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TEACHER'S ATTITUDE TOWARD WRITING SKILLS IN THE
TEACHING AND LEARNING OF THE MALAY LANGUAGE**Nur Nisa Adillah Jafri¹, Zakiah Noordin^{2*}, Mohamad Nizam Nazarudin³¹ IPG Kampus Pendidikan Islam, Bandar Baru Bangi Selangor, Malaysia
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DOI: 10.35631/IJEPC.852051**This work is licensed under** [CC BY 4.0](https://creativecommons.org/licenses/by/4.0/)**Abstract:**

This research aimed to examine the associations among classroom social environment roles, teachers' attitudes toward Malay writing skills in teaching and learning, and the potential influence of age and teaching experience. Employing a survey approach, data collection was facilitated through an online questionnaire via Google Forms. The study encompassed a sample of 140 Malay language teachers from the Bangi Zone National School. Data analysis was conducted using Statistical Package for the Social Science (SPSS) version 27.0, encompassing both descriptive statistics (mean, standard deviation, percentage) and inferential statistics (one-way ANOVA test and Pearson Correlation). The findings of this study indicate a notably high level of classroom social environment roles and teacher attitudes. Significant differences were observed in the classroom social environment concerning age, yet no significant variations emerged in teacher attitudes based on age, classroom social environment roles, or teaching experience. Importantly, a positive and significant relationship was established between classroom social environment roles and teachers' attitudes toward Malay writing skills in teaching and learning. This research carries implications for Malay language teachers, student teachers, the educational community, and the Malaysian Ministry of Education. It highlights the importance of incorporating elements focused on classroom management and the promotion of a positive classroom atmosphere within professional development programs. Teachers and school leaders are encouraged to strategize and actively maintain conducive social

environments to enhance the effectiveness of teaching and learning in Malay writing skills.

Keywords:

Malay Language, Social Environment, Teacher Attitude, Writing Skills, Teaching And Learning.

Introduction

The concept of the classroom social environment encompasses a complex web of interconnectedness and social exchanges that profoundly influence the educational process within the classroom context (Hattie & Zierer, 2018). It pertains to the intricate interplay of interactions, relationships, and social structures that shape the behavior and engagement of both students and instructors within the educational setting. The classroom's social dynamics play a pivotal role in shaping the overall educational experience, impacting students' motivation levels, academic performance, and general well-being. Within this milieu, individuals, including students and instructors, assume various roles, responsibilities, and engage in interactions that span leadership, collaboration, engagement, and communication. The impact of the classroom's social milieu extends to critical aspects of students' academic journey, including their academic performance, motivation levels, degree of engagement, overall well-being, and their ability to navigate socio-emotional challenges.

This construct encompasses multifaceted components, encompassing the individual positioning of students within the classroom and the quality of their interpersonal connections, as well as collective elements that define the broader classroom environment and its prevailing atmosphere (van Vemde et al., 2023). Skinner and Belmont (1993) conducted seminal research underscoring the significance of a healthy classroom social environment for students' academic success and motivation. Patrick et al. (2002) delved into the intricate interplay between social motivation, the classroom social environment, and student achievement, emphasizing the need to understand these dynamics to facilitate positive student outcomes. Wang et al. (2020) shed light on the importance of the classroom social milieu for students' well-being and socio-emotional adaptation.

The interplay between the teacher's self-efficacy, their instructional approach, and the classroom's social context significantly influences students' adaptation and learning experiences (Stewart, 2014). Stewart (2014) further elucidates that the nature of the educational environment instructors foster is contingent upon their evaluations of their instructional competencies. Furthermore, the impact of the classroom social environment extends to the development of writing skills, as highlighted by Peña-López (2009). Teachers' attitudes and beliefs about teaching, their instructional practices, and the quality of the classroom environment are inextricably linked, playing a pivotal role in the teaching and learning process. A teacher's demeanor, characterized by kindness and optimism, sets the tone within the classroom and significantly contributes to the cultivation of positive social skills among students (Peña-López, 2009).

Teachers who embrace student-centered approaches and collaborate with their peers are more likely to employ diverse instructional strategies. The classroom setting, including interpersonal dynamics between students and professors, directly impacts motivating factors such as student

commitment, motivation to learn, and overall student satisfaction (Stewart, 2014). In conclusion, the social dynamics within the classroom, shaped by the teacher's disposition and instructional methods, exert a profound influence on the educational process, including the development of writing proficiency. Teachers who embody a positive attitude, demonstrate effective leadership and management skills, and create a conducive learning environment have the potential to significantly enhance students' educational achievements.

Literature Review

In the realm of education, research has consistently highlighted the profound influence of teachers' attitudes on various facets of their teaching practice. This impact extends to critical aspects such as the allocation of instructional time, the quality of instruction, and the choice of teaching strategies employed. According to Hall et al. (2016), teachers' perspectives on writing and their approaches to teaching writing are notably shaped by their own writing experiences and their exposure to writing instruction throughout their professional journey. The cognitive abilities and available resources of teachers, encompassing their comprehension of writing pedagogy, utilization of evidence-based strategies, and overall effectiveness, play a substantial role in shaping how writing is taught within the educational context.

Furthermore, these factors can interact with and be influenced by other variables, including individual interests, attitudes, beliefs, and broader educational policies at both the state and school levels (Graham et al., 2023; Wolbers et al., 2023). Recent studies, such as that conducted by Graham et al. (2023), offer evidence suggesting that teachers possessing a strong sense of efficacy tend to exhibit favourable dispositions towards writing instruction and allocate more significant amounts of time to foster students' writing abilities. Moreover, a study by Murad et al. (2021) investigated English teachers' attitudes toward the use of collaborative teaching methods to enhance students' writing skills. The findings indicate that teachers generally support these techniques, recognizing their importance in the teaching process, particularly for improving language skills. Students, too, demonstrate a positive response to these methods.

The study underscores the value of involving students in various activities to enhance both writing and speaking skills. Additionally, research underscores that teachers with high self-efficacy exhibit positive attitudes towards teaching writing and invest more time in supporting students' writing skills (Wolbers et al., 2023). The cognitive capacities and resources available to teachers, such as their knowledge of effective writing instruction and their utilization of evidence-based practices, significantly influence how writing is imparted in the classroom. Teachers with a solid foundation in writing instruction can describe teaching practices rooted in research, proven to enhance student writing outcomes.

It is essential to recognize that teachers' attitudes towards writing are shaped by a myriad of factors, including their personal writing experiences, exposure to exemplary writing instruction models, strategies introduced during methods courses, and their sense of enjoyment in anticipating and engaging in writing instruction (Hall et al., 2016). Over time, these personal experiences and influences shape teachers' attitudes towards writing, subsequently impacting their instructional choices in their classrooms. In summary, teachers' attitudes towards teaching and learning writing skills are a complex interplay of personal experiences, pedagogical knowledge, and self-efficacy. These attitudes exert a significant influence on the quality of instruction and, consequently, the development of students' writing abilities.

The study of these concepts has drawn upon various theoretical frameworks and models, including social constructivism, Vygotsky's Zone of Proximal Development (ZPD), and the Community of Inquiry model (Bektashi, 2018), to analyse the impact of the classroom's social environment on the language acquisition process. Limited information is available regarding the distinction between the influence of the social environment within the classroom and the teacher's attitude towards the instruction and acquisition of Malay writing skills based on age. Previous research indicates that the teaching of writing skills in Malaysian classrooms has posed difficulties, and teachers encounter a multifaceted undertaking in establishing a conducive learning atmosphere that facilitates exploratory opportunities during the process of writing acquisition. According to Bordin et al. (2022), the acquisition of Malay writing skills has significant importance within the educational curriculum of Malaysia, since it is considered a crucial aspect of mastering the Malay language.

Teaching writing skills to kids may be particularly tough since a significant number of students struggle to achieve proficiency in this area. The application of Malay Language instruction in preschool includes the development of writing abilities, which comprise both mechanical and mental aspects. Teachers are faced with the intricate responsibility of establishing an educational setting that fosters chances for exploration in the realm of writing instruction. There is a scarcity of information on the distinction between the influence of the social environment inside the classroom and the teacher's attitude towards the instruction and acquisition of Malay writing abilities, as seen via teaching experience.

According to the research conducted by Bordin et al. (2022) and Lim (2013), the development of writing abilities has significant importance in the context of studying language, as highlighted within the educational curriculum of Malaysia. Teaching writing skills to students may be particularly tough because many students struggle to completely acquire proficiency in this area. The inclusion of writing skills in the implementation of Malay Language instruction in preschool includes both mechanical and mentalist aspects of writing. Teachers have a multifaceted challenge when it comes to establishing an educational setting that fosters possibilities for exploration within the context of writing instruction.

Hence, the purpose of this research was to ascertain the extent to which the classroom social environment and the teacher's attitude impact the acquisition of Malay writing abilities. In addition to the aforementioned, the primary objective of this research is to ascertain the variations in the influence of the classroom's social environment and the teacher's attitude towards the instruction and acquisition of Malay writing proficiency, to age and teaching tenure.

Research Hypotheses

Five hypotheses have been tested;

- H₀₁ There is no significant difference in the role of the social environment of the classroom towards the teaching and learning of Malay writing skills based on age.
- H₀₂ There is no significant difference in the teacher's attitude towards the teaching and learning of Malay writing skills based on age.
- H₀₃ There is no significant difference in the role of the social environment of the classroom towards the teaching and learning of Malay writing skills based on teaching experience.

- H₀₄ There is no significant difference in the teacher's attitude towards the teaching and learning of Malay writing skills based on teaching experience.
- H₀₅ There is no significant relationship between the social environment of the classroom and the teacher's attitude towards the teaching and learning of Malay writing skills.

Methodology

The study employs a research design rooted in quantitative methodology, specifically using the survey technique via the administration of questionnaires. The study's population comprises teachers who are responsible for teaching Malay language topics at the primary school level within the Bangi zone primary schools located in the Hulu Langat district of Selangor. According to the Sample Size Determination Table developed by Krejcie and Morgan in 1970 (Chuan, 2006), it is recommended to have a sample size of 140 individuals. The research employs a basic random sampling technique for the selection of the sample. According to Zhao et al. (2018), simple random sampling is considered the most straightforward method for obtaining a sample from a given population.

The procedure of data gathering involves the dissemination of a series of surveys using the Google Forms platform. The administered questionnaires consist of three distinct sections, namely part A which pertains to the demographic characteristics of the respondents, such as age and teaching experience. In contrast, Part B has a set of 20 questions that pertain to the influence of the social environment inside the classroom. Conversely, Part C contains 20 items that explore teachers' perspectives and attitudes towards the instruction and acquisition of Malay writing abilities. Parts B and C of this study draw upon the questionnaire used in the research conducted by Sibat & Yasin (2022), as well as Che Zanariah and Fadzilah (2011). The data collected from the questionnaire was analysed with the Statistical Package for the Social Sciences (SPSS) Version 27.0 software.

Result And Discussion

Reliability

According to the data shown in Table 1, Cronbach's Alpha coefficient of 0.905 suggests a significant degree of internal consistency for the items comprising the scale used to assess the teacher's attitude toward writing abilities in the teaching and learning of the Malay Language. This finding implies that the items comprising the scale exhibit a high degree of reliability in assessing the targeted construct. A high-reliability coefficient is often desired since it signifies internal consistency of the scale and consistent measurement of the underlying concept by the items. This implies that the tool used to evaluate the teacher's attitudes towards writing proficiency is both resilient and reliable.

The obtained Cronbach's Alpha coefficient of 0.843 for the Classroom Social Environment Roles indicates a satisfactory degree of internal consistency for the items assessing this particular construct. Although Cronbach's Alpha for the scale evaluating classroom social environment roles is not as high as that for the teacher's attitude, it still suggests a substantial degree of dependability. A coefficient alpha value of 0.843 is often regarded as satisfactory in the context of educational research since it signifies that the items comprising the scale effectively assess the same underlying construct with a high level of reliability. The tool used in this study instils trust in the results of researchers.

Table 1 Reliability Test

Variable	Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
Attitude	.905	.916	20
Environment	.843	.886	20

Demographic

Table 2 presents the gender distribution statistics of the research, revealing a significant gender discrepancy among the participants. The sample consists of a majority of females, accounting for 74.3%, while men make up 25.7% of the sample. The disparity seen in gender representation prompts inquiries about the possible impact of gender on study results. The observed gender distribution is consistent with prevailing patterns in the area of education, whereby female teachers often surpass their male colleagues in terms of numbers in many settings. Existing research indicates that there is a potential effect of gender on teaching styles, classroom dynamics, and student views. Therefore, it is essential to prioritise the comprehension of the ramifications of this gender difference on research outputs. The age distribution exhibits a heterogeneous assortment of age cohorts, while the 51-60 age bracket is notably populated by teachers. This discovery implies that the research spans a wide range of teaching experiences and views.

The age of teachers may play a significant role in influencing instructional approaches, accommodating advancements in technology, and addressing requirements for professional growth. Elderly teachers sometimes hold a wealth of expertise and institutional knowledge, but their younger counterparts may offer a novel outlook and a propensity for using digital teaching methods. The acknowledgment of age variation has significant importance in comprehending the dynamics within the educational setting being examined. The data suggests that there is an even distribution of teaching experience across the three groups. The research included the participation of teachers with varying degrees of teaching experience. The presence of varied teaching experiences might influence the outcomes of the research, as it may be connected to individuals' attitudes, pedagogical techniques, and perspectives about educational difficulties and advancements.

Table 2: Demographic

Gender	Frequency	Percent	Valid Percent	Cumulative Percent
Male	36	25.7	25.7	25.7
Female	104	74.3	74.3	100.0
Age (years)				
31-40	47	33.6	33.6	33.6
41-50	41	29.3	29.3	62.9
51-60	52	37.1	37.1	100.0

Teaching Experience (years)				
31-40	47	33.6	33.6	33.6
41-50	41	29.3	29.3	62.9
51-60	52	37.1	37.1	100.0
31-40	47	33.6	33.6	33.6

According to the data shown in Table 3, the average score of 4.4061 in the descriptive statistics indicates that the participants had a strong perception of the degree of involvement and interaction within the social environment of the classroom. This observation suggests the presence of a favourable learning environment inside the classroom. It is vital to take into account that average scores might exhibit variability based on factors such as contextual parameters, geographical location, and the size of the sample used in the research.

The value of 4.4061, albeit quite high, should be evaluated within the framework of a particular research and its corresponding population. The mean score for the Teacher's Attitude Towards Writing abilities is 4.2189, suggesting that, on average, teachers possess a very favourable attitude towards writing abilities within the realm of teaching and acquiring proficiency in the Malay Language. Furthermore, the calculated standard deviation of 0.30390 indicates that the attitudes of the surveyed teachers exhibit a reasonably high level of consistency, with little fluctuation.

Table 3: Descriptive Statistics

	Mean	Std. Deviation	Level
Environment	4.4061	.35606	High
Attitude	4.2189	.30390	High

ANOVA Test

According to the findings presented in Table 4, the one-way analysis of variance (ANOVA) indicated that there was no statistically significant difference in Teacher's Attitudes Towards Writing Skills based on age, $F(2, 137) = .909$, $p > 0.05$. However, a statistically significant difference was observed in Classroom Social Environment Roles Towards Writing Skills based on age, $F(2, 137) = 3.518$, $p < 0.05$. In the present study, it was shown that there is no statistically significant difference in Teacher's Attitude Towards Writing Skills ($F(2, 137) = .909$, $p > 0.05$) and Classroom Social Environment Roles Towards Writing Skills ($F(2, 137) = 3.518$, $p < 0.05$) based on teaching experience. The null hypothesis HO1 was rejected, whereas the null hypothesis HO2 failed to be rejected. However, both HO3 and HO4 also failed to be rejected.

Table 4: ANOVA Test Between Age

		Sum of Squares	df	Mean Square	F	Sig.
Age	Between Groups	.168	2	.084	.909	.405

Attitude	Within Groups	12.669	137	.092		
	Total	12.837	139			
	Between Groups	.861	2	.430	3.518	.032
Environment	Within Groups	16.761	137	.122		
	Total	17.622	139			
Teaching experience	Between Groups	.020	2	.010	.105	.900
	Attitude Within Groups	12.818	137	.094		
	Total	12.837	139			
	Between Groups	.542	2	.271	2.173	.118
	Environment Within Groups	17.081	137	.125		
	Between Groups	17.622	139			

The results of post hoc comparisons conducted using Tukey's honestly significant difference (HSD) test on the data related to Classroom Social Environment Roles Towards Writing Skills reveal that those aged 51-60 ($M = 4.48$) exhibited a substantially higher mean compared to those aged 41-50 ($M = 4.29$) ($p < 0.05$). Nevertheless, the study did not find any statistically significant disparities between the age groups of 51-60 and 31-40 (mean = 4.42), nor between the age groups of 31-40 and 41-50 (see Table 5).

Table 5: Multiple Comparisons Tukey HSD

	(I) Age	(J) Age	Mean Difference (I-J)	Std. Error	Sig.
Attitude	31-40	41-50	.08762	.06499	.371
		51-60	.04034	.06120	.787
	41-50	31-40	-.08762	.06499	.371
		51-60	-.04728	.06351	.738
	51-60	31-40	-.04034	.06120	.787
		41-50	.04728	.06351	.738
Environment	31-40	41-50	.12875	.07475	.200
		51-60	-.06344	.07040	.640
	41-50	31-40	-.12875	.07475	.200
		51-60	-.19219*	.07305	.026
	51-60	31-40	.06344	.07040	.640
		41-50	.19219*	.07305	.026

*The mean difference is significant at the 0.05 level

Correlations Test

According to the findings shown in Table 6, the Pearson correlation coefficient (r) between the roles of the classroom social environment towards writing skills and the teacher's attitude towards writing skills yielded a value of $r = 0.63$, with a p -value less than 0.001. This result suggests a moderate and statistically significant positive association between these variables. This finding suggests that there is a positive correlation between the growth of Classroom Social Environment Roles Towards Writing Skills and the increase in Teacher's Attitude Towards Writing Skills. The obtained p -value ($p < 0.001$) signifies statistical significance, suggesting robust evidence that the observed association in the sample is not attributable to random chance. Ultimately, the null hypothesis H_0 was rejected.

Table 6: Correlations

		Environment	Attitude
Environment	Pearson Correlation	1	.629**
	Sig. (2-tailed)		.000
	Sum of Squares and Cross-products	17.622	9.456
	Covariance	.127	.068
	N	140	140
Attitude	Pearson Correlation	.629**	1
	Sig. (2-tailed)	.000	
	Sum of Squares and Cross-products	9.456	12.837
	Covariance	.068	.092
	N	140	140

** . Correlation is significant at the 0.01 level (2-tailed).

There Is A Significant Difference In The Role Of The Social Environment Of The Classroom Towards The Teaching And Learning Of Malay Writing Skills Based On Age.

The data analysis reveals a statistically significant disparity in the influence of the social environment inside the classroom, depending on the age of the participants. Specifically, the age group ranging from 51 to 60 exhibits a notably higher average in comparison to the age group spanning from 41 to 50. This discovery indicates that there are age-related differences in how people perceive and engage with the social environment in the classroom, which subsequently affects the instruction and acquisition of Malay writing abilities. One perspective from which this discovery might be interpreted is the framework of social constructivist theory. Vygotsky's social constructivist theory posits that the learning process is significantly influenced by social interactions and the social environment (Vygotsky, 1978).

Individuals in the age bracket of 51-60 years old who are older may possess a greater accumulation of life experiences and social abilities, perhaps leading to favourable impacts on their interactions within an educational setting. Consequently, this might potentially foster a more favourable social milieu that promotes effective learning. Knowles (1980) identified the principles of adult learning, which emphasise the significance of self-directed learning and the integration of life events in the educational journey. It has been observed that individuals within the age range of 51-60 tend to have a heightened inclination towards self-directed learning. This propensity may be effectively nurtured via the presence of a conducive social milieu that fosters positivity and support.

The observed differences may be attributed to the participants' inclination to participate in collaborative learning and their capacity to contribute to a positive classroom environment. The significance of culture must not be disregarded within the framework of instructing and acquiring proficiency in Malay writing abilities. There exists a potential correlation between age and variations in cultural conventions, values, and communication methods. Elderly persons may provide cultural subtleties that cultivate a more efficient learning environment. The aforementioned discovery highlights the need to include cultural elements in the development of instructional methodologies (Hofstede, 2001). This discovery has limited practical ramifications, including the use of teaching tactics, professional development opportunities, and the need for more study.

Teachers must possess an awareness of age-related disparities within the educational setting and then modify their instructional approaches to accommodate such variations. Promoting intergenerational relationships and fostering collaborative learning experiences has the potential to enrich the social environment for students across all age groups. Training programs for teachers must have elements that specifically cater to the varied requirements of students across various age cohorts. Teachers may get advantages from using tactics aimed at cultivating inclusive and nurturing classroom environments. This discovery presents an opportunity for further investigation into the precise processes by which age affects classroom dynamics and its effects on language acquisition. Subsequent research endeavors may explore the significance of mentoring, intergenerational discourse, and cultural factors.

There Is No Significant Difference In The Teacher's Attitude Towards The Teaching And Learning Of Malay Writing Skills Based On Age.

The data analysis reveals that there is no statistically significant disparity in the teacher's attitudes towards the instruction and acquisition of Malay writing proficiency when considering age as a variable. This finding indicates that, within the scope of this specific research, age was not found to have a statistically significant impact on the formation of teachers' attitudes and beliefs on the instruction and acquisition of Malay writing abilities. There is a lack of discernible disparity in the influence of the classroom's social environment on the acquisition and development of Malay writing abilities, as it pertains to the level of teaching experience. The findings from the data analysis suggest that there is no statistically significant variation in the impact of the classroom's social environment on the acquisition of Malay writing abilities when considering different levels of teaching experience.

This suggests that, within the scope of this specific research, the level of teaching experience did not have a noteworthy influence on teachers' perceptions and interactions within the classroom social environment, specifically about Malay writing instruction. Prior studies in the field of education have examined the influence of teacher experience on the establishment and dynamics of the classroom environment. According to Wubbels and Brekelmans (2005), several research studies have shown that teachers with greater experience are capable of establishing classroom settings that are both pleasant and successful.

Nevertheless, several elements, such as school culture and leadership, have the potential to have an impact on this particular link (Poulou, 2018). The lack of a substantial disparity in the impact of the classroom social environment, as influenced by teaching experience, may be linked to the effects of continuous professional growth. According to Ingersoll and Strong (2011), teachers of different levels of experience may have engaged in comparable training and

development initiatives aimed at enhancing classroom management skills and fostering positive social connections. The particular setting of the research may also have a significant impact. The social atmosphere of the classroom may be influenced by several factors, including school culture, student demographics, and curricular needs (Cohen et al., 2009). In the present research, it is plausible that contextual variables had a greater impact than teaching expertise.

The consequences of this study pertain to the areas of professional growth, contextual factors, and potential avenues for further research. The aforementioned discovery underscores the need for ongoing professional growth for teachers, irrespective of their degree of expertise. Continuing professional development may support teachers in maintaining or enhancing their proficiency in classroom management and fostering positive social interactions. When evaluating the effect of teaching experience on the social climate in classrooms, educational leaders and policymakers should take into account the influence of elements at the school level. The implementation of a standardised strategy may fail to adequately account for the intricate dynamics present in diverse educational environments. Additional study is required to examine the precise contextual and professional development elements that contribute to the consistency of the classroom social environment across various levels of teaching expertise.

There Is No Significant Difference In The Teacher's Attitude Towards The Teaching And Learning Of Malay Writing Skills Based On Teaching Experience.

The findings of the data analysis suggest that there is no statistically significant disparity in the attitudes of teachers towards the instruction and acquisition of Malay writing proficiency, as influenced by their level of teaching experience. This finding indicates that, within the context of this specific research, the level of teaching experience did not have a significant influence on teachers' perceptions and approaches towards the instruction and acquisition of Malay writing abilities. Prior studies in the field of education have investigated the correlation between teacher attitudes and their level of teaching experience.

Several research has shown that there may exist a correlation between teaching experience and favourable attitudes among teachers (Ingersoll & Strong, 2011). However, it is important to note that the relationship between teaching experience and attitudes is multifaceted.

According to Poulou (2018), the connection may be influenced by several factors, including professional growth and school culture. The lack of a substantial disparity in teacher attitudes, as seen across varying levels of teaching experience, might perhaps be attributed to the impact of continuous professional growth. Teachers with different degrees of expertise may have taken part in comparable training programs that influence their perspectives on teaching methods (Guskey & Yoon, 2009). The particular setting of the research may also have a significant impact. Teacher attitudes may be influenced by several factors, including school atmosphere, leadership, and curricular requirements (Cohen et al., 2009). In the present research, it is plausible that contextual variables had a greater impact than teaching expertise.

The significance of this discovery highlights the need for ongoing professional development for teachers, irrespective of their degree of expertise. Continual professional development might facilitate the cultivation and maintenance of favourable attitudes among teachers towards the implementation of efficacious pedagogical approaches. When evaluating the effect of teaching experience on teacher attitudes, educational leaders and policymakers need to take into account the many aspects at both the school level and system level. The influence of the

school environment and policies on teacher attitudes may be substantial. Additional study is required to examine the precise contextual and professional development elements that influence the uniformity of teacher attitudes across varying degrees of teaching expertise.

There Is A Significant Positive Relationship Between The Social Environment Of The Classroom And The Teacher's Attitude Towards The Teaching And Learning Of Malay Writing Skills.

The findings of the data analysis revealed a statistically significant and favourable correlation between the social environment inside the classroom and the teacher's attitude towards the instruction and acquisition of Malay writing abilities. This finding implies that within the context of this specific research, the social dynamics inside the classroom influence the attitudes of teachers towards the learning of Malay writing. Prior studies in the field of education have examined the correlations between teacher attitudes and the overall atmosphere inside the classroom. According to Brophy (1984), the establishment of a good classroom environment, which encompasses attributes such as mutual respect, cooperation, and support, may provide favourable effects on teacher attitudes. Teachers often exhibit more favourable attitudes when they view the learning environment inside the classroom to be favourable and helpful.

The discovery is consistent with the tenets of social constructivist philosophy in the field of education. Social constructivism places significant emphasis on the role of social interactions and collaborative learning within the context of teaching and learning (Vygotsky, 1978). The cultivation of a pleasant social environment has the potential to facilitate active involvement among individuals, hence influencing the attitudes of teachers towards the implementation of successful instructional practises. Existing research indicates that there is a correlation between teacher effectiveness and the perception of one's ability to provide a conducive and stimulating classroom environment. Teachers who consider themselves as efficient in this regard are more inclined to possess favourable attitudes towards the process of teaching and learning (Tschannen-Moran & Hoy, 2007). There exists a reciprocal link between teacher effectiveness and the classroom environment. This research implies that it highlights the need to create a pleasant classroom environment that promotes both student learning and teacher attitudes.

Teachers and educational administrators have to contemplate several approaches to establish and sustain an atmosphere that fosters positive social interactions. Professional development programs often include elements that specifically address classroom management and the fostering of a conducive classroom environment. These programs have the potential to assist teachers in cultivating the necessary competencies for establishing a conducive educational environment. The presence of a good classroom atmosphere not only influences the attitudes of teachers but also has a substantial influence on the academic achievements of students. Teachers who possess positive attitudes are more inclined to use efficacious pedagogical strategies that provide advantageous outcomes for their pupils.

Conclusion

By incorporating educational theories and taking cultural aspects into account, one may enhance their comprehension and use of age-related disparities, hence facilitating the development of more efficient and all-encompassing educational settings. Although age may have some influence on several areas of schooling, it seems to have a rather limited effect on teachers' views within this specific setting. In this specific research, the influence of ongoing

professional development and environmental factors on classroom dynamics and interactions is likely to be significant. The correlation between the social environment inside the classroom and the teacher's attitudes towards the instruction and acquisition of Malay writing abilities highlights the need to foster a favorable and encouraging classroom atmosphere. This association is consistent with educational theories such as social constructivism and teacher efficacy.

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