AN INVESTIGATION ON THE ROLE OF CLASSROOM ENVIRONMENT AND MOTIVATION TOWARDS STUDENTS' ATTITUDE

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KEYWORDS	ABSTRACT
Classroom Environment, Students Motivation & Students Attitude	Learning environment and motivation are recognized as significant contributors in nurturing the students' attitude. This study aimed to examine students' attitude towards learning English language through classroom environment and student motivation at higher secondary level. The quantitative survey was conducted to find association and cause-&-effect relationships among the variables. Sampling technique (multi-stage) has been used to select enrolled students as sample-size. Population comprised of students. Three instruments were developed by scholar for data collection namely classroom learning environment scale, English language attitude and motivation for learning English questionnaire to measure attitude to learn English, motivation for the learning English and classroom learning environment. Thus, from the results, it is concluded that there is positive and significant association and effect among students' attitude, classroom learning environment and motivation. So, it is suggested that qualitative study might be led to have in depth information for aforementioned variables to further validate the results.
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INTRODUCTION

The languages are implying as the effective tools for the communication around the globe as it supposed as important for the development of interactions. The attitude of students matters a lot in the learning process as it helps in nurturing their behavior by bringing positive changes. In this connection, English language holds the place of second language (L2) in developing as well as developed countries like Pakistan (Shamim, 2011). Students prefer to take languages it as subject for the further studies by realizing its impotence (Zulfikar, Dahliana & Amelia, 2019) reflected by people behavior towards it, as they normally give value to learn it, they appreciate those who speak with fluency. Keeping in mind, parents sent their children to English medium schools either they offered it easily or not (Seargeant & Erling, 2011). There are various factors that promote students' interest to learn L2, for instance: their motivation both intrinsic and extrinsic, attitude and aptitude of students, appreciation that they receive like the intellectual

capabilities, age, achievement and overall personality (Mamun, Rahman, Rahman & Hossain, 2012).

Attitude of the students matters a lot as it not only effect learning any language but also their motivation (Fakeye, 2010; Nathalie & Alaga, 2016). Therefore, attitude of the students that recommend them to learn language has effect on their perception, performance and behavior (Oxford & Nyikos, 1989). Positive belief of students for learning of languages have significant relationship with attitude for learning of languages as compared to those who have negative beliefs as it leads towards the anxiety among students resultantly, they secure less score that promote negative attitude in them (Abidin, Mohammadi, & Alzwari, 2012; Victori & Lockhart, 1995). Importance of attitude can't be denied in learning of languages (Alhmali, 2007; Visser, 2008), moreover, both the attitude and motivation have significant relationship with it (Ellis, 1997; Padwick, 2010). The above-mentioned relationship could easily be seen students having positive attitude towards learning, as they not only motivated to learn but achieve good grades in their results (Moiinvaziri, 2008). In order to have good experience in the learning language motivation with requirement of positive attitude (Alhmali, 2007; Zulfikar, Dahliana & Amelia, 2019).

Problem Statement
The English language has been widely recognized as the most effective philological tool for the communication. In this regard, this study aimed at exploring the connection among classroom environment motivation and students' attitude towards learning, at the higher secondary level. This study aims at examining the association and the cause-&-effect relationships among the classroom environment motivation and students' attitude. This study is expected to provide significant information to the existing database of the knowledge about the issues under the considerations.

LITERATURE REVIEW
Momani (2009) examined attitude of the students toward English, reading and understanding capabilities, along with their achievements in their academic at secondary level. As per results reflected in findings of various studies, that they had positive attitude to learn English, which had positive correlation with readings comprehension (Abidin, Mohammadi & Alzwari 2012). Zahrani (2008) study revealed no mean score difference was found among students' attitudes towards Learning English. Fakeye (2010) found positive correlation in attitudes and students' achievement in English but no discrimination was found by considering gender. Classroom's learning environment is major contributing factors to student learning in educational system (Fraser, 1998). It is believed that students are effectively engaged with learning process when they feel that classroom learning environment is positive and inspiring (Anderson & Walberg, 1974; Chalak & Kassaian, 2010). Students' strong ties with the teachers, and teacher support in classrooms help to create excellent learning circumstances for students (Nielsen & Kirk, 1974; Fraser, 1998; Nahavandi & Mukundan, 2013). Thus, students' motivation to learning are vital determinants.

Likewise, motivation is referred to the psychological concept which indicates the inner desires and outer inducement that engage the individuals to in performing a particular task or activity (Saldern, 1992; Tella, Indoshi & Othuon, 2010). Likewise, in other subject area, the student motivation plays key role to facilitate learning process in an English language class. Motivation

is approximately considered very crucial in leaning of second language. Intrinsic motivation is generally related to the consolidative attitude, which means to achieve or perform some task without any external reward (Bandura, 1977; York, Gibson & Rankin, 2015). Whereas, the task that are associated with an external incentive termed as extrinsic motivation (Flink, Boggiano, Main, Barrett, & Katz, 1992). Shams (2008) investigated students' attitude, their motivation along with anxiety towards learning especially English. The study conducted by Tamimi and Shuib (2009) reflected the positive attitudes of the students towards the English language and similar results were evident from other studies conducted on similar issues. The students with positive attitude for English got good marks in the results and vice versa (Ming, Ling & Jaafar 2011).

The worth of English is recognized all over the world as well as in Pakistan. It holds the place of official language. In the national curriculum of Pakistan, it has been admitted that it is the language of international communication and higher education. Government of the Pakistan is highly concerned with future of their youth, for this purpose they spent a lot on educational programs from primary to higher level, however unfortunately government is away from the desired targets. Taani (2018) also recommended that future researches, professors, teachers should design the effective classroom environment in such a manner that it might help in promoting/augmenting concerned students' inspiration to learn English language (Zulfikar, Dahliana & Amelia, 2019). Therefore, the researcher is intended to find out attitude of the students to learn English, learning environment of the classrooms and their relationship with students' motivation at higher secondary level HSL. Consequently, the study is expected to provide the theoretical as well as the empirical evidence about the relationships among the classroom environment, students motivation and students attitudes towards learning English language.

Research Hypothesis
H1: There is positive and significant association among classrooms environment, motivation students' attitude.
H2: The classrooms environment, motivation have positive significant impact on the students' attitude

Figure 1 Theoretical Framework
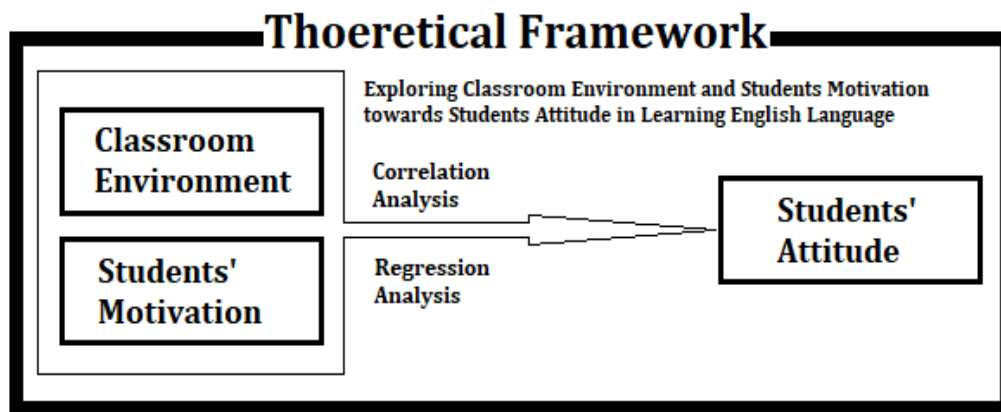
RESEARCH METHODOLOGY

The research design of current study is descriptive as well as inferential. Likewise, the present research fall under the positivist approach and consequently, quantitative research approach was adopted to conduct this study which is also the requirement of positivist approach. The present research study aimed to examine the relationship of student attitude towards learning English language, the classroom learning environment and the motivation in learning English language by examining these issues by collecting data from the students. The secondary data was collected from different online available and accessible sources while the primary data was collected through instrument developed from the existing research studies. Consequently, the different statistical procedures have been used to analyze the data and to reach the conclusion systematically.

Population & Sample Size

Quantitative survey was conducted to find association and cause-&-effect relationships among the research variables. In this study total population of study comprise 2000 students (males & females) studied at higher secondary level from 5 districts of Punjab that were Sahiwal, Lahore, Multan, Rawalpindi and Hafizabad by using multistage sampling. Sample was drawn by using statistical formula (Yamani, 1967) which provide a sample of 333 respondents who were selected for present study. Total 333 questionnaires were distributed among which 312 were recollected. The assessments were given to students during the classes and were returned and completed during class. Three instruments were developed by researcher for collection of data.

Table 1 Sampling Formula

E	N	Sample Size
0.05	2000	333.33
Formula used $n = N/1 + Ne^2$	$n = 2000/(1+2000\ (0.0025))$ $n = 333.33$	333

Instruments

The English Language Attitude Scale (ELAS) comprising 24 items that were used to measure the students' attitude to learn English. Similarly, the classroom Learning Environment Scale (CLES) comprise 28 items was used to measure students' motivation toward learning English and classroom learning environment that were measured through "Motivation for Learning" English Questionnaire (MLEQ), it was comprised of the 18 items. To examine the instruments reliability, Cronbach's Alpha was used which was 0.76 for ELAS, 0.84 for CLES and 0.77 for MLEQ.

Table 2 Reliability Statistics

S.No	Measure	Number of Items	Cronbach's Alpha
1	Classroom Environment	28	.731
2	Students Motivation	18	.811
3	Students Attitude	24	.897

The reliability statistics provides sufficient information in deciding the internal consistency among the measures in instrument likewise the Cronbach Alpha for classroom environment

(.731), students motivation (.811) and students attitude (.897). So, instrument has acceptable reliability.

DATA ANALYSIS

The data analysis is an integral part of the research studies which helps in providing the details about analyzing the attitudes of the respondents and thus provide the accurate information about the relationships of research variables under considerations. Different tools have been used to analyze the data like normality, descriptive and inferential (correlation & regression). By using SPSS, data collected through questionnaires was analyzed with the descriptions that the collected data for research was quantitative in nature. To find out correlation and cause-&-effect relationships between variables, the researcher first checked the normality of the data by applying the skewness and kurtosis. The details of these tests are given below in the following table 1.

Table 3 Descriptive Statistics

Variables	Mean	Standard Deviation	Skewness	Kurtosis
Classroom Environment	110.6596	12.89482	-1.102	.965
Students Motivation	72.4951	10.25026	.0341	2.029
Students Attitude	80.4046	23.79219	-1.006	.017

The descriptive statistics helps in providing information about describing research variables. However, the normality helps in highlighting and measuring the data whether the data used in the research is normal or otherwise. Values of skewness ad kurtosis mentioned in above table is in accepted range value that is +/- 2 (Pallant, 2011) that is prove of data normality. For more clarification Q-Q plot is also presented below in figure 2, 3 and 4 which confirmed that data is normal which confirmed the data obtained through the Skewness and Kurtosis in descriptive statistics.

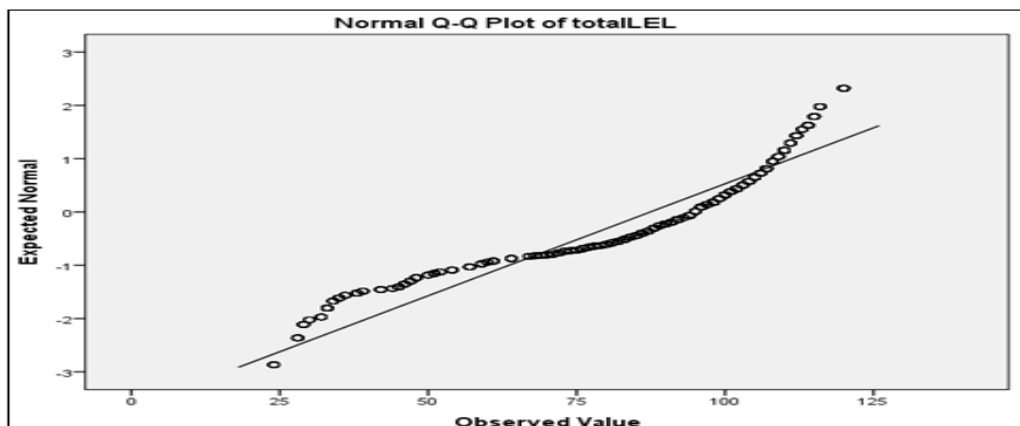Figure 2 Q-Q Plot for Classroom Environment
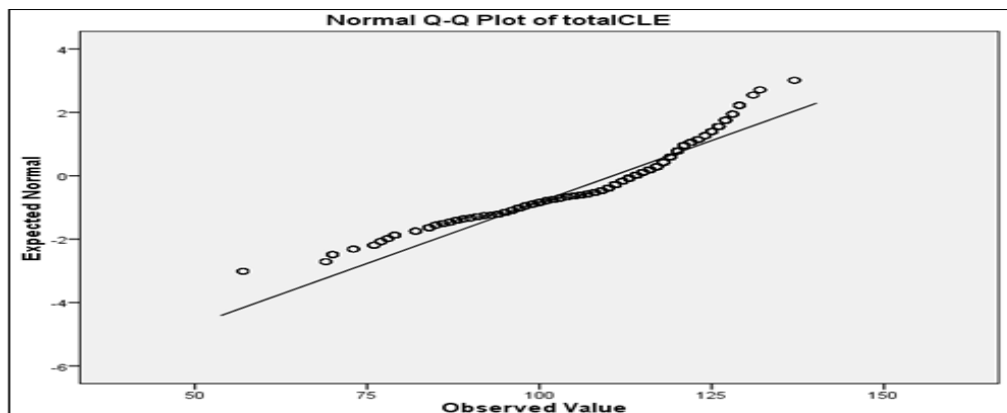
Figure 3 Q-Q Plot for Students Motivation

Figure 4 Q-Q Plot for Students Attitude towards Learning English Language
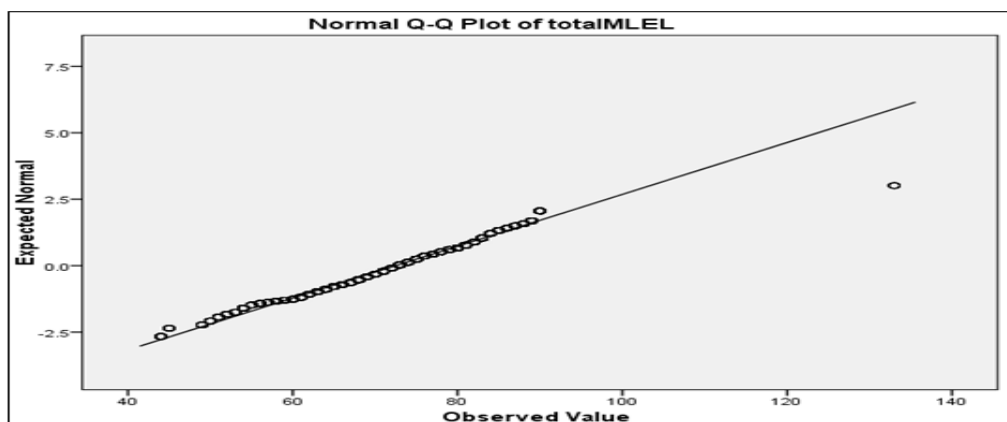
Table 4 Correlation among Variables of Study

		Classroom Environment	Students Motivation
Classroom Environment	Pearson Correlation	1	.483**
	Sig. (2-tailed)		.000
	N	312	312
Students Motivation	Pearson Correlation	.483**	1
	Sig. (2-tailed)	.000	
	N	312	312
Students Attitude	Pearson Correlation	.575**	.718**
	Sig. (2-tailed)	.000	.000
	N	312	312

**. Correlation is significant at the 0.01 level (2-tailed).   Note: **p<.01, *p<.05

In study Pearson's Correlation was used to find out association between the variables of the study since the data is normally distributed. The correlation aims at proving information about the association among research variables under considerations. To find out the relationship in students' attitude who studied at HSL for English, learning classrooms environment and their motivation for learning English "Pearson correlation analysis" was applied. The results show significant and positive correlation exist amid classroom learning environment and students' attitude as r = 575**, p<.01, similarly positive and significant correlation has been confirmed between students' attitude and motivation as r = .718**, p<.01. On the similar pattern not only significant but positive correlation exist in classroom learning environment and motivation as r = .483**, p<.01. So, the hypothesis which was there is positive correlation exist in attitude of students to learn English, learning environment and motivation to learn English is accepted as significant and positive correlation is present among variables. After concluding positive and significant association, cause-&-effect relationship need to be examined by using regressions procedure.

Table 5 Regressions Analysis (Model Summary)

Model	R	R Square	Adjusted R Square	Std. Error of Estimate
1	.720a	.518	.515	.68111

Table 6 Regressions Analysis (ANOVA)

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	154.053	2	77.027	166.038	.000b
	Residual	143.348	309	.464		
	Total	297.401	311			

Table 7 Regressions Analysis (Coefficients)

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.480	.245		1.962	.051
	Classroom Environment	.243	.037	.255	10.150	.031
	Students Motivation	.795	.055	.688	14.459	.000

b. Predictors: (Constant): Classroom Environment & Students Motivation
a. Dependent Variable: Students Attitude

The second hypothesis was related with the impact of classroom environment and students' motivation on the students' attitude. The results from regression shows that there is 51.8% variance in students' attitude is due to classroom environment and students' motivation. The coefficient of regression shows the significance of the predictors in determining the criterions variable likewise classroom environment has significant impact on students attitude (Beta = .243 & P-value = .031), while the students motivations has also significant impact on the students attitude (Beta value = .795 & P-value = .000). thus, from results, it is concluded that the students' motivation is powerful predictors than classroom environment in predicting the

students' attitude towards English learning. The results of the regression also confirmed the results of correlation where higher correlation was found between students' motivation and students' attitude. Consequently, from the results, second hypothesis about cause-&-effect is accepted.

DISCUSSION

The objective of current study was to find out the students' attitude to learn English, learning environment of classrooms and their relationship with students' motivation at HSL. From the study results, it is concluded that there is positive and significant correlation exist among the students' attitude to learn English and classroom learning environment. The study results are thus in line with Momani's study that he was conducted in 2009, showed students had positive attitude to learn English and it had positive link with reading comprehension. Similarly, the study results are also in line with other studies on the similar issues (Abidin, Mohammadi & Alzwari, 2012; Chalak & Kassaian, 2010; Sulistiyo, 2012). Same kind of results were presented by Radovan and Danijela in their study conducted in 2015 that significant relationship found in the university students' motivation and perception of learning environment. The findings found from this research has explained that attitude, motivation and classroom environment have an essential role in increasing the students' skills, proficiency and efficiency in learning language.

The results of present study revealed that there is positive and significant association between the students' motivation and students' attitude. The study also shows the significant influence of the students' motivation on the students' attitude. The results of the study are in line with the results of previous studies as conducted from time to time in different contexts (Zubairi & Sarudin, 2009; Tamimi & Shuib, 2009; Ming, Ling & Jaafar, 2011; Parilah, 2002; Nathalie & Alaga, 2016; Chalak & Kassaian, 2010). The Outcomes of this research revealed that teachers must develop the pleasant environment wherein students feel respected and esteemed. After they know their peers and teacher, various students "feel contented" to contribute effectively in classroom activities and projects. Making a comfortable and the safe environment where all student feels like portion of entire setup which is essential phenomenon towards encouraging attitude and motivation. Therefore, the study provides significant information in deciding the relationships (association & cause-&-effect) among research variables under the consideration which further have provided the valuable support in reaching the conclusion of the study more comprehensively.

CONCLUSION

The students' motivation get enhances with the passage of time which not only affects their attitudes optimistically but also mark their learning behavior in the productive manner. The students always try to learn from various accessible sources to develop their competencies to cater their academic issues which therefore makes them capable in managing their academic credentials. Similarly, the students always learn from mistakes and in this regard, the role of teachers becomes as source of inspiration. Likewise, the pair and group activities and the task maybe used to instigate and inspire the students that how to cater the situation by reducing the anxiety of student teacher relationship and allowing students to feel accustomed with their peers. The continuous interactions with the peers have been recommended as the effective motivational aspect at the commencement of the students' life in order to learn and shape the behavior. Similarly, the positive environment of the teaching and learning at classrooms have

significant impact on the students' academic achievement. This kind of helpful environment is thus inspiring for the students to mature their skills to understand and learn different dialectal features.

Recommendation

An encouraging environment in classrooms inspires students to be self-confident and relaxed in maintaining effective situation to learn English language. Accordingly, to become efficient language learners, effective teaching procedures are vital for inspirational experiences. Thus, following recommendations are emerged from results:

✓ The English instructors are required to develop programs for English learning that may help in maintaining learners' concentration to obtain short-term objectives. Therefore, constructive attitudes "toward English language" maybe established over the scheming activities towards English language to develop their skills.

✓ The wide-ranging instructive activities and methodologies ought to meet the desires and learners' positive attitude so as to become fluent and successful speakers of the targeted language.

✓ The learner's positive attitude and motivations towards learning English language are leading forecasters for success in learning languages. Thus, based results, the instructors for English language should consider these considerations in scheming the curriculum towards English language.

✓ The syllabi and curriculum should cover important approaches, principles, strategies, methodologies, activities, techniques and resources to encourage the classroom as well-designed through instructive environment that may mature the positive attitude and motivation and learners towards learning English.

Future Research

The students are expected to be inspired over and again through project assignments and performance-based activities to facilitate the students by avoiding the undesirable effects of their previous disappointment in English progression on their existing "English learning process". Consequently, the suggestions for upcoming researchers are:

✓ The English dissuasion of students over time may be surveyed by scheming the research from longitudinal dimension in same students' group. Similarly, English demotivation on part of families may also be explored to examine the effective role of family members in English learning process.

✓ For English language motivation, the diverse extra-curriculum activities like the music supported language learning and English computer-based games maybe used to familiar with the usages of English language.

✓ This research was conducted in the public institute of Pakistan. This can be extended in other public or private large residential universities in Pakistan. Secondly, this study was conducted on undergraduate educational students further it can be extended for MS and PHD students and conducted on large datasets.

✓ This research was conducted on computer science department's data set in future this research can be extended in other departments like management and engineering. As per the results, researcher suggested that qualitative study might be conducted to have in depth information for aforementioned variables to validate the results.

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