



# MOTIVATIONAL ACTIVITY'S MEDIATING EFFECT ON THE RELATIONSHIP BETWEEN CLASSROOM MANAGEMENT STRATEGY AND TEACHERS' SKILL

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## ABSTRACT

*The goal of this study was to see if the motivational activity had a mediating influence on the link between classroom management style and teacher practice. This is a non-experimental quantitative correlation approach. It was held in a few schools in the Bukidnon area, with a total population of about 5000 teachers. Only teaching teachers between the ages of 21 and 55 were included in this study. This study did not include non-teaching employees. The 320 respondents for the study were chosen via purposive sampling. The researcher used valid adaptation questionnaires to make the research results believable. As a result of this research, the researcher revealed that classroom management, teacher skills, and motivating activities all obtained very high descriptive levels. There was also evidence in this study that there was a link between classroom management in teacher practice and classroom management. However, no significant link between motivational work and teacher practice was found in this study, resulting in full mediation.*

**KEYWORDS:** mediating effect, motivational activities, classroom management strategies, teacher skills, Philippines

## INTRODUCTION

The teacher's ability is what motivates students to pay attention in class. Because each student's needs are different, the teacher must show that he or she can deliver the lesson. Researchers discovered that unskilled teachers are the ones who usually offer to learning disabilities as well as students in response to one of the challenges in the Millennium Development Goal (MDG) set by the United Nations Educational, Scientific, and Cultural Organization (UNESCO), which achieved universal basic education (UNESCO) in support of Page's study (1031–1049). The teacher's ability is what motivates students to study the lesson. Because each student's needs are different, the teacher must show that he or she can deliver the lesson.

According to Rahmatullah, high teacher performance is essential for an effective learning process, and with strong competence, the effective learning process is driven by high teacher performance (p. 169). Learning will be effective if a classroom teacher creates activities that will interest pupils, according to Clarke, Ben, et al. (257-265). Griffin and Nguyen (1871-1877) identified three major elements that govern teacher practice. In these domains, professional knowledge, professional skills, and professional ethics are all evaluated. Professional skills are a system of knowledge, technical skills, and motivational disposition for providing successful professional teaching activity, as defined by Bjekic, Dragana, Radojka Krneta, and Danijela Milosevic (202-212).

Given the current lack of teacher competency in various schools, the researcher decided to look into it in order to gain a better grasp of the situation and possible solutions to particular problems. Many studies have been conducted on inspiring activities, classroom management strategies, and teacher competencies. However, this study will focus on the mediating effect of inspiring work on classroom management and teacher practice. The purpose of this study is to see what impact motivating activities play in classroom management and teacher practice. In order for their pupils to succeed, the findings of this study must be discovered as soon as possible in order to address the needs of teachers in terms of developing their abilities, motivating activities, and classroom management strategies.

## OBJECTIVE OF THE STUDY

The goal of this study is to see how motivational activity mediated the relationship between classroom management strategy and teacher performance.



## METHODOLOGY

In this study, the researcher used a descriptive correlational design. Its purpose is to provide a description of the current situation. This design will look into the relationship between two or more learning factors. The teacher's practice is the 'non-independent variable' in this study, whereas the classroom management method is the 'independent variable.'

The relationship of learning variables regarding the mediating effect of motivational activity on the relationship between classroom management strategy and teachers' skill was determined using a four-step analysis in this study. This study was conducted in a few schools in the Bukidnon Division, with a total instructor population of around 5000.

The mean was used to obtain the level of academic motivation of the students. Pearson r used it in identifying the significant relationship of strategy to classroom management and teacher practice. Regression is the statistic used to determine the influence on teacher practice on other variables used in said study.

## RESULT AND DISCUSSION

Table 1 shows the descriptive outcome of the classroom management strategy level, which is based on classroom management behaviour, teaching technique, parent engagement, and planning and support.

**Table 1**  
*Level of Classroom Management Strategy*

Indicators	N	Minimum	Maximum	Mean	Std. Deviation
Classroom Management Behavior	320	2.33	5.00	4.3637	.47855
Specific Technique in Teaching	320	3.13	5.00	4.2023	.33119
Parent Interaction	320	3.00	5.00	4.2187	.43849
Planning and Support	320	2.63	5.00	4.1939	.49338
Classroom Management	320	3.36	5.00	4.2445	.34476
Valid N (listwise)	320				

Classroom management behavior was shown to have a very high descriptive level ( $x = 4.3637$ ,  $SD = .47855$ ) across the (320) research participants. Working with parents ( $x = 4.2187$ ,  $SD = .43849$ ) was followed by simple teaching style ( $x = 4.2021$ ,  $SD = .33119$ ) with ( $x = 4.2021$ ,  $SD = .33119$ ) with ( $x = 4.2021$ ,  $SD = .33119$ ) with ( $x = 4.2021$ ,  $SD = .33119$ ) with ( $x = 4.2021$ ,  $SD = .33119$ ) with ( $x = 4.2021$ ,  $SD = .33119$ ) with ( $x = 4.2021$ ,  $SD = .33119$ ) with The planning and support score ( $x = 4.1939$ ,  $SD = .49338$ ), on the other hand, had a high descriptive level.

This alone indicates that the teachers at such institutions are capable of providing students with a high-quality education. When classroom management focuses on learning, it is an inescapable subject of education, according to Eisenman, Gordon, et al. (15). When instructors realize classroom-management tactics, it has an influence on learning that must be considered in teacher preparation, educational theory, and research.



**Table 2**  
*Level of Teachers' Skill*

Indicators	N	Minimum	Maximum	Mean	Std. Deviation
Self-management	320	2.60	15.00	4.3367	.81074
Professionalism and ethics	320	2.20	5.00	4.2525	.50947
Result Focus	320	2.60	5.00	4.1919	.52695
Service Orientation	320	2.80	5.00	4.4781	.48477
Innovation	320	3.00	5.00	4.4719	.47557
Teachers Skill	320	3.20	6.67	4.3692	.40163
Valid N (listwise)	320				

The descriptive skill level of the teachers is shown in Table 2. Four of the five indicators received a very high descriptive level, while the other received a high descriptive level.

First, service orientation received ( $x = 4.4781$ ,  $SD = .48447$ ), indicating a very high descriptive level, followed by this innovation with ( $x = 4.4719$ ,  $SD = .47557$ ), indicating a very high descriptive level, self-management with ( $x = 4.3367$ ,  $SD = .81074$ ), and professionalism and ethics with ( $x = 4.2525$ ,  $SD = .50947$ ), indicating a descriptive level. Meanwhile, the result focus ( $x = 4.1919$ ,  $SD = .52695$ ) indicate that the level is high.

This was backed up by Saidah, Ummu, et al. (30-50), who indicated in their study that a limited percentage of teachers have shown to be ineffective in the classroom. There are other professors who have a sufficient understanding of the subject but struggle to communicate the content. It was discovered that their personality ability in Arabic is superior to their pedagogical competence. The inadequate educational skills of the instructors are the reason of the lack of training, facilities, and rewards, and the pupils benefit from the skills supplied by the teachers.

**Table 3**  
*Level of Motivational Activity*

Indicators	N	Minimum	Maximum	Mean	Std. Deviation
Classroom Preparation	320	2.27	5.00	3.9984	.43660
Teaching Co-students	320	2.27	5.00	3.9902	.43148
Evaluation of the students	320	2.33	5.00	4.0278	.44663
Administrative Work	320	2.53	5.00	4.0147	.43769
Motivational Activity	320	2.47	5.00	4.0081	.37920
Valid N (listwise)	320				

The evaluation of the students obtained ( $\bar{x} = 4.0278$ ,  $SD = .44663$ ) which means there is a high descriptive level. Similarly, administrative work with ( $\bar{x} = 4.0147$ ,  $SD = .43769$ ), classroom preparation with ( $\bar{x} = 3.9984$ ,  $SD = .43660$ ) and teaching fellow students also obtained a high descriptive level ( $\bar{x} = 3.9902$ ,  $SD = .43148$ ).

his was reinforced by Katz, Idit, and Bat-Hen Shahar (575), who found in multiple researches that teachers who adopt a style that fosters autonomy in relation to their pupils enhance student motivation. The findings of their research also revealed that teachers who teach based on their own interests and satisfaction, and who value their profession (autonomous motivation), have pupils who learn more effectively. Teachers who feel that (independent motivation) aids their students' learning are more likely to use an autonomous rather than a controlling teaching style.



**Table 4**  
*Relationship between Classroom Management Strategy and Teachers' Skill*

		Classroom Management Behavior	Specific Technique in Teaching	Parent Interaction	Planning and Support	Classroom Management Strategy
Self-management	N	320	320	321	321	321
	Pearson Correlation	.295**	.257**	.088	.112*	.075
	Sig. (2-tailed)	.000	.000	.117	.046	.184
Professionalism and ethics	N	320	320	320	320	320
	Pearson Correlation	.346**	.413**	.323**	.254**	.273**
	Sig. (2-tailed)	.000	.000	.000	.000	.000
Result Focus	N	320	320	320	320	320
	Pearson Correlation	.362**	.379**	.255**	.243**	.221**
	Sig. (2-tailed)	.000	.000	.000	.000	.000
Service Orientation	N	320	320	320	320	320
	Pearson Correlation	.384**	.425**	.034	.017	.020
	Sig. (2-tailed)	.000	.000	.542	.755	.727
Innovation	N	320	320	320	320	320
	Pearson Correlation	.389**	.416**	.044	.068	.041
	Sig. (2-tailed)	.000	.000	.428	.225	.470
Teachers' Skill	N	320	320	320	320	320
	Pearson Correlation	.487**	.507**	.182**	.177**	.154**
	Sig. (2-tailed)	.000	.000	.001	.001	.006

The relationship between the two learning factors, classroom management and teacher competence, is shown in Table 4. Based on the table, a correlation value of  $r = .154$  and  $P = .006$  was obtained, indicating that there is a strong correlation between teachers' skill and classroom management strategy at the 0.05 level.

As a result,  $H_0$  dismissed the findings, claiming that there was no relationship between classroom management and teachers' skill.



**Table 4.1**  
*Relationship between Classroom Management Strategy and Motivational Activities*

		<b>Classroom Management Behavior</b>	<b>Specific Technique in Teaching</b>	<b>Parents Interaction</b>	<b>Planning and Support</b>	<b>Classroom Management Strategy</b>
Motivational Activities	Pearson Correlation	.284**	.417**	.029	.086	.059
	Sig. (2-tailed)	.000	.000	.602	.124	.291
	N	320	320	320	320	320

There was no significant relationship between the classroom management strategy and motivational activities. With a correlation of  $r=.059$  and a  $p$  value of  $p<0.05$ , the correlation was poor. There is no interaction between the two variables, in other words. As a result,  $H_0$  was accepted, claiming that motivational activity had no relationship on classroom management strategy.

**Table 4.2**  
*Relationship between Motivational Activities and Teachers' Skill*

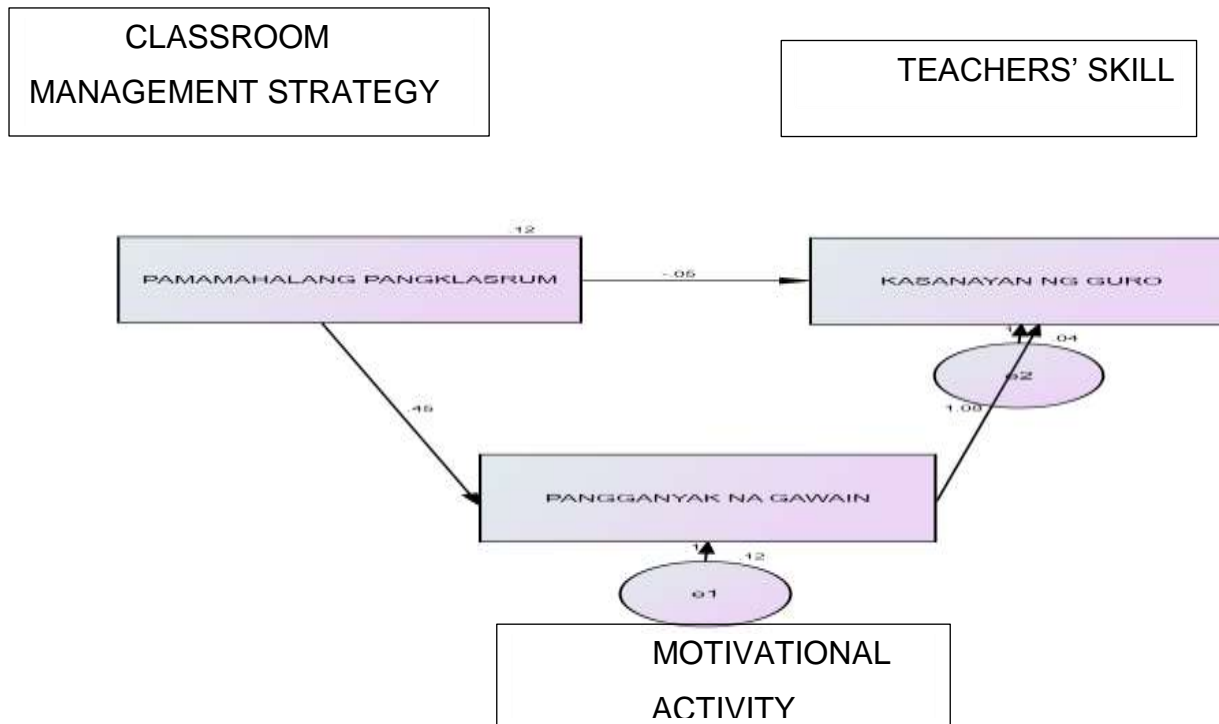
		<b>Motivational Activities</b>
Self-management	Pearson Correlation	.177**
	Sig. (2-tailed)	.001
	N	320
Professionalism and ethics	Pearson Correlation	.240**
	Sig. (2-tailed)	.000
	N	320
Result Focus	Pearson Correlation	.196**
	Sig. (2-tailed)	.000
	N	320
Service orientation	Pearson Correlation	.325**
	Sig. (2-tailed)	.000
	N	320
Innovation	Pearson Correlation	.369**
	Sig. (2-tailed)	.000
	N	320
Teachers' skill	Pearson Correlation	.341**
	Sig. (2-tailed)	.000
	N	320

The connection of the factors between motivational activity and teachers' skill is shown in Table 4.2. According to the data, there is a positive and substantial connection between motivational work and teacher skills ( $r=.341$ ) and  $P<0.000$ , implying that there is a positive and significant link between motivational activity and teachers' skill.

Furthermore,  $H_0$  dismissed this research, claiming that motivational activity had no relationship with teachers' skill.

Table 5

*Mediating Effect of Motivational Activity on the Relationship of Classroom Management Strategy and Teachers' Skill*



Based on the correlations of the aforesaid variables, it was determined that there was a complete mediation in the mediating effect of motivational activity on the relationship between classroom management strategy and teachers' skill. This suggests that, despite the mediation, the independent variable's result decreases.

According to Katharina Sieberer-Nagler (163), a good grasp of successful teaching in numerous areas of learning, such as feedback and praise, regulating students' mistakes, inquiries from students, and clear design of lessons, is required of the instructor. Also helpful for teachers are qualities that minimize fear, motivation, humor, and active time to study the material. The atmosphere in the classroom is also crucial. Children want to go to school and study because they want to create a nice environment in the classroom. It's also crucial to show respect for youngsters. One technique to educate positively is to react favorably to incorrect replies. It is vital for students and their parents to have a relationship. When the teacher employs this technique, the students will be more engaged.

The study's findings revealed that there was no significant association between the two classroom management factors and teacher motivating actions. As a result, the Hon g research was approved, claiming that the two variables had no significant link.

Demirdag (25) and Seyithan (25) are against it. They believe that classroom management has an impact on motivation. Teachers who struggle with classroom management tactics frequently have issues managing the room, dedicating all of their time to administration and ignoring learning, negatively impacting both student and teacher learning and motivation. Teachers that are skilled in classroom management tactics, strategies, and approaches are more needed than ever at the school. Teachers need to be trained in good classroom management in order to boost motivation even further.

Meanwhile, the study's findings revealed that there was a strong link between motivating work and teacher ability. Instructors' attention should be focused on building different abilities in applying and executing approaches for managing teachers' thinking patterns, according to (Invention Journals). It may be stated that instructors play a vital role in today's society, particularly for the younger generation.

## CONCLUSION

According to research, there is a relationship between classroom management in teachers' skills and classroom management in motivational activity. Motivational work, on the other hand, is unrelated to teaching practice. This study demonstrated a full mediation of the mediating influence of motivating work on strategy in relation to classroom management and teacher practice.



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