

Teachers' Classroom Management Style on Learners' Motivation for Learning

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ABSTRACT: This study is crucial for understanding the complex interplay between classroom management and student motivation. This study was conducted to determine teachers' classroom management styles on learners' motivation for learning in selected districts of Bukidnon school year 2024-2025. Specifically, this aimed to assess the level of teachers' classroom management styles, examine the learners' motivation for learning, and determine the significant relationship between teacher's classroom management styles and students' motivation for learning. The study involved (150) public elementary school teachers currently teaching grade 6 with the sampling is universal. The questionnaire was patterned and modified from Tomlinson and Adedigba. Employing a descriptive correlational research design, the study gathered quantitative data through surveys. Data analysis included descriptive statistics, such as mean and standard deviation, along with the Pearson product-moment correlation coefficient is to determine the relationship between teachers' classroom management styles and learners motivation for learning. The findings revealed that the level of teacher's classroom management styles was very high especially on mentoring. Additionally, the level of learner's motivation for learning was also very high. However, there was no significant relationship between teacher's classroom management styles and learning motivation for learning except on mentoring. The study concludes that while mentoring enhances student motivation, it is essential for educators to employ a variety of classroom management strategies to effectively cater to diverse student needs. It is recommended that teachers should balance authoritative and supportive methods in their classrooms, focusing on interactive engagement strategies to boost motivation, and seek professional development in laissez-faire and modified practices to improve learning outcomes.

KEYWORDS: classroom management, learners' motivation

I. INTRODUCTION

Teacher and Student Roles in today's classrooms problem situations arise from the need to understand the impact of teachers' classroom management styles on students' motivation for learning. Students feel comfortable, supported, and inspired to actively participate in their education when teachers run their classrooms well. It might be beneficial for educators to establish a healthy learning environment by knowing which management styles.

Teachers facing challenges in managing their classrooms can encounter various issues that impact the learning environment and student outcomes. Some common problems faced by teachers without effective classroom management are disruptive behavior, lack engagement, inconsistent discipline, negative teacher, inefficient use of time and low academic achievement. Addressing these issues requires teachers to develop and implement effective classroom management strategies that promote a positive learning environment, encourage student engagement, establish clear expectations, and foster a supportive and structured classroom atmosphere

This research study aims to examine the influence of teachers' classroom management style on students' motivation of learning. Comprehending the connection between classroom management and student motivation is crucial for educators and policymakers to create efficient teaching methods and interventions that can improve students' educational experiences (Martin & Baldwin, 2019).

Motivation plays a crucial role in the process of student learning and attainment. When students possess motivation, they are inclined to engage actively in classroom activities, establish objectives, persist in the face of difficulties, and strive for academic achievement (Deci & Ryan, 2020). Hence, it is crucial to investigate the impact of teachers' classroom management style on students' motivation.

Multiple theoretical frameworks provide assistance for analyzing the influence of classroom management on student motivation. The social cognitive theory asserts that individuals' behaviors are

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shaped by their surroundings, personal characteristics, and cognitive processes (Bandura, 2020). Within the realm of classroom management, this theory posits that the teacher's conduct, the atmosphere of the classroom, and the teacher's expectations can impact students' motivation and academic performance (Pajares, 2019).

Another pertinent theoretical framework is self-determination theory, which highlights the significance of autonomy, competence, and relatedness in fostering intrinsic motivation (Deci & Ryan, 2020). Based on this hypothesis, if students feel that their classroom environment encourages their independence, competence, and social connections, they are more likely to be motivated from within and achieve higher academic success.

Moreover, studies have indicated that diverse classroom management approaches might provide various outcomes in terms of student motivation and academic performance. An instance of effective classroom management, known as authoritative classroom management, is linked to favorable student results. This approach is defined by the establishment of clear expectations, providing warm support, and allowing students a high degree of autonomy (Baumrind, 2021). Conversely, classroom management styles that are authoritarian or permissive, characterized by stringent control or absence of structure, have been associated with reduced levels of student motivation and academic accomplishment (Dornbusch et al., 2019).

This research will employ a mixed-methods approach. Surveys will be used to gather quantitative data to assess students' assessment of their teachers' classroom management style, their passion for learning, and their academic progress. Qualitative data, such as interviews or observations, can be utilized to acquire a more profound comprehension of the classroom dynamics and the influence of particular management practices on student motivation and achievement.

The results of this study can guide educational practices and policy. Through the identification of successful classroom management strategies that have a beneficial impact on student's motivation and academic performance, educators can improve their teaching methods and establish nurturing learning environments. Consequently, this might enhance student achievements and general educational triumph.

Ultimately, comprehending the influence of teachers' classroom management style on students' willingness to study. This study seeks to examine the correlation between classroom management and student motivation in order to offer significant insights that can guide teaching methods and interventions. Theoretical frameworks, such as social cognitive theory and self-determination theory, might provide guidance in examining this link. Furthermore, analyzing various classroom management styles and their impact on student achievement might provide practical insights for instructors. Hence, by doing this research, we can make a valuable contribution to the current initiatives aimed at improving teacher's classroom management style and learners' motivation for learning (Oco & Sumastre, 2025).

This study is anchored on Deci's (2020) Self-determination Theory that influences the examination of classroom management and its effect on student motivation. Self-determination Theory suggests that individuals possess inherent psychological desires for autonomy, competence, and relatedness. When individuals have their needs fulfilled, they are more inclined to feel intrinsic motivation and exhibit optimal learning behaviors. According to Deci (2020) within the realm of classroom management, teachers who encourage students' independence, offer chances for honing skills, and cultivate good connections can boost students' willingness to study.

Multiple studies have examined the correlation between the classroom management style of teachers and the motivation of pupils. A study discovered that teachers who displayed autonomy-supportive behaviors, such as offering choices and recognizing students' viewpoints, had students who reported increased levels of intrinsic motivation and engagement in the classroom. In a similar vein, Alrajeh & Shindel (2020) discovered that educators who established a positive and nurturing environment in their classrooms saw students exhibiting elevated levels of motivation and engagement.

On the other hand, studies have also demonstrated the detrimental effects of authoritarian or excessively tight classroom management approaches on student motivation. A study conducted by Skinner, Wellborn, and Connell (2020) revealed that educators who employed controlling tactics, such as implementing stringent rules and administering punishments, observed a decrease in their pupils' levels of intrinsic motivation and involvement. In a similar vein, a study conducted by Furrer and Skinner (2018) found that students who were in classrooms with authoritative management styles reported diminished levels of self-determined motivation and involvement.

Additionally, researchers have also investigated the correlation between instructors' classroom management style and academic accomplishment. Implementing efficient strategies for managing a classroom helps establish an environment that is favorable for learning and promotes achievement in academics. For instance, Emmer and Stough (2019) conducted a study that showed how teachers who utilized proactive management tactics, such as establishing clear expectations and enforcing consistent penalties, had pupils who attained superior academic results.

This study examines the correlation between teacher's classroom management styles and learner's motivation for learning. This is based on the study of Adedigba and Sulaiman (2020), titled the Influence of the classroom management styles on

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pupils' motivation for learning and academic achievement in the University of Nigeria. The figure 1 a schematic presentation showing the interplay between the independent and dependent variables of the Study. The independent variables in this study refer to the different classroom management styles employed by the teacher, which are classified into five primary forms: authoritative, democratic, laissez-faire, transformational and mentoring. The authoritative style of teaching is characterized by a teacher who establishes explicit standards, creates a structured environment, enforces discipline, and offers support and nurturing. The democratic teaching method entails a teacher who actively engages students in decision-making, fosters participation, and highly regards student input. The laissez-faire style pertains to a teacher who takes a non-interventionist approach, granting students greater freedom and autonomy inside the classroom. The transformational style is an approach that causes change in individuals and socials and can create valuable and positive change in the followers with the end goal of developing them into leaders. Mentoring is a positive, supportive facilitation of learning and development between a person with more experience, knowledge, or expertise in a certain field, and a person who is less knowledgeable or is new to that field.

The dependent variable is the learner's motivation for acquiring knowledge, which can be further classified into two distinct categories: intrinsic, extrinsic, introjected and modified motivation. Intrinsic motivation pertains to the innate drive and curiosity in acquiring knowledge, whereby students participate in tasks for the inherent gratification and pleasure they obtain from the process of learning. Conversely, extrinsic motivation refers to external stimuli, such as prizes, grades, or recognition, that impact students' involvement in the learning process.

Introjected motivation is the most important form of moderately controlled motivation. In this motivation, individuals are engaged in work activities due to their feeling of obligation but not because they fully internalize the activity itself. Modified motivation to a personalized approach to motivation that adapts to individual needs and preferences, aiming to enhance engagement, persistence, and achievement in learning.

The framework posits that diverse classroom management strategies can exert distinct impacts on learners' willingness to study and academic accomplishments. The theory suggests that management style that is authoritative, meaning it has clear expectations, structure, and support, can increase both intrinsic, extrinsic, introjected and modified motivation, resulting in better academic performance. The democratic management style, characterized by its focus on student engagement and contribution, can have a beneficial impact on motivation for learning. Conversely, a laissez-faire management style, characterized by its absence of organization and direction, can lead to less motivation and potentially diminished academic accomplishments. In order to analyze the connections between these factors, data were gathered on the teacher's methods of managing the classroom, the learner's internal and external motivation for learning. Statistical studies, including correlation and regression, will be performed to ascertain the magnitude of the relationships and the influence of classroom management styles on learners' motivation for learning.

This study seeks to find the connections between teacher's classroom management styles and learner motivation for learning to gain a deeper understanding of their significance. It is a strategic step towards addressing the individual needs of learners who may require more personalized support in this area. By tailoring instruction to the specific needs of these learners, educators can create a more inclusive learning environment where every child can thrive academically. The results can guide educators and policymakers in developing tactics and measures to establish nurturing and captivating learning settings that improve student motivation for learning.

II. METHODOLOGY

This study employed a descriptive correlational method of research. Descriptive research as defined by Sirisilla (2023) is a powerful tool used by researchers to gather information about particular group or phenomenon. This type of research provides a detailed and accurate picture of the characteristics and behaviors of a particular population or subject. By observing and collecting data on a given topic, descriptive research helps researchers gain a deeper understanding of a specific issue and provides valuable insights that can inform future studies. In this study, descriptive research was utilized using a questionnaire to elicit important information on the respondents. Moreover, the classroom management styles of the teachers were likewise described using the same statistical tool.

The research questionnaire is designed to gather valuable insights into the classroom management styles on pupils' motivation for learning. The questionnaire is divided into two parts: The first part of the questionnaire dealt on classroom management styles in terms of authoritarian, democratic style, and laissez-faire, transformational and mentoring. The second part inquired on the learner's motivation for learning in terms of intrinsic, extrinsic, introjected, and modified motivation. These are patterned and modified from the study of Adedigba and Sulaiman (2020), titled the Influence of the classroom management styles on pupils' motivation for learning and academic achievement in the University of Nigeria. Moreover, introjected and modified motivation are from Deci and Ryan (2020). The independent variables have ten (10) indicators and the dependent variables has

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seven (7) indicators with option At All Times, Most of the time Sometimes and Never.

III. RESULTS AND DISCUSSION

Table 1 shows the summary of the teacher-respondents' Classroom Management Styles. Overall, results indicated that the teacher-respondents' classroom management styles were very high, as reflected by the overall mean of 3.74 (SD=0.45), interpreted as Very High. This high mean score suggested that teachers were consistently effective in managing their classrooms, which could create a positive learning environment for students. When teachers had strong management skills, it helped to reduce disruptions and maintain focus on learning activities. Students were more likely to engage and participate actively in lessons when they felt secure and supported in their classrooms. Additionally, this effective classroom management led to better relationships between teachers and students, as it fostered mutual respect and trust. As a result, students might have felt more comfortable seeking help and asking questions, which could enhance their learning experience. Overall, a high score in classroom management indicated that teachers were dedicated to their roles and committed to providing the best possible education for their students. This commitment not only benefited the classroom atmosphere but also contributed to the overall success of the school and its students. Research conducted by Abidoye and Olorundare (2020) supports these findings, revealing a noteworthy correlation between teachers' classroom management styles and students' motivation to learn and academic performance. Their study found that positive and supportive classroom management strategies are linked to increased student motivation and achievement. Furthermore, Han (2020) emphasizes that well-planned educational approaches and meaningful interaction foster deeper understanding and greater student participation, ultimately improving academic performance.

Table 1: Summary of the Teachers Level of Classroom Management Styles

Variables	Mean	SD	Interpretation
Authoritative	3.73	0.46	Very High
Democratic	3.77	0.42	Very High
Laissez-faire	3.61	0.56	Very High
Transformational	3.80	0.41	Very High
Mentoring	3.81	0.39	Very High
Overall	3.74	0.45	Very High

Legend: 3.26 – 4.00 Always/Very High 1.76 – 2.50 Rarely/Low 2.51 – 3.25 Very Often/High 1.00 – 1.75 Never/Very Low

The variable, Mentoring obtained the highest mean score of 3.81 (SD=0.387), interpreted as Very High. This strong score in mentoring reflected the importance that teachers placed on guiding and supporting their students' personal and academic growth. Mentoring was crucial because it went beyond teaching academic content; it involved building strong relationships with students and helping them navigate challenges they faced both inside and outside of school. When teachers acted as mentors, they provided encouragement and feedback, helping students to develop their skills and confidence. This supportive environment could lead to increased motivation and better academic performance among students. Additionally, mentoring could foster a sense of belonging and community within the classroom, making students feel valued and understood. The focus on mentoring suggested that teachers were aware of their influential role in shaping students' futures and were dedicated to fostering their development. As a result, when students had access to effective mentoring, they were more likely to succeed not only in school but also in their future endeavors. This strong emphasis on mentoring demonstrated the potential for long-term positive outcomes for students. The principles of mentoring align with the social constructivist frameworks highlighted in the literature, which stress the importance of respectful relationships in facilitating effective learning (Kandemir, 2021). Mentoring relationships foster mutual respect and support, enhancing students' academic performance and personal growth. The studies indicate that when teachers engage in mentoring, they provide not only academic guidance but also emotional support, which is crucial for student success.

The variable, Laissez-faire got the lowest mean score of 3.61 (SD=0.56), interpreted as Very High. Although this score was still high, it indicated that the laissez-faire style was slightly less emphasized compared to other management styles. This may have suggested that while teachers were effective in maintaining hands-off approach in their classroom, they might also have prioritized other approaches which could lead to a more supportive environment. The laissez-faire style is often seen as a contrast to more structured approach like authoritative style. Students are empowered to take ownership of their learning, leading to increased engagement. However, some students may find the freedom overwhelming, leading to confusion and a lack of focus and without clear guidelines and expectations, disruptive behavior can escalate, impacting the learning environment for all students

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This balance was important because it could foster a positive classroom culture where students felt safe and empowered. Thus, while the laissez-faire style was necessary, teachers might have needed to consider integrating more collaborative and supportive practices to enhance student engagement and learning. Research supports this notion by highlighting that an laissez-faire management style, when overemphasized, may diminish student motivation and participation. Kyle and Rogien (2021) found that autonomy-supportive management approaches—characterized by offering choices and valuing students' opinions—were linked to higher levels of student motivation and superior academic results. This underscores the importance of teachers balancing hands-off approach with an understanding of students' needs to create an environment conducive to learning.

Table 2 shows the summary of Learner-Respondents' Motivation for Learning. Overall, results indicates that the learner-respondents' motivation for learning had been very high, as evidenced by the overall mean of 3.39 (SD=0.72), interpreted as Very High. This high level of motivation suggests that learners felt a strong desire to engage in their studies consistently. When students were motivated, they were more likely to participate actively in lessons and complete assignments. This could lead to better academic performance and a deeper understanding of the material being taught. Moreover, a motivated learner often developed a love for learning that extended beyond the classroom.

This attitude fostered lifelong learning habits, allowing students to seek knowledge even after they left school. Encouraging a motivated learning environment also promoted positive peer interactions, as motivated students often inspired their classmates. Teachers and schools should have focused on maintaining and enhancing this high level of motivation through engaging teaching methods and relevant curriculum. If students felt that their learning was valuable and applicable to their lives, they were more likely to invest their time and energy into their education. According to research by Deci and Ryan (2020), motivation plays a crucial role in student learning and attainment. When students are motivated, they engage actively in classroom activities and strive for academic achievement, reinforcing the importance of fostering a supportive learning environment.

Table 2: Summary of the Learners Level of Motivation

Variables	Mean	SD	Interpretation
Intrinsic	3.40	0.74	Very High
Extrinsic	3.38	0.76	Very High
Introjected	3.39	0.76	Very High
Modified	3.36	0.72	Very High
Overall	3.38	0.74	Very high
<i>Legend:</i> 3.26 – 4.00 At all Times/Very High 1.00 – 1.75 Never/Very Low			
		1.76 – 2.50 Sometimes/Low	2.51 – 3.25 Most of the Time/High

The variable Intrinsic obtained the highest mean score of 3.40 (SD=0.74), interpreted as Very High. This means that learners were driven by personal satisfaction and interest in the subject matter. When students found enjoyment in learning, they were more likely to put in the effort needed to excel. Intrinsic motivation was essential because it helped students develop a sense of ownership over their learning process. When they were curious and interested, they naturally wanted to explore more and seek knowledge on their own. This could lead to deeper understanding and retention of information, as students were not just memorizing facts but truly comprehending the material. Additionally, intrinsic motivation could help reduce stress and anxiety related to schoolwork, as students were more likely to view challenges as opportunities for growth rather than obstacles. It was crucial for educators to create a supportive environment that nurtured students' interests and passions. By doing so, teachers could help learners develop a positive relationship with education that lasted a lifetime. According to Deci and Ryan (2020), fostering intrinsic motivation in students is essential for promoting their psychological well-being and engagement in the learning process, which leads to academic success.

The variable, Modified received the lowest mean score of 3.36 (SD=0.72), interpreted as Very High. This lower score means that learners might not have fully engaged with modified materials or changes made to their learning environment. It could have indicated that while learners appreciated the modifications, they did not find them as motivating or helpful as other aspects of their learning experience. When changes were made to teaching methods or materials, it was essential that they aligned with learners' interests and needs. If students did not see the value in these modifications, their motivation have suffered, leading to disengagement.

This finding highlighted the importance of evaluating and adjusting teaching strategies to ensure they resonated with learners. Teachers may have needed to involve students in discussions about what modifications would help them learn better. Engaging students in this way could have made them feel valued and respected, increasing their motivation to participate actively.

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Thus, it was vital to seek feedback from students about what worked and what didn't, allowing for more effective and motivating learning experiences.

Table 3 shows the relationship between teacher-respondents' classroom management styles and learners' motivation for learning. Overall, results indicates that the teacher-respondents' classroom management styles in terms of Mentoring demonstrated a Weak Positive Significant Relationship with learners' motivation for learning. This meant that when teachers acted as mentors, there was a slight boost in students' desire to learn. When teachers guide and support the learners, they were more motivated to engage learning and participate in classroom activities. Mentoring involved teachers guiding students and supporting them in their studies, which created a better connection between them. When students felt that their teachers cared about their progress and well-being, they have felt more motivated to engage in learning activities. The mentoring style encouraged students to be more open in asking questions and seeking help when they needed it. Mentors can facilitate this process through guided reflection, feedback, and collaborative problem-solving (Han et al., 2021).

This relationship also suggested that the emotional support provided by teachers could play a key role in motivating students. Therefore, focusing on mentoring could have been an important part of improving student motivation. Encouraging teachers to adopt this style could have resulted in a more positive learning atmosphere for students, helping them to achieve better academic results. In a study by Martin and Baldwin (2019), the authors emphasized that effective classroom management styles, particularly those that incorporate mentoring techniques, create an environment where students feel valued and motivated to learn. They found that when teachers foster a nurturing and supportive atmosphere, students are more likely to take ownership of their learning and demonstrate higher levels of motivation and engagement. This aligns with the findings that a mentoring approach positively influences learners' motivation by establishing strong teacher-student connections, which further enhances educational outcomes.

Table 3: Result of the Test on Relationship between Teachers Classroom Management Styles and Learner's Motivation for Learning

Teachers' Management Styles	Classroom	Learner's Motivations for Learning				OVERALL
		Intrinsic <i>r-value</i> <i>p-value</i>	Extrinsic <i>r-value</i> <i>p-value</i>	Introjected <i>r-value</i> <i>p-value</i>	Modified <i>r-value</i> <i>p-value</i>	
Authoritative		0.16	0.04	0.13	0.08	0.12
		0.06	0.645	0.11	0.33	0.16
		NS	NS	NS	NS	NS
Democratic		0.16	0.03	0.06	0.01	0.05
		0.051	0.74	0.49	0.89	0.59
		NS	NS	NS	NS	NS
Laissez-faire		0.06	0.11	0.05	0.01	0.07
		0.46	0.18	0.52	0.94	0.44
		NS	NS	NS	NS	NS
Transformational		0.08	0.05	0.16	0.09	0.12
		0.37	0.52	0.06	0.26	0.17
		NS	NS	NS	NS	NS
Mentoring		0.10	0.20	0.21	0.14	0.20
		0.22	0.01*	0.01*	0.08	0.02*
		NS	S	S	NS	S

Legend: significant at $p < 0.05$ alpha level

S – significant

NS – not significant

However, the *r*-values for authoritative, democratic, laissez-faire, and transformational management styles indicated to no significant relationships with intrinsic, extrinsic, and introjected motivations, as evidenced by their respective *p*-values, thus

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the null hypothesis was rejected. This finding showed that different classroom management styles might not have effectively influenced students' motivation. When teachers used authoritative methods, for example, they tried to be strict and control the classroom, but this approach might not have made students more eager to learn. The laissez-faire approach, which gave students a lot of freedom have left some students feeling lost or unsupported. Even transformational leadership, which was designed to inspire students have connected with all learners equally. This suggested that not all classroom management styles were equally beneficial for motivating students.

Moreover, teachers needed to understand that what worked for one student not have worked for another. have been helpful for educators to assess their methods and see how their style affected student motivation. Training teachers in various approaches could have helped them find what best motivated their learners. By being more aware of their impact, teachers could have created a better learning experience for every student. Research conducted by Abidoye and Olorundare (2020) supports these findings by highlighting that while some management styles may not produce significant results in student motivation, it is crucial for educators to remain adaptable and responsive to the diverse needs of their students. They note that effective classroom management is not a one-size-fits-all approach; instead, teachers should consider the individual preferences and motivations of their learners. The study stresses the importance of continuous professional development for teachers to refine their classroom management strategies, suggesting that understanding the nuances of different styles can lead to more effective teaching practices and improved student motivation.

Effective classroom management creates a conducive environment for motivation to flourish. Conversely, motivated learners are more likely to comply with classroom rules and participate actively, contributing to a positive learning. A student who feels safe and respected in a well-managed classroom is more likely to take academic risks and participate actively. Effective classroom management provides the foundation for a positive learning environment that promotes motivation. Motivated learners, in turn, contribute to a well-managed classroom, creating a virtuous cycle of learning and growth. By understanding this relationship and implementing strategies to address individual needs and foster intrinsic motivation, teachers can create classrooms where students thrive and reach their full potential.

The mentoring style achieved the highest mean score classified as Always, highlighting teachers' commitment to guiding students in their personal and academic journeys. This emphasis on mentoring reflects a recognition of the importance of building strong relationships with students, ultimately fostering motivation and improved academic performance. Conversely, the Laissez-faire style got the lowest mean score described as Always. The result suggested that while a laissez-faire style could promote independence, it required a certain level of student readiness. If students were not ready, this could have led to less effective classroom management, impacting both the learning environment and academic performance.

The Intrinsic motivation achieved the highest mean categorized as At All Times, indicating that learners are driven by personal satisfaction and genuine interest in their subjects. This intrinsic drive fosters a deep engagement with the material, allowing students to approach challenges as opportunities for growth rather than stressors, enhancing their overall learning experience. However, the Modified motivation received the lowest mean categorized as "At All Times." This suggests that learners may not have been fully engaged with the modified materials or adjustments made to their learning environment. While learners valued the modifications, they not have found them as motivating or beneficial as other elements of their learning experience.

The Mentoring style demonstrated a weak positive significant relationship with student motivation ($r = 0.203$ and $p < 0.05$). Conversely, the authoritative, democratic, laissez-faire, and transformational management styles showed weak to no significant relationships with intrinsic, extrinsic, and introjected motivations, as indicated by non-significant p-values. This finding suggests that while mentoring can positively influence students' desire to learn, other management styles may not effectively enhance motivation. Thus, it is essential for educators to recognize that different approaches may yield varied results, and classroom management strategies to individual learners' needs could improve overall engagement and motivation in the classroom.

IV. CONCLUSIONS

The following conclusion are hereby drawn for the study:

The study highlights the predominance of the Mentoring classroom management style among teachers, emphasizing their commitment to fostering both academic and personal growth in students. This mentoring approach significantly contributes to creating a supportive environment that prioritizes relationship-building and individualized support, essential for boosting student engagement and motivation. Students exhibit a high level of Intrinsic motivation, indicating their genuine interest in learning and deriving personal satisfaction from their educational experiences. While the mentoring style positively influences student motivation, it is not the only factor at play, suggesting that a range of classroom management strategies is necessary to

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fully support diverse student needs. Ultimately, understanding the interplay between mentoring and intrinsic motivation can inform professional development for educators, enhancing instructional practices and optimizing student learning outcomes.

V. RECOMMENDATIONS

Based on the results of this study, the following are recommended:

1. A teacher should not be passive at all times instead creates intervening action to address student conflicts or disruptions that may happen in the classroom.
2. Teachers should actively engaged in various activities such as discussions, project, and presentations for learners motivation to learn.
3. Teachers should encourage their learners to mentor, guide and support in exploring new ideas and in learning from their mistakes in the classroom.
4. School Heads should include mentoring in the LAC session because of its significance to learners' motivation for learning.

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