

Effects of Classroom Management Techniques for Enhanced Student's Learning Motivation

Kaynat Tariq¹, Dr. Hafiz Abdul Rafah Razzaq², Dr. Fahad Maqbool³

¹ M.Phil. Education, Department of Research and Assessment University of Okara (Pakistan)

Email: Kaynattariq0@gmail.com

² University of Management and Technology, Lahore Email: Rafay2130@gmail.com

³ PhD Education, Government College University Faisalabad, Pakistan Email:

Mianfahad11@gmail.com

DOI: <https://doi.org/10.70670/sra.v3i2.808>

Abstract

Teachers have the main role in quality outputs in university. This study investigated the effect of classroom management techniques in promoting motivational learning among students at university level. The teacher's professional attitude plays an important role in the educational process. It was basically descriptive research in nature and for the collection of data survey method was used. The questionnaire is used to collect data from participants. The population of this study consisted of the students from University of Okara. Simple random sampling was used to select the samples. Results of this study indicate that an appropriate and beneficial interaction between students and instructors can have a significant impact on students' academic performance. Recommendations were provided for teachers to employ effective classroom management, varied techniques for instruction, and strong communication with students to enhance the students' motivation level. Professional educators should be provided with materials to help them enhance their knowledge of the subject and classroom management skills, allowing them to better support their students' learning through effective instruction. The research also recommends ensure the Ministry of Education take steps to guarantee that class sizes are adequate for teaching and student learning outcomes.

Keywords: Classroom management, Self-efficacy, Classroom dynamics, Students motivation strategies, University of Okara

1. Introduction

Teachers depend on an extensive set of skills and strategies known generally as "classroom management" to keep the students on track, engaged, and productive during each lesson. Teachers can use effective classroom management tactics to assist learners, each as a whole and in small groups, display more of the behaviours that promote or encourage learning while diminishing those that impede it. All learning capacities and cultural backgrounds are permitted in the same classes, and instructors are accountable for each student's success.

Cultural trends have resulted in increased social difficulties at universities, which have an influence on how a teacher controls the classrooms (Akman & Kocak, 2023). Effectiveness in education has been defined in a variety of ways, including a degree of limited achievement in coursework and formally mastered content in university courses that is usually handled by a pace

of education. Discipline concerns in the classroom are more common than they were previously, restricting student performance.

Classroom management difficulties prejudice the children's progress. Classroom management expresses concerns about instructor conduct and activities that may encourage student cooperation and discussion in the classroom. Classroom management raises concerns about teacher conduct and activities in the classroom that may encourage student coactivity and cognition (Emmer & E.T., 2020). A sensible teacher has knowledge of some important facts and limitations. A university professor takes notes on the various components. Control, advocate, slave driving, caretaker, assessor, curricular engineer, deeply rooted, learners, reinforcement individual, analyst/innovator, recreational exercise coordinator, management, and other roles bend with a touch of the parts. In schools, an idea of preparedness is closely related with the concept of obviousness. At the base of the pyramid, the instructor is considered as a particularly significant factor in putting any enlightened change into action.

The educational standards, breadth and depth of instruction, and teachers' responsibilities all influence the teaching-learning process. Classrooms in universities should be secure and welcoming environments where all students may get both basic academic assistance and additional interpersonal and active support. The way classes are administered has an impact on students' objective achievement. Infrastructure in educational institutions, management of classes, and offices improved many motivational examples. Teachers continue to be concerned about managing their classrooms and student accomplishment since there are so many different ideas about how to handle a class. This study will address both the problems critical to the drive of learners at the university level and the challenges that students are already experiencing in the classroom(Fullan,2023).

An effective instructional system is critical not only for the academic and personal growth of students, but also for maintaining a safe and well-organized environment for learning. This study might assist educators and policymakers better understand the impact of classroom management on motivation among students. It will also give a comprehensive foundation for improving classroom management effectiveness and productivity (Martin& Saas, 2022). Furthermore, it would suggest strategies to improve classroom management. It included students from many departments at the University of Okara as participants in the classroom management process focusing on student motivation. The primary emphasis is on the challenges encountered by pupils in the classroom. It also focuses on the consequences and strategies to resolve them. It also presented ways to enhance classroom management at the university level. The study helped to identify issues that needed to be improved in the classroom management process.

Classroom Management Techniques

“Effective classroom management now integrates culturally responsive teaching, social-emotional learning and restorative practices to build strong teacher-student relationships and a positive classroom climate” (Evertson,2020).

Motivation

“Learning motivation is the internal drive desire that prompts individuals to engage in and persist at learning tasks, influenced by personal goals, interests and the perceived value of the learning experience”(Ormrod, J.E., 2022)

Rational of the Study

It is essential to determine the effectiveness of classroom management approaches in promoting learning motivation among university students. As a result, at the university level, the teacher's positive attitude, associations with students, expert capabilities, teaching skills, parental inclusion, students' own abilities, and university environment all play an important role in reinforcing the

potential for better academic performance among university students. Along similar lines, the purpose of this review was to investigate the impact of classroom management practices on student learning motivation at the university level. This work is significant for both future expert practice and more research at various levels.

Significance of the Study

Classroom administration lies at the heart of education and, ultimately, determines your students' learning outcomes, which can effect your success. Successful classroom management entails a thriving learning environment and committed pupils. Surprisingly, regardless matter how passionate you are as an educator or how excited you are about your students. Teachers must possess a unique set of talents in order to effectively manage their classroom. Without these abilities or an awareness of what constitutes appropriate managing a classroom, bad classroom management can occur, which has an impact on student accomplishment and development.

Classroom management develops a set fundamental assumptions that are used in a well-organized classroom setting. Effective classroom management enables the instructor to engage pupils in learning while also encouraging learning motivation among students. This effect will encompass both the teaching of prominent abilities and the enhancement of student assurance. Building assurance in the classroom will result in enhanced motivation and learning.

Objectives of the Study

1. To study the role of student motivation at the University level.
2. To explore the effect of classroom management on students' motivation on the bases of demographic information i.e., gender, locality, male or female.
3. To study the reasons behind making classroom management productive.

Research Questions

1. Is there any effect of classroom management techniques on students motivation?
2. Is there a relationship between classroom management among demographic variables i.e., gender and locality at students and learning motivation?
3. What is the importance of classroom management techniques that enhanced learning motivation among students?

2. Literature Review

Education has been viewed as performing a variety of functions, including the display of data as well as the development of ethical traits and units of thought in pupils. In this approach, teachers, as "the center of all proper learning," are being squeezed in order to effectively cope with the two tasks. According to Moreno (2019), classroom management skills are a common factor that leads to a good instructor, regardless of the depth of his or her subject matter knowledge. As a result, it is clear that classroom management has evolved into an important aspect of instructor development.

It is argued that classroom management should have an impact on students' learning environments, which, in turn, influences all of their informative skills and enthusiastic turns of events. This could be interpreted as a call for extensive research into the impact of classroom management on students' academic achievement and behaviour, as Anderson (2019) and Brophy & Evertson (2016) found that authoritative acts by instructors and students' achievements were inextricably linked.

Classroom management is a crucial exam in today's schools. According to Martin and Sass (2010), classroom management includes "an framework of concepts that include learning affiliations, learning, and student behaviour." Walker (2019) stated, "The smart instructor does not just show content; they help people." According to Marzano (2019), in order to adequately demonstrate to

their pupils, teachers must employ feasible management techniques, implement effective instructional systems, and create a good educational program. Just as dealing with guidance in the classroom is an instructor's most important exam, so is dealing with student behaviour in the classroom in terms of what it might mean for direction, learning, and accomplishment.

Behaviour management (noninterventionist, interventionist, and collaborative) is defined by the assumptions a teacher has about his or her pupils. Zimmerman (2017) stated, "It is unrealistic to expect students to remain silent about their palms or to raise their hands to speak, but they are excellent starts. Students also want to appear the way you anticipate them to move across the classroom, address honing pencils and giving over documents, and sit down at their painting's location. They want to understand how to borrow it slowly and which accent degrees to use at what moments."

In the classroom, students' idea refers to how much effort a student puts into and around learning in order to get beneficial results. Motivation and effort are required for successful pupils to acquire information. Sternberg (2015) acknowledges that concept is vital for faculty accomplishment, and in its absence, pupils may not even attempt to study.

Teachers must understand the many types of outer conceptions and how they may be used to facilitate learning because they cannot generally rely on inborn notions. Many of the classroom activities that an instructor wants students to participate in aren't clearly interesting or best along those lines, implying that the use of more dynamic and volitional types of outward thought, such as digital media assets, are effective methods to promote fruitful teaching (Ryan & Deci, 2020). The intrinsic and outer notions are based on the key requirements of independence, connection, and skill, as well as how these contribute to feature idea.

Intrinsic motivation

Deci (2020) defines intrinsic motivation as an inner drive that arises from an individual's desire, curiosity, and interests, and it is demonstrated by a person's interest in and pleasure of something for its own sake. According to George and Jones (2015), intrinsically motivated behaviour includes both completing a task and believing it to be desirable. Thus, genuinely motivated pupils are motivated from inside. They have an innate desire to be knowledgeable and successful. The self-determination hypothesis proposes that motivation is essentially an inner component that may be boosted by external factors.

Extrinsic Motivation

Extrinsic motivation, as compared to intrinsic motivation, comes from beyond the individual. Extrinsically driven activities are carried out in order to obtain external motivation for participating in or completing an activity (Mnyandu, 2017). This is reinforced by George and Jones (2020), who argue that "extrinsically motivated behaviour is that which is performed to acquire rewards or avoid punishment." Thus, beneath extrinsic motivation, an individual engages in an activity as a means to an end benefit. In an educational context, incentives are commonly employed when pupils lack the intrinsic motivation to complete assignments. Extrinsic incentive will pique students' attention and motivate them to engage in the desired action or behaviour (Mnyandu 2019). Extrinsic motivation can also aid pupils who are already motivated.

Ryan and Deci's standard deviation demonstrates that certain types of external motivation are feeble, while others are dynamic and agentic. They paint numerous systems of extrinsic notion as a continuum starting from a notion (now no longer persuaded); to external regulation to introjected guiding principle (a mission is finished for judgment of right and wrong upgrade); to recognizable proof (in which the task is esteemed for itself); and to integrated guiding principle, which is the most impartial kind of outward notion and exists when externa

The teacher's use of instructional management and encouragement in learning should boost students' drive to learn. They learn more successfully. It became clear that using meta-intellectual language learning methodologies might be more effective in increasing student motivation. Furthermore, it has been noted that the classroom atmosphere has a significant impact on student motivation.

Ibrahim (2012) investigated the motivation of Sudanese students and assumed that age of a student had no influence on motivation to learn. As a result, children have positive drive to learn. Motivation is something inside, not external, and ". The effect of Teachers' attractive techniques on the academic success of pupils is significant in particular at vital level" (Abbas & Khurshid, 2013). The researcher considered this when developing broad persuasive tactics at Islamabad Model School (schools). The current exam evaluates the influence of motivating articulations on students' learning behaviour. Successful classroom management is likely essential for students' success. The instructor is in charge of producing a high-quality neighbourhood environment and keeping up with the changing interior of his or her classroom.

3. Research Design

This study was descriptive in nature. In this study, the focus is on the variables that show the opinions of the students toward the techniques of classroom management effect on their learning motivation. This portion of the instrument used a 5-point Likert scale with the following scale descriptors (5- strongly agree, 4- agree, 3- undecided, 2- disagree, 1- strongly disagree).

Methodology

This article aimed to explore the effects of classroom management techniques for enhanced student's learning motivation which included the collection of study population data. Descriptive research has been used for this study and a survey technique has been adopted for collecting the relevant data to substantiate the topic of the research. The five points (1. SDA to 5. SA) Likert scale format was used to collect the data from the respondents. A questionnaire comprising 30 items was developed. A questionnaire comprising 30 items was developed. A sample size of 300 participants from the University of Okara and the questionnaire is confidential and electronically delivered.

The data obtained were evaluated using statistical analysis methods such as tables, maps, diagrams, percentages, and distribution of frequencies. It was 169 males and 331 females participated. The participants were told their participation in the research was voluntary. The participants were granted confidentiality instead of the findings being written.

4. Data Analysis

As the study deals with the effects of classroom management techniques on students learning motivation, the data were analyzed in light of the research objectives and research questions of the study. The data were analyzed by using frequency, t-test, Mean, Mode, and ANOVA. Cronbach's Alpha Coefficient was applied to check the reliability of the questionnaire that was greater than threshold value 0.7 proposed by (Hair, 2019). Descriptive and inferential statistics was used to assess the data by administered statistical package for social sciences (SPSS-25).

Gender, Locality and classroom management techniques was viewed as independent variables and the dependent variables were the students views regarding students learning motivation.

Findings of the Study

Findings linked to classroom management techniques and learning motivation among university students. Following major findings were drawn from data analysis.

Table.1

Frequency and Percentage Distribution of Demographic Variables (N=500)

Demographic Variables		Participants Response	
		Frequency	% age
Program	Science	285	57.0
	Arts	215	43.0
Locality	Urban	245	49.0
	Rural	255	51.0
Gender	Male	170	34.0
	Female	330	66.0

This table showed the findings of frequency and percentage distribution of demographics variables. Meanwhile table displays that 285 (57.0%) were belonged to science and 215 (43.0%) were arts students. While, in locality, 245 (49.0%) were from urban areas and 255 (51.0%) were from urban areas. Whereas, in gender, 170 (34.0%) were male and 330 (66.0 %) were female university students.

Table 2:

Mean Comparison between Male and Female Sample by use of Independent Sample t-Test (N=500)

Variables	Category	N	M	SD	Df	t	Sig.
Gender	Male	159	25.94	14.93	194.81	.140	.73
	Female	341	27.06	19.03	384.19	.140	

This table shows the difference between participants by gender. The Mean score of female students (27.06) is greater than the M score of male (25.94). The significance value (.73) is greater than (0.05), which indicates that there is statistical in significant difference between participants' responses about the effect of classroom management techniques for enhanced students learning motivation.

Table 3:

Mean Comparison between Urban and Rural Sample by use of Independent Sample t-Test (N=500)

Variables	Category	N	M	SD	Df	t	Sig.
Locality	Rural	263	15.70	19.21	110.77	.478	.70
	Urban	237	12.30	16.64	389.23	.478	

This table shows the difference between participants by locality. The Mean score of Urban (12.30) is greater than the M score of Rural (15.70). The significance value (.70) is greater than (0.05), which indicates that there is statistical in significant difference between participants' responses about the effect of classroom management techniques for enhanced students learning motivation.

Table : 4

Mean Comparison between Urban and Rural Sample by use of ANNOVA Test (N=500)

	Sum Squares	of df	Mean Square	F	Sig.
Between Groups	87.464	292	29.156	1.360	.256

Within Groups	5341.687	210	49.007
Total	5475.964	500	

It is clear from the table 4.3.3 indicates the difference between domains. The M score of between groups (29.156) is greater than the M score of within groups (49.007). The significance value (.25) is greater than (0.05), which indicates that there is statistical insignificant difference between participants' responses about the effectiveness classroom management techniques for enhanced students learning motivation at university level.

Table 5: Pearson Correlation

Constructs	SIT	A&S	EW	S&S
Classroom management techniques	1			
Enhanced learning motivation	.386	1		
Satisfaction of students	.361	.283	1	
	.391	.294	.366	1

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

Pearson Correlation was applied in order to investigate the relationship between the classroom management techniques and learning motivation. It was found that there was a positive and moderate relationship between satisfaction of students and learning motivation with ($r = .391$). Moreover, classroom management technique has more significance relationship with satisfaction among students feedback respectively ($r = .366$ and $r = .294$).

5. Conclusion

The study aimed to discover how teachers at the University of Okara motivate their students. The primary objectives of this research were to examine instructors' viewpoints on how to encourage students to learn, the strategies they use to promote and maintain motivation in the classroom, and the variables that impact motivation. According to research, educators must study in those subjects on a constant basis in order to fully master what they teach. Students should be appreciated and taught that they're given the ability to reach their greatest potential. According to the findings, children acquire more abstractly than practically, thus it is critical to provide them with an adequate quantity of teaching and learning tools so that they may learn more via doing and remember what they learned for a long time.

It was discovered that professors replied to students' questions in order to foster fruitful interactions with them. It is advised that the challenging kids be given enough time to increase their drive. One of the key aspects in motivation is active conversation, and it was discovered that most professors included their pupils in active discussion. When using language to express your thoughts and ideas to others, care must be taken to ensure that your words are understood. It was discovered that the lecturers spoke in terms that the pupils could easily grasp. It has been said that a student's performance is directly correlated with their level of motivation, and that pupils are more likely to study if they feel safe and accepted by their peers, teachers, and the larger community.

It was revealed that instructors responded to students' queries in order to build productive connections with them. It is recommended that the tough children be given the time to develop their drive. Active conversation is an important part of motivation, and it was determined that the majority of teachers engaged their students in active debate. When utilizing language to explain what you are thinking and feeling to others, you must take care that your expressions are

understandable. It was determined that the professors used language that the students could readily understand. Also, there is statistical insignificant difference between participants' responses on the base of gender i.e. male and female about the effects of classroom management techniques in promoting learning motivation among students at university level.

Recommendations

To maintain the promising new activities, policy makers should repel the hurdles that are in the way of betterment of society, this including quality Teaching and expert development as well. Administration should be centralized and policies should be modified by keeping the realities in serious considerations. The following are the major suggestions for Teachers' expert development in the country.

1. Quality education and expert development and Teachers' train should be designed with modern concept of learning.
2. Training of Teachers should be conducted with a touch of latest technology.
3. More focus should be given to allocation of funds to overcome the shortage of equipment and other resources in science lab.
4. Induction and selection of Teachers should be purely on merit based.
5. Modern techniques and methodologies should be adopted for quality education.
6. Proper check and balance should be adopted to deal with the matters of financial allocation.
7. Proper provision for quality education should be included in the policies.
8. Funds should be spent with better check and balance.
9. Students should be more logical and critical thinkers to handle the situation while learning subjects.

References

- Akman, Y., & Koçak, O. (2023). Classroom management and student engagement in multicultural educational settings: A contemporary perspective. *Journal of Educational Research and Practice*, 13(2), 45–60.
- Askew, & Field, A.P. (2007). Vicarious learning and the development of fear Childhood. *Behaviour Research and Therapy*, 45, 2616-2627. Baeyens, Vansteenwegen, De Houwer, & Crombez, (1996).
- Allday, R. A., & Pakurar, K. (2007). Effects of instructor greetings on student on-task behaviour. *Journal of Applied Behaviour Analysis*, 40, 317-320.
- Boyd, "The Narrowing Gap in New York City Instructor Qualifications and Its Implications for Student Achievement in High-Poverty Schools." *Journal of Policy Analysis and Management*, 27:4, 2008. p. 794.)
- Bali, V. A., Anagnostopoulos, D., & Roberts, R. (2005). Toward a political explanation of grade retention. *Educational Evaluation and Policy Analysis*, 27, 133-155.
- Beaman, R., & Wheldall, K. (2000). Teachers' use of approval and disapproval in the classroom. *Educational Psychology*, 20, 431-446.
- Boud, (1989). Forward. In Susan Warner Weil & Ian McGill (Eds). *Clarifying sense of experiential learning: Diversity in theory and practice*. London: Open University Press.
- Carter, Erik W, Gustafson, Jenny R, Sreckovic, Melissa A, Dykstra Steinbrenner, Jessica R, Pierce, Nigel P, Bord, Aimee, . . . Mullins, Teagan. (2017). Efficacy of peer support interventions in general education classrooms for high school students with autism spectrum disorder. *Remedial and Special Education*, 38(4), 207-221.

- Clunies-Ross, P., Little, E., & Kienhuis, M. (2008). Self-reported and actual use of proactive and reactive classroom management strategies and their relationship with teacher stress and student behaviour. *Educational Psychology*, 28, 693-710.
- Codding, R. S., & Smyth, C. A. (2008). Using performance feedback to decrease classroom transition time and examine collateral effects on academic engagement. *Journal of Educational and Psychological Consultation*, 18, 325-345. C
- Elias, M. J., & Schwab, Y. (2006). *From compliance to responsibility: Social and Emotional Learning and classroom management*. New York / London: Lawrence Erlbaum Associates.
- Effect of Classroom Management Strategies to Increase Motivation of Students with Learning Difficulties at Secondary Level Dr. Shaheen Pasha 1 Dr. Muhammad Javed Aftab 2 Muhammad Usman Zia 3. *Pakistan Social Sciences Review* December 2017, Vol. 1, No. 2 [1]
- Freiberg, H. J., & Lapointe J. M. (2006). Research-based programs for preventing and solving discipline problems. In C. Evertson and C. S. Weinstein (Eds.). *Handbook of classroom management: Research, practice, and contemporary issues* (pp. 735-786). Mahwah, NJ: Lawrence Erlbaum Associate
- Guilloteaux, Marie-Jose. (2013). Motivational strategies for the language classroom: Perceptions of Korean secondary school English Helpers. *System*, 41(1), 3-14.
- Loima, Jyrki, & Vibulphol, Jutarat. (2016). Learning and Motivation in Thailand: A Comparative Regional Study on Basic Education Ninth Graders. *International Education Studies*, 9(1), 31-43.
- Marzano, R. J., Marzano, J. S., & Pickering, D. J. (2003). *Classroom management that works. Research-based strategies for every instructor*. Alexandria, Association for Supervision and Curriculum Development (ASCD).
- Matheson, A. S., & Shriver, M. D. (2005). Training teachers to give effective commands: Effects on student compliance and academic behaviours. *School Psychology Review*, 34, 202-219.
- Saifi, Hussain, M., Salamat, L., & Bakht, (2018). Effect of Classroom Management on Students Achievement at University Level. *Asian Innovative Journal of Social Sciences and Humanities*, 2(2), 13-27.
- Volpe, R. J., DiPerna, J. C., Hintze, J. M., & Shapiro, E. S. (2005). Observing students in classroom settings: A review of seven coding schemes. *School Psychology Review*, 34, 454-474.
- Wehby, J. H., Tally, B. B., & Falk, K. B. (2004). Identifying the relation between the function of student problem behaviour and teacher instructional behaviour. *Assessment for Effective Intervention*, 30, 41-51.
- Wharton-McDonald, R., Pressley, M., & Hampston, J. M. (1998). Literacy instruction in nine first-grade classrooms: Teacher characteristics and student achievement.