

Classroom Management Practices and Teachers' Motivation

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ABSTRACT: Classroom management and teacher motivation are interdependent. It is well known that good classroom management is essential to improving academic achievement, fostering a happy learning environment, and lowering pupils' misbehavior. This study examined the significant relationship between classroom management and teachers' motivation. This study was limited to the six (6) neighboring schools of the researcher in Talisayan District in the Division of Misamis Oriental. Correlational and causal research designs were used. An adapted research questionnaire was utilized. Statistical tools like Mean and Standard Deviation, Pearson Product Moment Correlation Coefficient and Multiple Linear Regression Analysis were the statistical tools used. Findings revealed that the teachers' classroom management practices are very high. They also very highly motivated. There is a significantly strong positive correlation between classroom management practices and motivation of teachers. Building rapport is the best predictor of teachers' motivation. Behavior, classroom rules, and building rapport are all predictors in maintaining teachers' motivation. It is recommended that classroom management practices utilized by the teachers may be continuously upgraded from time to time for better implementation and results.

KEYWORDS: building rapport, classroom management, motivation of teachers

I. INTRODUCTION

The value of education cannot be overstated, particularly for young children, because it is during this formative period that their minds are open and eager to learn. Pupils' engagement, academic success, and overall well-being are all improved when a learning environment that is positive and favorable to learning is created. One of the most important factors in creating such an atmosphere is having an effective classroom management system.

Classroom management is an educational process that happens inside the classroom. The effectiveness of classroom management relies much on the teacher's competencies and motivation. Classroom management is effective if it is academically productive wherein pupils are focused and attentive in doing the tasks given by the teacher. Teaching competencies are teacher's holistic approach to the whole classroom setting. It is the over-all capabilities of a teacher that serve as weapons in facing the challenges inside the classroom.

One of the hardest parts of being a teacher is managing the classroom. Although it is a huge task, a teacher's excitement and love for teaching are rekindled when their pupils are well-behaved and helpful. Classroom management is the repertoire of skills and techniques a teacher might use to ensure a lesson proceeds without disruptive behaviors from pupils (Keshavarz, 2022). Hence, management denotes the methods, plans, and strategies that teachers use to set up and maintain an organized, productive, and positive learning environment within and outside the classroom. Classroom management helps ensure that pupils are engaged, respectful, and focused on learning, while minimizing disruptions or distractions. It is not just about discipline but about creating an environment where both pupils and teachers can thrive.

Thus, it is important that teachers have the motivation to perform their duties and responsibilities so that they can overcome the challenges that arise while they are serving their goals and objectives. Motivation of teachers are essential components that have a direct influence on the learning outcomes of pupils. Their motivation, which can come from both internal and external sources, has a big impact on how well they perform as teachers and how committed they are to their work. A motivated teacher working in tandem with effective classroom management techniques can lead to a successful learning environment (Ryan & Deci, 2019)

Educators need to have enough energy on hand to carry out these own instructional motivations. They can function as a source of energy. Pupils can in turn energize teachers when they are attentive, involved, and motivated. A teacher's passion to

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teach can be refreshed by witnessing the growth and excitement of their pupils. When teachers are motivated, they do not only have the energy to perform their duties and responsibilities but even make their pupils feel motivated too, in performing the tasks and activities assigned to them (Niemiec and Ryan 2019).

Moments of connection, like when pupils make progress or show gratitude, are important sources of inspiration for teachers. Teachers may be motivated to continue being enthusiastic, involved, and dedicated to their profession by this dynamic partnership. By creating a welcoming, encouraging, and stimulating learning environment that promotes curiosity, effort, and success, teachers inspire their pupils. The impact of motivation on pupils' achievement was always positive. In a study by Han and Yin (2020), teacher motivation was found to be directly linked to pupils' engagement. Teachers who are motivated not only demonstrate better instructional practices but also foster higher pupil engagement and positive learning environments. The study looks at a several of classroom management subjects which include: regulating rules, observing and monitoring pupils' behavior. As well as the motivation of the teachers.

By looking at these important areas, the researcher and even those reading it might understand the specific challenges faced by teachers at school and in handling their lessons and pupils well and identify effective techniques to address the challenges faced by them.

This study was anchored on the Self-Determination Theory (SDT) by Deci and Ryan (2020). It emphasizes both internal and extrinsic motivation, was developed. According to this theory, autonomy, relatedness, and competence are the three basic psychological needs that people are driven by. Both extrinsic and intrinsic motivation are words that may be used to describe the motivation of teachers. Teachers' teaching behaviors may play a mediating role in the contagion regards motivation as a continuum from a motivation to extrinsic motivation to intrinsic motivation depending on the degree of individuals self-determination. At a point material reward ceases to be an attraction for workers. Lacking the inspiration of teachers, there is the potential for a number of unfavorable outcomes, not just for the teachers themselves but also for the pupils they teach, as well as for the curriculum as a whole.

According to SDT, the quality of motivation relates to an individual's behavior and how it is regulated by autonomous forms of motivation (Blain, 2022). When teachers are allowed to choose their own educational ideas and classroom management tactics, they become more motivated. Teachers are more likely to manage classrooms effectively and create a positive learning environment for students if they feel competent, related, and have autonomy in their teaching methods.

Moreover, Glasser's (2019) Choice Theory stated that individuals behave responsibly in the classroom when they try to meet their own needs without depriving others of the same opportunity. Four themes emerge from the data: the objectives of classroom management, classroom management tactics, teachers' assessments of the causes of misbehavior, and judgements of the qualities of effective teachers. It may be viewed from a variety of angles, such as the quality world, pupils' needs, the significance of meaningful work, the teacher-pupil connection, encouraging them in their achievements.

Teachers are feeling more burned out as there was a large interruption to all domains of life (Kalwani, 2021). Teachers who are driven by internal rewards like a feeling of achievement or a love of teaching are more likely to use proactive classroom management techniques. Teachers who are driven by outside forces such as pay, recognition, or job security may employ stricter, control-oriented management techniques.

According to Güney et al. (2023) satisfaction with the social atmosphere among colleagues, wage satisfaction, and feeling of being appreciated are major determinants of job satisfaction which may lead to motivation of teachers. Teachers are more likely to feel inspired and dedicated to their jobs when they work in a welcoming and encouraging atmosphere, get fair pay, and have their efforts acknowledged. Stronger bonds with pupils, greater teaching effectiveness, and better educational results all around can result from this increased drive. This greater motivation can result in closer relationships with pupils, greatly improve the efficacy of instruction, and eventually improve all educational results.

II. METHODOLOGY

This study employed correlational and causal research designs. A correlational design is a research method that aims to understand the relationship between two or more variables by collecting data on these variables without manipulating them. Canonizado (2020) cited that the aim of correlational method is to understand and assess the statistical relationship between the two variables without any other factors influencing them. Correlational research provides a means to observe and explain the natural relationship between these two variables.

On the other hand, causal design discusses with source causal research can be defined as a research method that is used to determine the cause-and-effect relationship between two variables. This research is used mainly to identify the cause of the given behavior. Using causal research, identify the changes that occur in an independent variable due to variations in the

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dependent variable. Another name for it is explanatory research. The dependent variable is thought to be changing as a result of an observable variation in an independent variable. The variation in the dependent variable causes the changes in the independent variable to be measured (Bhasin, 2023).

Problems 1 and 2 used Mean and Standard Deviation. Problem 3 utilized Pearson Product-Moment Correlation Coefficient or Pearson r , while problem 4 employed the Multiple Linear Regression Analysis.

III. RESULTS AND DISCUSSION

Problem 1. What is the teachers' level of classroom management practices in terms of:

- 1.1 observing pupils' behavior;
- 1.2 regulating rules; and
- 1.3 building rapport?

Table 1. Overall Classroom Management Practices

Variables	Mean	SD	Interpretation
Observing Pupils' Behavior	4.76	0.51	Very Highly Practiced
Regulating Rules	4.71	0.53	Very Highly Practiced
Building Rapport	4.69	0.55	Very Highly Practiced
Overall	4.72	0.53	Very Highly Practiced
Note: 4.21-5.00 Very Highly Practiced	3.41-4.20 Highly Practiced		2.61-3.40 Practiced
1.81-2.60 Less Practiced	1.00-1.80 Least Practiced		

Table 1 illustrates the teachers' overall classroom management practices. It registered an overall Mean of 4.72 with $SD=0.53$, qualitatively described as Very Highly Practiced. The data imply that the teachers consistently and correctly employ classroom management in their classes and dealings with their pupils. Classroom management is essential to the development of the pupils and in building their personality. Moreover, it is also important for the teachers as it form part of their performance at work and as a second parent. According to Adedigba and Sulaiman (2020) classroom management is essential for the teachers in evaluating their performance. They are not just the medium of imparting education but also in molding the personality of the pupils. Thus, teachers must take their role as educator and second parent seriously.

In the same table, the variable, *Observing Pupils' Behavior*, was rated the highest with the Mean of 4.76 with $SD=0.51$, qualitatively described as Very Highly Practiced. Both in their classrooms and with the pupils they teach, the educators maintain a high level of discipline during class time. The teachers are of the opinion that the pupils are in the formative years of their development and that they require supervision and aid from them in order to develop into better and more accountable citizens. This is not to be interpreted as an attempt to become authoritarian. The purpose of imposing and implementing discipline in the classroom is to teach the pupils the significance of forming good habits and behaviors, as stated by the principle of discipline. In addition, the parents anticipate that the teachers will assist them in shaping their children into more well-rounded individuals (Wolff et al., 2021).

Meanwhile, the variable, *Building Rapport*, was rated the lowest with the Mean of 4.69 with $SD=0.55$, qualitatively described as Very Highly Practiced. When it comes to their pupils, teachers make it a point to establish a relationship with each and every one of them. Developing a connection with pupils is critical because it enables educators to have a more in-depth understanding of their students. Additionally, it fosters trust and confidence among pupils, which is a positive outcome for the pupils. When teachers are able to successfully create a rapport with their pupils, the pupils are more likely to freely discuss their ideas and opinions with their teachers. This is significant because if pupils are able to communicate their burdens to their professors, it will be possible for them to let go of unpleasant ideas and feelings, particularly those that are a result of pressure and difficulties. By doing so, the instructor is able to offer them direction and aid, so reducing the responsibilities they are carrying. (Schrenzinger & Wettstein, 2019).

All dimensions (Behavior, Classroom Rules, and Building Rapport) have extremely high ratings, indicating that classroom management is being applied efficiently. The total Mean of 4.72 with $SD=0.53$ indicates a good agreement on current classroom management procedures, with consistent and favorable opinions in all categories. The high scores across all areas (Behavior, Classroom Rules, and Building Rapport) indicate that classroom management is efficiently implemented and well-received by those engaged. The high evaluations indicate that the existing classroom management procedures are effective and well-

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structured. Teachers are putting techniques in place that result in a well-organized and regulated classroom environment that promotes learning. This demonstrates a great alignment between classroom management policy and actual practice, which contributes to an effective learning environment. It improves educator workplace wellbeing by doing this we can 'improve their retention job satisfaction and improve physical health outcomes (Jones et al., 2019).

Problem 2. What is the teachers' level of motivation?

Table 2 showcases the teachers' overall level of motivation. It registered an overall Mean of 4.70 with SD=0.51, qualitatively described as Very Highly Motivated. The data imply that the teachers are fully motivated in performing their duties and responsibilities as teachers and parents to their pupils. Being teachers is not only about being able to teach but it also involves additional tasks that will also benefit them specially if they are aiming for higher positions at work.

According to Hanusshek et al. (2019) the teachers should embrace tasks given to them by their superiors as it indicates that they are trusted and the they saw potentials in them. So long as the teachers are not overworked and stressed with those extra tasks, they should continue performing it. However, when it affected them negatively, the teachers should also inform their superiors to minimize it or give to other teachers that are also capable and deserving.

In the same table, indicator 3, *My headteacher respect his staff*, was rated the highest with the Mean of 4.78 with SD=0.47, qualitatively described as Very Highly Motivated. The data imply that the teachers feel that they are valued and respected by their school heads. This allows them to get motivated and work hard knowing that their capability and capacity are recognized and utilized but not abused by their immediate supervisors. According to Dugas (2019) when the teachers feel that they are given respect, they too are giving it back by working hard and respecting the people around them. They believe that respect begets respect.

Table 2. Teachers' Motivation

	Indicators	Mean	SD	Qualitative Description
1.	I believe I am doing a good job.	4.77	0.46	Very Highly Motivated
2.	Teaching gives me purposeful life.	4.77	0.48	Very Highly Motivated
3.	My headteacher respect his staff.	4.78	0.47	Very Highly Motivated
4.	My headteacher praises my work.	4.73	0.52	Very Highly Motivated
5.	I can express myself creativity at work.	4.69	0.55	Very Highly Motivated
6.	I have satisfactory benefits in teaching.	4.72	0.54	Very Highly Motivated
7.	My salary and workload are satisfactory.	4.69	0.53	Very Highly Motivated
8.	I learn new teaching skills at the workplace.	4.62	0.54	Very Highly Motivated
9.	I am free and empowered at the workplace.	4.59	0.55	Very Highly Motivated
10.	I believe I am doing a good job.	4.61	0.54	Very Highly Motivated
	Overall	4.70	0.51	Very Highly Motivated
Note:	4.21-5.00 Very Highly Motivated	3.41-4.20 Highly Motivated	2.61-3.40 Motivated	
	1.81-2.60 Less Motivated	1.00-1.80 Least Motivated		

Meanwhile, indicator 9, *I am free and empowered at the workplace*, was rated the lowest with Mean of 4.59 with SD=0.55, qualitatively described as Very Highly Motivated. The data imply that the teachers are given the freedom on the things they believe to do to improve their performance as well on the guidance and assistance they are providing towards their pupils. When the teachers feel that they are given the authority to make decisions and plan for activities they become more motivated and inspired to give their best knowing that they want to pay their school heads' trust and confidence by doing great and productive things at work. According to Kalis and Kirschenbaum (2019) empowered teachers are also performing better at work and on their performance. This is because they believe that they can do and achieve better outcomes so they are tapped to perform tasks that supposed to be done by their school heads but were given to them because they can do and perform it according to what is expected to them.

All indicators fell within the Very High range (4.21 - 5.00), suggesting that the employees are highly motivated. The total Mean of 4.70 and SD=0.51 indicates that instructors Strongly Agree with the assertions about motivation, indicating a highly driven and engaged team. This implies that characteristics like as job satisfaction, respect from the headteacher, creative flexibility, and opportunity for progress all contribute favorably to workplace motivation. According to Güney et al. (2023)

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satisfaction with the social atmosphere among colleagues, wage satisfaction, and feeling of being appreciated are major determinants of job satisfaction which may lead to motivation of a teacher.

In the same table indicator 3, *My headteacher respect his staff*, got the highest Mean of 4.78 and SD=0.47, qualitatively described as Very Highly Motivated. Teachers frequently collaborate in teams. When principals appreciate their employees, it fosters an environment in which instructors feel more confident, encouraged, and motivated, benefiting both teachers and children. This dynamic can considerably improve the school's overall success and culture. Gebczynski & Benjamin Kutsyuruba (2022) suggested that effective leadership, characterized by authentic and transformational approaches, positively influences school culture, while ineffective leadership can have detrimental effects. Positive interactions and strong professional connections among colleagues may foster a friendly and productive work environment. When teachers feel valued by their pupils, school administration, or the community, it enhances their morale and strengthens their devotion to their career.

In the same table indicator 9, *I am free and empowered at the workplace*, got the lowest Mean of 4.59 and SD=0.55, qualitatively described as Very Highly Motivated. Having the freedom to make decisions and take actions without excessive supervision in school. This sense of autonomy, trust, support, and empowerment can have a positive impact on your teaching practices, pupil outcomes, and overall job satisfaction. Research has shown that when teachers are given the autonomy to make decisions and take actions without excessive supervision, they are more likely to feel motivated, committed, and satisfied with their jobs.

It implies that teachers, may not feel as empowered in their work environment as they would like. When employees have less autonomy, they may feel disengaged or less inspired to give their all to their jobs. Leaders may establish trust with their teams by helping and recognizing their professional judgment, which can boost emotions of empowerment. Peng et al. (2022) research explored the chain-mediating role of teaching efficacy and job satisfaction in the relationship between teacher autonomy. The advantage of providing teachers with the autonomy to make decisions, as it not only enhances their job satisfaction but also positively influences their overall well-being and commitment to the profession.

Problem 3. Is there a significant relationship between classroom management practices and motivation of teachers?

Table 3. Test of Correlation on Classroom Management Practices and Motivation of Teachers

Independent Variables	r-value	p-value	Description	Decision on	Interpretation
Observing Pupils' Behavior	0.755**	0.000	High Positive	Reject	Significant
Regulating Rules	0.751**	0.000	High Positive	Reject	Significant
Building Rapport	0.751**	0.000	High Positive	Reject	Significant

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

Table 3 shows the correlation analysis between classroom management practices and motivation of teachers. The independent variable is classroom management practices in terms of observing pupils' behavior, regulating rules, and building rapport while the dependent variable is on the teachers' motivation. *Observing Pupils' Behavior* registered a computed r- value of 0.755 with a computed p-value of 0.000. The computed p-value is less than the p-critical value at 0.05 level of significance. The data imply that a significant high positive correlation exists between classroom management practices and teachers' motivation when discipline is taken into consideration. Thus, the null hypothesis is rejected. Providing discipline to the pupils is essential as it provides them the opportunity to learn and distinguish right from wrong as well as determine the consequence of their actions. The pupils become responsible to the things that will do and decide. It will guide them to make proper analysis and investigation before deciding for the action that they will do. According to Chopra (2019) behavior and discipline must be properly and consistently implemented as nowadays the pupils are exposed to various contents around them that may influence them. Therefore, teachers and parents can work together to guide and protect them from bad influences and even from harm.

Regulating Rules registered a computed r-value of 0.751 with a computed p-value of 0.000. The computed p-value is less than the p-critical value at 0.05 level of significance. The data imply that significant high positive correlation exists between classroom management practices and teachers' motivation when classroom rules is taken into consideration. Thus, the null hypothesis is rejected. Classroom rules are part of the basic things that pupils need to familiarize, learn and follow at school so that they can perform their tasks as well as duties and responsibilities well at the classroom. Later on, those things they learn and do will be performed by them natural even if they are no longer inside the classroom. According to Mireles-Rios (2019) classroom rules are visited and constantly reviewed by the teachers so that its purpose and intended functions will continuously be beneficial to the pupils.

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Building Rapport registered a computed r -value of 0.751 with a computed p -value of 0.000. The computed p -value is less than the p -critical value at 0.05 level of significance. The data imply that significant high positive correlation exists between classroom management practices and teachers' motivation when building rapport is taken into consideration. Thus, the null hypothesis is rejected. Building rapport is important in building strong relationship between the teacher and the pupils. There are things that the pupils are hesitant or even shy to tell and talk to their parents and so sometimes they opted to tell it to their teachers. This may be a simple gesture but its impact can be of great advantage towards the pupils. According to Deeksha et al (2019) pupils build their trust and confidence to their teacher because they believe that they can be trusted aside from their parents. Moreover, the teachers might also help them relay their concerns to their parents.

The correlation coefficient (r -value) between all three variables (Discipline, Classroom Rules, and Building Rapport) and motivation is strong about 0.75. This suggests that as the degree of classroom management procedures improves, so does the level of motivation among instructors. The p -value for all variables is 0.000, which is less than the significance level of 0.01 (2-tailed), indicating that the relationships are statistically significant at the 0.01 level. The null hypothesis (H_0) would typically suggests that there is no significant relationship between classroom management practices and teacher motivation. Since the p -values are very small (0.000), reject the null hypothesis, meaning there is a significant relationship between the level of classroom management practices and the level of teacher motivation.

The significant relationship between Behavior, Classroom Rules, Building Rapport, and Motivation stresses the significance of a disciplined, supportive, and good classroom environment in motivating instructors. Improving these components of classroom management benefits not just teacher morale and job satisfaction, but also creates a more effective and interesting learning environment. Akman (2022) explores the role of classroom management in enhancing teachers' confidence and reducing educational stress, highlighting its impact on job satisfaction. By concentrating on these elements, schools may establish a positive feedback loop in which motivated teachers improve pupil outcomes while remaining pleased in their current position.

A p -value of 0.000 implies that the observed associations are extremely unlikely to arise by chance. This clearly shows that the correlations between classroom management methods and teacher motivation are not random, but rather statistically significant. The evidence demonstrates that classroom management has an impact on teacher motivation, since the null hypothesis (H_0) was rejected. Because the statistical tests demonstrate a substantial association, we can definitely state that changing classroom management procedures will likely result in increased teacher motivation. Classroom management is more than just preserving order; it is inextricably related to instructors' motivation and engagement in their duties. Celis et al. (2023) suggest that effective classroom management positively impacts teachers' job satisfaction, which in turn enhances their performance.

Problem 4. Which of the dimensions of the independent variable singly or in combination predict teachers' motivation?

Table 4. Regression Analysis on Classroom Management Practices and Motivation of Teachers

Independent Variables	Unstandardized Coefficients		Standard Coefficient Beta		
	B	Std. Error		T	Sig.
Constant	0.755	0.279		2.709	0.008
Observing Pupils' Behavior	0.205	0.122	0.205	1.681	0.006
Classroom Rules	0.303	0.106	0.314	2.873	0.005
Building Rapport	0.327	0.088	0.356	3.715	0.000
		R=0.811	R ² =0.658	F=68.566	Sig=0.000

a. Dependent Variable: Level of Motivation

b. Predictors: (Constant), Observing Pupils' Behavior, Regulating Rules, Building Rapport

Table 4 shows the Multiple Linear Regression analysis between the level of classroom management practices and motivation of teachers. The independent variable is classroom management practices in terms of discipline, classroom rules, and building rapport while the dependent variable is on the teachers' motivation. It is hypothesized that the three (3) predictors positively associated with teachers' motivation. Results show that the 65.8% of the variance is explained by the three (3) predictors, $F = 68.566$, $p < .000$. Specifically, Discipline ($\beta = 0.205$, t -value = 1.681, p -value = 0.006), Classroom Rules ($\beta = 0.314$, t -value = 2.873, p -value = 0.005) and Building Rapport ($\beta = 0.356$, t -value = 3.715, p -value = 0.000) are positively associated with teachers' motivation. It can be inferred that if the teacher is able to increase their classroom management practices by 1% it will also increase the teacher's motivation by 21%, 31% and 34.8% respectively. This suggest that teacher's classroom management

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practices in terms of discipline, classroom rules, and building rapport can have better level of motivation.

Classroom management practices motivates the teachers because it gives them the opportunity to perform other responsibilities like acting as the authority and parent to their pupils. They become inspired and satisfied when they see and observed that as their pupils grow up they become better individuals and are able to reach their goals in their studies. According to Niemiec and Ryan (2019) as well as Keshavarz (2022) the pupils should be able to develop the positive attitude and discipline while they are young so because in their developmental years, they are just gaining knowledge and experiences. When they are well guided until they reach the level of becoming independent learners, they can distinguish the good and bad and from that they can now decide as to which path, they will take as they can also foresee the possible outcomes of their actions and decisions.

IV. CONCLUSIONS

Based on the findings of this study, following conclusions are formulated:

1. Classroom management practices are consistently performed and implemented.
2. Teachers consistently showed commitment and passion.
3. Classroom management practices is associated with teachers' motivation.
4. Behavior, classroom rules, and building rapport are all predictors in maintaining teachers' motivation

V. RECOMMENDATIONS

Based on the study's result and conclusions, it is recommended that the:

1. Teachers may maintain their very high level of execution and used of classroom management techniques in helping the pupils to grow better and responsible.
2. Teachers may continue and sustain their very high level of motivation in performing their duties and responsibilities.
3. Classroom management practices utilized by the teachers may be continuously upgraded from time to time for better implementation and results.
4. The school administration may offer teachers training sessions to further upskill and upgrade themselves in implementing better classroom management practices and in taking good care of their pupils.

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