

Motivation and Classroom Management in the Time of Changes

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Abstract

Motivation is the thoughts and feelings students have, which make them want to do something and turn their wishes into action. Motivation has great role in facilitating classroom management. This paper aims to know whether students are motivated to learn the language, to check the real practice of classroom management, it also suggests certain tips for motivation and classroom management. The researcher visited some schools in Omdurman locality and observed classes where students were practice speaking freely. Students chose the topics, they suggest some characters to speak about, of course all the topics chosen were about the current revolution in Sudan. This also facilitate the teacher role in classroom management.

Keywords: Student motivation, learning success, improving educational motivation, student success.

Introduction

Motivation is probably the most important factor that educators can target in order to improve learning (Olson, 1997). Motivation is defined as the act or process of motivating; the condition of being motivating; a motivating force, stimulus, or influence; incentive; drive; something (such as a need or desire) that causes a person or student to act (Merriam-Webster, 1997).

Some theories claim that people or students are motivated by material rewards, desire to increase their power and prestige, interesting work, enriched environments, recognition, or being respected as an individual. Each of these theories has some truth but no single theory seems to adequately explain all human motivation. The fact is human beings in general and students in particular are complex creatures with complex needs and desires. Student motivation is an essential element that is necessary for quality education.

How do we know when students are motivated?

When students are motivated they pay attention and keep discipline, they begin working on tasks immediately, they ask questions, and they appear to be happy and eager (Palmer, 2007). Basically, very little if any learning can occur unless students are motivated on a consistent basis. The teacher must be well trained, must focus and monitor the educational process and the classroom, be dedicated and responsive to his or her students in order for learning to take place.

What is Effective Classroom Management?

Classroom management particularly raises key issues in EFL classes and is one of the biggest challenges language teachers face while they teach (Linse & Nunan, 2005). On the one hand, a language teacher tries to be a kind and loving caregiver to let the genuine communication happen in the classroom (Williams & Burden, 1997). On the other hand, in order for the instruction to take place, the teacher should maintain order to manage language activities most effectively. It is not, therefore, easy for a language teacher to create the balance between these two, that is, a caring environment and a controlled one.

Further, teachers and their caring behavior are considered to be among the most important environmental factors that can help learners to develop positive attitudes towards language learning and promote students' motivation and engagement in doing language learning tasks (Williams & Burden, 1997). As a result, second language motivation research places a heavy emphasis on teachers' role in motivating language learners (Dörnyei, 1994) and minimizing the level of their demotivation .

While order is clearly important, it is not the primary goal, but it does serve a purpose in enabling student learning and social and moral growth. Henley (2010) identifies classroom management as the "essential teaching skill" and suggests effective teachers minimise misbehaviours to reduce interruptions and create learning environments that allow for students' intellectual and emotional growth. Henley takes a very restorative approach to classroom management, using more time in the classroom to teach discipline and therefore facilitating activities that enable student self-control and be motivated to use the language. He believes that in doing this, a teacher is less likely to spend time dealing with misbehaviour, and more time on meaningful academic instruction and learning. In other words, effective classroom management over time leads to greater student growth in areas that are used to judge teacher effectiveness. classroom management involves teacher actions and instructional techniques to create a learning environment that facilitates and supports active engagement in both academic and social and emotional learning. With the diverse

backgrounds, interests and capabilities of students, meeting their needs and engaging them in meaningful learning requires care and skill.

classroom management attained when teachers understand their own and their students' needs and interest and work together to meet these needs. Teachers work outlines a Positive Learning Framework (PLF), based on current resilience, self-worth, and neurological research and positive psychology, which highlight the strengths that students have and how, as educators, teachers can draw upon these strengths in assisting all learners to grow. The PLF offers a continuum of teacher behaviors from planning, techniques, instructional design and ways to respond to student behavior. By learning to use their skills effectively, teachers can develop quality learning environments, characterized by positive teacher-student relationships (McDonald, 2013).

(Hattie, 2009) identified five evidence-based classroom management practices. A variety of specific strategies and general practices that met the criteria for being "evidence-based" were found and grouped into five critical features of effective classroom management.

1. Maximise structure through the use of teacher directed activities, explicitly defined routines and the physical classroom arrangement.
2. Establishing expectations and teaching social skills by identifying and defining a small number of positively stated rules or agreements and then ensuring that these are well taught, modeled, reviewed and supervised by the teacher moving around the room, interacting with students, reminding and redirecting students to appropriate behaviour.
3. Actively engage students in their learning in order to minimize misbehaviours by using a variety of instructional techniques.
4. Acknowledging appropriate behaviours by using a range of strategies that focus on identifying and recognizing appropriate classroom behaviours through the use of both individual and group encouragement.
5. Using a range of strategies to respond to misbehaviour from low-key techniques to remind and redirect the behaviour, planned ignoring through to logical consequences. Those responses "that were direct, immediate, and ended with the student emitting the correct response were most effective in increasing future success rates.

(De Jong, 2005, p. 356). identified seven core principles and practices for managing student behavior:

1. A need to understand behaviour from what De Jong called an “eco systemic perspective” emphasizing the complex interplay between environmental, interpersonal and intrapersonal factors. That the behaviour of students is affected by both the context and the behaviours of others – including teachers – and that this requires looking beyond the behaviour to gain an insight into the motivations and influences to address the problem environment as well as the problem behaviour.
2. A health promoting approach to creating safe, supportive and caring environments. Health is defined in terms of physical, cognitive, social, emotional and spiritual dimensions serving to develop safe learning environments that in turn will promote healthy behaviours.
3. Inclusiveness, which caters for different needs, recognizing and celebrating diversity. This is about creating a climate that sees behaviour as part of diversity – not a deficit model that requires fixing but rather at risk behaviours that need guidance. In practice this is about understanding that behaviour is linked to learning.
4. Placing students at the center of the learning and focusing on the whole child – their social, emotional and academic needs. In practice this is a clearly articulated behaviour management policy that does so much more than just dictate or enforce rules. It makes explicit its assumptions and beliefs in regard to students’ needs, their behaviours and the influences on these behaviours and focuses on providing an environment that is safe, caring and supportive, providing the school community with clear expectations and ongoing resourcing and development.
5. Behaviour and instruction are linked and teachers and teaching make a difference. As mentioned earlier, effective instruction maximizes student engagement, which in turn minimizes misbehaviour. In practice this involves teachers using a variety of instructional techniques and strategies with activity- based methods of learning, including cooperative learning practices.
6. Positive relationships, especially between teacher and student are essential to learning. This principle advocates that teachers should make it their priority to develop positive relationships with students and encompasses the idea that as teachers we earn respect rather than deserve respect. This type of approach reflects a range of management strategies that maximize on-task behaviour such as negotiating agreements, setting clear expectations, planning student transitions. It features teachers who model appropriate behaviour, using encouragement rather than praise and choice rather than punishment, aiming to help students develop self-management and responsibility.

7. Well established internal and external support structures. Best practice associated with this is similar to that suggested in the approach from Positive Behaviour Supports (PBS) but encompasses student needs being addressed through a case management strategy giving individual attention when necessary.

Teacher Effective role in Motivation and Classroom Management:

Teachers have a powerful impact on the classroom environment. While many factors impact student learning. Hattie (2003) suggests that the answer to improving outcomes for all students "lies in the person who gently closes the classroom door and performs the teaching act –the person who puts into place the end effects of so many policies, who interprets these policies, and who is alone with students during their long hours of schooling. Repeatedly, teachers are described as providing, in their own personal styles and ways, the three protective factors for students: caring relationships, high expectations and opportunities for participation and contribution. The approaches, or strategies, used by set of best practices to guide our work in classrooms and schools. However, as with all teaching practice, it is often one's beliefs, about young people, their needs, the behaviours they exhibit, and the influences on those behaviours, which drive our actions. "Our philosophy about the nature of teaching, learning and students determine the type of instruction and discipline we have in schools and classrooms"(Freiberg, 1999, p.14)

On teacher effectiveness provides a more varied views. A Comprehensive Framework for Effective Instruction includes: establishing learning goals, students' interaction with new knowledge, student practice to deepen understanding, engaging students, effective classroom management, effective student teacher relationships, **communicating** high expectations for students, and effective assessment practices.

The term 'discipline' comes from the word 'discipulus' in Latin which means teaching and learning. The term has the essence of control in it and means "to teach someone to obey rules and control their behavior or to punish someone in order to keep order and control" (Longman Dictionary of Contemporary English, 2005, p. 443); and thus it is mostly connoted with punishment in case of disobedience. Punitive strategies such as detention are used in schools based on "the premise that isolation gives the perpetrator time to reflect on what happened, realize the error of his or her

ways, and return to the same situation but with a change of behavior and attitude" (Pane, 2010, p. 88).

Recent research on the issue of discipline strategies, however, has revealed that punitive strategies appear to be of limited usefulness in promoting responsible student behavior (Lewis, 2001) and should be replaced by proactive and interactive discipline practices (Pane, 2010). In this framework, discipline is viewed to be associated with the act of teaching students self-control based on a contract that binds a teacher and a group of students together so that learning can be more effective (Harmer, 1983). Thus, emphasis is put on student self-regulation by negotiating, discussing, and contracting between teachers and students (Vitto, 2003) to let the group take responsibility for ensuring the appropriateness of the behavior of all its members (Johnson & Johnson, 2006).

Effective classroom management is obviously linked to teachers' ability to set an appropriate tone and gain learner respect and cooperation in class (Williams & Burden, 1997). As observable instructional behavior of teachers in the classroom is indicative of their teaching effectiveness (Kyriakides, Creemers, & Antoniou, 2009), the way teachers discipline their classes has a profound impact on the way they project themselves as effective teachers. It is evident that more caring teachers choose relationship-based discipline strategies (e.g., discussing with students about their misbehavior). A few studies support the fact that more caring teachers and those who use relationship-based discipline strategies are perceived to be more effective teachers by their students.

When teachers involve students in decision makings or recognize their good behavior, they act more responsibly in class (Lewis, 2001), show more positive affect to their teachers, and express a greater belief that the intervention was necessary. Students prefer teachers who enact caring attitudes, establish community and family type environment, and make learning fun (Howard, 2001). This is rooted in the fact that caring teachers show more empathy towards their students and see a situation from their point of view and feel how they feel about it. They also understand their students' personal feelings and needs, are attentive to students, listen to what they say, and react to their needs or problems quickly.

Teachers' appropriate discipline strategies also help students to learn better as class discipline protects students from disruption and thus emotional and cognitive threat (Lewis, 2001). Research shows that teacher management styles maximize students' academic performance and keep them

on task . Engage students in learning, and influence their motivation and achievement. In this cycle, “the more that students perceive their teacher cares about them, the more the students will care about the class, and the more likely they will be to pay attention in class and consequently learn more course material”

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As the concern about discipline issues in education is growing year by year (Altinel, 2006), more empirical studies are carried out to probe into this issue in different contexts.

In a pioneering empirical study on investigating classroom discipline, Lewis (2001) examined the role of classroom management in promoting student responsibility for learning and safety rights in the classroom. The results showed that teachers' discipline is perceived by students to be one key factor that inhibits the development of responsibility in students and distracts them from their schoolwork.

In another study, Lewis et al. (2005) did a cross-cultural comparison of discipline strategies teachers of different nationalities use. They reported that Chinese teachers use less punitive strategies in their classes in comparison to their Australian colleagues as Chinese students normally listen to their teachers and misbehavior does not happen very often in their classes. Some differences between male and female teachers in adopting classroom discipline strategies were also found, as male teachers were found to be less likely to use coercive strategies to discipline their classes.

In a follow up study, Lewis et al. (2008) investigated the extent to which students of different nationalities perceive their teachers' discipline strategies to be key players in forming their attitudes towards the teacher and the schoolwork. Regardless of their nationality, all students perceived punitive discipline strategies to be related to distraction from schoolwork and shaping their feeling towards their teachers. The use of recognition of responsible behavior strategy and discussing it with the students were also found to be related to less distraction

Nie and Lau (2009) examined how two classroom management practices, care and behavioral control, were related to students' engagement, misbehavior, and satisfaction with school in Singapore. Results of the study showed that both care and behavioral control were positively related to student engagement. Behavioral control was found to be a hindrance to classroom misbehavior while care was a facilitator of students' satisfaction with school.

Maini (2011) evaluated the impact of a teacher training program in classroom management with the aim of preventing off-task and disruptive student behavior in the classroom in Canada. The result revealed significant increase in teachers' confidence to manage student misbehavior and uses of rewards as an intervention strategy. It was also found that student inattention and overactivity decreased significantly while on-task non-disruptive behavior and self-reliance were increased.

In another study, Yunus (2011) found that Malaysian teachers' discipline strategies and their social intelligence were significantly related. The results showed that teachers' social intelligence was inversely related to punitive strategies and positively related to discussion, recognition, involvement, and hinting strategies.

Tips for Motivations and Classroom Management According to Jamie Doran (1999)

- Use inventive teaching techniques.
- Encourage your students to embrace technology.
- Make learning both interesting and entertaining.
- Require significant effort both inside and outside the classroom.
- Convey a real sense of caring to the students.
- Make each student feel special.
- Help students outside of the classroom and at odd hours.
- Teach them how to use information to make proper decisions for real life.
- Students need to know you are approachable.
- Motivate them to achieve at their maximum level,
- Instill a fire in your students,
- Create a classroom environment where students are passionate about learning,
- Go beyond the confines of the academic setting,
- Discuss contemporary topics,
- Share personal relevant experience,
- Capture the interest of your students,
- Be devoted to your students,
- Learn students individual needs and respond appropriately,
- Develop specialized assignments and schedules when needed,
- Provide tools for their careers,
- Promote practical work experience,
- Foster relationships with local area professionals.

Results

- Those teachers who use involvement and recognition strategies are perceived to be more effective teachers.

- In classes where punishment and aggression strategies are used by the teachers to manage misbehavior or disruptive behaviors, students have problems in learning.
- Involvement and recognition strategies facilitate classroom management.
- Teaching effectiveness is a source of motivation for learning English as a foreign language.
- Those students who are more motivated learn English better.
- One of the factors best motivated students is when they made decision upon what to learn.

Discussion

The results of the study primarily showed that EFL teachers generally use productive discipline strategies such as recognition/reward, involvement and discussion more than counterproductive strategies like aggression and punishment. This implies that EFL teachers are perceived to be non-authoritarian, praise students for good behavior and involve them in the process of discipline decision making.

A caring language teacher is the one who makes the ground ready for language tasks that need genuine interaction, communication and cooperation among students. Therefore, EFL teachers' "classroom management is not only a means to effective instruction; it also becomes a vehicle for providing students with a sense of community and with increased skills in interpersonal communication" (Jones, 1996, p. 504).

EFL teachers' effectiveness of teaching was assessed by their students to be roughly satisfactory.

Further, EFL learners were found to be roughly motivated to learn English as a foreign language when they were given chances to decide about the topics they are going to discuss.

Further analysis of the study showed that those teachers who used involvement and recognition strategies were perceived to be more effective teachers by their students. Moreover, those teachers who used aggression and punishment strategies were not found to be successful teachers in the eyes of their students. It shows that students prefer more caring teachers and those who are more supportive of students' voices when it comes to disciplining the classes. "Caring teachers purposely listen to students, critically reflect, provide spaces for students' voices and agency in the classroom to prevent discipline problems" (Noddings, as cited in Pane, 2010, p. 91)

If the teacher cannot provide an environment in which teacher and students actively participate, some students will be bored, or show misbehavior (Pane, 2010). This results in failure in academic achievement for the isolated student(s) and disrupting the process of learning for the rest of the class. In this poorly managed classroom, teachers struggle to teach and students usually learn less than they should, and there is abundance of discipline issues while a well-managed classroom provides an environment in which teaching and learning can flourish (Bowen, 2003). Hence, effective classroom behavior management is an essential prerequisite for effective classroom learning. In this sense, if the teacher is prevented from teaching or pupils are prevented from getting on with their academic work as a result of their own inappropriate or disruptive classroom behavior, or that of others, then clearly little learning of value can take place (Whedall & Merrett, 1992).

Pane (2010). argues that engaged students are involved in their learning tasks; they participate in learning activities when given chance and put extra effort and concentration in the completion of the learning task. The students wanted to participate in all learning activities.

The relationship that students have and made with their teacher shows their emotional engagement in learning (Fredricks et al., 2004). Students showing motivation, different forms of engagement and also explained their relationships with their teacher differently.

Authentic academic work should be designed for students so that teacher can engage all students in the class room and that in order to authentically engage students in their learning it is important to make learning activities convincing so that students keep on doing even the more difficult tasks.

Student motivation depends on the extent to which the teacher is able to satisfy the student's need for (1) feeling in control of their learning, (2) feeling competent, and (3) feeling connected to others. As such, content also must be included to satisfy each of these student needs.

Ensuring that students experience success is an extremely important strategy for motivation. Success creates self confidence which in turn makes students more inclined to engage in learning. This requires that tasks be moderate and have an achievable level of difficulty.

Students feel some ownership of a decision if they agree to it. Whenever possible, students should be allowed to determine class rules and procedures, set learning goals, select learning activities and assignments, and decide whether to work in groups or independently. Allowing students to select learning partners has been shown to improve their motivation to learn.

Human beings are naturally curious and self-directed, that is, they want to learn, make choices, and achieve (Truby, 2010). As a result, students will be more motivated when they are given choices. Doing something one chooses rather than what one has been told to do, can be very motivating. The researcher experienced these points during oral communication lessons at some secondary schools in Omdurman when students have a choice to decide about the topic they are going to discuss they be motivated and responsive. Choices should be offered in a manner and context that meets students' needs and that are offered in a non-controlling accepting atmosphere. This technique allows more flexibility in that they choose their topic and partner. As such, the various choice options need to be based on students' needs, interests, goals, abilities, and cultural backgrounds.

The researcher touched this point when the student chose to speak freely about some famous characters in December revolution in Sudan.

Conclusion and Recommendations

The researcher recommended the followings:

- Teachers should use involvement and recognition strategies to be more effective teachers.
- Teachers should identify and establish the core values and beliefs underpinning classroom practice.
Teachers should use the language of respect and praise and avoid confrontation.
- Teachers should be effective as a source of motivation for learning English as a foreign language.
- Teachers should encourage students to be more motivated to learn English and encourage choice strategy to students.
- Teachers should apply rewards and consequences consistently.
- Teachers should adopt a solution-focused approach to achieve positive outcomes.
- Authentic academic work should be designed for students so that teacher can engage all students in the class room.

Limitations and Suggestions for Further research

One obvious limitation of the current study is that students of one area in Omdurman took part in it. This implies that there is a need for further research to probe into students' varied localities in Khartoum. Therefore, replication of the study by considering other contexts such as rural settings may lead to more revealing results with regard to the variables of this study and their relationships. Another limitation of the study is that only one source of data gathering, i.e., students, was utilized. Also, the data were gathered based on observation, self-report and no qualitative data analysis techniques were used to observe what was really happening in the classes. As a result, multiple sources of data such as parents, colleagues and school principals and qualitative data gathering procedures (e.g., questionnaires and interviews) can be included in further studies. In this regard, exploring prevalent types of misbehavior EFL teachers encounter in their classes and how EFL teachers handle those misbehaviors would be of equal importance.

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