
The Effects of Elementary School Teachers' Skills in Managing the Classroom on Discipline-Violating Students

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How to cite this article: Liu Han, Dhakir Abbas Ali, Amiya Bhaumik (2024). The Effects of Elementary School Teachers' Skills in Managing the Classroom on Discipline-Violating Students. *Library Progress International*, 44(3), 10383-10390.

Abstract

A significant number of disturbances that occur in schools may be traced to instructors who do not sufficiently enforce the regulations that are in place in the classroom. In this research, the disciplinary actions taken by children in primary school are the primary emphasis. The purpose of this study is to investigate the link between effective classroom management strategies and the results listed above. Interviews were conducted with around 620 instructors from Antalya in order to achieve the goal of gathering data for the study. An investigation of the statistical significance of the regression coefficient was carried out in order to determine its degree of significance. The administrative abilities of instructors were shown to have a substantial correlation with the degree to which students adhered to rules and regulations. The findings indicated that there was a positive correlation between the overall disciplinary behaviour of students and the first, second, third, fourth, and sixth dimensions of classroom management that instructor had, while there was a negative correlation with the fifth dimension used by teachers. It has been shown via research that there is a considerable correlation between the capacity of students to behave in a disciplined manner in the classroom and key teacher qualities linked to classroom management.

Keywords: *Classroom practices, Students academic achievement, Physical resources, Students behavior.*

1. Introduction

Through the privatisation of the education sector, which in turn made it possible for private parties, such as individual groups, religious institutions, and other non-government entities, to join the education business, the growing demand for education throughout the nation was the driving force behind the privatisation of the education sector. The Chinese educational system is now going through a period of fast change as a direct result of the commercialization of the country's educational system (Padilla, 2021). Furthermore, the relevance of private groups is recognised by all parties involved. The failure of local and state governments to keep up with the growing demand for educated individuals has led to a rise in the number of people who are searching for a high-quality education. This has resulted in an increase in the number of people who are looking for an education. In light of this, it serves as an incentive for people and companies to establish their very own private schools. In spite of the fact that this has resulted in an increase in access to education, colleges and universities are now more competitive as a consequence of the introduction of economic pressures into educational institutions. Many private schools will be forced to close their doors if they are unable to not only attract new students but also keep the ones they currently have. The fact that an increasing number of parents are opting to send their children to private schools rather than the public schools that are managed by the state is proof that the private schools in the state are of a better level than the public schools. On account of the fact that public schools provide an education of a lesser

quality, this is the case. The proportion of children between the ages of 6 and 14 who attended private schools in rural regions increased from 18.7% in 2006 to 30.8% in 2014 (Shinaberry, 2019).

This increase occurred between the years 2006 and 2014. It is largely due to the presence of private schools that the educational levels in this region have seen substantial improvements. It is generally agreed upon that education is the most important and impactful tool that mankind has ever invented in order to nurture and polish oneself, both in terms of individual development and society integration. In a nutshell, it provides people with the information and abilities they need to successfully traverse the many facets of living. In addition, it plays a vital role in the establishment of work prospects, the generation of financial revenues, and the general improvement of quality of life. The significance of obtaining a higher education is universally acknowledged by persons from all walks of life. In the context of a society that is driven by knowledge and is characterised by its emphasis on material possessions, it has therefore become an indispensable prerequisite for human survival (Zhou et al., 2017).

2. Background

In a typical classroom setting, the activity that belongs to classroom management is believed to be the most important thing for a teacher to accomplish. This is because it impacts the whole learning environment. A classroom that is not adequately managed is not conducive to learning and teaching since it is difficult for either to take place there. To phrase it in a more straightforward manner, classroom management is the administration of the class that is driven by instructional objectives. In order to have a contemporary understanding of the strategy for managing a classroom, it is essential to see the classroom as a system. Within the context of the educational system, the word "class" not only refers to a formal structure but also to a system of administration for instructional purposes (Mullen et al., 2018).

Within this framework, classroom administration could be considered defined as the process of putting together the classroom surroundings and its physical structure under the legislation in order to comply with the expectations of the power source educational system, the curriculum the classroom, the lesson, the instructors and of the students resulting in the rules, relation patterns and governance of class order; preparation, presenting and monitoring educational activities; recognising students' assets providing the pupil motivation; arranging classroom conversation pattern; obtaining classroom discipline but and of effective and profitable employment of time, human and evidence resources in consume to prevent pupils' undesired behaviour. The first piece of study that carried out in the year 2001 was aimed at addressing the perceived decline in student values, both locally and worldwide, as well as the rising interest in encouraging student responsibility. Following the completion of an exhaustive literature review able to establish that the two unique schools of thought were responsible for the conversations that took place among students over the loss of values. While one of these schools of thought put a focus on the ethical and moral standards of students, the other school of thought centered its attention on the function that civics and citizenship play in the educational process. These two schools of thought are distinct from one another however, they both share a fundamental concern that agrees with parents and educators. This concern is that children should be prepared to fight for their right to acquire knowledge at school, and that they should also be prepared to uphold the freedoms enjoyed by other students within their class. In addition, children should learn in an environment that is safe and emotionally secure. The quality of the relationship that exists between the student and the teacher has to be formed on a foundation of sensitivity, trust, and mutual respect, according to an increasing amount of study that has been conducted on the subject (Leachman et al., 2017).

3. The purpose of the research

The purpose of this study is to investigate if there is a correlation between students' disruptive behaviour and elementary school teachers' abilities to maintain order in the classroom. The primary aims of this research are: Investigating the Strategies Used by Elementary School Teachers for Managing Their Classrooms: In order to better manage their classrooms, primary school instructors are the focus of this study. Specifically, the researchers want to learn how these educators establish routines, communicate expectations, and handle disruptive student behaviour. The goal of this research is to assess disciplinary events, namely the prevalence and characteristics of disruptive, rebellious, and non-compliant behaviour among elementary school students. Examining how well instructors manage classroom behaviour in relation to students' disruptive behaviour is the focus of this study. As part of this process, we will be looking at how instructors handle things like creating a positive classroom

environment, rewarding good behaviour, and resolving conflicts. The main purpose of the research is to provide valuable information for effective practices by revealing the relationship between student behaviour and classroom management. Less disruptive disciplinary incidents and more conducive learning environments should result from this.

Helping with Professional Development: Primary school teachers may use this study's findings to inform the creation of targeted professional development programmes that enhance classroom management and behaviour encouragement. This study examines the potential benefits of improved classroom management on students' behaviour and academic achievement in an effort to contribute to the continuing discussions around educational reform. The purpose of this study is to enhance students' health and academic performance by identifying and managing the factors that lead to negative disciplinary behaviour in elementary school settings. By exploring these aims and providing instructors with practical recommendations for creating classrooms that are secure, inviting, and engaging for learning, this study hopes to add to the existing literature on education.

4. Literature Review

As the degree of concern over disciplinary issues in the educational system continues to climb year after year, an increasing number of empirical studies are being done to explore this topic in a range of contexts. These studies are being conducted in order to conduct research on this subject. In order to research the role that classroom discipline plays in the process of creating student responsibility for their education and safety concerns in the classroom, the objective of this study was to analyse both of these aspects. According to the data, students feel that the key element that impairs the creation of self-control in students and diverts their focus away from their academic work is the use of strong punishment by instructors. This is one of the primary causes that students believe is responsible for this. A cross-cultural analysis of the various techniques of discipline that are used by educators from different countries was conducted in a separate piece of study. In comparison to their colleagues, they said that Chinese educators use a lower level of punitive strategies in their classrooms. This is because Chinese students, on average, pay attention to their teachers, and misbehaviour does not occur very often in their classes. This is the reason why this is the case. A study was conducted that demonstrated that male teachers are less prone to resort to coercive methods in order to discipline their pupils than female teachers are. Among the inequalities that were found when comparing male and female instructors in terms of the use of classroom disciplinary techniques, this was one of the differences that was found (Schuck & Rabe-Hemp, 2021).

The following study that was carried out colleagues had the objective of determining the extent to which students of different nationalities consider the disciplinary strategies that are used by their teachers to be major elements in the creation of their sentiments towards the educator and the assignment. Every single student, irrespective of the nation in which they were born, held the belief that punitive disciplinary strategies were linked to the divergence of their focus from their academic work and the development of their sentiments towards their teachers (Shinaberry, 2019).

5. Research Question

- What role does teacher-student relationship quality play in moderating the association between instructors' classroom management abilities and students?

6. Methodology

Research Design

Combining quantitative and qualitative research approaches, this study employed a mixed-methods strategy. This method Surveys and Questionnaire used combines numerical data with specific, contextual insights to provide a more complex picture of the problem.

Sampling: The subjects in this study were 500 students sampled from Chinese students.

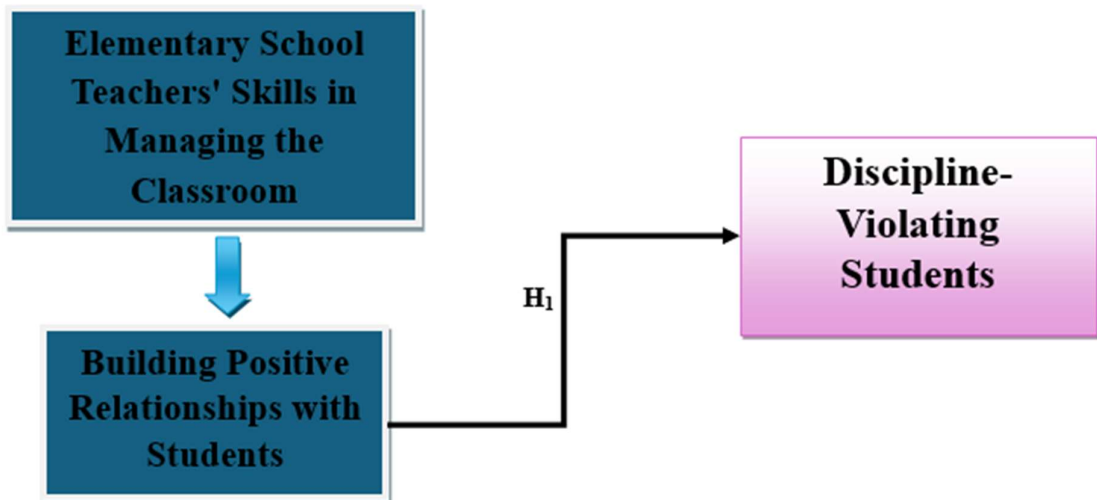
Data and Measurement

The researcher used a systematic random sampling technique due to the short timetable and low resources. Rao-soft software was implemented to figure out the size of the sample of 457; 620 questionnaires were distributed; 550 were returned; as well as 50 were discarded due to questionnaire incompleteness. A total of 500 government schools were contacted & surveyed for the research. This can be conceptualised as a systematic random sampling, a blueprint, or a tactical framework that delineates the procedures to be employed in the selection of participants for a research study. The process involves the deliberate choice of a cohort of individuals with whom the investigator were engaged in the study for the purpose of conducting research. Qualitative research designs encompass a diverse array of inquiry strategies employed by researchers. The strategies employed in each study were varied due to the distinct purposes, research questions, and available skills and resources of the researcher. Data collecting is fundamental to the analysis of qualitative research. This research aimed to gather information from teachers in order to better understand the methods they use to keep students in line without using physical punishment. Other queries that need explanation could also be discovered. Here, gathering data and analysing it happen at the same time.

Statistical Software: MS-Excel and SPSS 25 were used for Statistical analysis.

Statistical tools: Descriptive analysis were applied to understand the basic nature of the data. The validity and reliability of the data were tested through ANOVA.

i) **Conceptual framework**



7. Results

Factor analysis

Commonly used factor analysis (FA) confirms the latent component structure of a set of measurement items. It is believed that latent, or unseen, factors account for the scores on the observable, or measured, variables. The approach known as Factor Analysis (FA) is model based. Its main emphasis is on simulating the causal relationships between measurement error, unseen factors, and observable events.

The Kaiser-Meyer-Olkin (KMO) Method may be used to determine if the data is suitable for factor analysis. To determine if they were sufficiently sampled, the whole model as well as each model variable are assessed. The possible shared variance among several variables is measured by the statistics. The greater the proportion, the more appropriate the data is for factor analysis.

KMO returns integers between 0 and 1. The sample is deemed adequate if the KMO value falls between 0.8 and 1.

Corrective intervention is necessary if the sample is inadequate and the KMO is less than 0.6. You'll need to use your best judgement between 0.5 and 0.6, since some authors utilise a value of 0.5 for this.

- KMO When a correlation's total value is close to zero, it means that the component correlations' magnitude is larger overall. Put differently, large-scale correlations provide a significant obstacle to component analysis.

The following are Kaiser's acceptability cutoffs:

A pitiful 0.059–0.050.

- 0.60 to 0.69 less than the mean

Normal range for a middle school student: 0.70–0.79.

With a quality point count ranging from 0.80 to 0.89.

The range between 0.90 and 1.00 is quite impressive.

Table 1: KMO and Bartlett's Test

| KMO and Bartlett's Test ^a | | |
|---|---------------------------|----------|
| Kaiser-Meyer-Olkin Measure of Sampling Adequacy. | | .935 |
| Bartlett's Test of Sphericity | Approx. Chi-Square | 6850.175 |
| | df | 190 |
| | Sig. | .000 |
| a. Based on correlations | | |

This proves that legitimate when In order to significance of a Bartlett's Test of conducted.

Kaiser-Meyer-

Adequacy Value. It was found that the Bartlett's sphericity test has a p-value of 0.00. With a substantial test result, Bartlett's test of sphericity demonstrated that the correlation matrix is not an identity matrix.

claims are used for sampling. confirm the overall correlation matrix, Sphericity was 0.935 is the Olkin Sampling

Test for Hypothesis

- **Dependent Variable**

Discipline-Violating Students: The function of educational institutions in moulding students' personalities and actions is significant. But teachers all throughout the globe still have a tough time keeping their children in line. There is a wide spectrum of misconduct that violates discipline, from little transgressions like being late or not submitting schoolwork to major problems like bullying, cheating, or drug misuse. Such actions not only have an adverse influence on the educational process but also on the safety of other students and faculty members and may even have lasting consequences for the offenders. Maintaining order in the classroom is essential for student success. Students develop a feeling of discipline, respect, and accountability via it. By maintaining order in the classroom, we can guarantee that every student will have the chance to study undisturbed. Skills like time management, goal setting, and resilience may be honed via this process as well (Zhou et al., 2017).

- **Independent Variable**

Elementary School Teachers' Skills in Managing the Classroom: A child's reading, numeracy, and social interaction abilities are laid a solid foundation throughout the primary school years. In order to foster an atmosphere that is favorable to learning and development, good classroom management is essential throughout this period. Consequently, in order to be successful classroom managers, elementary school teachers need a wide range of abilities. Effective classroom management is the collection of practices that educators do to keep their classrooms running smoothly and conducive to student learning. In order to make the most of instructional time and reduce interruptions, good classroom management is essential. It involves keeping students focused, engaged, and courteous. When the classroom is well-managed, it creates an environment where students can relax, feel encouraged, and find their passion in learning (Schuck & Rabe-Hemp, 2021).

- **Factors**

Building Positive Relationships with Students: An essential part of a successful learning environment is teachers establishing strong connections with their pupils. Students' emotional and social growth benefit from these connections as much as their intellectual achievement. The significance of instructors developing strong connections with their pupils and the methods for doing so are explored in this introductory piece. An integral part of every educational experience is the rapport that develops between instructors and pupils. Learning and personal development are both aided by the kind of supportive and loving atmosphere that positive connections provide. Students are more likely to participate actively, act positively, and succeed academically when they believe their professors understand and appreciate them (Leachman et al., 2017).

H₀: There is no significant relationship between Building Positive Relationships with Students and Discipline-Violating Students.

H₁: There is a significant relationship between Building Positive Relationships with Students and Discipline-Violating Students.

Table 2: ANOVA

| ANOVA | | | | | |
|----------------|----------------|-----|-------------|---------|------|
| Sum | | | | | |
| | Sum of Squares | df | Mean Square | F | Sig. |
| Between Groups | 39588.620 | 291 | 5655.517 | 645.873 | .000 |
| Within Groups | 492.770 | 208 | 5.356 | | |
| Total | 40081.390 | 499 | | | |

The study's outcome is noteworthy. With a p-value of .000 (less than the .05 alpha level), the value of F, which is 645.873, approaches significance. This means "*There is a significant relationship between Building Positive Relationships with Students and Discipline-Violating Students*" is accepted and the null hypothesis is rejected.

8. Discussion

When doing an analysis of quantitative data in a multiple case study, it is necessary to make use of a variety of methods in order to analyse and understand the information that has been acquired. During the process of doing quantitative analysis on survey transcripts, it is necessary to identify key themes that are obtained from the replies

of the participants. In light of the fact that the majority of the material gathered for the study was quantitative in nature, a theme analysis was carried out on the information that was gathered via the survey and the focus groups. When doing a cross-case analysis, it is necessary to compare and contrast a number of different situations in order to recognise recurring themes and patterns. Given that the current investigation included a number of case studies, it was necessary to use a two-tiered strategy for data analysis. This strategy consisted of within-case analysis and cross-case analysis. The difficulty of ensuring that datasets from different case studies are comparable to one another was taken into consideration in this work for the aim of performing cross-case comparisons using the data. Comparisons across different cases, known as cross-case comparisons, make it easier to establish a causal relationship. When doing quantitative research, it is impossible to overestimate the significance of validity and trustworthiness, since these qualities assist to guarantee that the study was carried out in a conscientious manner. In order to determine whether or not a study is credible, the strategies that are used to do so vary depending on the research methodology and research paradigm that is selected. P values, kappa statistics, interrater reliability, replicability, and concurrent validity are some of the approaches that are used in quantitative research to verify the validity of the study. Other methods include replicability and concurrent validity. On the other hand, the relevance of these concepts is rather low when considered in the context of quantitative research. The significance of validity in quantitative research resides in the fact that it places a focus on aspects such as consistency, trustworthiness, dependability, and conformability while doing the study. Because of this, the manner in which students conduct themselves in the classroom is reflective of these characteristics. Learners who are easy-to-hard learners, learners who are forward-backward learners, and learners who are able-disabled should all get different types of instruction from their teachers. The instructors are responsible for managing the class in a manner that is tailored to the requirements and characteristics of the pupils in the most effective manner. It is essential to investigate the factors that contribute to the negative attitude of students in order to address the undesirable behaviours that they exhibit. In the first place, it is very important for educators to have a fundamental comprehension of these standards and the behaviours that are associated with them.

9. Conclusion

The governing body of the school is able to carry out its responsibilities in an efficient manner. Even in situations when there are no problems at school, the members of this organisation make themselves accessible there. Every month, or sometimes even twice a month, they get together to catch up. The members of the learners' representative council are responsible for ensuring that order and discipline are maintained not just during the morning assembly but also during extracurricular activities. Additionally, they have a say in the drafting of the guidelines for appropriate behaviour in the classroom. One kind of educator is referred to as a standard tutor. This type of educator serves as a liaison between the pupils and the administrative personnel of the school. Before the administrative staff of the school gets engaged, he or she resolves difficulties that develop in the classroom that are peculiar to a certain grade. These problems were brought up by the students. When it is necessary, he or she is available to obtain support from the leaders of the classroom as well as the teachers of the class. Due to the fact that it has been shown to be successful, the average teacher relies on counselling more than any other kind of disciplinary action for students.

To avoid students engaging in disruptive behaviours that could potentially "spoil teaching process," the findings of the research indicated that classroom management abilities such as "Recognition of pupil characteristics and needs" and "Management of undesirable behaviours" were particularly helpful in preventing students from engaging in such behaviours. A wide range of characteristics may be seen among students who are enrolled in the same class. Each and every child has a one-of-a-kind set of needs, factors that must be considered, standards of performance, and abilities. It is because of this that the way in which students behave themselves when they are in the classroom reflects these traits. All learners, including those who are able-disabled, learners who are forward-backward learners, and learners who are easy-to-hard learners, should get varied sorts of teaching from their respective instructors. The teachers are accountable for managing the class in a way that is adapted to the needs and characteristics of the students in the most efficient manner possible since it is their responsibility to do so. In order to address the unwanted actions that students display; it is vital to do research into the elements that lead to the negative attitude that students have. In the first place, it is of the utmost importance for teachers to have a basic understanding of these criteria and the actions that are known to be related to them. It is very difficult to modify a habit if the underlying reason for that behaviour is not immediately identified and addressed. One of the most important jobs of an education manager is to research the reasons that lead to undesirable behaviours and to ensure

that these variables are eradicated. This is one of the most important responsibilities that an education management is responsible for. Students have a better chance of finishing their projects with a feeling of satisfaction when they are given assignments that are tailored to their own interests and requirements.

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