
TO STUDY THE IMPACTS OF CLASSROOM MANAGEMENT ON STUDENTS' MOTIVATION AT THE UNIVERSITY OF KARACHI

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ABSTRACT

The success of any nation's educational system depends on a number of factors coming together to provide the desired results. The effects of classroom management on students' interest in learning were investigated. It discusses methods used by educators to foster and safeguard students' intrinsic drive. The study examined what influences students' desire to learn. Population selected was the University of Karachi. Multiple departments of the University of Karachi were selected. A Survey of 100 respondents was conducted to diagnose certain aspects regarding classroom management and student motivation. The vast majority of students agreed that intrinsic drive was crucial to their academic success. The research also revealed the employment of a wide range of techniques for fostering and safeguarding intrinsic motivation in educational settings. Some of these methods include fostering an atmosphere where students feel safe voicing their opinions, recognizing that making errors is an integral part of the educational process, and surrounding them with positive role models. The research also uncovered a number of causes and effects of low classroom motivation. Some of these factors were the teacher's extensive knowledge of the material, which limited students' opportunities for questions and comments. Having a large number of pupils in a single class also contributed to the decline in conversation and led many

professors to instead opt for a more traditional lecture format. It was also revealed that a lack of instructional aid was a factor impacting student motivation. Findings from the study recommended that educators should be provided with resources to assist them to improve their subject-matter and classroom-management knowledge so that they may better support their students' learning through effective instruction. The study also suggests that the Ministry of Education and Vocational Training take measures to ensure that class sizes are appropriate for teaching purposes and student learning gains.

KEYWORDS

Classroom Management, Motivation, University of Karachi, educators, student's Motivation

INTRODUCTION

Teachers utilize a wide variety of skills and techniques known together as "classroom management" to keep their classes on task, engaged, and productive throughout the duration of each lesson. Using effective classroom management strategies, teachers may help students, both individually and in small groups, exhibit more of the behaviors that support or encourage learning while reducing the behaviors that impede it. All learning levels and social backgrounds are accommodated in the same classes, and instructors are held accountable for each student's success. Due to cultural shifts, colleges now have more social issues that have an impact on how a teacher manages the classroom. Educational achievement has been portrayed in various ways, including as a level of limited accomplishment in scholarly work or as officially acquired information in university subjects that is regularly tended to by pace of teachings. Discipline problems in the classroom are worse now than they were previously, which has hampered student achievement.

The successes of the kids are severely hampered by classroom management concerns. Concerns concerning teacher behavior and activities that might promote student collaboration and thought in the classroom are raised by classroom management. Concerns concerning teacher behavior and activities that might promote student co-activity and cognition in the classroom are raised by classroom management. A sensible instructor is aware of some essential facts and restrictions. A professor at a university notes the various components. Control, advocacy, slave driving, caregiver, evaluator, curriculum engineer, deeply entrenched, student, augmentation worker, analyst/innovator, co-curricular exercise coordinator, management, etc. bend with a touch of the parts. In schools, the concept of preparation is particularly associated with the notion of obviousness. At the grassroots level, the teacher is seen as the most important component in putting any illuminating change into action. The subject matter, educational requirements, scope and depth of instruction, as well as

the instructors' obligations, all have an impact on the teaching-learning process. Colleges and classrooms should be safe, friendly places where all students may obtain the basic academic help they need as well as the additional social and active support they need. The way classes are managed affects the students' objective successes. Structures in classrooms, classroom management, and offices enhanced different motivational examples. Teachers continue to worry about classroom management and student achievement because there are so many beliefs about how to manage a classroom. This study will cover both the issues crucial to students' motivation at the university level and the concerns that students are now facing in the classroom.

An effective classroom management system is vital not only to the academic and personal development of the students but also to the upkeep of a secure and well-organized learning environment. This study may help educators and policy makers to understand the effects of classroom management on students' motivation. It will also provide a complete framework of how to make classroom management effective and productive. Furthermore, it would also provide ways to make classroom management more productive. It involved the students studying in different departments of University of Karachi as the participants in the process of classroom management on students' motivation. The major emphasize is on the issues faced by the students in classroom. It also focuses around the impacts and finding ways to resolve those issues. It further provided strategies to improve classroom management at University level. The study helped to highlight the factors which required more improvement in the process of classroom management.

Motivation

“Whatever it is that motivates an organism to take action toward a goal, that's what we call motive” (Wordnet. P, 2021)

Classroom Management

The term "classroom management" is used to describe the many strategies used by educators to foster an atmosphere conducive to learning and to ensure that pupils are able to maintain concentration and attention throughout the duration of a lesson. Education policymakers, reformers, and scholars have recently dedicated more time and energy to studying and documenting the classroom management practices of highly effective teachers (Contribution, 2021).

LITERATURE REVIEW

Teaching norms and expectations, engaging students in fast-paced instruction, routinizing transitions and processes, using behavioral interventions, and supporting positive conduct are all essential components of effective classroom management.

(Doyle W., 1986). The idea of effective classroom management is further developed as a set of steps teachers take to encourage student participation. The focus of strategies is on enabling rules, transitions, observing student performance, and disseminating information about student behavior (Gettinger & K.M., 2013). Additionally, research has shown that clear and high expectations for students, fair but firm rules using positive and simple language, reinforcing desirable behavior, responding to undesirable behavior, and positive staff-student relationships and interactions all contribute to effective classroom management. (Hart R., 2010). Additionally important are clear standards and a loving attitude from the teacher (Wentzel K. R., 2002). The management strategies used by teachers are frequently influenced by other instructors, the administration of the school, parents, school board regulations, state-level requirements, and larger society perceptions of children (Motoca, F. H., 2014).

A more quick speed of advancement through academic content and student participation in academic activities are all positively correlated with well-managed classes, according to earlier studies (Brophy J. E., 1983). Effective instruction has frequently been linked to high rates of student involvement in academic work (Anderson, 1984). Effective classroom management techniques increase the likelihood of high-achieving pupils, reduce the risk of burnout, and increase the likelihood that teachers will remain in the field for a long time (Stronge & Ward, 2011). Additionally, according to reports, instructors' abilities to manage groups of students play a key role in establishing high levels of classroom behavior (Hart, 2010). Increasing students' opportunities to react during teaching, creating norms for conduct and learning, and giving praise for acceptable behavior are all factors that contribute to effective classroom management and its beneficial impacts on student behavior (Haydon, et al., 2010). This is significant because studies have shown that giving kids more opportunity to respond to instruction improves their on-task performance and lowers their disruptive behavior. (Sutherland & Wehby, 2001). Teachers that exhibit advanced classroom management techniques boost their students' involvement and raise the likelihood that their pupils will succeed in school (Simonsen, Gage, Briere, & et.al, 2014). Brophy and Good (1986) suggest that the amount of time teachers spend instructing and actively supervising students is related to their academic achievement (Brophy & Good, 1986). There is evidence to suggest that teacher use of praise can positively affect high risk children (Ferguson & Haughton, 1992). For example, according to study, harsh disciplinary measures can help students respond aggressively (Ingersoll & Smith, 1997). Furthermore, high-risk pupils are frequently less likely to be praised than other students (Ferguson & Haughton, 1992). Interventions in classroom management that increase instructors' use of contingent praise, specific praise, and pleasant relationships with students can successfully alter the conduct of high-risk children (Ferguson & Haughton, 1992). Furthermore, in the Seattle Social Development Project, Hawkins, et.al (1999) discovered a correlation between teacher

preparation that prioritizes proactive classroom management, participatory instruction, and cooperative learning with lower levels of violent delinquency, cheating, and sexual conduct as well as better levels of school ties and academic accomplishment (Hawkins, Catalano, Kosterman, Abbott, & Hill, 1999)

Students' performance is also severely impacted by poor classroom management. Ladd & Burgess (1999) discovered that disruptive pupils were more prone to form coercive connections with their professors (Ladd & Burgess, 1999). Power imbalances, manipulation, unfavorable feelings, and coercion can all be found in relationships that are considered to be coercive. Students are more vulnerable to developing emotional, behavioral, and academic issues when these coercive interactions are formed early in their academic careers (Hamre & Pianta, 2001). Unfortunately, research shows that pupils who exhibit disruptive behaviors get less teaching, less teacher appreciation, and less chances to participate in lessons or activities (Sutherland L.-P. S., 2008). Behaviors that disrupt teaching can not only lead to coercive relationships but can also have a detrimental impact on the student's academic performance because achievement is closely tied to time spent learning (Simonsen & et.al, 2014). It takes time to control problematic student conduct. Controlling these habits limits the amount of time teachers and students can spend on academic work and minimizes the amount of instructional time that may be spent (Mathesonl & Shriver, 2005).

Research indicates that classroom management instruction is frequently disregarded in teacher education, despite the significance of competent classroom management and the advantages associated with it (Christofferson & Sullivan, 2015). Many instructors lack knowledge about and training in research-based classroom management techniques. They have little pre-service preparation when they start out, and they struggle throughout their careers to balance instruction and manage their classrooms (Begeny & Martens, 2006).

Numerous instructors claim that their classroom management training was insufficient and ineffective in small-scale research (Evertson & Weinstein, 2006). In fact, results from a study conducted by Wesley & Vocke (1992) found that just 37% of programs for teacher preparation included a course on classroom management (Wesley & Vocke, 1992). A more recent investigation into teacher education programs also revealed that fewer than half of them included a course on classroom management (Hammemess, 2011). Brophy (1998) claims that rather than being a real subject or field, classroom management is often just a "bag of tricks" for instructors (Brophy, 1998). Furthermore (Romano, 2008) discovered that instructors believed greater classroom management training would have aided them in overcoming difficulties in their teaching. Evidence-based strategies that might improve results for students and teachers alike and reduce disruptive behaviours are frequently unknown to teachers (Romano, 2008).

Nandola, (2011) performed research into how motivated instructors are seen in upper secondary schools. The city of Junagadh's 14 higher secondary schools were chosen. 181 instructors who teach in higher secondary schools were chosen as the sample from among these higher secondary schools using the purposive sampling technique. The motivation scale was used to assist gather the necessary data. This study made it very clear that instructors' motivational notions had an effect on pupils' academic achievement. According to the study, in order to increase student motivation, schools should be places where kids feel suitably pushed to succeed academically and where learning incentives come in the form of solving problems or conquering hurdles. The study's findings clarify teachers' perspectives on motivation and its significance to students' performance. It illustrates how teachers' motivating strategies actually affect how well their pupils do in class. This indicates that teachers view motivation as the most important aspect for pupils to achieve well in their studies (Nandola, 2011).

Klahr, (2007) examined the methods Australian instructors employ to inspire their students. With 58 middle school teachers as his sample, he employed qualitative analysis. He discovered that success, novelty, choice, relevance, variation, teamwork, instructor passion, and encouragement can all inspire children. He recommended that teachers become aware with these methods for inspiring pupils and utilize them appropriately to ensure that students achieve well. His research adds to the corpus of information about classroom motivation techniques used by instructors. His research adds to the corpus of information about classroom motivation techniques used by instructors. The researcher's conclusions that success, novelty, choice, relevance, variety, cooperation, passion, and encouragement may inspire students serve to explain how secondary school instructors can motivate their pupils using various techniques to increase motivation level. (Klahr, 2007).

RESEARCH OBJECTIVES

1. To find out the impact of classroom management on student learning at the University Level.
2. To understand the effects of motivation on student learning.
3. To study the reasons behind making classroom management productive.
4. To study the role of student motivation at the University level.
5. To investigate impact of classroom management on students' achievement.

RESEARCH HYPOTHESES

1. There will be no significant difference between classroom management and student's motivation at University Level.
2. There will be no significant difference between impacts of classroom management on students learning.
3. There will be no significant difference between the induction of audio visual aids

and student motivation.

4. There will be no significant difference between classroom discipline and student motivation.

5. There will be no significant difference between teachers approachability and student motivation.

RESEARCH METHODOLOGY

A survey was used as the research strategy. The study's participants came from all of the University of Karachi's major departments and faculties. Because the population was heterogeneous, a stratified sampling strategy was utilized to choose the sample. A total of 100 students from ten different departments took part in this study. A questionnaire with 25 questions was created. The questionnaire's items were derived from a literature review. A tiny sample of (n=10) was obtained from the real sample to confirm the instrument's dependability. The instrument's dependability was determined to be good. Data was gathered via a Google form sharing link. It incorporates many departments, with students serving as responders, and it continues until the desired sample size (100 students) at the university level is achieved. The researcher selected 10 departments from the University of Karachi's eight departments. Following data collection, descriptive statistical techniques such as the Percentile method was used to examine the data.

DATA ANALYSIS

Table 1: Gender

Responses	Frequency	Percent
\	25	25
Male	75	75
Total	100	100

The data in the table above indicate that 100 people filled out the survey. The majority of the responders (75%) were male, whereas the female portion (25%) was much less. As a result, males made up the vast majority of responders.

Item 1: In order to foster productive engagement in the classroom, teachers respond to inquiries from students.

Table 2:

Responses	Frequency	Percent
Agree	56	56
Disagree	29	29
Neutral	15	15
Total	100	100

If we believe the data shown in the table and the pie chart above, 56% of respondents are in agreement with the statement at hand, while 29% strongly disagree. What's more, 15% of those who responded marked "Neutral" when asked how they felt about the remark. The results of the above table show that the vast majority of students agree with the assertion that professors who actively engage with their students by answering their questions foster more productive classroom discussions.

Item 2: Teachers work to create a comfortable learning atmosphere in the classroom.

Table 3:

Responses	Frequency	Percent
Agree	50	50
Disagree	33	33
Neutral	17	17
Total	100	100

The data in the table and the chart show that fifty percent of respondents agreed with the statement and thirty-three percent did not. In addition, 17% of those who responded chose the neutral option when asked about the statement. Because of this, it is evident from the above table that the vast majority of students agreed with the assertion that instructors make an effort to create a physically conducive learning atmosphere in the classroom.

Item 3: Students' academic success is significantly impacted by teachers' use of clear language in class.

Table 4:

Responses	Frequency	Percent
Agree	63	63
Disagree	26	26
Neutral	11	11
Total	100	100

Data from the table and chart above shows that a majority (63%) of respondents find themselves in agreement with the aforementioned statement, while a sizable minority (26%) find themselves in disagreement. And 12% of those polled agreed with the assertion; the rest were split down the middle. The following chart shows that the vast majority of students agreed with the assertion that instructors using student-friendly language in the classroom favorably affects student performance.

Item 4: Teachers often encourage student discussion on pertinent subjects

Table 5:

Responses	Frequency	Percent
Agree	45	45

Disagree	38	38
Neutral	17	17
Total	100	100

The data shown in the table and the pie chart above showed 55% of respondents are in agreement with the statement in question, while 38% are in disagreement. In addition, 17% of those who responded chose the neutral option when asked about the statement. The majority of students clearly agreed with the statement that professors encourage student participation in discussions about topics of interest based on the data shown in the table above.

Item 5: Teachers provide troublesome children individualized attention and provide them with appropriate comments.

Table 6:

Responses	Frequency	Percent
Agree	36	36
Disagree	42	42
Neutral	22	22
Total	100	100

According to the data shown in the table and the pie chart above, 36% of respondents selected Agree with the statement, while 42% selected Disagree. In addition, 22% of those who responded chose the neutral option in relation to the statement. According to the data shown above, most students do not agree with the claim that professors pay special attention to troublesome students and provide them with constructive criticism.

DISCUSSION

The aim of the study was to find out how lecturers at the University of Karachi encourage their pupils. The major goals of this study were to analyze instructors' perspectives on how to motivate students to learn, the methods they employ to foster and sustain motivation in the classroom, and the variables that influence motivation there. Study has revealed that in order for instructors to adequately learn the things they teach, they need be studying consistently in those fields. Students should be valued as well as told that they have the potential to achieve their full potential. According to the findings, kids learn more conceptually than practically, thus it is important to offer them with a sufficient amount of teaching and learning resources so they may learn more by doing and retain what they have 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.

RECOMMENDATIONS

The ability to be motivated to study requires that a student be in good health, feel comfortable, and be appreciated by their professors, other students, and the community at large.

Students should be valued as well as told that they have the potential to achieve their full potential.

Students learn more conceptually than practically, thus it's important to provide them with many teaching-

learning tools so they may learn more by doing and cement their understanding via experience.

Teachers should continue to learn in order to become experts in their fields in order to be able to advise pupils positively on numerous areas of study.

The Ministry of Education and Vocational Training should consider ways to guarantee that there are enough teachers to students for the class size to be manageable.

It is advised that teachers take steps to adopt more effective motivational strategies for their students since motivation encourages engagement in the learning process, eliminates participation anxiety, and strengthens teacher-student professional connections.

In order to effectively support the teaching-learning processes, teachers should make an effort to inspire their pupils by employing the right teaching aids.

It is advised that teachers outfit their classrooms with learning-motivating materials.

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