

English Language Teachers' Perceptions Regarding Psychosocial Environment: A Case Study at BS Level

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Abstract: *This study investigates how English language instructors at the BS level in Multan perceive the psychosocial environment of their classrooms and how various ecological factors influence their teaching. It explores the psychological and social dynamics within English language classrooms, focusing on elements such as student collaboration, autonomy, participation, and task orientation. These factors are analyzed in terms of how they shape and redefine teachers' perspectives on the teaching-learning process. Data were gathered through structured questionnaires administered to BS-level English teachers in universities and colleges. The findings, analyzed using correlation and regression techniques, reveal that the psychosocial climate significantly impacts teachers' perceptions and practices in English language instruction. The study emphasizes the importance of creating supportive learning environments to improve instructional quality and learner engagement.*

Keywords: *Teacher perception, classroom ecology, psychosocial environment, English language instruction, BS level*

Introduction: In contexts where English is taught as a foreign language (EFL), the classroom becomes not only a place of academic instruction but the primary ecosystem for linguistic interaction and cultural immersion. Unlike environments where English is naturally spoken, EFL learners depend almost entirely on the classroom for exposure to the language (Moelle, 2015). Within such ecologies, the quality of classroom interactions—both psychological and social—plays a pivotal role in language acquisition. English language teachers, in particular, act as mediators, shaping learners' emotional responses, engagement levels, and perceptions of success (Mercer, 2020). Pakistan's educational institutions have increasingly acknowledged English as a central medium of instruction and a gateway to global academic and professional opportunities. However, the ecological factors influencing the teaching and learning of English, especially at the BS level, remain under-researched. Understanding teachers' perceptions of the psychosocial environment can unveil new insights into the alignment (or misalignment) between pedagogical intent and classroom realities.

This study is significant in its attempt to address the underexplored connection between English language teachers' perceptions and the psychosocial classroom environment. Given that psychosocial factors, such as student cohesion, autonomy, task orientation, and cooperation, are closely tied to classroom engagement and learning outcomes (Abdul, 2017; Hughes, 2006), their influence on teacher perceptions deserves deeper academic attention. This research is also timely in light of the increasing demand for learner-centered and emotionally responsive classrooms, especially in multilingual societies like Pakistan where linguistic diversity intersects with social, cultural, and emotional dimensions of learning (Sharma, 2020). A positive psychosocial environment not only enhances student performance but also influences how teachers approach curriculum delivery, assessment, and interaction.

While a substantial body of literature has explored learner motivation, classroom strategies, and assessment in EFL contexts, there remains a clear gap in understanding how English language teachers interpret the psychosocial ecology of their classrooms. Most existing research focuses either on student outcomes or institutional performance but rarely investigates the psychological and social experiences of educators themselves (Mercer, 2020; Mujis, 2004). Furthermore, limited studies have been conducted in Pakistan—especially at the undergraduate level, to examine how environmental variables affect language teaching from the teacher's perspective. This research seeks to fill that gap by providing localized, empirical data from Multan's BS-level institutions.

This study is guided by the following objectives:

1. To investigate English language teachers' perceptions regarding ecological dynamics in their classrooms.
2. To explore the relationship between these perceptions and English language learning at the BS level.
3. To analyze how psychosocial factors (cohesion, cooperation, autonomy, involvement, task orientation) influence English language instruction.

1.1 Review of Literature:

Several studies have shown that learning environments significantly affect students' academic motivation and performance (Urdu & Midgley, 2001; Ames, 1988). In psychosocially rich classrooms, students feel more supported, which positively impacts their cognitive engagement and academic outcomes. Abdul (2017) highlights that the psychological climate in a classroom directly influences both the learners' and teachers' behaviors.

Sharma (2022) observed that classroom environments that promote learner autonomy and inclusion improve English learning outcomes, especially when teachers are emotionally engaged. Mercer (2020) argues for a more nuanced understanding of teacher wellbeing, noting that psychosocial stressors affect their instructional

approaches. Matsushita (2015) supports this by proposing deep active learning frameworks where teacher-student and peer-peer interactions serve as the core of successful learning environments. Moreover, Mishra and Sharma (2023) emphasize that teachers' perceptions are shaped by emotional labor and the interpersonal dynamics they experience in class. Research by Noviyanti et al. (2025) and Rahmawati et al. (2024) further supports the idea that schools must consciously nurture psychosocial conditions to optimize both teaching and learning.

Gaisiey et al. (2025) assert that cohesive classrooms, where student interaction is positive, foster better emotional regulation among both teachers and learners. Finally, Sharma and Devi (2024) argue that psychosocially adaptive environments lead to innovation and greater teacher agency, especially in technologically evolving contexts. Considering this, the present study explores how English language teachers perceive the psychosocial conditions within their classrooms and how these perceptions are influenced by ecological and emotional variables. By focusing on BS-level institutions in Multan, this research aims to contribute to a deeper understanding of how social relationships and learning environments intersect to impact the teaching of English as a foreign language.

2. Materials and Methods:

This study adopted a quantitative, correlational research design to explore the influence of the psychosocial learning environment on English language teachers' perceptions at the BS level. The primary objective was to determine whether statistically significant relationships exist between various psychosocial factors, such as student interaction, task orientation, cooperation, autonomy, and involvement, and how teachers interpret their classroom experiences. In this framework, the psychosocial classroom environment served as the set of independent variables, while the teachers' perceptions of their teaching context functioned as the dependent variable.

2.1 Participants and Sampling:

The study targeted English language instructors teaching BS-level courses across various public and private universities and colleges in Multan City, Pakistan. Using a stratified random sampling technique, data were collected from 150 lecturers and professors. The inclusion criteria ensured that all participants were actively involved in teaching English as a foreign language to students for whom English is not a native tongue.

The researchers employed simple random samplings when selecting institutions to ensure representativeness. This method provided all eligible faculty members with an equal opportunity to be included in the study. The final sample included diverse educators from multiple campuses, enhancing the reliability and generalizability of the findings within the selected region.

2.2 Research Questions

The study was guided by the following research questions:

1. What are English language teachers' perceptions of the ecological dynamics in their classrooms?
2. How do these perceptions relate to language learning outcomes in foreign language instruction?
3. What is the perceived connection between the psychosocial environment and learners' performance in English?

2.3 Data Collection and Analysis

The "What Is Happening In This Class?" (WIHIC) instrument, originally developed by Fraser, Fisher, and McRobbie (1996), was adapted and validated for the context of English as a Foreign Language (EFL) classroom. This tool enabled the collection of perceptual data on the psychosocial aspects of the classroom environment, such as student support, involvement, cooperation, and task orientation. Prior adaptations of WIHIC have demonstrated strong validity and reliability in various international contexts (Chua, 2000).

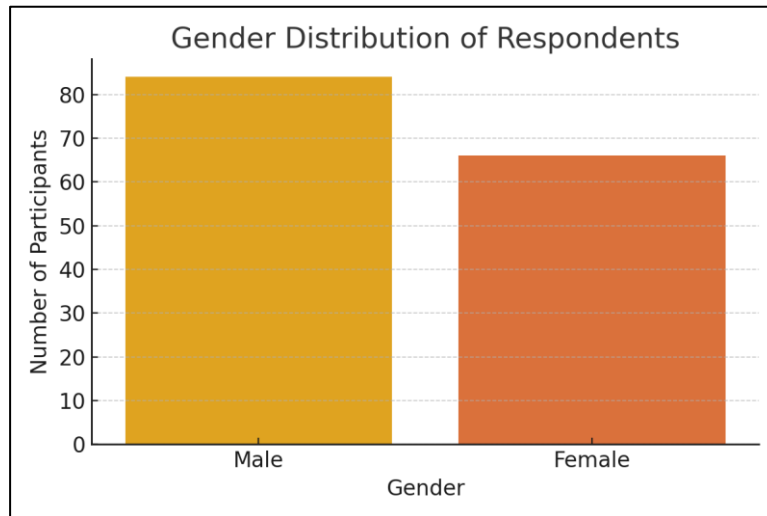
Responses were gathered through a structured questionnaire, which was distributed both in person and online to ensure greater reach and convenience. The questionnaire consisted of 33 items, each rated on a Likert scale, and focused on dimensions of psychosocial learning that potentially influence teaching perceptions. Upon collecting the data, it was processed using SPSS Version 25. Descriptive statistics (mean, standard deviation), correlation analysis, and regression modeling were employed to determine the strength and significance of relationships between teachers' perceptions and the classroom environment. Additionally, t-tests were used to examine variations in perception across demographic categories.

3. Results:

This section presents the key findings of the study based on statistical analysis of teachers' responses, focusing on the relationship between their perceptions and various dimensions of the psychosocial classroom environment. All statistical analyses were conducted using SPSS 25, and the results are discussed in relation to existing literature.

3.1 Demographic Overview: Gender Distribution:

The study included a balanced group of English language educators from Multan City. Out of the 150 participants, 84 were male (56%), and 66 were female (44%).



This distribution reflects a relatively equitable gender representation across the selected institutions.

3.2 Instrument Reliability: Cronbach's Alpha:

To evaluate the internal consistency of the instrument, Cronbach's Alpha was calculated. The reliability coefficient was found to be 0.732 for the 33-item questionnaire, indicating a high level of consistency and dependability in the measurement of constructs. According to Sharma (2022), a reliability value above 0.7 is acceptable in educational and social research, especially for perception-based studies.

3.3 Correlation Between Psychosocial Environment and Teacher Perception:

Variables	Pearson Correlation (r)	Significance (p-value)
Teachers' Perceptions vs Psychosocial Environment	0.743	0.000

The analysis revealed a strong positive correlation ($r = 0.743$, $p < 0.05$) between teachers' perceptions and the psychosocial environment of English language classrooms. This suggests that positive changes in classroom ecology (involvement, cooperation, task orientation, etc.) strongly influence how teachers perceive and approach their instructional responsibilities. The result supports the findings of Mercer (2020) and Mishra & Sharma (2023), who emphasize the impact of classroom environment on teacher well-being and engagement.

3.4 Psychosocial Factors: Descriptive Results

The five key psychosocial dimensions assessed were: student cohesion, cooperation, involvement, task orientation, and autonomy. Descriptive statistics for each are summarized below:

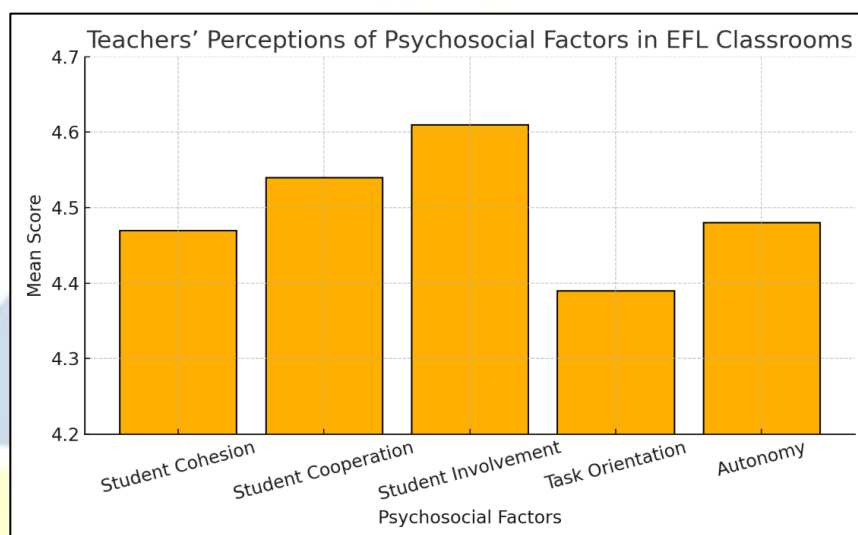
Psychosocial Factor	Mean Score
Student Cohesion	4.47
Student Cooperation	4.54
Student Involvement	4.60
Task Orientation	4.39

Autonomy/Independence	4.48
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The highest mean score was observed for student involvement (4.60), indicating that students were highly active in classroom discussions and problem-solving tasks. Teachers observed strong peer engagement and meaningful collaboration, which are vital for EFL classrooms (Sharma & Devi, 2024).

3.5 Visual Representation of Psychosocial Factors:

This chart visually depicts the mean scores of the five key psychosocial dimensions, confirming that all are well-acknowledged by teachers as influential components in the EFL classroom.



The results underscore the integral role of the psychosocial classroom environment in shaping teachers' professional judgments and instructional strategies. Teachers noted that student cooperation and cohesion significantly reduced barriers to learning and enhanced classroom harmony. In contexts where English is taught as a foreign language, these psychosocial elements promote comfort, reduce anxiety, and enhance language acquisition (Sharma, 2018). Furthermore, autonomy and task orientation emerged as significant predictors of student progress and teacher satisfaction. When students are allowed to make decisions about their learning, it empowers them and enhances their responsibility—a finding consistent with contemporary learner-centered pedagogies. The study aligns with Sharma's (2021) assertion that effective learning environments must balance instructional control with opportunities for independent learning and peer collaboration. When classrooms are perceived as supportive and inclusive, teachers tend to report more positive experiences and outcomes.

The results provide empirical evidence that English language teachers in Pakistani universities highly value the psychosocial structure of their classrooms. These findings affirm earlier research by Abdul (2017), who highlighted that student cohesion and support not only improve classroom harmony but also ease the instructional burden on teachers. Similarly, Veerman (2021) stressed the need for social bonding and psychological safety to promote learning. The present study aligns with such claims and further reinforces the ecological perspective in language teaching advocated by Moelle (2015) and Mercer (2020).

4. Discussion

4.1 Interpreting Teacher Perceptions considering Psychosocial Factors:

The findings of this study clearly suggest that English language teachers' perceptions are significantly shaped by the psychosocial conditions of their classrooms. Among all factors, student involvement and cooperation emerged as

the most influential in determining how teachers engage with their learners. Teachers reported that when students actively participate and collaborate in tasks, the classroom atmosphere becomes more dynamic and conducive to learning. This aligns with Mercer's (2020) ecological framework, which highlights the interdependence between teachers' professional well-being and the psychosocial climate of the classroom.

High student involvement, demonstrated through open discussions, peer explanations, and shared problem-solving, was rated the most prominent factor ($M = 4.61$). Teachers interpreted such active participation as a sign of intellectual engagement and learner autonomy, both of which they valued deeply. This finding resonates with Matsushita's (2015) concept of "deep active learning," where student-led inquiry fosters cognitive growth and emotional investment in the learning process.

4.2 Role of Student Cooperation and Cohesion:

Teachers emphasized that a sense of peer support within the classroom—reflected in students' willingness to help, share, and collaborate—was crucial to sustaining motivation and reducing anxiety. Student cooperation ($M = 4.54$) and cohesion ($M = 4.47$) were highly rated, indicating that when learners feel emotionally safe and socially connected, they are more likely to take academic risks and seek help when needed. This supports the findings of Gaisiey et al. (2025), who argue that emotionally supportive environments enhance both academic and social outcomes in higher education. Furthermore, teachers observed that students with varying linguistic competencies often relied on peer networks to bridge gaps in understanding. Such student-led support reduces the pressure on instructors and fosters a community-oriented classroom culture. These observations affirm Veerman's (2021) assertion that social cohesion and trust are foundational to a productive learning environment.

4.3 Autonomy and Shared Responsibility in Learning:

Another striking observation was related to student autonomy. With a mean score of 4.48, autonomy was reported as a valued and frequently observed element of the classroom environment. Teachers noted that allowing students to choose topics, pace, and sometimes even assessment methods fostered a deeper sense of ownership over their learning journey. This shift from a teacher-led to a student-centered approach is consistent with the educational philosophies of Aoki and Benson (2000), who emphasized the importance of autonomy as both a right and a responsibility in language learning. Teachers further commented that this autonomy translated into increased motivation and engagement, particularly when students were encouraged to explore topics relevant to their interests or cultural backgrounds. Such practices not only empowered learners but also lightened the instructional burden on educators, creating a more balanced and democratic classroom experience.

4.4 Task Orientation as a Driver of Accountability:

Task orientation ($M = 4.39$) was another psychosocial dimension that teachers recognized as vital to academic success. Clear expectations, time-bound tasks, and mutual accountability helped maintain structure and focus on English language classrooms. Teachers appreciated that their students typically came prepared, participated with intent, and understood the importance of completing assignments. This observation supports Ames' (1988) goal orientation theory, which argues that classrooms emphasizing mastery and effort over competition and performance foster adaptive learning behaviors.

Teachers reflected that consistent task orientation also contributed to building students' confidence, particularly in language acquisition tasks such as public speaking or peer reviews, skills often perceived as intimidating in EFL contexts. This dimension, though slightly lower in mean score than others, still highlighted a shared commitment to collective and individual learning outcomes.

4.5 Cultural Context and Localized Insights:

The findings gain further relevance when considered within the Pakistani context. BS-level classrooms in Multan often comprise students from diverse linguistic and socio-economic backgrounds, many of whom may not use English outside academic settings. Teachers observed that the psychosocial learning environment plays a compensatory role, bridging gaps in fluency, confidence, and engagement. When students feel safe, heard, and valued, their willingness to use English in classroom discussions increases.

This cultural insight underscores Moelle's (2015) claim that classroom ecology in EFL settings is not merely about language, it is about creating spaces where students can take risks, express their identities, and form interpersonal connections that support learning.

4.6 Contribution to Pedagogical Practices and Policy:

This study contributes meaningfully to both pedagogy and institutional planning. The evidence supports the integration of psychosocial awareness into teacher training programs, encouraging instructors to recognize the emotional and relational dynamics of language classrooms. It also calls for institutional frameworks that prioritize classroom climate in curriculum development and performance evaluations.

Building on earlier findings from Abdul (2017) and Mishra and Sharma (2023), this study validates the need to focus not just on learner achievement but on the conditions that make such achievement possible. Classrooms are not just delivery zones, they are human systems of interaction, support, and transformation.

4.7 Limitations of the Study:

While this study provides meaningful insights into the psychosocial environment of English language classrooms at the BS level, several limitations should be acknowledged. First, the study is geographically confined to institutions in Multan, which may affect the generalizability of the findings to other regions of Pakistan or international contexts with differing educational structures and language policies. Second, the data was collected through self-reported questionnaires, which may be influenced by social desirability bias, as participants might report more favorable perceptions than they actually hold. Additionally, the research focuses solely on teachers' perspectives, leaving out valuable student viewpoints that could offer a more holistic understanding of classroom dynamics. Moreover, while the study employed quantitative methods effectively, it lacked qualitative components (e.g., interviews or classroom observations) that might have enriched the data with deeper, context-sensitive interpretations.

5. Conclusion:

This study successfully achieved its core objectives by exploring how English language teachers perceive the psychosocial environment in BS-level classrooms and how these perceptions are influenced by key ecological variables. Through statistical analysis and empirical evidence, it has been shown that student involvement, cooperation, cohesion, autonomy, and task orientation significantly shape how instructors experience and interpret their teaching environment.

The first objective, to examine teacher perceptions of classroom ecology, was met by using the WIHIC instrument, which revealed that teachers generally perceive their classrooms as socially cohesive and emotionally supportive. The second objective, investigating how these perceptions impact language learning, was fulfilled by correlating teacher responses with classroom behavior patterns, confirming that positive psychosocial environments enhance both teacher satisfaction and instructional effectiveness. The third objective, analyzing the relationship between the psychosocial environment and English learning performance, was addressed through correlation and descriptive statistics, confirming that these factors are not isolated but dynamically interlinked. The findings reinforce existing literature while offering localized insights relevant to multilingual and culturally diverse educational settings in Pakistan. It is evident that creating supportive, participatory, and autonomy-oriented classrooms is essential for fostering effective English language instruction at the undergraduate level.

5.1 Future Directions:

This research opens several avenues for further exploration. Future studies could adopt a mixed-methods approach, integrating interviews, classroom observations, and student focus groups to obtain a richer, triangulated understanding of the psychosocial learning environment. Additionally, expanding the study to include multiple cities or provinces would allow for comparative analysis and increase the generalizability of the results.

Researchers might also explore how psychosocial factors evolve over time or across different language proficiency levels, from foundation-year students to graduate learners. Including student feedback and exploring how they perceive autonomy, cooperation, and teacher support could offer a more balanced and actionable perspective for curriculum designers and policymakers. Considering the growing use of digital learning environments, future research may also assess how virtual, or hybrid classrooms influence psychosocial dynamics and whether traditional ecological frameworks need adaptation in technologically mediated learning spaces.

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