

Effect of Classroom Learning Conditions on Students' Academic Achievement at Secondary Level Stage

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Abstract:

In addition to being a crucial metric for assessing students' quality, academic achievement and enthusiasm in learning are also the main areas of concentration for instruction and learning. The development of people's learning activities and other factors greatly depends on their level of interest. It is one of the main factors influencing students' motivation to learn and their growth as learners. Therefore, investigating how middle school kids' learning interests affect their academic achievement is quite important. This essay will examine the elements that affect middle school kids' interest in learning, such as the learning environment and the learning material, while also examining the connection between academic achievement and learning interest.

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Introduction:

The development of students' interest and motivation in learning has emerged as one of the key components of the present teaching effort in accordance with the demands of the new curriculum reform and the execution of quality education. The primary role of students should be given more weight in secondary school instruction today. This means allowing students to be enthusiastic, proactive, and creative during the learning process, which will help them grow holistically. Students must be motivated by this to take the initiative to discover their inner motivation. The proverb goes that "those who know are not better than those who are good, and those who are good are not better than those who are happy."

Learning content refers to what students have to learn in school, and it is a kind of teaching content which is characterised by a clear purpose and relevance. First of all, the content of learning itself will affect the students' interest in learning, different students have different character, they have different acceptance of the content of the subject itself, some students are sensitive to numbers, and the learning content of the subject of maths is numbers and calculations, they will be interested in the subject of maths; some students are interested in the text, and the learning content of the subject of language and English has a wealth of knowledge of grammar and the use of words, they will be interested in language and English. This process

of learning content influencing the interest in learning is relatively short, indicating the emergence of interest from nothing to something. Second, middle school pupils' enthusiasm in learning will be impacted by how challenging the material is. Primary school pupils and middle school pupils are not the same. More subjects are added in middle school based on many English languages, and learning challenges are also lessened. Students may become disinterested in learning if teachers fail to provide guidance on content learning. Students' interest in learning will therefore be influenced by the learning material itself as much as how challenging it is.

Learning Environment:

In the words of the proverb, "The environment shapes people." The external environment that can affect students' learning is known as the learning environment. The three types of learning environments are the social, school, and family environments. A good learning environment can encourage students' active learning and improve their learning capacity, which is one of the key external elements influencing secondary school students' enthusiasm in learning. According to the students, their subjective perceptions of the learning environment might increase their drive to learn and spark their intrinsic interest in learning, while the opposite would decrease their excitement for learning and lessen the learning effect.

Children in the family are greatly influenced by their parents' education, including their words and actions. Numerous studies have demonstrated that parents with higher levels of knowledge positively impact their children and can encourage their curiosity. For this reason, the child's parents' education is also very crucial. It can be highly beneficial to encourage children's interest in learning whether or not there is a family culture that values reading and education, whether or not the parents enjoy reading, and what ideas the parents have about teaching their kids.

Students learn primarily in school, and their learning outcomes are significantly impacted by a high-quality learning environment. The school environment can help students to fully improve their learning ability and quality, a good learning atmosphere can help to stimulate learning motivation, diversified learning resources give students better learning opportunities, and active learning support and counselling can effectively improve learning results. Students will be greatly impacted since the social environment is growing more complex as society develops. The social environment gives pupils a place to live and has a variety of effects on them. Their passion for learning and living is the reaction and solution to the environment.

The well-known American psychologist Thorndike put out the achievement theory, commonly referred to as the achievement motivation theory. According to him, a person's achievement motivation is the primary factor that determines whether they succeed or fail in their studies. If a person is excited about learning activities, he will attempt to pursue achievement; if a person fails to achieve success, he will feel dejected and consequently lose the courage to continue his efforts. Academic achievements, including academic grades, academic awards, and praise from teachers and parents. Secondary school is a period of vigorous psychological development for students. Secondary school students are generally aggressive and want to prove their abilities and standards through certain achievements. Through a questionnaire study in a middle school, Lei Qingyao shows that students who are good at English also have a greater sense of achievement, which will further promote their motivation and interest in English learning, which in turn promotes the improvement of English performance.

As a result, accomplishment motivation can influence students' attitudes and interest in learning in addition to their academic success. Avoiding students' achievement anxiety is just as important as helping them to succeed academically. Given the speed at which education is changing in the modern era, students may experience anxiety and fear due to not finishing a task or falling short of expectations. This is a form of

negative affective experience, and if students exhibit a high level of achievement anxiety in their learning, it will hinder motivation and decrease learning effectiveness.

Review of Related Literature:

Fraser, B. J., Khine, M. S., Aldridge, J. M., & Afari, E. (in press). This study details the use of multitrait-multimethod modeling to validate both desired and real versions of a new classroom environment tool called the Technology-Rich Outcomes-Focused Learning Environment Inventory (TROFLEI). Student cohesiveness, teacher support, involvement, investigation, task orientation, cooperation, equity, differentiation, computer use, and young adult ethos are the ten aspects of the classroom environment that are evaluated by the 80-item TROFLEI. A sample of 1,249 high school pupils from Tasmania and Western Australia answered the TROFLEI in both preferred and actual forms.

Fraser, B.J., Dorman, J. P., and Aldridge, J. M. (2004). Schools and post-school education and training systems around the world are currently implementing outcomes-focused education to make education more accessible. A significant change from what teachers do to a “outcomes focus” on what students do and a concentration on accommodating each student’s unique background, interests, and learning preferences is what is meant by outcomes-focused education. The achievements and difficulties of a creative new post-compulsory secondary school in developing an outcomes-focused curriculum are the main topics of this book.

Fraser, B. J., and J. M. Aldridge (2000). The advantages and challenges of outcomes-focused education have received a lot of attention in nations all around the world. Sadly, very little of the ideas expressed by the media, legislators, educators, and parents regarding outcomes-focused education are supported by any kind of data. It is challenging for different stakeholders to make well-informed judgments and to develop opinions that transcend anecdotal or subjective information due to the paucity of literature and research pertaining to the implementation of outcomes-focused education.

Verma and Kumari (2016), investigated primary school students’ academic performance in connection to their adjustment. According to the study’s findings, primary school pupils’ academic success and adjustment are significantly correlated. Additionally, it was discovered that both male and female elementary school pupils’ academic achievement and adjustment were significantly correlated. It was discovered that gender had an impact on elementary school pupils’ adjustment.

Objectives of the Study:

- To define the concept and components of the classroom learning environment at the secondary school level.
- To study the relationship between classroom learning environment and students’ academic achievement.

The Connection between Students’ Personal Development Andtheirinterest in Learning:

Focusing on fostering students’ interest in studying can support their overall growth, according to educational psychology research. Students who achieve exceptional academic performance can apply for scholarships and other awards, which can help them feel more confident and improve their academic profile. Academic achievement can also serve as a springboard for students’ future professional development, increasing their chances of gaining the respect of employers and mentors and landing additional jobs. However, academic performance can also negatively be impacted by personal development, but academic performance can be enhanced by students’ self-efficacy and self-motivation.

First and foremost, the foundation of lifelong learning is interest. The best time for pupils to develop their enthusiasm in learning is during middle school. Students in middle school will perform better academically and be able to enrol in better institutions and have more development chances if they can foster their interest in knowledge, subjects, and learning at this age. This will provide a strong basis for their future growth. Additionally, individuals can maintain their passion for lifelong learning, develop their capacity for lifelong learning, continuously expand their knowledge, and enhance their own quality of life. Second, personal interests and learning interests support one another. Cultivating and developing personal interests is based on a desire to learn. When pupils in secondary school show interest in a certain subject.

Additionally, fostering kids' interest in studying is crucial to supporting their overall, high-quality growth throughout secondary school. In addition to developing their subject-matter expertise, students also enhance their artistic sensitivity, foster lovely feelings, shape a sound psychology, and build their personalities. Fostering an interest in studying can help children develop a good attitude toward learning and increase their ability to solve problems on their own. Simultaneously, encouraging students' passion in learning fosters their ability to think creatively, collaborate with others, solve problems, and other skills. For instance, a student who enjoys science experiments can effectively foster the improvement of students' overall quality by developing observation, reasoning, hands-on skills, teamwork, and communication abilities during the experimentation process.

Techniques for Increasing Secondary School Students' Interest in Education:

In addition to the challenging secondary school curriculum and complex theoretical knowledge points, the classroom is unavoidably dull. Teachers can help students learn from a fun perspective in order to let them experience the joy of learning. Because secondary school students are inquisitive and active, teachers can capitalize on these psychological traits to establish a reasonable learning environment, allow students to solve real-world problems on their own, and encourage students to take the initiative to explore their desire to learn. In order to emphasize the idea that education originates from life and to increase students' passion and interest in learning, teachers should design a problem scenario that is closely tied to the real lives of secondary school students. Furthermore.

Teachers can also employ multimedia more effectively in their lessons. Multimedia teaching is progressively replacing traditional teaching methods as a result of the ongoing advancements in contemporary information technology and the close integration of the Internet with education. To make the classroom more engaging and spark students' interest in learning, teachers must fully utilize multimedia resources to enhance class activities using games, films, music, performances, and other media. Together with the actual English proficiency of the class, teachers must also employ a range of teaching techniques, either concurrently or in combination, such as the communicative method, whole-body response method, situational teaching method, task-based teaching method, etc., and creatively modify some of the more conventional teaching techniques to make them more appropriate.

“Teach a man to fish and you feed him for a lifetime.” Students' lack of motivation in studying can be attributed in large part to their ignorance about learning strategies. Some students work hard and diligently every day, but because they are not using the right learning strategies, they are unable to increase their test results or spark an interest in learning. In this sense, educators should focus on giving students guidance on learning methods, such as comprehending the memory method, citing a method, etc., the combination of reading, writing, tasting, and thinking, so that students discover the power point, so that students feel rewarded and improved, and so that their attitude toward learning will change. Additionally, teachers should develop and enhance students' knowledge, skills, and overall ability in a planned and intentional manner

based on the discipline's characteristics and the students' realities. This will increase students' learning autonomy and help them develop an active learning consciousness and inquiry consciousness.

Encouragement And Evaluation:

Everyone has failures, challenges, and setbacks throughout their academic careers. On the other hand, secondary school pupils who are still maturing tend to have less objective self-evaluation and knowledge, and they are more doubtful of their own skills. Since they have a higher sense of self-worth and are psychologically more fragile, most teachers need to be aware of secondary school students' psychological development and provide them with the appropriate assessment and support. In order to allow students to engage in the evaluation of their own learning, teachers should first allow students to self-evaluate in the classroom. This evaluation should include adequate justifications and not embellish the facts.

in order to foster students' capacity for self-reflection and self-evaluation as well as to increase their enthusiasm in learning, so that they can eventually learn to comprehend their own self-assessment of This can foster students' capacity for self-reflection and self-evaluation in addition to raising their interest in studying. Simultaneously, the learning accomplishments of the students should be evaluated and encouraged promptly, each student's strengths should be highlighted, and each student should be skilled at acting as an excellent student to lead the demonstration. This will allow the students to feel that their own efforts are rewarded while also allowing the other students to learn, forming a two-pronged approach.

Conclusion:

In conclusion, fostering students' enthusiasm for studying is crucial to middle school instruction. Students' interest in learning will be influenced by the learning environment, learning material, and learning achievement. Students' exam scores, classroom performance, and personal growth are all strongly correlated with their level of interest in learning, and they all support one another. Teachers should be skilled at offering engaging and method-based coaching to pique middle school pupils' enthusiasm in studying. In order to boost students' confidence and self-esteem, teachers should also provide them with feedback and encouragement. Middle school kids' enthusiasm for studying contributes to their improved academic performance, establishes a strong basis for their academic growth, and is crucial to their future personal development.

Many people seem to have forgotten the basic purpose of school in recent years due to the ongoing advancements in society and educational competitiveness. The most basic source of learning power is interest. Enhancing pupils' overall growth is facilitated by igniting their passion in studying. This study only summarizes the experience by reading the literature; it makes no conclusions based on the actual investigation and research. The purpose of this paper is to strengthen the importance of society, families, and schools in cultivating students' interest in learning through the research on the influence of middle school students' learning interest on academic performance. In the upcoming study, it is believed that questionnaire surveys and data statistics will yield more thorough and reliable data and findings.

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