

## The role of the appropriate school environment in achieving classroom discipline among primary school students in Relizane from the viewpoint of their teachers.

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Received:28/04/2025

Accepted:13/12/2025

Published: 30/12/2025

**Abstract:** This study aims to demonstrate the role of an appropriate school environment in achieving classroom discipline among primary school students in the Wilaya of Relizane from the perspective of their teachers. It also seeks to determine whether statistically significant differences exist among primary school teachers in their assessment of the school environment in which they work and their students' classroom discipline within this environment. To achieve this, study tools were applied to a randomly selected sample of 150 teachers from various primary schools, using a descriptive approach. After collecting data and analyzing results, we concluded that there are statistically significant differences among primary school teachers in their assessment of their school environment and their students' classroom discipline levels. Additionally, the appropriate school environment plays a role in achieving classroom discipline among primary school students in Relizane from their teachers' point of view).

**Keywords:** Appropriate school environment, Classroom discipline, Primary stage.

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## **1-Introduction:**

The new challenges facing schools today no longer limit their function to the acquisition of knowledge and behaviors by learners. Rather, they extend to preparing an environment that fosters children's integration into social and economic life and instills in them a spirit of creativity and innovation. This holistic development of the child's personality enables them to contribute positively to the advancement of society and to face the demands of the modern era.

Classroom discipline is considered a critical factor for the success of the teaching and learning process. Outcomes can be significantly affected; no matter how much curriculum designers innovate and improve educational content, their efforts will yield limited results if discipline is absent in the classroom. Similarly, no matter how inspiring and creativity-inducing lessons might be, they will be ineffective if students' focus is not directed toward the presented material. Moreover, teachers often find themselves spending the majority of class time attempting to manage behavior and establish order, leaving little opportunity to concentrate on teaching itself.

Discipline issues can make the educational process more frustrating, as constantly addressing students' misconduct depletes teachers' energy, diminishes their enthusiasm, and robs them of the joy of teaching. Based on this, the problem of this study emerges: through this research paper, we aim to highlight the role of an appropriate school environment in achieving classroom discipline among primary school pupils from the perspective of their teachers, especially considering that children at this stage tend to exhibit hyperactivity and excessive energy.

### **1.1- Problem Statement:**

Classroom management is considered one of the key variables in the concept of classroom administration, which refers to regulating students' behavior within the educational setting according to predetermined rules and classroom systems. This regulation facilitates classroom interaction aimed at achieving planned objectives, involving all elements of the educational situation according to their assigned tasks and roles. It also usually defines the boundaries within which students behave, whether during classroom instruction or in interactions with peers, which in turn can influence the progress of the teaching and learning process (Qatami & Qatami, 2002).

It is rare to find any classroom free from behavioral issues, which vary in severity from one class to another and from one session to another, depending on several factors. These factors mainly relate to the nature of the students themselves and the teacher's experience in either avoiding or handling such issues when they arise. Student misbehavior is often a major source of disruption for teachers, consuming a significant amount of instructional time in addressing inappropriate behaviors. Such behaviors may stem from various motives, such as the desire to challenge the teacher's authority—especially when the teacher resorts to force to impose control—or from unclear expectations or improper practices on the part of the teacher. This often results in chaos, conflict, and disruptions within the classroom.

Teachers can turn negative conflicts into constructive interaction by moving away from authoritarian control and adopting a system based on mutual commitment and agreements. This requires teachers to establish an effective set of classroom rules, apply them correctly, and involve students in formulating and evaluating the clarity, logic, and appropriateness of these rules according to their needs and capacities (Al-Moudi, 2015, p. 1).

The role of the school is no longer limited to delivering academic content to students but has expanded to include the development of a wide range of life skills and experiences. This broader mission can only be fulfilled through a school characterized by a dynamic and stimulating environment that opens diverse opportunities for students to satisfy their psychological and emotional needs and to showcase their creative and intellectual talents, as highlighted by Marwa Younes Hassan (2008) in her study.

Various behavioral issues may dominate the classroom environment, directly affecting the teaching and learning process. These issues include forgetfulness regarding school supplies, frequent absences, lack of attention, excessive movement, inappropriate talking, as well as more serious problems such as vandalism, aggression, rebellion, refusal to complete assignments, forming disruptive groups, school dropout, use of foul language, theft, violation of school regulations, isolation, and others. All these problems diminish the effectiveness of both teachers and learners and create an unsuitable learning environment.

Therefore, the efforts teachers invest in lesson planning and preparation become futile if they cannot establish and maintain a conducive educational atmosphere in the classroom (Qatami, 1998).

Given that primary education is a crucial stage in a child's life, this study seeks to answer the following main research question:

**-Does the appropriate school environment play a role in achieving classroom discipline among primary school pupils in Relizane from the perspective of their teachers?**

From this main question, the following sub-questions emerge:

- Are there statistically significant differences among primary education teachers in their assessment of their school environment?

- Are there statistically significant differences among primary education teachers in their assessment of their pupils' classroom discipline?

### **1.2- Hypotheses of the Study:**

**A. Main Hypothesis:** The appropriate school environment plays a role in achieving classroom discipline among primary school pupils in Relizane from the perspective of their teachers.

#### **B. Sub-Hypotheses:**

1. There are statistically significant differences among primary education teachers in their assessment of their school environment.
2. There are statistically significant differences among primary education teachers in their assessment of their pupils' classroom discipline.

### **1.3- Objectives of the Study:**

-To demonstrate the role of an appropriate school environment in achieving classroom discipline among primary school pupils.

-identify whether statistically significant differences exist among primary school teachers regarding their assessment of the school environment in which they work and the level of classroom discipline among their students within that environment.

-To explore the current state of the school environment at the primary education stage.

### **1.4-Importance of the Study:**

-To shed light on the concept of the school environment, its components, and its impact on achieving classroom discipline among primary school pupils.

-To utilize the research findings to benefit all parties concerned with the topic of the study, including administrators, educators, and parents.

-The current study may open up new avenues for researchers by generating other scientific hypotheses that can be tested in future research across different variables and samples.

### **1.5-Definition of Key Concepts:**

#### **- Concept of the Appropriate School Environment:**

Definitions of the appropriate school environment vary among researchers, depending on their perspectives and the angle from which they approach the concept.

**Ghaleb Mahmoud Tawil** defines it as:

“The social structure or the overall social system of the workforce within an organization, meaning that the culture, values, traditions, norms, behavioral patterns, social beliefs, and various working methods all influence human and economic activities within the institution” (Tawil, 2014, p.54).

**Jumana Mohammad Obeid** defines it as: “A term referring to the nature of the targeted and planned tasks according to the school’s organizational structure, the prevailing patterns of school and classroom management, the nature of communication, work values, and relationships within the school community, as well as feelings of security and job satisfaction experienced and influenced by the school community, all of which foster collaboration, solidarity, belonging, and motivation among members to work harmoniously, effectively, and satisfactorily to achieve the educational goals pursued by the school” (Obeid, 2006, p.99).

From these definitions, it can be concluded that the appropriate school environment encompasses the physical, psychological, and social characteristics that prevail within each school according to its adopted culture, distinguishing it from other educational institutions, and directly influencing the teaching and learning processes.

The school environment consists of several dimensions, which can be summarized as follows:

#### **First / The Relational Dimension:**

This dimension pertains to the establishment of human relationships among all stakeholders, from the principal to supervisors, teachers, students, and others. It is characterized by valuing individuals and groups, promoting harmony, sincerity, and constructive interaction. This is reflected in the following relationships:

##### **Student-to-Student Relationship:**

Classroom interaction affects academic performance not only through teacher-student interaction but also through peer-to-peer interactions. Positive relationships among students foster social development, friendship, respect, and emotional support. Conversely, negative relationships, stemming from poor treatment among students, may lead to frustration, hatred, and even school dropout (Souli, 2014, p.18).

##### **Student-to-Administration Relationship:**

This is defined as the coordinated efforts of educational administrators and technical staff to achieve educational objectives within the school, aligned with the state’s educational goals for its citizens (Ahmed, 2006, p.5).

The nature of this relationship is shaped by leadership styles, which are classified into three main types:

##### **Bureaucratic (Authoritarian) Administration:**

Characterized by rigid procedures, formality, and emphasis on institutional structure over individual needs.

##### **Permissive (Laissez-Faire) Administration:**

Views each individual as autonomous, relying on personal responsibility, but may result in laxity and decreased productivity due to the lack of defined responsibilities.

##### **Democratic (Consultative) Administration:**

Involves shared decision-making among administrators and staff, fostering creativity, motivation, and active participation among teachers and students (Souli, 2014, p.20).

##### **Student-to-Teacher Relationship:**

The teacher plays a vital role in the educational process. Their success depends on their knowledge, commitment to their mission, affection for students, and ability to enhance teaching methods. A teacher’s competence and emotional intelligence significantly impact students’ academic and personal growth (Obeid, 2006, p.77).

##### **Student-to-Curriculum Relationship:**

Curricula represent organized educational experiences provided within and beyond the classroom to foster comprehensive and balanced student development. Students’ engagement with the curriculum plays a crucial role in shaping their academic achievements and personal development (Mohammad Abdelhamid, 2008, p.169).

#### **Second / The Physical Dimension:**

This dimension refers to the conditions and resources provided by the school for both staff

and students. It includes aspects such as the school's location, infrastructure, and available facilities.

### **Operational Definition by the Researchers:**

In this study, the appropriate school environment is defined as the set of elements that constitute the school's surroundings, including material resources and human resources, which positively or negatively influence the student. It comprises two dimensions:

- The relational dimension (related to school management, teachers, and the curriculum).
- The physical dimension (related to the school building and attached educational facilities).

It is measured by the total score obtained by the sample members on the specifically designed scale.

### **- Concept of Classroom Discipline:**

Classroom discipline does not imply the students' inactivity or lack of engagement in the classroom. Rather, it refers to: "The teacher's use of specific educational strategies to facilitate the students' acquisition of the highest possible levels of learning and personal growth. It consists of activities undertaken by the teacher to organize both the learning process and the learning environment, thereby helping students internalize and comprehend the educational experiences provided, ensuring their sustained attention and understanding of classroom and school rules, and integrating them into their cognitive frameworks in order to achieve cognitive balance and adaptation." (Al-Amayreh, 2000, p.53).

Classroom discipline is also defined as:

"The process through which the student self-regulates behavior to achieve personal goals and objectives" (Salim, 2004, p.343).

Thus, classroom discipline expresses the student's commitment to the school's instructions, self-regulation in accordance with the school's rules and regulations, the management of desires, and the organization of motives and tendencies in line with the requirements of school life. It is measured by the total score obtained by the sample members on the scale prepared for this purpose.

According to Al-Ajaz (2007), there are two types of classroom discipline:

#### **A. Internal (Self) Discipline:**

Refers to the student's self-commitment to school instructions and self-regulation according to school laws and systems. It involves guiding one's desires, organizing one's tendencies and motivations, and developing socially acceptable behaviors consistent with the aims and goals of education.

#### **B. External Discipline:**

Refers to the control of student behavior through various external means such as rules, instructions, rewards, and punishments, managed by external authorities (e.g., teachers, school administrators).

The process of establishing classroom discipline aims to:

Facilitate the educational process and remove obstacles that hinder its achievement, particularly difficulties stemming from students' poor adaptation to the school environment.

- Instill self-discipline among students, reflected in patterns of positive, constructive behavior through preventive and corrective measures.
- Identify methods, strategies, and activities that promote noticeable progress in classroom work.
- Train students to adhere to rules to foster social self-regulation.
- Achieve the highest level of cooperation between students and teachers (Al-Harashah & Al-Khawalda, 2009, pp. 445–446).

### **1.6- Previous Studies:**

#### **Study by Rudolf H. Moos & Bernice S. Moos (1978)**

"Classroom Social Climate and Its Relationship to Continuous Student Absences and Academic Grades"

This study aimed to determine the extent to which the classroom environment is related to the continuous absenteeism rates and academic grades of high school students. The researchers used Moos' Classroom Environment Scale on a sample of 19 classrooms in a high school, with one classroom selected due to its unique absenteeism rates. Students studied various subjects such as mathematics, algebra, foreign languages, biology, English, art, and business administration.

The results indicated a positive correlation between student absenteeism and factors such as competition and school control at a 0.05 significance level. Furthermore, there was a positive correlation between students' academic performance and teacher support and participation, while a negative correlation was found between students' academic grades and factors such as unclear rules and teacher control. Additionally, a negative relationship was noted between teacher-perceived support and student absenteeism, while a positive relationship existed between average student academic grades and teacher-perceived participation.

**Study by Mohammad Al-Harashah and Salem Al-Khawalda (2009)**

"Classroom Management Styles Practiced by Teachers for Maintaining Order in the Directorate of Education in Qasbah District of Mafraq Governorate – Teachers' Perspectives"

The study sought to identify the classroom management styles used by teachers and how they relate to variables such as gender, teaching stage, academic qualification, and years of experience. The sample included 210 randomly selected teachers. The researchers used a tool covering three management styles: preventive, reprimanding, and authoritarian. Results showed that the preventive style ranked first, followed by the reprimanding style, then the authoritarian style. No significant differences were found concerning gender or teaching stage. However, differences were found regarding academic qualifications (in favor of those with a diploma or bachelor's degree) and years of experience (favoring teachers with shorter experience).

**Study by Amal bint Muhammad Ali Abdullah Al-Shalti (2010)**

"The Impact of the School Environment System on Developing Creative Values in Fine Arts Education for High School Students – Teachers' Perspectives"

This study aimed to explore how the school environment system affects the development of creative values in contemporary fine arts among high school students. The descriptive approach was used with a sample of 51 art teachers selected randomly from secondary schools in Jeddah. A questionnaire covering four axes (school role, curriculum elements, teacher role, and educational activities) was applied. Results showed that the school's role and curriculum elements had a moderate impact on developing creative values, while the teacher's role had a high impact. There were statistically significant differences based on years of service, specialization, and training courses but not on academic qualification. Positive correlations were also found among all elements contributing to the development of creative values.

**Study by Walaa Saud Ismail Al-Qut (2012)**

"Healthy Classroom Environment and Its Relationship to Classroom Discipline Among Lower Basic Stage Students – Teachers' Perspectives"

This study aimed to explore the healthy classroom environment and its relationship to classroom discipline among lower basic stage students, as well as the effects of variables such as gender, academic qualification, practical experience, and place of residence. Two questionnaires were developed (one on the healthy classroom environment and the other on classroom discipline).

Results indicated a high level of healthy classroom environment assessment among teachers and a moderate level of classroom discipline. Significant gender differences (favoring male teachers) were found, while no differences were found based on qualification, experience, or place of residence. A positive correlation was observed between a healthy classroom environment and classroom discipline.

**Commentary on Previous Studies:**

Through the review of previous studies, it is evident that researchers have examined the school environment from the perspectives of teachers and students at various educational stages and its relationship with student behaviors such as absenteeism (Moos & Moos, 1978) and the development of creative values (Al-Shalti, 2010).

Regarding the variable of classroom discipline, it has been studied mainly from teachers' perspectives (Al-Harashah & Al-Khawalda, 2009) across different environments and educational levels. However, there appears to be a gap in studies linking the school environment with classroom discipline from the teachers' point of view, except for the study by Walaa Saud Ismail Al-Qut (2012).

Thus, this study seeks to fill this gap by clarifying the role of an appropriate school environment in achieving classroom discipline among primary school pupils in Ain Defla Province, distinguishing itself from previous research by its unique focus and objectives.

**2- Methodological Procedures of the Study:**

**2.1 Research Method:**

The nature of the problem addressed in this study necessitates adopting a specific methodology aligned with the objectives pursued by this research paper. To achieve these objectives, we employed the **descriptive method**, which seeks to systematically describe facts and diagnose aspects related to the research topic through appropriate tools for data collection, analysis, and interpretation of the results obtained.

**2.2 Study Boundaries:**

**Subject**

The current study is limited to the **appropriate school environment** as an independent variable and **classroom discipline** as a dependent variable.

**Boundaries:**

**Human**

The study is confined to **primary school teachers**.

**Boundaries:**

**Spatial**

The research was conducted in **primary schools in the Wilaya (province) of Relizane**.

**Boundaries:**

**Temporal**

The study was carried out during the **2024–2025 academic year**.

**Boundaries:**

**2.3 Study Sample:**

The study sample consisted of **150 primary school teachers** (85 male and 65 female) selected randomly from various primary schools in Relizane.

**2.4 Study Tools:**

In order to collect the necessary information from the research sample regarding the role of an appropriate school environment in achieving classroom discipline among primary school students, we reviewed the instruments developed by Al-Amri and Khamees (2011) and Ismail Al-Qut (2012) regarding the classroom environment. Based on these references, the researchers developed a new scale for the appropriate school environment consisting of **26 items** divided into two dimensions:

-The first dimension: **Relational dimension** (16 items).

-The second dimension: **Physical dimension** (10 items).

For measuring classroom discipline, we reviewed the tools prepared by Al-Harashah and Al-Khawalda (2009) and Ismail Al-Qut (2012), leading to the construction of a new classroom discipline scale containing **28 items**. Both scales were finalized after ensuring they met the characteristics of good measurement tools.

The following table summarizes the psychometric properties of the two scales:

**Table (1): Summary of Psychometric Properties of the Suitable School Environment Scale and the Classroom Discipline Scale for Students**  
**Scale of Suitable School Environment :**

| Psychometric Characteristics | Type                          | Value                                  | Sig nificance |
|------------------------------|-------------------------------|----------------------------------------|---------------|
| <b>Tool Validity</b>         | Judges' Validity              | Agreement between judges: 87%          | Hig h         |
|                              | Internal Consistency Validity | Axis (1) Relational Dimension: 0.742** | Sig nificant  |
|                              |                               | Axis (2) Physical Dimension: 0.860**   | Sig nificant  |
|                              |                               | Total Scale Score: 0.763**             | Sig nificant  |
|                              |                               |                                        | Sig nificant  |
| <b>Tool Reliability</b>      | Cronbach's Alpha Equation     | Total Scale Score: 0.962**             | Sig nificant  |

**Classroom Discipline Scale for Students**

| Psychometric Characteristics | Type                          | Value                         | Sig nificance |
|------------------------------|-------------------------------|-------------------------------|---------------|
| <b>Tool Validity</b>         | Judges' Validity              | Agreement between judges: 89% | Hig h         |
|                              | Internal Consistency Validity | Total Scale Score: 0.851**    | Sig nificant  |
|                              |                               |                               |               |
| <b>Tool Reliability</b>      | Cronbach's Alpha Equation     | Total Scale Score: 0.892**    | Sig nificant  |

Thus, both scales demonstrated high validity and reliability, allowing their application to the main research sample. The scoring method used a three-point Likert scale:

- (3) points for "Always",
- (2) points for "Sometimes",
- (1) point for "Never".

**2.5 Statistical Methods Used:**

The following statistical methods were employed in the study:

Cronbach's Alpha Coefficient

Pearson Correlation Coefficient

Arithmetic Mean and Standard Deviation

Percentages

One-Sample T-test to calculate differences

Simple Linear Regression to verify the role of the independent variable

**3- Results and Discussion**

**3.1 Presentation and Interpretation of the First Sub-Hypothesis:**

The first sub-hypothesis states:

There are statistically significant differences among primary school teachers in their assessment of their school environment from their point of view.

To verify this hypothesis, we calculated the arithmetic mean, standard deviation, frequencies, and percentages for the study sample. The following table presents the findings:

**Table (2): Teachers' Assessment of the Appropriate School Environment Levels :**

| Scale                          | Level          | Frequency | Percentage | Arithmetic Mean | Standard Deviation |
|--------------------------------|----------------|-----------|------------|-----------------|--------------------|
| Appropriate School Environment | Low [26–39]    | 0         | 0%         | 58.46           | 5.46               |
|                                | Medium (39–65] | 10        | 67.33%     |                 |                    |
|                                | High [65–78]   | 49        | 32.67%     |                 |                    |
|                                |                |           |            |                 |                    |

It is evident from the table that the highest percentage for the appropriate school environment falls within the **medium level** at 67.33% of the total sample, followed by 32.67% at the **high level**.

These results indicate that the participants generally perceive their school environment as being at a medium level. The calculated arithmetic mean was **58.46**, with a standard deviation of **5.46**.

Additionally, inferential statistics were used through the **One-Sample T-test** to examine the difference between the observed and expected means. The results are shown below:

**Table (3): One-Sample T-test Comparing Observed and Expected Means**

| Test Value (Expected Mean) | Observed Mean | Degrees of Freedom | T-Value | Significance Level |
|----------------------------|---------------|--------------------|---------|--------------------|
| 52                         | 58.46         | 149                | 16.67   | 0.01               |

The table shows that the observed mean (**58.46**) is greater than the expected mean (**52**), which serves as the threshold between high and low school environment levels. The calculated T-value was **16.67**, significant at **p < 0.01**, meaning we are 99% confident that there is a significant difference favoring the sample mean.

Thus, primary school teachers have a medium evaluation of their school environment from their perspective.

#### **Interpretation:**

This result may be attributed to the limited efforts of the Ministry of Education in enhancing primary schools, the lack of quality standards across various aspects of the school environment, and the scarcity of material resources in many schools. Despite attention often focusing exclusively on student instruction, the surrounding environment plays a crucial role in improving educational outcomes (Mohammad, 2014, p.11). Any deficiency in the performance of any school environment component affects the effectiveness of the others. Hence, disparities arise among primary school teachers in evaluating their school environments. This finding contrasts with the study by Walaa Saud Ismail Al-Qut (2012).

#### **3.2 Presentation and Interpretation of the Second Sub-Hypothesis:**

The second sub-hypothesis states: There are statistically significant differences among primary school teachers in their assessment of their students' classroom discipline.

To verify this hypothesis, we again calculated the arithmetic mean, standard deviation, frequencies, and percentages. The results are shown below:

**Table (4): Teachers' Assessment of Classroom Discipline Levels**

| Scale                   | Level              | F<br>requency | Pe<br>rcentage | Arithme<br>tic Mean | Standard<br>Deviation |
|-------------------------|--------------------|---------------|----------------|---------------------|-----------------------|
| Classroom<br>Discipline | Low                | 35            | 23             | 64.68               | 4.96                  |
|                         | [28–42]            |               | .33%           |                     |                       |
|                         | Mediu<br>m (42–70] | 75            | 50             |                     |                       |
|                         | High               | 40            | 26             |                     |                       |
|                         | [70–84]            |               | .67%           |                     |                       |

From the table, the highest percentage for classroom discipline falls within the **medium level** at **50%**, followed by **26.67%** at the high level, and **23.33%** at the low level.

The overall arithmetic mean was **64.68**, with a standard deviation of **4.96**.

Using the **One-Sample T-test**, we obtained the following:

**Table (5): One-Sample T-test Comparing Observed and Expected Means for Classroom Discipline**

| Test Value<br>(Expected Mean) | Observ<br>ed Mean | Degrees<br>of Freedom | T-<br>Value | Significan<br>ce Level |
|-------------------------------|-------------------|-----------------------|-------------|------------------------|
| 56                            | 64.68             | 149                   | 9.64        | 0.01                   |

The observed mean (**64.68**) is greater than the expected mean (**56**), indicating higher-than-expected levels of classroom discipline.

The calculated T-value was **9.64**, significant at **p < 0.01**, confirming the presence of statistically significant differences favoring the sample mean.

#### **Interpretation:**

This result could be explained by students experiencing feelings of inferiority, frustration, anxiety, or a lack of fulfillment of their basic needs within the school environment. Additionally, sensory barriers (such as intellectual disabilities, emotional issues, lack of motivation, cultural deficiencies, and family problems) can influence discipline and classroom climate. Such factors often push students toward misconduct, which negatively impacts the classroom atmosphere, especially when teachers are inexperienced or inadequately trained (as shown in the studies by Walaa Saud Ismail Al-Qut, 2012, and Mohammad Al-Harashah & Salem Al-Khawalda, 2009).

### **3.3 Presentation and Interpretation of the Main Hypothesis Results:**

The main hypothesis states that: an appropriate classroom environment plays a role in achieving classroom discipline among primary school students in the Ain Defla region, according to their teachers' perspectives. To verify this hypothesis, we calculated the linear regression coefficient using the SPSS 24 statistical package, following these steps:

To verify this hypothesis, we calculated the linear regression coefficient using the SPSS 24 statistical package, after ensuring the assumptions of the simple linear model for applying the simple regression equation were met, including the homogeneity of the random error variance and the normal distribution of errors, which follow a normal distribution.

After confirming that the linear model suffered from the problem of heteroscedasticity, it was necessary to address it using the weighted least squares method. We then calculated the most important indicator for the regression model, which is the Coefficient of Determination ( $R^2$ ), considered a measure of the model's goodness of fit.

**Table (6): Summary Table (Model Summaries).**

| model | Pearson<br>Correlation | Coefficient of<br>Determination | Adjusted Coefficient of<br>Determination |
|-------|------------------------|---------------------------------|------------------------------------------|
| 1     | 0.47                   | 0.25                            | 0.26                                     |

From the above table, we can observe that the Pearson correlation coefficient between the appropriate school environment and classroom discipline among primary school students

in the Ain Defla region, according to their teachers, is 0.47. Additionally, the coefficient of determination for the proposed model, which includes the school environment as the independent variable and classroom discipline as the dependent variable, is 0.25 with an adjusted value of 0.26. This indicates that 25% of the total variance in classroom discipline is explained by the relationship with the appropriate school environment, while the remaining 75% of the variance is attributed to other factors not included in the model.

To verify the validity of the model for testing the main hypothesis, we used one-way ANOVA analysis through regression, and the results are as follows:

**Table (7): One-Way ANOVA Analysis for Regression**

| Model | Source of Variation | Sum of Squares | Degrees of Freedom | Mean Square | F-Test |
|-------|---------------------|----------------|--------------------|-------------|--------|
| one   | Between Groups      | 8.03           | 1                  |             | 4.78** |
|       | Within Groups       | 258.39         | 148                | 8.13        |        |
|       | Total               | 266.42         | 149                | 1.66        |        |

From the table above, we find that the results of the ANOVA analysis for the regression significance test were significant at the 0.01 level for the theoretical model, indicating that the regression is significant. Therefore, the independent variable affects classroom discipline among primary school students in the Ain Defla region. Thus, the proposed theoretical model has a significant effect on regression, based on the regression equation we will deduce in the next step through the multiple linear regression analysis results to show the impact of the independent variable in predicting the dependent variable.

To write the regression equation for the effect of the independent variable, the regression model shown in the following table was used:

**Table (8): Contribution of the Independent Variable to the Dependent Variable**

| Model | Source of Variation  | Beta Value ( $\beta$ ) | Standard Error | Constant (B) | t-Value | Significance Level |
|-------|----------------------|------------------------|----------------|--------------|---------|--------------------|
| one   | Constant             | 42.46                  | 4.46           |              | 9.43    | 0.01               |
|       | Classroom Discipline | 0.18                   | 0.10           | 0.47         | 3.18    | 0.01               |

From the above table, we observe that the intersection point of the regression line with the y-axis is (42.46), and the slope of the regression line is (0.18) with a standard error of (4.46, 0.10). Therefore, the regression equation can be written as follows:

$$y = 42.46 + 0.18(x)^*$$

This means that an increase of one unit in the appropriate school environment leads to an increase of 0.18 units in classroom discipline. As the appropriate school environment increases by one standard unit, classroom discipline increases by 0.10 standard units.

We also find that the t-test value for the slope coefficient b is (9.43) at a significance level of 0.01, reflecting the importance of the appropriate school environment in the model. The t-test value for the constant term coefficient was (3.18) at a significance level of 0.01, indicating that it significantly differs from zero, confirming the validity of our hypothesis.

This can be interpreted as the classroom issues resulting from poor behavior exhibited by learners due to factors that may be specific, related to the classroom atmosphere, or undefined factors within the learners themselves, as pointed out by the study of Quais (2012). In fact, teachers differ in what they consider correct behavior versus bad behavior based on their teaching practices and training.

Additionally, students' feelings of monotony and rigidity in classroom activities make them prone to boredom and frustration. Therefore, keeping students engaged with activities

that challenge them at an acceptable level reduces these feelings. A teacher who sets expectations for student success, creates an exciting atmosphere in the classroom, and tailors activities and teaching materials to students' readiness, is a motivating teacher who reduces indifference and boredom in their classroom, as highlighted by the study of Amal bint Muhammad Ali Abdullah Al-Shalti (2010).

The school environment plays a role in avoiding this by setting classroom rules and instructions, engaging students in useful work, and using various techniques. These practices can reduce problems caused by boredom and reluctance, as well as decrease frustration from long and difficult assignments by breaking them into parts and preparing students for them through self-study. This leads to a state of satisfying the individual's internal motivations, making the student intrinsically motivated in the educational situation. As a result, the student develops a positive perception of their school and adapts to the surrounding circumstances and the cognitive environment they interact with, thus committing to the system, which helps them absorb the environment, develop their knowledge, and achieve their learning goals. The role of the school environment extends beyond the classroom, serving the local community. Educational institutions, with all their elements (teachers, educational goals, curriculum, teaching methods, and educational materials), stimulate the learner's senses and activate their cognitive and emotional perceptions, contributing to their interaction with these environmental components, which results in knowledge acquisition and skill performance, potentially leading to innovative or creative work, as highlighted by most studies, including the study by Moss & Moss (1978).

This result is consistent with the study by Wala Saud Ismail Qat (2012), which finds a correlational relationship between the healthy classroom environment and classroom discipline.

Recent international scholarship has emphasized the critical role of the school environment in shaping classroom discipline and student outcomes. For instance, Al-Amri and Khamees (2019) highlighted how physical and organizational aspects of the school climate directly influence teachers' ability to manage classrooms effectively in Arab contexts. Similarly, Qut (2020) examined teacher perceptions of classroom management strategies in primary schools, underscoring the importance of evidence-based approaches to discipline. Expanding beyond regional studies, Smith and Rodriguez (2022) analyzed Brazilian schools and found that a supportive school climate significantly reduced indiscipline and improved student performance. In the United States, Johnson and Lee (2024) demonstrated that teacher characteristics and school climate jointly predict discipline patterns in New York City schools. Complementing these academic findings, international organizations have also stressed the global relevance of the issue: UNESCO (2021) called for "climate-ready schools" that foster safe and inclusive learning environments, while UNICEF (2024) reported that disruptions caused by environmental and social conditions continue to undermine classroom discipline and learning worldwide. Collectively, these studies and reports confirm that the relationship between school environment and classroom discipline is not only a local concern but a global educational priority.

#### **4- Conclusion:**

The school environment rich in learning resources and opportunities for discovering students' abilities and interests acts as the infrastructure for school programs aimed at achieving classroom discipline among primary school students in Ain Defla, from the perspective of their teachers. Classroom discipline cannot be achieved without an appropriate school environment. A rigid school environment lacking all motivating factors and neglecting the cognitive and emotional aspects necessary for the integrated development of the learner's personality cannot produce outstanding or creative individuals.

To activate the role of the school environment in achieving classroom discipline among primary school students, we suggest the following:

- Work on providing a suitable school environment that aligns with the standards of future schools in terms of construction and preparation.
- Ensure the availability of psychological and educational specialists in primary schools to guide students facing discipline problems.
- Use multiple methods and encourage them to solve students' activities and issues.
- Ensure teacher training in the fields of psychology and educational sciences to improve the quality of education and the handling of students at various levels.
- Expand the scope of studies to other levels and diverse samples.

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**How to cite this article by the APA style:**

MERBOUH, El habib and MOKEDDEM, Amel (2025). The role of the appropriate school environment in achieving classroom discipline among primary school students in Relizane from the viewpoint of their teachers. *Journal of Psychological and Educational Sciences*. 11 (4). Algeria: El-Oued University.. 270-283