



# THE IMPACT OF ELEMENTARY SCHOOL INSTRUCTORS' CLASSROOM MANAGEMENT ABILITIES ON STUDENTS UNWANTED DISCIPLINARY BEHAVIOR



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## Abstract

Teachers who fail to adequately enforce classroom rules may be the cause of most classroom disruptions in schools. Primary school students' disciplinary actions are the focus of this study, which aims to examine the relationship between positive classroom management practices and these outcomes. In order to gather data for the research, more than 620 teachers from Antalya were interviewed. A statistical analysis was performed to ascertain the significance level of the regression coefficient. Teachers' administrative skills significantly correlated with students' adherence to rules and regulations. The results indicated a positive correlation between students' overall disciplinary behavior and the first, second, third, fourth, and sixth dimensions of classroom management, but a negative correlation with the fifth dimension. Research reveals a significant correlation between certain instructor competencies related to classroom management and students' ability to act disciplined in class.

**Keywords:** Classroom Management Abilities; Disciplinary Behavior; Elementary School Instructors; Students Behavior; Teacher Effectiveness

## Introduction

Effective classroom management is essential to reducing student failure and helping them to become more self-reliant. It considers the pupils and their surroundings, emphasizing routines, evaluation, and assessment. Instructors put these techniques into practice to address interruptions during instruction and promote student engagement. In order to regulate students' activities, ineffective classroom management integrates many instructional strategies, activities, and instructor behaviors. Classroom management has changed dramatically in the twenty-first century, with instructors becoming professionally educated and mindful of running productive lessons. Teachers must be able to delight in participation, and lesson plans and practices must be structured to include student replies. Effective classroom management is contingent upon the presence of positive teacher-student connections [1]. A teacher's personality is important for classroom management because it creates an environment where pupils are drawn in to study more effectively. Low academic success and inefficient teaching-learning might arise from an unruly and disorderly class caused by inadequate classroom management. Teachers have many different responsibilities, including managing extracurricular activities, leading, counselling, authoritarian, guardianship, assessing, lifelong learners, growth workers, researchers, and visionaries. The structure of the curriculum in the classroom has a major bearing on the type of training. At the local level, teachers are seen as the fundamental agents of educational reform because of their potential, subject-matter



expertise, teaching ability, and educational abilities. Daily schedules that contain expectations for student participation during class time and the kind of encouragement that is used are known as classroom management procedures [2]. While some professors may have a positive influence on pupils' academic performance, others may have a negative one. For academic success, pupils want confidence, which is provided by a solid classroom teaching plan that sets high expectations for them. Positive, concise guidelines that are made explicit after establishing rules that have been learned and experienced are the most useful kind of instructions. From the first day of class, teachers must establish objectives for their pupils and practice disciplinary actions in case a student disobeys. Instructors may participate in activities that support classroom organization, such as reactive and active exercises that can be combined to provide caring approaches to classroom management. Both spoken and nonverbal communication are guidelines that educators should follow while interacting with pupils. The instructor may give students a five-minute break to finish the first task if they are preoccupied with finishing other assignments. With the use of this technique, students may determine how much time is left to do a job. Teachers can effectively manage their time while teaching and learning with the support of more modifications. Teaching time will rise if less time is spent on classroom management [3].

## Literature Review

The connections between teachers and students, as well as the variables influencing classroom dynamics and learning outcomes, are the main topics of this study, which examines the role primary school teachers have in controlling classrooms to lessen disruptive student behavior. The ecological systems theory highlights the significance of people, groups, and the environment as contextual components, whereas the social learning theory highlights the ability of interactions, feedback, and examples to influence individual and group behavior [4]. A reduction in disruptive student behavior has been associated with a number of classroom management strategies and practices, including establishing routines, rewarding good behavior, discouraging poor behavior, fostering a positive relationship between students and instructors, and resolving issues via discussion and compromise. Additionally, studies have shown that when kids are in an inclusive and welcoming classroom setting, they are more engaged, have more agency, and assume more responsibility. The use of behavior management measures such as behavior-specific praise, classroom organization, and de-escalation tactics requires teacher training and professional development programmers [5]. With peer collaboration, mentoring, and ongoing professional development opportunities, teachers may hone and improve their management abilities. There are several factors that affect disciplinary behavior, such as student characteristics, the classroom setting, socioeconomic status, academic aptitude, and past behavioral patterns. The frequency and severity of disciplinary issues in the classroom may be influenced by several factors, including class size, relationships between students and teachers, and instructional strategies. Numerous intervention programmers and school-wide efforts have been developed to address disruptive student behavior and support effective conduct management in elementary schools. These programmers use elements of social-emotional learning, behavior support planning, and restorative practices to promote a culture of respect, responsibility, and resilience. Higher levels of student engagement, motivation, self-control, improved academic success, and attendance at school have all been related to effective classroom management. Inadequate classroom management techniques lead to a decline in academic engagement, bad attitudes towards school, and an increase in disciplinary referrals [6].

## Methodology

### a) Materials:

- Surveys: One-to-one surveys printed on paper or created using Google Forms are employed.
- Monitoring equipment: Probably used for the project to keep an eye on the whole facility.
- Writing instruments: These are used to record the illiterate responses of the participants.

### b) Data Sources:

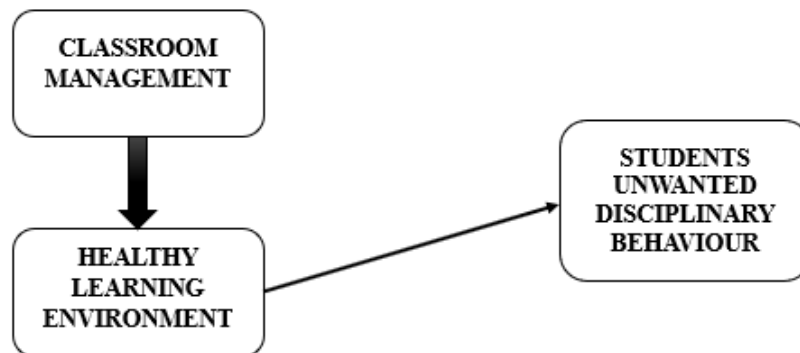
- Primary Data: Compiling demographic information and responses to questions rated on a 5-point Likert scale, directly obtained from respondents via questionnaire survey.

- Secondary Data: Information obtained from many sources, mostly the internet, to support main data. However, no specific sources are mentioned.

#### c) Methodologies:

- Sampling Methodology: Respondents were selected based on their accessibility and availability using a suitable selection approach. The sample size of 620 was calculated using the Rao-soft programmer.
- Data collection procedure:
  - i. In-person or batch distribution of questionnaires to respondents was done at certain places.
  - ii. Prior to concluding the monitoring process, participants were given an overview of the study and given the opportunity to ask questions.
  - iii. Illiterate respondents had the survey questions and answer options read out to them, and their responses were recorded precisely as they responded.
- Software for Statistical Analysis: SPSS 25 and MS-Excel were used for statistical analysis.
- Statistical Tools: Descriptive analysis was performed in order to understand the fundamental ideas behind the data collected. Condensing and presenting the data in an intelligible manner to describe the characteristics of the sample and survey respondents' responses was most likely part of this.

### Conceptual Framework



## Results

### Factor analysis

Commonly used factor analysis (FA) confirms the underlying component structure of a collection of measurement objects. It is claimed that latent, or hidden, variables contribute to 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 underlying component structure of a collection of measurement objects. It is claimed that latent, or hidden, variables contribute to the scores on the 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 utilize 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 <sup>a</sup>		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy		0.921
Bartlett's Test of Sphericity	Approx. Chi-Square	6731.594
	df	190
	Sig.	0.000
<i>a. Based on correlations</i>		

*Source: Collected by Author*

This validates the statements for sampling purposes. Bartlett's Test of Sphericity was conducted to further ascertain the significance of the correlation matrices as a whole. The Kaiser-Meyer-Olkin Sampling Adequacy Value is 0.921. The *p*-value for Bartlett's sphericity test was calculated to be 0.00. Bartlett's test of sphericity indicated that the correlation matrix is not an identity matrix, yielding a significant test result (refer to table 1).

### Test for Hypothesis

- **Dependent Variable**

### Students Unwanted Disciplinary Behavior

Unwanted disciplinary behavior among students refers to actions or conduct that disrupt the learning environment, challenge the authority of teachers or school staff, or violate established rules or norms within the school setting. These behaviors can vary in severity and frequency but typically interfere with the educational process and may compromise the safety, well-being, and academic success of students and others in the school community [7].

- **Independent Variable**

### Classroom Management

The methods, approaches, and procedures instructors use to provide a supportive and effective learning environment in the classroom are referred to as classroom management. It includes a broad spectrum of abilities and actions used to provide structure, encourage participation from students, and support efficient teaching and learning. Maximizing instructional time, creating a feeling of security and community among students, and encouraging academic success and socioemotional development all depend on efficient classroom management [8].

- **Factors**

### Healthy Learning Environment

A secure and sanitary learning environment that fosters positive connections, an inclusive culture, effective teaching methods, and the academic achievement of its pupils is considered a healthy learning environment. It helps people stay healthy physically, mentally, and socially, which in turn leads to better learning experiences and better results [9].

**H<sub>0</sub>: There is no significant relationship between healthy learning environment and student's unwanted disciplinary behavior.**

**H<sub>1</sub>: There is a significant relationship between healthy learning environment and student's unwanted disciplinary behavior.**

*Table 2: ANOVA*

ANOVA					
Sum					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	59524.433	201	5953.443	549.216	0.000
Within Groups	964.877	418	10.841		
Total	60509.310	619			

*Source: Collected by Author*

The outcome of this investigation is substantial. The value of  $F$  is 549.216, attaining significance with a  $p$ -value of 0.000, which is below the 0.05 alpha threshold. This indicates that the hypothesis stating "There is a significant relationship between a healthy learning environment and students' undesirable disciplinary behavior" is accepted, while the null hypothesis is rejected (refer to table 2).

## Discussion

Think about the Kaiser-Meyer-Olkin (KMO) measure and Bartlett's test of sphericity as you assess the validity and reliability of the factor analysis that was carried out. This covers the relevance of the KMO value, how it relates to the factor analysis findings, and how to interpret it. Examine the findings of the hypothesis test that was performed to ascertain the connection between a conducive learning atmosphere and the undesirable disciplinary actions shown by pupils. In deciding whether to accept or reject the null hypothesis, explain the relevance of the test statistics, including the  $p$ -value and  $F$ -value. Explain the significance of the correlation between a positive classroom climate and the absence of disruptive student conduct [10]. The significance of establishing and sustaining welcoming, diverse, and stimulating classroom settings should be emphasized in light of this discovery, as should its consequences for educational policy and practice. Highlight any parallels or discrepancies between the study's results and prior research in the topic. Talk about how this research adds to what is already known and how it helps us comprehend the connection between classroom dynamics and student actions [11]. This research explores the relationship between classroom management methods, effective teaching, and student behavior in primary schools. It highlights how crucial effective classroom management is to establish a secure and engaging learning environment for kids' intellectual, social, and emotional growth. The study highlights the need for instructors to use tactics like positive reinforcement, tailored teaching, proactive behavior management, and clear expectations to make classrooms more conducive to learning. Effective teaching approaches are essential for managing classroom behavior and promoting favorable student results. Teachers must actively engage students, clarify concepts, and encourage participation in meaningful learning experiences that cater to their individual talents and needs [12]. Teachers can improve classroom dynamics and student success by using pedagogical ideas, interpersonal skills, and instructional practices supported by research. This is shown by the

substantial link between the two variables and the inadvertent disciplinary acts undertaken by pupils. The results have significant implications for both classroom practice and educators' professional development. According on the results, educators may enhance their instructional strategies and classroom management practices. Effective pedagogical strategies used by educators, including clear instruction, student involvement, tailored lesson design, and positive reinforcement, enhance the probability of children attaining academic achievement and exhibiting less disruptive behaviour [13]. Teachers exhibit greater work satisfaction when principals engage in transformational leadership behaviours, including inspiration and intellectual stimulation. Educators may experience diminished work satisfaction when their supervisors use a passive and laissez-faire management style. Consequently, leadership development programs need to focus on school administrators, prioritising the cultivation of transformational leadership competencies [14].

## Conclusion

The findings can help teachers improve their methods of instruction and classroom management, create inclusive and supportive learning environments, and foster a culture of excellence in teaching and learning through continuous professional development. Schools should provide instructors with opportunities for training, coaching, and peer cooperation. However, the study's limitations and the need for more research in this field are highlighted. Future studies should use experimental or longitudinal designs to better understand the long-term effects of classroom management strategies, instructional methods, and student conduct. Educators, legislators, and community members should pay close attention to the problem of how primary school teachers' capacity to control their classrooms affects disruptive behavior. Building learning environments where every student has a chance to achieve and flourish.

## Conflict of Interests

The authors declare that they have no conflict of interests.

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