

# The Importance of Classroom Discipline for Teachers' Efficacy and Students' Motivation in Language Learning

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**ABSTRACT:** *The influence of EFL instructors' classroom disciplinary methods on their teaching efficiency as well as their students' incentive and success in knowledge English as foreign language was examined in this research. Students' English achievement was measured using official grades earned at the conclusion of the academic year. EFL instructors encourage and congratulate pupils for excellent conduct, and they are not particularly dictatorial, according to the findings. Discipline methods were also shown to be linked to instructional effectiveness, motivation, and success in learning English. The findings of route analysis revealed that students thought instructors who used engagement and recognition methods more often were more successful teachers; conversely, students thought teachers who employed punitive strategies were less effective. It was also discovered that in classrooms where instructors used punitive methods to control disruptive behaviors, students had difficulty studying since the punitive strategies reduced students' motivation. The impact of punishment on motivation was shown to be mediated by teaching efficacy, whereas motivation mediated the effect of punitive methods on accomplishment. The greatest influence on success was shown to be motivation.*

**KEYWORDS:** *Achievement, Classroom, Motivation, Teaching Efficiency, Teachers.*

## 1. INTRODUCTION

Students' problematic and disruptive behavior is prevalent throughout the world, prompting extensive research into the causes of such behavior as well as the development of foundations for training instructors to successfully manage their classrooms through the use of appropriate disciplinary methods. It has long been understood that classroom discipline and control are necessary, both from a social practice and a teaching point of view. A major influence in boosting students' feelings of responsibility in the classroom and generating more responsible citizens on a wide scale has been claimed to be teachers' punishment tactics [1].

A high level of classroom discipline is also required, according to effective teaching research, to create an environment conducive to student learning, because student misconduct disrupts the learning and teaching process and undermines the effectiveness of even the most meticulously prepared courses. As a result, students' perceptions of instructors' professional competence and their ability to motivate them to study are strongly influenced by their behavior and management styles. As a result, teachers' behavior and management styles are highly influenced by this issue.

Students develop a sense of belonging in a non-threatening learning atmosphere, learn to take the initiative and feel confidence in their abilities, and as a result, their enthusiasm to study increases. When instructors utilize aggressive disciplinary measures, students' learning is negatively affected, and more psychological and somatic problems are reported in the classroom as a result. Managing persistent behavioral disorders becomes a challenging chore as a result of this issue, which is a contributing factor to teacher job stress and burnout in the classroom and other settings [2].

Classroom management is a significant issue in English as a foreign language classes, and it is one of the most challenging challenges that language teachers face. The goal of a language teacher, on the one hand, is to be a kind and sympathetic caregiver in order to create genuine discourse among students in the classroom [3]. The teacher, on the other hand, must maintain order in order to appropriately monitor linguistic activity in order for teaching to take place [4]. Consequently, it is difficult for a language teacher to achieve the right balance between two opposing viewpoints: one of care and the other of strictness and order. Teachers' positive attitudes toward language learning and their caring behavior, it is believed, are among the most important environmental factors that might help students develop positive attitudes toward language learning and boost their effort or engagement

in language learning activities [5]. A consequence of this finding is that research on second language motivation places a heavy focus on the function of instructors in motivating language learners and decreasing their demotivation. However, it is still uncertain whether or not the disciplinary measures used by language teachers have any effect on their students' motivation and success in learning a foreign language in general (as viewed by students). This has resulted in the present research's three primary aims [6].

First, the ways that instructors use to discipline students who have engaged in inappropriate behaviour in English as a foreign language classes are investigated [7]. Secondly, the researchers are trying to establish a relationship between these strategies and teachers' effectiveness in the classroom, as well as students' motivation and success in the learning process. Finally, the inter-relationships would be modelled using a set of pathways and statistically assessed in order to uncover predictors of motivation and achievement.

### *1.1 Discipline in the classroom:*

Originally, the term "discipline" was derived from the Latin word "discipulus," which literally translates as "to educate and learn." In its most basic definition, "to discipline someone in order to maintain order and control" implies "to teach someone to follow rules and manage their conduct" or "to punish someone in order to preserve order and control"; as a result, it is often connected with punishment for disobedience. "The idea that isolation affords the offender time to reflect on what transpired, recognise his or her error of judgement, and return to the same context with a change in behaviour and attitude" is used in schools to implement disciplinary measures such as detention [8].

The results of current study on the issue of disciplinary tactics have demonstrated however, that punishing measures do not seem to be very helpful in promoting responsible student behaviour, and that proactive and interactive discipline practises should be utilised instead. According to this idea, discipline is associated with the act of teaching students self-control on the basis of a contract that binds a teacher and a group of students together in order to maximise the success of learning opportunities. Through the process of negotiating with professors and discussing with students about contracts, the emphasis is put on student self-regulation, enabling the group to assume responsibility for ensuring that all members' behaviour is appropriate [9].

It is undeniably true that effective classroom management is directly tied to teachers' skills to establish a pleasant tone in the classroom and acquire students' respect and cooperation. Instructors' classroom behaviour is symptomatic of their ability to teach effectively, and the manner in which they punish their pupils has a substantial impact on their ability to represent themselves as competent instructors. If possible, more caring teachers favour relationship-based disciplinary approaches (such as discussing misconduct with students) over forceful disciplinary techniques in order to prevent discipline concerns.

Some research suggests that students see more empathetic instructors and those who use relationship-based disciplinary measures as being more effective teachers than their counterparts [10]. In classes when professors include them in decision-making or commend them for their exceptional behaviour, students demonstrate more responsibility in their behaviour, display more positive affect toward their instructors, and indicate a greater belief that the intervention was necessary. Teachers who demonstrate caring attitudes, foster a feeling of belonging and family, and make learning pleasurable are chosen by students as role models. This is due to the fact that caring teachers have more empathy for their students and are able to perceive a situation from their perspective and experience what they are experiencing as a result [11]. A thorough grasp of their students' own feelings and needs, as well as their sensitivity, listening to what they say, and responding quickly to their requests or challenges, are also important. Students learn more effectively when instructors use appropriate disciplinary measures because class discipline protects students from disruption and, as a result, from emotional and cognitive risk.

According to studies, effective teacher management styles boost students' academic performance and help them stay on track. They also interest students in learning and have an influence on their motivation and achievement. As stated in this cycle, "the more students feel their teacher cares about them, the more they care about their class," and the more probable it is that they will pay attention in class and as a consequence, learn more course content [12].

## 2. DISCUSSION

The outcomes of the research found that EFL teachers prefer constructive disciplinary approaches such as recognition/reward, involvement, and discussion over unproductive ones such as animosity and punishment, according to the findings. This suggests that EFL teachers are not seen as being authoritarian, that they recognise and reward students for good behaviour, and that they are part in the decision-making process about disciplinary action. EFL instructors, according to a few studies on EFL instructors' classroom management practises, are interventionists when it comes to instructional management and people management, but they are interactionists when it comes to behavioural management. This results in teachers who are more conservative when it comes to organising daily routines, regulating classroom learning activities, and monitoring their relationships with students, but who are more liberal and less conservative when it comes to defining classroom rules and developing a reward system.

If you have a caring language teacher, you may provide the groundwork for language activities that need genuine student participation, communication, and cooperation. "Classroom management" becomes a vehicle for giving students with a sense of belonging and enhanced interpersonal communication skills, in addition to delivering excellent teaching, as a consequence of this research. While this finding does not support the notion that Asian language teachers utilise authoritarian and reactive disciplinary tactics to keep their pupils under control, it does support the notion that they do so. EFL professors' teaching was seen to be effective by their students, who assessed it as satisfactory. This conclusion verifies prior studies that showed language teachers to be adequately effective in the EFL context, despite the fact that the EFL curriculum may suffer from substantial difficulties such as teaching materials and methodology.

This outcome might be explained by the teaching method used by EFL teachers, who have been seen including a variety of teaching activities into their courses, which may satisfy and encourage students with a variety of learning styles to learn English. Some EFL teachers believe that sensing-type activities are more effective than other types of exercises, since they rely more on the mental activity of sensing and attention to observable facts or events that may be seen via one or more of the five senses. Using instructional resources that are applicable outside of the classroom and deal with real-life situations is important to them. They highlight the need of offering concrete experiences first in any learning sequence and always give a practical justification for an assignment in this manner.

Students of English as a foreign language (EFL) were also found to be relatively motivated to learn English as a second language. Given the literature's descriptions of the problems associated with EFL curricula, this finding is promising. According to a number of studies, this motivation is associated with EFL learners' positive attitudes about the English language as well as the importance of learning English as a scientific and technological language. Several factors have been identified as contributing to the demotivation of language learners in schools, the most important of which is a lack of sufficient equipment for teaching English, such as computers, visual aids, and language labs. It was also established what the average level of accomplishment was in studying English as a secondary school subject. However, despite the fact that language learners are motivated to learn English as a foreign language, a number of factors, including student-related factors (such as multiple proficiency classes), school-related factors (such as large classes, a scarcity of technology tools, libraries, and labs), and teaching material-related factors (such as the level of difficulty and the amount of information to be learned) prevent them from achieving their objectives.

After further investigation into the relationship between the factors in the research, it was shown that instructors who used engagement and recognition strategies were seen to be more effective by their students. A further finding was that teachers who used confrontational and punishing tactics were not deemed successful from the standpoint of their students. According to the findings, when it comes to classroom discipline, students choose teachers who are more empathetic and supportive of their peers' viewpoints. In order to prevent disciplinary concerns, caring instructors intentionally listen to students, critically reflect on their responses, create spaces in the classroom for students' voices and agency, and refrain from using forceful approaches. According to the findings of the study, the ability to properly manage students is an important component of teachers' sense of professional identity. The fact that classroom discipline is a well-documented source of teacher stress, which may result in a negative self-concept and, as a result, a bad image of the teacher in the classroom, is also undeniable.

It was also revealed that children who were in the classes of teachers who used coercive tactics had trouble learning English as a second language in high school. Students' academic performance is improved by effective classroom management, according to studies. It also reduces disciplinary concerns and engages students in learning. Classroom management has a higher influence on students' academic achievement than intelligence. If the instructor is unable to establish an environment in which both the teacher and the students are fully engaged, some students will get disconnected, bored, or misbehave as a result. In the end, the lone student or students fail academically and disrupt the learning process for the rest of the class as a consequence of their behaviour. Students learn less than they could and there are several disciplinary issues in this poorly managed classroom; in contrast, a well-managed classroom provides an environment in which teaching and learning may flourish.

As a consequence, effective classroom behaviour management is essential for effective classroom learning. According to this point of view, if the teacher is unable to teach or if students are unable to finish their academic work as a result of their own or others' inappropriate or disruptive classroom behaviour, there will be little learning of value. The use of appropriate discipline strategies by teachers will also encourage students to "exercise their own learning rights while protecting the learning, physical, and emotional safety rights of others" by encouraging them to "exercise their own learning rights while protecting the learning, physical, and emotional safety rights of others." Instead, teachers who use coercive approaches do so in order to protect themselves and keep the peace in the classroom, which ultimately results in inferior learning outcomes for students.

Furthermore, it has been shown that authoritarian professors demotivated students to study English as a foreign language, and that this lack of motivation was a contributing factor to the students' low academic performance. It is the principal result of students believing their professors are acting inappropriately that they experience a lack of overall motivation. The effectiveness of communicative techniques in public school language classrooms will be limited if appropriate disciplinary procedures that complement communicative activities are not implemented. As a result, students will be less motivated to learn a language.

### 3. CONCLUSION

One apparent drawback of the present research is that it only included students from one Iranian metropolitan region. This suggests that further study is needed to investigate students' various conceptualizations of disciplinary procedures in relation to their socioeconomic and regional disparities. As a consequence, replicating the research in different settings, such as rural settings, may provide more illuminating findings in terms of the factors studied and their connections. Another limitation of the study is that it relied only on a single source of information, namely students. A further limitation is that the data was acquired only via participant self-report, with no qualitative data analysis methodologies being used to investigate what was really happening in the classes. It is possible that qualitative data collection techniques (such as observation and interviews) and a variety of data sources (such as parents, colleagues, and school officials) may be used in future study as a result of this.

The study of typical types of misbehavior that EFL instructors encounter in their courses, as well as the study of how EFL instructors handle such misbehaviors, would be equally valuable in this regard. Furthermore, the investigation looked at the relationship between one teacher variable, namely, teacher efficiency, and classroom disciplinary procedures in a formalised setting. The demographics of instructors, such as their age, gender, and teaching experience, should be investigated deeper since these aspects have an impact on how they construct their teaching behaviours and relationships with their students. Personal characteristics such as self-efficacy, teaching style, and job burnout of instructors will also be explored since these may contribute to disciplinary difficulties in the classrooms. Furthermore, in the current study, no variable was altered, and no therapy was administered, in order to assess changes in instructors' conduct and their influence on students' perceptions and attitudes about such activities. Students' misconduct in language classes would be better understood if experimental designs were used to discover the root reasons of the misconduct as well as how to regulate and remove it.

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