first section is an introduction to this study. Section two is about the literature review which includes: positive learning environment, key factors in creating a positive classroom environment, characteristics of creating a positive learning environment, the importance of a positive learning environment, strategies for building positive classrooms, and the difficulties in creating a positive classroom environment. Section three demonstrates the researchers’ experiences and reflections on the positive classroom environment. The study ends up with conclusions, recommendations, and a list of references.

Section Two

Literature Review

Based on the literature review, teachers want to make their classes interesting and engaging. Effective teaching enhances positive classrooms. In this section, some strategies are proposed for teachers to create a positive classroom climate and to manage their classes and some difficulties of the classroom in general and a positive classroom environment in particular are discussed.

2.1 Positive Learning Environment

A positive learning environment is one of the most critical components of a skills-based health education classroom. It is created when you value participatory teaching and learning and when there is trust and rapport among students and between yourself and students.

McFarland (2012:137) emphasize, that a positive learning environment “is when the students feel that they are supported and valued in whatever they are doing and learning is mastered easily”. In addition, all students with challenges and extraordinary personal challenges can do well in their studies if they get full support and motivation. This emphasizes the point that creating a positive learning environment can stimulate student learning.

Students with behavioral and emotional disorders characteristically demonstrate inconsistent responses to teacher requests and display behaviors that are disruptive to the classroom environment. Although teachers prefer positive interventions over punishment to manage classroom behavior, many classrooms are not actually positive learning environments. Westling (2010) found that most teachers did not use effective classroom management strategies and scrutinized challenging student behavior as

having a negative impact on the overall classroom environment and subsequent interactions between students and teachers.

Strong classroom organization and behavior management skills are critical for both general education and special education teachers (Oliver & Reschly, 2010). Using methods that produce and increase constructive interactions will result in more successful classroom environments for both teachers and students. Teachers should work toward creating positive learning environments and therefore be able to identify and remediate classroom conditions that may make it more likely that desirable behaviors occur in the classroom (Hardman & Smith, 1999).

2.2 Strategies for Building Positive Classrooms

Creating a positive classroom requires skills and experience. Teachers can get benefit from the strategies suggested based on the experience of researchers and teachers. Moreover, managing the time and space of class is the key to a successful class environment. Teachers need to organize their class time based on the planned activities. These are some general strategies that every teacher should know and implement:

Strategy1: Build Positive Relationships

Every choice a teacher makes can affect the classroom environment, including how relationships will be built. In order for the classroom to be a positive atmosphere for students to feel safe and respected, a teacher's classroom management must be conducive to fostering these relationships. Wong, Wong, and Seroyer (2009) write, "Effective teaching is all about teacher-student relationships. The easiest way to build relationships with students is to use a well-managed classroom where students are on task, allowing you to spend one-on-one time with them" Alfie Kohn (1996) states.

“Children are more likely to be respectful when important adults in their lives respect them. They are more likely to care about others if they know they are cared about”.

Strategy2: Arrange the Physical Environment

The physical arrangement of the classroom is set up to maximize teacher-student interactions while minimizing distractions. The effective physical layout of the classroom promotes positive teacher-student interactions, assists with smooth transitions, and prevents disruptive behavior. Arranging the physical environment of the classroom is one way to improve the learning environment and prevent problem behaviors before they occur. Research on the classroom environment has shown that the physical arrangement can affect the behavior of both students and teachers (Savage et al, 2010).

Strategy3: Be Open to Feedback

Throughout the school year, teachers usually provide a lot of feedback regarding students' work and behavior. It can be beneficial to consider asking for feedback from your students as well. Receiving feedback from your learners about how you manage your class, the content you're teaching and your general mannerisms can give you insight into what you're doing well and how you can improve. In addition, many students appreciate when you value their opinion, which can strengthen your positive classroom environment.

Strategy4: Provide Positive Reinforcement

Giving a positive reaction to positive behaviors decreases the negative interactions and therefore positive interactions increase (Kennedy, 212). Praise is important to student behavior. Praise to students should be “immediate, frequent, enthusiastic, descriptive, varied, and must involve eye contact”. Teachers when giving praise must “clearly state

the exact positive behavior that the student is exhibiting and comment on its specific effect on academic and social achievement” (Kennedy, 213).

Strategy5: Create Clear Routines and Procedures

Teachers need a plan for how everything in their classroom will take place. This is done through the establishment of clear routines and procedures. Teachers must think through, plan, and then teach these routines and procedures effectively. Students should know where things are located and how these tools should be utilized to create flow, consistency, and success throughout the school day.

Strategy6: Create a Motivational Environment:

To create a positive classroom environment, you should motivate students to engage more in class activities. Motivation is “the strength and direction of behavior and the factors that influence people to behave in certain ways. The three components of motivation are direction, effort, and persistence”. (Arnold et al, 1991).

Strategy7: Give Students a Voice and a Choice

Student voice and choice are about creating and managing a more student-centered classroom. Allowing students to have choices in how they work (choosing activities to complete, choosing topics to research, etc.) can encourage student ownership in their learning, resulting in more engagement in classroom discussions and activities. Promoting students' voices can be of enormous benefit to the teacher’s craft as well. When teachers open space for voice in the classroom, a unique window into what the student thinks and feels about her learning also opens. When a student's voice is facilitated, the teacher can observe how the student is making sense of things and where that student wants to go with that knowledge.

2.3 The Importance of a Positive Learning Environment

Creating a positive learning environment is an important aspect of effective teaching. By creating positive learning environments, teachers are provided the opportunity for better classroom discipline and management. Positive classroom environments help to enhance, promote, and encourage students' learning in all academic settings. It is an important tool for establishing a successful and effective school year. In the opinion of Alexander (2013), observed that a conducive and healthy school environment shapes the attitudes that children develop toward the school as well as promotes teaching and learning.

Corroborating the above assertion, Blum (2015) opined that students who attend schools with a positive, respectful climate are able to focus on learning and realize their academic, interpersonal, and athletic potential. Such schools have clearly and explicitly communicated policies and procedures that set clear boundaries for respectful, non-violent treatment of school community members and support an environment that is free of negative and harmful physical, social, emotional, and intellectual language and actions. A positive and conducive school climate provides a solid foundation for supporting students' academic achievement and the development of positive attitudes and behaviors. (Hawkins et al, 1999, as cited in Pohnpei 2010), maintained that when students find their school environment to be supportive and caring, they are less likely to become involved in substance abuse, violence, and other problem behaviors. They are more likely to develop positive attitudes toward themselves and pro-social attitudes and behaviors toward others. Hence, supportive schools foster these positive outcomes by promoting students' sense of connectedness during the school day. In the same vein, Pekka (2010), posits that the children of today are the adults of tomorrow and as such, they deserve to inherit a safer and healthier world. There is no task more important than safeguarding their environment.

2.4 The Characteristics of Creating a Positive Learning Environment

The characteristics of creating a positive learning environment are one of the most effective ways to enhance teachers' ability to learn and develop their controlling skills, as well as to inform them about why every teacher should implement (creating a positive classroom environment) in their classrooms. Important characteristics of a positive classroom environment include:

2.4.1 Developing Students' Problem-Solving and Critical-Thinking Skills

Critical thinking skills are important because they enable students “to deal effectively with social, scientific, and practical problems” (Shakirova, 2007). Simply put, students who are able to think critically are able to solve problems effectively. Merely having knowledge or information is not enough.

2.4.2 Effective Time Management

Managing time effectively enables students to become more confident, and organized, and learn more efficiently. Effective time management skills are essential for learners, as they have to deal with more subjects, tests, assignments, and extracurriculars.

2.4.3 Learning Through Play

Learning through play has emerged as an important characteristic to promote student engagement, inclusion, and holistic skills development beyond the preschool years. Policymakers, researchers, and educators have promoted the notion that learning through play is developmentally appropriate as it leverages school-age children's innate curiosity while easing the often difficult transition from preschool to school (Parker & Berry, 2022).

2.4.4 Building a Growth Mindset

Growth mindset overview students with a fixed mindset believe that their own intelligence and talent are innate traits that don't change. For example, they might say, "I just can't learn math." These students typically worry about not looking smart, get upset by mistakes, and give up sooner on tough tasks. Students with a growth mindset believe that ability can change as a result of effort, perseverance, and practice. They frequently say, "Math is hard, but if I keep trying, I can get better at it." Students with a growth mindset see mistakes as ways to learn, embrace challenges, and persist in the face of setbacks.

2.4.5 Encouraging Collaboration

Collaborative learning can enhance learning outcomes, cognitive abilities, and social skills (Laal and Ghodsi, 2012). In order to develop critical thinking skills, students need a base of information to work from. Acquiring this base often requires some degree of repetition and memory work. When this is accomplished individually the process can be tedious, boring, or overwhelming. When students work together the learning process becomes interesting and fun despite the repetitive nature of the learning process (Panitz, 1999).

2.5 Managing the Classroom Environment

Managing the classroom environment is the process of organizing and conducting the business of the classroom. Many perceive it as the preservation of order through teacher control. Classroom management is much more than that. However, it also involves the establishment and maintenance of the classroom environment so that educational goals can be accomplished (Savage & Savage, 2010).

Effective classroom management is about controlling the behavior of students. On the other hand, it is about the ability of teachers and students to agree upon and carry forward a common framework for social and academic interactions by creating an ethos of efforts within a social fabric that is built over time and ultimately leads to student's self-discipline (Freiberg and Lapointe, 2006).

Students cannot learn and teachers cannot teach in a chaotic environment. Therefore, teachers must deal effectively with students' misbehavior and promote student self-control so everyone can meet their emotional needs and academic goals. All teachers have management challenges. How they deal with students' behavioral choices depends on their educational philosophy and their preferred management approach.

Effective classroom managers create orderly, safe environments where students feel valued and comfortable, thus setting the stage for teaching and learning. To achieve that, they strategically arrange classroom space to support a variety of independent, small, and large group activities (Crane, 2001).

There are some general approaches that every teacher should know and implement. These three approaches to classroom management form a continuum, from the self-discipline approach at one extreme to the instructional approach, to the desist approach at the opposite extreme.

2.5.1 Self-Discipline Approach

The self-discipline approach is built on the premise that students can be trusted to reflect upon and regulate their behaviors to benefit themselves and others. Advocates for this democratic view of classroom management argue that teachers need to exhibit the

dispositions of respect, realness, trust, acceptance, and empathy toward students so they can build and establish working teacher-student relationships.

2.5.2 Instructional Approach

Teachers who use the instructional approach to classroom management prevent most management problems by actively engaging students in high-interest lessons geared to meet their interests, needs, and abilities. Thus, students are motivated to attend class, positively participate in activities, and manage their own behavior (Jacob Kounin, 1970).

2.5.3 Desist Approach

The desist approach to classroom management gives the teacher full responsibility for regulating the classroom. The teacher establishes and enforces a set of specific rules to control student behavior in the classroom. Because the desist approach models of classroom management give teachers the power to deal forcefully and quickly with misbehavior, they can be viewed as power systems. This approach probably is the most widely used classroom management strategy in today's schools.

2.6 The Difficulties in Creating a Positive Classroom Environment

Classroom discipline and management may be among the most difficult challenges for teachers, particularly for beginning teachers. Furthermore, student apathy, negative attitudes, and inappropriate behavior may not only hinder learning in the classroom. (Gordon, 2001). But from the student's perspectives the same as what teacher experience, classroom issues among students or within students seem to be normal.

One of the challenges of creating a positive classroom environment is time constraints. The human body has a clock and students get distracted after a period of one activity.

Lesson and class time is between 40 minutes to one hour (Allan, 2003). Teachers do not have enough time to spend on classroom management as they have a syllabus to finish. Hence, teachers sacrifice one for the other. In other words, sometimes want to finish the curriculum at the expense of classroom management. Some other teachers want to control their class and do not matter how much material they cover.

Managing large classes is a challenge as there are a lot of students who have different learning styles and interests. Teachers need to accept that activities take longer than planned, especially in large classes (Alber, 2012). “There is a law that says the larger a class, the poorer the learning must be” (Scrivener, 2012). Managing such classes requires a lot of experience, skill, and above all patience. It is important to give some time to students to get to know you to help you control the class better.

Some teachers, especially novice ones, do not have the required skills and experience to create a positive classroom environment. Creating a positive classroom environment requires a lot of skills like problem-solving, patience, and critical thinking. Hence, teachers should prepare themselves for any emergency and have the skills to solve problems.

2.7 Key Factors in Creating a Positive Classroom Environment

Creating a positive and engaging classroom atmosphere is one of the most powerful tools teachers can use to encourage children's learning and prevent problem behaviors from occurring. Although a number of factors are related to a positive classroom atmosphere, such as:

2.7.1 Seating Arrangement:

Instructional communication theory suggests that seating arrangements can impact how teachers communicate with students and how students interact with one another, impacting engagement, motivation, and focus (McCorskey and McVetta, 1978).

2.7.2 Student Engagement:

One crucial factor associated with students' poor language performance is their disengagement in classroom activities. Engagement is viewed in the literature as very important for enhanced learning outcomes of all students (Schlechty et al, 2007). Without engagement, there is no deep learning, effective teaching, meaningful outcome, real attainment, or quality progress (Carpenter, 2010).

2.7.3 Share the Love:

Basic skills can be taught without love, but love is necessary to genuinely impact a student's life. Love views teaching as an art in which we experiment with various connections to the material and to the students. Love brings patience and understanding, two qualities that are crucial in education.

2.7.4 Technology Integration:

It is commonly believed that learning is enhanced through the use of technology and that students need to develop technology skills in order to be productive members of society. For this reason, providing a high-quality education includes the expectation that teachers use educational technologies effectively in their classrooms and that they teach their students to use technology (Randall, 2013).

2.7.5 Safety:

Safety is defined as free of danger. Students' health and well-being are important to the process of learning. In Maslow's need hierarchy theory, safety and the need to feel secure are secondary only to basic needs like food and water. Before the students can learn, they must first feel safe and secure (Hoy and Miskel, 1996).

2.8 Teacher-Student Interaction and Its Effect on Positive Classroom Environment

A good and supportive relationship is needed to create safe environments and give students confidence to work without pressure and become motivated to learn. Specifically, when students are exposed to positive emotional stimuli, they are better able to recall newly learned information (Nielson & Lorber, 2009). Students feel motivated and stimulated to learn and actively collaborate with the teachers when the classroom is running in a safe and supportive environment. Thus, the teacher's role is vital to the effect of language learning.

A teacher who cares about their students transmits knowledge effectively and has good interaction with them. In addition, he/she also provides the students the opportunity to create an emotional link. (Allen et al, 2013) suggest that “improving the quality of teacher-student interactions within the classroom depends upon a solid understanding of the nature of effective teaching for adolescents”. (Allen et al, 2013 as cited in Brophy, 1999) who studied a number of descriptions of classroom environments or quality teaching discussed in the educational and developmental literature listing factors likely to be related to student learning. Allen also notes that Hamre and Pianta developed an assessment approach that organizes features of teacher-student interactions into three major domains: emotional support, classroom organization, and instructional support. The emotional link makes the students feel comfortable in front of the teacher and class,

which is essential to the student's success or failure. Classroom organization is the way teachers manage the classroom in order to achieve several goals, first of all, classroom goals, encompass the way that teachers physically arrange the classroom for learning. Instructional supports are important to help teachers to provide the best strategies, support that will better help them to differentiate instruction and meet all students' needs and promote their engagement in the learning process.

Good interaction between teachers and students will create positive relationships in the classroom and contribute to effective learning. In fact, effective teachers can assess changes in students' behavior and understand the needs of students in the classroom. According to Bucholz and Sheffler (2009), teachers can shape the classroom environment to be comfortable and therefore improve the ability of students to learn.

A good classroom environment is important because the social-emotional climate a teacher establishes with students will provide opportunities to see themselves as capable, worthy, and confident members of the classroom community and make them feel part of the learning process. Trickett and Moos (1973) state that the classroom environment consists of three overarching dimensions: the ability for students to develop relationships with their instructors and peers, the extent to which students engage in learning activities, and the general structure and order of the classroom provided by the instructor (cited in Myers & Claus, 2012).

2.9 Teachers' Role in a Positive Learning Environment:

Teachers and students, like any other human beings, have different preferences, interests, and likes. For effective teaching and positive classrooms, teachers and students should know their responsibilities and roles. Teachers should equip themselves with tools or methods of creating a positive learning environment. Teachers have to take

on many responsibilities and roles in the class. Their responsibilities are planner, manager, facilitator, counselor, and diagnostics. To have an effective classroom climate, they have to fulfill all these duties within every single lesson. The process of teaching and learning can be carefully planned by class teachers. Teachers choose materials and tasks for lessons. They prepare tasks and exercises to match the levels of learners. Teachers can anticipate problems and find solutions. They can adapt texts and plan lessons (Ibrahim, 2016).

Mathew (2012) has mentioned that there are some English instructors who mainly depend on schoolbooks and leave other learning resources for the classroom. Making the use of schoolbooks as only one resource of knowledge holds back EFL learners' improvement because it limits students' learning span. Skilled instructors always review the importance and value of their textbooks and they can change them if they do not fulfill the needs of learners. Additional tasks related to students' desires can create a vigorous educational atmosphere. Teachers also decide the interaction patterns between student to students or teacher to student. They create a friendly rapport with learners. They also develop students' motivation via praising or giving presents. Teachers demonstrate activities and exercises in the lessons. They also create certain discipline for certain situations.

The following elements will greatly help the teacher in creating a positive learning environment:

2.9.1 The Teacher Should Call the Students by Their Names:

Knowing and using a student's name during and outside of class recognizes that a student exists and is important. In an article by Professor Kent Syverud (1993), he challenges educators to "ask yourself: who is the one teacher in your entire life who made the biggest difference for you who taught you so well that you still think about him or her as your best teacher. I bet that for almost all of us, that best teacher was

someone who knew you by name". Many successful educators agree that learning students' names is fundamental to developing a sense of community in the classroom.

2.9.2 The Teacher Should Allow the Freedom of the Students:

In creating a positive learning environment, the teacher must allow for the freedom of the students. Students should be given the freedom to express feelings related to the curriculum.

2.9.3 The Teacher Should Decorate with Chats Designed by the Students:

As part of creating a positive learning environment, the teacher should decorate with chats designed by the students. Stories, essays, songs, pictures, and cartoons written by students should be pasted on the walls. Thereby boosting self-confidence in students.

2.9.4 The Teacher Should Provide Equal Educational Opportunities to All:

By offering everyone in the classroom an equal opportunity to receive an education, regardless of race, creed, religion, or gender, the teacher fosters a pleasant learning environment.

2.9.5 The Teacher Should Be Calm with a Smile:

Angry outlook and serious gestures may damage the relationship with the students, but a smile is a boon to creating rapport with the students. Most people feel warmth through smile and ready to share more with smiling people. As we all know, there is no teaching without reaching, smile is superb tool for learning (Terada, 2018).

To sum up, everything that has been stated so far, the literature explains the characteristics and factors that affect a positive classroom environment and takes into consideration the mentioned elements of teachers' role, in addition to, employing these elements in their classroom to further their skill and education experience. It also provided a basis for managing classrooms and how they can be improved. Teacher-student interaction and its' effect on a positive learning environment are discussed.

Section Three

Experiences and Reflection

This section demonstrates the researchers' experiences and their reflections on the experience in the light of what has been explained in the sections above.

3.1 Experiences

Environmental influence before now has not been considered as one of the factors that affect academic performance in primary schools hence it has little or no attention in educational discourse and consideration. A positive classroom environment is an indispensable part of learning. It is in a positive environment that a student feels comfortable; a place where healthy relationships with peers and teachers flourish. In a positive environment, the process of learning becomes something that students easily adapt to and look forward to. To achieve this environment, students need to be nurtured with love, care, and support.

In general, based on our experiences from schools, the environments were not helpful as well as nowadays. Most of our schools had no light, insufficient facilities, sick buildings, and no ventilation. Our health was negatively impacted by these conditions. Since there wasn't any specific motivation in the classes, there was a lack of engagement, communication deteriorated, and it all led to an overall lack of effort and energy. These disorganized and messy spaces created feelings of stress and anxiety among us, which had an obvious negative effect on learning. Games are essential for healthy development in early childhood and beyond, but there were no games in all of the classes of the school. For this reason, it decreased our participation, motivation, and engagement. This poor classroom environment stunted social-emotional development. The classrooms weren't disciplined enough, there was a lack of procedures and routines,

and oftentimes, the teachers yelled at us, behaved very aggressively, and made discrimination which led to poor teaching performance, and less engagement. Yelling also caused to have the desire to disrupt the classes. The teachers also didn't establish a positive relationship with us. Hence, it prevented a positive classroom atmosphere. As for seating arrangements, the teachers just used "orderly rows" which wasn't good for conversations and interactions and we weren't engaged at all. Learning wasn't happening in that mismanaged classroom environment. The schools we attended could be described in just seven words, homework, tests, redundancy, exams, anxiety, stress, and fear. Most of the teacher's lessons were poorly planned, meaning pacing was usually erratic and we spent time waiting for the teacher to figure out what he or she was going to do next. The classes were noisy so we found it difficult to concentrate and learn in a disruptive classroom environment. This was due to factors such as loud classmates, distractions from technology, and lack of structure and discipline in the classroom. Additionally, we felt excluded and marginalized in classroom environments that didn't value diversity and inclusivity, which led to feelings of isolation and disengagement from the learning process. Many of the teachers even used physical violence which increased incidences of depression, anxiety, and suicide.

3.2 Reflection

The classroom environment is a crucial factor affecting student learning. Simply put, students learn better when they view the classroom environment as positive and supportive. One of the most important things a teacher can do is provide a positive learning experience. Setting up a positive classroom environment is tricky, but not difficult.

A positive classroom environment involves looking at new ways and using them throughout the class with new strategies. In the theoretical background, different

strategies have been explained but they weren't implemented in the classes we attended such as being open to feedback, creating clear routines and procedures, creating a motivational environment, and arranging the physical environment. Evidently, these strategies are used nowadays more than in years past. Furthermore, in the past years when we were students in primary school, teachers didn't teach us with empathy. Because of the lack of empathy, ultimately led to miscommunication, conflict, and damaged relationships. Teachers didn't let us give feedback about them and students' feedback has become a widely used method to evaluate, improve teaching effectiveness, and create a positive learning environment. In addition, only a teacher-centered approach was used by the educators which prevented the creation of a peaceful atmosphere. Teachers didn't have enough ways to teach and create a positive climate with the new strategy. The seating arrangements weren't conducive to collaboration and discussion. Lessons were disrupted and chaotic as a result of the teachers' lack of classroom management skills and the lack of textbooks, laptops, and other learning materials. The classrooms lacked organization, structure, and clear expectations, which led to confusion and chaos among us. We were disengaged and this kind of environment had long-lasting effects on our academic achievements and mental health. We developed post-traumatic stress disorder as a consequence of the violence of some of our educators, and we still suffer from this disease. Essentially, we were unable to learn effectively since the classrooms weren't run efficiently. Alternatively, due to a friendly relationship with one of our teachers, enhanced our involvement in the learning process as well as influenced overall academic development, knowledge acquisition, and self-esteem. Our participation and engagement were encouraged because of using a positive reinforcement strategy by one of our teachers. The teacher praised us for our effort when we provided a correct response to a topic or participated in a class discussion. It inspired us to participate more actively in class and gain more confidence.

Overall, teachers should improve themselves and create positive classroom environment during teaching because when students feel safe in their environment, they're more willing to take risks in their learning without fear of failing. Creating a positive atmosphere is a challenging job that requires more teacher flexibility and creativity to deal successfully with the unexpected and cater for the different students' needs in each classroom. It is essential to have discipline in the classroom while also promoting inclusivity and diversity. Teachers should establish positive relationships with their students while also ensuring that their lessons are well-planned to promote active learning. Additionally, schools should provide adequate resources such as clean water and comfortable classrooms that promote a conducive learning environment. It's important for educators to use best strategies for teaching their students effectively while keeping them engaged in the learning process. Consequently, due to the fast changes in technology and society, an educator must brush up on their pedagogy to stay relevant. Those changes greatly affect the way students learn and the way teachers teach, so there is always room for pedagogical improvement. As future educators, we will strive to create an inclusive classroom where all our students feel valued, respected, supported, and motivated to learn.

Section Four

Conclusions

There are various ways for making a positive environment, and several strategies were discussed for creating positive classrooms. A positive classroom environment is related to student's academic achievement and well-being. It tends to be not an easy task and requires some effort should be paid by the teacher. Much should be done in this field to improve the student's direct learning environment and much more effort should be paid on studying the student's surroundings.

The study came up with a number of strategies for building positive classrooms, considering that teachers may face many difficulties in creating positive classrooms. For this reason, this study explores the strategies that teachers can adapt in many different contexts in classrooms. It indicates the importance of employing strategies in classrooms and these strategies have a sufficient role in controlling the class and making the students better understand the subject. Effective strategies to create a positive classroom environment such as building positive relationships, creating clear routines and procedures, creating a motivational environment, and arranging the physical environment were presented for teachers to employ in their teaching performance.

Eventually, the study was specified in exploring the importance of a positive classroom environment as well as the difficulties in creating positive classrooms. It is essential to prioritize the creation of such an environment in every educational setting to ensure that every student has the opportunity to thrive. The goal of teachers is to have students to be exposed to an effective learning environment and that can be done by enhancing teacher-student interaction, managing the classroom environment effectively, and implementing the elements of teachers' role in creating a positive learning environment.

Recommendations

The following recommendations are made to help educators analyze critical information about creating a positive classroom environment.

1. The teachers must build relationships with his/her students in order to demonstrate personal interest in students.
2. The teachers should use appropriate gestures and actions to accompany students. Teachers should try to motivate the students so that the students are more likely to pay attention.
3. Teachers should adjust the classroom environment to students' preferences, they should make the classroom environment a "home away from home". By making it more comfortable and functional for learning to take place so that students can learn and perform better academically and behave better.
4. Teachers should also ensure that they create a positive learning environment. When the classroom physical learning environment is conducive, students will develop a positive attitude towards schooling and always be attentive in class during instruction.
5. The teachers should ensure that they do not use corporal punishment as a classroom management technique.

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