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Relationship between Teachers' Classroom Management Practices and Academic Motivation

Rabia [*] Muhammad Aamir Hashmi [†]

Abstract *The purpose of the study was to explore the relationship between teachers' classroom management practices and academic motivation. An information questionnaire was used to observe the relationship between teachers' classroom management practices and academic motivation. The sample of the study consisted of 300 (public and private sector) elementary students. In order to analyze the relationship between the teacher's classroom management practices and academic motivation at elementary level school combined instrument was developed by the researcher for this study. Data was collected personally by the researcher. Percentage and frequencies were calculated. Major findings of the study contain that there is a high level of association between the teacher's classroom management practices and academic motivation at elementary level schools.*

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Introduction

The classroom is the room at a school or college where the teacher instructs his/her students. A Classroom or schoolroom is a room in which classes are held. Classrooms are found in educational institutions of all kinds, from preschool to universities, and may also be found in other places where education or training is provided, such as corporations and religious and humanitarian organizations. The classroom attempts to provide a space where learning can take place uninterrupted by outside distractions (Bandura, A. 1993).

Classroom management is the usage of methods, skills, and policies by teachers in class at elementary level schools for students' better performance. Management in the classroom and in the overall institute plays a vital role in the learning of students. Classroom management enables students to get instructional destinations productivity by providing and building a setup of learning in management and administration (Emmer & Stough, 2003). These services for management in the classroom may contain technological devices such as amplification systems and captioning services, special support through note-takers, and translators to motivate the students in their academic time for better learning.

Classroom management practices look like the techniques applied by teachers or instructors in classrooms. Practices in this way are the practical implementation of techniques or rules by teachers in classrooms. The practices in classroom management create an optimistic effect on students and help the students for decreasing difficulties in schools and learning. On the other way, when a classroom includes students and teachers, and some teaching practice by teachers for providing a little different way of delivering teaching from the normal way effects a lot on students, so, it means without changing any method students get and with changing of the method of teaching they also alter their way of learning if teachers motivate and manage all the conditions for the new and old way of teaching for learners (Desai, 2006).

Academic motivation is a full form of "Motive," which means to satisfy anyone by applying any method such as instruction, stories,

[*]M.Phil Scholar, Superior University Lahore, Lahore, Punjab, Pakistan.
[†]Associate Professor, Institute of Education and Research, University of the Punjab, Lahore, Punjab, Pakistan.
Email: aamirhashmi@ier.pu.edu.pk

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and other ways of determination. According to the study of this research, the word motivation is used as the satisfaction of students by teachers in the classroom. Teachers used successful stories of different scholars, educated persons, scientists to motivate students for studies (Luis, 2002).

Motivation by teachers in academics plays an important role in the development of students' minds. Changing the behavior of students by intrinsic motivation is changing the minds of learning from dull students to successful students and obsessed by inner honors. When anyone performs an act without any clear honors, then it is concerned with intrinsic motivation (Jumani & Lashari 2004).

Moreover, it recommended the incidence of behavior issues in schools by teachers during class management. Therefore, the experience of student stress by teachers can be obviously high (Lazear, 2000). So, this may affect the value of life and the psychological mind of students. Stress after the behavior of management is another issue affecting the value of the life of the students by teachers.

The condition may modify times of the student's mental growth; these can affect the parent's behavior also. On the other hand, the efficacy of the effect of child care stress on the behavior of families and the value of the relationship of mom, dad, and child is yet doubtful (Charles & Senter, 2008).

To achieve one or more than one long-term goals and overall goals under the condition of uncertainty is a planned activity which is called strategy. A strategy is the set of such plans or such decisions made in an effort to help the organizations in achieving all their objectives (Miller & Dess, 1996). A strategy describes how the goals will be achieved by using different resources. Teachers use different practices to get learning goals and able them by developing achievable goals for the future. All the teaching practices identified all the different methods to identify the right strategy to achieve the objectives. Practice is very important for classroom management. By using different practices, teachers create a positive classroom environment and achieve their goals.

Teaching and learning based on classroom management strategy are designed by teachers to improve students' learning or motivation by making a positive conducive learning environment. Management is a systematic process of planning things, making the right decisions, organizing, and then leading motivation and information resources of an organization to reach its planned goals efficiently and effectively. Classroom management, in general, includes all these tools that teachers utilize and adopt during their classroom. All the actions taken by all the teachers for creating and maintaining a learning environment are favorable for successful instruction (Everstson & Weinstein, 2006).

All the different classroom management practices are used by the teachers are student management skills, communication, content management as well as pedagogical skills. Classroom management is important for effective planning, which helps teachers and students in teaching and learning in a conducive learning environment. From a student's point of view, effective and efficient classroom management provides all the students with many opportunities for socializing while interesting learning content. From the teacher's perception, all the classroom management involves preventive disciplines and interesting instructions.

Whole classroom management practice is a critical part of a teacher's success in creating a safe and effective learning environment for the learners. The main purpose is to produce a safe & sound environment in order for the learning to take place. Therefore, a teacher should know how to apply and use practice that will help the students in learning. The whole study of classroom management practice helps to understand how different practices work in the dynamic circumstances and situations of the classroom. The present research will be carried out to study all the classroom management practices used by the public and the private sectors. The objective will be designed to identify the current classroom management practice accomplished by all the public and private school teachers.

The classroom management term is mostly used for classroom control and discipline. And classroom management is the most modern term that all the teachers refer to instead of discipline & control matter. It might sound authoritative. Generally, classroom management includes all such techniques & tools that the class teachers utilize & adopt during their teaching and stay in the classroom. There are so many different classroom management practices are found,

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which are named content management, communication, time management, student management, and pedagogical skills (Ambreen, Ahmed & Hussain, 2018; Kennedy, 2011). Teachers use commonly disciplined practice in their classrooms to engage all the students in their learning, and most of the teachers use rewards as a strategy to avoid aggression &Punishment practice (Abdullah, 2020).

Many teachers use classroom management terminology to describe the process of learning and teaching so that it runs smoothly without any disturbance or disruptive behavior of students' problems. Appreciation of students' behavior in the classroom enhances learners' academic achievement (Omenka and Otor, 2015). Teachers have more knowledge about classroom management practice according to the classroom environment. They used all the discipline practices named as monitoring, classroom rules, promoting good behavior, routines, and preventing behavioral. Classroom management refers to all those things that a teacher ensures to organize student's time, lesson plan, safe & sound conducive learning environment and material to faster student's involvement and their active participation in the classroom activities and to establish, provide a productive & effective work environment(Korpershoek et al., 2016).

Encouraging and giving positive reinforcement to learners is a positive classroom management strategy that motivates students to do their best performance. Gerhart (2006) explains that the main purpose and goal of classroom management is to maintain such an environment in the classroom that provides support for interacting with the teachers & peers during their classroom activities. All students are equal in the learning abilities and all other capabilities that a teacher would still require for maintaining classroom discipline. There are so many issues that occurred such as student absenteeism, personal factors such as domestic reasons, family problems, financial factors, and feelings of inadequacy (Matus, 1999), lack of sufficient teacher training (Abdullah & Ikram, 2019), and all other factors define as time management, lack of motivation in the students, demographics of all the students, and the large size of classrooms that create classroom management quite a difficult and problematic.

Classroom management is essential for the smooth running of the teaching-learning procedure. A well-managed & disciplined class leads to the maximum learning output. The need for classroom management arises on the basis of the following reasons.

1. A productive environment inside of the classroom is very necessary for the students learning. This atmosphere of class can only be attained when the classroom is well-managed. If the atmosphere of the whole classroom is positive, then the students will be sitting in the class without any fear and will be able to concentrate on the learning.
2. The management of the classroom enables the students to remain cooperative, respectful, and on task with each other and with the teacher. Students are more amenable as learners when the guidance is more focused & effective, then they behave in a better way by virtue of respect for their teachers instead of because of fear of penalties.
3. The organization of the classroom is the fundamental element for the positive learning environment of the class. It minimizes the wastage of time as well as of other resources because every activity of the class goes according to the preset organized way. If a teacher is more organized in his or her life, then the more effective teacher he/she can be in her teaching career. Especially students at higher levels of education are likely to respond more positively in structured and organized environments.
4. Planning and management both play an important role in effective teaching-learning procedures. When the whole classroom is well managed, the planning made by the teacher for all activities of the classroom will be implemented successfully.
5. In an organized and manage class, the teacher's attention remains focused and works with a sense of purpose in the classroom.
6. It becomes very easy for the teacher to engage all the students in purposeful activities during school hours. Therefore the management of the classroom plays an essential part in engaging the students in creative activities.
7. Encouragement boosts up the energies of

students for effective learning, and it is only possible when the teacher gives attention to the students according to their level. A managed and controlled classroom makes this job very easy for the teacher.

8. The basic role of classroom management is to provide an opportunity to the teacher to motivate her/his students to meet the challenges and exceed expectations.
9. Collaboration stimulates the students for teamwork in all learning activities, whether that held inside or outside of the classroom. Students help each other to learn while participating in constructivist learning activities.
10. Classroom management has an important role in fixing the rules and procedures of the classroom. Without rules and procedures, the learning environment cannot be fruitful.
11. Classroom management has a great contribution to the achievement of learning goals of a lesson delivered by the teacher because the students can learn far better in the discipline classroom environment.
12. It is essential for the teacher to arrange the classroom seating according to the nature and requirements of the subject. Each subject demands a different arrangement of seating in the classroom. So the skills of management of the teacher make it easy to arrange the seats of students according to the activities of the subjects.
13. The teachers and administrators need to have a realistic estimate of resources needed for school and classroom activities. The management enables both teachers and administration to make the actual estimate of required resources for all activities.
14. Classroom management enables the teacher to remain consistent in his or her behavior with students during a classroom lesson. Through effective and consistent feedback to the students, teachers establish a positive relationship with individual students to realize that they are valued.

Research Questions

1. What are the teachers' classroom management practices at the elementary school level?
2. What is the academic motivation of students at the elementary school level?
3. What is the difference between the public and private teachers' classroom management practices at the elementary school level?
4. What is the difference between public and private academic motivation at the elementary school level?
5. What is the difference between the teacher's classroom management practices of girls and boys at the elementary school level?
6. What is the difference between the academic motivation of students of girls and boys at the elementary school level?

Research Methodology

The quantitative method was used to see the "relationship of teacher's classroom management practices with the academic motivation of teachers' at elementary school. It was a correlation study that was based on two variables which were teachers' classroom management practices and academic motivation at elementary school teachers.

A population is otherwise called an all-around characterized gathering of people or questions known to have comparative attributes. All people or protests inside a specific population typically have a typical, restricting trademark or characteristic. The target population of this study is elementary school students in district Lahore were the population of the study. All elementary school students in district Lahore were the population of the study. Data will be collected from 10 schools, which were randomly selected by the researchers, five schools for boys in which three public and two private schools, and five schools for girls in which three were public and 2 were private. In research, a sample is a gathering of individuals, articles, or things that are taken from a bigger population for estimation. The example ought to be illustrative of the population to guarantee that we can sum up the discoveries from the exploration test to the population all in all.

The total sample size will be 300 elementary schools students of Lahore. The researcher developed a questionnaire after reviewing the related literature. The researcher used a

questionnaire because the questionnaire has a unique advantage and is properly constructed and administrated. It serves as a more appropriate and useful data gathering device in the particular research report. The researcher personally visited the selected public and private elementary schools and then administered the questionnaire for the purpose of data collection from students. Descriptive and inferential statistical analysis was applied to analyze the data. Means, standard deviation, percentages were calculated in the descriptive statistical analysis. While in inferential statistics, Pearson product-moment correlation was used to find the correlation between teacher's classroom management practices and academic motivation of elementary level.

Results

Table 1. Gender of the Respondent.

Variable	Frequency	Percentage
Male	151	50.2
Female	149	49.5
Total	300	99.7

Table 1 explains that 149 (49.5%) male and 151 (50.2%) female was respondent as participants of the conducted study.

Table 2. Frequency of institute

Variable	Frequency	Percentage
Public	152	50.5
Private	148	49.2
Total	300	99.7

Table 2 shows that public 152(50.5%) private 148(49.2 %) were respondents as participants of the conducted study.

Table 3. My teacher tries to make classroom surrounding conducive for learning

Scale	Frequency	Percentage	Mean	SD
Always	185	61.5	1.48	.742
Often	99	32.9		
Sometime	6	2.0		
Rarely	7	2.3		
Never	3	1.0		
Total	300	99.7		

This table shows that 185 (61.5%) students were Always, 99 (32.9%) Often, 6 (2.0%) Sometime, 3 (1.0%) Rarely, and 3 (1.0%) Never, with this statement. The mean score of respondents was 1.48, While the Standard Deviation was .742.

Table 4. My teacher makes a proper seating arrangement in the classroom for effective learning.

Scale	Frequency	Percent	Mean	SD
Always	173	57.5	1.48	.671
Often	119	39.5		
Sometime	3	1.0		
Rarely	1	.3		
Never	4	1.3		
Total	300	99.7		

This table shows that 173 (57.5%) students were Always, 119 (39.5%) Often, 4 (1.3%) Never, 3

(1.0%) Sometime, 1 (.3%) Rarely, with this statement. The mean score of the respondent was 1.48, while the Standard Deviation was .671

Table 5. My teacher keeps notice of appropriate lighting in the classroom.

Scale	Frequency	Percentage	Mean	SD
Always	102	33.9	1.92	.907
Often	148	49.2		
Sometime	28	9.3		
Rarely	16	5.3		
Never	6	2.0		
Total	300	99.7		

This table shows that 148 (49.2%)students were Often, 102 (33.9%)Always, 28 (9.3%) Sometime, 16 (5.3%)and 6 (2.0%)Never, with this statement. The mean score of the respondent was 1.92, while the Standard Deviation was .907

Table 6. My teachers keep classroom setting appearance effective.

Scale	Frequency	Percentage	Mean	SD
Always	74	24.6	2.76	.142
Often	81	26.9		
Sometime	30	10.0		
Rarely	71	23.6		
Never	44	14.6		
Total	300	99.7		

This table shows that 81(26.9%) students were Often, 74(24.6%) strongly Often, 71 (23.6%) Rarely 44 (14.6%) Never 30 (10.0%) Sometime, with this statement. The mean score of respondents was 2.76, while the Standard Deviation was.142

Table 7. My teacher uses A.V Aids in the classroom to facilitate the students' learning.

Scale	Frequency	Percentage	Mean	SD
Always	141	46.8	1.70	.823
Often	125	41.5		
Sometime	19	6.3		
Rarely	13	4.3		
Never	2	.7		
Total	300	99.7		

This table shows that 141 (46.8%) students were always, 125 (41.5%) Often, 19 (6.3%) Sometime, 13 (4.3%) Rarely, and 2 (.7%) Never, with this statement. The mean score of respondents was 1.70, while Standard Deviation was .823

Table 8. My teacher engages misbehaving students in different activities.

Scale	Frequency	Percentage	Mean	SD
Always	149	49.5	1.71	.916
Often	114	37.9		
Sometime	17	5.6		
Rarely	14	4.3		
Never	6	2.0		
Total	300	100.0		

This table shows that 149 (49.5%) students were Always,114 (37.9%) Often, 17 (5.6%) Sometime,

14 (4.3%) Rarely, and 6 (2.0%) Never, with this statement. The mean score of respondents was 1.71, while the Standard Deviation was .916

Table 9. My teacher punishes bad behavior in the classroom as per the situation.

Scale	Frequency	Percentage	Mean	SD
Always	121	40.2	1.98	1.136
Often	120	39.9		
Sometime	22	7.3		
Rarely	18	6.0		
Strongly Rarely	19	6.3		
Total	300	99.7		

This table shows that 121 (40.2%) students were Always,120 (39.9%) Often, 22 (7.3%) Sometime, 19 (6.3%) Never, and 18 (6.0%) Rarely, with this statement. The mean score of respondents was 1.71 While Standard Deviation.

Table 10. My teacher strongly limits students' gossip in the classroom by nodding his/her head.

Scale	Frequency	Percentage	Mean	SD
Always	139	46.2	1.86	1.063
Often	107	35.5		
Sometime	22	7.3		
Rarely	21	7.0		
Strongly Rarely	11	3.7		
Total	300	99.7		

This table shows that 139 (46.2%) students were Always,107 (35.5%) Often, 22 (7.3%) Sometime, 21(7.0%) Rarely, and 11 (3.7%) Never, with this statement. The mean score of respondents was 1.86, while the Standard Deviation was 1.063

Table 11. My teacher checks our diaries on a daily basis.

Scale	Frequency	Percentage	Mean	SD
Always	149	49.5	1.71	.916
Often	114	37.9		
Sometime	17	5.6		
Rarely	14	4.3		
Never	6	2.0		
Total	300	100.0		

This table shows that 149 (49.5%) students were Always,114 (37.9%) Often, 17 (5.6%) Sometime, 14 (4.3%) Rarely, and 6 (2.0%) Never, with this statement. The mean score of respondents was 1.71, while Standard Deviation.

Table 12. My teacher remains calm while redirecting the behavior of students

Scale	Frequency	Percentage	Mean	SD
Always	146	48.5	1.80	1.044
Often	109	36.2		
Sometime	16	5.3		
Rarely	17	5.6		
Strongly Rarely	12	4.0		
Total	300	99.7		

This table shows that 146 (48.5%) students were Always,109 (36.2%) Often, 17 (5.6%) Rarely, 16 (5.3%) Sometime, and 12 (4.0%) Never, with this statement. The mean score of respondents was 1.80, while the Standard Deviation was 1.044

Table 13. My teacher redirects student behavior in a positive manner.

Scale	Frequency	Percentage	Mean	SD
Always	84	27.9	2.50	1.391
Often	106	35.2		
Sometime	26	8.6		
Rarely	42	14.0		
Strongly Rarely	42	14.0		
Total	300	99.7		

This table shows that 106 (35.2%) students were Often, 84 (27.9%) strongly Often, 42 4.0%) Rarely, 42 (14.0%) Never and 26 (8.6%) Sometime, with this statement. The mean score of respondents was 2.50, while the Standard Deviation was 1.391.

Table 14. My teacher checks our diaries on a daily basis.

Scale	Frequency	Percentage	Mean	SD
Always	61	20.3	2.76	1.337
Often	88	29.2		
Sometime	54	17.9		
Rarely	56	18.6		
Strongly Rarely	41	13.6		
Total	300	99.7		

This table shows that 88 (29.2%) students were Often, 61 (20.3%) strongly Often, 56 (18.6%) Rarely, 54 (17.9%) Sometime and 41 (13.6%) Never, with this statement. The mean score of respondents was 2.76, while the Standard Deviation was 1.337

Table 15. My teachers tell us subject matter with examples.

Scale	Frequency	Percentage	Mean	SD
Always	151	50.2	1.71	0.913
Often	109	36.2		
Sometime	22	7.3		
Rarely	12	4.0		
Never	6	2.0		
Total	300	99.7		

This table shows that 151 (50.2%) students were Always,109 (36.2%) Often, 22 (703%) Sometime, 12 (4.0%) Rarely and 6 (2.0%) Never, with this statement. The mean score of respondents was 1.71, while the Standard Deviation was 0.913.

Table 16. My teacher explains things in an understandable way.

Scale	Frequency	Percentage	Mean	SD
Always	127	42.2	1.81	.919
Often	128	42.5		
Sometime	23	7.6		
Rarely	17	5.6		
Strongly Rarely	5	1.7		
Total	300	99.7		

This table shows that 128 (42.5%) students were Often,127 (42.2%) Always, 23 (7.6%) Sometime,

17 (5.6%) Rarely and 5 (1.7%) Never, with this statement. The mean score of respondents was 1.81, while Standard Deviation was 0.919.

Table 17. My teacher encourages students if they ask questions.

Scale	Frequency	Percentage	Mean	SD
Always	181	60.1	1.59	.937
Often	88	29.2		
Sometime	14	4.7		
Rarely	7	2.3		
Never	10	3.3		
Total	300	99.7		

This table shows that 181(60.1%) students were Always,88 (29.2%) Often,14 (4.7%) Sometime, 10 (3.3%) Never and 7 (2.3%) Rarely, with this statement. The mean score of respondent 1.59While Standard Deviation .937

Table 18. I feel at ease to share my problems of study with my teacher.

Scale	Frequency	Percentage	Mean	SD
Always	143	47.5	1.79	1.00
Often	108	35.9		
Sometime	29	9.6		
Rarely	8	2.7		
Never	12	4.0		
Total	300	99.7		

This table shows that 143 (47.5%) students were always, 108 (35.9%) Often, 29 (2.7%) Sometime, 12 (4.0%) Never and 8 (2.7%) Rarely, with this statement. The mean score of respondents was 1.79, while the Standard Deviation was 1.00

Table 19. My teacher tries to solve my problems regarding my studies.

Scale	Frequency	Percentage	Mean	SD
Always	116	38.5	1.90	.957
Often	126	41.9		
Sometime	37	12.3		
Rarely	13	4.3		
Never	8	2.7		
Total	300	99.7		

This table shows that 126 (41.9 %) students were Often,116 (38.5%)Always, 37 (12.3%) Sometime, 13 (4.3%) Rarely and 8 (2.7%) Rarely, with this statement. The mean score of respondents was 1.90, While the Standard Deviation was .957.

Table 20. When my teacher punishes me, he/she also shows some love after it to make my mood happy

Scale	Frequency	Percentage	Mean	SD
Always	112	37.2	1.95	1.012
Often	128	42.5		
Sometime	35	11.6		
Rarely	13	4.3		
Strongly Rarely	12	4.0		
Total	300	99.7		

This table shows that 128 (42.5%) students were Often,112 (37.2%) Always, 35 (11.6%) Sometime,

13 (4.3%) Rarely and 12 (4.0%) Never, with this statement. The mean score of respondents was 1.95, while the Standard Deviation was 1.01.

Table 21. My teachers learn student names by the end of the week.

Scale	Frequency	Percentage	Mean	SD
Always	189	62.8	1.53	.874
Often	85	28.2		
Sometime	11	3.7		
Rarely	8	2.7		
Never	7	2.3		
Total	300	99.7		

This table shows that 189 (62.8%) students were Always, 85 (28.2%) Often, 11 (3.7%) Sometimes, 8 (2.7%) Rarely and 7 (2.3%) Never, with this statement. The mean score of respondents was 1.53., while the Standard Deviation was .874.

Table 22. My teachers know about students and their cultural backgrounds.

Scale	Frequency	Percentage	Mean	SD
Always	193	64.1	1.48	.819
Often	89	29.6		
Sometime	3	1.0		
Rarely	10	3.3		
Never	5	1.7		
Total	300	99.7		

This table shows that 193 (64.1%) students were Always, 89 (29.6%) Often, 10 (3.3%) Rarely, 5 (1.7%)Never and 3 (1.0%) Sometime, with this statement. The mean score of respondents was 1.48, while Standard Deviation was .819.

Table 23. My teachers speak to students with dignity and respect.

Scale	Frequency	Percentage	Mean	SD
Always	162	54.0	1.64	.901
Often	109	36.3		
Sometime	12	4.0		
Rarely	9	3.0		
Never	8	2.7		
Total	300	99.7		

This table shows that 162 (54.0%) students were Always, 109 (36.3%) Often, 12 (4.0%) Sometime, 9 (3.0%) Rarely and 8 (2.7%) Never, with this statement. The mean score of respondents was 1.64, while the Standard Deviation was .901

Table 24. I want to study because I experience pleasure and satisfaction while learning new things

Scale	Frequency	Percentage	Mean	SD
Always	141	46.8	1.52	.798
Often	128	42.5		
Sometime	22	7.3		
Rarely	5	1.7		
Strongly Rarely	4	1.3		
Total	300	99.7		

This table shows that 141 (46.8%) students were Always, 128 (42.5%) Often, 22 (7.3%) Sometime,

5(1.7%) Rarely and 4 (1.3%) Never, with this statement. The mean score of respondents was 1.52, while the Standard Deviation was .798.

Table 25. I want to study for the pleasure I experience when I discover new things never seen before.

Scale	Frequency	Percentage	Mean	SD
Always	128	42.5	1.74	.837
Often	142	47.2		
Sometime	16	5.3		
Rarely	8	2.7		
Never	6	2.0		
Total	300	99.7		

This table shows that 142 (47.2%) students were often, 128 (42.5%) strongly Often, 16 (5.3%) Sometime, 8 (2.7%) Rarely and 6 (2.0%) Never, with this statement. The mean score of respondents was 1.74, while the Standard Deviation was .837.

Table 26. I want to study for the pleasure that I experience in broadening my knowledge about subjects that appeal to me.

Scale	Frequency	Percentage	Mean	SD
Always	141	46.8	1.67	.792
Often	128	42.5		
Sometime	22	7.3		
Rarely	5	1.7		
Never	4	1.3		
Total	300	99.7		

This table shows that 141 (46.8%) students were Always, 128 (42.5%) Often, 22 (7.3%) Sometime, 5 (1.7%) Rarely and 4 (1.3%) Never, with this statement. The mean score of respondents was 1.67, while the Standard Deviation was .792

Table 27. I want to study because my studies allow me to continue to learn about many things that interest me.

Scale	Frequency	Percentage	Mean	SD
Always	121	40.2	1.90	1.031
Often	126	41.9		
Sometime	29	9.6		
Rarely	9	3.0		
Strongly Rarely	15	5.0		
Total	300	99.7		

This table shows that 126 (41.9%) students were Often, 121 (40.2%) strongly Often, 29 (9.6%) Sometime, 15 (5.0%) Never and 9 (3.0%) Rarely, with this statement. The mean score of respondents was 1.90, while the Standard Deviation was 1.031.

Table 28. I want to study for the pleasure I experience while surpassing myself in my studies

Scale	Frequency	Percentage	Mean	SD
Always	145	48.2	1.77	.976
Often	110	36.5		
Sometime	23	7.6		
Rarely	13	4.3		
Strongly Rarely	9	3.0		

Total	300	99.7

This table shows that 145 (48.2%) students were Always, 110 (36.5%) Often, 23 (7.6%) Sometime, 13 (4.3%) Rarely and 9 (3.0%) Never, with this statement. The mean score of respondents was 1.77, While the Standard Deviation was .976.

Table 29. I want to study for the satisfaction I feel when I am in the process of accomplishing difficult academic activities

Scale	Frequency	Percentage	Mean	SD
Always	82	27.2	2.48	1.278
Often	87	28.9		
Sometime	62	20.6		
Rarely	41	13.6		
Strongly Rarely	28	9.3		
Total	300	99.7		

This table shows that 87(28.9%) students were Often,82(27.2%)strongly Often,62 (20.6%) Sometime, 41 (13.6%) Rarely and 28 (9.3%) Never, with this statement. The mean score of respondents was 2.48, while the Standard Deviation was .1.278

Table 30. I want to study because high school allows me to experience personal satisfaction in my quest for excellence in my studies

Scale	Frequency	Percentage	Mean	SD
Always	92	30.6	2.44	1.344
Often	92	30.6		
Sometime	37	12.3		
Rarely	48	15.9		
Never	31	10.3		
Total	300	99.7		

This table shows that 92(30.6%) students were Always,92(30.6%) Often, 48 (15.9%) Rarely, 37 (12.3%) Sometimes and 31 (10.3%) Never, with this statement. The mean score of respondents was 2.44, while the Standard Deviation was 1.34

Table 31. Relationship between teachers' classroom management practices and academic motivation

Group		Academic Motivation
Classroom Management Practices	Pearson Correlation	.693**
	Sig. (2-tailed)	.000
	N	300

N =300 and p < .000

The relationship between classroom management practices and academic motivation was investigated using Pearson product-moment correlation coefficient. There was a strongest, positive correlation between the two variables, r =.693. There was a strong, positive correlation exist between the two variables.

Discussion

The findings show that secondary school instructors must grasp classroom management strategies in order to improve students' learning. The key findings indicated that government school teachers in district Kohat have moderate to high levels of classroom management methods. The study also discovered a link between instructors' classroom management strategies and pupils' academic success. The study's findings revealed a substantial positive association between secondary school

instructors' perceived classroom management techniques and students' academic progress. This demonstrates that teachers who use effective classroom management strategies improve their pupils' academic attainment. Teachers who develop excellent lesson plans, arrange students' conduct, utilise appropriate instructional strategies, communicate messages in a straightforward manner, and manage time effectively and reliably will create a conducive learning atmosphere. Wilson et al. (2003) and Wilson and Lipsey (2007) discovered that classroom management strategies could lower aggressive, violent, and highly aggressive conduct. According to Jennings and DiPrete (2011), kids' social and emotional abilities had a favourable influence on their academic success as elementary school students. Teachers' classroom management strategies were discovered to have a direct association with students' academic progress (Gage et al., 2018). Classroom management by teachers is clearly linked to student outcomes. It was shown that excellent classroom management considerably boosts kids' academic progress and minimises their behavioural difficulties (Korpershoek et al., 2016). It was also discovered that the direct contact between students and teachers in academic subjects not only encourages students to perform well in academic tests but it also increases their overall learning capacities and talents.

Conclusion

The present study is based on the teacher's classroom management practices and academic motivation. The major objective of the study was to determine the relationship between teachers' classroom management practices and the academic motivation of students. The research was based on components of teachers' classroom management practices and academic motivation. This study on the relationship between teachers' classroom management practices and academic motivation of elementary students at Tehsil model town Lahore explained that there is a positive relationship between teachers' classroom management practices and the academic motivation of students. If teachers' classroom management practices improve, then the academic motivation of students also improves. These results may encourage other researchers to conduct further investigations about teachers' classroom management practices that increase the students' academic motivation.

Recommendations for Future Research

There are some recommendations based on the results, which may enhance the teacher's classroom management practices, academic motivation, and ultimately the quality of education:

1. Future research should investigate the teachers 'classroom management practices of school students. This study identified the practices of teachers' classroom management at elementary school students.
2. The present study was conducted on students of Lahore so future research should be done on the students of other districts of Punjab to know the teacher's classroom management practices.

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