

Perceptions of Students about Classroom Management as a Contributing Factor Towards Learning at Secondary School

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Abstract

Teachers are not born but are made, their training and education both concentrates on enabling them to control the class for the better and effective delivery of content. It is also to attract the students towards the critical nature of content which they need to put in practice in the live situations. Posh cities attract the attention of the authorities in particular and the remote cities remain deprived due to many reasons. The study under consideration was a survey of the opinions of students about the classroom management by their teachers and its consequent affect on the learning at the secondary school level.

Keywords: classroom management, planning, professional obligation, Pakistan

1. Introduction

Pakistan is badly in need of teachers with deferential qualities, professional grasp, sound mastery of the content, which comes under the purview of teacher education and teacher training institutions. In this perspective these institution are required to undertake painstaking job to equip the prospective teachers with the teaching skills and instill in them the encouraging and proficient attitude.

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Secondary education is an important part of education because of being the terminal stage, and a stage from where people join the ladder of professions, this stage needs accurate decisions to minimize the disguising factors to mislead the clientele (Hussain, 2004)

Whatever the teachers do as their duty or obligation may be briefed and summarized under any one of the six categories given as under. Many states of America like Florida rate and observe inline with the same or similar categories to reward and benefit the teachers. The teachers are supposed to develop and weave the thread of thoughts around such organized categories and systems of teaching. Given here are the six tasks teachers may do using the tools and procedures identified which may be of help to grow and continuously enrich our day-to-day teaching experience.

Teaching starts well ahead of actual presentation of the lesson. It needs to organize the content according to the level, expertise, experience, interest and the immediate need of the students. It takes the shape of planning, developing, and organizing instruction as the major responsibilities of a teacher. If a teacher is well experienced in planning his/her lessons, s/he takes his/her routine teaching tasks easier, comfortable and enjoying. Unluckily, most of our teachers don't find themselves inclined to and spare time for truly creative effective, unique and ideal teaching plans for their classes, others may admire of. This is especially required of them when they are teaching several preps. It is urged expected and a moral duty of each and every teacher to keep on upgrading the lessons for each semester to come. This will help keep them and their material fresh.

Most of the teachers take ill of it that they have to spend time on attendance out of the allocated time for teaching. They are also under obligation to keep the record of grades, and follow these processes alongside necessary house and recordkeeping, and sparing time to appraise the parents and their own seniors along with other stakeholders about the progression of teaching.

The way that a teacher discharges these responsibilities exposes many things about his/her use of and effectiveness of classroom organization skills. If the systems and their processes and procedures are easier, comfortable, tangible and in place, then the teachers can spare more time to focus on instructing and interacting and resolving the students problems at the full length.

Many new teachers find that teaching is what scares them the most. However, a couple of tools if properly used can really help them create an effective classroom management policy. These tools include posted rules combined with a posted discipline policy all of which are consistently and fairly enforced. If you are not fair or do not follow through with your posted policies, you will have a very hard time keeping a well-managed classroom.

Once the planning is done and students are sitting in class waiting to be taught, a teacher is at a critical juncture - how will s/he will actually present them the subject matter. While teachers typically decide on their main mode of delivery during the planning phase, they will not actually implement these methods until they are face-to-face with their class. There are important tools that all teachers should have in their teaching arsenal no matter which method of delivery they are using including verbal clues, effective wait time, and authentic praise.

All instruction should be built around assessments. When a teacher sits down to develop a lesson, he/she begins by determining how s/he will measure whether the students learned what they were trying to teach. While the instruction is the core of the course, the assessments are the measure of success. Therefore, it is important that teachers spend some time creating and refining valid assessments for their students.

Every teacher must meet certain professional obligations depending on their school, their province, their state, and their area of certification. These obligations might range from something as mundane as hall duty during their planning period to something more time consuming like participating in professional development opportunities required to get recertified. Further, teachers might be asked to sponsor a club or chair a school committee. All of these require a teacher's time and are a required part of a teaching career (Kelly, 2012).

For all this classroom is the formal place, where the teacher has to make the students comfortable. It starts with the seating plan, participation with teacher, posing questions, seeking guidance from the teacher. Furthermore the classroom ethics talking, walking, sharing, pitch of voice, tolerance of teacher and fellow colleagues becomes the obligation on part of the students.

On the part of the teachers, it's not only the lesson plan but the class meeting place, time of meetings, nature of lecture, prerequisites of lecture, essentials of participation, allotment of seating, way to participate in posing question, these are all told to the students well in advance.

Teacher plans and informs the students about the activities which may be conducted in the class, the behavior expected from students, rules students are required to follow, the progression of course and its end, assignments and interest of homework. These are all the professional duties of the teacher regarding the classroom and conduct of students. In addition to it, the grading system is also discussed with the students by the teachers.

Teacher encourages, motivates and maintains the records of the activities of the students in the shape of teacher's portfolio. Classroom is actually meant for the behavioral change, socialization, helping and sharing the information and knowledge with colleagues, have patience for accepting other's point of view, enable one to develop, form view point and defend it. In our situation, the classes are overcrowded, the training is ideal, the planning is not done well in advance, expectations are not told to the students, and appreciation for appropriate behavior is nonexistent. Inappropriate behavior is not discouraged. Ultimately classroom becomes the place where information is only passed on without any concern of ethics, rules and regulations.

Since the realities of the ground are not known. Hence it becomes essential to explore these focusing on the topic "Classroom management as a contributing factor towards learning at secondary school".

1.1 Statement of the Problem

Teacher has to do many tasks along with the classroom management. Teacher is supposed to follow sequential steps for the same.

This research has specified dimensions to be explored remaining focused on "Students perceptions of classroom management as a contributing factor towards learning at secondary school"

1.2 Objectives of the Study

The study has been premeditated to achieve the following objectives:

1. To identify the practices as per perceptions of students regarding classroom management by the teachers at secondary school level
2. To investigate the scope of using the practice of classroom management inside the classroom
3. To know the impact of classroom management practices used by the teachers in classroom and its impact on student achievement

1.3 Significance of the Study

The study is noteworthy due to following expected divulgements out of it:

1. It would help us in identifying the various classroom management techniques used by the teachers, since the teachers use the varied techniques.
2. Their effectiveness would be made known and may lead others to follow the most effective managerial techniques by the other teachers.
3. It would also be of help to the head teachers in showing the effective management techniques to other colleagues and helping them out to use the same in their classrooms with certain amendment.
4. The novelty and situational match of classroom management may also be known and act as a leading factor for the other teachers.
5. This study would help in identify good classroom management from the poor classroom management helping the principals to rate the teachers accordingly, and the teachers to follow their colleagues.
6. All the efforts are always geared with all motivations to enhance and boost the student achievement. The possible good and bad practices effecting the student's achievement would also be known.
7. The study would also help us to know what had been the achievement of the students of the good classroom managers and poor classroom managers.

1.4 Assumptions of the Study

Following assumptions underlie the study:

1. Teachers are provided with the training of classroom management twice, once in the pre-service education and secondly in the in-service training
2. Teachers normally manage the classes without knowing that it has an impact on the student's achievement
3. There is diversity in the management style of the teachers

2. Review of Related Literature

Meyer and Turner (2006) argue that educational researchers must have and know about the important components to create a positive learning environment. They say that learning how you can improve helps as an effective way of learning in the classroom. The emotions of the students and teachers, both emotions create an environment in the classroom. Good emotions can create good atmosphere and negative emotions can destroy the learning environment. So to create a learning environment, it is said that the way classroom motivation led to the examination of emotions. Different theories of motivation as risk taking flow theory and goal theory helps us understand the impact of emotions in the classroom. To motivate students to learn, the basic element and foundation is to create better relationships between teachers and students. This interaction and the relationship between teachers and students will help create a free and frank atmosphere free of hesitation. Such claim can help motivate both students and teachers. So for a better learning environment, there is a need to integrate emotion, motivation and cognition, which will effectively and efficiently create a learning environment.

Carlson and Burke's (1998) study shows that there is a relationship between the teaching of ethics and the evolution of student thinking. On the day before or the beginning of class, students have set themselves the concept of ethics as, go in class, listening to lectures, obey the teacher, etc. However, at the time of final term or end of year students observe and in accordance with the State of hidden curriculum, students have the diversification and flexibility in their thinking. At this level or time, students think widely and notes about the responsibilities of the teacher.

Students observe the leader (teacher), because the educator is an exemplary person for the learners. So throughout the year, students are able to understand about the complex situation that influences ethical behavior.

Leflot, van Lier, Onghena and Colpin (2010) advocate that supervisory approach of classroom teachers develop thrust on the student behavior. The article talks of an investigation to give positive feedback and less use of the negative comments increases the work behavior of students. Instead, a teacher mostly gives a negative feedback. So most of the students become disheartened and do not remain interested in any classroom task. Therefore, to produce and create the learning environment in the classroom, it is necessary that the teacher uses this type of strategies that help students motivate to show better performance and positive behavior.

Duffy, Warren and Walsh (2002) state that there are different effects related to the learning environment in the classroom. Like, gender, teacher gender and Classroom student subjects of study (English, math, etc.) It was observed that the teachers interacted with male students because male students have started more direct verbal interactions with teachers than female students. Thus, the paper shows that the major factor is that male students are very interested in the class teacher. Therefore, the two kinds of students and teachers have a great effect on the learning environment. Interaction in the classroom and learning environment for students can aerated toward study tasks involved. For this task participation, interaction is an important element of good relationship between teachers and students. Therefore, in classroom management, it is required to consider that the variety is to teach learners about the instructor which stands the important issue for better learning.

Broekkamp, Bernadette and Van Hout-Wolters (2007) noted that students can pay extraordinary concentration to significant information and read information such as the themes that can be concluded from the information from that topic. Research is clear about this, that the strategy can be used to prepare the test. Therefore, for this task, the author presents a model for preparing the test theoretical in nature. This model includes teachers' demands that the type of work he / she intends. The other factor test preparation is to think about the perceptions of these demands. The third factor is to know what are the personal goals of students study and how development strategies, may adapt to the skills of the students.

It all helps to prepare the test to get good results. So this model is concerned that teachers should use tests as learning tools. For doing this, it is important for teachers to know about the adaptation strategy.

Luo, Bellows and Grady (2000) say that there are some problems for teaching assistants in teaching. To teach a class, attendees have some common issues and problems to face. The most watched and observed issues include, without good planning, there is a good way to organize the lesson, to motivate and impart control over students.

3. Research Design

Research was a descriptive survey based on the opinions of students studying at Government Boys High Schools in class IX for the session 2012-13. Study was planned to unearth the ways of classroom management at the fore mentioned four schools. Two questionnaires were developed one was meant for the teachers and the other was devised for the students. Data were gathered by the researcher himself by administering the instruments.

3.1 Population of the Study

The students of class IX studying at three government boys' and one private boys high school at Chiniot district constituted the population of the study. Only the sample was based on the teachers of the selected students teaching science to students.

3.2 Sample of the Study

Only three available government high schools and one private boys high school was selected as the sample spots because the other private school showed their inability to participate in the research. Two science teachers from government and private boys high school whose classroom management was to be evaluated were supposed to act as sample. No classification could be made as rural/urban students and teachers etc.

3.3 Instruments of the Study

Two questionnaires were developed and used one for teachers and other for students. It comprised of 55 items, in which they were asked to respond at 5- point Likert scale ranging from '1' indicating never to '5' indicating always in terms of how frequently they practiced each behavior. The face validity of the instruments was got determined by the experts where as the reliability was determined through pilot testing and computing of Chronbach Alpha. The reliability of the questionnaire for students came out to be .93 where as it was .91 for teachers of science included in the sample.

3.4 Pilot Testing

Researcher choose two teachers each from the three schools, who were teaching general science to the lower classes, but their posting was as a high school teacher had M. Ed to their credit as their professional qualification which was similar to those included in the sample. They were given the questionnaire to respond.

3.5 Data Collection

Permission to administer the questionnaires was procured from the school principals. Data collection time and venue was decided with the teachers concerned before the administration of the research tool and conduct of research. Researchers turned up earlier asked the teachers about their convenient schedule of time date and venue and fixed it with each teacher individually.

4. Results and Discussion

Collected data was organized, tabulated and entered in to SPSS. It was analyzed on the basis of mean and percentage. Analysis of data identified six main elements of classroom management i.e. social relationing, students' involvement, investigation, task orientation, cooperation and equity.

4.1 Social Relating

Teachers were observed in the classroom setting regarding the practice of social relating and most of the teachers were found acting and reacting with the students in a loving manner, their choice of words was very appropriate. In this regard, findings of the study reveal that the students' perception with the element of social relating was positive. Analysis indicates that majority of the participants choose "often" or "always" to respond on different statements except for the items "getting help from the students and teacher" where the option chosen by the participants is sometimes. Item-wise analysis indicates that majority (85%) of the students stated that they often or always make friendships among students in class while 82.6 % stated that they know other students in the class. Similarly, majority (78%) of the students perceived that they always work well with other class members and help other class members when they have problem with their work. Findings also indicate that majority (77%) of the students stated that students of their class like them and they always seek help from other students. Likewise, 72.8% of the students stated that the teacher takes a personal interest in their work while 82% stated that teacher takes interest in their problems and helps them when they have any trouble with their work. Overall, item-wise picture of the analysis can be seen in table 1.

Table 1 Students' perceptions of Social relating as an element of classroom management

Statement	Extent of perceptions %				
	Never	Sometimes	Often	Always	Total
I make friendships among students in this class	5.0	10.0	12.3	72.8	100.0
I know other students in the class	2.0	15.5	23.8	58.8	100.0
I am friendly to members of this class	4.5	17.3	36.5	41.8	100.0
Members of this class are my friends	3.8	12.5	34.3	49.5	100.0
I work well with other class members	4.8	17.0	29.0	49.3	100.0
I help other class members who are having problem with their work	3.0	22.5	27.3	47.3	100.0
Students in this class like me	2.8	20.3	29.8	47.3	100.0
In this class, I get help from other students	6.3	35.3	32.8	25.8	100.0
The teacher takes a personal interest in me	7.3	20.0	26.0	46.8	100.0
The teacher goes out of his/her way to help me	18.8	17.8	22.3	41.3	100.0
The teacher considers my feelings	3.0	14.8	29.8	52.5	100.0
The teacher helps me when I have trouble with the work	1.8	16.5	22.0	59.8	100.0
The teacher talks with me	3.8	35.3	29.3	31.8	100.0
The teacher is interested in my problems	7.0	21.0	29.8	42.3	100.0
The teacher's questions help me to understand	1.3	12.3	23.8	62.8	100.0

4.2 Involvement of Students

With regard to the perceptions of students related to their involvement in the classroom, it seems that it is scattered as three of the eight items were chosen by wider majority as the most experienced e.g. I discuss the ideas in the class, I explain my ideas to the students and I am asked to solve the problems. Remaining four items were rated as often experienced like; I give my opinion during class discussion, the teacher asks me questions, I ask the teacher questions and student discuss with me how to go about solving problems. Only one item appears to be happening sometimes and that is; my ideas and suggestions are used during classroom discussions, as can shown in table 2.

Table 2: Students' Perceptions of Involvement as an Element of Classroom Management

Statement	Extent of perceptions %				Total
	Never	Sometimes	Often	Always	
I discuss ideas in class	5.3	23.0	21.8	50.0	100.0
I give my opinions during class discussions	2.8	24.8	38.5	34.0	100.0
The teacher asks me questions	2.5	26.0	40.0	31.5	100.0
My ideas and suggestions are used during classroom discussions	5.8	32.3	30.5	31.5	100.0
I ask the teacher questions	3.0	30.5	36.3	30.3	100.0
I explain my ideas to other students	8.0	17.8	30.3	44.0	100.0
Students discuss with me how to go about solving problems	4.3	24.0	36.0	35.8	100.0
I am asked to solve the problems	7.8	25.5	33.3	33.5	100.0

4.3 Investigation

The perceptions of students related to investigation as an element of classroom management were positive. In this regard, analysis shows that majority of the respondents choose the option of "often" or "always" to respond on all the items related to the element of investigations. Analysis indicates that majority (72.6%) of the participants stated that they often or always carry out investigations to test their ideas while 73.6% stated that they often or always asked to think about the evidence for statements. Similarly, 73.1% stated that they often or always carry out investigations to answer the questions coming from discussions while 71.3 explain the meaning of statements, diagrams and graphs.

Findings also indicate that majority (73%) of the participants often or always carry out investigations to answer the questions which puzzle them while 74.8% stated they carry out investigations to answer the teacher's questions. Likewise, three-fourth (75%) of the students stated that they often or always find out answers to questions by doing investigations while 71% stated that they solve problems by using information obtained from their own investigations. Overall, it can be concluded that majority of the students often or always carry out investigation to answer different questions and solve different problems faced during class room instruction, as shown in table 3.

Table 3: Students' Perceptions of Investigation as an Element of Classroom Management

Statement	Extent of perceptions %				Total
	Never	Sometimes	Often	Always	
I carry out investigations to test my ideas	6.0	21.5	26.3	46.3	100.0
I am asked to think about the evidence for statements	3.8	22.8	38.3	35.3	100.0
I carry out investigations to answer questions coming from discussions	3.3	23.8	30.3	42.8	100.0
I explain the meaning of statements, diagrams and graphs	7.8	21.0	31.3	40.0	100.0
I carry out investigations to answer questions which puzzle me	5.3	21.8	30.0	43.0	100.0
I carry out investigations to answer the teacher's questions	4.5	20.8	34.5	40.3	100.0
I find out answers to questions by doing investigations	4.0	21.0	29.8	45.3	100.0
I solve problems by using information obtained from my own investigations	7.3	21.8	20.0	51.0	100.0

4.4 Task Orientation

With regard to task orientation as an element of classroom management, findings of the study reveal that majority of the students stated that they often or always do different activities to accomplish the task. In this regard, a great majority (85.8%) of the participants stated that they often or always get a certain amount of work done which is important to them while 80.3% stated that they do as much as they set out to do.

Similarly, majority (77.3%) of the students perceived that they always know the goals of their class while 85.8% stated that they are ready to start this class according to the schedule Findings also reveal that majority (81.8%) of the student often or always pay attention during their classroom instruction while 87% stated that they try to understand the work during classroom instruction (Table 4).

Table 4: Students' Perceptions of Task Orientation as An Element of Classroom Management

Statement	Extent of perceptions %				Total
	Never	Sometimes	Often	Always	
Getting a certain amount of work done is important to me	1.3	11.0	22.0	65.8	100.0
I do as much as I set out to do	3.0	16.8	33.8	46.5	100.0
I know the goals for this class	2.5	20.3	30.8	46.5	100.0
I am ready to start this class according to the schedule	3.5	10.8	28.3	57.5	100.0
I know what I am trying to accomplish in this class	3.8	19.5	24.0	52.8	100.0
I pay attention during this class	3.3	15.0	23.8	58.0	100.0
I try to understand the work in this class	1.5	11.5	22.5	64.5	100.0
I know how much work I have to do	3.0	10.8	24.5	61.8	100.0

4.5 Cooperation among Students

With regard to the cooperation among students as an element classroom management, it is inferred from the findings that majority of the students always cooperate each other during different activities of classroom instructing. In this regard, analysis indicates that majority (82.3%) of the students always cooperate with other students when they do assignment work while 78.8% often or always share their resources with other students when they do assignments. Similarly, 80.3% of the students often or always work in groups in class as a team while 73% stated that they always learn from other students in class when they work in group. Findings also display that majority (77.6%) of the students stated that they often or always cooperate with other students on class activities The above table 5 reveals that the student's perceptions go by the element of cooperation and other students like to work with them to achieve class goals, as can be seen in table 5.

Table 5: Students' Perceptions of Cooperation as an Element of Classroom Management

Statement	Extent of perceptions %				Total
	Never	Sometimes	Often	Always	
I cooperate with other students when doing assignment work	1.8	16.0	27.5	54.8	100.0
I share my resources with other students when doing assignments	3.0	18.3	39.8	39.0	100.0
When I work in groups in this class, there is teamwork	2.8	17.0	27.8	52.5	100.0
I work with other students on projects in this class	4.8	21.3	31.5	42.5	100.0
I learn from other students in this class	5.5	21.5	23.0	50.0	100.0
I work with other students in class	5.3	19.8	21.8	53.3	100.0
I cooperate with other students on class activities	2.5	20.0	33.3	44.3	100.0
Students work with me to achieve class goals	4.3	18.0	27.3	50.5	100.0

4.6 Equity

With regard to equity as an element of classroom management, findings indicate that majority (82%) of the participants stated that teacher always gives as much attention to their questions as to other students' questions while 84.3% of the students stated that they get the same chance of help from the teacher as do other students. Similarly, majority (81.5%) of the students are always treated the same as other students in the class while 76.8% of the students receive the same encouragement from the teacher as other students. Findings also shows that majority (74.6%) of the students stated that they always get the same opportunity to contribute to class discussions as other students while 77.8% stated that they always get the same opportunity to answer questions as other students. Overall, item-wise analysis can be seen in table 6.

Table 6: Students' Perceptions of Equity as an Element of Classroom Management

Statement	Extent of perceptions %				Total
	Never	Sometimes	Often	Always	
The teacher gives as much attention to my questions as to other students' questions	7.0	11.0	27.0	55.0	100.0
I get the same amount of help from the teacher as do other students	3.3	12.5	37.8	46.5	100.0
I have the same amount of say in this class as other students	4.3	21.0	31.0	43.8	100.0
I am treated the same as other students in this class	3.5	15.0	26.5	55.0	100.0
I receive the same encouragement from the teacher as other students do	3.3	20.0	28.3	48.5	100.0
I get the same opportunity to contribute to class discussions as other students	2.8	22.8	29.8	44.8	100.0
My work receives as much praise as other students' work	4.5	19.3	25.0	51.3	100.0
I get the same opportunity to answer questions as other students	7.0	15.3	21.3	56.5	100.0

5 Suggestions

- At the universal level, schools establish expectations for behavior; students, staff, and families state these expectations to ensure that they are understood; schools operationalize positive behaviors and teach them to students; teachers have pro-social contacts with students; teachers receive formal training in behavior management; the school establishes a school-wide leadership team; and the school implements a systematic system of recording student behavior to facilitate decision-making regarding students behavior.
- At the secondary level of involvement, an evidence-based agenda such as First Steps to Success can be put into practice with groups of students those who are in need of this level of support.
- At the third level, schools can institute individualized programs for some of the students on the basis of an analysis of functions of the problematic behavior the way it curbs the student.

- Classroom teachers are not normally trained in practical estimation of behavior; therefore they seek advice from their colleagues who have know-how in this area. Comprehensive information on developing systems of constructive behavioral prop up can be obtained from this study.
- As a description of launching social and emotional skills in the classroom, a teacher may carry out of class meetings or allocation circles where students are made confident to share their thoughts and feelings about school and community events. These activities support social connections and engineer a sense of community in the classroom; the same could be excavated out of the current research.

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