

THE INFLUENCE OF CONDUSIVE CLASS ROOM ON THE PERFORMANCE OF BUSINESS EDUCATION STUDENTS IN TERTIARY INSTITUTION IN RIVERS STATE

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ABSTRACT

The study investigated the relationship between conducive classromm and Business Education students' academic achievement in Tertiary Institutions in Rivers State. Ten (10) specific objectives, research questions and null hypotheses guided the study. The survey and correlational research designs were used for the study. Population of the study was 3,763 students drawn from the department of business education from the three tertiary institutions in Rivers State, while the sample size consisted of three hundred and forty-six (346) respondents. Data collection instrument was through a researcher-designed. An expert in the field of Measurement and Evaluation and the Researcher's Supervisor determined the face and content validity of the instrument. The reliability coefficient of $r = 0.920$ was determined through Cronbach Alpha Statistic. Pearson moment correlation was used to answer the research questions while the null the hypotheses were tested using Linear Regression and Analysis of Covariance at the 0.05 significance level. Some of the results amongst others showed that there was a positive, very strong and significant relationship between conducive classroom and good presentation of students of tertiary institutions in Rivers State, and there was a positive, very strong and significant relationship between projection conducive class room and the self-development of students of tertiary institutions in Rivers State.

Keywords: *Conducive Classroom, Good presentation Self-development, Computer Literacy*

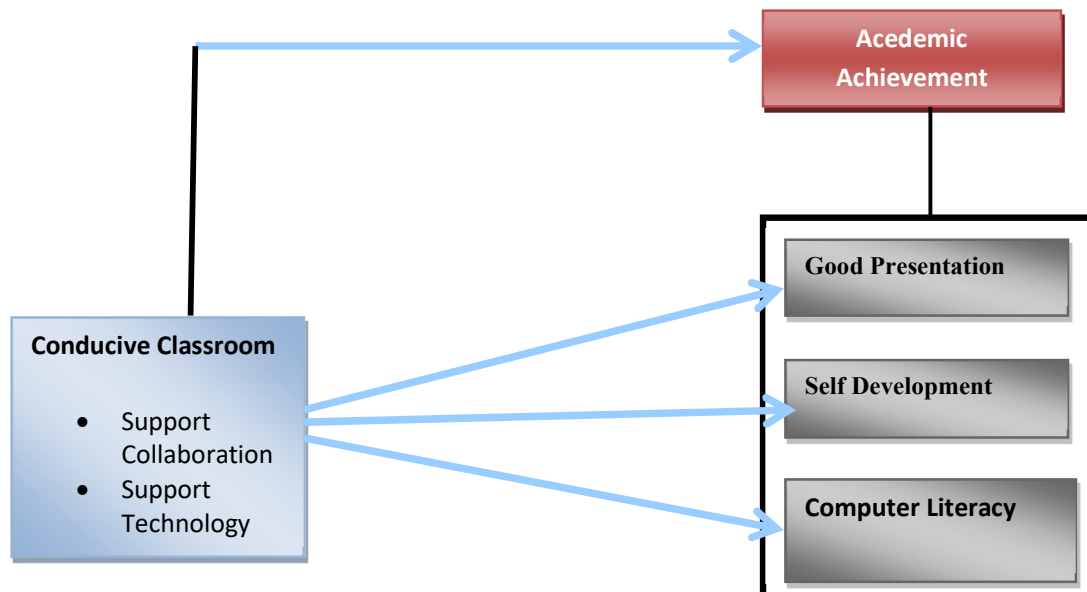
INTRODUCTION

Learning is a complex activity that puts students' motivation and physical condition to the test" (Lyons, 2002). It has been a long-held assumption that curriculum and teaching have an impact on learning. However, it is becoming more apparent that the physical condition in terms of the infrastructural facilities of the school can influence students' achievement. The school's educational facilities include sound and image projection facility, conducive classrooms, classrooms with an interactive board, dedicated Information and communication technology laboratory, and instructional materials amongst others. Thus, educational infrastructure or facilities refer to the facilities provided to students, so that they can use every opportunity to develop full potential. Educational facilities include buildings, fixtures, and equipment necessary for the effective and efficient operation of the school program (Ankomah et al., 2015).

The evaluation of educational infrastructure in promoting teaching and learning of business education is indisputable. It makes goals of teaching and learning to be achievable especially when there is adequate provision of instructional facilities. There is no doubt that good educational facilities support the educational enterprises thereby affects academic achievement. Cotton, (2001) has shown that clean air, good light and a small quiet, comfortable, and safe learning environment are important for academic achievement. However, the cry about the falling of education standards in the country is attributed to the inadequate educational facilities in tertiary institutions. Some of these facilities include school facilities which play a vital role in the actualization of educational goals and objectives by satisfying the physical and emotional needs of the staff and students of the school.

Students' academic achievement is considered a product of students' learning. However, academic achievement according to Isah (2015) is a measurement of success or how well a student meets standards set out by the institution itself. Academic achievement is how students deal with their studies and how they cope with or accomplish different tasks during their academic pursuit, it is also the ability to study and remember facts and being able to communicate your knowledge verbally or down on paper (Isah 2015). Thus, Seif, (2009) believed that students' academic achievement is highly affected by motivation and emotion, environmental condition, tiredness and illness. So, these factors may yield a fairly accurate indicator of how much the student is learning unless the student can show it well. Academic achievement of students can be regarded as the observable and measurable behaviour of a student in a particular situation (Adamu 2015). In the context of this study academic achievement consist of students' ability to give a good presentation, ability to develop self, and possessing adequate knowledge of computer. Based on the foregoing, this study argues that educational infrastructure measures by the provision of projection conducive classroom have the potential of enhancing the academic achievement of students in tertiary institutions in Rivers State; which is the thrust of this study.

Operational Conceptual Framework



Research Hypotheses

The following null hypotheses, tested at the 0.05 level of significance, were formulated to guide the study:

1. There is no significant relationship between the conducive classroom and good presentation of students of tertiary institutions in Rivers State.
2. There is no significant relationship between the conducive classroom and self-development of students of tertiary institutions in Rivers State.
3. There is no significant relationship between the conducive classroom and computer literacy of students of tertiary institutions in Rivers State.

Related Reading**Conductive Classroom**

Ryan (2013) points out, classrooms are where students develop what they aspire for their future, as well as knowledge and skills necessary to reach that aspiration. Furthermore, Turano, (2018) discussed how classroom environments affect the learning process of students concerning the physical environment, time and instructional management, behavioural management, and teaching efficiency. She further pointed out reviews from several researchers indicates that the physical setting environment of a classroom includes designated areas for specific activities, choosing and arranging furniture, arranging proper seating to facilitate learning, decorating areas for specific purposes and organising materials and providing easy access. Suleman and Hussain (2014) claimed that a conducive classroom facilitates effective instruction and encourages a smooth teaching-learning process. Stewart, Evans, and Kaczynski (2007) argue that an organised and comfortable environment can boost positive behaviour and increase the level and quality of student interactions, so lecturers and students can engage in activities effectively without interruption or excessive noise. The building design concepts of the schools of today did not begin to evolve until the middle of the twentieth century when architects began to experiment with such design concepts as the round and compact schools and such educational concepts as the open-space plan and team teaching. Schools were not perceived as facilities revolving around sound educational programs until as late as the 1970s (Castaldi, 2007). Before this, the assumption of those who design schools had been that as long as certain minimum standards for size, acoustics, lighting, and heating were met, a productive environment existed when the teaching-learning process would proceed normally (Connors, 2012). This is because the physical environment and the learning cannot be separated and are considered to be an integral part of each other (Taylor & Gousie, 2008).

Christopher (2008) asserted that the purpose of the designed environment is to provide a climate conducive to both teaching and learning. Although it is common knowledge that the fields of both architecture and education understand that there is a connection between school building conditions and student achievement, there has been little specific research to report exactly how and to what extent building influences student achievement. Several studies (Christopher, 2008; Hawkins & Overbaught, 2008) have tried to establish a connection between building conditions and student attitude, but they have provided little solid evidence. Since the late 1970s, however, researchers have identified a more sophisticated research methodology to examine and explain the possible relationship between building conditions and student achievement and behaviour.

The indicators of conducive classroom as used in this study includes the following;**Support Collaboration**

Effective communication and collaboration are essential to becoming a successful learner. It is primarily through dialogue and examining different perspectives that students become knowledgeable, strategic, self-determined, and empathetic. Moreover, involving students in real-world tasks and linking new information to prior knowledge requires effective communication and collaboration among teachers, students, and others. Indeed, it is through dialogue and interaction that curriculum objectives come alive. Collaborative learning affords students enormous advantages not available from more traditional instruction because a group--whether it be the whole class or a learning group within the class--can accomplish meaningful learning and solve problems better than any individual can alone.

Support Technology Use: The era of 21st century is often regarded as an era of technology. Technology, today, plays a very important role in our life. It is seen as a basis of growth of an economy. An economy which is poor in technology can never grow in today's scenario. This is

because technology makes our work much easier and less time consuming. The impact of technology can be felt in every possible field one such field is Education (Brill, & Galloway, 2007). According to the latest insights as to how exactly modern students of today prefer to use technology and how does their learning get an impact if they use technology, it was revealed that the use of modern equipment technology and tools, the learning and interactivity of students increases. They also find it much more interactive, as well as full of interesting areas, when aided by technology. The transfer of knowledge becomes very easy and convenient, as well as effective. What this means is, that our minds now tend to work faster when assisted with the use of modern technology, be it any part of life, here we talk about education. The reliance and dependence of such an innovation, that simply makes life an easy, smooth journey is completely unavoidable these days even in schools, universities and colleges (Leising, 2013).

Academic Achievement

Academic performance according to Isah (2015) is a measurement of success or how well a student meets standards set out by the institution itself. Academic performance is how students deal with their studies and how they cope with or accomplish different tasks given to them by their lecturers, it is also the ability to study and remember facts and being able to communicate your knowledge verbally or down on paper (Isah 2015). Seif, (2009) believed that students' academic performance is highly affected by motivation and emotion, environmental condition, tiredness and illness. So, these factors may yield a fairly accurate indicator of how much he is learning unless he can show it well. The academic performance of students can be regarded as the observable and measurable behaviour of a student in a particular situation (Adamu 2015). He further stated that the academic performance of a student in business education includes observable and measurable behaviour of a student at any point in time during a course.

Adamu (2015) opined that academic performance measures the aspect of behaviour that can be observed at a specific period. This can be obtained with the use of either lecturer-made tests or standardized achievement tests developed for school subjects. In Business education, the academic performance consists of individual scores at any particular time obtained from either a lecturer-made test or a standardized examination. Business education because of Jubril cited by Ibrahim (2014) is a specialized area of vocational education that provides educational training, skills development, attitudes adjustment towards business orientation and academic challenges. According to Azuka, Nwosu, Kanu and Agomuo (2006) and Odah and Ogbaga (2010), unlike general education which is long in theory and short in fact, Business Education is practical oriented and provides individuals with skills in business-related occupations such as accounting, marketing and office occupation. Bilyaminu (2011) affirmed that business education is an aspect of a total education programme that provides the knowledge, skills, attitudes and understanding needed to perform in the business world as a producer and/or consumer of goods and services.

Business education can be defined as a programme designed to provide students with the basic processes of educational training; the philosophy, theory, decision making; and psychology of management; practical applications; business start-up and operational procedures. Effective teaching and learning cannot take place in the absence of educational infrastructure. The state of facilities in a learning environment impacts the performance of lecturers and students because if facilities are poor or malfunctioning, the learning process is hampered and academic productivity suffers (Elisu, Abdul-Razak & Isaac 2016).

Poor academic achievement in business education subjects could be attributed to many factors among which the lecturer's strategy itself was considered as an important factor. This implies that the mastery of business education concepts might not be fully achieved without availability and efficient use of the use instructional resources. The teaching of business education without instructional materials may certainly result in poor academic achievement. Franzer, et al, (2002) stressed that a professionally qualified science lecturer no matter how well trained would be unable

to put his ideas into practice if the school setting lacks the equipment and materials necessary for him or her to translate his competence into reality.

Theory of Planned Behaviour

The Theory of Planned Behaviour (TPB) it is an extension of the theory of Reasoned Action (TRA), it is one of the most a social cognitive theory widely used to understand the relationship between intention and behaviour. TPB was proposed by Ajzen and Fishbein in 1975 and developed in 1985 in attempt to predict peoples' behaviour as well as estimate the difference between attitude and behaviour of individual and in other to improve the predictive validity (Ajzen & Fishbein, 2010).

The theory postulates that people are motivated to change their behaviour based on their perceptions of norms, attitudes and control over behaviours. It suggests that any study aimed at understanding health behavior should begin with an understanding of the specific cultural elements influencing people's beliefs and practices toward the health behavior, and that behavioural intention is control by the attitude toward behaviour, subjective norm, and perceived behavioural control (Ajzen & Fishbein, 1985 cited in McEachan, *et al.*, 2011)

Ajzen and Fishbein (2010) posited that TPB predicts the deliberate behaviour exhibited by an individual since behaviour can be deliberative and planned. Unlike the divergent view of the theory of Reason Action that states that a person's behaviour is determined by their intention to perform the behaviour and that the intention is in turn, a function of the person's attitude toward the behaviour. It also holds that the intention is determined by an individual's attitude toward the particular behaviour, subjective norms and perceived behavioural control. Based on the TPB only specific attitudes toward the behaviour in question can be expected to predict that behaviour (McEachan *et al.*, 2011).

Relationship between the study and the theory of planned behaviour

This theory helps to understand how to change the behaviour of people; such as lecturers of Business education towards effective teaching of the students. The theory of planned behaviour predicts deliberate behaviour because behaviour can be deliberative and planned. The Theory suggests that a person's behaviour is determined by his/her intention to perform the behaviour and that this intention is, in turn, a function of a person's attitude toward the behaviour and subjective norm. The best predictor of behaviour is intention. The intention is the cognitive representation of a person's readiness to perform a given behaviour, and it is considered to be the immediate antecedent of behaviour. This intention is determined by three things: their attitude of the lecturers toward the specific behaviour during classroom instruction, their subjective norms and their perceived behavioural control in teaching.

The theory of planned behaviour holds that only specific attitudes toward the behaviour in question can be expected to predict that behaviour. In addition to measuring attitudes toward the behaviour, there is also a need to measure people's subjective norms, their beliefs about how people they care about will view the behaviour in question. To predict someone's intentions, knowing these beliefs can be as important as knowing the person's attitudes.

Finally, perceived behavioural control influences intentions. Perceived behavioural control refers to people's perceptions of their ability to perform a given behaviour. These predictors lead to intention. The more favourable the attitude and the subjective norm, and the greater the perceived control the stronger should the person's intention to perform the behaviour in question. This theory is suitable for this study in that the more favourable the classroom is to the lecturer and students in the use of educational infrastructure for effective teaching and learning of Business education, the more the result in knowledge can be achieved. When an environment is conducive for teaching and learning, it brings out the best from both the lecturer and the students.

METHODOLOGY

The survey and correlational research designs were used in the study.

The population of this study consisted of 3,763 final year students of the tertiary institutions selected for the study. The population was drawn from the Department of Business Education from the three tertiary institutions in Rivers State that offered business education (Federal College of Education (Technical) Omoku, Rivers State University, and the Ignatius Ajuru University of Education). The sample of 346 is derived from the population of the study based on the recommendation of the Krejcie and Morgan, (1970) sample size determination table. The table recommended that for the population of 3500-3999, a sample size of 346 should be adopted. A researcher design questionnaire titled; Educational Infrastructure and Business Education Students' Academic Achievement Questionnaire (EIBESAAQ) was used as a yardstick for measuring the relationship between the independent and dependent variables. To ensure the face and content validity of the instrument, the instrument was given to an expert in the field of Measurement and Evaluation as well as to the Researcher's Supervisor for suggestions, necessary corrections and modifications. However, the comments and suggestions that emanated from the examiners were used to modify the questionnaire before sorting for approval from the researcher's supervisor.

The consistency of the instruments over time is addressed by reliability. It is the instrument's stability concerning what it is intended to measure. As a result, the test-retest approach was used to determine the instrument's reliability. The researcher sought permission from the management of the tertiary institutions that were used for the study; following that, the researcher administered the questionnaire to the targeted respondents from the study's department. To ensure adequate administration and return rate, the administration and retrieval of the instrument was carried out with the assistance of research assistants drawn from the tertiary institutions that used for data collection. Out of 346 copies of the questionnaire distributed, 334 returns were made. Consequently, 334 copies of the questionnaire were used for further analysis.

Mean, Standard deviation, Pearson Product Moment Correlation (PPMC) were used to answer the research questions while the null hypotheses were tested using Linear Regression and Analysis of Covariance (ANCOVA) at the 0.05 significance level. The data analyses were carried out using the Statistical Package for Social Sciences (SPSS) software version 22.

Results

Hypothesis one: There is no significant relationship between the conducive classroom and good presentation of students of tertiary institutions in Rivers State.

Table 1: Summary of simple linear regression of the relationship between the conducive classroom and good presentation of students of tertiary institutions in Rivers State

Variables	Coefficients	Std. Error	t	Sig.
(Constant)	2.028	0.354	5.723	0.000
Conducive Classroom	0.856	0.023	37.018	0.000*
R	0.897 ^a			
R-squared	0.805			
Adjusted R-squared	0.804			
F-statistic	1370.295			
P-value	0.000 ^b			
df	332			

a. Dependent Variable: Good Presentation

b. Independent Variable: Conducive Classroom

c. *Items show significant relationship with the dependent variable at the 0.05 level of significance.

Source: SPSS Computation, 2021.

The result of table 1 shows that r-value of 0.897 indicates a very strong relationship between the conducive classroom and good presentation of students of tertiary institutions in Rivers State. The r^2 -value of 0.805 indicated roughly the variation of 81% to the relationship between the conducive classroom and good presentation of students of tertiary institutions in Rivers State. Furthermore, since, F-statistic = 1370.295, $t = 37.018$, at $df = 332$, and $p = 0.000 < 0.05$, hence, null hypothesis four is rejected at the 0.050 level of significance. Therefore, there is significant relationship between the conducive classroom and good presentation of students of tertiary institutions in Rivers State.

Hypothesis two: There is no significant relationship between the conducive classroom and self-development of students of tertiary institutions in Rivers State.

Table 2: Summary of simple linear regression of the relationship between the conducive classroom and self-development of students of tertiary institutions in Rivers State

Variables	Coefficients	Std. Error	t	Sig.
(Constant)	1.021	0.290	3.516	0.000
Conductive Classroom	0.928	0.019	49.040	0.000*
R	0.937 ^a			
R-squared	0.879			
Adjusted R-squared	0.878			
F-statistic	2404.906			
P-value	0.000 ^b			
Df	332			

a. Dependent Variable: Self-development

b. Independent Variable: Conducive Classroom

c. *Items show significant relationship with the dependent variable at the 0.05 level of significance.

Source: SPSS Computation, 2021.

The result of table 2 shows that r-value of 0.937 indicates a very strong relationship between the conducive classroom and self-development of students of tertiary institutions in Rivers State. The r^2 -value of 0.879 indicated roughly the variation of 88% to the relationship between the conducive classroom and self-development of students of tertiary institutions in Rivers State. Furthermore, since, F-statistic = 2404.906, $t = 49.040$, at $df = 332$, and $p = 0.000 < 0.050$, hence, null hypothesis five is rejected at the 0.05 level of significance. Therefore, there is significant relationship between the conducive classroom and self-development of students of tertiary institutions in Rivers State.

Hypothesis three: There is no significant relationship between the conducive classroom and computer literacy of students of tertiary institutions in Rivers State.

Table 3: Summary of simple linear regression of the relationship between the conducive classroom and computer literacy of students of tertiary institutions in Rivers State

Variables	Coefficients	Std. Error	t	Sig.
(Constant)	1.193	0.362	3.295	0.001
Conductive Classroom	0.924	0.024	39.122	0.000*
R	0.907 ^a			
R-squared	0.822			
Adjusted R-squared	0.821			
F-statistic	1530.568			

P-value	0.000 ^b
Df	332

a. Dependent Variable: Computer Literacy
b. Independent Variable: Conducive Classroom
c. *Items show significant relationship with the dependent variable at the 0.05 level of significance.
Source: SPSS Computation, 2021.

The result of table 3 shows that r-value of 0.907 indicates a very strong relationship between the conducive classroom and computer literacy of students of tertiary institutions in Rivers State. The r^2 -value of 0.822 indicated roughly the variation of 82% to the relationship between the conducive classroom and computer literacy of students of tertiary institutions in Rivers State. Furthermore, since, F-statistic = 1530.568, $t = 39.122$, at $df = 332$, and $p = 0.000 < 0.050$, hence, null hypothesis six is rejected at the 0.050 level of significance. Therefore, there is significant relationship between the conducive classroom and computer literacy of students of tertiary institutions in Rivers State.

Discussion of Findings

Table 1 shows that the extent of relationship between the conducive classroom and good presentation of students of tertiary institutions in Rivers State is very strong. Furthermore, the result of table 1 indicated that there is significant relationship between the conducive classroom and good presentation of students of tertiary institutions in Rivers State. This finding is consistent with the study of Adigeb, Anake, and Undie (2017), which revealed that good classroom buildings and the use of ICT significantly affect students differently in their academic performance.

The result in table 2 shows that the extent of relationship between the conducive classroom and self-development of students of tertiary institutions in Rivers State is very strong. Furthermore, the result of table 2 indicated that there is significant relationship between the conducive classroom and self-development of students of tertiary institutions in Rivers State. This finding is consistent with the study carried out by Adigeb, Anake, and Undie (2017), which revealed that good classroom buildings and the use of ICT significantly affect students differently in their academic performance.

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CONCLUSIONS

The study investigated the relationship between conducive classroom and Business Education students' academic achievement in Tertiary Institutions in Rivers State. The analysis of the data gave results that provided findings for the study. The study draws its major conclusions based on the responses from the study's units (student) in the causal relationship between conducive classroom and Business Education students' academic achievement in Tertiary Institutions in Rivers State and the perception of study units on the specific objectives of the study.

RECOMMENDATIONS

Considering the findings and conclusion of this study, it was recommended generally that conducive classroom have strong and significant relationship with business education students' academic achievement in Tertiary Institutions in Rivers State. Specifically, the following recommendations were made:

1. Management of tertiary institutions in Rivers State should ensure that there is accessible projection facility for the teaching of business education.
2. Management of tertiary institutions in Rivers State should ensure that educational facilities are very much available for teaching business education so as to bring about an improvement in the academic achievement of students.
3. Tertiary institutional management should provide a conducive school environment that has good climate for effective teaching and learning of business education. Such environment should be safe, students treated fairly by lecturers and happy to be in school as well as feel they are a part of the school.
4. Management of tertiary institutions in Rivers State should source for funds to construct computer laboratories, facilitate and maintain them effectively. By making this accessible to students, their academic achievement are likely to positively improve.
5. Management of tertiary institutions in Rivers State should endeavour to decongest classrooms through construction of more classrooms; they should be fitted with doors and windows, painted, plastered, floors cemented and well lighted.
6. The Rivers State and Federal Government as a matter of policy should recruit more qualified personnel who would assist lecturers adequately utilize technological educational infrastructure provided for the teaching and learning of business education

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