HOW CLASSROOM ENJOYMENT INFLUENCE EFL STUDENTS' ACADEMIC MOTIVATION

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ABSTRACT
As a result of the widespread belief that the personal and psychological characteristics of students have a significant impact on their level of academic engagement, a great number of studies have been carried out to investigate the role that students' characteristics play in determining their level of academic engagement. However, in the context of studying English as a foreign language, the significance that classroom fun plays in academic motivation is largely ignored. As a result, the purpose of this study was to investigate the impact that EFL students' level of enjoyment in the classroom had on their level of academic motivation. This study involved the participation of 323 students from secondary schools in Karachi. Quantitative research methods were used. The findings indicated that classroom enjoyment plays a significant role in enhancing students' academic motivation. Regarding sub-domains of motivation, students' intrinsic motivation was strongly influenced by classroom enjoyment, whereas students' extrinsic motivation was the least influenced variable. The findings further followed by the discussion, implications and the constraints of the study.
Keywords: Classroom enjoyment; academic motivation; EFL learners; self-determination theory

INTRODUCTION
The academic motivation of students is widely recognized as a critical factor in the effectiveness of their learning. That is to say, a significant number of educators are firmly of the opinion that kids who exhibit higher levels of academic motivation are more likely to achieve success in educational settings (Bond & Bedenlier, 2019). This is the reason why teachers in any kind of instructional-learning setting always try to boost their students' academic motivation and learning satisfaction (Abdelrady & Akram, 2022). (Kahu et al., 2020). To a vast number of educators, especially those who teach English as a foreign language (EFL), the ways in which students' academic motivation can be boosted have, nevertheless, remained a mystery (Wang, 2022). According to Dornyei and Ushioda (2013), academic motivation refers to the beliefs, aspirations, and values that students hold that decide which academic or school-related activities they will pursue and remain engaged in. Academic motivation is defined as "the enjoyment of school learning characterized by a mastery orientation; curiosity; tenacity; task-endogeny; and the learning of tough, complex, and innovative tasks," as stated by Wentzel and Wigfield (2009). Through the methods that they employ in the classroom, educators play a critical part in creating academic drive in preteens and teenagers (Gasiewski et al., 2012) and in ensuring that middle schools are able to meet the needs of their students (Hughes & Chen, 2011). Engaging in methods that create respectful and loving interactions, encouraging and challenging students, and implementing real learning activities are some of the ways in which teachers can take into consideration the particular qualities of young adolescents (Meece et al., 2003). According to Dotterer and Lowe (2011), students who enthusiastically devote more time and energy to performing their educational responsibilities typically outperform their peers who do not dedicate sufficient time to accomplishing what they are responsible for. This finding was based on a comparison of the academic performance of the two groups,

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which pertains the significance of academic motivation in an English language learning learning environment. Yin and Wang (2016) came to a similar conclusion, proposing that students who actively participate in the various activities and assignments that take place in the classroom have a greater chance of achieving success.

There have been a great number of empirical studies undertaken on student academic motivation and its potential antecedents, such as elements associated to the classroom instructor (Pawlak et al., 2021; Nguyen et al., 2022), context-related factors (Virtanen et al., 2015), and students' personal factors in promoting students' academic Motivation. This can be seen as a response to the fact that there have been many empirical investigations into student Academic Motivation (Chen et al., 2021). However, the impact that students' pleasure in the classroom has on their level of academic motivation within an EFL context has very seldom been investigated. While students' enjoyment of the classroom environment has a key influence in enhancing their motivation to learn English as a foreign language (Fathi & Mohammaddokht, 2021).

Research have revealed that students are dissatisfied with their level of academic engagement for a number of reasons, including incompetent professors (Akram, 2020) and a lack of resources. In the same vein, several studies have indicated that students are dissatisfied with their level of academic engagement (Akram & Yang, 2021). When it comes to studying a foreign language, students frequently struggle with feelings of fear when it comes time to speak in class (Akram et al., 2019). Therefore, the degree to which students enjoy their time in class within an English language learning context plays a big impact in the degree to which those students are motivated to learn.

"Complex feeling, encapsulating interacting characteristics of the challenge and perceived ability that represents the human will for success in the face of challenging tasks," is one definition of classroom engagement (Dewaele & MacIntyre, 2016). In accordance with Piniel and Albert (2018), the sense of accomplishment one gets from studying a second language (L2) is described as one that is uplifting and exciting, and it has been discovered to positively influence the academic outcomes of language learners. The delight of learning a second language, which they see as an emotionally engaging experience, motivates language students to participate actively in classroom activities. Higher academic performance is a direct result of more engaged engagement in the classroom. In a similar vein, Jiang and Dewaele (2019) stated that the enjoyment that learners derive from learning a foreign language acts as a potent incentive for them, which in turn keeps them motivated and encourages them to take action. In addition, Dewaele and Li (2020), drawing on the control-value theory, stated that the enjoyment of learning a second language functions as an activating feeling that encourages language learners' engagement. This is due to the fact that students who take pleasure in acquiring a second language are more likely to remain actively engaged in learning activities.

Because enjoyment and academic motivation are so valuable and important in learning environments, a huge number of studies have been done on these emotional factors and their effects on learning (e.g., Tahmouresi & Papi, 2021; Li & Wei, 2022). Yet, it has been hard to figure out how these factors might affect students' academic motivation in English language learning environments. To fill in these gaps, the purpose of this study was to look at the following goals.

Theoretical framework

This study bases its investigation of the proposed goals on the principle of self-determination, which serves as the study's foundation. According to the self-determination theory, students' levels of intrinsic motivation increase when their demands for competence, autonomy, and relatedness are met within a given learning activity or setting (Deci & Ryan, 1985), which was developed in the context of the self-determination theory. The requirement of being competent in one's activities and interactions with one's social environment is what is meant by the term "competence" (Deci & Ryan, 2000). When students understand how to effectively accomplish objectives (for example, through rules or feedback), they have satisfied their demand for competence (Baard et al., 2004). For example, when students complete a task and receive positive feedback on their performance, it satisfies their desire for competence and increases their intrinsic motivation. The sense that one is the causative agent of one's own life is what is meant by the term "autonomy." On the other hand, deadlines and other external circumstances that limit the impression of control lead to a decrease in the amount of motivation that comes from within an individual. Last but not least, relatedness relates to the significance of maintaining emotional connections and engaging in activities alongside other people. It is more likely that a person's need for relatedness will be satisfied when teachers and peers work together to establish an environment that is

genuine, loving, and supporting. It is possible for students to struggle with both maladjustment and a lack of interest if these three psychological demands are not met in their educational environment.

The current study made the following hypotheses based on the idea that learning a foreign language is more fun and engaging when the learner is engaged in the process (Jiang & Dewaele, 2019).

H1: Classroom Enjoyment positively effect Students' intrinsic academic Motivation.

H2: Classroom Enjoyment positively effect Students' extrinsic academic Motivation.
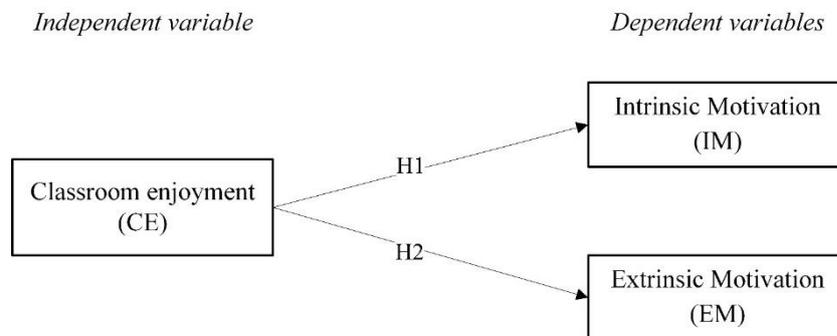

Figure 1: Proposed research model

METHODOLOGY

Research design

In order to investigate whether or not there is a correlation between Classroom Enjoyment and the Students' academic Motivation among secondary school students, a quantitative design was selected because it was the most suitable framework to represent results via numerical representation. This choice was made because a quantitative design was the most suitable framework to represent results from the study (Osborne, 2008).

Participants

The population of the research was comprised of every secondary school student in Karachi who was enrolled in at least one of the city's schools at the time the research was conducted. The researcher used the method of purposive sampling to collect data, as this technique enables a researcher to select a particular demographic of respondents to survey (Etikan et al., 2016). The researcher also took the initiative to hand out questionnaires to each and every school on their own. In this regard, surveys (which were utilized as a method for data collection) were delivered to 535 students in a manner that was targeted; nevertheless, only 323 students completed the surveys in their entirety.

Survey Instrument

The information was gathered from the pupils by means of a questionnaire with no room for open-ended responses and two scales.

Classroom Enjoyment scale

The Classroom Enjoyment Questionnaire (CEQ), which was adapted from Lee, was used to conduct research on the degrees of enjoyment that students experienced in English language lessons. The 6-item version scale was applied for this research (2020). The CEQ utilizes a Likert scale with five points, with responses ranging from "Strongly disagree" to "Strongly agree" on the scale. In the course of this analysis, a dependability score of 0.71 was determined to be assigned to CEQ.

Academic Motivation Scale

The Academic Motivation Scale (AMS), which was borrowed from Fairchild et al. and included a 28-item version, was used to research students' academic motivation in English language classes. The scale was used to investigate students' academic motivation in English language classes (2005). The AMS use a Likert scale with five points, with the first point being "Strongly disagree" and the fifth point being "Strongly agree." In the course of this analysis, it was determined that CEQ had a dependability of 0.78.

Pilot Study and Reliability of the Instrument

The face validity of the questionnaire was evaluated by a professor in the English department of the aforementioned university; however, the professor's identity was concealed in order to protect their anonymity. After this, the pilot study was carried out with a total of fifty students, which opened the way for the dependability of the questionnaire. The results of the pilot study may be found in the

following: The outcomes of the calculations used to determine the Cronbach Alpha Reliability Coefficient for each of the items are shown in table 2 below. This table contains the findings. The Cronbach Alpha Coefficients values of all of the items on the questionnaire, which were strong enough collectively (Bonett, 2003), meaning that 0.71 was the overall value, to carry the genuine study.

Table No. 1. Reliability of the Questionnaire

Variable	No of Items	Standardized Alpha Value	Alpha Value
Classroom Enjoyment scale	5	0.73	0.71
Academic Motivation Scale	28	0.79	0.78

Data analysis

Mplus 7.4 was used for multilevel structural equation modeling (SEM), which served the goal of evaluating the proposed research model. This made it possible to investigate the paths linked with each of the hypotheses that were presented, as shown in figure 3. One of the advantages that structural equation modeling (SEM) provides is the opportunity to investigate several models, each of which may have a unique combination of variables at each level. This is one of the advantages that SEM provides (Ullman & Bentler, 2012). The research concluded that the degree to which a person enjoys their time spent in the classroom has a substantial correlation with all of the different categories of information regarding academic motivation at the 0.05 level. Findings indicate that students' academic motivation was strongly influenced by classroom enjoyment with 0.49 of variance, whereas the students' extrinsic motivation was the least influenced variable with a variance of 0.41. This indicates that all of the proposed hypotheses were supported by the findings, which indicate that all of the hypotheses were correct.
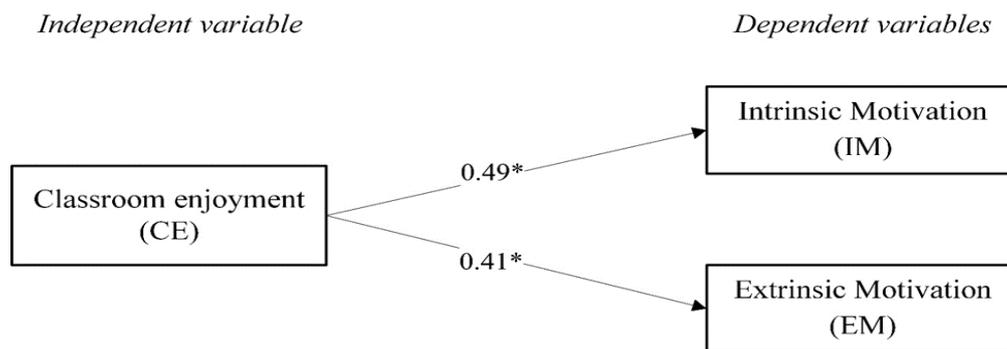

Figure 3. Structural model analysis

Regarding the causal route analysis, the results of each hypothesis are presented in Table 3.

Table No. 2 Path analysis summary

Hypotheses	Path	β	T statistics	p values
H1	CE → IM	0.49	10.3	0.01
H2	CE → EM	0.41	9.45	0.03

DISCUSSION

This research tried to achieve two different goals at the same time. To begin, we investigated the viability of a three-factor hypothetical model to explain the relation of classroom enjoyment with students' academic motivation, as well as to determine the most important aspects of the process and the most effective route forward. We did this so that we could determine the most important aspects of the process and the most effective route forward. Second, in an English as a Foreign Language (EFL) learning classroom environment, we investigated the relationship between students' level of academic motivation and the amount of fun they had in class. The findings of the structural model analysis provided statistical support for the conceptualization of the academic motivation mechanism that students at the secondary level employ. All of the hypotheses contained within the 3-factor model were shown to be true as a result of the analysis.

After looking at the path coefficient for each of the different variables, the findings revealed that the enjoyment of the classroom had a significant influence on the academic motivation of the students across all both domains, that is, intrinsic and extrinsic motivation, in light of students'

perspectives. This was discovered after looking at the results of the study's examination of the path coefficient. These findings provide credence to prior empirical research that was undertaken by Wang (2022), who discovered that English language learning enjoyment plays a key factor in increasing the academic motivation of EFL students throughout five regions of China. This suggests that the positive and stimulating feelings experienced by Chinese students play a significant role in their academic motivation. This hypothesis is supported by Dewaele and MacIntyre (2016), who identified English language learning enjoyment as an activating feeling driver among learners. Similarly, the findings of Zhang and Tsung (2021) indicating the significance of L2 enjoyment are further supported by this outcome, which provides further corroboration. According to what they found, students who are having fun learning a second language are more likely to be engaged in the many activities that take place in the classroom. In a manner analogous to that of English language learning enjoyment, the academic drive of the students was a significant antecedent of their engagement.

According to the findings of the study, the other important conclusion that can be drawn from it is that the degree to which students enjoyed their classroom experience had a substantial bearing not only on their levels of intrinsic but also on their levels of extrinsic motivation. This finding is in line with the argument that was presented by Komarraju et al., (2009), who also found that individuals have a higher level of intrinsic motivation than extrinsic motivation, which helps them achieve greater academic success. This finding is consistent with the argument that was presented by Komarraju et al., (2009). When our findings are interpreted in light of Ryan and Deci's theory of self-determination (Ryan & Deci, 2000), it becomes clear that even students whose motivation comes from outside sources can be encouraged to maintain their motivation and do well through the use of three different strategies. To begin, given that students who are motivated from the outside in look for assistance from outside sources, teachers might play an active role by mentoring students who are motivated from the outside in and providing prizes from the outside for hard effort. Second, helping students to build successful learning techniques may boost their confidence in their own abilities. This is due to the fact that competent students are more likely to take an inherent interest in the activities that are included in the course. Last but not least, because students are more likely to internalize activities when they are in environments that support emotions of autonomy and flexibility to follow through on plans, presenting students with different learning and assignment options may help facilitate motivation.

CONCLUSION

In conclusion, the findings of this study broaden our understanding of the significant role that classroom activities that students love playing in explaining why kids are academically motivated. These findings should be expanded upon in further research by integrating additional individual difference elements in the explanation of student academic motivation. Some examples of these variables are the learning environment, self-directed learning, self-efficacy, and the desire for cognition. Our study is an important first step toward the important goal of demonstrating a number of significant correlations between personality, intrinsic and extrinsic drive, and enjoyment of learning in the classroom. It provides an excellent framework for additional research on these issues and identifies some potential ways that educators could employ to enhance students' motivation and achievement by taking into account the influences that students' personalities have.

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