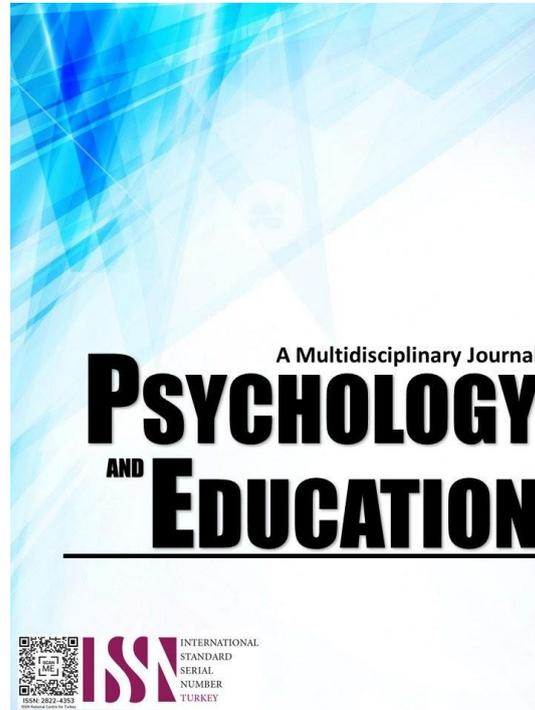


CORRELATION OF CLASSROOM MANAGEMENT STYLES, LEARNING MOTIVATION AND PUPILS' ACADEMIC ACHIEVEMENT



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Correlation of Classroom Management Styles, Learning Motivation and Pupils' Academic Achievement

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Abstract

This study was conducted to determine the extent of teachers' employed classroom management styles and its relation to their pupils' learning motivation and academic performance. The descriptive-correlational research design which made use of a researcher's made questionnaire, were employed to 60 grade 5 pupils by total enumeration to Monkayo Central Elementary School, Poblacion, Monkayo, Davao de Oro, Philippines. Mean and Pearson r were used as statistical tools for data analysis. It was found that pupils perceived their teachers employing authoritarian, authoritative, and indulgent classroom management style as High extent while permissive style as low extent. They had also a High Extent perception with their learning motivation in school. Pupils' academic performance were rated as very satisfactory based on DO 8, s 2020. There is a significant relationship between indulgent and permissive classroom management style and pupils' extent learning motivation. Only authoritative classroom management style was proven to have a significant relationship with pupils' academic performance. Finally, there is no significant relationship between pupils' extent of learning motivation and their academic performance.

Keywords: *classroom management styles, learning motivation, academic achievement, descriptive-correlational*

Introduction

In general, classroom management refers to the day-to-day upkeep of the classroom, including the kinds of reward systems that are employed and the regulations that govern student participation during class time. Certain teachers may employ classroom management strategies that positively influence students' academic performance, while other approaches may have the opposite effect (Martin & Sass, 2020).

The teacher, who is unable to regulate the disciplinary problem, neglect the teachings and failed to push students with suitable learning and feedback would often result to worse performance from the students and less motivating level. Monitoring in the class also becomes a difficult task for these teachers on a regular basis. On the other hand, they discovered that a solid and reliable classroom management strategy together with adeptness in handling disciplinary issues had a major influence on student performance. Furthermore, Chamundeswari, S. (2019) believed that the ideal technique to teaching and learning is a systematic, task-oriented strategy that has an impact on students' behavior and content management.

According to the literatures that have been published, there have also been instances of students performing poorly in the vast majority of topics, as evidenced by their quarterly Mean Percentage Score (MPS) submissions to the principal's office through the

subject coordinators of the designated locality. Thus, improper use of learning materials, inadequate teaching techniques, and possible classroom management (Martin & Sass, 2020) might all be blamed for this overall academic performance (Lemov, 2020). Consequently, the purpose of this study was to ascertain whether there is a relationship between a teacher's classroom management style, their students' learning motivation, and their academic achievement. This allowed for the safe and effective provision of high-quality education to all of the students.

Research Questions

The fundamental objective of this research was to determine the relationship between the classroom management styles of the teachers and the corresponding level of learning motivation their pupils have with their approach in management as well as their achieved academic performance.

Specifically, this study sought to answer the following questions:

1. What is the extent of classroom management styles employed by teachers in terms of:
 - 1.1 Authoritative style;
 - 1.2 Authoritarian style;
 - 1.3 Indulgent style; and
 - 1.4 Permissive style?
2. What is the extent of pupils' learning motivation?
3. What is the extent of pupils' academic performance?
4. Is there a significant relationship between the extent



of classroom management styles employed by teachers and extent of pupils' learning motivation?

5. Is there a significant relationship between the extent of employed classroom management styles of the teachers and pupils' academic performance?

6. Is there a significant relationship between pupils' extent of learning motivation and their academic performance?

Literature Review

Classroom Management Styles

In order to understand the problems with classroom management in urban schools in particular, Weiner (2020) conducted a study in which he discovered that teachers must work extremely hard and be fully committed to helping the students succeed in both their academic and social skills. This is because urban classroom situations present more challenges because of their large enrollment, particularly when the schools are located in high-poverty neighborhoods. Discipline issues are more prevalent in high poverty regions than in middle-class and upper-class schools.

It has been said that quality of education of a country relies on the quality of educators. Thus, having the best teachers is important for the quality of teaching (Arends, 2016). Darling Hammond who claimed that, "professionally qualified teachers usually perform better, especially during the tasks that require higher order thinking and problem-solving skills" (Berne, 2019).

According to Gay (2020), management is a psychological device that rules the direction with the environment of action. Management is quite attached and part and parcel of the lives of the teachers and the school administrators since this also affects the academic standpoints of the students.

The study of classroom management is high in nature and has been a historic discussion more on theory of principal. Evertson and Emme, (2006) as cited by Yasir, (2018), has shown that classroom organization is to make a smooth pavement for success, establishing a virtual atmosphere for the students. Further it is an ideal advising in the lives of students making their future brighter and enlightenment. The job of the teacher is to motivate learners, express the thoughts fair and square and maintain a stable personality to achieve the required objective.

According to Wisetrinthong, Sirisuthi and

Weangsamoot (2019), classroom management is seen as the process of enhancing the learning environment, physical interaction between teachers and students, student to student, parents and others, stimulating and motivating children to learn to learning objectives, control and supervision throughout the school to facilitate and encourage co-operation in teaching and learning activities in the classroom smoothly, will as a result, improve the quality of students performance.

According to Branno (2020) and Freiberg (2019), classroom management is concerned with a course of action of teachers' behavior and activities that are basically anticipated that would develop student co-operation and consideration in classroom.

According to Schiefele (2017), the purpose of classroom management is to offer more chances to students to learn things organized by teachers such as space, time and materials. The maximum ability of the students should be enhanced to allow proper behavior pattern to develop. Furthermore, according to Scheidecker and Freeman (2020), it is crucial to have appropriate classroom management for education as it provides students with an excellent learning environment. This will be able to prevent teacher burnout and ensure both students' and teachers' happiness and safety. Moreover, Neill (2017) argues that unexpected events must be dealt by teachers. Through effective classroom management strategy, teachers are able to control students' behavior. According to Sieberer-Nagler (2020), it is every teacher's goal to practice effective classroom management and have a good environment to ensure teaching effectiveness.

According to Etheridge (2020), once pupils with behavior issues are not controlled appropriately, study has displayed they can negatively impact the learning environment by encouraging other to join them, which makes teacher effectiveness to be examined, and also an increased pressure for the teacher.

Another subject related to classroom management is recognizing which approach/method is the most suitable for elementary school students. Is there a one size fits all approach to classroom management? Investigation displays the first years of a teacher's profession are found to be the hardest years of their profession, mostly regarding the classroom management and discipline strategies. In the study conducted by Etheridge (2020), he stated that these tough years are revealed in estimation representing approximately 30% of teachers quit the profession after three years and closely 50% of teachers resign

within the first five years of ingoing a teaching career. Because of the modifications in teaching and learning, schools are conferring and observing more discipline and classroom management issues.

According to the study conducted by Walker (2019) as cited by Chamundeswari (2019), found that authoritative style of management in the class allows teachers teaching excellence in influencing the students' academic and social dimensions. He found that the students in an authoritative classroom were mostly high in their achievement. They also indicated that such teachers can even reduce the percentage of dropouts.

Furthermore, in the study conducted by Poulou (2019) as cited by Chamundeswari (2019), it was revealed that classroom management will be facilitated by teacher-student interpersonal and intrapersonal relationships, such as, mutual respect, inspiring attention and commitment.

Santiago (2019), in his study, he mentioned five areas a teacher must make their focal point as they wish to keep people management: "communications, fairness, listen, empower, and change". His study discovers the probable link between student outcomes and approaches to instructional and behavioral classroom management.

According to Tuncay (2020), the aim of effective classroom management is to offer a positive climate that improves learning. Furthermore, Santiago (2019) itemized four key factors which hinder classroom management: time, socio cultural differences, lack of student motivation, and large size classroom. Educators' eagerness for teaching is also a key factor for managing the class well or not. Furthermore, classroom management is "multi-faceted contracts that includes two independent constructs: Behavior Management and Instructional Management" (Martin & Sass, 2020).

Additionally, Martin and Sass (2020) made three studies on the Behavior and Instructional Management Scale (BIMS). These studies comprised 550 K-12 certified teachers from the southwestern United States. In the initial study, conducted by Martin and Sass (2020) measured a shortened form of the 24-item BIMS by an exploratory factor analysis. The factor analysis presented a reliability of .85, respectively. As for the second study, the validity and reliability were examined by a confirmatory factor analysis in another shortened version of the survey. Both factors, behavioral and instructional management showed a good internal consistency ($\alpha = .77$). After the prior

studies, Martin & Sass (2020) thought discriminate and convergent validity would be undertaken on the BIMS. This encouraged the last study to be done. Martin and Sass (2020) compared the BIMS and a short version of the Ohio State Teacher Efficacy Scale. A worthy overall model fit was discovered. The results of these studies confirmed the Behavior and Instructional Management Scale effectively measures educators' views of their practices in the parts of behavior and instructional management. Along with the confirmation of the BIMS, Martin and Sass propose the 24-item BIMS for use in upcoming researches to unite a relationship through gender, grade levels, and content areas.

In the study conducted by Brannon (2020), between the associations of student academic success and classroom management beliefs on fifth grade English language arts and math scores. Brannon used the Attitudes and Beliefs on Classroom Control (ABCC) Inventory-R to identify teachers as interventionist, noninterventionist, and interactionalist, with the aim of "the lower survey score results in a less controlling (noninterventionist) ideology, and the higher survey score results in a more controlling (interventionist) ideology". ELA and math achievement were measured by the California Standards Test (CST) database. For the forty-one fifth grade educators who contributed, Brannon found that ELA and math scores were did significantly vary from group for 4th grade students, but notified, "It is important to note that the means are higher for ELA for noninterventionist, teachers with a less controlling ideology, while for Math, there was a higher mean for Interactionalist teachers that mix both controlling and noncontrolling ideologies."

Furthermore, Milner and Tenore (2020) from their studies found that when students hail from multiple cultures consisting of diverse languages, religions and ethnicities, classroom management becomes highly difficult. Implementation of discipline and regulations of the school will be highly stressful unless the teacher is capable of a contingent classroom management. Milner and Tenore (2020) also felt that this kind of classroom management will require a great deal of support from the school administration.

In the study conducted by Allen (2020), Clement (2020) and Lemov (2020), it was found that classroom management is an essential factor in bringing about academic success in students and emphasized the need for training teachers on strong classroom management practices. Furthermore, a highly qualified teacher would have attained mastery in classroom management practices, taking into consideration the



time, the space, the size and the material to be delivered to the students.

According to Lemov (2020), teacher intervention in the class is the most essential in the development of motivation and pro-social behaviors. Periodical interventions according to him help the teacher to build confidence and implicitly obey his instructions.

According to Douglas (2020) this approach is very "hands-on" and usually involves micromanaging people's work to ensure that it gets done properly. Managers are more authoritarian and actively intervene to get things done.

Chamundeswari (2019) discussed that authoritarian type of management brings forth enormous contribution to both, the academic and social skills development among students. It is natural that an authoritative as well as an authoritarian teacher will be goal oriented, disciplined with expectations from the students. There are different studies related to classroom management and all of these concludes that classroom management is primary to success among students.

Freiberg (2017) concluded that it is most important to have consistency in classroom management styles and cooperative discipline with an understanding of teacher- student participation in the class. Shortly, the basic aim of classroom management is to create an atmosphere in classroom where meaningful learning occurs.

In the study of Shindler, et. al. (2005) as cited by Agba (2020), it was found that authoritarian type of management strongly correlated with student achievement.

Higgins and Moule (2017) did a study to compare among urban school teachers and students and noted that when teachers claim strong emotional attachments, strict guidelines and consistency in following rules and regulations, the students felt safe and comfortable. According to them it yielded high academic turnovers. Researchers, therefore concluded that a teacher has to be assertive and aggressive sometime if they are concerned about performance.

Doyle (2019) shows that classroom management styles and their impact on student outcomes have by and large found student-cantered classrooms to be more effective in providing overall development among the students than teacher-centered classroom management styles.

Learning Motivation and Pupils Academic Performance

Since students are at the core of learning process, a study tailored to their motivations and strategies and factors hindering their learning is imperative as students themselves play pivotal roles in shifting their own learning and acquiring enhanced academic achievement. Gasco et al. (2020) noted that motivation plays an important role in learning because it greatly explains academic performance. Students are supposedly capable of instigating, modifying, and sustaining information. Further, research showed that students' motivations and strategy use have some impact on student performance (Khatib, 2020).

Motivation is a fundamental recipe for academic success. It involves internal and external factors that stimulate desire and energy in people to be continually interested and committed to job, role, or subject, or to make an effort to attain a goal. Alderman (2004 cited by Gbollie & Keamu, 2017) indicates that those students who have optimum motivation have an edge because they have adaptive attitudes and strategies, such as maintaining intrinsic interest, goal setting, and self-monitoring. Besides, motivational variables interact with cognitive, behavioral, and contextual factors to upset self-regulation. Furthermore, motivational beliefs are very essential to the academic achievement of students because they help to determine the extent to which students will consider, value, put in effort, and show interest in the task (Marcou & Philippou, 2005 as cited by Gbollie & Keamu, 2017).

According to Hasan, Ali and Hamid (2020), God-gifted talents, best teachers and best schooling augment the academic performance and students' motivation is prerequisite for students' accomplishment. Their study delineates that students' motivations dimensions such as extrinsic motivation and intrinsic motivation has positive impact on academic performance of students. Academic performance amplifies between the ranges of 23 percent and 34 percent due to extrinsic motivation and intrinsic motivation and the overall model is significant ($p < 0.05$). When variables are compared on individual bases, students who adapt self-exploratory variable and altruism variable, rejection of alternative options variable tend to perform better, whereas student who adapt career and qualifications variable, social enjoyment variable and social pressure variable tend to perform less than expected. The study accentuates that students' motivation is a vital part of students' success. Thus, students with intrinsic

motivation are more enthusiastic, self-driven, challenging and feel pleasure in their studies and students with extrinsic motivation try to drag themselves with academic assignments, feel compelled to learn, and always put minimal efforts to achieve maximum appreciations. Intrinsically motivated, students tend to utilize strategies that require more effort and that allow them to process information more intensely.

The majority of researchers believe that motivation is not exclusively intrinsic or extrinsic in orientation. A balanced pedagogical approach in the classroom includes the combination of both types (Williams, & Williams, 2021). The efficacy of intrinsic and extrinsic motivations depends on time and context. Educators may use these at a particular time and or in a certain activity. Similarly, the same activity can be seen as intrinsically or extrinsically motivating by different students (Areepattamannil, Freeman, & Klinger, 2021; Butler, 2019; Guay, Chanal, Ratelle, Marsh, Larose, & Boivin, 2020).

It is very important for educators to understand the different types of extrinsic motivation and how they may work as they cannot always rely on intrinsic motivation to promote learning. Many of the classroom activities that a teacher wants students to do are not necessarily in themselves interesting or enjoyable therefore, using more active and volitional forms of extrinsic motivation such as electronic media sources are effective strategies for successful teaching (Ryan & Deci, 2019 as cited by Saeed & Zyngier, 2019).

According to Yilmaz, Sahin, & Turgut (2017) the most important factors affecting student motivation are the fields of teacher, teachers' classroom management skills and their teaching methods. In this research, factors having less influence on the student motivation are parental communication, student characteristics and study fields. In addition, relational search type was used more than others, mostly students were selected as the study group and most researches were conducted in USA and Turkey.

According to Cavas (2021), motivation is a fundamental education variable as it helps previously learned skills, strategies and behaviors to promote new learning and performance. Without motivation, proper curriculum and good instruction are not enough to guarantee the success of students (Dornyei and Csizer, 1998 as cited by Yilmaz, Sahin & Turgut, 2017).

The more enthusiastic, motivated and qualified teachers are in teaching and evaluating, the greater the capacity to increase learners' motivation to learn

(Williams and Williams, 2021). Furthermore, lack of participation in the parents' education of the students may have a negative impact on the sense of incompleteness and lack of value for the materials the children read because studies indicate that there is significant relationship between parent involvement and children's academic motivation and educational development.

According to Suhag et al. (2016), motivation has several effects on the learning and behavior of students: Firstly, motivation leads behavior to specific goals. Motivation sets specific goals that people strive for and, thus, influences the choices of students. Motivation also increases the effort and energy to determine whether a student will pursue a task that is difficult with enthusiasm or lifeless attitude. Motivation will be an important factor affecting the learning and success of the students by affecting the initiation and continuity of the activities, increasing the time of the students' duties. Motivation affects how information is processed and how it is processed as it increases the cognitive processing process and, thus, motivated students get more inclined to understand and examine material than to observe learning movements just superficially.

One of the most important areas affecting student motivation is the factor of classroom management skills of the teacher. In general, effective classroom management is a practice that enhances the students' independent learning abilities, productivity and achievement, and the most important purpose is to prevent teaching and learning process from being interrupted and to continue in a well-organized teaching and learning environment (Yilmaz, Sahin & Turgut, 2017).

According to Bayraktar's (2020) research, in order to create an effective teaching and learning atmosphere in a classroom, it has been achieved that teacher's effective use of methods, techniques, tools and materials in relevant teaching field has an important effect on student motivation. Mendes (2003) also emphasized that an effective classroom environment, which enhances the motivation of the students, should be sufficient for the teaching methods and techniques of the educators. By using exciting and unique teaching techniques during training, the trainers better adapt the students to the lesson, which enables them to get the motivation for success (Bolkan and Goodboy, 2020). It is also seen that the ability of the students related to this field to choose the course sources from their own lists has effect on the motivation of the students. When students are given more primary

resources (in other words, recommended book chapters), the achievement score is higher, and, thus, it is expected that providing more learning resources on a topic forms a more complete and richer mental model of the mechanisms underlying the problem that encourages learning (Te Winkel et al., 2016).

Patall et al. (2018) emphasizes that choice of every type of styles increases inner motivation. This shows that providing options gives students the opportunity to experience autonomy and competence that increases subjectivity and motivation. The resources provided to the pupils should be informative, including learning topics, so that the choices of the pupils should be related to the learning theme (Katz & Assor 2017). Providing original literature sources is more effective in providing the necessary motivation to provide students with a degree of preference to autonomous motivation, perceived competence, and allowing them to select a pre-determined set of resources throughout the self-development process, while helping to answer questions to measure factual knowledge, allowing them to choose from a predetermined list seems much more useful than using teacher authority (Wijnia et al., 2020). Research findings show that positive feedback from teachers in this area has an effect on student motivation. Borich (2021) argues that positive feedback can be a motivating factor in his research, and teacher praise motivates him to imitate what he sees in his students, so getting positive feedback is a confidence building. For this reason, a student will want to praise again when he is praised by a teacher, and he will continue to be more willing to do the same.

Education is very important for humans, through the education throughout the world will increasingly flourish. However, if faced with the activities within the learning process, not a few men (students) who have less motivation in learning activities. This resulted in fewer maximal learning processes and in turn will affect student achievement (Riswanto, & Aryani, 2017). A conclusion from this research is that students will have a good academic record if motivated as well.

Contribution of student achievement is supported by the motivation of students in schools (Lee et al., 2019; Ottmar et al., 2020). Students' motivation to use the theory of convergence of the development within the individual is determined by factors originating from within and factors that come from outside oneself. Motivation is an internal process that is one of the main factors that determines the success rate of student learning (Levpuscek & Zupancic, 2018 as cited by Riswanto, & Aryani, 2017).

Motivation is important in determining how many students will be learning from a learning activity or how much to absorb the information presented to them. Students are motivated to learn something will use higher cognitive processes in learning the material, so that students will absorb the material better. These motivation levels are determined by the level of meaningfulness of teaching materials and learning activities, which are owned by the students concerned (Djamarah, 2018).

According to the study of Riswanto, & Aryani, (2017), result shows that motivation obtained a score of 52.58% of all survey respondents, were student that has good and very good learning motivation. Motivation is growing due to the course using the method of innovation, creative and fun, in addition to the capacity and capability of lecturers manage and deliver lectures to be decisive for the success of learning, especially when the motivation to learn student's womanly main focus. This is in line with research conducted by Omar, Jain, & Noordin, 2019, which revealed the results of his research that the students' motivation for achievement is influenced by parental involvement in educational activities and behavior of teachers who are in the classroom (Levpuscek & Zupancic, 2018). Moreover, that motivation has a very important effect upon the attitudes and behavior of student learning and motivation that focus on academic determine student achievement (Omar, Jain, & Noordin, 2019).

There is a significant relationship between learning motivation on student achievement (Siska Eko Mawarsih, 2019) and there is a significant beneficial effect between family environment, school environment, learning discipline as well as the motivation to study the learning achievement (Aminah, 2014).

According to the study conducted by Riswanto, & Aryani, (2017), it is concluded that the learning motivation of students on two subjects that used as a reference, the course's introduction to Microeconomics and subjects Indonesian, in the course introduction to Microeconomics majority of student's mask into class have excellent motivation and excellent, as are the subjects Indonesian, motivation students classified as well and radically excellent, although there is a difference in value and an radically small number to the variable motivation to learn. Further to student achievement, from research conducted at the respondents, it was found that the value of learning achievement in the two subjects has a tendency stretcher good, and quite a few are classified as very

well. Therefore, it is important the students get the facility in order to generate motivation to learn to be better. From the research, showed that the simple correlation test results showed that the motivation to learn in the course introduction to Microeconomics has a relationship with a higher than with the calculated correlation test on subjects Indonesian. This is in addition because the motivation is built and developed in the lecture, the competence of lecturers, student interest; learning environments also have a close relationship in maximizing student achievement.

The concept of motivation is considered as a crucial factor that affects human behavior and performance (Kian et al. 2014; Turan 2020). Especially educational researchers and practitioners express that motivation is one of the most important factors in student achievement and in ensuring continuous achievement (Alkış 2020; Aluçdibi and Ekici 2019; Guay et al. 2020).

Lin (2019) describes motivation as intrinsic desires which are already present in the individual or which are reflected in the individual while acquiring new information and learning. There are, however, in the literature other definitions of motivation; the latter word was derived from the word “movere” that means moving in Latin (Seiler et al. 2019). In this regard, according to Ertem (2006 as cited by Orhan-Özen, 2017) motivation is an inner state uncovering individuals’ behavior and directing them to these behaviors; however, according to Baumeister and Vohs (2017), it is a state where the individual displays various attitudes voluntarily in order to achieve a certain goal.

Küçüközkan (2020) defined motivation as the sum of the efforts made for mobilizing the individual towards one or more particular goals and for ensuring the continuity of this movement, whereas according to Waterman (2005 as cited by Orhan-Özen, 2017) it is a force representing the internal factors initiating the movements that should be performed to fulfill a need and the external factors that encourage this behavior.

In particular, the studies underlining the importance of motivation as a factor that facilitates the learning achievements of the individuals (Karagüven 2019; Kaya 2019) have argued that learning achievement and effectiveness may vary according to motivators such as interest, desire and need (Tahiroğlu & Aktepe 2020). In this regard, although there are studies showing that there is a positive relationship between intrinsic motivation and achievement (Burton et al. 2016) there are studies suggesting that intrinsic and

extrinsic motivation should be combined together in order to motivate an individual to get into action for a goal (Hayenga & Corpus 2020).

Classroom Management Styles and Pupil’s Academic Performance

According to Wong et al. (2019), classroom management alludes to every one of the things that an teacher does to compose students, space, time, and materials with the goal that students learning can occur characterizes student focused learning groups as having shared administration, group building, and a harmony between the requirements of the instructors and students. Students of all learning capacities and social foundations are adapting together in the same classrooms with teachers being considered responsible for every individual students’ achievement (Brannon, 2020). Scholastic achievement has been diversely portrayed: as level of capacity achievement in academic work or as formally obtained data in university subjects which is routinely addressed by rate of engravings gained by students in examinations.

Etheridge (2020) stated that as of the present, classroom disciplinary issues are worse than those in the past, which has impacted student achievement. Classroom management issues have a devastating impact on students’ achievement.

Agba et al. (2020) correlated teacher leadership styles in the classroom with student academic performance. In line with many studies and researches, Agba et al. (2020) found that teacher leadership style has a significant positive correlation to student academic performance. They found the relationship between student-student, student-teacher also equally contribute to either positive or negative performance in academics.

Furthermore, according to Freiberg (2019), students were more responsive to the classrooms with management systems because students feel individually more responsibility for their learning and develop a sense of university connectedness.

In the study conducted by Froyen and Iverson (1999) as cited by Chamundeswari, (2019), on classroom management and the teachers’ leadership on student performance. From their research they summarized that disciplinary problems in the class intervene with learning and disables the teacher from delivering lessons in an appropriate manner. The teacher, who is unable to control the disciplinary problem, neglect the lessons and failed to prompt students with proper

learning and feedback. Monitoring in the class also becomes a difficult task for these teachers on a regular basis. In contrast they found that a strong and consistent classroom management with skill in controlling disciplinary problems has a significant impact on student achievement. Froyen and Iverson (1999) as cited by Chamundeswari, (2019), felt that an orderly task-oriented approach to teaching and learning has the best effect on both the conduct and content management of the student.

Furthermore, according to the study conducted by Donovan and Cross (2002), as cited by Chamundeswari (2019), found that teacher's inability to effectively manage classroom often contributes low achievement in academics. In addition, the studies of Harrell, Leavell, vanTassel and Mckee (2004) as cited by Chamundeswari, (2019), it was found that the disproportionate ratio between the teacher and students in a class often results in low academic performance among students.

From the studies conducted by Downer et al. (2005), as cited by Chamundeswari, (2019), on classroom behavior of students concluded that teachers who produce high quality students invariably use pro-active approaches to discipline. They also inferred that there are three important issues in classrooms, (i) classroom will have to engage the students with active participation (ii) teachers who are capable of making the students comply with their instructions are successful in controlling problem behaviors and graded as high-quality academic performers. They also indicated that this will be enabled only when the teacher has a structured administrative capacity. The third issue of good governance in the classroom depended on the social interactions between the teacher and the student and between the peer group in small group settings. Downer finally added that these findings taken together contribute to a scientific understanding of how teachers can regulate student classroom behavior.

Moreover, in the study of Shindler et al. (2019) as cited by Chamundeswari, (2019), it was found that high quality classroom management strongly correlated with student achievement. The sample was large consisting of 7 elementary, 7 middle and 7 high schools. The sample reflected a diverse range of student population. The study was elaborate and the socio-economic status of the student was also considered.

Furthermore, Lewis, Romi, and Roache (2019), they revealed that teachers' classroom management

practices can have a significant effect on students' concentration and self-regulated learning, autonomy and responsibility, moral and social development as well as students' achievements.

Classroom Management and Learning Motivation

According to that study by Chafouleas et al. (2019), instructors who employ good classroom management can anticipate behavioral changes from their students as well as improvements that provide the ideal environment for the implementation of successful instructional techniques. The social studies classroom management significantly improved student learning motivation, according to the study's authors.

Effective classroom management techniques, according to Pederson-Seelye (2021), support autonomous learning and achievement for all students in classrooms that are successful, neat, and enjoyable.

Doyle (2021) found that the basic premise of classroom order is that it promotes student involvement, which in turn enhances learning. Without order, a teacher is hard pushed to foster student learning.

Methodology

This study used a descriptive-correlational research design to determine the extent of teachers' employed classroom management styles and its relation to their pupils' learning motivation and academic performance. This research used a researcher's made questionnaire conducted to 60 grade 5 pupils by total enumeration from the identified locale to gather the vital information needed in the attainment of the research objectives. Mean and Pearson r were used as statistical tools for data analysis.

Results and Discussion

The results are presented in this part in accordance with the research questions of the study. The specified issue statement for this research project served as the basis for the presenting order. Furthermore, the results are presented in this chapter following an adequate statistical analysis of all the collected data. Data from the baseline and statistics were tallied, examined, and explained.

Extent of Teachers Classroom Management Style as Perceived by the Pupils



The findings showed that the mean scores for classroom management styles like Authoritative (2.84), Authoritarian (3.27), and Indulgent (3.25) were interpreted as "High Extent." This suggests that teachers, as seen by the students, are using a combination of these styles more frequently. Teachers use authoritative classroom management styles in a way that makes rules clear, but the students feel that the teacher is kind and caring. The teacher may appear to be strict to the students, but they have always shown concern for their needs and circumstances.

Furthermore, it is believed that instructors have an authoritarian style of running their classes. This indicates that educators have strong control over their classes and that students generally abide by the norms and regulations they establish. Pupils also believes that the teachers are stern more often and does not accept compromises in school especially when it comes to focusing the needed learning abilities.

But students frequently see professors as being too lenient when it comes to running their classes. In other words, pupils view them as a boss who gives them flexibility to study as they want and minimal regulations to obey. They often have the most flexible classroom management strategies, encouraging students to openly communicate their requirements for learning.

Meanwhile, the classroom management style of permissive obtained a mean core of 2.48 interpreted as "Low Extent". This implies that teachers are not showing this management style most often. Teachers are perceived by the pupils to be always in control of their class and hence not passive to the request and demands of the pupils nor quickly gives in to their demands.

Gay (2020), who discusses how management is a psychological tool that controls the course of activity in the environment, supports the outcome. Since management has an impact on students' academic perspectives, it is closely related to and an integral part of the lives of teachers and school administrators. Furthermore, every teacher should strive to maintain a positive classroom atmosphere and conduct effective classroom management, according to Sieberer-Nagler (2020). Freiberg (2017) came to the conclusion that comprehending teacher-student interaction in the classroom and maintaining consistency in cooperative discipline are the most crucial aspects of classroom management. To put it briefly, the main goal of

classroom management is to establish an environment where meaningful learning takes place.

Table 1. *Extent of Teachers' Classroom Management Style as Perceived by the Pupils*

<i>Classroom Management Styles</i>	<i>Mean</i>	<i>Std.</i>	<i>Interpretation</i>
Authoritative	2.84	.288	High Extent
Authoritarian	3.27	.525	High Extent
Indulgent	3.25	.388	High Extent
Permissive	2.48	.382	Low Extent

Extent of Learning Motivation of the Pupils

As per the findings, students in the study area had a mean score of 2.70, which indicated a high level of motivation for studying. According to this, students are pulled to studying at school both inwardly and externally. The necessity of studying immediately in order to prepare for one's future career and general well-being was personally meaningful to students. In addition, their educational environments that foster learning and the encouragement, support, and gratitude students receive from classmates, parents, and instructors all contribute to their enthusiasm in learning.

Suhag et al. (2016) provide support for the result clarifying that a collection of completely connected ideas, perceptions, values, facts, and behaviors comprise motivation. Understanding the significance of motivation in an educational context is crucial, as motivation may influence a wide range of actions. A key component of deep and successful learning is learning motivation. As stated by Yilmaz, Sahin, and Turgut (2017), Covington (2019) argues that a significant barrier to deep and efficient learning is the lack of the same learning component.

Table 2. *Extent of Learning Motivation of the Pupils*

	<i>Mean</i>	<i>Std.</i>	<i>Interpretation</i>
Learning Motivation	2.70	.314	High Extent

Level of Pupils' Academic Performance

According to the results, utilizing DepEd Order Number 8, series of 2020, a "Very Satisfactory" performance was achieved with a mean score of 86.44.



This suggests that when the normal standards are applied, students are performing better academically than the average. It indicates that they are picking up the necessary learning abilities very quickly and effectively.

As a result, rank-actualization in students' learning activities indicates student accomplishment in formal academic institutions (Joy, Hamilton, & Ekeke, 2019; Levpuscek & Zupancic, 2018 as quoted by Riswanto, & Aryani, 2017). The standard value established by each institution and variations in each student's year-over-year performance in all academic subjects on tests and assessments are indicators of learning achievement (Firmender, Gavin, & McCoach, 2014; Lee, Liu, Amo, & Wang, 2019; Shatzer, Caldarella, Hallam, & Brown, 2019; Swanson, Valiente, Lemery-Chalfant, & Caitlin O'Brien, 2021).

Table 3. *Level of Pupils Academic Performance*

	Mean	Std.	Interpretation
Pupils Academic Performance	86.44	4.528	Very Satisfactory

Relationship on the Employed Classroom Management Styles and Pupils' Learning Motivation

The findings indicate that the classroom management styles of the authoritative (0.0118) and authoritarian (0.087) groups received p-values greater than the 5% level of significance, which is why they are considered to be "Not Significant". This suggests that students' drive to study is unaffected by professors who are harsh and domineering toward them, regardless of how well or poorly they get along with them personally. This indicates that these methods of classroom management are not conducive to students' internal or outward motivation to study. This suggests even more that students do not react favorably to this form of classroom management in order to feel motivated.

On the other hand, p-values for the indulgent (0.000) and permissive (0.000) classroom management philosophies are "Highly Significant" in terms of students' enthusiasm to study. This suggests that when there are fewer rigorous and stringent rules and regulations in the classroom, students are more motivated. This suggests that students are more motivated to learn when they have the opportunity to express themselves freely, are allowed to experiment with different approaches to learning, and take an

active role in telling their professors what they would want to contribute to the process of learning. Furthermore, as education is already shifting to be more student-centered in the twenty-first century, the traditional model of teaching, in which teachers are the focal point of the curriculum, is no longer relevant to today's students.

Since students are the center of the learning process, it is essential to do research that is specific to their learning motives, techniques, and obstacles. Students also play critical roles in modifying their own learning and achieving improved academic accomplishment. Nonetheless, the manner and intensity of the mentors' motivational techniques may influence how pupils react. According to Gasco et al. (2020), motivation is crucial for learning since it helps to explain academic achievement. It is said that students are able to initiate, alter, and maintain information. Subsequent studies have demonstrated that student performance is somewhat influenced by students' goals and strategies (Khatib, 2020).

Table 4. *Relationship on the Employed Classroom Management Styles and Pupils' Learning Motivation*

Classroom Management Styles	Learning Motivation		Interpretation
	t/F value	p-value	
Authoritative	-0.109	0.118	Not Significant
Authoritarian	0.125	0.087	Not Significant
Indulgent	0.342**	0.000	Highly Significant
Permissive	0.776**	0.000	Highly Significant

Relationship on the Classroom Management Styles and Pupils' Academic Performance

The findings indicate that an authoritative classroom management style had a "Significant" link (p-value of 0.013) with students' academic achievement. This suggests that educators who uphold rigorous classroom norms while also taking into account their students' individual learning requirements may theoretically have an impact on their students' academic progress. This implies that the greatest method to support students in improving their learning is for instructors to properly administer all of the classroom materials and regulations while yet fostering a friendly relationship with the students.

However, p-values greater than the 5% level of significance were attained by classroom management styles such as authoritarian (0.362), indulgent (0.447), and permissive (0.280), which were regarded as having no significant effect on their students' academic



achievement. This suggests that extremes in classroom management—from being very rigid and controlling to being extremely flexible and loose—do not promote superior learning outcomes for pupils. This implies that the optimal kind of classroom management for their particular situation will need to be chosen by the instructors themselves.

The findings of Walker's (2019) study, which Chamundeswari (2019) mentioned, complement the outcome. These findings indicate that an authoritative style of classroom management enables instructors to effectively impact students' academic and social development. He discovered that most pupils in an authoritative classroom had high success levels. Additionally, they said that these teachers might potentially lower the dropout rate.

According to a similar research conducted by Higgins and Moule (2017), pupils felt safe and at ease in urban schools when their instructors demonstrated strong emotional bonds, stringent restrictions, and consistent adherence to rules and regulations. They claimed that it produced high academic turnover. Therefore, if a teacher is worried about their students' performance, they need to be demanding and harsh sometimes, according to researchers.

Additionally, the study by Allen (2020), Clement (2020), and Lemov (2020) revealed that effective classroom management is crucial for ensuring students' academic performance and stressed the necessity of providing instructors with strong classroom management techniques. A highly skilled teacher would also have mastered classroom management techniques, taking into account the amount of time, space, size, and content to be taught to the pupils.

Finally, it has been shown that a teacher's successful use of methods, strategies, tools, and materials in the appropriate teaching sector has a significant impact on student motivation. This is crucial because it helps to establish an effective teaching and learning atmosphere in the classroom (Baraktar, 2020). Mendes (2003) further stressed that teachers' approaches and strategies should be adequate in light of an efficient learning environment that boosts student motivation.

Table 5. Relationship on the Classroom Management Styles and Pupils' Academic Performance

Classroom Management Styles	Pupils Academic Performance		Interpretation
	t/F value	p-value	
Authoritative	0.203*	0.013	Significant
Authoritarian	-0.033	0.362	Not Significant
Indulgent	0.012	0.447	Not Significant
Permissive	0.054	0.280	Not Significant

Note: * - significant; ** - highly significant

Relationship on Pupils Learning Motivation and Academic Performance

The results demonstrate that a statistical analysis of the relationship between students' academic grades and their level of learning desire yields a p-value of 0.151, which is taken as a non-significant result. This suggests that improving learning performance cannot be achieved by learning motivation alone. This indicates that a variety of factors, both internal and external, influence students' academic success in the classroom, and that any one of them acting alone is unlikely to have a significant impact. Furthermore, regardless of their level of motivation to study, students will always receive a score based on their real performance and cognitive outcome, which means that these indications will be used to analyze their performance.

Schlechty's (2021) explanation, which explains that a really engaged student is motivated by the love of learning to persevere in achieving goals despite obstacles, supports the outcome. Students that are actively involved in their studies are able to collaborate with others and apply their knowledge to find innovative solutions to issues. The most interesting work fosters creativity, ignites curiosity, gives one the chance to collaborate with others, and makes one feel successful. However, monotonous, mindless, or forced employment results in strategic or ritual acquiescence, retreatism, or worse, revolt (Bowen, 2003 as referenced by Saeed & Zyngier, 2019) (Schlechty, 2021).

One essential component of academic performance is motivation. It encompasses both external and internal elements that pique people's interest and drive to pursue a goal or to remain consistently engaged in their work, career, or subject. According to Alderman (2004, quoted by Gbollie & Keamu, 2017), students with the highest levels of motivation have an advantage due to their adaptive attitudes and techniques, which include self-monitoring, goal-



setting, and sustaining intrinsic interest. Furthermore, self-regulation is disrupted by the interaction of environmental, behavioral, and cognitive factors with motivational variables. Additionally, motivating beliefs are crucial for students' academic success since they influence how much they will think about, value, work for, and be interested in the job at hand (Marcou & Philippou, 2005 as cited by Gbollie & Keamu, 2017).

Table 6. *Test of Relationship on Pupils Learning Motivation and Academic Performance*

	Pupils Academic Performance		Interpretation
	t/F value	P-value	
Learning Motivation	0.095	0.151	Not Significant

Note: * - significant; ** - highly significant

Conclusion

When teachers use an open and flexible approach to classroom management, students are extremely motivated. When classroom regulations are less rigid and regimented, students tend to express themselves more effectively and form a stronger bond with the material. Students are often more motivated and interested in learning in an environment that allows for flexibility and freedom in the classroom.

However, the most successful teaching style is authoritative when it comes to students' academic achievement. When teachers manage the classroom in an organized way that takes into account the students' learning requirements, the students can learn more effectively. While it is true that strict classroom regulations are necessary for students to learn, they also need to take into account the needs of individual students, as not every student will pick up the material at the same speed.

Finally, students' academic achievement cannot be directly impacted by learning motivation alone. Although students may be driven to study, their grades will be determined by the real product of their work and effort. Therefore, even when someone is motivated, their work may not be particularly outstanding. This still has to be explained by the unique characteristics of each and every student in the classroom.

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