

# Classroom management and language motivation of the students

Dipolog, Susan ✉

University of Mindanao, Philippines ([dipologsusan@yahoo.com](mailto:dipologsusan@yahoo.com))

**Received:** 21 October 2022

**Available Online:** 8 November 2022

**Revised:** 28 October 2022

**DOI:** 10.5861/ijrse.2022.363

**Accepted:** 8 November 2022

ISSN: 2243-7703

Online ISSN: 2243-7711

OPEN ACCESS



## ***Abstract***

The purpose of this study aim to determine the factor in the language motivation of the students. In addition, to ensure a significant relationship between the exogenous variable: classroom management and the endogenous variable in language motivation of the students. Furthermore, this non-experimental and correlational research design to determine the factor in language motivation. Hence, the sample random sampling technique was used to determine the 400 college students as respondents of the study. The modified downloaded questionnaires from the web sources was used in this study. Presented in the result that there is a significant relationship between classroom management and language motivation. Classroom management includes managing classroom behavior, specific teaching technique, working with parents, and planning and support influenced language motivation which includes affective, goal orientation and expectancy.

***Keywords:*** education, classroom management, language motivation, Philippines

## **Classroom management and language motivation of the students**

### **1. Introduction**

Different crucial issues arise regarding the learning of the students if language motivation is concerned. The lack of motivation was one of the reason that the students were not able to learned (Erdogan, 2010). The negative thoughts and lack of motivation would be the hindrance to learn language. Thus, in the global study, most of the people experienced problem regarding language learning because of the poor quality of teachers' expertise to hone their learnings. The students experienced lack of strong foundation, self confidence in using language and most of all, lack of motivation. Meanwhile, it has been proven that language motivation is a big problem of the country that causes negative effects on the quality and standard of the learning of the students (Cabanac, 2017).

This study is important as what Butler (2015) emphasized, that language motivation plays an important role in enhancing the language learnings of an individual. It helps a lot to an individual to learn and enhance the different drills in order to learn. On the other hand, the present study also agrees (Bergil, 2016) that students who acquire language learning through motivation are helpful as a part of the environment classroom for their thorough learning. There are studies on language motivation but no studies on classroom management. The classroom management will achieve when it acquires the language motivation where is the most effective weapon in the interactions of every person in the world. The researcher recommended looking into variables that may aid in research in local and global awareness and diverse research in connections to provide a good foundation on the level of language motivation of the students.

#### *1.1 Research objectives*

This study aims to determine the factor of language motivation of the students. The study ensured the following objectives: 1. Determine the level of classroom management based on managing classroom behavior; specific teaching technique; working with parents and planning and support. 2. Determine the level of language motivation of students based on affective; goal orientation and expectancy. 3. Determine the significant relationship between classroom management and language motivation.

#### *1.2 Hypothesis*

The null hypotheses of this study were developed and tested at a 0.05 level of significance in which:

- There is a significant relationship between classroom management and language motivation.

### **2. Methodology**

The design of this study is a descriptive, correlational, and causal-comparative design that describes the state of affairs that would exist during the actual research to explore the causes of the specific problem involving a group of individuals whose responses are continuous data. The descriptive correlational research design refers to the establishment and existence of a predictive relationship. It uses two or more data sets to evaluate a significant correlation of each variable. This descriptive study was analyzed using quantitative data about the said problem. The quantitative aspect is an appropriate data collection method designed to target respondents who answered the questions. The data collection process on the use of questionnaires. The focus of this research has been to develop and use linguistic factors, theories, and hypotheses about the problem. It is empirical data on the scale level gap from respondents, responses to classroom management and language motivation. This research focused on adapting the data to hit factors in classroom management and language motivation. Thus, this causal design describes the relationship of the overt and covert variables of the research (Hasman, 2015).

### 2.1 Sampling design

The design of this study is a quantitative research method of data collection that describes the relationship of a number measured in a systematic way on the language motivation of college students in Region XI of private schools according to the objective of this study. It analyzed the level of language motivation of 400 college students from 6 branches of the University in Region XI. In the 2019-2020 school year of the department of education from 1st to 4th year who are qualified to answer the questionnaire and gave data for the study. Therefore, the size or smallness of the number of respondents did not matter researchers preferred to consider the 400 respondents who answered the questionnaire from six branches of University of Region XI. In selecting the respondents, the researcher used stratified random sampling to determine the number of students in each school that stratified random sampling is having an equal chance of being selected as a research respondent (Fraenkel & Hyun, 2017). Random sampling was a process that ensured that all members of the population had an equal opportunity to select as the sample unit (David, 2015).

### 2.2 Statistical design

The statistical tools used for data analysis and interpretation were as follows: **Mean** - It is to determine the level of classroom management and language motivation. **Pearson Product Moment Correlation** - It is used to determine the significant relationship between classroom management and language motivation.

### 2.3 Geographical area

The research study aims to determine the language motivation in selected College students of Region XI, located in the Southeastern Part of Mindanao, which includes the cities of Davao, Davao City, Davao del Norte, and Davao del Sur. Region XI experienced a problem regarding students' language motivation. Many students are afraid to speak in front of other people because of their low level of language motivation. Furthermore, the researcher wanted to know the scope of classroom management related to Region XI's language motivation. The map of Davao city showed the location of private schools with College students conducted by the research. Davao City is the largest city in the Philippines in land size and the city with the largest population outside the Metro.

## 3. Results

### 3.1 Classroom Management

Table 1 shows the first variable on the level of the classroom management presented variable of its indicators as shown in the attached questionnaire are also analyzed and interpreted. In addition, table 1 reveals the level of classroom management with a total mean score of 3.94 as a high with a standard deviation of 0.47. It shows that the indicator with the highest mean of 4.09 as the highest is the result. Meanwhile, the working with parents' indicator got the lowest mean score of 3.77, described as the high descriptive level.

**Table 1**

#### *Classroom management level*

Indicator	SD	Mean	Descriptive Level
Managing Classroom Behavior	0.61	4.05	High
Specific Teaching Technique	0.42	3.83	High
Working with Parents	0.74	3.77	High
Planning and Support	0.61	4.09	High
Total	0.47	3.94	High

### 3.2 Level of language motivation

The level of language motivation of the students with three indicators had a total mean of 4.04 and a standard deviation of 0.48. The result shows that the indicator with the highest mean of 4.10 is the motivation got a high description. While the goal orientation indicator with the lowest mean score of 3.95 is a high.

**Table 2**

#### *Level of language motivation*

Indicator	SD	Mean	Descriptive Level
Affective	0.52	4.10	High
Goal Orientation	0.55	3.95	High
Expectancy	0.52	4.08	High
Total	0.48	4.04	High

### 3.3 Significant relationship between classroom management and language motivation

The significant relationship between classroom management and language motivation is in Table 3 with a total r-value of .407 corresponding probability of  $p < .000$  is less than the 0.05 level of significance set in the study. In addition, the null hypothesis is therefore unacceptable and states that there is a significant correlation between the classroom management and the language motivation of the students. Suggests that very high levels of classroom management can result in a very high levels of language motivation. Further, it is noticeably shown in the data that managing classroom behavior, specific teaching technique, working with parents and planning and support indicators of classroom management, when correlated with affective, the total r-value is .340 with  $p$ -value  $< 0.05$  significant. When indicators of classroom management with the goal orientation, the total r-value is .362 with  $p$ -value  $< 0.05$  therefore, significant. When indicators of classroom management are associated with expectancy, it has a total r-value of .403 with a  $p$ -value  $< 0.05$ , therefore, significant.

**Table 3**

#### *Significant relationship between classroom management and language motivation*

Classroom Management	Language Motivation			
	Affective	Goal Orientation	Expectancy	Total
Managing Classroom Behavior	.236** (.000)	.253** (.000)	.309** (.000)	.294** (.000)
Specific Teaching Technique	.338** (.000)	.351** (.000)	.372** (.000)	.391** (.000)
Working with parents	.220** (.000)	.225** (.000)	.244** (.000)	.253** (.000)
Panning and Support	.316** (.000)	.350** (.000)	.384** (.000)	.386** (.000)
Total	.340** (.000)	.362** (.000)	.403** (.000)	.407** (.000)

\*Significant at .05 significant level

## 4. Suggestion

Based on the result, the researcher suggested the following recommendations: The high level of classroom management that this variable the students focus on the variables increase in the level of language motivation also increases. However, this will make it easier to implement measures related to language motivation like having a program that would enhance the learnings of individual in making his learning effective. The significant relationship of classroom management with language motivation signifies that this variable should be given focus by the students. If the level of the variable increases, the level of language motivation also increases.

The very high result of this study will be beneficial to the students as direct beneficiaries to enhance their language motivation by conducting research related to the indicators and variables seen in this study. Therefore, serve as their guide and make the researcher effective with the holistic strategies based on the specific insight into

the basic structural model of students' language motivation. In addition, this study has great potential to be used by subsequent researchers due to the very high level of variable. They can also conduct training or seminars on language motivation.

## 5. Conclusion

There is a significant relationship between classroom management and language motivation following the various literature presented in the relationship between variable. However, language motivation attributed a lot of factors to consider in the classroom management that can be the starting point to evaluate and encourage change toward learning of the students (Williams & Burde, 2017). The result proves that classroom management is the most effective predictors of language motivation indicating students' increased interest.

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