

TEACHERS' MANAGEMENT STYLE AND STUDENTS' ENGAEMENT

ABSTRACT

This study aimed to find out how students' perception of their teachers' degree of control affects their classroom engagement and self-determination in the context of an authoritarian or authoritative classroom management style. We used convenient sampling to collect our data from 62 participants of different nationalities who had completed our online survey questionnaire on their perception of a specific subject teacher's degree of control, their level of self-determination and classroom engagement/ disengagement experience when being in that particular class. Results obtained from our data analysis showed that a higher level of perceived teachers' control were significantly associated with a higher level of students' classroom disengagement and a lower level of students' self-determination. In addition, the results also showed that a higher level of students' self-determination was significantly associated with a higher level of classroom engagement. The results of this study showed that teachers can help students to have greater classroom engagement by helping them to become a self-determined person who is autonomous, competent and has a sense of relatedness, as posited by the self-determination theory. Teachers who adopt authoritarian classroom management style can consider reducing their degree of perceived control in different ways such as increasing parental involvement in students' school life and designing a more developmentally appropriate curriculum to promote students' self-determination so that they can engage in subject-related activities more independently in a less restrictive and controlling classroom environment where their potential can be developed to the fullest.

Keywords: authoritarian vs authoritative classroom management style, degree of control, self-determination, classroom engagement, self-efficacy