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RESEARCH PAPER

Effect of Teacher Motivation and Effective Classroom Participation on Students' Critical Thinking Skills

[1]Mesha Kanwal, [2]Dr. Asad Ali Manzoor* and [3]Fakahr-UL-Zaman

1. MS Scholar Education, University of Sialkot, Sialkot, Punjab, Pakistan
2. Lecturer, Department of Education, University of Narowal , Punjab, Pakistan
3. Visiting Lecturer, Department of Education, University of Narowal , Punjab, Pakistan

| *Corresponding Author | Asad.manzoor@uon.edu.pk |

ABSTRACT

Motivation is necessary in all the fields of life specifically teachers' motivation is important to make teaching learning process a success. This study investigated the effect of teachers' motivation and Effective Classroom Participation on Students Critical Thinking at Secondary School Level. The researcher used quantitative survey research design to conduct this study. Simple random sampling was used to select the schools at first stage and 25 five students were randomly selected from these schools of district Sialkot and district Narowal. Urban and rural both localities are both represented in the sample. The questionnaire was used to collect the data of this study reliability and validity of the questionnaire was ensured. The collected data was analyzed by using SPSS version 25.0 the descriptive statistics was used to calculate frequency, percentage, mean score, and standard deviation tests. The results of the study show that, there is a strong effect of teacher on students critical thinking skills at secondary school in District Narowal and Sialkot. Those teachers who have high motivation the students also have high critical thinking. The study recommends that, school environment and teachers motivation needs to be improved to develop better critical thinking skills among students.

| **KEYWORDS** | Classroom Participation, Critical Thinking Skills, Motivation |

Introduction

Those mechanisms, both rational and initiative-based, by which people try to satiate their fundamental urges and personal goals are generally referred to as being motivated (Zimmerman et al., 2017). The perceived necessities that mostly lead to behaviour in people (Wolters & Benzon, 2013). Wischgoll (2016) claimed that motivation is an inner power that offers stimulus to an individual to achieve goals, Ward et al. (2018) asserted that motivation provides a basic purpose and direction to accomplish behavioural processes. Through motivation, a person's positive feelings are encouraged and their bad emotions are avoided. According to (Wang & Hou, 2015), motivation is the acceptance of a person's need in a real setting. With a high level of need acceptance, learners' satisfaction levels and performance levels in terms of achievement rise.

According to Virginie and Liesbeth (2021), an idea is anything that motivates us to continue working toward a goal. The term "motivation" refers to conceptualised thinking that takes into account internal forces, behavioural responses, belief formation, and hidden influences on attitudes toward goal-oriented tasks. Instincts, qualities, attitudes, discipline, and willpower are all intimately related to motivation. Motivation prioritises the process over the end result. Actions taken by a person toward a particular job can reveal a person's motivation. Motivation involves both mental and physical activity. While cerebral activities offer the chance for planning, organising, monitoring, decision-making, problem-solving,

and goal-achieving, physical activities assist a person to participate through actions. According to Veenman (2016) motivation is the process by which individuals initiate, guide, and sustain themselves in order to attain goal.

The fundamental element of all forms of learning is motivation. Without encouraging a learner, a successful learning process becomes difficult. Numerous challenges with classroom discipline and low motivation exist. Due to ignorance and a lack of adequate motivation, parents, educators, counsellors, and school administrators encounter numerous challenges in their efforts to eliminate behavioural issues in society. If parents and teachers properly and promptly motivate their children, learners can

All forms of learning are said to depend fundamentally on motivation. Without stimulating a learner, learning cannot proceed effectively. Lack of motivation causes a lot of discipline difficulties in the classroom. Due to ignorance and a lack of appropriate incentive, parents, educators, counsellors, and school administrators confront numerous challenges while attempting to eliminate behavioural issues in society. With the right and timely motivation from parents and teachers, students can improve their learning at any level of academic achievement. Trenshaw et al. (2016) came to the conclusion that girls outperform guys in academics because they are more motivated to read than their male counterparts.

Female students exhibit more achievement than male students, according to Zimmerman (2013), because they are more motivated to achieve than their male counterparts. Numerous studies have demonstrated a beneficial correlation between increased academic achievement and peer support for students' emotional and behavioural engagement in the classroom. During the teaching-learning process, these linkages are closely related to the perceptions, emotions, and sentiments of the students as well as their sense of satisfaction. Additionally, it is essential for students' cognitive engagement in order for them to compete and attain higher academic success (van Genugten et al., 2017). The following is a summary of several learner motivational tactics:

The enthusiasm of the teacher inspires students to learn. Teachers ought to serve as examples for their charges. The teacher should be extremely passionate and dedicated when presenting the course or task. In order to inspire pupils to believe in their own potential, teachers should show a genuine interest in their learning. The delivery of specific examples from everyday life must match the lesson. Learners must participate in the process. Promoting activity-based learning will help to keep students' attention. The lesson's goals should be reasonable and doable, according to the teacher. It's important to offer praise when it's due. The efforts of the students should be recognised by the teacher. In the classroom, constructive criticism must be encouraged. The level of achievement of the learner can be determined through formative evaluation. Emotions and motivation have a direct impact on cognitive function (Valenzuela et al., 2015). The affective and cognitive learning domains both have emotional and cognitive sub processes.

Motivations and feelings both aid in a person's adaptation to a certain environment (Trenshaw et al., 2016). Motivation is also thought of as a person's desire to study and learn more in order to receive rewards and stay away from punishment. Similar to this, an individual's behaviour's intrinsic state determines whether they go toward or away from desirable tasks.

The conduct of students can be used to infer information about the connection between motivation and learning. Highly motivated students take an interest in their coursework, exhibit flexibility in their approach to learning, devote themselves to

problem-solving, prefer to finish activities on their own, and do not experience any pressure to study (Trautner & Schwinge, 2020).

Literature Review

Those mechanisms, both rational and initiative-based, by which people try to satiate their fundamental urges and personal goals are generally referred to as being motivated (Trautner & Schwinge, 2020). Tekkol and Demirel (2018) claimed that motivation is an inner power that offers impetus to an individual to achieve goals, Sun et al. (2018) asserted that attraction provides a basic direction and purpose to accomplish behavioural processes. Through motivation, a person's positive feelings are encouraged and their bad emotions are avoided. But according to Stoten (2014), motivation is the acceptance of a person's need in a real setting. With a high level of need acceptance, learners' satisfaction levels and performance levels in terms of achievement rise. According to Silva et al. (2018), an idea is anything that motivates us to continue working toward a goal. The term "motivation" refers to conceptualised thinking that takes into account internal forces, behavioural responses, belief formation, and hidden influences on attitudes toward goal-oriented tasks. Instincts, qualities, attitudes, discipline, and willpower are all intimately related to motivation. Motivation prioritises the process over the end result. Actions taken by a person toward a particular job can reveal a person's motivation. Motivation involves both mental and physical activity. While cerebral activities offer the chance for planning, organising, monitoring, decision-making, problem-solving, and goal-achieving, physical activities assist a person to participate through actions.

According to Silva et al. (2018) motivation is the process by which individuals initiate, guide, and sustain themselves in order to attain goals. We can use motivation as a tool to take action toward our goals. Motivation is a set of biological, social, affective, and cognitive abilities that can be used to effectively alter someone's behaviour. The study behaviour can also be formed among some of the students with the help of motivating staff. The factors like stimulation, direction, involvement and dedication help to reshape behaviour of a learner to accomplish specific goals. Observing a person allows one to see how their conduct has changed. Through social boundaries, the method of motivation is exposed to and transmitted to others.

Goals are also affiliated with the relationships of others because the accomplishment of goals spreads among learners quickly and automatically, inspiring other learners (Shogren et al., 2017). Therefore, goals can be accomplished through motivation with the aid of sharing and debate (Schweder, 2020). Many definitions of motivation along with their impacts. He defines motivation as the process through which an individual act to attain goals. It fuels the desire to accomplish goals.

The fundamental element of all forms of learning is motivation. Without encouraging a learner, a successful learning process becomes difficult. Numerous challenges with classroom discipline and low motivation exist. Due to ignorance and a lack of adequate motivation, parents, educators, counsellors, and school administrators encounter numerous challenges in their efforts to eliminate behavioural issues in society. If parents and teachers properly and promptly motivate their children, learners can improve their education at any academic achievement level. Girls perform better academically than boys because they are more motivated to read than boys are.

Teacher motivates towards learning

Schweder (2020), female students outperform male students in terms of achievement because they are more motivated to succeed. Numerous studies have demonstrated a strong correlation between peer comfort and support and improved academic performance in terms of students' emotional and behavioural involvement in the classroom. During the teaching-learning process, these linkages are closely related to the perceptions, emotions, and sentiments of the students as well as their sense of satisfaction. Additionally, it is essential for students' cognitive engagement in order for them to compete and attain higher academic success (Schweder, 2020). The enthusiasm of the teacher inspires students to learn. Teachers ought to serve as examples for their charges. The teacher should be extremely passionate and dedicated when presenting the course or task. In order to inspire pupils to believe in their own potential, teachers should show a genuine interest in their learning. The delivery of specific examples from everyday life must match the lesson. Learners must participate in the process. To increase learners' interest, activity-based learning should be encouraged. The lesson's goals should be reasonable and doable, according to the teacher. It's important to offer praise when it's due. The efforts of the students should be recognised by the teacher. In the classroom, corrective feedback must be encouraged.

One of the main forces that propels students to take charge of and complete all learning activities is motivation (Shogren et al., 2017). A stimulus such as this is what gives a student the ability or will to behave in the direction of achieving learning objectives. To choose learning activities, motivation is a crucial factor. When compared to students that lack motivation for learning, motivated students do better. The actions of students can reveal the connection between motivation and learning. Highly motivated students take an interest in their coursework, exhibit flexibility in their approach to learning, devote themselves to problem-solving, prefer to finish activities on their own, and do not experience any pressure to study.

Learning success and desire to learn are interdependent. Learners who are highly motivated should perform at a high level. In other words, having great motivation results in having high levels of competence. According to Schweder (2019), motivation is something that gives a person the drive to take action in the path of success. Additionally, it serves as a jumping off point and directs the student. In the classroom setting, student motivation can frequently be seen and observed in the areas of cognitive, emotional, social, and behavioural involvement.

There are a variety of ways that motivation affects learning and behaviour, some which are listed below:

i.   Achieving particular objectives: Motivation aids in the accomplishment of learning objectives that are more explicit. According to the behaviour school of thought, a person first chooses goals for himself, and then motivation aids him in moving toward achievement.

ii. Intensification of efforts: By utilising a variety of activities that are in line with aims and objectives, the learner intensifies his efforts and energy. Devotion and tenacity can increase the effectiveness of your efforts towards a task.

Educational psychologists are aware of how crucial motivation is to keeping students engaged in their learning. According to Schweder (2019), motivation is an internal state that heightens interest, alters, and sustains a person's attitude and behaviour toward

a particular task. The focus of science instruction and learning is still on students' cognitive abilities. The emotive domain, which is the most crucial domain due to its crucial role in concept creation and scientific achievement, is the one that receives the least attention.

The approach pupils utilise, their degree of knowledge, the framework, and other components of their educational environment all interact with motivation (Silva et al., 2018). Because education in poor nations is usually considered as a privilege that everyone aspires to, whereas it is seen as a tedious obligation by students in rich countries, the interest in learning science appears to be considerably higher in low-income countries than in well-developed countries. According to academics, motivation serves three interconnected psychological roles.

Change in behaviour

These include promoting behaviour, controlling consistency in behaviour, and directing behaviour in a specific direction (Tomkin et al., 2019). Behaviour is motivated by excitement and prioritisation. This is neither a fundamental belief nor a quality of human nature. Instead, it is a structure built on distinctive learning experiences and activities that vary depending on the context.

Student's Goals

These areas were taken into account when creating the property - based type scale for assessing students' interest in the science programmed. The actual aims an individual is trying to accomplish as well as the extent at which they simply trying to do so are made reference to as the participant's learning goals. Students have a goal choice when they have the ability to select from a variety of goal achievements they wish to attain on a certain classroom assignment. Goal commitment shows how committed pupils are to their goals and how zealous and persistent they are in pursuing them.

These learning objectives could be separated into performance objectives:

i. External objectives, such as competing with peers and teacher recognition. These goals are sometimes referred to as achievement goals.

ii. Internal goals the satisfaction that comes from knowing that one has enhanced one's competence and performed to a satisfactory level.

The student utilises a variety of methods known as active educational strategies to develop his or her When working to develop the property-based type scale to measure pupils' interaction in the science programs are typically, these aspects were taken into account. The precise goal that the patient is pursuing, as well as the intensity of their efforts, is their training objectives. When students have the option to choose from a selection of goal accomplishments that they aim to reach on a particular school task, they have goal choice.

Goal commitment demonstrates how devoted and persistent students are in pursuing their objectives. Depending on what they already know, to learn something new. To learn effectively, students must make connections between the prior knowledge they already possess and the new content they are exposed to popularised the term "active learning," which refers to educational methods that put the onus of having to learn on pupils rather than teachers. They covered a variety of ideas and approaches for fostering "active learning" in their paper, which they presented to the centre for the Study of Higher Education." (ASHE).

In the area of inquiry-based learning, the researchers have made an effort to look at a number of motivational elements and their potential effects (Salmond & Echevarria, 2017). A comprehensive understanding of the motivation construct, however, may not have been possible to convey. A high level of self-efficacy will enable students to value science activities and thus decide whether to be an active part of it or not. Research taking this holistic perspective is crucial to ensuring students' involvement cognitively in using new and effective strategies for relating new information to the knowledge acquired earlier.

Students who wish to be become scientists in the future will notably benefit from this incentive to learn science. But at the same time, it is crucial for all students in general because of its propensity to help students comprehend fundamental scientific information, respond to and handle human curiosity, draw conclusions from empirical evidence, and understand and defend the impact of human activities on the world.

Numerous studies confirm the importance of educating all pupils worldwide in science literacy (Salmond & Echevarria, 2017). Researchers typically aim to elaborate students' propensity for science learning, their emotional struggles, and the depth as well as the time is spent in this endeavour while seeking to delve into the construction of incentive in science learning. It's critical to identify the elements influencing this motivation.

The understanding of these elements will be beneficial for science teachers in creating, preserving, and boosting the learning motivation of science students (Pearce, 2019). A teacher can encourage children to learn science using a variety of techniques. These might be aimed for the classroom as a whole or to stimulate pupils individually. These initiatives can take many different forms, including school environment design. A teacher's motivating techniques may include overt teaching procedures, unrelenting intrusion, or the architecture of the classroom atmosphere (Panadero, 2017). They may also be targeted at specific pupils or the entire class. The desired outcome of a teacher's attempts to encourage children would be for them to become intrinsically or self-regulated driven.

Material and Methods

The processes and approach used for the thesis are covered in this chapter. The primary goal of the research was to understand "Effective classroom participation and teacher's motivation for students' critical thinking at secondary school level". This study is descriptive study. This chapter give detailed information about on the population, instrument, sample, data collection, data analysis and pilot study. The research approach and methods are covered in this chapter.

After deciding on a quantitative research strategy for the study, the sampling method utilised to gather data from the field is described in the chapter. The techniques used to gather information from students as well as the specifics of the research tools used is also covered.

The processes that define how data is gathered and analysed are referred to as research methodology (Pallant, 2020). It includes the study's design, sampling, sample size, data collection techniques, tools, data coding and recording, table formats, pre-testing, data analysis, and data interpretation.

Design of the Study

As per the researcher, the design of a study describes its type (descriptive, correlational, quasi-experimental, experimental, review, and meta-analytic) and sub-type

(for instance, descriptive-longitudinal case study), research problem, theories, self-reliant and dependent variables, experimental design, and, if necessary, data collection methods. The phrase "research design" refers to the overall method used to do research. It creates a logical and unambiguous framework for addressing established research questions through the gathering, analysis, and presentation of data. A research study's design will take into account the researcher's perspective on their ideas about the nature of knowledge and reality, which are frequently shaped by the disciplinary fields they are most familiar with.

A study design is a strategy that specifies how, when, and where data will be gathered and analysed. The research design essentially establishes the study variables; develops the research framework; establishes the study environment; establishes the research objectives; and establishes the population and sampling frame, data collection, analysis, and report writing. According to Dörnyei (2007), the research design must be "extremely clear cut and suits one" in order to reach the study's goals and respond to the research questions.

The study used a quantitative design approach. This approach was chosen because quantitative research necessitates gathering and evaluating numerical data in order to more fully comprehend and regulate events of interest. It makes heavy use of data; the quantitative approach often reaches a bigger audience than the qualitative one. The goal of descriptive research is to provide a description of the topic being studied.

Population

The current study was conducted with secondary school pupils in Punjab, Pakistan. The researcher selected the population from secondary school students from District Sialkot and Narowal both male and female. All secondary-level male and female students made up the population. From the entire Sialkot and Narowal district, 249 pupils were chosen.

Sample of the Study

A sample is the specific group from population. The sample size is less than the whole population. The sampling procedure may involve survey method or just a simple sample group, depending on the sort of study being undertaken. Every item in a community has an equal probability of being chosen by random sampling. Systematic sampling uses a fixed, recurring interval to select items for a sample and starts at a random location within the population. The researcher employed a multistage sampling strategy in this investigation. In the first phase, two Districts from the Gujranwala division Narowal and Sialkot were chosen using the convenience sampling technique. As part of the second phase, the researcher used a straight forward random sampling technique to schools and learners.

24 schools were chosen at convenience from a pool of 249 schools for the current study's data collection. Urban and rural locations are both represented in the sample. A straight forward random sampling procedure using random sampling techniques was used to choose 249 students for the study.

Research Instrument

According to Dörnyei (2007), a questionnaire is a set of inquiries that are given out to people in order to gather information on a particular subject. When designed and used

effectively, questionnaires can be a crucial tool for inferring information about particular individuals, groups, or large communities.

There were 45 statements about prejudice in the study's self-created questionnaire (based on gender, class, religion, disability, origin, socio economic status, and caste). The responses were strongly Agree, agree, doubtful, disagree, and disagree strongly. Each comment received a score between 1 and 5, with 1 denoting a severe disagreement and 5 denoting strong agreement.

Validity of Research Tool

Each questionnaire was examined once it was generated. There are 45 items in each questionnaire that was created for both male and female students. To meet the requirements, the researcher administered this questionnaire to 249 students in secondary schools. A survey was distributed to the students at various schools.

Following feedback from reputable experts, the researcher visited a university and spoke with a University of Sialkot specialist about the questionnaire. We amended the survey as needed and eliminated a few questions. With the gracious assistance of the consultants, the questionnaire's final draught was then reviewed and accepted. The questionnaire was retyped in order to get as many responses as possible, and with expert approval, it was then converted into its hard form.

Reliability of Research Tool

The study's questionnaire items' validity was examined using SPSS software. 45 claims for goods of average quality were chosen. The simplest and most difficult parts weren't included in the final list, though. The structured questionnaire's Cronbach's alpha score was determined to be 0.83 which considered to be highly reliable.

Data Collection

Researchers get in touch with participants and explain the full scope of the study to them before asking for their voluntary participation. Each participant certifies that the data will only be used for research and that they have received the necessary information regarding the study's objectives and data confidentiality. The researcher created a survey to gather data. The researcher selected male and female secondary school pupils from Sialkot and Narowal Pakistan. Dissemination of this survey by hand.

Data Analysis

Descriptive statistical methods used by the researcher. The most delicate step in the entire research process is the data analysis. A questionnaire is used to collect the information. One of the first applications for Microsoft Excel was managing closed-ended data. Utilizing the statistical programme for social science, descriptive statistical methods were used to evaluate the data (SPSS, 25.0). The study's research issue was addressed using the statistical concepts of mean, standard deviation, frequency, and percent frequency. Tables and pie charts were used to display the data analysis. The research was descriptive in nature. Statistics were used to address the study's research question, consisting of frequency, proportion, mean, and standard deviation. Tables and bar charts were used to display the data analysis. The study was descriptive in nature. Researcher ensured the respondents that, their identity will be kept secret.

Results and Discussion

Table 1
Classroom participation effects on student's critical thinking.

Sr.No.	Statement	Scale	Freq	Per%	Mean	SD
		SDA	12	4.8		
	Classroom participation effects on student's critical thinking.	DA	23	9.2		
1.		UD	36	14.5	3.80	1.091
		A	109	43.8		
		SA	69	27.7		
		Total	249	100.0		

Table No. 1 indicates the respondent's agreed the "Classroom participation effects on student's critical thinking. "Respondents of (71.5%) agreed towards "Classroom participation effects on student's critical thinking. Respondents (14.5%) can't decide towards the above-mentioned statement. Respondents (14.0%) disagree towards the classroom participation effects on student's critical thinking. Mean value of the above statement is (3.80) and the standard deviation score is (1.091) which shows the majority of the respondents inclined agree towards Classroom participation effects on student's critical thinking similar findings are discussed by (Abdullah et al., 2019).

Table 2
Teacher's encouragement during classroom participation helps students in problem solving

Sr.No	Statement	Scale	Freq	Per%	Mean	SD
		SDA	10	4.0		
	Teacher's encouragement during classroom participation helps students in problem solving.	DA	23	9.2		
2.		UD	33	13.3	3.88	1.080
		A	105	42.2		
		SA	78	31.3		
		Total	249	100.0		

Table 2 indicates the respondent's agreed the "Teacher's encouragement during classroom participation helps students in problem solving. "Respondents of (73.5%) agreed towards "Teacher's encouragement during classroom participation helps students in problem solving. Respondents (13.3%) can't decide towards the above-mentioned statement. Respondents (13.2%) disagree towards the Teacher's encouragement during classroom participation helps students in problem solving. Mean value of the above statement is (3.88) and the standard deviation score is (1.080) which shows the majority of the respondents inclined agree towards Teacher's encouragement during classroom participation helps students in problem solving the similar results also reported in the study conducted by (Arnold, 2017).

Table 3
Classroom participation improves student's learning ability

Sr.No	Statement	Scale	Freq	Per%	Mean	SD
		SDA	8	3.2		
	Classroom participation improves student's learning ability.	DA	19	7.6		
3.		UD	39	15.7	3.89	1.018
		A	110	44.2		
		SA	73	29.3		
		Total	249	100.0		

Table No. 3 indicates the respondent's agreed the "Classroom participation improves student's learning ability. "Respondents of (73.5%) agreed towards "Classroom participation improves student's learning ability. Respondents (15.7%) can't decide towards the above-mentioned statement. Respondents (10.8%) disagree towards the classroom participation improves student's learning ability. Mean value of the above statement is (3.89) and the standard deviation score is (1.018) which shows the majority of the respondents inclined agree towards Classroom participation improves student's learning ability. Awoyemi and Yusuf (2016) also reported the similar findings.

Table No. 4
Classroom participation helps students in decision making.

Sr.No	Statement	Scale	Freq	Per%	Mean	SD
		SDA	12	4.8		
	Classroom participation helps students in decision making.	DA	18	7.2		
4.		UD	38	15.3	3.87	1.085
		A	103	41.4		
		SA	78	31.3		
		Total	249	100.0		

Table No. 4 indicates the respondent's agreed the "Classroom participation helps students in decision making. "Respondents of (72.7%) agreed towards "Classroom participation helps students in decision making. Respondents (15.3%) can't decide towards the above-mentioned statement. Respondents (12.0%) disagree towards the classroom participation helps students in decision making. Mean value of the above statement is (3.87) and the standard deviation score is (1.085) which shows the majority of the respondents inclined agree towards Classroom participation helps students in decision making these results support the claim of (Bater & Jordan, 2017).

Table No. 5
Classroom encouragement helps students to improve communication skill.

Sr.No	Statement	Scale	Freq	Per%	Mean	SD
		SDA	11	4.4		
	Classroom encouragement helps students to improve communication skill.	DA	18	7.2		
5.		UD	35	14.1	3.87	1.049
		A	114	45.8		
		SA	71	28.5		
		Total	249	100.0		

Table No. 5 indicates the respondent's agreed the "Classroom encouragement helps students to improve communication skill. "Respondents of (74.3%) agreed towards "Classroom encouragement helps students to improve communication skill. Respondents (14.1%) can't decide towards the above-mentioned statement. Respondents (11.6%) disagree towards the classroom encouragement helps students to improve communication skill. Mean value of the above statement is (3.87) and the standard deviation score is (1.049) which shows the majority of the respondents inclined agree towards Classroom encouragement helps students to improve communication skill. These results are similar to the research study conducted by (Beckers et al., 2019).

Table 6
Classroom participation is helpful for student's self-guided.

Sr.No	Statement	Scale	Freq	Per%	Mean	SD
		SDA	8	3.2		
		DA	20	8.0		

Sr.No	Statement	Scale	Freq	Per%	Mean	SD
6.	Classroom participation is helpful for student's self-guided.	UD	39	15.7	3.88	1.022
		A	110	44.2		
		SA	72	28.9		
		Total	249	100.0		

Table 6 indicates the respondent's agreed the "Classroom participation is helpful for student's self-guided. "Respondents of (73.1%) agreed towards "Classroom participation is helpful for student's self-guided. Respondents (15.7%) can't decide towards the above-mentioned statement. Respondents (11.2%) disagree towards the classroom participation is helpful for student's self-guided. Mean value of the above statement is (3.88) and the standard deviation score is (1.022) which shows the majority of the respondents inclined agree towards Classroom participation is helpful for student's self-guided. Classroom participation is helpful for the students' self-regulations are similar to the claim of (Benson, 2016)

Table 7
Classroom participation promotes students self-disciplined.

Sr.No	Statement	Scale	Freq	Per%	Mean	SD
		SDA	6	2.4		
	Classroom participation promotes students self-disciplined.	DA	16	6.4		
7.		UD	44	17.7	3.94	.984
		A	104	41.8		
		SA	79	31.7		
		Total	249	100.0		

Table No. 7 indicates the respondent's agreed the "Classroom participation promotes students self-disciplined. "Respondents of (73.5%) agreed towards "Classroom participation promotes students self-disciplined. Respondents (17.7%) can't decide towards the above-mentioned statement. Respondents (8.8%) disagree towards the classroom participation is helpful for student's self-guided. Mean value of the above statement is (3.94) and the standard deviation score is (.984) which shows the majority of the respondents inclined agree towards Classroom participation promotes students self-disciplined. Similar claim was also made by (Bergamin et al., 2019).

Findings

The following findings were revealed after data analysis and interpretation.

- The study found that 71.5% respondents agreed towards "Classroom participation effects on student's critical thinking which shown in table No. 1.
- Most survey participants expressed worry 73.5% respondents agreed towards Teacher's encouragement during classroom participation helps students in problem solving which shown table in No. 2.
- The majority of the students that 73.5% respondents agreed towards "Classroom participation improves student's learning ability which shown in table No. 3.
- The result finds out that 72.7% respondents agreed towards "Classroom participation helps students in decision making which shown in table No. 4.
- It is clear that 74.3% agreed towards "Classroom encouragement helps students to improve communication skill which shown table in No. 5.
- The researcher finds out the result that 73.1% respondents agreed towards "Classroom participation is helpful for student's self-guided which shown in table No. 6.

- The study found that 73.5% respondents agreed towards "Classroom participation promotes student's self-discipined which shown in table No. 7.

Conclusion

The study concluded that there is a strong effect of teacher on students critical thinking skills at secondary school in District Narowal and Punjab. Those teachers who have high motivation. There students also have high critical thinking. The study concluded that there is a strong effect of classroom participation on students critical thinking skills at secondary school level in District Narowal and Punjab in the class of those teachers who have high motivation. The aim of the purpose of the study was to ascertain the impact of teachers' classroom engagement and motivation on secondary school students' critical thinking. The amount of motivation to acquire critical thinking was shown to be significantly different between the two groups. It implies that engaging students in hands-on learning activities can increase the teacher's desire for critical thinking in the classroom.

The fundamental element of all forms of learning is motivation. Without encouraging a learner, a successful learning process becomes difficult. Numerous challenges with classroom discipline and low motivation exist. Due to ignorance and a lack of adequate motivation, parents, educators, counsellors, and school administrators encounter numerous challenges in their efforts to eliminate behavioural issues in society. Participation in class is vaguely defined and challenging to measure.

Recommendations

The researcher suggests the following subjects for more study in Pakistan's educational system**.**

- Study recommends that the classroom change teaching techniques for students' participation.
- This has been recommended that teachers focused on improving students' motivation skills.
- On the basis of findings study may recommended that apply students centre learning technique.
- Study may recommend that school environment needs to be improved for students' academic learning.

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