



People's Democratic Republic of Algeria

Ministry of Higher Education and Scientific Research

University of Chadli Bendjedid El- Tarf

Faculty of letters and Foreign languages

Department of English

**Investigating the Effects of the Negative Classroom**

**Environment on Students' Motivation**

**Case Study: 1<sup>st</sup> year LMD Students of English at Chadli Bendjedid**

**University El-Tarf**

Dissertation Submitted in Partial Fulfillment of the Requirements for the Master Degree in  
Didactique de L'Anglais

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2017-2018

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## **Acknowledgements**

We would like to express our open-hearted gratitude to our dearest supervisor Mrs. Sana Bouras for her endless guidance and supervision all along this research and who tirelessly kept abreast with us by providing the necessary and keen criticism to conduct this research.

We owe sincere appreciation to EFL teachers and 1<sup>st</sup> year LMD students of English at Chadli Bendjedid University for their precious and indirect help during classroom observation, and seriousness in the completion of the questionnaire through the try out study.

**Zillion Thanks**

## **Dedications**

**In the Name of Allah, the Beneficent, the Merciful.**

**All the Praise is Due to Allah the Sustainer of all the Worlds.**

Above all, we sincerely dedicate this work to Allah, the most gracious for the wisdom, strength, and understanding He has given us.

To our sympathetic, thoughtful and darling parents, who always support us throughout our educational process by providing us with all sorts of help for the accomplishment of this research.

To our beloved sisters, Dounya and Farah and brother Didou for their endless support and love.

Our friends Asouma, Hadjer, Hanan and Souraya deserve profound thanks for their valuable help in a way or another and for the precious and unforgettable times we have spent together in the University.

**Thank you All**

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## **List of Abbreviations and Acronyms**

**EFL:** English as a Foreign Language.

**FL:** Foreign Language.

**LMD:** License, Master, Doctorate.

**NCES:** National Center for Education Statistics.

**Q:** Question.

**S:** Statement.

## Abstract

The present study attempts to investigate, in depth, the effects of the negative classroom environment on students' motivation, then demonstrating the various obstacles facing 1<sup>st</sup> year LMD students of English at Chadli Bendjedid University, El-Tarf, besides its impact upon their motivation was the papers' ultimate focus. To reach this target, we have opted for the descriptive method to appraise the relationship between the inconvenient classroom environment and its influence on students' incentives. Henceforth, two types of data gathering tool were used; on one hand, a questionnaire was administrated to 1<sup>st</sup> year LMD students of English, and on the other hand, classroom observation was conducted to validate the results obtained from the questionnaire. The two instruments were intensively devoted to get some basic information about the extent of the negative class atmosphere upon students' motivation and learning. The obtained findings have confirmed our hypothesis which stipulates "if EFL students' are to be engaged in a non-supportive class climate, the likelihood, its negative upshots will be highly presented, thus students' motivation will certainly be hindered." In fact, both students' questionnaire and classroom observation have strongly emphasized our hypothesis by considering the negative classroom environment as one of the main contributors to students' de-motivation and, therefore, low academic achievement.

Key words: **Classroom Environment, Motivation, Sources of Negative Class Atmosphere, Low Academic Achievement**

## ملخص

إن الغرض الأساسي من وراء انجاز هذا البحث هو تقييم المناخ العام للدراسة و التركيز بالأساس على معرفة الانعكاسات التي تخلفها البيئة السلبية لبعض الأقسام و تأثيرها المباشر على مدى اندماج و تحفيز الطلبة للتعلم, بالإضافة إلى الدور الذي تلعبه هذه الأخيرة في جعلهم اقل فاعلية في القسم. لبلوغ هذا الهدف ارتأينا استخدام منهج الملاحظة مع قسمين للسنة الأولى لغة انجليزية بجامعة الشاذلي بن جديد الطارف, وذلك لمعرفة تأثير المحيط السلبي للقسم على التعلم التفاعلي للطلبة. كذلك قمنا بتوجيه مجموعة من الأسئلة إلى نفس الطلبة لمعرفة آرائهم المختلفة حول ما إذا كان الجو السلبي للقسم من ضمن الأسباب التي قد تؤدي إلى كبح رغبتهم في الدراسة, وبالتالي إضعاف مستوى تحصيلهم العلمي. و عليه فان النتائج المتحصل عليها أكدت فرضيتنا التي تقتضي بأنه, إن تم إدراج الطلبة في بيئة صفية غير ملائمة, فإنها ستؤثر سلبا على تحفيزهم للدراسة. و من هنا نستنتج بان للبيئة الصفية السلبية دخلا كبيرا في التأثير على معنويات الطلبة ومدى تحفزهم للدراسة فضلا على أنها من ضمن الأسباب التي تفسر ضعف تحصيلهم الدراسي.

الكلمات المفتاحية: المحيط السلبي للقسم, الحافز الدراسي, ضعف التحصيل العلمي.

# Chapter One

## Introductory Chapter to the Research Problem

*Chapter One  
Introductory Chapter to the Research Problem*

## **Chapter one**

### ***Introductory Chapter to the Research***

#### **Introduction**

This research is conducted to investigate the effects of the negative classroom environment on students' motivation. This chapter is an introductory chapter to the study; it presents the statement of the problem along with the aims of the study. It also covers the hypothesis, the research questions and the method used which consists of the research design, the participants and the data collecting instruments and procedures.

#### **Statement of the Problem**

In the situation classroom, learners are seen as the main components of the learning process when the rate of participation is measured by the supportable atmosphere, in which EFL teachers should delineate the type of classroom environment students are going to be engaged in.

In fact, the favorable classroom environment has a great value in EFL classes since it helps students to be much more energetic and incentive. Thus, helping them develop their abilities to frequently make use of the foreign language (FL) by means of various activities.

For learning to be fruitful, positive classroom environment must take place to contribute to the ongoing process of students' development. However, engaging in a non-supportive class climate may have certain impacts on students' willingness to participate, therefore, preventing them from stepping forwards in the learning process. Due to some environmental hurdles, learners particularly, 1<sup>st</sup> year LMD students of English at Chadli

Bendjedid University, El- Tarf are actually suffering to get involved in different assigned activities and remain reluctant , what therefore affecting their motivation and hindering their educational progression as well.

### **Aims of the Study**

The focal point that encompasses the existent study is to investigate the effects of the negative classroom environment on students' motivational learning. By doing so, we are certainly shedding light on a serious problem that may subsequently lead to lethargic and chilly classroom climate. Indeed, this enquiry, further, highlights the relationship between the different sources of the unsupportive classroom climate and students' motivation. That is, the more unsupportive classroom environment, the more problems are likely to raise, thus the less incentive learners to produce.

### **Research Questions**

In order to under seek the extent of the unsupportive classroom environment and its negative after comes upon students' motivation. It is necessary to ask the following questions:

- What are the different sources of the negative classroom environment?
- What effects can the negative classroom environment bring about to students' motivation?

## Hypothesis

On the light of the above questions, we hypothesize that:

If EFL students are to be engaged in a non-supportive classroom environment, the likelihood, its negative upshots will be highly presented, thus students' motivation will certainly be hindered.

## Research Method

### Research Design

To verify the content of this hypothesis, we relied on a mixed method. We used the descriptive method to verify the relation between the negative environment and students' motivation. Then, and in order to test the hypothesis and build up the validity into this study, we relied on classroom observation. The descriptive analytical method helps us to report valuable data to be analyzed and to be used for the purpose of generalization. As such, our research yields a qualitative and a quantitative data.

### Participants

To investigate the effects of the negative classroom environment on students' motivation, the current enquiry was conducted with two groups haphazardly selected in the department of English language at Chadli Bendjedid University, El- Tarf, during the second semester of the academic year (2018-2019). Additionally, among a population of about seventy 1<sup>st</sup> year LMD students within the same department, it has been mainly worked on a sample of thirty students randomly selected. The after mentioned samples were much more

helpful in supplying us with the needed data and bringing validity to our research to be successfully accomplished.

### **Data Gathering Tools**

So as to collect the needed data for the present research, two main instruments were used. On one hand, classroom observation was conducted with the selected groups. It was specifically consecrated to investigate the extent of the negative classroom environment, and how it can intensively hamper EFL students' motivation in the learning sequence. The questionnaire, on the other hand, was designed for thirty 1<sup>st</sup> year students; it was mainly intended to know how students perceive the unsupportive class climate and what effects this phenomenon could bring about to their motivation.

### **Structure of the Dissertation**

This study is composed of five chapters. The first one is an introduction to the study that constitutes the statement of the problem, the aims of the study, research questions, the hypothesis, the method used.

The second chapter however, is devoted to give a general over view about classroom environment alongside motivation. The former comprises the definition of classroom climate, its importance, and types besides highlighting its different sources. The latter, on the other hand, entails the definition of motivation, its importance, types and role in the learning process.

The third chapter introduces the research method including the approach used in the study, the target population, in addition to the instruments used in collecting data.

Additionally, the fourth and the fifth ones present the practical part; the fourth section analyzes the obtained data by means of classroom observation as well as students' questionnaire in which the gathered data are scrutinized to prove or disprove our suggested hypothesis. The final section is devoted to provide a deep discussion of the final results

### **Conclusion**

This chapter has introduced our research which is about “the effects of the negative classroom environment on students' motivation” starting by presenting the problem for research and the different components which entail. Hence, the present section is of paramount importance since it gives general description about the issue being examined.

## Chapter Two

# Literature Review about Classroom Environment and Motivation

## ***Chapter Two***

### ***Literature Review about Classroom Environment and Motivation***

#### **Introduction**

This chapter is designed to provide a general overview about the negative classroom atmosphere and motivation. It provides common definitions for classroom environment besides its importance for students. It also sheds light, specifically, on the two types of classroom environment, starting with the positive and ensuring a smooth flow towards the negative class climate, the different sources and their effects upon students' motivation and learning. However, the second part is designed to introduce a brief overview about motivation. It highlights the definition of motivation, its importance in learning environment, then, its different types, ending up with the massive role that motivation plays in the learning process.

#### **Part One: Classroom Environment**

##### **Definition of Classroom Environment**

Classroom environment is the setting where students can acquire, share and scaffold experiences, it is therefore, regarded as a private sphere for learning to happen, in which students are immersed in different fields of knowledge. In this respect, Allodi (2010, p. 94) stated that "the learning environment is a context for students' learning processes."

Furthermore, different definitions of classroom environment were suggested by various researchers in this scope. According to Adelman and Tylor (n.d. para. 1)

Classroom climate sometimes is referred to as the learning environment, as well as by terms such as atmosphere, ambience, ecology, and milieu. The impact of classroom climate on students and staff can be beneficial for or a barrier to learning.

The learning process then, is a complex context which comprises various components which can determine how well learning is performed. Accordingly, Mehdi (2015) noted that “There are a lot of factors, such as, classroom’s structure, lessons, various kinds of assessments, strategies, etc that play a very important role in deciding the progress and effectiveness of teacher-student learning and teaching.” (p. 1703)

### **Importance of Classroom Environment**

As far as learning is concerned, classroom atmosphere is quite significant where learners would feel more adequately engaged in classroom activities. To support this idea, Yunus, Osman and Ishak (2011), pointed out that “the classroom atmosphere or environment has a strong impact upon students” (p. 2638). Moreover, classroom environment plays a vital role in stimulating students’ motivation, and consequently leads to active involvement.

Allodi (2010) emphasized that “a responsive and respectful social climate at school can motivate pupils from diverse or disadvantaged backgrounds to participate actively in the educative process and to achieve good results” (p. 90). That is, even multiple students’ levels and different backgrounds are largely influenced by the supportive classroom environment in which learners can feel enthusiastic and are actively pushed to participate.

### **Types of Classroom Environment**

Classroom climate is an essential component in the learning process. It has two distinctive types: Positive Classroom Environment and Negative Classroom Environment.

### **Positive Classroom Environment**

Conducive classroom climate is of paramount importance in the teaching/ learning process. Positive classroom environment then must be a contributor to students' success, so as to guide their efforts and gradually increase motivation. As such, Sieberer-Nagler (2016) stressed that "a positive classroom climate feels safe, respectful, welcoming and supportive of student learning". (p. 166). In other words, positive classroom atmosphere should catalyze the learning desire and encourage active involvement.

Also Camp (2011) asserted that secured classrooms are the ones where learners are provided with sufficient attention and respect. Thus, offering them enough chances to learn. Henceforth, establishing a convenient classroom climate would positively stimulate learners' willingness to participate and direct their powers to successfully fulfill certain objectives. (Nugent, 2009)

### **Negative Classroom Environment**

Negative classroom environment has a great impact on students' achievements since engaging in such learning climate is going to hamper their willingness to participate consequently, creating un-conducive environment. This view is assured by Bennett, (2001) who emphasized that the impact of the learning atmosphere can be much more harmful for the learning process. Similarly, Jones (1987b, as cited in Camp, 2011) found that the nature of the classroom climate may impede the learning desire and decrease motivation.

"Classes which are considered to be 'boring', 'a waste of time', and 'unnecessary' can have a strong effect on student motivation and attendance" as clearly pointed by (Ghenghesh & Louis Nakhla, 2011, p .8). Clearly, cold classrooms are the ones where students feel

isolated, and receive less attention from teachers who tend to break down any relation with students, what therefore, push them to display some irresponsible behaviors.

### **Sources of Negative Environment**

Adequately, the non-supportive classroom environment can be shaped via various factors. These lasts are said to have negative redounds upon students' engagement in different activities therefore, having thorough complications over their academic progression.

#### **Teacher-Student Relationships**

In the classroom situation, maintaining social relationships between teachers and students contribute much more to the ongoing process of teaching and learning. Mehdipour and Balaramulu (2013) indicated that "teacher- student relationships are crucial for the success of both teachers and students" (p. 218). In other words, the teacher student relationship influences students' incentives and desires to study.

For that reason, promoting negative relations with students might have bad repercussions upon their motivation and level of interaction in class. Smey-Richman (1989, as cited in Camp, 2011) suggested that if the teacher builds a negative anticipation upon his learner, a decrease in classroom participation may result. Accordingly, blocking ways to regain control and maintain good classroom climate.

#### **Over Size Classes**

Large classes are enormously seen as another factor which can affect students' motivation and the learning environment. According to the National Centre for Education Statistics (NCES, 2000 as cited in Muthusamy, 2015) an over-sized class is the situation where the students' total number is quite huge than an ordinary classroom should hold.

Indeed, such inconvenient situation is probably a challenging issue that would negatively affect students' progression, decrease their opportunities in getting involved in classroom activities and become de-motivated to learn. Similar view held that "Overcrowding has a variety of disruptive consequences for learner behavior. For example, learners cannot pay attention or participate at the required level of intensity because classmates are noisy and restive". (Benbow, Mizrachi, Oliver & Said-Moshiro, 2007; Mustafa et al., 2014; Qasim & Arif, 2014 as cited in Marais, 2016, p. 3)" So, it is quite evident, that an overcrowded class is an adequate environment which brings assistance to some negative disciplinary actions to be displayed within classrooms.

### **Teachers' Poor Management Skills**

Classroom management skills can be also a source of students' de-motivation in the classroom. But before diving into its negative impacts on learners, it is necessary to start with a clear definition. According to Shakila (2009, p. 9) "classroom management is a term used by teachers to describe the process of ensuring that classroom lessons run smoothly despite disruptive behavior by students". However, if the teacher lacks the basic skills in promoting energetic learning, classes will certainly be affected. By consequence, this lack of management skills can hinder students' motivation, and badly affect their progression.

Teachers, who have not ample adept fullness in managing their classrooms, are thoroughly impacted by the variant disciplinary problems which may, then, have a big influence on students' learning. Chambliss (1996) further added that, "if teachers do not have adequate classroom management skills, disruptive student behaviors and lost instructional time may be problematic over the time" (as cited in Demirdag, 2015, p. 852). That is to say, teachers' qualification is a pre-requisite criterion that determines their ability in controlling classroom concerns.

## **Negative Feedback**

Sprouls (2011) defined the term feedback as “information given to a person to scaffold learning experiences and evaluate performance successively toward a goal.” (p. 31). So, supplying learners with feedback is assumed to provide them with sufficient information about their academic performance to be enhanced (Camp, 2011). Teachers' evaluation is of two types, it can be either constructive in supporting students' efforts, or distractive holding harsh criticism. That is why, Camp (2011, p. 93) stressed that the “non-constructive performance feedback can decrease motivation.”

Negative teachers' feedback is obviously a serious issue that has a great role in de-motivating students, thus affecting their academic achievements. Griffing (2006 as cited in Svobodová, 2015) proved that if teachers supply their students with frequent negative feedback, consequently, is going to de-motivate them and affecting negatively their learning process. Furthermore, over-loading students with extravagant negative feedback is much more harmful for their motivation and self- progression as well. “Teacher judgments coupled with excessive pressure embedded in a feedback statement may unintentionally impede learning by negatively impacting motivation.” (Sprouls, 2011, p. 40).

## **Lack of Motivation**

Motivation is the key for students' involvement in classroom. It mainly describes how strong the learning desire of students is displayed in classroom and measures how fully they are engaged in class discussion. Sieberer-Nagler (2016, p. 167) defined motivation as “the energy that gives behavior direction and focus.” However, lack of motivation can insure negative class climate which in turn, de-motivates students and by consequence impeding the learning process.

Lack of motivation is shaped by multifarious factors which contribute to students' isolation, disengagement, and low self-confidence. Kormos and Lukoczky (2004, as cited in Heitzman, 2009) also assumed that students' lack of motivation is closely attributed to the unsupportive class climate.

### **Lack of Teaching Aids**

Teaching/ learning facilities are the central components in the educational sphere. According to Khan and Iqbal, (2012) "Learning is a complex activity that requires...adequate school facilities such as standardized buildings and classrooms with their facilities, instructional materials and equipment." (as cited in Afework & Asfaw, 2014, p. 61). In this vein, Buckley, Schneider and Shang (2004) asserted that instructional materials are the major contributors to students' academic success and quality education as well. (as cited in Afework & Asfaw, 2014).

By contrast, the lack of the basic learning equipments may have serious negative impacts on the learning and motivation as well. As such, Lawrence (2003) stressed that "the unavailability of school resources negatively affects staff and students motivation" (as cited in Afework & Asfaw, 2014, p. 61). Accordingly, classrooms lacking these facilities can make students feel de-motivated and even frustrated towards learning as a whole. This idea is clearly pointed out by Kassam (1978) and Leslie (1992) who stated that "insufficient learning facilities discourage learners" (as cited in Likoko, Mutsotso & Nasongo, 2013, p. 405). It is quite evident that the influence of the unavailability of the needed instructional materials can be much more harmful for students overall learning, motivation, thus, achievement.

### **Teacher Conduct**

Teachers' behavior is another factor which determines the extent of the unsupportive classroom environment that can have an immense influence over students' motivational learning. Although teachers' conduct is the central component in the educational sphere, some of them tend to demonstrate some irresponsible behaviors that would consequently reflect negative impression on students' incentives. Gorham and Christophel (1992) thought that, "teacher misbehavior is a de-motivating factor perceived by the pupils as central to their lack of motivation (as cited in Sava, 2002, p. 1010).

Turning into the teachers' characters, Wentzel (1998) believed that instructors who are described as hard and lethargic from some learners' perspective, are often considered as the major source of students' negative disciplines, poor learning performance and achievements, as opposed to other students (as cited in Mogavezi & Tamiz, 2012). Laziness that characterizes some teachers' personalities is realized through number of common negative manners which are regarded as snags that would hinder students' motivation and learning.

### **Teacher Competency**

The term teacher competency is tightly linked to how well a task is effectively performed by the instructor. Teacher self-efficacy then is defined as "the extent to which a teacher is confident enough to his or her ability to promote students' learning". (Bandura, 1994 as cited in Mojavezi & Tamiz, 2012, p. 483). Nevertheless, "incompetence in teachers has been defined as a group of behaviors that imply the teacher does not care about the course and/or the students. (Kearney, Plax, & Allen, 2002 as cited in Banfield, Richmond & McCroskey, 2006, p. 64).

Incompetent teachers who unintentionally demonstrate their incapability towards classroom assignments often,

Fail to learn and use student names, make tests too hard, are unwilling to help students succeed, and / or present poor lectures. They may bore or confuse students, overload them with information, mispronounce words, or speak with accents that students do not understand. (ibid)

### **Irrelevance of Class Tasks**

For learning to happen, relevant lessons and tasks should take place in classes by which teachers are entitled to abide by and work hard to achieve certain targets, and for students to be optimistic and eager to learn. Mehdi (2015) emphasized that irrelevance of some lessons or tasks which appear when learners are given activities that are not linked to their learning objectives; they consequently, going to avoid attempting them, thus, abandoning these exercises. In addition, Legault and Pelletier and Green- Demers (2006) illustrated that “when the task is not an integral component of a student’s life, or if, in effect, it is not important to the student, a-motivation may result.” (p. 569).

They also spoke about the influence of the uninteresting and empty activities in hindering students’ motivation, therefore, their involvement in classroom.

When a task is void of interesting or stimulating qualities and when it is boring, routine, tedious, arduous, or irrelevant, a-motivation may ensue. Such an activity is likely to be abandoned or neglected. Thus, the unappealing characteristics of the academic task may indeed lead to academic disengagement. (p.569)

## **Behavioral Problems**

To figure out how some behavioral problems can affect negatively students' involvement, it is worthwhile to start with a clear definition of "behavior". According to Mehdipour and Balaramulu (2013) "behavior is a response, which an individual shows to his environment at different times. Behavior can be positive or negative, effective or ineffective, conscious or unconscious, overt or covert, and voluntary or involuntary."(p. 218). So, behavior is how a person acts and reacts according to specific situation.

Disciplinary problems are widely over spread in classroom situations what makes teachers' tasks quite harder to transmit their input creating chilly class climate unfavorable for student learning. Among the observable behaviors displayed by some learners in classrooms and their impacts over student learning process, distracter students, over exuberant students and the non- participant students are the most influential ones.

## **Distracter Students**

Disruptive behavior is the most sounding discipline in classrooms, particularly, in large ones; it annoys students' attention and deters their attempts to further participation. For Walker and Greene (2009 as cited in Kebira, 2015), in a large classroom where varieties of behaviors are interrelated, some students tend to be unwilling to participate and remain reluctant all the time. Consequently, this unsupportive learning climate may decrease learners' desires to interact and/or share ideas.

In other words, disruptive behaviors displayed by some students, can easily have a deep and negative effect upon others in a way that they cannot learn and engage in certain activities.

### **Over Exuberant Students**

Over participation is another factor that characterizes the extent of the inconsistent class atmosphere that prevents students from having equal opportunities during class discussion. This unintended behavior can lead to a decreased motivation and limited involvement. Indeed, monopolizing the overall class time by some students may prevent others from taking part thus influencing unconsciously their desired participation. Jones and Gerig (1994 as cited in Kebira, 2015, p. 12) have given a precise definition for those students as “over participators or compulsive communicators. Over participators are those students who tend to take more than twice the average number of students’ speaking turn during classroom session”.

Being an over participator or a silent student is absolutely shaped through ones’ personality. Over exuberant students are seen as the most active ones in seizing the class talk time by answering each and every question even if they are not actually excellent students. (Congmin, 2016).

### **The Non Participant Students**

In the classroom, some students tend to be less active and remain reluctant. This kind of behavior can thoroughly affect the whole class climate which in turn has negative effects on other students’ motivation. Kebira (2015) defined those students as the ones who take the minimum of the classroom talk time. He further stated that when almost students remain silent in the classroom, it becomes an unsupportive climate for participation as it may frustrate others’ attempts to interact.

Non participant students can absolutely have a very negative influence on the entire classroom, and turn the learning process to be boring and ineffective. This view is supported by Ebel (1976) who pointed out that “silent students disturb faculty members because they

make lectures boring and less effective, and turn teaching into a form of traditional education.”(as cited in Alshoraty, 2014, p. 272).

### **Classroom Layout**

Classroom layout, related to the entire seating arrangement, might be recognized as a serious classroom issue that would, undoubtedly, influence students' interaction and motivation. Banks (2014) asserted that seating arrangement can easily influence students' participation in a way that back row learners are not willing to pay attention to teacher's output that is why the classroom layout can significantly affect learners' participation. Moreover, (Hamouda, 2012, as cited in Kebira, 2015, p. 14) also emphasized the previous idea by saying that “students sitting at the back are seen as observant and those on the front chairs contribute much to the class discussion.” So, the nature of seating arrangement also has a vital role in deciding about the level of students' involvement and their contribution in class tasks.

## **Part Two: Motivation**

### **Definition of Motivation**

Motivation is the key factor for students' involvement in classroom, it is the pleasure, the impetus, and the propulsion towards attempting any given task or assignment and being enthused to learn and achieve certain goals.

Motivation, as the name indicates, is perceived by the strong desire to do something, so, many researchers have defined this term starting by its origin. Sozer (2013, p. 81) said that “The root of motivation comes from the Latin verb “movere” (to move) and means action and determining the direction of an activity.” That is, motivation is the state of moving towards doing or accomplishing a certain thing.

According to Pintrich and Schunk (2003), motivation is the stimulus that orients the desire of a person to do a task which is longed for (as cited Mojavezi & Tamiz, 2012). More specifically, Sozer (2013) described that being motivated expresses how powerful and positive an individual feels towards trying a given task. Similarly, according to Harmer (2005) motivation is the psychological assertion which guides a person to successfully accomplish the desired objective. (as cited in Taqi, Taqi & Akbar, 2017).

### **The Importance of Motivation**

Motivation is of a great value in the educational setting. Sieberer- Nagler (2016) affirmed that motivation has a sounding impact upon students' learning. She claimed that motivation is the power that gives orientation to students' desire to study. It is then, helpful and necessary in building and guiding their disciplines and maintaining focus on any given activity, thus accomplishing the assumed targets, and pushing them strive to fulfill the designed learning objectives.

In fact, Hamalik (2002) also emphasized that “motivation is very important in determining the activity of learning, because a motivated group will be more successful than those who do not have the motivation” (as cited in Bakar, 2014, p. 723). The distinction between having sufficient motivation to complete a task and not having that impetus is largely realized by the success or failure of the activity itself.

Agreeably, to further explain the importance of motivation in the learning process, Bakar (2014) pointed out that motivated students are stimulated to succeed and work hard if the task is of paramount significance and interest. Besides, Dimiyati and Mudjiono 2006 as cited in Bakar, 2014, p. 724) agreed that “motivation has a willingness to activate, mobilize, channel and direct the attitudes and behavior of a learner”. From their statement, we can say that motivation is the energy that nudges the students' discipline for achieving better results.

## **Types of Motivation**

Motivation opens the door for endless outlook and further success; it provides precious opportunities to examine the extent of a learner's abilities and self-determination. Motivation then, is of two distinctive types: intrinsic motivation and extrinsic motivation.

### **Intrinsic Motivation**

Intrinsic motivation is a personal issue that characterizes some students who are aware of the benefits behind trying a particular activity, as opposed to other students who are not able to recognize the value of being intrinsically motivated.

According to Ryan and Deci (2000) intrinsic motivation is the inner willingness to do a task, it is then a concept for self-determination which entails that a person is doing such an activity by his own desire seeking enjoyment rather than being forced or obliged to do it. In the process of learning, students who are intrinsically motivated, certainly feel eager to challenge the different problems they encounter and try to learn from their previous errors. (Walker, Greene & Mansell, 2006 as cited in Mahadi & Jafari, 2012). In other words, learners who are on call to experience difficulties, and try to defeat certain impediments, are likely to be intrinsically motivated.

### **Extrinsic Motivation**

Ryan and Deci (2000) on the other hand, defined extrinsic motivation as "a construct that pertains whenever an activity is done in order to attain some separable outcome." (p. 60). That is to say, being extrinsically motivated means that the person or the learner is extraneously forced to do the task, or he intends to attempt the task for some beneficial purposes. They further asserted that the contradiction between intrinsic and extrinsic motivation may appear

in a way that the former entails trying a certain task for the sake of pleasure, but the latter on the contrary, holds that accomplishing an activity by force is said to gain or obtain something.

A similar stand point highlighted the fact that extrinsic motivation is “the propensity to take part in activities because of the reasons which do not link to the activity. These reasons can be the anticipation of reward or punishment, like being successful in the exam or getting a good mark.” (Vansteenkiste, Lens & Deci, 2006 as cited in Mahadi & Jafari, 2012, p. 232). Therefore, when a student is forced to participate in a given assignment due to some external powers related to grades or marks is then closely linked to his extrinsic motivation.

### **The Role of Motivation in the Learning Process**

The role of motivation in the educative atmosphere is quite pragmatic to the extent that the students' motivation is easily displayed through tireless attempts to prove their capability towards achieving the designed goals (Gardner, 1885 as cited in Mahadi & Jafari, 2012).

Bakar (2014) stressed the immense role that motivation plays in the learning sequence. Putting that “students who have high motivation to learn diligently working on the task, resilient face of adversity, show interest in a variety of problems, prefer to work independently, and not get bored in doing the task.”(p. 723). These characteristics best express students' inner determination to learn, challenge, and take the risk to better achievements.

Motivation then is the engine that turns a person to be enthused towards doing something. For students, it is better to be described as the inner or outer propulsion to attempt or accomplish a certain task; it further gives a learner the chance to activate his prior knowledge, share it during classroom interaction or discussion, and nurture it by the frequent involvement. So, it is immensely significant in the learning process.

## **Conclusion**

Negative classroom environment has been considered as the main source of students' disengagements, de-motivation thus, low academic achievements. It is then regarded by many researchers as the atmosphere where students feel less cared about and neglected in which there is no supportive social as well as emotional classroom environment for them to be vivid and active as it would be.

# Chapter Three

## Method

## *Chapter Three*

### *Method*

#### **Introduction**

This research section is the method chapter; it is designed to provide the approach that we have opted for in this research in addition to the sample population we have chosen to be our case of study. It also includes the data gathering instruments and procedure which were used to collect the needed information to prove or disprove the suggested hypothesis.

#### **Method**

##### **Research Design**

In order to appraise the relationship between the negative classroom environment and its impact on students' motivation, a mixed method was absolutely used. The descriptive analytical method was the approach to be used in this research. It entails using the classroom observation to know the extent of the unsupportive classroom climate and its effects on learners' incentives. It also provides a questionnaire for 1<sup>st</sup> year students of English at Chadli Bendjedid University. The questionnaire proposed was designed to investigate students perceptions towards the negative classroom environment and what effects may it bring about to their motivation to learn. Accordingly, the study yields a quantitative and qualitative data.

##### **Participants**

This research work has been conducted with a number of participants randomly selected from the department of English at Chadli Bendjedid University for the purpose of

gathering the necessary information about the impacts of the inconvenient classroom environment over students' motivation.

We have particularly chosen seventy students; forty three are males, whereas twenty seven are females from two groups and aged between (20-22) years old, they study English as their first diploma. The selected participants were ranked into two different categories. The first category includes the entire seventy students selected for the observation. The second category, on the other hand, involves thirty students divided into two groups; each group contains fifteen students to answer the questionnaire.

### **Data Gathering Instruments and Procedures**

Collecting the needed data to confirm our hypothesis was the papers' ultimate focus. So, to build up validity and bring credibility to this research work, we have selected the most appropriate instruments that most suit our work. Classroom observation was the first tool we have chosen, it was conducted with two groups in the department of English at Chadli Bendjedid University, El-Tarf. The observation took place in the second semester of the academic year (2018-2019); it was specifically attributed to supply us with basic information about how could the negative classroom atmosphere influence students' motivation and learning. In fact, the observation was conducted in the second semester with two groups for one month. It ran very smoothly with most of the teachers who were so kind. We have attended all the sessions despite some which were devoted to make tests. Although some teachers were so collaborative because they already knew us, others were not welcoming and since they were new comers, they did not allow us to make the observation unless we bring a deposition from the department.

The second tool, however, was the questionnaire. It was administered to randomly selected students from the two groups in the same semester, within the same year and University. The questionnaire was tightly administered to thirty students only. The reason behind opting for the questionnaire besides the classroom observation was to better emphasize our hypothesis. It was much more helpful and feasible to gain information for the sake of analysis.

Actually, the questionnaire was composed of sixteen (16) questions about the different sources of the negative classroom environment; it includes yes/no questions, some open questions for students to better express their opinions in additions to other ones where students were asked to tick the right answer. In fact the questionnaire was quite similar to the observation grid which was divided into thirteen (13) statements some of them were posed in form of questions. Both instruments were absolutely designed to meet the same target about the sources of the non-supportive class climate and if they can truly do affect students' motivation and learning.

The data was collected in the second semester of the academic year (2018-2019). We visited 1<sup>st</sup> year students, in which they were supposed to have a class from 11h to 12:30h. So, we have asked the teacher for permission to administer to questionnaire. In fact he was so kind and welcoming, allowing us to distribute them in the last 15 minutes; the questionnaire was easily submitted to students who were very collaborative and serious in answering the questionnaire. Despite its clarity, some students were confused to answer some questions, what therefore obliged us to explain few points.

## **Conclusion**

As a synopsis, the research methodology section was a pre-requisite criterion in deciding about the quality, validity and credibility of our work. It includes the main practical instruments appropriate in bringing value to this study so as to be analyzed and interpreted in the discussion section.

# Chapter Four

## Results

## ***Chapter Four***

### ***Results***

#### **Introduction**

This section is devoted to present the field work which investigates whether the negative classroom environment affects students' motivation and if it can truly hamper their educational progression. So, this shed light on the obtained results collected by means of two different instruments namely classroom observation and students' questionnaire.

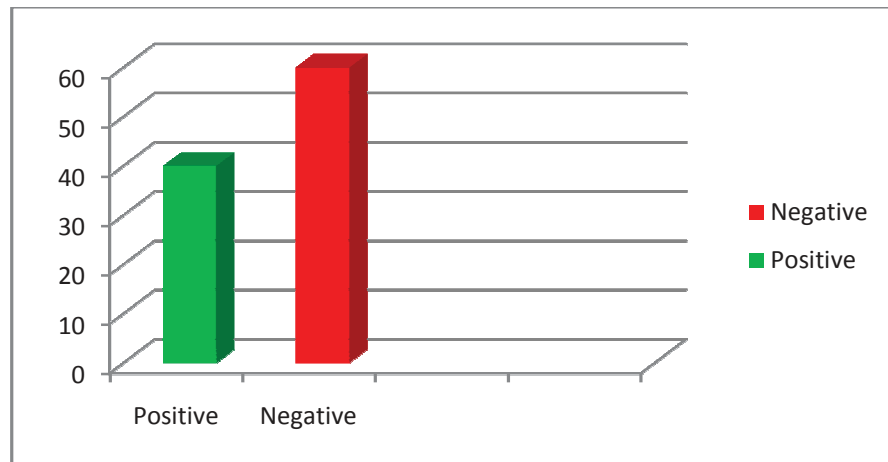
#### **Part One**

#### **Students' Questionnaire Results**

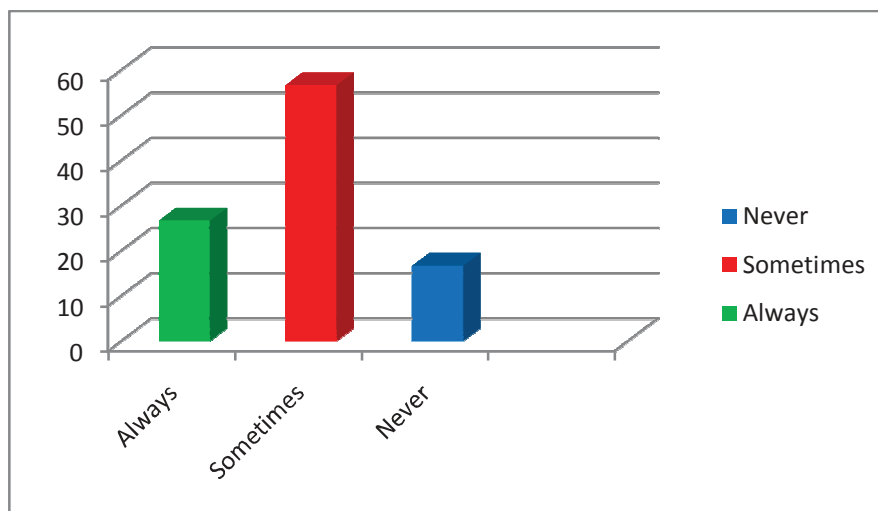
The questionnaire is designed to figure out the impact of the non-supportive class climate upon students' motivation and learning. Indeed, it was submitted to thirty 1<sup>st</sup> year students at the department of English at Chadli Bendjedid University, so to know how they perceive the negative classroom atmosphere in relation to their learning process.

#### **Q1+ Q2 Students' Gender and Level**

According to the answers, the number of female students is mainly about **70%** more than the number of male students which is over **30%**. In addition, in describing their level, the majority of students **40%** have an average level in English, and about **33.33%** have a low level, whereas **26.66%** of students affirmed that they have a good level in English.

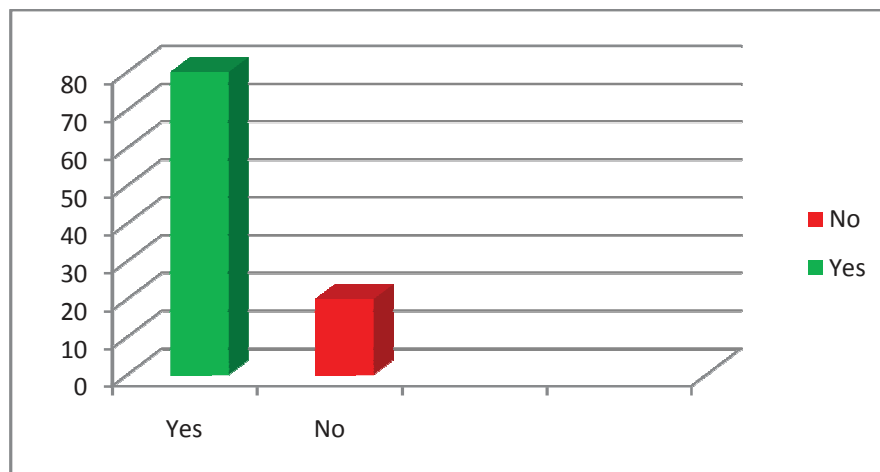
**Q3: How can you describe your classroom learning environment?****Figure 4.1: Description of Classroom Learning Environment**

As revealed in the above figure, a major portion of students over **60%** affirmed that their classroom learning environment is negative meaning that it is not supportive for learning. However, the rest of them **40%** said that their learning environment is positive and can be supportive for their learning.

**Q4: How often you interact in classroom?****Figure 4.2: Students' Interaction in Classroom**

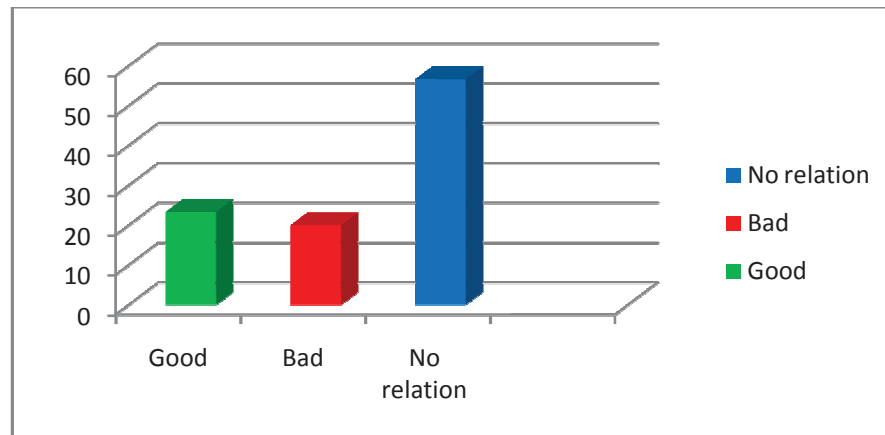
About **56.66%** of students said that they do sometimes interact in classroom, meaning that they are not fully motivated to participate actively, whereas over **26.66%** said that they always interact in classroom. However, only **16.66%** of students claimed that they never take part in the classroom discussion, and this indicates that there is no a supportive class climate for frequent interaction.

**Q5: Do over crowded classrooms affect your participation in class activities?**

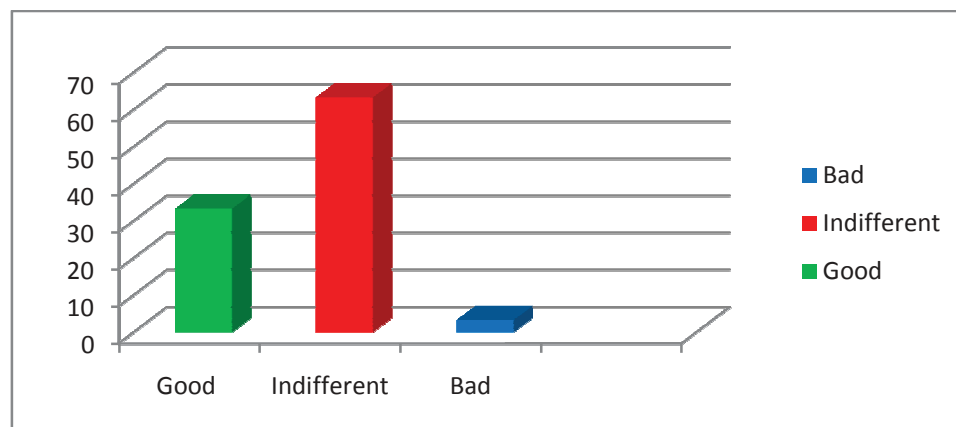


**Figure 4.3: The Effect of Overcrowded Classrooms on Students' Participation**

Figure five shows that, almost students **80%** agreed upon the negative effects of the large classrooms on their participation which can be hindered by such inconvenient classrooms. But the minority **20%** affirmed that it has no effect on their participation even if learning in such situation may de-motivate them.

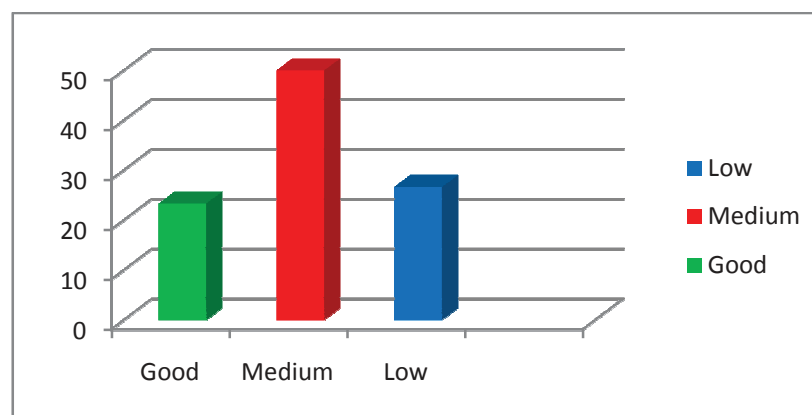
**Q6: what is the type of the relationship between you and your teacher?****Figure 4.4: Teacher- Student Relationships**

Seeing the answers of the students, about **56.66%** of them admitted that they have no relations with their teachers what creates a kind of distance between both of them. On the contrary, over **23.33%** said that they have good relations which are extremely governed by mutual respect. But the fewer over **20%** indicated that their relationship with their teachers is bad which is tightly shaped throughout conflicts.

**Q7: How can you describe your teachers' behavior?****Figure 4.5: Teachers' Behavior**

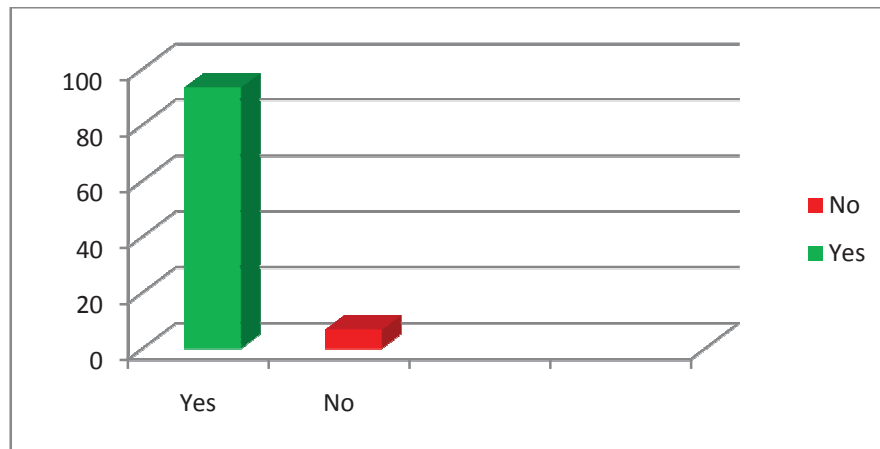
Concerning teachers' behavior, the answers have revealed that most students **63.33%** claimed that their teachers' behavior is indifferent. That is, teachers seemed to be less caring about students. On the other hand, about **33.33%** said that their teachers' conduct is good in classroom what stimulates and motivates them to learn. Whereas, the rest **3.33%** confirmed that their teacher behavior is bad, so, it is no longer a supportive factor for better learning.

**Q8: How can you judge your teachers' ability in performing lessons? Is it**



**Figure 4.6: Teachers' Ability in Performing Lessons**

As it is clearly shown, **50%** of students emphasized that their teachers have medium ability in presenting lessons, that is why students' level is not enhanced as it would be. However, **26.66%** claimed that their teachers have low ability, what contributes to students' low level in acquiring the English language in particular. Whereas, **23.33%** of them said that their tutors are good in performing lessons, which help students easily understand the lessons being presented.

**Q9: Does the negative feedback from your teacher affect your motivation to participate?**

**Figure 4.7: the Impact of Negative Feedback on Students' Participation**

High percentage of **93.33%** of learners entirely agreed with the idea that the negative teacher's feedback can affect their motivation to participate. They justified that they feel disappointed when they receive harsh criticism from their teachers. They have also added that the non-constructive feedback of some teachers prevent them from participation or hinder their efforts what turns them to remain passive .However, minority of students over **6.66%** said that negative feedback does not affect their motivation, in a way that they do not care about teachers' judgments. Most of those students are intrinsically motivated.

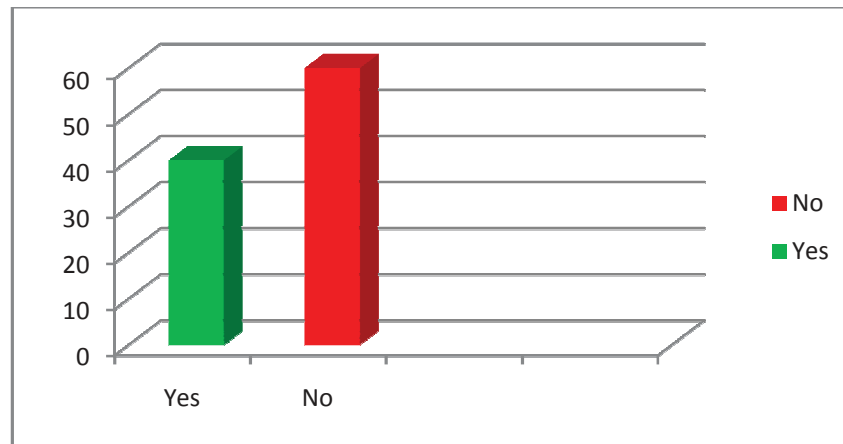
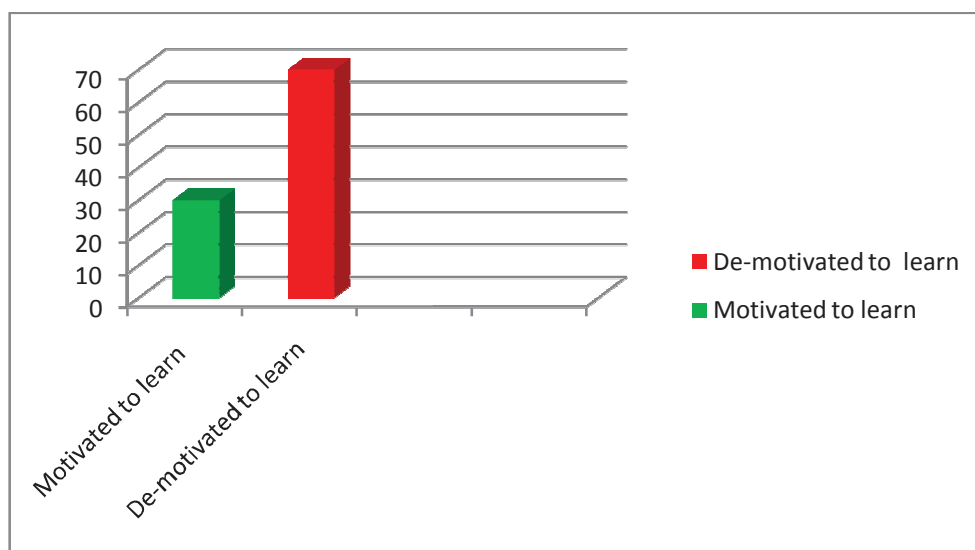
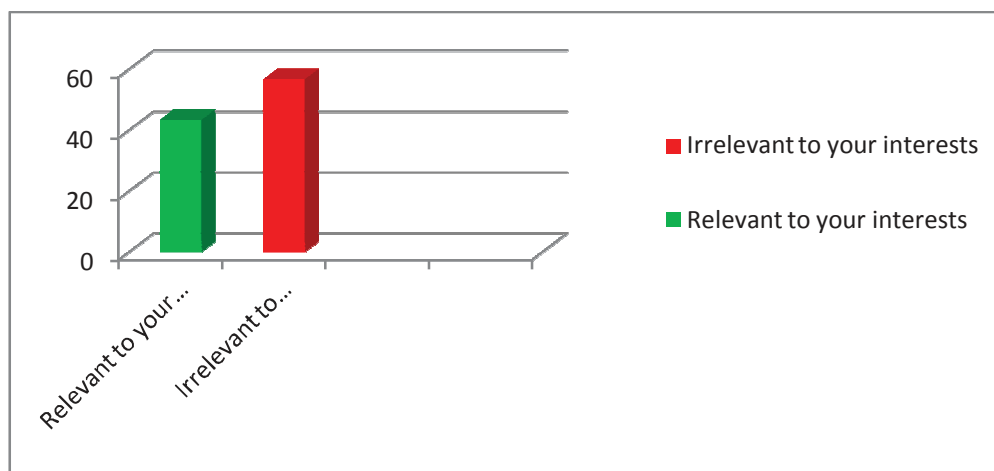
**Q10: Is your teacher a good classroom manager?****Figure 4.8: Teachers' Management Skills**

Figure ten revealed that **60%** of learners claimed that their teachers are not good managers; they are not capable of controlling class concerns. But over **40%** of them agreed that their teachers are good classroom managers whom they think are skillful enough in controlling classroom's affairs.

**Q11: How do you feel in classroom?****Figure 4.9: Students' Motivation in Classroom**

A large portion of students mainly about **70%** are not motivated to learn because according to them some teachers are not qualified to teach. Others said that some classrooms lack the basic equipments for learning, and some admitted that the entire learning environment is no longer supportive to motivate them to learn. Whereas, just **30%** of them said that they are motivated since their ultimate focus is to acquire the language more proficiently.

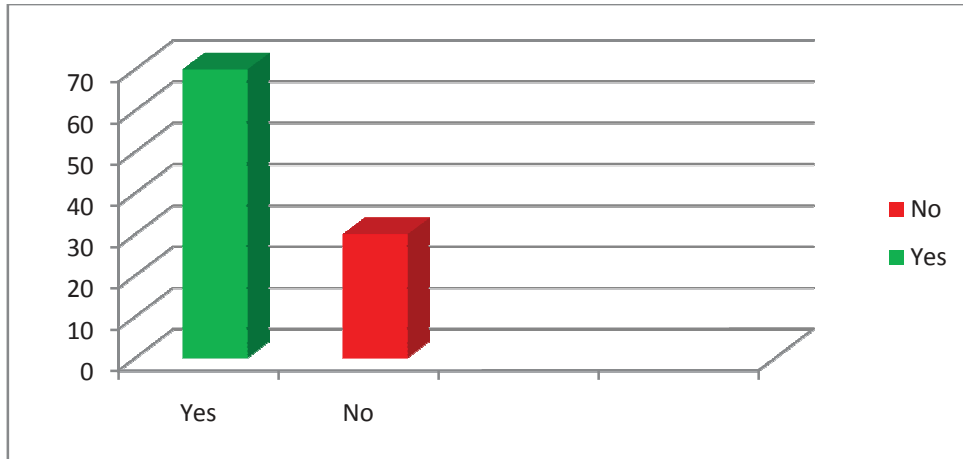
**Q12: Concerning lessons and tasks presented by your teacher; how do you find them?**



**Figure 4.10: The Relevance of Tasks and Lessons**

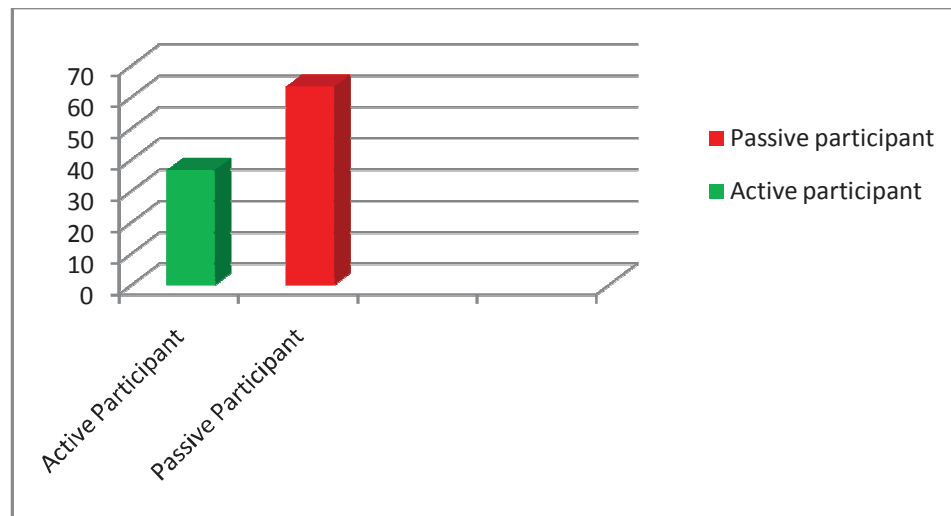
Considering the relevance of tasks and lessons presented by some teachers, **56.66%** of students affirmed that they are irrelevant to their interests and aims; meaning that they do not serve them in the long run. On the contrary about **43.33%** thought that they are relevant to their future domains; what indicates that these tasks are quite significant to contribute to students' future interests.

**Q13: Do you think that the lack of classroom facilities (audio-visual aids: data show, computers....etc.) Can have a negative impact on your learning progression?**



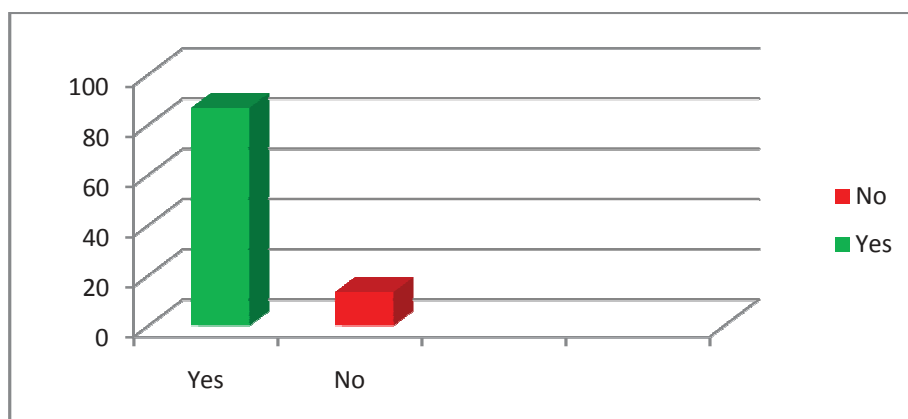
**Figure 4.11: The Negative Impact of the Lack of Classroom Facilities**

Almost all students **70%** agreed upon the negative impact of the lack of the teaching facilities justifying that; for example oral expression lessons and classroom presentations cannot be presented by papers only because without data show and computers, information is not grasped. Others said that it has a negative impact since some modules need these facilities. But only **30%** of students disagreed with this idea explaining that this lack does not affect them or their motivation to learn.

**Q14: How can you describe your participation?**

**Figure 4.12: Students' Activeness vs. Passiveness in Classroom**

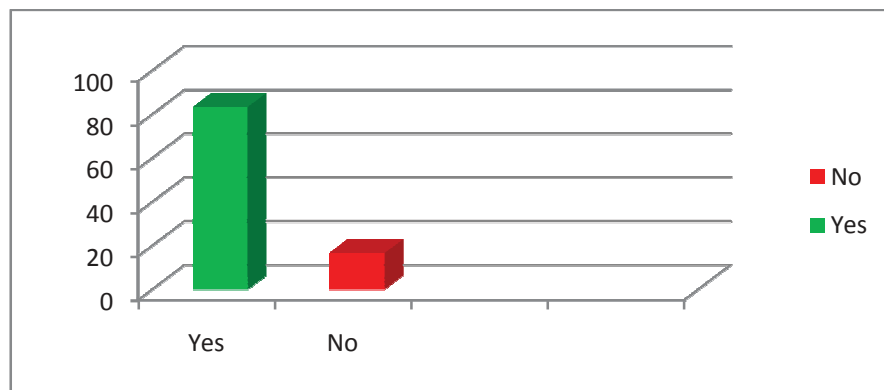
The figure above shows that, passive participants are about two times **63.33%** the number of the active ones. Some students justified their passiveness by shyness, reluctance, de- motivation, over participation of some students, and teachers' attitudes alongside unresponsiveness. Whereas, **36.66%** of the respondents claimed that they are active participants who are frequent participant in class activities.

**Q15: Do over participant students prevent you from participation?**

**Figure 4.13: The Impact of the Over Participator Students**

Over **86.66%** of students claimed that over participant students do prevent them from participation since they monopolize the whole class talk time and answer each and every question, also they unintentionally prohibit their chances to participate what lead them to be reluctant all the time. However, just **13.33%** do not consider over participation of some students as a hurdle to their interaction; seizing their opportunities to interact whatever the situation.

**Q16: Does classroom distraction hinder your learning?**



**Figure 4.14: The Impact of Classroom Distraction on Students' Learning**

As clearly manifested in the figure large portion of students over **83.33 %** claimed that classroom distraction do hinder their learning, what means that extraneous disruption have a sounding impact over students' focus in classrooms. Whereas, only about **16.66%**, said that classroom distraction does not affect their learning; meaning that they are seriously engaged.

## Part Two

### Classroom Observation Results

The observation however, was conducted with two groups at the department of English at Chadli Benjedid University. It was also designed to collect the needed data about the effects of the negative classroom environment on students' motivation. Indeed, the observation took place in the second semester of the academic year (2018-2019) for a whole month. Accordingly, it was much more helpful in providing us with the required data to be analyzed and interpreted to build further validity to this study.

#### **Q1: Is class size a problematic issue for students' motivation?**

Throughout the observation which we have conducted with the chosen groups, it was clearly noticed that classroom size was not really a problem for students' motivation to learn, because the number of students was acceptable compared with the class size in which students felt at ease to participate. But, we cannot deny that the overcrowded classrooms could absolutely be a source for students' disengagement thus de-motivation.

#### **Q2: Does the negative nature of the relationship between teachers and students contribute to students' less involvement in classroom?**

Concerning the relationship between teachers and students, it was not really a bad one, because considering the number of sessions we have attended with those groups; it appeared that almost all the teachers have good relations with students who were approximately involved in the learning process. Despite the obtained results, the issue being examined can be an influential factor that may strongly affect learners' rate of involvement.

**S3: Teacher behavior is unsupportive for the learning environment.**

The obtained results show that, some teachers were indifferent; meaning that they were not fully interested in what they were actually teaching, what creates a negative classroom environment in which students felt less caring about what turns them to be off task. However, other teachers' conduct was good in stimulating students' motivation to participate actively in classroom.

**S4: The teacher competency in presenting lessons and interacting with students is low.**

During this observation, we have noticed that not all the teachers were capable of insuring a vivid interaction with students. In fact, they were not at the required level of competency to contribute to students' engagement in classroom discussion. Consequently, students were less active to participate or share ideas; some were sleeping, others were chatting and the majority was absent.

**Q5: Does the negative feedback provided by the teacher during class discussion contribute to students' frequent involvement in classroom?**

Considering the negative feedback, it was not actually apparent in those groups, because teachers' negative judgments were absolutely absent. But this does not mean that the negative feedback given by some teachers do not affect students' motivation to interact; meaning that it is a serious problem that would prevent learners from exerting efforts and being active participants in classroom discussion.

**Q6: Is the teacher skillful enough to manage and control classroom interaction and students' behavior?**

Regarding teachers' management skills, it was evident that some teachers; were lacking the minimum basic management skills. Indeed, they were incapable of controlling neither

class concerns nor students' disciplines. This problem was highly presented by some other teachers what therefore makes students feel isolated and/or display some irrelevant behavior.

**S7: Students are not motivated to learn in classroom.**

In most courses it was observed that students were not motivated as it would be. This could be attributed to some reasons, such as: poor lecturing, boredom, disinterest, low level, and timing of the sessions being presented. This phenomenon can greatly insure a negative and chilly classroom climate where learning seemed a challenging issue.

**S8: Some classroom tasks and lessons are not related to students' interests and future domains.**

Conversely, the number of sessions we have attended proved that all the tasks and activities performed by teachers were absolutely relevant to students' interests and future domain in a way that are significant for students who are aware about their value in the long term. However, supplying students with some irrelevant activities is no longer helpful for them to carry on learning thus, killing their attention and motivation via the course being introduced.

**S9: Classroom is not equipped with learning facilities that are helpful for students for better learning.**

Throughout this observation, it was quite evident that classrooms were not equipped with some teaching aids i.e. data shows in particular. That is, some courses which we have attended and which need these facilities for example, Social and Human Sciences, Research Methodology and Culture, were just presented orally what turning students to be less interested and having difficulty in assimilating and comprehending the lessons.

**Q10: Does the negative classroom layout and uncomfortable seating arrangement affect students' level of participation?**

Despite its importance, some seating arrangements were not really helpful for some students to be active and contribute to classroom discussion, i.e. some were off task; speaking, sleeping, playing with mobiles, laughing...etc. And this could surely affect their level of participation. However, students seating in the front chairs were contributing much more to classroom interaction.

**S11: Over participation of some students monopolizes the whole class talk time and prohibit others' chances to participate**

Regarding the frequent and excessive participation of some learners, others were not having equal opportunities to take part in classroom tasks since those compulsive communicators were seizing each and every chance to talk. This unintended behavior prevents others' willingness to participate, who by consequence remain reluctant.

**S12: Some students remain silent in classroom and do not take part in the assigned activities.**

Silence in classroom has taken the biggest share in all the sessions that we have attended. It was clearly manifested that some learners were extremely passive and were even more than the number of active ones; meaning that classrooms seemed boring, cold and unsupportive to stimulate students' motivation.

**S13: Classroom is impacted by distraction from some students who may influence other learners' motivation to interact.**

Distraction was tightly an inevitable problem in most classes. This phenomenon was highly presented mainly because of some students who were displaying some irresponsible

and disruptive behaviors amongst other learners. Hence, disturbance is a common issue which affected students' overall foci, and hindered their attention therefore motivation.

### **Conclusion**

All in all, this chapter has dealt with the analysis of both students' questionnaire and classroom observation. These instruments used in collecting the necessary data to prove or disprove the proposed hypothesis and to endeavor answering the posed questions, were worthwhile and gainful in deducing thus confirming the supposition being suggested beforehand.

# Chapter Five

## Discussion

## *Chapter Five*

### *Discussion*

#### **Introduction**

This final section is designed to provide a deep discussion for the obtained results from both students' questionnaire and classroom observation. In this chapter each of the two instruments were thoroughly interpreted to confirm and/or disconfirm the stated hypothesis. This section also includes the limitations of the study alongside some proposed suggestions for further research.

#### **Implications of the Research Findings**

This research work is carried out to investigate the effects of the negative classroom environment on students' motivation and learning. The data analysis has revealed that such learning environment is no longer supportive for students' motivation. Moreover, the students are aware enough about the negative nature of the overall learning environment which unfortunately characterizes some classes.

Throughout this enquiry, it is clearly apparent that almost all the learners have copious recognition about the diversified impediments shaping the negative classroom atmosphere and their deep impact upon their motivation. Actually, the questionnaire was much more helpful and feasible in figuring out students' perceptions towards engaging in such unsupportive learning milieu. So, it was not surprising that learners' de-motivation in classroom was due to

a number of unsuitable learning circumstances and/or conditions they are obliged to be engaged in.

Accordingly, throughout the answers, it is well noticed that learners do agree about what effects the inconsistent classroom atmosphere could bring about to their willingness to learn by concentrating and emphasizing that this situation might create a kind of frustration and contribute to their less involvement therefore, weak academic performance alongside achievement in the long run.

On the whole, large proportion of students outvoted that the negative classroom atmosphere can undoubtedly affect their motivation to learn. Their answers have confirmed that when engaging in such classroom climate, students' willingness and impetus to fulfill certain goals may be vanished unless a positive classroom environment is ensured.

Classroom observation also was devoted to know the effects of the negative classroom environment on students' motivational learning and to prove that it can truly be a source of their de-motivation in classroom. As clearly manifested, both students and teachers are the main contributors to the negative classroom atmosphere by displaying variety of disciplines that are regarded as hurdles for both the learning and the teaching processes.

As such, the overall classroom design including: the class size, lay out, seating arrangement, and the lack of the basic teaching /learning facilities were also highly emphasized as influential problems confronting the way students grasp, understand, and develop abilities and the way teachers present, control, guide, and successfully transmit knowledge.

Logically, the sounding impact of the negative classroom environment was basically shaped via the after motioned constraints, which we have undoubtedly recognized as the main factors behind students' lack of motivation in classroom. And by which a given classroom is turned to be less vivid, inactive, lethargic, and unsupportive for students' leaning.

Conclusively, according to the achieved results, we can absolutely deduce that the inconvenient classroom environment cannot be a supportive social climate for learning to occur and/or contribute to students' academic development; it is rather a de-motivating factor which kills the learning desire.

### **Discussion of the Hypothesis and Research Questions**

To give direction to the present study, the suggested hypothesis was extremely devoted to examine the extent of the inconsistent classroom climate and its negative redounds on students' impetus towards learning, whereas the research questions were consecrated to figure out the motley sources of the negative class atmosphere and whether it can enormously influence learners' motivation.

The obtained results from both the classroom observation which was conducted with two 1<sup>st</sup> year students in the department of English at Chadli Benjedid University, and students' questionnaire, have revealed that the inconvenient classroom atmosphere can actually have a sounding impact over students' motivation and learning; in a way that learners' attention and propulsion to study is largely affected and hindered by such unfavorable situation. In addition, students' perceptions and their different opinions about the after mentioned context was highly emphasized and concentrated, because they do agree that the negative classroom environment have an immense impact on their motivational learning.

On the whole, the posed questions alongside the stated hypothesis were effectively answered and absolutely confirmed to give a certain value to this study. With such results, we have certainly arrived at a clear answer to our research questions and effectively confirmed our suggested hypothesis which stipulates that “if students are to be engaged in a non-supportive classroom climate, the likelihood, its negative upshots will be highly presented and students' motivation will certainly be hindered”.

### **The Limitations of the Study**

Despite the fact that the research was of greater importance to scrutinize the topic being examined and which we think that it was a pariah for a long period of time, we cannot deny the number of constraints which have been unfortunately confronting us.

The time provided to accomplish this work was quite limited, what obliged us to hurry a little bit to complete the research earlier.

Moreover, when conducting the observation, we were confronted by some problems i.e. some teachers were not collaborative and prevented us from attending their sessions unless we bring an authority from the department of English. Teachers' absentee was another hurdle which made us lose some sessions to frequently conduct the observation.

### **Suggestions for Further Research**

The current research work is carried out to investigate the impact of the negative classroom learning environment upon students' motivation. Throughout this inquiry we have mainly worked on a number of common problems confronting students' learning process and which are largely over spread in many classrooms. This study can open the scope for other researchers to separately develop these points or even to carry on this study by adding or suggesting new issues shaping the negative classroom environment in addition to the existent

ones. Accordingly, this work can be researched the other way around, i.e. the role of the positive classroom environment in EFL classes, or the effect of the positive classroom environment in stimulating learners' motivation.

Teachers have to create a healthy atmosphere to motivate students to learn, and this can be achieved through myriad of ways.

Providing a constructive feedback; that is to say, teachers should know the timing and the place when/ where to correct and their correction should be constructive in a way that would not de-motivate or fossilize students.

Teachers should be skillful enough in managing classroom concerns and controlling the overall atmosphere to make students feel safe to interact and maintain them on tasks especially silent alongside distracter ones throughout creating equal opportunities for all of them to be involved in the educative process. In addition, instructors should demonstrate high level of competency to help students understand, learn and achieve the targeted learning outcomes.

Moreover, students would be more adequately engaged in classroom activities unless classes are equipped with the needed instructional facilities that would assist them to better assimilate the courses being presented and grab their attention to be effectively involved in the learning process.

In order to create a convenient classroom environment, teacher's behavior has to be supportive for the ongoing process of students' learning. In other words, he/she should support learners' efforts, and display good conduct towards his /her students such as being kind, welcoming, careful, flexible, thoughtful, and ideal.

## **Conclusion**

On the whole, this chapter has deeply interpreted the obtained results from both students' questionnaire and the classroom observation which have strongly and successfully confirmed our hypothesis. In addition, it also includes the different limitations confronted this enquiry along some suggested recommendations to be developed for further research.

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# Appendices



# Appendices

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## Appendix A

### Observation Grids for Classroom Environment

Group:	Time:
Date:	Course:

**Ratings Scale:**    **A-** Exist

**B-** Not Exist

<b>General Observation of the Classroom Environment</b>	<b>A</b>	<b>B</b>
<b>General Observation of Classroom Learning Environment</b>  1- Is class size a problematic issue for students' motivation?  2- Does the negative nature of the relationship between teachers and students contribute to students' less involvement in classroom?  3- Teacher behavior is unsupportive for the learning environment.  4- The teacher competency in presenting lessons and interacting with students' is low  5- Does the negative feedback provided by the teacher during class discussion contribute to students' frequent involvement in classroom?  6- Is the teacher skillful enough to manage and control classroom interaction and students' behavior?  7- Students are not motivated to learn in classroom.		

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<p>8- Some classroom tasks and lessons are not related to students' interests and future domains.</p> <p>9- Classroom is not equipped with learning facilities that are helpful for students for better learning.</p> <p>10- Does negative classroom layout and uncomfortable seating arrangement affect students' level of participation?</p> <p>11- Over participation of some students monopolizes the whole class talk time and prohibit others' chances to participate.</p> <p>12- Some students remain silent in classroom and do not take part n the assigned activities.</p> <p>13- Classroom in impacted by distraction from some students who may influence other learners' motivation to interact.</p>		
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## Appendix B

### Students' Questionnaire

Dear students,

The main aim of this questionnaire is to shed light on “the effects of the negative classroom environment on students’ motivation”. Indeed the questionnaire investigates the relationship between classroom environment and students’ motivation. Your most appreciated contribution is expected to be honest and straight forward. Please read all the questions before answering and you are kindly requested to fill this questionnaire by ticking the appropriate answer according to you.

Thanks for your cooperation

Asma El-meftahi and Nawal El-meftahi  
Chadli Benjedid University El-Tarf

1- Specify your gender.

- a- Male
- b- Female

2- Is your level in English?

- a- Good
- b- Average
- c- Low

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3- How can you describe your classroom learning environment?

- a- Positive
- b- Negative

4- How often do you interact in classroom?

- a- Always
- b- Sometimes
- c- Never

5- Do overcrowded classrooms affect your participation in class activities?

- a- Yes
- b- No

6- What is the type of the relationship between you and your teacher?

- a- Good
- b- Bad
- c- No relation

7- How can you describe your teachers' behavior?

- a- Good
- b- Indifferent
- c- Bad

8- How can you judge your teachers' ability in performing lessons? Is it

- a- Good
- b- Medium
- c- Low

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9- Does the negative feedback from your teacher affect your motivation to participate?

- a- Yes
- b- No

Please explain in what why?

.....

.....

10- Is your teacher a good classroom manager?

- a- Yes
- b- No

11- How do feel in classroom?

- a- Motivated to learn
- b- De-motivated to learn

Explain why?

.....

.....

12- Concerning lessons and tasks presented by your teacher, how do you find them?

- a- Relevant to your interests
- b- Irrelevant to your interests

13- Do you think that the lack of classroom facilities (data show, computers...etc) can have a negative impact on your learning progression? If yes please, explain how?

- a- Yes
- b- No

.....

.....

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14- How can you describe your participation?

a- Active participant

b- Passive participant

If you are a passive participant, what is the reason behind?

.....  
.....

15- Does over participator students prevent you from participation?

a- Yes

b- No

If yes how?

.....  
.....

16- Does classroom distraction hinder your learning?

a- Yes

b- No