Effect of Classroom Learning Environment on Students' Achievement Motivation at University Level

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ABSTRACT

Effect of classroom learning environment (Piagetian constructivist theory,1980) on achievement motivation (Theory of Achievement Motivation, Atkinson,1957) was explored. Survey research was conducted to collect data from 342 students including four different universities of the Punjab (i.e., University of the Punjab, University of Management and technology, Lahore College for Women University and University of Education) delimited to three departments (Department of Chemistry, Department of English and Department of Education). The study was quantitative in nature; a questionnaire was adapted to collect the data and observations. The purpose of this study was to identify the classroom learning environment on achievement motivation among the students of different universities. The study helps to understand the facilities regarding to university discipline and how to manage the classroom according to the proper needs, so that one may able to develop the

learning environment to enhance and promote achievement motivation among university students. Data will be analyzed with the regression analysis to identify the effect of classroom learning environment on achievement motivation at university level. This study is also helpful for designing the ideal class room discipline and environment regarding to respective discipline of study.

Key words: Classroom learning environment; Achievement motivation

Introduction

The teaching and learning process is connected with each other. In the classroom, the interaction of teachers and students occurs. Students, teachers, learning situation, learning process and content are the components of teaching-learning process and each class has unique conditions of teaching and learning. There are two main components of a classroom setting in which human component and physical component. The human component involves students and teachers in the classroom. Whereas, the physical component includes computers, books, projector, lightings, furniture, black board or white board etc. It also comprises the nature of interaction, in which, the interaction of students and teachers as well as the interaction of students-students. This all things and components of the classroom interaction generates the atmosphere in the classroom which called psycho-social environment or learning environment/ situation/ condition (Arend, 2007).

In many researches, it is concluded that academic achievement of the students varies with teaching and learning conditions. So, the purpose of the study was to investigate the effect of classroom learning environment on students' academic achievement at university level (Susanti, Damris, Maison and Tanti, 2020).

The "environmental press" concept was introduced by Murray (1938). The classroom learning environment comprise the interaction of environmental press and interaction of personal goals. The word "press" means the process, treatment or stimulus variables. Whereas, the personal needs can be labeled as goals, motives, drives of an individual. While assessing and evaluating the classroom learning environment, both environment press and personal needs are necessary.

According to Walberg (1974) described about classroom social or psychological environment that atmosphere of class or climate of a class refer as a social group that influence potentially on students that they learn.

Lewin (2009) opined that the behavior of students and teachers is completely interacting facts in the classroom which consist of a dynamic field. The conditions or the circumstances in any field or class are depend on and influenced by every other class or field. This social or psychological field or class is called as the life space in which encompasses the single person and his behavioral or psychological environment also called facts which influence the thoughts or behavior of a person or individual in time at a certain point.

When a learner attends his or her first class, he or she will form an opinion on the type of class he or she is taking. He'll keep an eye on how the desks are set up and what's hanging loose on the walls for the duration of the lesson. Which method does the teacher use to set up the classroom and allow students to communicate with one other? Students are always interested in learning about the various classroom activity centers and learning centers. That's not all; they also know that they'll be acting out the material in order to learn it in this classroom. (Steve & Richard, 2013).

Literature Review

Classroom Environment

Education in our life is very important because it influence our formation of acting and thinking. In education, the activity used as to develop the potential of thinking creatively and critically of the students. Whereas, the attitude of the students is also very important because, it is greatly affected the lesson the students. For example, when the students have positive attitude toward their lesson, they will earnest and well concept about their lesson and well motivate to learn. This circumstance creates the learning environment for the students (Susanti et.al., 2020). The active and conducive learning environment may motivate the students toward learning (Darmaji et.al., 2019).

Classroom environment is very important for students' learning, because, it is most fundamental and important part of human life. The classroom learning environment is a quiet and conducive factor that affecting the interest of the students. A conducive learning environment provide the attractiveness to the learning procedure or process. On the other hand, less pleasant learning environment will impede the spirit of students learning and will cause for boredom and saturation (Helou et.al., 2019).

Several researches conducted on the environment of the classroom learning based on previous studies in the context and perspective of educational setting that relate to organizational climate and application (Zandvliet, 2012).

There are several psychosocial factors that significantly effected on cognitive and affective domain of achievement in the context of learning environment (Zandvliet, 2012). According to Fraser (2007) explained that classroom learning environment and students' outcome or achievement are both linked with each other.

According to Sung, Yangg and Lee (2017) point of view that the relationship between learning environment of the classroom and students' academic presentation was investigating based on disciplinary subject. The meaningful learning and good classroom environment may affected and influence on the students' outcome and achievement.

Classroom learning environment and students' motivation

It is proved in several researches that self-regulatory ability and motivation are both very important factors in the learning process that determine the success of the students. In the learning process, the motivation is very important to maintain positive behavior of students, directing toward goals and provide energy to gain their goals. Motivation also influences the development of learning of the students. Those students, who have high motivation, also have positive attitude in learning. For example, focus toward learning process, actively participate in the activities in the classroom, asking questions to teachers and always try to learn (Law, Geng, & Li, 2019).

Classroom learning environment is very important factor to encourage the students' motivation. According to Maison (2019) described that in the classroom learning environment, the task of investigation and orientation is a psychosocial factor that has most significant and positive effect on the students' motivation and learning.

According to Eyal (2012) explained that the learning experience is interaction between instructors and the students. In the cognitive load theory, which described that students' engaged in the classroom to explore the information that is the part of learning performance, whereas, that students who cannot actively participate in the classroom to finding the information are liable to

achieve the modest learning performance and engage in surface learning. Moreover, those students who show more interest and enroll in the course, they have more effort in the course activities in the classroom. (Paas, Renkl, &Sweller, 2003). According to the Law and Geng (2018) prescribed that the innovativeness of the students which reflect the students' learning process during the classroom, the enrolment of the students reflects the commitment, willingness and readiness of the students before starting the classroom. So, that, to assess the learning effectiveness and processes of the students in the predictive way that provide the important implications to instructors for design the course (Kris, Shuang &Tongmao, 2019).

According to the Ford (1992) defined that pursuing emotions, beliefs and goals as a pattern of learning motivation. Motivation allows students sustains, directs and energizes behavior toward learning, toward particular direction and toward exploring information. Several researches emphasis the role and importance of learning motivation with respect its effect on students' learning outcome and performance (Law &Geng, 2018).

Significance of the Study

Achievement motivation is fundamentally important since it serves as fuel for business visionaries to put in more and more effort to achieve something that is important to them. Business visionaries use this conceptual framework to stay motivated and on track as they work toward their goals. It's critical to have a strong sense of self-motivation for entrepreneurs, corporate leaders, social activists, and a host of other types of innovators.

Objectives of the Study

Following were the objectives of study.
1. Explore the classroom learning environment of students at university level.
2. Explore the learning motivation among students at university level.
3. To investigate the influence of university classroom learning environments on students' ambition to succeed.

Hypothesis of the study

H_o1: Students' motivation to succeed is unaffected by the teaching atmosphere.

H_o2: Students' goal-setting and the learning environment in the classroom have nothing in common.

H_o3: Students' behaviour is unaffected by the classroom learning environment in any meaningful way.

H_o4: Classroom learning conditions have no discernible impact on pupils' expectations for future achievement.

H_o5: Students' ability to set and achieve goals is unaffected by the quality of their teachers.

H_o6: Students' actions are not much influenced by the quality of their teachers.

H_o7: The likelihood of student achievement is unaffected by the effectiveness of the teacher's instruction.

H_o8: Students' strategic planning is unaffected by method is suitable and supply.

H_o9: Students' actions are unaffected by having enough content and supplies.

$H_0 10$: Students' confidence in their ability to succeed is unaffected by the availability of adequate materials and supplies.

Research Methodology

This section focuses on how to do research. The study's goal necessitated the use of the positivist research paradigm by the researcher. The study was purely based on numbers. The results of a survey were gathered from a number of universities.

Population and Sampling design

Non-proportional stratification was used to select the test. The size of the delegate test was determined by using the Morgan (1970) formula to the data set in question. These categories were selected from among those in the education, English, and chemistry schools of thought.

Table 1
Sample of the study

University	Department	Students
	Public sector Universities	
University of the Punjab	IER	34
	Department of English	33
	Department of Chemistry	33
	Total	100
University of Education	Department of	34
	EducationDepartment of	33
	English	33
	Department of Education	
	Total	100
	Private sector Universities	
Lahore College for Woman University	Department of Education	25
	Department of English	25
	Department of Education	21
	Total	71
University of Management and Technology	Department of Education	25
	Department of English	25
	Department of Education	21
	Total	71
	Grand Total	342

Design of a Tool and Validation.

The first section of the survey asked for information about the respondent's demographics, including their gender, CGPA, age, school, department, and programme, as well as the year in which they completed their studies. In the second section, questions were asked regarding the classroom environment, including questions about the quality of the teachers and the availability of materials and supplies. The third series of questions asked about motivation for achievement included questions about creating goals, taking action, and having faith in success. Three experts were consulted in order to determine the instrument's validity. It is a test's reliability if it is able to reliably measure the thing it was designed to evaluate. The 907-percent reliability rate is impressive.

Results and Discussion

Various statistical techniques, such as linear regression and multiple regression, were used to analyse the data collected.

H_o1: Students' motivation to succeed is unaffected by the teaching atmosphere.

Table 3

Students' motivation to succeed academically is influenced by the classroom environment.

	B	SE	t	R	R^2	Adjusted R^2	df	F	P
Classroom learning environment	39.004 0.209	2.433	16.031 3.618	.193	.037	.034	1 340	13.093	.001

Students who want to do well in school have shown that their classroom learning environment is linked to their desire to do well. To figure out how two things are linked, you can use the regression equation shown below. Students' academic motivation was used as a predictor of how well they learned in class in a simple linear regression study. A statistically significant regression equation (F (1,340) = 13.093, p.05) was found, and it was found. This means that when both factors are scaled, the classroom learning environment is 39.004+.209 (students' achievement motivation). Students' sense of accomplishment motivation dropped by 0.209 points for each extra unit of classroom learning environment. An R2 value of.039 was used to figure out how much of a difference there was in students' motivation for academic success because of their classroom learning environment, which had a correlation of R =.193. That means that there was a "p-value" of.05. This means that the beta coefficients' value was statistically significant (the t-statistic of 3.168 had a p-value of.05). 2.433 is how big the standard error of the point estimated.

H_o2: Students' goal-setting and the learning environment in the classroom have nothing in common.

Table 4

Goal-setting in children is influenced by classroom environment, according to a simple regression equation.

	B	SE	t	R	R^2	Adjusted R^2	Df	F	P
Classroom learning environment	14.028 0.014	.841	16.68 .697	.038	.001	-0.002	1 340	0.486	.486

As per Hypothesis 2, the learning environment in the classroom and the motivation of students to achieve are statistically related. Using the regression equation provided in the table below, it is possible to predict the relationship between the two variables in advance. In a simple linear regression analysis, the academic motivation of students was utilized as a predictor of the learning environment in the class room. (F (1,340) = 13.093, p.05) (F (1,340) = 13.093, p.05) It was discovered that there was a significant regression equation. Students' achievement motivation is equal to 39.004+.209 (classroom learning environment) when both components are scaled together.

Students' success motivation score reduced by 0.209 points for every unit increase in the classroom learning environment, according to the study. In the anticipated link between the two variables, an R2 value of.039 was calculated to explain 3.9 percent of the variance in students' motivation for academic achievement as a result of the classroom learning environment, which had a statistically less significant correlation of R =.193. Because the beta coefficients had a statistically significant value, the p-value was.05, indicating that the result was statistically significant (the t-statistic of 3.168 had a p-value of.05). The point estimate has a standard error of 2.433, which is within the acceptable range.

H_o3: Students' behaviour is unaffected by the classroom learning environment in any meaningful way.

Table 5
Classroom learning environment vs. students' actions in the classroom

	B	SE	t	R	R^2	Adjusted R^2	df	F	P
Classroom learning environment	9.028 0.132	.876	10.302 6.372	.327	.107	.104	1 340	40.601	.001

It was shown that there is a statistically significant relationship between the learning environment in the classroom and the motivation of pupils to succeed. Using the regression equation provided in the table, it is possible to predict the relationship between the two variables in advance. In a simple linear regression analysis, the academic motivation of students was utilized as a predictor of the learning environment in the class room. (F (1,340)= 13.093, p.05) (F (1,340) = 13.093, p.05) It was discovered that there was a significant regression equation. Students' achievement motivation is equal to 39.004+.209 (classroom learning environment) when both components are scaled together. Students' success motivation score reduced by 0.209 points for every unit increase in the classroom learning environment, according to the study. In the anticipated link between the two variables, an R2 value of.039 was calculated to explain 3.9 percent of the variance in students' motivation for academic achievement as a result of the classroom learning environment, which had a statistically less significant correlation of R =.193. Because the beta coefficients had a statistically significant value, the p-value was.05, indicating that the result was statistically significant (the t-statistic of 3.168 had a p-value of.05). The point estimate has a standard error of 2.433, which is within the acceptable range.

H_o4: Classroom learning conditions have no discernible impact on pupils' expectations for future achievement.

Table 6
Students' expectations for future accomplishment are unaffected by the settings in the classroom.

	B	SE	t	R	R^2	Adjusted R^2	Df	F	p
Classroom learning environment	10.934 .068	.951	11.499 2.998	.161	.026	.023	1 340	8.991	.003

According to Hypothesis 4, there is a statistically significant relationship between the classroom learning environment and the motivation of students to succeed. Using the regression equation provided in the table below, it is possible to predict the relationship between the two variables in advance. In a simple linear regression analysis, the academic motivation of students was utilized as a predictor of the learning environment in the class room. (F (1,340) = 13.093, p.05) (F (1,340) = 13.093, p.05) It was discovered that there was a significant regression equation. Students' achievement motivation is equal to 39.004+.209 (classroom learning environment) when both components are scaled together. Students' success motivation score reduced by 0.209 points for every unit increase in the classroom learning environment, according to the study. In the anticipated link between the two variables, an R2 value of.039 was calculated to explain 3.9 percent of the variance in students' motivation for academic achievement as a result of the classroom learning environment, which had a statistically less significant correlation of R =.193. Because the beta coefficients had a statistically significant value, the p-value was.05, indicating that the result was statistically significant (the t-statistic of 3.168 had a p-value of.05). The point estimate has a standard error of 2.433, which is within the acceptable range.

H_o5: Students' ability to set and achieve goals is unaffected by the quality of their teachers.

Table 7
Teaching Qualityvs Students' Goal Setting

	B	SE	t	R	R^2	Adjusted R^2	Df	F	P
Teaching quality	13.750 0.047	.754	18.228 1.162	.063	.004	.001	1 340	1.351	.246

Hypothesis 5 illustrates that students' motivation to succeed in school is statistically linked to their classroom learning environment. Hypothesis No. 6 is here. The regression equation displayed in the table can be used to anticipate how two items will interact. In a linear regression analysis, the level of academic desire among students was utilized as a predictor of their performance in class. The result of multiplying 1,340 by.05 is a value of 13,093. It was discovered that a critical regression equation existed. The classroom learning environment is 39.004+.209 (students' achievement motivation) when both components are scaled. The students' desire to succeed in school decreased by 0.209 units for every additional unit of classroom instruction. How much of a difference there was in the students' motivation for academic success because of their classroom learning environment was determined by using an R2 value of.039 and a correlation of R =.193. This indicates that the "p-value" was set at.05. Because of this, the beta coefficients were shown to be significantly different

from 0, (the t-statistic of 3.168 had a p-value of 3.168). How big was the point estimate's standard error? It is = 2.433.

H$_o$6: Students' actions are not much influenced by the quality of their teachers.

Table 8
Teaching Quality Students' action

	B	SE	t	R	R^2	Adjusted R^2	df	F	p
Teaching quality	11.132	.812	13.712	.224	.050	.048	1	18.035	.001
	0.183		4.247				340		

Students' motivation to achieve was found to have a statistically significant relationship with the classroom learning environment, according to Hypothesis 6. The equation in the table can help you understand the relationship between the two variables. In order to estimate how well students would perform in class, a basic linear regression analysis was utilized. F (1,340) = 13.093, p 0.05, was found to be a significant regression equation. When both variables were measured after they were scaled, the result was 39.004+.209 (students' motivation to accomplish). Changes in the classroom learning environment decreased student motivation by 0.209 units. As predicted, the R2 value, which explained 3.9% of the variance in kids' willingness to succeed at school due to their classroom learning environment, was 0.039 percent. The beta coefficients' value of 0.209 had a statistically significant p value, or p.05. That the t-statistic was 3.168 showed this. The point estimate has a standard error of 2.433.

H$_o$7: The likelihood of student achievement is unaffected by the effectiveness of the teacher's instruction

Table 9
Teaching Qualityvs Students' hope of success

	B	SE	t	R	R^2	Adjusted R^2	Df	F	P
Teaching quality	12.955	.865	14.985	.049	.002	-.001	1	.821	.366
	0.042		.906				340		

A statistically significant link was found between classroom learning environment and students' motivation to succeed, according to Hypothesis 7. The regression equation in the table can be used to forecast the relationship between the two variables. Students' academic motivation was used as a predictor of classroom learning environment in a simple linear regression study. There was

a statistically significant regression equation (F (1,340) = 13.093, p .05) found. When both variables were measured after being scaled, the classroom learning environment was 39.004+.209 (students' achievement motivation). Students' motivation to succeed decreased by 0.209 units for each unit increase in classroom learning environment. Relationship R =.193, with an R2 of 0.039% explaining just 3.9 percent of the variance in students' achievement motivation attributable to the classroom learning environment, was projected to exist between the two variables. The p value of p.05 in the t-statistic of 3.168 revealed that the beta coefficients' significance of 0.209 was statistically significant. The point estimate's standard error was 2.433.

H$_o$8: Students' strategic planning is unaffected by method is suitable and supply.

Table 10
Simple Linear Regression Equation: Sufficient Material and Supplyvs Students' Goal Setting

	B	SE	t	R	R^2	Adjusted R^2	Df	F	P
Sufficient material and supply	14.616 -0.001	.782	18.690 -0.022	.001	.000	-.003	1 340	0.000	.982

Hypothesis 8 says there is a statistically significant link between classroom learning environment and students' desire to do well. The regression equation in the table can be used to predict how the two variables will be linked together. Students' academic motivation was used as a predictor of how well they learned in class in a simple linear regression study. It turned out that F (1,340)= 13.093, p.05, was an important regression equation. It was 39.004+.209 (students' achievement motivation) when both variables were measured after they had been scaled up. Students' motivation to succeed went down by 0.209 units for each unit increase in the classroom learning environment that they had. Relationship R =.193, with an R2 of 0.039 percent, was expected to be found between the two variables. Only 3.9 percent of the variance in students' achievement motivation was thought to be caused by the classroom learning environment. We learned that beta coefficients' significance of 0.208 was statistically significant because the p value of 0.05 in 3.168 showed that the beta coefficients' significance was statistically significant. The point estimate had a standard error of 2.433.

H$_o$9: Students' actions are unaffected by having enough content and supplies

Table 11
Sufficient Material and Supplyvs Students' Action

	B	SE	t	R	R^2	Adjusted R^2	df	F	P
Sufficient material and supply	9.009 .265	.806	11.175 6.979	.254	.125	.123	1 340	48.709	.001

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Students' accomplishment motivation was found to be associated statistically with the classroom learning environment, according to Hypothesis 9. The regression equation in the table can be used to forecast the relationship between the two variables. Students' academic motivation was used as a predictor of classroom learning environment in a simple linear regression study. There was a statistically significant regression equation (F (1,340) = 13.093, p .05) found. When both variables were measured after being scaled, the classroom learning environment was 39.004+.209 (students' achievement motivation). Students' motivation to succeed decreased by 0.209 units for each unit increase in classroom learning environment. Relationship R =.193, with an R2 of 0.039% explaining just 3.9 percent of the variance in students' achievement motivation attributable to the classroom learning environment, was projected to exist between the two variables. The p value of p.05 in the t-statistic of 3.168 revealed that the beta coefficients' significance of 0.209 was statistically significant. The point estimate's standard error was 2.433.

H_o10Students' confidence in their ability to succeed is unaffected by the availability of adequate materials and supplies.

Table 12
Simple Linear Regression Equation: Sufficient Material and Supplyvs Students' Hope of Success

	B	SE	t	R	R^2	Adjusted R^2	Df	F	p
Sufficient material and supply	9.952 .183	.871	11.431 4.449	.235	.055	.052	1 340	19.795	.001

Student achievement motivation appears to be linked to the classroom environment, as hypothesized in hypothesis number ten. The table's regression equation can be used to forecast the interaction between the two variables. Students' academic ambition was used as a predictor of classroom learning environment in a simple linear regression study. F (1,340) = 13.093, p.05 was found to be statistically significant regression equation. Both factors were scaled to 39.004+.209 (students' achievement motivation) to measure the classroom learning environment. Students' motivation to achieve decreased by 0.209 units for every unit increase in the classroom learning environment. With an R2 of 0.039 percent, just 3.9% of the variance in students' achievement motivation was explained by the classroom learning environment, which was projected to have a R =.193 association with both variables. P.05 indicates that the t-statistic of 3.168 indicates that the beta coefficients' 0.209% significance was statistically significant, according to the P.05 p-value of the beta coefficients' significance. There was a standard deviation of 2.433.

Discussions

According to the study's findings, the learning environment has a significant impact on academic motivation. ' In line with the findings of Gherasim, Butnaru, and Iacob (2011), who discovered that the learning environment influences student motivation and learning goals, this finding is also consistent. Students would be able to set performance-based goals if the class's learning activities focused on relative ability, grades, and performance. Sikhwari (2014), in contrary to the study's findings, claimed that the learning environment had no significant impact on desire for performance.

What we wanted to find out was whether or whether children who establish goals, take action, and hope for success are more likely to be motivated academically. According to our findings, accomplishment goals are the most important determinants. Students who have had a positive classroom experience are more likely to set greater academic goals for themselves. Previous studies have shown that students who are more likely to give up when faced with difficult work or failure are more likely to have mastery and performance-approach goals (Schneider et al. 2008; Gherasim et al. 2011; Normand et al. 2008; Tonci et al. 2008; Gherasim, Butnaru, &Iaco, 2011). (Schneider, Tomada, Normand, Tonci, &Pintrich, 2004).

Conclusions and Recommendations

This study's findings suggest that the way students learn in the classroom affects their desire to do well in school. Students' motivation in the classroom is affected by the way the classroom is set up. In other words, the style of learning environment helped the students be more motivated to do well in school. People started to get more excited about school because they were in a better place.

Pupils' goal setting is not affected by where they go to school, one of the hypotheses says. A goal is a mental picture of what senior researchers want students to be able to do in terms of learning and achievement. How well students do in school is judged by what they think is important. This shows that students' academic goals are not affected by where they go to school.

Students' behaviour and confidence in their own abilities are better when they are in a good learning environment in the classroom, say hypotheses 1.3 and 1.4. They are linked to a set of classroom activities that are affected by their learning environment. The atmosphere of the lecture hall also encourages students to believe that they can do well in school. There are a lot of ways that students improve their self-efficacy and set learning goals that are based on the real conditions in their classrooms.

Goals make a teacher think critically about what is important and how to best teach a subject. Goals help students see what they can do and where they should spend their time and energy. It doesn't matter how good the teacher is if students set goals and believe they'll be successful, according to hypotheses 1.2 and 1.3. In addition, poor teaching has an effect on students' goal setting and expectations of how well they will do. When a teacher has high expectations for their students, they make the classroom more academic. However, the quality of the instruction was not high enough to make students want to set big goals and have hope for success. Hypothesis No. 1.6 says that students' strategic activities are better when their teachers are good. This shows that the quality of the teacher's teaching affected how students learned in the classroom.

This means that when you teach or learn, you can't do it without learning materials or AV aids in the classroom. According to hypothesis 1.8, 1.9, and 1.10, students don't have enough information about how to teach and learn to set goals. Students' strategic activities and expectations for success are well-supported by the educational materials and supplies that are available at their school. Educators are in charge of creating a positive learning environment where students can set learning goals, take action, and track their progress toward meeting those goals, among other things. Students should be encouraged to do well by their teachers setting up a healthy competition in the classroom. Teachers should help their students learn how to be good self-regulators by giving them active and responsive scaffolding.

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