The Influence Of Learning Environment Towards Malaysian ESL Students Self Esteem, Mood And Academic Performance In The ESL Classroom

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Abstract:
Learning environment when identified carefully would eventually help ESL students academically in the ESL reading classroom as it would help them to have an increase amount of self esteem, an enhanced mood which would then lead to an excellent academic performance in the ESL reading classroom. Therefore, this study will be looking at the direct effect between learning environment, mood and self esteem towards ESL students' academic performance in the ESL classroom and based on a review of several studies that was done previously on learning environment, mood and self esteem towards Malaysian ESL students' academic performance, it was found out through a review on the results and discussion of previous studies that there is a positive significance between learning environment, self esteem and mood towards Malaysian ESL students' academic performance in the ESL classroom.

Keywords: learning environment,self esteem, esl, mood, higher learning

1. Introduction

As the world paves into the age of modernization through the rampant usage of technology in every sectors in the world, the learning environment acts as the main ingredient to stimulate interests among ESL students in the ESL reading classroom in order to promote a healthy teaching and learning classroom. To begin with, learning environment can be defined as the basic function of school architecture and the environment that it is surround with in order to promote a healthy teaching and learning process which includes lighting, color, clutter, comfort and noise(Ozerem and Akayunlo,2015).

To further add on, the first factor that influences ESL students academic performance especially in the ESL reading classroom is lighting. To start off, the use of lighting in an ESL classroom is essential because it helps both students and teachers to carry out tasks efficiently and safely in the context of education as classroom lighting does not only help students' to see instructions that are written on the board clearly but also assists them to comfortably read and write during classroom learning activities.Additionally, lighting contributes to the creation of an environment that is visually appealing and improves the look of the indoor area where studies have demonstrated the impact of illumination on human biological health, including heart rate, blood pressure, and circadian rhythm.In addition, certain psychological behaviours, such as mood swings, may be triggered by lighting. Furthermore, studies have revealed positive impacts of lighting settings on job completion accuracy and speed as well as occupant productivity, in addition to emotional and biological effects(Kujiters et.al,2015).

However, the majority of these empirical investigations are concentrated on mostly workplaces like offices, stores, and others. Even

now, there is a lack of research on the impact of lighting on learning environments.Therefore, understanding how lighting and environment interact can help to improve indoor environmental quality for improved student performance as well as their mood in the ESL classroom.

Additionally, the second factor in the ESL students' learning environment that will influence ESL students' academic performance is the use of color.To begin with, according to the Natural Colour System which was the colour model employed for this investigation (NCS) noted that under the NCS notations for the six colours tested are listed under METHODS. The two nuance groupings of colours are "vivid" and "pale," respectively.To further explain, pale colours are defined as having more white than chromatic content and almost no blackness, whereas vivid colours are defined as having a high chromatic content and little white or blacks and one of the key design element that can be used to enhance the physical learning environment is interior form, space, light, and texture. This element has a profound impact on students, affecting their emotions, performance, and heart rate which eventually affect their academic performance in the ESL classroom(Kumar et.al,2013).

Furthermore, the third factor in the ESL students' learning environment that will influence ESL students' academic performance and mood is noise. To begin with, noise refers to any sound that interferes with someone's capacity to hear what they need or want to hear. Background noise in a classroom can come from a variety of sources, including internal noise (students running in the hallways), exterior noise (traffic noise), and room noise (students talking),Wolner and Hall,2014.In addition, based on previous studies conducted by researchers, it was found out that noise has a direct negative effect towards students academic performance.Therefore, in order to curb the impact of noise towards ESL students' academic performance, it is essential for educators to understand and find a solution that would help deter low academic performance among ESL students such as implementing a noise cancellation feature in the interior of the classroom in order to help students' to be focused on learning in the ESL classroom.

Additionally, the fourth factor that influences students' academic performance and mood in the ESL classroom is clutter.According to research, a classroom that is too crowded might hinder learning more than it can help. A messy classroom is a great distraction for kids, especially those in the early grades and those with special learning needs (this includes English learners; ELs), Haynes (2019).Therefore, this acts as one of the research gap in this study as overly cluttered classroom affects students' ability to concentrate in the ESL classroom. Hence, in order to curb and help students' to focus in the ESL classroom, it is essential for the classroom to be less decorative as it would aid and boost students concentration in the ESL classroom through a well organized classroom learning atmosphere with a minimalistic feature.

Finally, the fifth and last feature that affects ESL students' academic performance in terms of their learning environment is comfort. To begin with, in order to successfully gain an excellent academic performance in the ESL classroom, comfortable learning environment is recklessly needed in order to enhance ESL students' academic performance and mood in the ESL classroom and one of the ways of enhancing ESL students' academic performance is through the indoor environment quality (IEQ) (Kim and Dear,2012). To further elaborate, healthy indoor air quality, as well as acoustic, thermal, and visual comfort, are all related to occupant performance (Fisk et.al,2004). Despite this, architects, engineers, and facility managers plan and manage buildings from the standpoint that IEQ is preserved by a consistent, uniform environment

without bothering the outside climate, the preferences of the occupants, or the context, static models always use predefined parameters for temperature, humidity, and air flow. In addition, based on Pulimono,2020, it was found out that students academic performance deteriorates once they do not have the comfort of learning in the ESL classroom such as poor air quality, thermal and visual comfort. Therefore, this acts as one of the research gap in this study. Hence, in order to curb this problem, it is essential for educators to ensure that students are practically well suited with comfortable learning environment so that they would be able to get an excellent scores in the ESL classroom.

Therefore, this study' purpose would aim to look at the influence of the five learning environment and its effect on Malaysian ESL students' academic performance and mood in the ESL classroom.

1.1 Research Objective

1. To identify the influence of ESL students' learning environment towards their academic performance in the ESL classroom
2. To identify the influence of ESL students' learning environment and their mood towards their academic performance in the ESL reading classroom
3. To identify the influence of learning environment towards Malaysian ESL students' self esteem in the ESL reading classroom
4. To identify the influence of learning environment and their self esteem towards Malaysian ESL students' academic performance in the ESL reading classroom

1.2 Research Questions

1. How does the learning environment affect Malaysian ESL students' academic performance in the ESL classroom?
2. How does the learning environment affect Malaysian ESL students' mood in the ESL classroom?
3. How does the learning environment and students' mood affect the Malaysian ESL students' academic performance in the ESL reading classroom?
4. How does the learning environment influence students' self esteem in the ESL reading classroom?
5. How does the learning environment and students' self esteem affect the Malaysian ESL students academic performance in the ESL reading classroom?

1.3 Research Hypothesis

1. There is no significant difference between Malaysian ESL students' learning environment and academic performance in the ESL reading classroom in the ESL classroom
2. There is no significant difference between Malaysian ESL students' learning environment and their mood in the ESL reading classroom.
3. There is no significant difference between Malaysian ESL students' learning environment and their mood towards their academic performance in the ESL reading classroom
4. There is no significant difference between Malaysian ESL students' learning environment and their self esteem in the ESL reading classroom
5. There is no significant difference between Malaysian ESL students' learning environment and their self esteem towards their academic performance in the ESL reading classroom

2.0 Preliminary Literature Review

2.1 The Influence of Learning Environment towards Malaysian ESL students Academic Performance and Mood in the ESL classroom.

The term learning environment can be defined and describe the various settings, situations, and cultural contexts in which pupils learn.To begin with, among the types of learning environment that will be discussed in this study are color, lighting, comfort, noise and clutter. To start of, the first type of learning environment that will be discussed in this study is color.Previous studies have demonstrated that the use of colour in educational materials is crucial for evoking a range of emotions and grabbing students' attention.This is because a visual design serves two purposes that are to help students understand information cognitively and to successfully change their attitudes and motivation (Moreno, 2007; Plass, Heidig, Hayward, Homer, & Um, 2014). Additionally, colors can assist students pay more attention to certain material, which can help that information transfer to short-term and long-term memories, increasing the likelihood that they will remember it (Dzulkifli & Mustafar, 2013)which in the long run enables them to perform excellently in their studies especially in the ESL classroom besides enabling them to have positive emotion and attention when learning in the classroom.Therefore, color does play a role in affecting ESL students academic performance in the ESL classroom.

The second type of learning environment that will be discussed in this study is lighting.According to a study conducted by Gilavand (2016), it was found out that lighting does effect students academic performance as without proper lighting in the ESL classroom, it distrupts the process of teaching and learning which as a result, if prolonged without the availability of lighting in the ESL classroom

would lead to a decrease in their academic performance especially in the ESL classroom. Therefore, it is essential for educational institution to have proper lighting facilities in their classroom in order to ensure the success of ESL students' academic performance in the ESL classroom.

The third type of learning environment that will be discussed in this study is clutter.This is because an overly cluttered classroom remotely tend to have a negative impact on ESL students academic performance which leads to low academic performance in the ESL classroom. This is due to the fact that the decor of the classroom tends to distract students focus on the ESL lesson that is being taught by their teachers and therefore leads to a lack of focus among students in the ESL classroom (Fisher, Goldwin and Seltman,2014).Hence, in order to curb this issue from occuring and leading students to a poorly academic result, it is essential for educators and students' to practice minimizing the items placed in their remote classroom in order for a smooth teaching and learning process to occur in the ESL classroom which eventually increases ESL students' possibilities in achivieng an excellent result in the ESL reading classroom.

The fourth type of learning environment that will be discussed in this study that affects students' academic performace in the ESL classroom is noise. To begin with there are several types of noises involved when it comes to learning in the ESL classroom and according to the definition of noise pollution, it occurs when there is an excessive amount of noise or an unpleasant sound that momentarily upsets the natural balance which results to two types of noise pollution category which are man made noise and environmental noise. To begin with, the first type of noise that will be discussed in this study that distrupts students' focus in the ESL classroom is he man made voice.This is a reference to the noise produced by human activity. construction activities, airborne noise,

vehicle traffic, domestic noise, and noise from bars and pubs are just a few examples. This type of noise, which may range from 30 to a whopping 140 dB, is quite dangerous to people and thus in the case of this study, it distrupts students' from paying attention in the classroom which in the end leads to poor academic performance in the ESL classroom (Jarivala et.al,2017)

In addition, another type of noise that literally distrupts students' attention in the ESL classroom is the environmental noise which refers to the kind of noise occurring from a range of environmental activities. This can be anything from the mating call of animals to the sound of thunderstorms that often go up to 140 dB which if prolonged would lead to a low academic performance in the ESL classroom especially in the reading classroom as the skill of reading needs a lot of focus in terms of its content in order for students to comprehend the reading passage (Shield BM, Dockrell JE,2008). Therefore, in order to curb this issue, it is advised for students' and educators as well as the school authorities to have a noise cancellation product attached to the windows of the classroom so that the disturbing noises that distracts students' attention in the classroom could be avoided.

Finally, the last type of learning environment that affects students' academic performance in the ESL classroom is comfort which could be refered to as intellectual safety and affective learning which are at least the two most common threads among these variables that facilitate positive learning settings. To add on, intellectual safety, according to Schrader (2004), is a learning environment where students feel comfortable disputing and bolstering ideas to advance their understanding which is done by examining how students interact with content, their intrinsic and extrinsic motivation, and how they receive, process, and apply knowledge to develop an intellectual attitude are all aspects of affective learning (Delcourt, Cornell, & Goldberg, 2007; Holt & Hannon,

2006).Therefore, if a learning content that is students' friendly was imposed on students' it would allow them to feel good and in synch with the course that they are learning which as a result makes them to feel comfortable in learning especially in the ESL classroom. As a result, this would lead them to have increased level of academic achievement in the ESL classroom which defines their English proficiency level in the ESL classroom. Additionally, the temperature in the classroom is another aspect that would fuel these ESL students attention in the classroom as based on a study conducted in 2015, researchers found that with each degree of temperature that decreases within the observed range of 20-25°C, or 68-77°F, students' results rose by roughly 12–13 points. As a result, the study came to the conclusion that maintaining a comfortable temperature and ventilation in classrooms might greatly enhance students' academic performance (Shaughnessy,2015).

Therefore, as a conclusion, it could be said that the five elements of the learning environment does have an impact on students academic performance. However, with proper measures taken, students' academic results especially in the ESL reading classroom would get to greater heights through an increase in their academic performace which as a results would help improve Malaysian ESL students English proficiency in the ESL classroom.

2.2 The Influence of Learning Environment towards Malaysian ESL Students' Self Esteem, Mood and Academic Performance in the ESL classroom.

There are many ways of learning environment specifically the five physical elements such as lighting, color, clutter,noise and comfort could affect ESL students' mood when learning in the ESL reading classroom. To begin with, the first element that will be discussd in this study of the learning environment that affects

students' mood in the ESL reading classroom is lighting. To add on,light is widely acknowledged to be necessary for human existence. However, there are significant differences in light quality between natural and artificial environments, raising the question of what aspects of artificial light support learning the most. Recent studies have looked at how lighting factors like colour temperature and illuminance affect things like sleep, mood, focus, motivation, concentration, and performance at work and in school.However, in the case of this study, the effect of lighting towards' mood especially students' mood in the ESL classroom will be given emphasis on in this study.This is because according to previous studies conducted by Knez (2015) showed that lighting does affect the mood and self esteem of an individual with both females and males students' performing better academically when there is a proper lighting in the classroom.Therefore, proper lighting in a students' learning environment is truly essential in helping students to be in the mood for the teaching and learning process to begin in the classroom in order for them to excel academically in the ESL classroom.

In addition, the second element that will be discussed in this study of the learning environment that affects ESL students' mood in the ESL classroom is color. This is because we exist in a multicoloured universe (Huchendorf, 2007, p. 1) where numerous studies have indicated that the colours we are exposed to on a daily basis have a significant impact on both our mood and our conduct (e.g., Babin, Hardesty, & Suter, 2003; Kwallek, Lewis, & Robbins, 1988; Kwallek, Woodson, Lewis, & Sales, 1997; Rosenstein, 1985). A colour can alter our mood from depressed to upbeat, from confused to intelligent, and from fearful to confident. This is true of clothing, interiors, landscapes, and even natural light. In fact, it can be used to "even out" emotions or to produce various moods (Aves & Aves, 1994, p. 120).Therefore, it is crucial to use

the right hue while designing such structures such as by drawing cognitive maps to wayfind in interiors which is equally important.Therefore, having the right hue in terms of the building interiors such as the remote classroom as well as teaching materials would definitely have an effect on ESL students' mood and their self esteem in the ESL classroom which can either help students' to excel in their studies or cause them to be distracted in the ESL classroom. Hence, the use of color as one of the learning environment element is important in order to enhance students' mood in the ESL classroom and thus having them to excel academically in their classroom.

Furthermore, the third element that will be discussed in this study is clutter. To define, items that are disorganised scattered about are referred to as clutter. Generally speaking, clutter is a collection of things that individuals keep around their houses even if they may not use them which may have a profound impact in terms of their mood and in the context of this study, the ESL students mood in the ESL reading classroom.In addition,according to one study, women who reported having more clutter in their houses had greater cortisol levels throughout the day than those who had less clutter which in the end increases their stress level and thus causing them to not be interested in learning in the ESL classroom.Consequently, besides having an increase level of stress,clutter also causes students' to have difficulty in focusing in the classroom as well as having the need to procrastinate tasks that have been assigned to them by their teachers (Roster et.al,2020). Therefore, having a clean learning space is essential in assisting students' to have a good mood and an increase in the self esteem in learning in the ESL classroom which allows them to excel in their studies academically.

Subsequently, the fourth element that will be discussed in this study is noise. This is because, according to a study conducted by Melamed et al., exposure to noise with an

intensity more than 85 dBA promotes irritation, weariness, and stress, which is consistent with the current investigation. The effects of noise exposure on blood pressure and heart rate at 95 dBA were compared to 75 and 85 dBA in earlier research. Additionally, according to Tassi et.al (2013), it was found out that an increase amount of exposure to noise disables an individual cognitive ability which results them to not be able to excel in their studies and also impairs their mood as well as their self esteem in learning as loud noises makes them to be irritated and fatigue(Jafari et.al,2019). Therefore, it is essential for learners as well as educators to equip themselves with noise cancelling devices in order to ensure that the teaching and learning processes in the ESL classroom goes smoothly.

Finally, the fifth element that will be discussed in this study is comfort. To begin with, there have been a lot of schools that have constructed environments where students' are desired to learn rather than environments where they are compelled to learn, demonstrating the significance of comfort for student progress. Hence, students can develop and learn without the obstacles of an uncomfortable atmosphere in a more comfortable one as having a comfortable learning environment helps improve students' mood in learning in the ESL classroom. Additionally, comfortable seating position in the ESL classroom promotes active learning and thus allows students' to be critically creative in order to solve a problem when given a task in the classroom which in the end improves their mood and thus making them to excel in the ESL classroom.Furthermore, having a comfortable learning environment also benefits students in terms of their health as the neat ambiance of the classroom would enhance students' interest in learning and also help them to feel good about themselves which promotes a healthy learning environment (Simmons et.al,2015). Therefore,comfort is an essential element in the learning environment in order to help ESL

students excel and have the mood as well as an increase in self esteem in learning in the ESL reading classroom.

As a conclusion, based on the five learning elements of the learning environment on students' mood, it can be said that all five elements of the learning environment is a crucial aspect in enhancing the Malaysian ESL students' mood in the ESL classroom in order for them to excel in their ESL reading classroom.

2.3 Conceptual Framework of Malaysian ESL Students Learning Environment and Self Esteem towards Students' Mood as the Mediator in the ESL Classroom Academic Performance
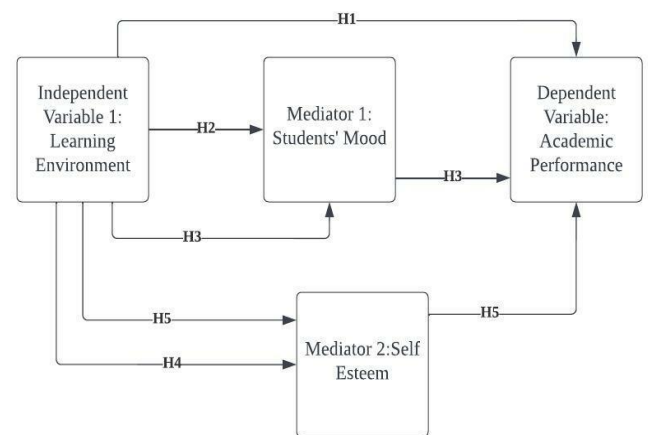
3.0 Research Methodology

3.1 Research Design

This study uses a descriptive qualitative systematic review research design where the items of this study are based on several previous research studies that are similar to this current study.

3.2 Data Collection

The method in which the data of this study will be collected is through a review of various data based on similar studies that is related to the

present study on positive learning environment, students' mood, self esteem and academic performance in the reading classroom.

3.3 Analysis of Data

The data collected in this study will be analyzed manually through a qualitative research design by reviewing the results and discussion section of each research study that is similar to the current study conducted by the researcher of this study which are based on learning environment, self esteem, students' mood and academic performance in the ESL reading classroom that is in line with the research study on the effect of learning environment, self esteem and students' mood in the ESL classroom among Malaysian ESL students' towards their academic performance.

4.0 Results and Discussion

Based on a recent study conducted by Kujiters et.al,2015, it was found out that lighting had the potential to counter the negative emotions experienced by students as the low-arousing, pleasant atmosphere (i.e., cosy) was found to be more efficient than the neutral ambience in lowering a high-arousing negative mood state (i.e., anxious), according to both self-reported and physiological measurements.In addition, The physiological arousal of depressed people was observed to increase higher in a high-arousing, pleasant environment than in a neutral environment, but this finding was not corroborated by changes in SAM arousal assessments.Therefore, when appropriate lighting is placed in the classroom, it allows students' to be comfortable and thus increase their performance in the ESL classroom academically.

In addition, the second aspect of the learning environment which is color had its results indicating that changes in heart rate did not differ significantly between pale colors and

vivid colors based on a study conducted by Aseel Al Ayash et.al,2015 who's study discovered that colour had an impact on feelings, heart rate, and reading ability. This is because students' emotions were significantly influenced by hue and whiteness as they were viewed as tranquil and relaxing where the pastel hues received higher ratings than the vibrant ones.

Furthermore, the third aspect of the learning environment which is clutter had its result indicating from a study in 2009 that it affects learners cognitively which can lead to mental health issues, therefore, it is necessary for learners especially ESL students to have a desk free clutter in order to help them to be in a good mood which eventually would allow them to perform well in the ESL classroom.

Subsequently,the fourth aspect that will be discussed in this section of the learning environment element is noise. According to a study conducted by Buchari and Matodang(2017), The average noise level, which took into account traffic noise, machinery noise, exhaust noise, parking attendant noise, and student exercise sound, was about 70.79 dBA. The maximum noise level, which was established by the Ministry of Environment No. Kep-48 / MENLH / 11/1996, is 55 dBA. By mapping noise classes with a noise level between 69 and 75 dBA, such as class IIIa, class IVb, and class VI, classrooms can be designated as "noise," which is included in the Red Zone. In addition, classrooms included in Yellow Zone based on noise mapping were classes where the noise level was in the range of 65-69 dBA, namely: class II, class IIIa, class IVa and Class V.Therefore, one way of curbing noise pollution in the classroom is by using bamboo as a barrier could reduce the noise by 1.1 dBA or changing the interior of the classroom with noise cancellation material which would enable students in the ESL classroom to be able to have full concentration in their studies and thus excel in the reading classroom academically.

Finally, the last aspect that will be discussed in this study is comfort where according to a study conducted by Hoque and Weil (2016) note that the purpose of this study was to link student test performance and thermal satisfaction. According to data, we can boost academic achievement by improving thermal comfort. The practical application is to place more attention on enhancing thermal comfort in academic, office, and other facilities where occupant performance is highly valued if excessive thermal discomfort is a factor in decreasing academic performance (as evaluated by test scores).Therefore, it is important for the classroom to be a place of comfort for students to study as this would allow them to feel good and thus this would enable them to have an increased level of academic performance in the ESL classroom.

To add on, another variable that will be discussed in this study is the influence of learning environment towards ESL students' self esteem and academic performance where given the results of a study conducted by Muhammad Arshad MS,Syed Muhammad Imran Haider Zaidi and Dr. Khalid Mahmood (2015),it can be said that academic success and self-esteem are strongly positively correlated in university students. Furthermore, it is true that academic success is correlated with a high sense of self-esteem. It has been discovered that female pupils performed better academically than male students. Additionally, it was discovered that male students had greater self-esteem than female pupils.Therefore, in order for ESL students' to excel academically in the reading classroom, it is important for the ESL educator to instill extrinsic motivation among the ESL learners so that they would have the confidence in the ESL classroom which would encourage them to participate frequently in the ESL classroom and thus exposing themselves to the probability of getting higher scores in the ESL reading classroom.

5.0 Conclusion

Based on the study above, it can be deduced that the five elements of the learning environment does have an impact and is significant through the hypotheses on ESL students' mood and their academic performance as well as their self esteem which when appropriately being used would allow these ESL learners to excel academically in the ESL reading classroom.

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