

Classroom Environment Engraving Teachers'/students' Level of Motivation

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ABSTRACT

Classroom environment plays a pivotal role in increasing or decreasing the level of motivation of both the teachers and students. Classroom environment could involve various elements, from behaviors and personality to resource availability. This study explores to understand who develops the classroom environment. For this study, a qualitative design was applied. Open-ended interview techniques were conducted. Open interview questions were distributed to teachers and students of various departments, of both bachelor's and master's degrees. Altogether 18 respondents participated in this study and shared their opinion on classroom environment and their level of motivation. Coded data was triangulated for analysis, and the crystallization method was applied for giving additional meaning to the analyzed data. The results suggest that classroom environment is shaped by both students and teachers' behaviour. It was found that teachers and students' views mostly contributed to the classroom environment and the level of motivation to learn and to teach. Teachers with a flexible nature can complement in motivating students in creating a harmonious classroom environment. Within the same classroom, there could be multiple environments at different times with different teachers but with the same group of students. Even within the same student group, there exist various natures – some find humor interesting, for others interaction and discussion make them active. Students are vigilant and are concerned about the teaching methodology. This can raise the level of motivation of students, which can have a positive impact on the teachers. Teachers' motivation level increases when the classroom environment is organized and disciplined as expected by them. The changes and the new generation create a different environment. This instigate a teacher to also change their ways of teaching that is situationally-fit. This generates difficulties for a teacher because it instigate them to change their teaching pattern, behavior and personality. Teachers' level of motivation and classroom environment have a close relation. Both contribute to the quality of education.

Keywords: Education, attitude, behaviour, culture, climate, personality, socio-psychology

Introduction

The correlation between teaching and learning is directly connected to students, teachers, classroom environment (Hofverberg, 2020) and the organizational culture and climate (Waxman et al., 2008). Any negative or significantly less correlation between these elements can decrease the motivational level (Cao, 2004). Importantly, a classroom teaching learning environment is essential for gearing the motivational level (Akomolafe & Adesua, 2015) of the teachers' willingness to be committed. However, who develops the classroom environment? A teacher is responsible and accountable to the students learning and their progress. On the contrary, if significantly

less attention is paid by the students, it will decrease the motivational level to teach. Moreover, students can also create and tries to impose new culture within a classroom environment. On the other hand, teachers attempt to impose the old methods of teaching, or obstinacy, or learning or the 'what' method of teaching rather than the 'how' and 'why' method of teaching (Rajbhandari, 2018).

Various needs can bring about the motivation level. A few of these paradigms are observed through the felt necessity. These felt necessities are the felt-positive needs (Rajbhandari, 2024), which are generated to increase the motivational level in the teachers and thus create a harmonious culture and climate within the classroom environment (Rajbhandari et al., 2017). Moreover, the Felt-Positive Motivation (FPM) needs,



according to Rajbhandari (2024), are needed for emotional values, rationality as an economic man, gain for recognition, service without discrimination, differences on performances, and continuation and contributions for sustainability, and these needs are not mutually exclusive.

The FPM is a drive that instigates an individual to strengthen the organizational climate toward making it harmonious for everyone. For a teacher to instigate the FPM, an inner drive needs to be activated. However, this is rarely visible in a practical and real life. Moreover, a real life problem requires a real life solution (Rajbhandari, 2013). A real life problem is a conflict that distracts the motivational level of a teacher through the students where compatibility between the teacher and the students is negatively visible in the classroom. This enhances the dysfunctional behavior amongst the student groups, generating an unhealthy classroom climate and environment.

According to the FPM, teachers motivation increases and decreases with the reflections of students' behavior either for a particular subject teacher or the subject itself. It is important that teachers' commitment and their FPM relate to the classroom context. It is essential to understand the students' need also. However, teachers' FPM drive and their commitment are closely related to their personality and their commitment level. The commitment level can be increased or decreased, but a teacher's personality is difficult to change due to its close attachment to the attributions played by their attitude. Although the attributions of personality, attitude, and commitment may be high in the teachers, if the students motivation level to study is low, it directly impacts the commitment and motivational level of the teachers to teach and even be present in the classroom. This situation forms the teacher's attitude to avoid the whole class. Furthermore, these avoidance parameters are due to the existence of the conflict situation between the students and the teachers within this particular classroom. However, the conflict situation may not be with the students as a whole, it could be within groups of students and even an individual student. For a healthy and harmonious classroom

environment, it is necessary for both the teacher and the students to reflect a positive relational attitude. This generates a conducive environmental climate within the classroom. It is also essential to understand that a committed and dedicated teacher with a high level of motivation can contribute more than a teacher with a low level of motivation despite being committed and dedicated. Therefore, the purpose of this study is to explore the motivation level of a teacher and students that is engraved on the classroom environment through the following questions:

1. How does the classroom environment engrave teachers and students' motivation?
2. What are the relative parameters that connect with a classroom environment and affect teachers and students' motivational level?

Methodology

This study is qualitatively designed using the ethnography paradigm as a research design. This study explores the social and behavioral perspectives of the teachers and bachelor and master's level students. Open-ended interview techniques were applied to collect data from the key respondents. Altogether there were 18 respondents – six teachers and 12 students. The data were coded and further analyzed using the data triangulation analysis method. The triangulated data were further crystalized to give additional meaning. Interview questions were distributed amongst the teachers and students at their convenient time, which did not cause any disturbances in the classroom teaching and learning. The names of the educational institutes are not mentioned for ethical reasons, while the respondents were all given pseudonyms to hide their identity.

Findings and discussion

This section delves into the views and experiences of the respondents, which are analyzed to interpret their opinions to give extensive insights. The views are triangulated between the respondents' views and further crystalized to give meaningful interpretation on the level of motivation with reference to classroom environment.

Shaping classroom environment through students' mind

Classroom environment and level of motivation have a direct relation (Hafizoglu & Yerdelen, 2019). a harmonious environment can bring about a conducive atmosphere amongst and between the classroom members – student groups and teachers, while a bad environment can cause a disruptive behavior, which would disorient the teachers' behavior and decrease the level of motivation.

Moreover, a conducive environment in the classroom, despite having its benefit, can also cause various disorientations within the context. Prolonged disorientation within the students groups and between the teachers and students can also have negative consequences. Prolonged disorientation can be brought about by both the parties – student groups and teachers. Multiple teachers go into a classroom to teach various subjects. A prolonged conducive environment in one class with one teacher can raise the expectation of the students to receive the same behavior from all the teachers, but this may not be possible due to differences in the teachers' personality. This could cause disturbances in the students' mind and distract them from learning.

Supporting this view, S1 mentions:

I do find classes interesting. However, as a student, we may not find all classes equally engaging throughout the year. The level of interest often depends on various factors. Classes are typically more interesting when taught in a creative manner, incorporating examples and humor that keep students engaged. Interactive teaching methods also tend to make classes more enjoyable. Nevertheless, there are times when teaching becomes monotonous, especially when topics require rote memorization rather than conceptual understanding. To make such topics more interesting, creating a lively environment and helping students connect with the material, even if it involves complex theories, can be beneficial.

Similarly, S2 elaborates to explain the rise in the level of motivation to learn due to the personality of the teachers and their creativity in delivery:

I find most of the teachers interesting when they teach in the classroom. I find a few classes in particular very interesting as the teachers of those subjects have an effective teaching style, subject matter expertise, enthusiasm, ability to connect with the students, and good presentation skills. I find those few teachers interesting and feel motivated and inspired to learn from them. However, I find it challenging to stay engaged in a few other classes due to the teacher's monotone delivery and uninspiring examples, resulting in a less interesting learning experience.

Classroom environment is also connected with the administrative policies of the department (Obied, 2020). However, in Nepal, the administration policy is totally guided by a central governing body, which is the university-affiliated board. Sometimes, a teacher's approach to teaching varies and may take a different turn, and this may not meet the demands of the central body, which can cause disturbances in the classroom environment due to misunderstanding of the administrative policies. In this connection, S3 supports by saying:

Every teacher has a different approach to teaching, but when it comes to creating an engaging classroom, from my first semester onward, I have noticed that one teacher in particular is a little different from the others. He has attempted to teach theory differently, but sadly, the time limit has prevented him from finishing his plan. However, if the department would listen to him and at least give it a shot, theory classes would be very different, and students would truly be able to gain the most knowledge possible.

The level of motivation can increase and decrease for students and teachers, but there can be different reflexivity. Within the student community, a decreased level of motivation can provoke other students within the same and different groups to agitate, while

an increase in the motivation level can be less provocative. Respondent S4 says:

Not every teacher is interesting, there are some who are fully dedicated to teaching, while many pursue it as a source of livelihood is what I have observed. So those who aren't dedicated completely could be the ones who are not really interested in teaching.

S5, however, has a different view:

I find all the teachers interesting in the class. I find them very interactive and cooperative while teaching. They don't feel irritated when a question is asked repeatedly and seems more interesting to get into detail and make the students understood.

Supporting this, respondent S6 says:

I find most of the teachers interesting in the classroom. Specially two classes as both the teachers provide us with real life scenarios and examples. And I think those are really useful for me in practical life. I tend to be a bit bored in one class in particular. The reason might be that the teacher lacks the capacity to give related examples to the study materials. I believe my classmates might also agree with me on this matter. The only examples he/she provides are boring and repetitive.

Although respondents from the student groups were randomly selected from different classes and departments, they have found a few classes interesting if not all. These few interesting classes are enjoyed by all, and such a conducive environment can be developed through the teaching and learning process and further by sharing of examples. However, the results also suggest that the student community can be agitated by those boring classes, which can disrupt the classroom environment and can further be transferred to another class and also to another student community. The results also suggest that the classroom environment is not only related to teaching and learning, but also has various other related factors that contribute to classroom harmony. Respondent S7 states:

Not all teachers are interesting because a few are not able to control the class, and their teaching method is more of a lecture than a discussion.

Students' perspective also makes for a conducive classroom environment. This is because many students and student groups tend to observe the teachers' personality while teaching, and this gives rise to multiple views of a single teacher, which are judgmental. However, all individuals are different, and so all teachers are different in their personality and teaching style, but the lessons taught are content-based, which have to be delivered either by interesting examples or by content-related experiences. Respondent S8 states:

I find all teachers interesting when they teach in the classroom because each one brings their own and unique perspective, expertise, and teaching style in the classroom.

Supporting the views of respondents S3 and S8, respondent S9 states:

Every teacher's teaching style is different. Teaching and the learning process depend on both the students and teachers. I try my best to pay attention and interact with every kind of teacher. If it is a practical and engaging subject, I find it very interesting. If it is a theory lecture and the teacher is actively interacting with the students, I am interested as I like to interact. But if the teacher is less interactive and teaches without engaging the students, I find it very boring and monotonous. Until now, the teachers in my department have been very interactive, and they are interesting for me although everyone's teaching style is different.

Judgmental personality of a teacher is determined by the nature of the students while in the classroom. Classroom environment is settled by multi-dimensional perspectives. Within the same classroom, there could be multiple environments at different times with different teachers but with the same student groups. Students exhibit various natures within the same student groups. Some desire interesting humor, for others, interaction and discussion make them active and so on. However, a single teacher may not have all these characteristics, which may be the cause of boredom. Moreover, most

teachers are following the administrative policy of the governing body, i.e., the affiliated university plans and policy. These plans and policy highly determine the classroom teaching style. More the autonomy within the policy, more flexible will be the teaching plans. This can even shape the flexible nature of a teacher in developing the classroom environment. However, there are some status quo groups of students who are active in the classroom despite all the other factors and only relate to content-related teaching. Respondent S10 says:

Yes, the teachers are all mostly interesting when they are teaching in the classroom. The topic is vast, so it brings curiosity to us, and we find it interesting. As the theory class also helps us in our practical work, it is interesting.

With regard to the administrative policies and plans, respondents S11 states:

Owing to the time constraint in completing the subject course from the teacher's side and grading system of the university, my focus has been on a holistic teaching-learning system in college. Being a mediocre student, I prefer to understand the concepts well when the teachers teach in the classroom through two-way interaction between the teachers and students.

On the same note regarding the teachers' nature in the classroom while shaping the classroom environment, respondent S11 again says:

On the contrary, I find some teachers uninteresting because I feel they are lacking somewhere in their presentation style, classroom control, creative teaching approach, to name a few. I have seen teachers rushing to complete the course without comprehending the students' understanding level and the students' engagement with the subject matter.

Importantly, the nature of the teachers may not have any effect on the level of motivation to some students who are determined to learn. In connection

with this, Respondent S12 says”

I found all teachers interesting when they taught me in the classroom. I believe every day is a new start, and I feel immense happiness to be in class and learn new concepts and theories. And teachers teach in a motivated way. So, I feel like going to college everyday despite my health issues.

Classroom environment is concerned with teachers and students' nature of being present while the teaching-learning process is going on. Any discrepancies within the nature of these two elements can cause disturbances in the classroom environment. For building a conducive classroom environment, it is important that both the elements are equally active participants. However, agitation in the classroom environment can be instigated at any time, and the most impactful component that can cause disturbances within the classroom environment is the behavioral factors that shape and de-shape individual characteristics. All these components are within the circle of individual attitude, and this attitude could be of any kind in an individual from ego-centric/defensive, instrumental, knowledge based or value-based expressive (Milfont, 2009). Although, these attributes of attitude are more engraved in the teachers, students cannot be spared from these attributions. The results suggest that attribution of attitudes can have more impactful meaning in causing a harmonious environment. Furthermore, administrative policies and teachers' lesson plans can have meaningful impact on the classroom environment. However, the teachers' role in shaping a harmonious classroom environment is an essential feature. In such cases, teachers' nature of behaving within the classroom needs to be flexible but consistent within the plan and policies.

Classroom environment shaping through teachers' mind

Classroom environment is directly connected with the nature and personality of the teachers and how they behave with the students (Sun, 2021) and the command of the subject they are teaching. Moreover, flexible nature of the teachers can complement in motivating students, thus creating a harmonious classroom environment amongst and between the teacher and student groups. Teachers' attitude attribution highly

determines the motivational level of the students, thus generating a conducive classroom environment. However, it cannot be denied that teachers' attitude can be engraved with high attributions of ego. The attributions of ego can be demonstrated in various ways within the student group, and it can be a psychological phenomenon that affects social groups. Nevertheless, most teachers would like to follow the standard classroom protocol to generate a conducive classroom environment. In this connection, respondent T1 says:

Students should be interested in learning new things. Students should not make noise or disturb the class by sleeping, talking, etc. Other teachers, department, college should not hinder the teaching process with unnecessary rules and regulations. There should be silence in the classroom and interaction between students and teachers.

Most teachers crave for value-based teaching and learning progress for the students. The expectation of the teachers through value-based teaching can sometimes cause disturbances if the expectation of the teachers from the student groups is not met. This can further cause a disruptive classroom environment. On value-based teaching progress, respondent T2 states:

Creating a positive atmosphere where students feel welcomed and encouraged to express themselves. Engaging students through active participation and hands-on learning, fostering respect, and collaboration among peers. Establishing clear expectations for behavior and academic performance, providing a variety of learning resources to support different learning styles, building supportive relationships between teachers and students, promoting critical thinking and problem-solving skills, offering regular feedback on student progress, and being flexible and adaptable in teaching strategies based on students' needs and feedback. The classroom is student-centered, focusing on individual needs and promoting autonomy in learning. Inclusivity and respect are

paramount, fostering a supportive environment where every student feels valued and heard.

On a similar note, respondent T3 says:

I desire a classroom environment filled with positivity, collaboration, and mutual respect, where both students and teachers feel valued and supported. Classroom environments must prioritize creating a safe and inclusive space where everyone feels empowered to learn and grow together, fostering a sense of belonging and enthusiasm for education.

Within the attribution of instrumental attitude, an ideal classroom environment for most teachers is the internal surrounding and student behavior. The behavior that students demonstrate could be both positive and negative. It could be with the subject or with the teacher or a combination of both the teacher and subject. In any of these cases, the classroom environment is agitated, which can cause disruptive behavior in the student group and from the teacher themselves, considering their attributes of attitude. Concerning the instrumental attributes of attitude, respondent T4 mentions:

The expected classroom environment I desire is, there must be silence in class during teaching hours, students should co-operate with their lecturers while teaching, there must be understanding, co-ordination between the lecturer and students, etc. Classroom environment must be comfortable and feasible for every student and lecturer.

Classroom environment is also connected with the physical facilities (Obaki, 2017) that is required in the classroom for teaching and learning. Moreover, the attribution of attitude that affects the relational behavior between teachers and students is also of major concern. In addition, students' attitude towards the teachers and the subjects has equal contribution in disrupting the classroom environment. To eliminate the disturbances within a classroom, practical to tactical approach of a teacher can come handy in settling the immediate situation. Respondent T5 mentions the situational factors for a conducive classroom:

A welcoming environment with all the requirements that are needed for teaching and



learning, positive attitudes of the students, open and peaceful classroom facilities, arrangement of students' seats according to the need like different seat arrangements for lecture, group activities, and group discussion. Positive relationship between the teacher and students. All the students should feel they are dignified irrespective of their caste, race, religion, or gender. Students and teachers must be ready to accept some minor challenges during the teaching learning process. Positive attitude of the students toward learning.

Similarly, Respondent T6 emphasizes students' role as an important factor for bringing about a good classroom environment. T6 states:

The expected classroom environment should be sound, attentive, responsive, and interactive that make the students feel that they are there in the classroom not anywhere in their imaginary world and when they go out of the classes, they have learnt at least something more than in the previous one. To run the class smoothly and effectively, the classroom should have a learning environment that allows the students and teacher to be in synchrony in the teaching learning process.

Good harmony between the teacher and students' group is essential to maintain a conducive classroom environment (Hargreaves, 2000). Harmony between the teachers and students depends on behavioral threads, which can instigate attitude formation. A good attitude with a good moral can be helpful and is desired by all, however, a negative attitude can disrupt the classroom environment, making it difficult for teaching learning to take place. Moreover, formation of attitude and behavioral changes can happen anytime, determined by various integrated factors, and these can also spontaneously trigger anyone and have a positive or negative effect on the classroom environment.

Level of motivation shaping through students' mind

Learning is not an easy task for anyone. Although we debate that learning takes place everywhere (Ossiannilsson, 2019), but the ideal place where learning takes place is within a classroom due to the facilities available and the classroom's decorative organization (Bucholz & Sheffler, 2009). The creation of a classroom environment is essential, either in formal or informal ways. However, creating a conducive classroom will motivate both the teachers to enthusiastically teach and the students to enthusiastically learn. On this note, Respondent S1 says:

Most importantly, the enthusiasm of the teacher to teach the subject matter is paramount. A teacher who exhibits passion for a specific topic, coupled with profound knowledge, will undoubtedly enhance our learning experience. When teachers are genuinely excited about what they are teaching, it inspires us to engage more deeply with the subject matter. Additionally, supportive teachers who are willing to address our inquiries with enthusiasm and are committed to researching and providing explanations for more complex questions create a motivating environment. Appreciating the curiosity of the students and valuing each individual's contributions, regardless of the complexity of their queries, further fosters a positive learning atmosphere.

The level of motivation can be increased in the students through the reflection of the teachers' role, personality, and their presentation on the subject matter (Johnson, 2017). Students are vigilant and are concerned with the teacher's methodology of teaching. The satisfied methodology of teaching can raise the level of motivation on the students, which can have a positive impact on the reflection on the teachers teaching. Respondent S2 says:

When teachers demonstrate enthusiasm for what they're teaching by using various methods to make the subject matter come alive, such as real world examples, interactive activities, etc., they inspire curiosity and engagement in us students. When teachers are encouraging, supportive, provide constructive feedback, and recognize our efforts, it fosters a sense of

achievement and motivation to continue learning.

Likewise, the young teachers are different from the experienced ones. The current generation youth has some attitude attributions, which are reflected in the student group. Respondent S3 says:

Newly hired and young age teachers have a toxic classroom environment and can be egotistical. It feels like they are trying to rival us, but I've come to realize that this is just a result of their inexperience and lack of training. They thus require proper training. On the other hand, classrooms feel like cheerful, friendly places with experienced and old teachers, and they treat us like friends and families. I have experienced that young and new teachers tend to comment on small things and try to intervene in everything we do in the classroom, and sometimes they have also gone personally.

Level of motivation increases and decreases, which depends on the classroom environment. Within the classroom environment, students have a significant role in shaping the immediate contextual variations (Rajbhandari, 2013). In support of this view, Respondent S4 says:

Student's attention and interaction is all what makes the speaker feel motivated to motivate you more.

On the same note, Respondent S5 expresses similar views:

I think the best way to motivate teachers to motivate us to learn more is if we are more attentive and silent. Most times, we students make noise talking with friends, which distracts the teachers to teach in a flow. The other thing is, the students must be more interactive.

An immediate contextual variation is essential to be understood when it comes to gaining attention from anyone who needs to be influenced. However, attention is gained through the interest that the listener has on a particular topic. Moreover,

sometimes the subject matters may be uninteresting, but if a teacher is passionate and interestingly delivers the topic, it can awaken the mind of the students to be attentive, and thus the level of motivation in the teachers and students can increase and vice versa. Respondent S6 says:

I feel like students can tell when a teacher is really passionate about the subject they teach, and we can also figure out who is not really that interested in the subject they are currently teaching. In my case, if the teacher is passionate and really wants us to understand the importance of the subject, it inspires me to learn more. For example, it's kind of hard for me to understand one subject, but since the subject teacher is so passionate about the subject and teaches us with enthusiasm, it inspires me to learn from that particular teacher.

Similarly, Respondent S7 supports the views of S4 and S5 regarding the essentialism of attentive and interaction, which play a critical role in shaping the classroom environment. Respondent S7 says:

Students attentiveness toward the teacher and an open discussion on topics is important.

On the same note, Respondent S8 also supports the view on attentiveness, and an interactive classroom environment can increase the level of teachers and students' motivation. Respondent S8 states:

Teachers are best motivated when they witness their students being engaged, curious, and eager to learn, completing assignments on time, participating in various school activities, and achieving good marks in exams. Additionally, when students are disciplined at school and follow the codes of the classroom and the school, it further motivates teachers.

Students' attentiveness and interactive classes are the essential components that develop a conducive classroom environment, which decides the level of motivation. Respondent S9 says:

In my opinion, respectfulness, discipline, attentiveness, and inter-activeness of students best motivate the teachers, and this motivates the students to learn more in return.



Furthermore, students' attention and interaction can be obtained through the supportive nature of the teacher (Ong & Quek, 2023). This nature can be directly related to the teacher's personality, which can also be engraved with attributions of attitude that contribute in releasing ego-centric, defensive, instrumentality, or value-based elements. In this connection, value-based attributes, which shape the classroom environment and increase the level of motivation, are assimilated into the teachers' ability to empathize and create easy accessibility for the students. Respondent S10 says:

Personally, I think the teachers who are passionate, knowledgeable, and genuinely care about their students' growth and success are often the most effective motivators for us to learn. The teachers who are passionate about their work make the teaching and learning method easy for us students. Showing empathy and being approachable can also make us students feel valued and supported, motivating us to learn more.

Similarly, Respondent S11 supports the view of Respondent S10 and S6:

I personally believe that teachers should have a passion for teaching and an inner desire to make a difference in the lives of students. A passionate teacher, like any individual, will always strive to teach well and get collective feedback from the students and manage to improve their performance. When they are inside a classroom, their focus would be on the students and their teaching. The factor that would motivate them would be the students success not only in their examination but also in their life in general. This would provide them a sense of accomplishment.

On the same note, Respondent S12 also has a similar view:

I think attributes like enthusiasm, sincerity in teaching life influencing contents, sharing their gained experiences, and dedication to one's career best motivate me to learn more from the teachers.

The level of motivation highly depends on the formation of attitude from the teacher's side, which can create a gap in the relational approach between students and teachers. In the same way, students' attitude can also shape the motivational level of the teachers. However, the same level of motivation may not happen with other student groups in other classrooms. The level of motivation is a relative term and cannot be judgmental. The results suggest that the level of motivation can change from one class to another. Thus, the classroom environment can have a direct impact on increased or decreased of level of motivation.

Level of motivation shaped by teachers' mind

The engraving parameters that increases or decreases the level of motivation in the teachers can vary according to the expectation that the teachers have of the students in their classroom. Teachers' level of motivation increases when the classroom environment is organized and disciplined as expected by the teachers. Most teachers in Nepal would want their classroom to be interesting and interactive that generates the vibe for learning within the classroom. This learning attitude is directly connected with the teachers' level of motivation. Regarding interactive and interesting classroom environment, T1 says:

I think students are not interested in learning because of the mediocre presentation by the students. So my aim is to make the classes interesting and interactive. I also want there to be maximum knowledge transfer.

T2 has the same views as T1 regarding the classroom being integrative and interesting. However, the results also suggest a friendly environment and appreciation of the teaching methods and lesson delivery can highly increase the level of motivation in the teachers. Says Respondent T2:

The main things that motivate me are really important for making learning go well. Firstly, when I really love what I'm teaching and care a lot about it, it gets students interested and excited about learning, too. Also, I feel good when I see I'm making a positive difference in the students' lives by helping them learn and grow. Being able to talk well and get along with the students help me build good relationships, making the classroom a friendly place where

everyone wants to take part and work together. When I get praised and recognized by colleagues, students, and the college for doing a good job, it makes me want to keep doing my best. And when I get a chance to learn new things and improve my skills, it makes me even more excited about teaching. All of these things together make teaching a really rewarding and fun experience for both teachers and students.

Similarly, when a social relationship is built with the students' group, any teacher would want to contribute more to their students. This is due to the rise in the level of motivation, which is automatically generated by the social emotional behaviors. In support of this view, Respondent T3 states:

My main motivational factor is the meaningful connections I build with my students and witnessing their growth and achievements throughout the learning journey.

A teacher is also a learner when it comes to progressive development and remaining professional in their specific areas. A new idea from the students can interestingly generate curiosity in the teacher in recalling and changing their methods of delivery and teaching. Teaching is difficult. The classroom climate and the changing generation create a different environment. These changes instigate and demand a teacher to also change their ways of teaching from the traditional to the modern with a new situational method of teaching. This may be difficult for a teacher since it also requires the teacher to change their teaching pattern, behavior, and personality. However, learning to change is also a way to increase or decrease the level of motivation in the teachers. Respondent T4 states:

Sometimes eagerness to learn something as a lecturer may motivate me to create a familiar environment for both me and my students.

Many factors are associated with the level of motivation in the teachers, while physical facilities can be counted necessary. Other related factors such as social, psychological, and positive feedback can

encourage the teachers to practice their teaching. It is important that an environ within the students groups with regard to appreciating and giving feedback to the teachers needs to be activated. This offers ample space to raise the standard and the level of motivation amongst the teachers. Respondent T5 mentions:

Physical facilities are not the only things required to create a good classroom environment. Adequate physical facilities in addition to other factors, such as positive response of the students, progress of the students, and teaching learning environment, make a good classroom environment, which motivates me to teach.

Nevertheless, some factors associated with making the classroom harmonious are the attentive nature of the students, teachers' command of the subject matter, an interactive classroom, students' demonstration of a learning attitude, and conducive physical facilities. On this note, Respondent T6 states:

The major motivational factors that relate me with my students within the classroom are the attentiveness of the students and their eagerness to study new things. Furthermore, their active participation and involvement in classroom activities make the class more interesting.

The level of motivation of the teachers and classroom environment has a close relation. Both these contribute to the quality of education. A positive relation between the classroom environment and good behavior increases the level of motivation in the teachers. And a higher level of motivation in the teachers can bring about good behavior amongst the student groups and create a harmonious classroom environment. Nevertheless, various factors relate to classroom environment that associates with teachers' level of motivation. Moreover, a mind-set that contributes to a conducive climate is also essential. This can be brought about through instrumental attitude formation, which should benefit in the growth of students through quality in education.

Conclusively, the classroom environment and the level of motivation have a significant relationship. These two variables are consequently contributing to each other toward positive change. Moreover, if any one of these variables significantly reflects negative consequences, the impact is immediately felt on the other variable. Thus, the level of motivation on both the teachers and

students is attached to the classroom environment and vice versa. Classroom environment is a cause and effect of the demonstrated behavior either by the students or the teachers. If any of these characteristics imposes negative behavior, there is a direct impact on the classroom environment and consequently affects the level of motivation.

Furthermore, can the level of motivation – if decreased by the impact of the classroom environment – be revived in the later part of the teaching period with the same students? Results suggest that the classroom environment can be improved, but the level of motivation once decreased may be difficult to revive either from the student or from the teacher's side with the same student groups. The level of motivation is connected not only with the classroom environment but also with other associated factors. These associated factors may not come from the classroom but from other sources. These associated sources from outside the classroom can disrupt the classroom environment as well as decrease the level of motivation on both the teachers and students. A few of the associated factors are administrative policies, although not directly related to the classroom but could be directly connected with the teachers or the students. Other associated factors can be the educational policies and the course design or the frequent changes of syllabus. Many other associated factors may have direct or indirect impact on the classroom environment and the significant contributions it makes to the level of motivation. These associated factors either coming from the classroom or from outside the classroom can even be very significant in changing the behavior of an individual and their personality. It was observed that classroom environment needs to be maintained harmonious by both the teachers side and students. Nevertheless, it was also found that most teachers are dedicated to maintaining a harmonious climate within the classroom.

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