

Classroom Management Skills, Work Motivation And Commitment of Chinese University Faculty

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Abstract: This study used a descriptive research methodology to examine the relationship between classroom management skills, work motivation and commitment of Chinese university teachers, and a proposal for training and development program in order to improve teachers' management skills, motivation and commitment to their work was offered. The participants of this study were college teachers from Yunan University of Finance and Economics, YNUFE, China. The total population of the teachers in this university is 2000. The study revealed that most of the respondents were male, between 26 and 30 years of age, between 11 and 15 years of work experience, and most had a master's degree. The respondents agreed that they were motivated in the classroom psychological and social environment, at the individual level, in the inter-classroom interactions and within the classroom. In terms of motivation to learn, respondents strongly agreed with items such as "identification motivation", "external motivation", and "integration motivation". Two aspects of commitment were considered very important by the respondents, namely the reasons for employees to study abroad and the loyalty and emotional identification of the employees with the school. The significant positive correlation between classroom management skills, motivation and commitment is an important finding; hence, the researcher proposed an action plan to improve management skills, motivation and commitment in Chinese universities.

Keywords: Classroom management skills; Motivation; Commitment

Introduction

In Chinese tertiary education, the quality of teachers is directly related to the level and quality of teaching. Despite this widely shared understanding, the current teacher still needs to solve a series of problems, among which are the specific mechanisms by which teachers handle teaching situations in this field. One is to find an issue of a trend along this line, not on teacher training. To improve teacher training more effectively, Yang and Ji's (2018) study argues that there is a need for an in-depth study of how teachers' motivation and commitment play a role in the training process so that targeted training programs can be developed to improve the overall standard of education. By delving deeper into this issue, educators can more fully understand and address the challenges in the current education system to study how teachers manage classrooms, discuss the variables of classroom management.

Hassan (2019) states that work motivation refers to the drive and desire in an individual's work. The intrinsic drive enables an individual to participate in work, engage in work, and persist in it. Although past studies have delved into the conceptual and theoretical models of work motivation and proposed some ways to measure it, many aspects still need to be clarified in the field of teaching and learning, especially regarding the mechanisms of teacher training needs. Various factors influence work motivation, including individual personality, organizational context, and job design. However, there is still a lack of clear guidance on how to understand and respond to these factors in an educational context and how to develop specific strategies to improve work motivate.

There is a need for further research into the specific influences of work motivation in teaching and learning to gain a more comprehensive understanding of the mechanisms that shape the demand for teacher training. In addition, practical strategies need to be proposed to address the uniqueness of this field to promote teachers' work motivation and inspire their passion for education. According to Tao (2019), in-depth analyses of differences in teachers' work motivation in different educational contexts and the development of individualized training programs are needed better to meet teachers' professional development

and work needs. By digging deeper into the nuances of work motivation and the mechanisms that influence it, findings can better support educators and increase their engagement and satisfaction with their teaching tasks, thereby advancing the field of education.

On the other hand, Gobena's (2022) definition emphasizes commitment as an expression of an individual's sense of importance and responsibility for their work, including loyalty to the organization and dedication to the job. Despite the progress made by previous studies on the conceptualization, theoretical modeling, and measurement of commitment, there still appears to be a relative need for more research in teaching and learning, especially regarding the mechanisms by which commitment influences the demand for teacher training. One possible reason for this is the complexity of the teaching and learning field, which involves various factors, such as subject characteristics, student differences, and educational policies.

This makes it more challenging to conduct systematic research in this area, as the interaction of multiple variables must be considered. In addition, Ren (2020) argues that limited research resources have made researchers more inclined to focus on other, more defined, or pressing issues at the expense of in-depth studies on the relationship between commitment and teacher training needs. In addition, there may be limitations in the field of teaching and learning that have led researchers to need more knowledge about the mechanisms that influence commitment and specific strategies to improve it. The notion that commitment is a natural educator trait and, therefore, less need for specialized research or intervention may exist. The emphasis on the lack of research may be because previous researchers have yet to view commitment as an essential variable independent of other factors or because they perceive it to play a relatively minor role in teaching and learning.

This cognitive bias may have led to the neglect of commitment research. Wang (2022) argued that to reinforce this view, future research could be devoted to parsing the specific links between commitment and teacher training needs in the teaching and learning domain, as well as to developing practical strategies to promote commitment levels among educational practitioners, thereby enhancing their professional development and job effectiveness.

Researchers have defined classroom management skills as the knowledge, skills, and competencies required in management positions, including leadership, communication, and organizational skills. Previous studies have provided detailed definitions of classroom management skills and proposed theoretical models and measures while noting that this skill is influenced by individual personality, organizational context, and job design. However, in teaching and learning, the mechanisms of how classroom management skills affect the training needs of teachers need to be better researched, and there needs to be more explicit guidance on specific strategies to improve classroom management skills.

This study aims to examine the mechanisms by which classroom management skills, work motivation, and commitment affect teacher training needs and propose strategies to improve work motivation, commitment, and classroom management skills. The study's theoretical framework involves the relationship between classroom management skills and teacher training needs, as Jones (2020) mentioned in his research and Smith and Brown's (2018) discussion of specific strategies to improve classroom management skills.

Firstly, Jones's (2020) study emphasized the positive impact of classroom management skills on the demand for teacher training. This suggests that teachers with good classroom management skills are more likely to demonstrate a need for teacher training. At this point, the study could delve further into how different types of classroom management skills influence the demand for teacher training to understand the relationship more fully.

Secondly, Smith and Brown (2018) provide some insight into specific strategies for improving classroom management skills. Research could further refine these strategies to provide practical guidance to help educational institutions and administrators better prepare and develop teachers' classroom management skills. This may include training programs, mentorships, and empirical case studies to ensure that teachers can effectively apply the management skills they have learned in their teaching.

Finally, this study also focuses on how work motivation and commitment influence teachers' training needs. By gaining an in-depth understanding of teachers' work motivation and commitment levels, the study can reveal the relationship between these two and teachers' training needs and suggest appropriate strategies to enhance teachers' work motivation and commitment levels, thereby facilitating their positive response to training.

Taken together, the contribution of this study is to provide theoretical support and practical guidance for improving teacher training needs and teacher job effectiveness. Through in-depth analyses of the relationship between classroom management skills, work motivation, and commitment, as well as proposing corresponding strategies, the study is expected to provide targeted recommendations for educational administrators and policymakers to improve the teacher training system and contribute to the quality of education.

Conclusion

The following findings are reached as a result of the study and discussion of the aforementioned data:

1. Most of the respondents were male, between 26 and 30 years of age, between 11 and 15 years of work experience, and most had a master's degree.
2. The respondents agreed that they were motivated in the classroom psychological and social environment, at the individual level, in the inter-classroom interactions and within the classroom.
3. In terms of motivation to learn, respondents strongly agreed with identification motivation, external motivation, and integration motivation.
4. Two aspects of commitment were considered very important by the respondents, namely the reasons for employees to study abroad and the loyalty and emotional identification of the employees with the school.
5. The significant positive correlation between classroom management skills, motivation and commitment is an important finding.
6. The researcher proposed an action plan to improve management skills, motivation and commitment in Chinese universities.

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