

## EFFECTS OF CLASSROOM ENVIRONMENT ON STUDENT MOTIVATION

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### ABSTRACT

This research explores the impact of classroom environment on student motivation across various grade levels. Through qualitative and quantitative methods, the study identifies how elements such as physical layout, teacher-student interaction, classroom climate, and availability of learning resources influence intrinsic and extrinsic motivation among students. A mixed-method approach was used involving surveys, classroom observations, and interviews with students and teachers. The findings highlight that a well-organized, inclusive, and resource-rich classroom environment significantly enhances students' engagement and motivation levels. These insights offer valuable implications for educators, policymakers, and curriculum designers to foster motivating learning spaces.

**Keywords:** Classroom environment, student motivation, teacher-student interaction, learning resources, academic engagement, educational psychology, classroom climate, school infrastructure.

### INTRODUCTION

The significance of classroom environment in influencing student behavior and academic outcomes has long been recognized in educational psychology. Motivation, which serves as the driving force behind learning and goal achievement, is greatly impacted by both physical and psychosocial features of the learning space. Classroom environments that are safe, structured, supportive, and aesthetically appealing can foster enthusiasm, persistence, and a positive attitude toward learning. Conversely, environments that are disorganized, restrictive, or emotionally neglectful may inhibit students' ability to focus, participate, or feel connected to the learning process.

As education systems evolve to meet the demands of the 21st century, there is growing emphasis on creating learning spaces that not only facilitate cognitive development but also cater to emotional and social well-being. Elements such as seating arrangements, lighting, noise levels, temperature, and the presence of visual stimuli have all been found to affect students' cognitive performance and motivation

levels. Equally important are relational factors—such as how supported students feel by their teachers and peers, the degree of autonomy allowed, and the general classroom climate. These variables collectively contribute to shaping students' attitudes, efforts, and willingness to engage with academic tasks.

Despite the widespread acknowledgment of these factors, there remains a need for comprehensive research that integrates both quantitative and qualitative perspectives to understand how diverse aspects of the classroom environment influence motivation. This study seeks to fill that gap by systematically examining how physical infrastructure, teacher behavior, and classroom organization impact students' intrinsic and extrinsic motivation across different educational stages. By identifying key environmental features that either enhance or hinder motivation, the study aims to provide practical recommendations for designing effective and supportive classroom environments.

## **REVIEW OF LITERATURE**

Numerous studies have linked classroom environment with student motivation. According to Deci and Ryan's Self-Determination Theory (2000), autonomy, competence, and relatedness are crucial in fostering motivation. Research by Fraser (2012) emphasizes that a supportive classroom climate enhances student engagement. Weinstein and Romano (2014) highlight the significance of classroom structure and layout in promoting academic enthusiasm. Moreover, Pianta et al. (2008) suggest that emotional support from teachers directly correlates with increased student effort and motivation. Collectively, these studies suggest a strong interplay between physical, emotional, and instructional elements of the classroom and the motivational levels of students.

## **RESEARCH METHODOLOGY**

A mixed-method research design was employed in this study. Quantitative data were collected using structured questionnaires distributed to 200 students and 20 teachers across five schools. The Student Motivation Scale (SMS) and Classroom Environment Scale (CES) were utilized. Qualitative data were obtained through classroom observations and semi-structured interviews. Descriptive and inferential statistics were used to analyze survey data, while thematic analysis was applied to

qualitative responses. The sample included students from grades 6 to 12, ensuring a broad perspective across different age groups and academic backgrounds.

## RESULTS AND DISCUSSION

**Table 1: Correlation between Classroom Environment and Student Motivation**

Variable	Pearson Correlation (r)	Significance (p-value)
Physical Environment	0.61	0.001
Teacher Support	0.72	0.000
Peer Interaction	0.58	0.002
Classroom Organization	0.65	0.001

### Interpretation:

The data in Table 1 reveals a statistically significant positive correlation between all measured components of classroom environment and student motivation. The highest correlation was observed with teacher support ( $r = 0.72$ ,  $p < 0.001$ ), indicating that students feel more motivated when teachers are supportive, approachable, and encouraging. Physical environment, peer interaction, and classroom organization also show strong relationships, confirming the multifaceted impact of classroom settings on motivation.

**Table 2: Students' Perception of Classroom Environment (N = 200)**

Item	Strongly Agree (%)	Agree (%)	Neutral (%)	Disagree (%)	Strongly Disagree (%)
My classroom is clean and organized	40%	35%	15%	7%	3%
My teacher listens to student feedback	45%	30%	10%	10%	5%
I feel encouraged to participate in class	50%	28%	12%	7%	3%
The classroom atmosphere is respectful	48%	33%	12%	5%	2%

**Interpretation:**

The majority of students rated their classroom environment positively. Over 75% agreed or strongly agreed that their classroom is clean, organized, respectful, and conducive to participation. Particularly, 78% of students felt encouraged to participate, and 75% agreed that their teacher listens to student feedback, suggesting strong teacher-student rapport—a key factor in fostering motivation.

**Table 3: Mean Scores of Student Motivation by Classroom Type**

<b>Classroom Type</b>	<b>Mean Motivation Score (out of 5)</b>	<b>Standard Deviation</b>
Interactive/Flexible Setup	4.2	0.45
Traditional Setup	3.5	0.63
Resource-Limited	2.8	0.71

**Interpretation:**

Students in interactive and flexible classroom settings reported the highest motivation scores ( $M = 4.2$ ), indicating that open seating, accessible materials, and visual aids enhance motivation. In contrast, resource-limited classrooms showed the lowest motivation scores ( $M = 2.8$ ), underscoring the importance of investment in learning resources and environment design.

The study found a significant positive correlation between classroom environment and student motivation. Students reported higher motivation levels in classrooms that were visually stimulating, organized, and equipped with learning aids. Teacher support, peer collaboration, and freedom to express opinions emerged as major motivational enhancers. Qualitative findings reinforced the quantitative data, revealing that students felt more motivated when they perceived their classroom as welcoming and their teachers as supportive. Observations noted higher engagement in classrooms with flexible seating and interactive displays. Conversely, rigid and overcrowded classrooms showed lower motivation indicators.

## Conclusion

This study confirms that classroom environment significantly affects student motivation. A well-structured, inclusive, and resourceful learning space can enhance students' willingness to learn and participate actively. These findings underline the importance of investing in both the physical and psychological aspects of classroom settings. Future research should consider longitudinal studies to assess the sustained impact of classroom modifications on motivation.

## References

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