



RESEARCH PAPER

Effect of Classroom Management Strategies to Increase Motivation of Students with Learning Difficulties at Secondary Level

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ABSTRACT

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The recent research study distillates on the exercise of motivational and classroom management schooling tactics in the government schools of Lahore, Pakistan. Motivation is important to achieve any goal in life; it is for teaching. And it is more important for students with learning difficulties. The method the instructor motivates students, and the way students are interested in learning is very important. The study focused on exploring the motivational and classroom management strategies, helpful to increase the motivation of students with learning difficulties, and to assess the outcome of these strategies on the academic achievement of learners. The present research study was conducted in five secondary and higher secondary level public schools involving 200 teachers and 500 students from class 9th and 10th as participants. This research study was quantitative in nature. Two questionnaires were developed and approved by experts in the field. The respondents' responses were analyzed to draw conclusions. The findings of the study showed that it is academically beneficial for both high & low achievers in the classroom. The research suggests that in-service teachers should be given refresher courses so that, they can adapt helpful motivational and classroom management strategies.

Introduction

Explicitly, the chief talent place which is the emphasis of training structures is the attainment of tutorial services in directive to make a bigger tutorial presentation. Education develops indispensable abilities in students to perform safely and efficiently as adults in the societies in which they living. There are many hazards related to low academic such as enlarged behavior difficulties, retaining,

and settlement in extra preventive instructional atmospheres (Sambell, Brown, & Graham, 2017)

Also, educational performance refers to overall performance in tests and examinations. Recent investigations additionally have uncovered some traits of high-quality classroom environments, inclusive of teachers' organizational capabilities and interactions with students.

Do classroom management strategies influence the performance of students in a class? Classroom management refers to stopping disruptive behavior to improve tutorial performance. Research studies have tested that instructors have considerable influences on the learners' educational and life-long success. Oliver and Reschly (2007) referred to that study room management is an aspect that influences academic performance.

Objectives of the Study Explored best motivational and classroom management strategies that how motivational and classroom management strategies increase the motivation of students with learning difficulties and how these strategies disturb the academic achievement of pupils. Academic performance refers to the capability of students to study, keep in mind realities and be able to interconnect their expertise orally or overwriting. The sample of this research study was classes 9th and 10th from 5 government high schools.

Effective study room administration is decided by instructor qualifications, teacher experience, educational strategies used, and the methods of evaluation. There are techniques that are used to measure academic performance. In the research instrument, seven basic areas of motivation and classroom management strategies were used for data collection (Henderson, Turpen, Dancy, & Chapman, 2014).

Classroom Management

Notwithstanding, the accompanying meanings of study hall the executives recommend that there is something else entirely to study hall the executives than some would accept: Tal (2010) characterizes study room organization as "the capacity of the educator to lead the class... toward accomplishing the socio-enthusiastic government assistance and learning of the understudies". Malone and Tietjens (2000) Characterize study hall the board as "how instructors keep up request in a homeroom".

Little and Akin-Little (2008) diagram homeroom the board as a lot of strategies that, whenever followed, need to enable the mentor to keep up request in the examination room and contain both predecessor and subsequent techniques that can be consolidated to outfit a thorough way to deal with school room the executives"

Stichter and partners (2009) characterize school room the board as "those general natural and instructive factors that advance normal study hall wide techniques of arrangement, structure, desires, and criticism". Another homeroom executives strategy that has been demonstrated to be brilliant is utilizing pleasant orders; in agreement to Kern and Clemens (2007) there are five key highlights of an enormous order (Carter et al., 2017).

Teacher Enthusiasm

Another angle that improves inspiration to consider is the instructor's eagerness. The instructor's character is resolved to affect understudies' learning and the educator's presentation in the homeroom (BIÇAKU-ÇEKREZİ, 2015). As indicated by Brophy (2008) educator excitement incorporates, in any event, two basic perspectives. At the point when instructors are excited about a subject, understudies are perhaps to reinforce the energy of their own and subsequently accomplish at more significant levels. Great and Brophy (2008), confirm that understudies typically pose not many inquiries every through guidance and they should be affected when they do as such by method for utilizing strategies and being open to understudies' inquiries.

Williams and Burden (1999) character alludes to a person's representative examples of thought, feeling, and conduct, collected with the mental systems – covered up or not – at the rear of these examples Warm consolation of inquiries demonstrates understudies that you see them as co-members and requirement their inquiries to assist you with preparing appropriately.

Excited instructors are thriving in the classroom; they display shock, tension, delight, and various moods in their speeches and they make fabric intriguing by connecting it to their encounters and indicating that they themselves are keen on it. A very important thing when teachers must be excited and show it is when understudies a variety of questions. The first is passing on genuine action in the subject, and the subsequent thing is lively life (Howard, 2016).

Teachers' Personality

Aside from the situation of cooperation among educators and understudies, the character attributes of instructors furthermore play a stage in expanding scholarly achievement. For example, educators with character characteristics, uprightness are extra conceivably to help undergrads with their scholastic achievement. Roberts, Mowen, Edgar, Harlin, and Briers (2007) on the diverse hand watched a constructive connection with "deciding", as a component of character, and viability in the study room the board (Madani, 2017).

Numerous schools have created statements of purpose that allude to educating understudies with the goal that they come to be deep-rooted students. It tends to be expressed that characteristic inspiration plays out an important stage in

a person's craving to take on difficulties and hold chipping away at them until fruition. To improve grown-ups with these qualities, educators need to main focus a huge piece of their instructing on developing this significant trademark. The subsequent territory looks at the improvement of the utilization of remunerations in schools, and how rewards influence natural inspiration and the accomplishment of understudies (Rawls, 2017)

Motivation

Loima and Vibulphol (2016) endeavoring to handle this issue, the English language examine have as of now moved from just characterizing inspiration in mental pattern to concentrating on the improvement of down-to-earth inspiration methodologies for the English language address room). Inspiration analysts and cacophony scholars began to dismiss Freud's thought that man is impacted uniquely by methods for drives and impulses. These thoughts, alongside Deci's ID of natural and extraneous inspiration, prompted the finishing of many research to inquire about the outcomes of inspiration on conduct.

As a subsequent report to Dörnyei and Csizér (1998) find out about in Hungary, Guilloteaux (2013) based on craft by utilizing equivalent methodologies in Taiwan yet varying the setting to assess the pertinence of a similar posting of persuasive systems in South Korea. Discoveries from Guilloteaux's (2013) study printed that the Korean educators' associated little essentialness or scarcely utilized systems related with a "positive talk room atmosphere and versatile gathering elements" (p.1). Through experimentation, instructors can plan to find perfect blends of methods and homeroom exercises that advance connected with students, inspiration and English language achievement (Dörnyei & Csizér, 1998).

The supporters had been 268 South Korean optional school EFL educators who have been solicited to rate one-from a-kind strategies and note the recurrence with which they utilize the systems in their homeroom. To make conditions that pick your inspirational endeavors you will need to set up and protect your talk room as a finding a workable pace a spot the spot undergrads come fundamentally to learn, and be effective in doing so by means of a joint effort with you and their colleagues" (Huang, 2013).

Extrinsic Motivation

Educators for the most part portray fitting understudies as dedicated, intrigued, and roused Extraneous inspiration happens when a separate finishes an action because of the reality it stimulates the receipt of an outside remuneration. A kid who is guaranteed a trip to the motion pictures subsequent to purging his room is expressed to be extraneously propelled (Spaulding, 1992).

While most of the remunerations given in school can be thought of as extraneous sparks, youngsters inspect the most when guided by means of natural

inspiration. Naturally empowered school undergrads turned out to be less invigorated when paid money as a prize. Then again, when naturally roused understudies have been given praise as a prize, their inspiration was once improved. One gathering of understudies consented to finish a drawing attempt for a compensation of a declaration and star, one managing building squares, while a control group was never again offered anything for right responses. The aftereffects of this found out point that the giving of evaluations doesn't advance such a domain, however removes a child's enthusiasm from the mission of finding a good pace to the errand of getting the prize(Wright, 2007).

The query has demonstrated that prizes affect the picking up information on the process, and can undermine an understudy's characteristic inspiration. Now, however, the impact of remunerations and understudies with slight cripples or finding a workable pace has not been referenced. Extraneous motivation occurs when different appearances a diversion since it stimuli the receipt of an outside compensation. While most of the remunerations given to personnel can be considered as outward sparks, youths become familiar with the most when guided by utilizing natural inspiration. Extraneous stimulus occurs when an individual varnishes an amusement since it stimuli the receiving of an external compensation (Groundwater, 2016).

Material and Methods

The study was descriptive in nature Quantitative research technique was adopted. For the collection of data, the Cross-sectional survey technique is considered most appropriate whenever a study is conducted to explore the understanding of any concept. A questionnaire was used to collect the Perception of students and teacher's attitudes towards Classroom Management Strategies to Increase the Motivation of students. The design was chosen because to create the connection of classroom supervision approaches and motivation on students' academic performance. Descriptive research design is the most commonly used technique of gathering data on attitudes, views, practices, and a range of instructional problems (Borg and Gall 1997).

The population of this research study was students and instructors (Male &female). The data was collected from 5 public schools from class 9th and 10thinstructors and students. A convenient sampling procedure was used, 500 Questionnaires were distributed to the respondents. All 500 questionnaires were received which were from 127 male respondents and 373 were female respondents. The return ratio from the male was 25.4% and from the female, it was 74.6%. The total return rate was 100%. Another 200 questionnaires were also distributed to the teachers. 200 questionnaires were returned out of which were of 26 males and b176 female teachers. The return ratio from the male is 13% and from the female, it was 87%.The total return ratio was 100%

Results and Discussion

Data was collected with the help of the self-developed research tool which was the questionnaire from the teachers and the students. Statistical Package for Social Science (SPSS) was used to analyze the data. Descriptive and inferential statistics were used to analyze the data. The descriptive analysis which includes the frequency distribution was used to find out the opinion of the teachers and the students. Mean and standard deviation used in the analysis of data. An Independent sample t-test was also used to find out the difference in the opinion of the pupils and the teachers. The results were illustrated in tabular form and reported.

Table 1
Data Analysis of Teachers

Factors	SD	D	Un D	A	SA	Total
Leadership Style	2(1%)	4(2%)	18(9%)	94(47%)	82(41%)	200(100%)
Reward System	8(4%)	12(6%)	20(10%)	76(38%)	84(42%)	200(100%)
Organizational Climate	12(6%)	12(6%)	20(10%)	84(42%)	72(36%)	200(100%)
Student and Teacher Relationship	26(13%)	22(11%)	30(15%)	58(29%)	64(32%)	200(100%)
Engagement of Students	10(5%)	8(4%)	18(9%)	88(44%)	76(38%)	200(100%)
Promote Group Work	18(9%)	12(6%)	18(9%)	84(42%)	68(34%)	200(100%)
Processing Deficit and Increasing Motivation	32(16%)	18(9%)	16(8%)	80(40%)	54(27%)	200(100%)

Table 1 shows that 47% of the respondents were responded to agree to leadership style, 42% were responded strongly agree to reward system, 42% responded agree to organizational climate, 32% were responded strongly agree to student-teacher relationship, 44% were responded agree to the engagement of students, 42% were responded agree to promote group work, and 40% of the respondents were responded agree to process deficit and increasing motivation for the increase of the motivation for the students with learning difficulties at the secondary level.

Table 2
Data Analysis of Teachers

Factors	Mean	Median	Mode	SD	Minimum	Maximum
Leadership Style	27.3	28	30	3.02	12	32
Reward System	21.4	22	24	2.90	8	25
Organizational Climate	27.7	28	29	3.14	11	35
Student and Teacher	19	20	20	2.71	10	25

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Relationship						
Engagement of Students	30	30	33	3.34	9	34
Promote Group Work	21.4	22	24	3.64	9	55
Processing Deficit and Increasing Motivation	24.5	24	19	3.91	16	32

Table 3
Data Analysis of Students

Factors	SD	D	Un D	A	SA	Total
Leadership Style	30(6%)	35(7%)	65(13%)	205(41%)	165(33%)	500(100%)
Reward System	45(9%)	35(7%)	65(13%)	195(39%)	160(32%)	500(100%)
Organizational Climate	35(7%)	50(10%)	85(17%)	155(31%)	175(35%)	500(100%)
Student and Teacher Relationship	60(12%)	50(10%)	55(11%)	150(30%)	185(37%)	500(100%)
Engagement of Students	35(7%)	40(8%)	85(17%)	195(39%)	145(29%)	500(100%)
Promote Group Work	45(9%)	35(7%)	105(21%)	165(33%)	150(30%)	500(100%)
Processing Deficit and Increasing Motivation	45(9%)	50(10%)	65(13%)	170(34%)	170(34%)	500(100%)

Table 3 represents that 41% of the respondents were responded agree to leadership style, 39% were responded agree to reward system, 35% were responded strongly agree to organizational climate, 37% were responded strongly agree to student-teacher relationship, 39% were responded agree to the engagement of students, 33% were responded agree to promote group work and 34 were responded strongly agree to process deficit and increasing motivation for the enhancement of motivation for the students with learning difficulties at the secondary level.

Table 4
Data Analysis of Students

Factors	Mean	Median	Mode	SD	Minimum	Maximum
Leadership Style	21.2	22	22	3.58	10	28
Reward System	19.3	20	22	3.82	6	25
Organizational Climate	25.3	26	28	5.14	10	34
Student and Teacher Relationship	16.8	17	20	3.9	5	25
Engagement of Students	25.3	26	24	5.02	7	35
Promote Group Work	19.1	20	20	4.03	6	25
Processing Deficit and Increasing Motivation	21	22	22	4.11	6	30

Findings

Most of the teachers and the students agreed that the teacher's leadership style enhances the motivation and enrich the academic of the students through enthusiasm, student's satisfaction with the instructional skills of the teachers; teacher's learning support, confidence, and goals setting techniques and how to develop expectations for the better working for learning.

Respondents had the point of view that the reward system and the organizational climate have a positive contribution in uplifting the motivational level of the students with learning difficulties. The student-teacher relationship is also one of the important strategies to improve the motivation of these students.

Participants of this research reached a consensus upon the positive input of the classroom management strategies, engagement of students which include intrinsic motivation, self-motivation capacity, student's understanding & Satisfaction, tasks accomplishment, and belief towards learning.

Partakers of this study compromised on the point that classroom management techniques have a constructive influence on the motivation of learners with difficulties, promote group work which takes account of small group work to overcome learning difficulties, assign leadership role task, develop a cooperative attitude, peer role model and believe of teaches on the student's equally with zero discrimination.

Moreover, the Respondents also believed that the processing deficit which contained simplification of the difficult tasks for better understanding, teacher's motivation for the completion of the task, by providing negative reinforcement, increase self-confidence & motivation level, and self-advocacy have a positive impact on the level of motivation of the students with learning difficulties at the secondary level.

Conclusion and Recommendations

It is concluded that the class management strategies Classroom Management Strategies (CMS) increases the motivation of students with Learning Difficulties. These classroom management strategies contained leadership style, reward system, organizational climate, student and teacher relationship, engagement of students, promote group work, processing deficit, and increasing motivation. Teachers and the students both have the opinion that the classroom management strategies enhance the enthusiasm, boost-up the student's satisfaction, uplift the confidence, make sure the best interaction with a decent psychological understanding of their students.

Teacher training institutes can incorporate motivational and classroom management strategies as part of their training. Training can be given to in-service

teachers through refresh courses to instruct them to apply motivational and classroom management strategies to enable them to adapt helpful motivational and classroom management strategies specifically for the students with learning difficulties which can enhance their learning and excel their learning profile.

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