THE INFLUENCE OF CLASSROOM ENVIRONMENT ON STUDENT ENGAGEMENT AND MOTIVATION

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Abstract

"They may forget what you said but they will never forget how you made them feel" (Carl W. Buehner, 1971). This research investigates the role of the teachers in creating the classroom environment and its influence on student engagement and motivation. The study investigates the case of students at Kimyo International University in Tashkent and implements surveys and classroom observations to gather data. The findings suggest that teachers play a key role in creating classroom environments that promote student engagement and motivation, creating a positive and supportive learning environment, and building rapport with students. Respondents also claimed positive influence by teacher's establishing appropriate classroom layouts, controlling level of noise and using visual aids, tools, providing positive reinforcement, and using assertive discipline techniques. The study concludes that teachers are the creators of a positive and productive learning environment that promote students' active participation and increased desire to learn.

Keywords: engagement. motivation, classroom environment, learning atmosphere, support, students and teachers.

Introduction:

The classroom environment has an essential impact on creating students' learning environments. It includes physical, social, and psychological factors influencing student engagement and motivation. This literature review aims to explore the broad relationship between the classroom environment and the performance of students. The study will focus on the various aspects of the classroom environment, such as physical features (e.g., layout, temperature, lighting), social dynamics (e.g., teacher-student relationships, peer interactions),

and psychological factors. The goal is to understand how these elements influence student engagement, which is measured by factors such as participation, concentration, and persistence, as well as student motivation, which is reflected in their intrinsic desire to learn and succeed. This study will help to better understand the complex relationship between the classroom environment and student results. The findings can help to improve educational methods, and curriculum for teachers, which will create more effective and engaging learning environments. By identifying the essential characteristics that motivate student engagement and motivation, this study can assist educators in creating beneficial educational environments and improving the achievement and engagement of students.

Literature review:
The influence of the high school classroom environment on learning as mediated by student engagement.
According to Shernoff, Ruzek, and Sinha (2017) environmental challenges and environmental support's influences on learning processes in high school classes. The authors claimed that both factors relating to the environment would affect learning although there might be a moderating factor in the understanding of how environmental challenge relates to learning and that is the engagement of the student. The reason for this is that visual support of learning is significantly and positively related to the perception of learning. This means that students' learning outcomes are likely to be more effective in classrooms where they receive adequate materials, support, and directions. The authors pointed out two elements of environmental support: motivational help and supportive relations which appeared to be most salient. The results of the study by Shernoff et al. (2017) provide serious consequences for teachers and authorities of the educational system. Lacking environmental support and student engagement leads to a lack of the learning process; therefore, such a process should be encouraged by schools so that students succeed.
The contribution of perceived classroom learning environment and motivation to student engagement in science.
According to Tas (2016), motivation as one of the factors responsible for student engagement has been described as the internal and external forces that cause people to perform actions. Tas(2016) aimed to investigate the relationship between self-efficacy beliefs, achievement goals and student engagement. Although both antecedents were inferred to have some predicting effects, the finding of the study was that the relationship between motivational factors and their engagement was more nuanced than had been earlier contemplated. According to the author students who regard their classroom as supportive, cohesive and fair, have higher engagement in the study of science. Self-efficacy beliefs, orientation, classroom

environment or the other factors differently affect various aspects of students` engagement. The result of Tas (2016) indicated the need to motivate students to learn science and the use of positive classroom environments to achieve this goal. Teachers can foster students` engagement and learning by making the learning environment more positive and inclusive and meeting the needs of the students` motivation.

Relationship between classroom environment, teacher behavior, cognitive and emotional engagement, and state motivation.

According to Amiryousefi et al., EFL(English as a foreign language) learners' engagement (cognitive and emotional) can be mistaken for other classroom behaviors which makes it important to recognize when assessing students (Lin & Liu 2019). The study also reported a moderate relationship between all classroom environment dimensions of student cohesiveness, teacher support, equity and involvement cooperation task orientation with learners' engagement. This examination implies that a positive and understanding environment will be liable to cultivate the appreciation of emotional participation as well, urging learners' interest in the learning process. Amiryousefi et al. also focused on engagement. On the other hand, no statistically significant relationships were found between state motivation and some aspects of the classroom environment. This suggests that things like creating a sense of community in the classroom and constructing engaging tasks focusing on collaboration can improve the state motivation of learners. Surprisingly, Amiryousefi et al. Freedom et al. (2019) did not find an association between student engagement or state motivation and teacher behavior which means this may highlight that although teacher behavior is an important input, other factors such as the broad climate of the classroom may be dominant contributors to these outcomes. Amiryousefi and coworkers found Realized in the study of Barone et al. (2019), these points from both a research and EFL teacher perspective have several implications that are noteworthy. Students need a supportive environment in their classroom, where there is student cohesion, teacher support equal and involvement open communication cooperation task orientation. The impact of teacher behavior may not be the primary one, but it still needs to be taken into account when creating an environment that is useful for learning.

Increasing Learning Motivation and Student Engagement through the Technology-Supported Learning Environment.

According to Chuang (20114), education is one of the necessary aspects of our lives to enhance our knowledge. The majority number of teachers and instructors are altering their methods so that their students will be able to participate socially in class. Chuang (2014) carried out a study and found that the development of technology-supported learning environments (TSLE) can greatly boost student as well as class engagement, which results in an increased motivation for learning. Experiences using TSLEs in the classroom, as reached by the author implied that

they can lead to better engagement if done well and help students to learn with interactive learning experience. It also allows for the personalisation of learning, which means making it more meaningful and engaging to a specific student. Next, the author explains the implementation of the technology-supported learning environment to develop in-class and collaborative learning. In addition, Chuang (2014) examines learners` overall learning process and feedback. It is necessary to note that, while the results of the author`s study are encouraging, TSLEs may work better or worse depending on factors such as what specific technologies were used, how they were used and whether a focus was placed on pedagogies or school culture. The result of the study concludes that the long-term effects of TSLEs on student learning outcomes can help increase classroom engagement and collaborative learning.

Effect of Classroom Learning Environment on Students' Academic Achievement in Mathematics at Secondary Level.

The study which was conducted by Amiryousefi et al.(2019) aimed to investigate the connection between classroom environment, teacher behavior, cognitive and emotional engagement and state motivation in secondary level Mathematics classrooms in Pakistan. The result of the study revealed that several subscales of the Classroom Environment Instrument significantly contributed to the explanation of student academic achievement. The subscales such as "Involvement", "Personal relevance", and "Emphasis on understanding" were found to be in positive relation with student achievement. These findings considered the fact that an appropriate environment for students in the classroom where they would feel involved, view the course materials as relevant to their lives and they encouraged toward building a deeper understanding of concepts. On the other hand, the subscales "Investigation" and "Autonomy" were negatively associated with students' achievements. This explains that, while inquiry learning and independent work are valued, suitable structuring is helpful to ensure that students benefit from such practices.

The Influence of Classroom Environment on Students' Motivation and Self-Regulation.

According to Sunitadevi Velayutham (2012), the primary aim of this study was to investigate and identify salient psychosocial features of the classroom environment that influence student's "motivation and self-regulation in science learning". The development of the instrument involved identifying key determinants of student's" motivation and self-regulation based on sound theoretical and research underpinnings". Professor Velayutham involved 52 students from two grade 8 science classes and was undertaken in addition to in-depth qualitative information gathered from 10 experienced science teachers and 12 grade 8 students. Quantitative data were collected from 1,360 students across grades 8, 9 and 10 in five public schools in Perth, Western Australia. The findings indicated that all three motivational constructs (learning goal orientation, task value and self-efficacy) were strong predictors of

students" self-regulation in science learning. The most influential motivational belief on boys" and girls" self-regulation is self-efficacy followed by learning.

Goal orientation. Although for boys the influence of task value was significant, for girls this construct appeared to have a limited impact on their self-regulation in science learning.

Students' perception of the condition of their classroom physical learning environment and its impact on their learning and motivation

Anekwe cited in Nwanekezi and Iruloh (2012) highlighted the learning environment as: The complete makeup of the parts of the home or centre used for caring for children which include the space, how it is arranged and furnished, routines, equipment and other materials. Findings emerging from data analysis revealed that private school students differed significantly in their perception of the condition of their classroom physical learning environment than public school students. There was no significant difference between the perception of male and female students on the condition of their classroom physical learning environment. A significant difference existed between the perception of urban and rural school students on the condition of their classroom physical learning environment. The finding further revealed that the condition of the classroom physical learning environment had a great impact on students' learning and motivation including the motivation to actively participate in academic activities; it can influence their behavior and their school attendance. The study concluded by recommending that government and other education stakeholders should give priority attention to creating a positive learning environment in schools for students' successful learning and academic development.

Impact of classroom environment, teacher competency, information and communication technology resources, and university facilities on student engagement and academic performance.

The objective of this research was to determine the impact of classroom environment, teacher competency, information and communication technology (ICT) resources, and university facilities on academic performance and student engagement at higher education institutions (HEIs). On the whole, a total of 321 questionnaires were obtained from the participants, and only 314 of them were considered valid and used for data analysis. In addition, the data were collected in a manner that was compliant with ethical rules and standards, and before beginning the process of data collection, informed consent was obtained from the individuals who took part in this research. The indirect influence of the classroom environment on academic performance through student engagement was found to be both positive and statistically significant.

The Relationship between Student Motivation and Class Engagement Levels.

The aim of the present study is to study the relationship between class engagement and motivation levels among high school students. The study population comprised students attending high schools in the Ankara central district. Some 500 high school students selected by simple random sampling in Ankara province were administered the scale. Of the scales responded to, 322 were included in the study. : When students' learning orientations were examined, they were seen to have adopted mastery-oriented learning mostly, followed by performance-avoidance-oriented and performance-approach oriented learning. When the results of the analysis were viewed according to variables, there is a significant difference in terms of gender, school type, and grade. The result of the present study suggests that mastery-oriented learning is a significant predictor of all dimensions of class engagement

Enhancing students' motivation in foreign language learning

This article discusses common types of motivation and their importance, as well as ways to sustain students' motivation in language learning. The article concludes with a variety of classroom tips that can be useful in keeping students motivated in learning during the COVID-19 pandemic. The rapid spreading of COVID-19 has forced educational institutions globally to switch from physical to virtual classrooms (Heng & Sol, 2021; Sun, 2020). This sudden shift has given teachers tough times adjusting their teaching techniques and materials to adapt to this new normal. As a result, teachers tend to fail to engage students and maintain their motivation in learning as some students, instead of paying attention to class, spend time browsing Facebook, streaming videos on Tik Tok, and even playing online games, while others have been discouraged by tons of assigned works and by disengaging teaching techniques that prevent them from learning what they are supposed to (Sun, 2020).

Finally, giving students chances to explore the language on their own and take charge of their learning can be another way to motivate them. According to Ryan and Deci (2000), students become more intrinsically motivated when given opportunities to study independently. This can be encouraged through collaborative learning; that is, the use of group work that provides students with choices and voices in the activities (Assor et al., 2002; Brown, 2000; Niemiec & Ryan, 2009), and the use of self-assessment to help students evaluate their progress (Farrel & Jacobs, 2010).

Methodology

This research delves into "The Influence of Classroom Environment on Student Engagement and Motivation", to comprehensively explore this topic, incorporating classroom observations with 10 survey questions of English Education faculty, English language classes at Kimyo

International University in Tashkent. This section outlines the methodology adopted for this study. This observation allows for an understanding of the role importance of classroom layout to student engagement and how level of noise in the classroom impacts students motivation. This research is reliable, which explains that in the previous researches which were conducted before current research shows that classroom environment has a great role to students` motivation and engagement. The relevant proof of that are answers from a survey which was answered by students. According to the answers of the majority of students, the classroom environment has an effect on perceiving information and engagement in the lessons along with motivation. The outcome of the observations confirm that teachers` attitude toward making a supportive and engaging environment has effect on learners` participation, which means that the influence of classroom environment has an impact on student engagement and motivation which helps to understand that the research is valid. Additionally, observation of classes shows how important the environment that teachers create for student engagement. For the observational component, first-year students were selected from the English Education faculty. The purposive sampling technique was employed to ensure diversity in class profiles, teaching methods, and student performance. These observations were conducted in classrooms with an average student enrollment of about 20-26. Each observation session extended over the entire class period, during which detailed field notes were taken. The observations were primarily focused on identifying how teachers conducted classes and assessing the overall student's engagement. Two observations were conducted at Kimyo International University in Tashkent to see how classroom layout and environment created by teachers influence student engagement. The first observation took place on 08.10.2024 during an Academic Writing lesson. A first-year class of 26 students with three boys and 23 girls students was chosen, and the teacher's approach fostered a balanced and friendly atmosphere. Moving forward to the second observation, which was conducted on 31.11.2024 during Modern Teaching Methods class. There were 28 students who were only girls. During the second classroom observation it was clear that the teachers attitude towards making a good atmosphere in the classroom affected positively to students' motivation and participation in the lesson. In some cases learners were not engaged despite the friendly atmosphere in the classroom as they were distracted from lessons because of their mobile phones. This observation helps analyze how essential it is to create a friendly and engaging atmosphere for students to increase their motivation.

Survey

Online questionnaires were used as an appropriate method for collecting the data from different ages of students. The questions were answered by random students by sending them the online

questionnaire. The survey was administered online via telegram so that a wide number of students were able to respond to the questionnaire. The questions which were used for the survey consisted of ten questions with four related options (see appendices) in which students were obliged to answer all of the questions without ignoring them.

Results and Discussion

From the conducted observation, it was clear that the traditional classroom layout is one of the most popular types of seating arrangements. Traditional physical layout helps students to feel more comfortable during the lesson, students could talk with each other and ask some questions to make sure that they understand them. Moreover, a traditional classroom layout is one of the convenient ways of students to engage and participate. It is confirmed that traditional classroom layout influences the academic performance of students, which explains that this kind of layout is effective in both ways such as their engagement and academic performance by giving them a comfortable atmosphere and interaction with peers. It can explain that, with the traditional layout teachers will be able to engage all students` attention and improve their academic performance along with motivation.

One of the factors which may affect students ' motivation is the level of the noise in the classroom. From observation, it became clear that, in some cases, background noises may affect students` perception and motivation. A relevant example of this can be that, for some students, it was not a problem to do the task simultaneously with noises; however, this cannot be true for all learners. In other words, the level of noise irritated and disturbed other students from the task and their wish to do their task properly along with low levels of motivation and engagement.

First of all, teachers supported students' answers all the time and helped them to express their opinions and points of view. Secondly, being respectful to all students and listening to them till the end was an essential part of it. Moreover, during the lesson, the teacher made some jokes to boost students' mood and motivation. Additionally, the teacher broke one task into small parts to make it easy and control students' frustration. By doing this sort of safe and friendly atmosphere the teacher was able to engage students after which learners were active during the lesson and participated actively. The teacher's attitude played a big role in how students will accomplish the task and move to another. Initially, some of them felt uncomfortable and unmotivated; however, as the teacher knew how to attract all students` attention, he could motivate them and decrease their uncomfortability level. At the end of the lesson, it was clear that students were motivated by the classroom environment and were pleased with the tasks, the teacher`s attitude and understanding as well.

However, despite conducted surveys and observations there can be following limitations such as different classes at different times, teacher differences, differences between lectures and seminars and differences in seating layout. For instance, student's behaviour, motivation and engagement can depend on the classes. If it this their first class they can be more motivated than in the last or pre-last classes. Furthermore, different classes are conducted by different teachers which can also influence differently to students and their attitudes. Moreover, lectures and seminars can differently influence the student's engagement too. For example: if some students feel comfortable with other students from different groups, other students vice versa feel embraced or awkward. Furthermore, there is one more limitation which could not observed well about seating arrangements. For example, the observation was observed when students sat traditionally. However, if students sit in non - a traditional way it also can boost their motivation or vice-versa.

According to a survey analysis which was distributed among 18 first-year students at Kimyo University in Tashkent, to understand how the new atmosphere influences their engagement and motivation. At the same time, we need to take into account encouragement from the teacher's side, and for this question "How often do you feel encouraged by your teacher to participate in discussions?" 38.9% of students answered always, while 33.3% felt this only sometimes. A smaller portion (22.2%) feels this way often, and a minimal 5.6% rarely feel comfortable. The majority (38.9%) often feel encouraged by the teacher to engage in discussions. Some feel this sometimes (27.8%), and rarely (5.6%). Half of the students (50%) report being often motivated by engaging classroom settings. Others feel this only sometimes (22.2%), and 11.1% feel never motivated.(See table 1.)

Table 1. Environmental effect

	Always	**Often**	**Sometimes**	**Rarely**	**Never**
How often do you feel comfortable expressing your ideas in class?	**38.9%**	**22.2%**	**33.3%**	**5.6%**	**-**
How often do you feel encouraged by your teacher to participate in discussions?	**38.9%**	**27.8%**	**27.8%**	**5.6%**	**-**
How often do you feel motivated to learn when the classroom environment is engaging (decorations, resources)?	**22.2%**	**50%**	**16.7%**	**-**	**11.1%**

Nearly all students value technology, with 44.4% considering it very important and 50% seeing it as important. Only 5.6% feel it's somewhat important. Half the students (50%) believe that classroom layout significantly affects their engagement, while 27.8% find it important to some degree. Most (61.1%) agree the environment fosters collaboration among students, while a third (33.3%) find it somewhat helpful. Their answers can be a good example that in engaging classroom environments students feel themselves more motivated to study. (See table 2.)

Table 2. Student perception

	Very important	**Important**	**Somewhat important**	**Not very important**	**Not at all important**
How important is it for you to have access to technology (computers, tablets) in the classroom for your learning ?	**44.4%**	**50%**	**5.6%**	-	-
Do you believe that classroom layout (desks, seating arrangement) affects your ability to engage with the material?	**50%**	**27.8%**	**16.7%**	-	**5.6%**
Do you feel that the classroom environment promotes collaboration among students?	**5.6%**	**61.1%**	**33.3%**	-	-

Overall, this survey results showed that classroom layout, sitting arrangements, peer work, teacher-students relationships and different tools influence students' engagement and motivation. The majority (44.4%) find the classroom atmosphere very positive, while 33.3% view it as simply positive. Only 22.2% remain neutral. Equal shares (44.4%) find such relationships either very positively or positively affecting their engagement. A small group (11.1%) remains neutral. (See table 3.)

Table 3. Classroom atmosphere and engagement

	Very positively	Positive	Neutral	Mostly negative	Very negative
How would you describe the overall atmosphere of your classroom?	44.4%	33.3%	22.2%	-	-
In your opinion, how does a supportive teacher-student relationship influence your engagement in class?	44.4%	44.4%	11.1%	-	-

The next and also essential point which can increase and decrease student engagement and motivation is the level of noise in the classroom which might cause problems with concentration. Noise greatly aids concentration for only 5.6% of students, but 27.8% find it somewhat helpful. Meanwhile, 27.8% are neutral, and 5.6% feel noise hinders their focus. The majority (61.1%) find that interaction with peers somewhat boosts their motivation, while 27.8% experience a great impact. Only 11.1% see little effect.(See table 4.)

Table 4. Student concentration and motivation

	Greatly	Somewhat (enhances concentration)	Neutral	Not much (hinders concentration)	Not at all
How does the level of noise in your classroom affect your concentration?	5.6%	27.8%	27.8%	5.6%	-
How much does peer interaction in the classroom contribute to your motivation?	27.8%	61.1%	-	11.1%	-

The observation results showed that during the lesson students were engaged and motivated to complete all the tasks that the teacher gave them. The reasons which influenced it were the friendly and positive atmosphere which the teacher tried to create and the teacher's support which was clearly visible during the lesson. The teacher listened to all the answers of students

till the end and supported it, controlled frustration and made some jokes when it was suitable. However, despite all the respect that the teacher showed to all the students, there were some students sitting at the back who showed a disrespectful attitude to the teacher. These students were laughing loudly and making jokes during the lesson which could negatively influence the rest of the students. As a result, it would be better if students with bad behaviour and disrespectful manners would sit separately from each other and closer to the teacher to prevent bad consequences. Moreover, using realia, visuals and technology at the class also was an important factor that enhanced students' engagement with the task during the lesson. In addition, classroom layout is also essential. During the observation, there was no pressure and worries about the task because students were sitting as they wanted and had the opportunity to sit with their friends and feel free to discuss some questions during the class.

According to the respondents of the survey results, it illustrates that for 50% of students, seating arrangements and classroom layouts are very important. The traditional way of seating or non-traditional all plays an essential role in students' motivation and engagement. For the other 27.8%, classroom layout is also important. Overall, the result shows that classroom layout is an important part of motivating and engaging students.

 Most of the time, the level of noise plays an essential role in students' concentration, and the results of students to this question prove it. Almost 28% of students responded that the level of noise somewhat enhanced their concentration. However, another 5.6% of students replied that the level of noise greatly influences their concentration. Hence, the level of noise is one of the aspects that influences the students from different areas, and the teacher should control it.

 To create a classroom environment that promotes students' engagement and motivation, teachers use different ways. For instance, according to the survey, teachers build strong, supportive relationships with students, which is also important for students. The next one is peer interaction; for 61.8% of students, it is also important. Furthermore, teachers give collaborative tasks where students can get along with each other and boost their motivation. The last and also important part is using technology during the classes, such as playing games, watching videos, and other activities. All of these help students stay engaged and motivated.

Conclusion and Further Implications

In conclusion, this research illuminates the important role of teachers and the influence of the classroom environment on student engagement and motivation in university foreign language classrooms. The study reveals a complex interplay of factors influencing classroom layouts, level of noise, visual aids and teachers' promotions engaging classes. Teachers, as highlighted through classroom observations and survey responses, employ diverse strategies such as

proactive engagement, technology integration, and clear establishment of classroom norms to effectively manage disruptions. The emphasis on cultural understanding, the use of non-verbal interventions, and the comprehensive approach of the teacher's role in creating a conducive learning atmosphere.

Further implications of this research extend to the ongoing development of strategies and interventions to enhance classroom management. The findings suggest a need for continued exploration into the impact of varying class layouts, levels of noise and pedagogical approaches on students' engagement and interests. The positive correlation between a proactive approach to classroom management and effective learning outcomes calls for continued emphasis on teacher training programs that integrate these strategies. Moreover, investigating the perspectives of students on classroom management practices can provide a holistic understanding of the dynamics at play. As education continues to evolve, this research sets the stage for a nuanced understanding of the teacher's role in fostering an environment conducive to language learning in diverse university settings.

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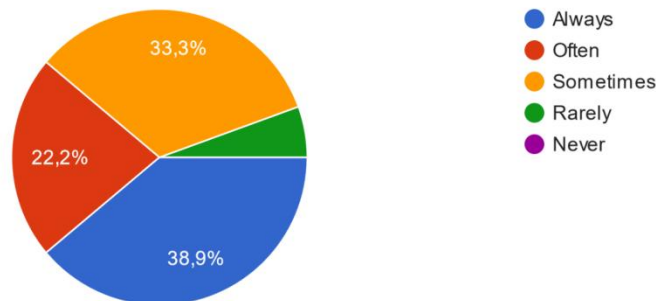
Appendices

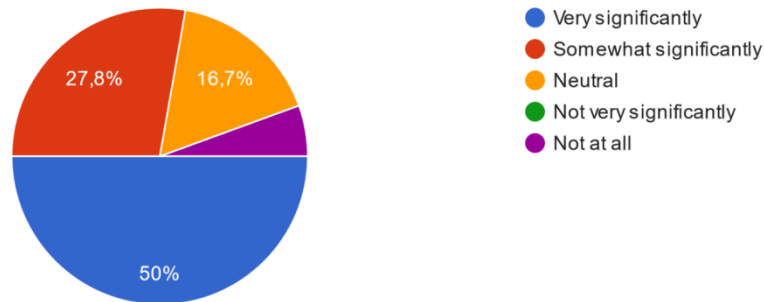How would you describe the overall atmosphere of your classroom?
18 ответов

- Very positive
- Mostly positive
- Neutral
- Mostly negative
- Very negative

33,3%   22,2%   44,4%
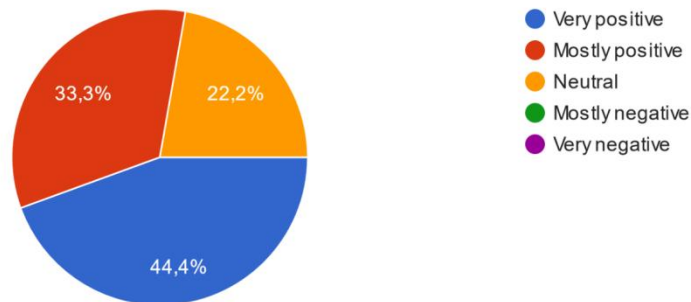
How often do you feel comfortable expressing your ideas in class?
18 ответов

- Always
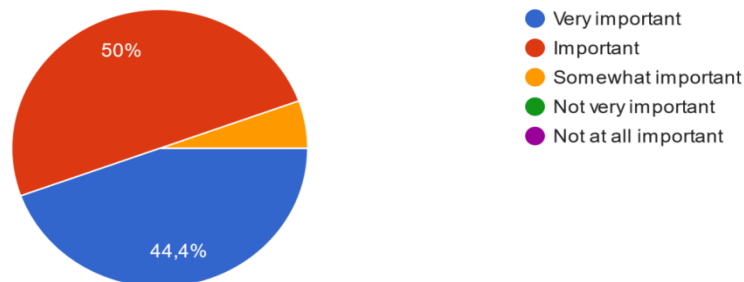- Often
- Sometimes
- Rarely
- Never

33,3%   22,2%   38,9%

To what extent do you believe that classroom layout (desks, seating arrangement) affects your ability to engage with the material?
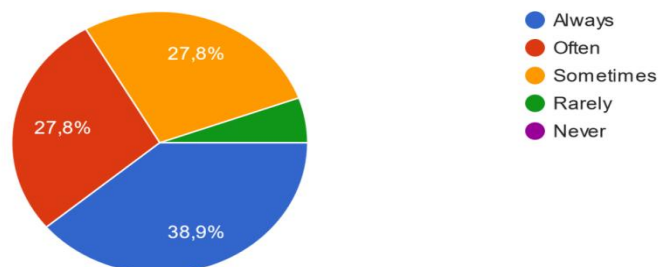
18 ответов

- ● Very significantly
- ● Somewhat significantly
- ● Neutral
- ● Not very significantly
- ● Not at all

How important is it for you to have access to technology (computers, tablets) in the classroom for your learning?
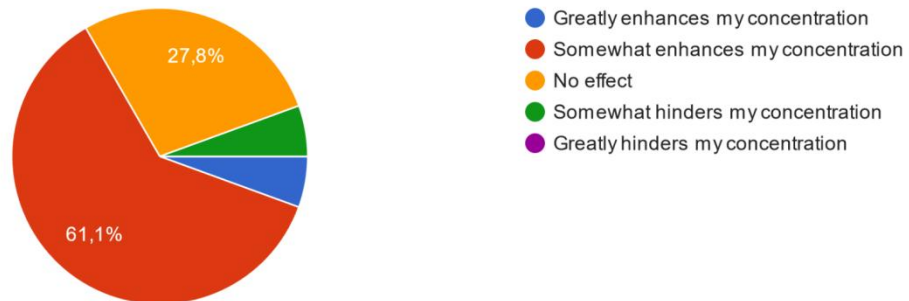
18 ответов

- ● Very important
- ● Important
- ● Somewhat important
- ● Not very important
- ● Not at all important

How often do you feel encouraged by your teacher to participate in discussions?

18 ответов

- ● Always
- ● Often
- ● Sometimes
- ● Rarely
- ● Never

How does the level of noise in your classroom affect your concentration?

18 ответов

- ● Greatly enhances my concentration
- ● Somewhat enhances my concentration
- ● No effect
- ● Somewhat hinders my concentration
- ● Greatly hinders my concentration

27,8%

61,1%

Do you feel that the classroom environment promotes collaboration among students?

18 ответов
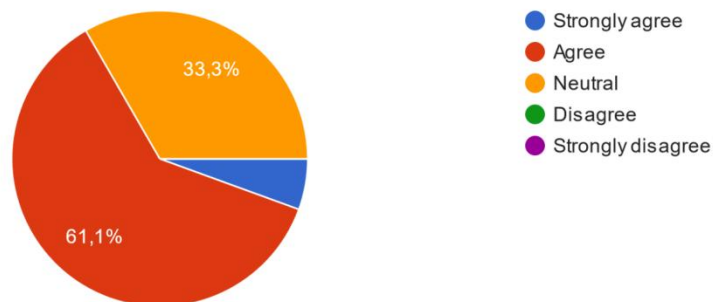
- ● Strongly agree
- ● Agree
- ● Neutral
- ● Disagree
- ● Strongly disagree

33,3%

61,1%

How often do you feel motivated to learn when the classroom environment is engaging (decorations, resources)?

18 ответов

- ● Always
- ● Often
- ● Sometimes
- ● Rarely
- ● Never

16,7%

11,1%

50%

22,2%