

## PERCEIVED CLASSROOM MANAGEMENT AND STUDENT LEARNING MOTIVATION IN SOCIAL STUDIES OF TAIWAN JUNIOR HIGH SCHOOL STUDENTS

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### ABSTRACT

In this study, we investigated the current situation of junior high school (JHS) student perceptions of classroom management and student learning motivation in social studies and the association between these 2 factors in Taiwan. We devised a questionnaire regarding social-studies classroom-management and student learning-motivations in social-studies as the research tool. Public JHS students in Taiwan were the study population. This study adopted multistage stratified-cluster random sampling and recovered 1,769 valid questionnaires. The results were as follows: (1) Social-studies classroom management as perceived by JHS students was above average. In order from high to low, the dimensions of social-studies classroom management were classroom-environmental management, learning atmosphere and teaching activities. (2) Social-studies learning motivation as perceived by JHS students was above average. In order from high to low, the dimensions of JHS social-studies student learning motivation were work values, self-efficacy and external reinforcement. (3) Improved social-studies classroom management was associated with strong student learning motivations. (4) Social-studies classroom management could be used to predict student learning motivation effectively. The learning atmosphere was the strongest influence on overall student learning motivations.

**Keywords:** social studies, classroom management, learning motivation.

### INTRODUCTION

Many teachers struggle with motivating students to learn. This is especially prevalent in social studies classrooms in which students perceive social studies as boring. The importance of social studies in junior high schools has often been debated. While findings that indicate students believe social studies is boring may not be very surprising to many, government-funded programs exist to aid teachers' efforts in the area of reading, writing, and math. But, where are the programs that help students to recognize their civic duties, rights, and general responsibilities of becoming a contributing member of society? Researchers have found that students often have a negative attitude towards the subject area (Chapin, 2006; Chiodo & Byford, 2004). They generally consider the negative attitudes to be a result of curricular content, teaching methods, and classroom Environment.

Teachers greatly influence the extent to which their students have a negative or positive outlook upon the subject of social studies. "It is the teacher who is key to what social studies will be for the student. Instruction tends to be dominated by the lecture, textbook or worksheets.... and social studies does not inspire students to learn" (Shaughnessy & Haladyna, 1985: 694).

More information concerning the attitudes of students pertaining to social studies is needed.

Most research discusses school policy reform or focuses on other subject areas such as reading, math, leaving social studies neglected and forgotten.

In Taiwan public junior high schools (JHSs), the majority of social-studies instructors are classroom teachers or part-time administrators. These instructors encounter numerous difficulties when teaching. First, students focus primarily on their scores of major subjects such as Chinese and mathematics. Second, the amount of labor required for managing administrative matters leads to a relative reduction in the effort that teachers expend on teaching social studies. In addition, the time allotted for teaching social studies has been reduced considerably after the Grade 1-9 Curriculum was implemented, whereas teaching content has not been reduced. Thus, teachers are overwhelmed by the current course load. In Taiwan, the educational culture focuses on “pushing progress,” and teachers must use passive methods, such as lecturing or outlining key points, to meet course-schedule requirements.

Years of experience in teaching social studies in public JHSs indicate that students are accustomed to treating social-studies courses as memorization exercises. In addition, restricted weekly classroom hours frequently cause teachers to rush through material to meet the schedule requirements. Therefore, maintaining student interest and attention to achieve strong learning outcomes is frequently a major challenge for social-studies teachers.

Social studies teachers typically use lectures, group lessons, discussions, and group sharing in class. However, the quality of classroom control during class frequently differs based on teacher interactions with the students. Therefore, we examined public JHS student perceptions of social-studies classroom management and the differences among these students.

In schools, numerous teachers have found differences in student learning initiatives despite identical learning environments. One possible reason for this is that students believe they can achieve satisfactory test scores by memorizing the social-studies content without expending considerable effort. In addition, teachers use lectures and outline key points to quickly progress through the course content. This causes students to place less emphasis on social studies compared to other subjects, such as Chinese, mathematics, and English; therefore student learning motivation is correspondingly weak. Numerous reasons influence student learning motivation. These include family backgrounds, personal qualities of teachers, and the number of teaching hours established by schools. Therefore, this study facilitates the understanding of public JHS student learning motivations in social studies and the variations in motivation among these students.

The Grade 1-9 Curriculum divides JHS courses into 7 subjects: language, mathematics, natural science and life technology, society, health and physical education, arts and humanities, and integrated activities. The researchers taught in the field of social studies; consequently, the perspective of a social-studies teacher was adopted to investigate classroom-management methods and student learning motivations. In addition, the results of this study should be able to be used to predict social-studies classroom management and student learning motivation.

Based on the previously described motivations, the objectives of this study were as follows:

1. To understand the status of classroom management and student learning motivation in social studies of junior high school students.

2. To analyze the correlation between classroom management and student learning motivation in social studies of junior high school students.
3. To explore the classroom management and their predictive power for student learning motivation in social studies of junior high school students.

## LITERATURE REVIEW

Classroom management is a skill that must be acquired during teacher training. Such management is an essential technique that teachers must use and is a daily focus during class. Rancifer (1993) indicated that both novice and experienced teachers become dissatisfied with teaching and inefficient when they cannot control the students in their classes. Magableh, Yusuf, Hawamdeh, and Ali (2007) define classroom management refers to the procedures and routine actions used by the teacher to maintain the classroom quiet and smooth. They are an active way of teaching to meet the students' need to know and the social need to succeed in school (Palumbo & Sanacore, 2007: 69). Constructivist teachers feel that effective classroom management skills impact the way in which students learn. "Classroom management refers to all the things that teachers do to organize students, space, time, and materials to maximize effective teaching and student learning" (Wong & Wong, 2005). Seeing students actively involved in the learning process used to be seen in a negative light. But as teachers evolve, we are learning that students can be involved in the learning process and in turn they retain and use the knowledge effectively.

Regarding teachers developing professional abilities, classroom management is the most permanent and broadest issue in education. The majority of learning occurs in the classroom. Thus, the quality of classroom management has a major influence on student learning outcomes. Favorable classroom management strengthens student learning motivations and interests, thereby facilitating relevant teaching objectives. Relevant studies have indicated that classroom management is directly correlated with student learning and academic achievements (Reinke, Lewis-Palmer, & Merrell, 2008). The association between academic achievements and student behavior has been widely accepted (Reinke, Sprick, & Knight, 2009).

In summary, the researchers have defined classroom management as teachers using their teaching skills and establishing codes of conduct to control student learning in class, thereby enhancing learning effectiveness and achieving teaching objectives.

Based on the research of classroom management by domestic and foreign scholars over the past 10 years, we further consolidated the five items mentioned by the majority of scholars (i.e., general management, teaching activities, classroom-environmental management, parent-teacher-student relationships, and classroom atmosphere), into three categories for investigation: teaching activities, learning atmosphere, and classroom-environmental management.

1. Teaching Activities: These involve preparing for class, arranging activities, course planning, assigning homework, using various teaching methods, controlling course progress, effectively using the classroom environment, providing incentives to students for favorable behavior, and managing classroom discipline.
2. Learning Atmosphere: This involves interactions between teachers and students, interactions among students, the creation of a learning atmosphere, and the use of teacher-parent communication log, telephone calls, home visits, and parent-teacher

meetings and discussions for liaising with parents.

3. Classroom-Environmental Management: This involves seating arrangements, classroom space planning, and educational classroom decorations.

In summary, after reviewing and analyzing the literature to understand the definitions and connotations of classroom management, we used questionnaires regarding student perceptions of social-studies classroom-management methods to investigate the relationship between student learning motivation and the following factors: teaching activities, classroom-environmental management, and learning atmosphere.

Motivation refers to the internal processes that motivate individual activities and maintain and advance these activities toward an objective. Motivation involves learner values, expectancy, and affects toward course work, content, results, and ability. Deci and Ryan (1985) maintained that learning motivation refers to learner momentum of wishing to complete learning objectives. Motivation reflects the personal self-determination of learners toward learning objectives. Petri (1986) indicated that learning motivation is the inner strength that encourages people toward learning objectives. Behavior becomes intense as motivation increases. Wang et al. (2008) indicated that learning motivation is learner desires and interests in learning content that drives learners to gain or understand knowledge deeply for satisfying these needs.

The prior knowledge, intelligence, and physical condition of learners also influence learning outcomes. In addition to being a factor that influences learning attitudes and behaviors, learning motivation is also frequently used to explain variations in learning performances and satisfaction (Chen & Jang, 2010). However, the presence and intensity of learning motivation is generally accepted as the primary factor influencing learning outcomes. This motivation is at the root of the expression “no learning without motivation.” Graham and Weiner (1996) indicated that learners possessing strong motivation are highly committed to learning.

In summary, researchers have stated that learning motivation is a series of learning behaviors based on satisfying the desire to and interest in learning content. Learners advance toward learning objectives under the guidance of teachers.

Based on studies over the past 10 years, we divided learning motivation into external reinforcement, self-efficacy, and work values, as described below:

1. External Reinforcement: Students earn praise and rewards from their parents, teachers, and classmates by achieving good grades. Such incentives confirm student abilities, and thereby lead to active learning. The perceived expectancy of success or failure in social studies by students influence student attitudes and learning extents.
2. Self-Efficacy: This is student self-assessments of their own abilities to learn social studies; that is, their belief in their own work abilities. Self-efficacy can generate curiosity and interest in social studies, by which students become eager to accept challenges and learn actively.
3. Work Values: Student perceptions of the value and applicability of social studies; that is, whether social studies is applicable to actual situations and problem resolutions in life.

In summary, after gathering and exploring the literature to understand the definitions of classroom management, we used questionnaires regarding student-perceived social-studies classroom-management methods to investigate the relationship between classroom

management and external reinforcement, self-efficacy, and work values.

According to Brophy (1987) suggested “student are more likely to learn when they appreciate the value of classroom activities and when they believe they will succeed if they apply reasonable effort” (p. 40). The relationships between teachers and students also influences classroom climate. Teachers are responsible for regulating the classroom environment, including regulating classroom discipline, implementation of approaches and methods to learning, interacting with the students in the classroom (Mojavezi & Tamiz, 2012). Wentzel (1994) found that students’ perceptions of positive affinity with their teachers were related to their pursuit of pro-social classroom goals such as getting along with others and being socially responsible, and were more strongly correlated to student interest in school than perceived support from parents and peers.

According to the research, one of the central factors affecting student attitudes is the teacher and the methods of instruction that he or she uses to teach social studies. In order to gain momentum and boost the motivational levels of students, teachers are turning to a variety of methods in order to teach social studies content (Perricelli, 2008). They are hoping that these new strategies will help them with the many challenges they now face in the classroom, such as rapidly changing demographics, varying cognitive abilities, and increasing cultural diversity (Governale, 1997).

## **METHODOLOGY**

### **Subjects**

#### **Pretest Subjects**

This study used purposive sampling for our pretest sample, selecting a population of 115 students to complete the pretest questionnaire. We performed reliability and validity analyses on the data collected to serve as the basis for revising the Social-Studies Classroom-Management Methods and Social-Studies Student Learning-Motivation Questionnaire. Overall, 115 pretest questionnaires were distributed, and 115 questionnaires were returned. Overall, 112 valid questionnaires were recovered after removing questionnaires with incomplete or fixed responses, thereby obtaining an effective response rate of 97.4%.

#### **Formal Questionnaire Subjects**

We used Taiwanese public JHS students as our population. This involved using the total student proportions of JHS students in Northern, Central, Southern, and Eastern Taiwan in 2011, obtained from the Ministry of Education Department of Statistics website (<http://www.edu.tw/statistics/index.aspx>). We valued student opinions from all four regions equally. Therefore, multistage stratified-cluster random sampling was used to consider the sample load. Eight, five, six, and three schools were selected from the northern, central, southern, and eastern regions, respectively. This study performed appropriate proportion sampling based on school sizes within each region. We further stratified the schools in the sample by year, and using class as the unit, we selected one class each of seventh-, eighth-, and ninth-year students. All students in the classes in the sample were our subjects.

An average sample size between 1,500 people and 2,500 people is appropriate for national studies. Overall, 1,855 formal questionnaires were distributed and returned, thereby satisfying this sampling principle. After removing invalid questionnaires containing incomplete answers

and answers following clear patterns, 1,769 valid questionnaires were recovered, reaching an effective response rate of 95.36%.

### **Research Tools**

The questionnaire had three sections: (a) basic information, (b) social-studies classroom-management methods, and (c) social-studies student learning motivations.

### **Basic Information**

Student gender: male or female; Student grade: seventh, eighth, or ninth; Teacher teaching methods: single-teacher interdisciplinary teaching, two-teacher disciplinary-based teaching, or three-teacher disciplinary-based teaching; School size: no more than 12 classes, 13 to 39 classes, or at least 40 classes; School region: northern, central, southern, or eastern Taiwan

### **Social-Studies Classroom-Management Methods and Student Learning Motivations**

This study used the questionnaires to measure JHS student perceived social-studies classroom-management methods and motivations for learning social studies. A 5-point Likert scale was adopted in self-reporting assessment questionnaire. The subjects completed the questionnaires. The answers *strongly disagree*, *disagree*, *no opinion*, *agree*, and *strongly agree* were rated from 1 to 5 points, respectively. High scores indicated that student perceived classroom management and learning motivations were favorable.

### **Pretest Results Analysis**

The valid pretest questionnaires were encoded and entered into the SPSS software package for analysis. The results are described as follows.

### **Item Analysis Social-Studies Classroom-Management Questionnaire Item Analysis**

The decision values (CR values) in the questionnaire extreme group comparisons were between 3.31 and 8.24, and all reached a level of significance. In the homogeneity test, except for the correlation coefficients of Items 7, 9, and 13 to the total score, which were less than .40, the correlation coefficients for the remaining 17 questions to the total score were between .52 and .75. The  $\alpha$  coefficients (between .888 and .895) after removal of these 17 questions exhibited little difference (the questionnaire internal consistency  $\alpha$  coefficient was .898). Thus, Items 7, 9, and 13 were removed, leaving 17 questions.

### **Social-Studies Learning-Motivation Item Analysis**

The decision values in the questionnaire extreme group comparison were between 3.93 and 13.38, and all reached a level of significance. In the homogeneity test, the correlation coefficients for the total scores to all the items were between .45 and .78. The  $\alpha$  coefficients (between .925 and .933) after removal of these 16 questions showed little difference (the questionnaire internal consistency  $\alpha$  coefficient was .932). Thus, all 16 questions were retained.

## Factor Analysis

### Social-Studies Classroom-Management Factor Analysis

Principal component analysis was conducted and involved varimax rotation. After reviewing factor structures, we found that Items 10 and 12 were dispersed among more than two factors. Thus, they were removed. The KMO value after removal was .84. The Bartlett spherical test chi-square value was 993.23. The degree of freedom (df) was 105. In addition, significance was reached ( $p < .001$ ), thereby indicating that the questionnaire items were appropriate for factor analysis. The data in Table 3 indicate that the eigenvalues of the three factors obtained after factor analysis (environmental management, teaching activities, and learning atmosphere) were 6.165, 2.442, and 1.234, respectively. The explained variances were 28.41%, 19.89%, and 17.31%, separately, and the cumulative explained variance was 65.61%.

### Social-Studies Student Learning-Motivation Factor Analysis

Principal component analysis was conducted and involved varimax rotation. After reviewing the factor structures, a KMO value of .89 was obtained. The Bartlett spherical test chi-square value was 1,261.36. The df was 120. In addition, significance was reached ( $p < .001$ ), indicating that this questionnaire were appropriate for factor analysis. The eigenvalues of the three factors obtained after factor analysis (self-efficacy, work values, and external reinforcement) were 8.090, 1.672, and 1.137, respectively, and explained variances were 30.54%, 22.46%, and 15.12%, respectively. The cumulative explained variance was 68.13%.

## Reliability Analysis

### Social-Studies Classroom Management

The overall Cronbach's alpha coefficient for this questionnaire reached .89, indicating satisfactory reliability. This value was .85 for classroom-environmental management, .75 for teaching activities, and .90 for learning atmosphere. The questionnaire reached a certain level of reliability.

### Social-Studies Learning Motivation

The overall Cronbach's alpha for this question reached .93, indicating high reliability. This value was .92 for self-efficacy; .88 for work values; and .71 for external reinforcement. The questionnaire reached a certain level of reliability.

## Formal Questionnaire Establishment

We removed items based on the item analysis, factor analysis, and reliability analysis of the pretest questionnaire. The formal questionnaire was established after confirming the questionnaire content and form.

## Data Processing and Statistical Analysis

After recovering the questionnaires, the valid questionnaires were entered into the SPSS statistical package software to conduct descriptive statistics, Pearson product-moment correlation, canonical correlation, and multiple regression.

**RESULTS****Social-Studies Classroom-Management Methods and Student Learning-Motivation Situational Analysis****Social-Studies Classroom-Management Situational Analysis**

The average score for overall social-studies classroom management was 3.49, which was higher than the middle value of 3. This indicates that the overall social-studies classroom management was above average. In order from high to low, the dimensions of social-studies classroom management were classroom-environmental management ( $M=3.74$ ,  $SD=0.69$ ), learning atmosphere ( $M=3.71$ ,  $SD=0.74$ ), and teaching activities ( $M=3.02$ ,  $SD=0.79$ ).

**Social-Studies Student Learning-Motivation Situational Analysis**

The average score for overall social-studies student learning-motivation was 3.54, higher than the middle value of 3. This indicates that the overall social-studies student learning motivation was above average. In order from high to low, the dimensions of JHS social-studies student learning motivation were work values ( $M=3.56$ ,  $SD=0.73$ ), self-efficacy ( $M=3.54$ ,  $SD=0.78$ ), and external reinforcement ( $M=3.49$ ,  $SD=0.81$ ).

**Social-Studies Classroom-Management Methods and Student Learning-Motivation Analysis****Social-Studies Classroom-Management and Student Learning-Motivation Pearson Correlation Analysis**

Table 1 indicates that social-studies classroom management and student learning motivation were significantly and positively correlated. In addition, all dimensions of social-studies classroom management and student learning motivation were significantly and positively correlated. In other words, as the overall scores and scores of each dimension regarding social-studies classroom management increased, the overall scores and scores in each dimension of student learning motivation also increased. The correlation coefficient of social-studies classroom-management and student learning motivation was .66, indicating a moderate positive correlation.

Table 1 Social-studies classroom-management and student learning-motivation Pearson product-moment correlation analysis summary

	Work Values	External Reinforcement	Self-Efficacy	Overall Learning Motivation
Classroom-Environmental Management	.50***	.43***	.45***	.52***
Teaching Activities	.39***	.36***	.33***	.41***
Learning Atmosphere	.66***	.53***	.57***	.68***
Overall Classroom Management	.64***	.54***	.55***	.66***

\*\*\*  $p < .001$

**Social-Studies Classroom-Management and Student Learning-Motivation Canonical Correlation Analysis**

We used the three dimensions of social-studies classroom management as control variables



and the three dimensions of student learning motivation as the criterion variables to conduct canonical correlation analysis. Table 2 shows that the three canonical correlation coefficients reached significance. The first canonical correlation coefficient  $\rho_1$  was .709. The second canonical correlation coefficient  $\rho_2$  was .072. The third canonical correlation coefficient  $\rho_3$  was .048. The three control variables influenced the criterion variables primarily by involving the three groups of canonical factors.

Table 2 Social-studies classroom-management and student learning-motivation canonical correlation analysis summary

Control Variables (X Variables)	Canonical Factors			Criterion Variables (Y Variables)	Canonical Factors		
	$\chi_1$	$\chi_2$	$\chi_3$		$\eta_1$	$\eta_2$	$\eta_3$
Classroom-Environmental Management	-.755	-.306	-.580	Work Value	-.952	.241	.186
Teaching Activities	-.603	-.706	.371	External Reinforcement	-.781	-.622	-.062
Learning Atmosphere	-.983	.150	.102	Self-Efficacy	-.823	.166	-.543
Extracted Variance (%)	63.349	20.500	16.151	Extracted Variance (%)	73.146	15.737	11.117
Overlap (%)	31.861	0.105	0.037	Overlap (%)	36.789	0.081	0.025
				$\rho^2$	.503	.005	.002
				$\rho$	.709***	.072*	.048*

\* $p < .05$ . \*\*\* $p < .001$

In the first group of canonical correlations, social-studies classroom management explained 36.789%, 0.081%, and 0.025% of the total variance regarding student learning motivation by using the first ( $\chi_1$  and  $\eta_1$ ), second ( $\chi_2$  and  $\eta_2$ ), and third ( $\chi_3$  and  $\eta_3$ ) groups of canonical factors, respectively. One-way ANOVA results indicated that the control variables and criterion variables had a total overlap of 36.895% in the three groups of canonical factors (i.e., the three control variables of social-studies classroom management explained 36.895% of the total variance regarding the three criterion variables of student-learning motivation by using the three groups of canonical factors).

The first group of canonical factor correlations had the greatest overlap, showing that the three control variables regarding social-studies classroom management influenced the three criterion variables regarding student learning motivation primarily by using the first canonical factor. This indicates that the high emphasis on the three dimensions of social-studies classroom management (i.e., classroom-environmental management, teaching activities, and learning atmosphere) was associated with high levels in the three dimensions of student learning motivation (i.e., work values, external reinforcement, and self-efficacy).

Table 3 Summary of stepwise multiple-regression analysis regarding social-studies classroom management on student learning motivation.

Input Variable Sequence	<i>R</i>	<i>R</i> <sup>2</sup>	$\Delta R^2$	<i>F</i>	$\beta$	<i>TO</i> <i>L</i>	<i>VIF</i>
Learning Atmosphere	.680	.46 3	.463	1520.919* **	.512	.52 4	1.907
Classroom-Environmental Management	.691	.47 7	.015	806.931** *	.145	.57 3	1.744
Teaching Activities	.692	.47 9	.002	541.483** *	.043	.70 0	1.429

\*\*\*  $p < .001$ .

### Social-Studies Classroom-Management Methods and Student Learning-Motivation Prediction Analysis

We adopted the stepwise multiple-regression statistical method by using the three dimensions of social-studies classroom management as predictor variables and overall student learning motivation as the criterion variable. Table 3 presents the results of the stepwise multiple-regression analysis. The tolerance (TOL) values were between .524 and .700, and all were greater than .10. The variance inflation factor (VIF) values were between 1.429 and 1.907, and all were less than 10. Therefore, the collinearity between the independent variables was not severe. In order, the variables able to predict student learning motivation effectively were learning atmosphere, classroom-environmental management, and teaching activities. The total amount of variance explained was 47.9%. learning atmosphere possessed the most predictive power, explaining 46.3% of the variance. The final standardized regression equation obtained was as follows: student learning motivation = .512 \* learning atmosphere + .145 \* classroom-environmental management + .043 \* teaching activities.

The standardized regression coefficients indicate that the  $\beta$  coefficient values of the three predictor variables entered in the regression model were all positive numbers. This indicates that all variables had a positive influence on student learning motivation. In other words, high values of learning atmosphere, classroom-environmental management, and teaching activities within social-studies classroom management were associated with the high measured values in student learning motivation.

### DISCUSSION

In this study the authors found that social-studies classroom management as perceived by JHS students was above average. In order from high to low, the dimensions of social-studies classroom management were classroom-environmental management, learning atmosphere and teaching activities. We speculated that teachers only emphasized teaching activities compared to traditional education because of the influence of values in today's pluralistic society. Thus, the psychological level of this increased emphasis on situational education, parent-teacher rapport, and strong student-teacher interactions had a latent influence on student learning. Next, social-studies learning motivation as perceived by JHS students was also above average. In order from high to low, the dimensions of JHS social-studies student learning motivation were work values, self-efficacy and external reinforcement. We speculated that students were able to assess their own learning abilities and trusted in their individual work abilities in social-studies courses. Thus, students developed curiosity and interest, thereby fostering learning eagerness.

In this study the authors also found that social-studies classroom management had a significant positive influence on student learning motivation. The finding is consistent with those gained in previous investigations (Reinke et al., 2008; Reinke et al., 2009). Reinke et al. (2008) indicated that classroom management is directly correlated with student learning and academic achievements.

Finally, the results of this study indicated that social-studies classroom management could effectively predict student learning motivation and that learning atmosphere exerted the most influence. The finding is consistent with those gained in previous investigations (Brophy, 1987; Mojavezi & Tamiz, 2012). We inferred that favorable interactions between parents, teachers, and students made students enjoy learning social-studies content, indirectly increasing their interest in learning social-studies. This indicates that teachers can use the learning atmosphere to positively influence student learning motivation and encourage active learning in their students. This could increase student learning motivation and facilitate the successful completion of teaching objectives.

## CONCLUSIONS

The study showed that social-studies classroom management and social-studies learning motivation as perceived by JHS students was above average. In addition, student-perceived social-studies classroom management and student learning motivation were significantly and positively correlated. Social-studies classroom management exhibited predictive power on student learning motivation, learning atmosphere exhibited the most predictive power.

Finally, we suggested that increase teaching activity capabilities and create interesting learning environments. Conduct relevant research and enhance the classroom management ability of social-studies teachers. Train professional social-studies teachers and reduce the occurrence of disciplinary-based teaching involving multiple teachers.

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