



THE EFFECTS OF ELEMENTARY SCHOOL TEACHERS' SKILLS IN MANAGING THE CLASSROOM ON DISCIPLINE-VIOLATING STUDENTS

Liu Han ^{1*}, Dhakir Abbas Ali ², Amiya Bhaumik ³

Original Article

Lincoln University College, 47301 Petaling Jaya, Selangor D. E., Malaysia

*Corresponding Author's Email: liuhan58583@163.com

Abstract

Teachers who do not strictly enforce classroom rules are likely to blame for the majority of disturbances that occur in schools. This research seeks to investigate the association between effective classroom management strategies and the disciplinary measures taken by primary school children. The study polled over six hundred and twenty-two Antalya educators. The statistical significance of the regression coefficient was determined using an analysis. Teachers' administrative abilities were significantly associated with the extent to which their students followed school policy. The results showed a positive correlation between teachers' first, second, third, fourth, and sixth classroom management dimensions and students' total disciplinary behavior, while the fifth dimension showed an adverse correlation. According to research, there is a strong correlation between certain teacher qualities pertaining to classroom management and students' capacity to behave disciplined in class.

Keywords: Behavioral Management; Classroom Management Skills; Discipline; Elementary School Teachers; Violating Behaviour

Introduction

Elementary school, the first year of formal schooling, shapes a child's cognitive, social, and behavioural development. During this critical time, primary school teachers' responsibilities go beyond only teaching the material; they must also create an atmosphere that is both encouraging and favourable to learning. Effective classroom management is a critical component of this type of learning environment because it determines how students behave in class and how much they learn. Among the many moving parts of effective classroom management is the teacher's capacity to communicate expectations clearly, keep the peace, and build rapport with their pupils. The fundamental goal of good classroom management is to make students feel comfortable, included, and driven to study while minimising interruptions. Even though it's crucial, many elementary school teachers still find classroom management difficult, especially when dealing with students' varied needs and behavioural issues. Students' frequent and disruptive behavior is a major issue in classroom management. All of these activities, from little annoyances to major violations, may ruin the classroom environment and make it difficult for students to concentrate. Interpersonal confrontations, speaking out of turn, disobeying authority figures, and not following directions are all instances of common student behaviour problems. Negative classroom climates impact students' academic performance and social and emotional well-being and failing to

address these behaviours can waste instructional time. Unwanted disciplinary behaviour may have far-reaching consequences, so it's crucial to understand what causes it and how to fix it. In this area, teachers' classroom management skills have a significant impact. How well instructors manage their classrooms strongly impacts both the frequency and severity of disciplinary problems in the classroom. In order to create a welcoming and effective learning atmosphere, it is crucial to investigate how teachers' skills in managing the classroom affect students' disruptive behaviour [1].

Literature Review

This review explores the role of primary school teachers in managing classrooms to reduce disruptive student behaviour, focusing on the relationships between educators and their students, as well as the factors that influence classroom dynamics and learning outcomes. Social learning theory informs the research by emphasizing the power of examples, feedback, and relationships to shape individual and group behaviour, while ecological systems theory underscores the significance of individuals, groups, and the environment as contextual elements. Researchers have linked various classroom management tactics and practices, such as creating routines, rewarding good behavior, preventing bad behavior, building rapport between students and teachers, and resolving conflicts through dialogue and compromise, to a decrease in disruptive student behavior. Research also shows that students are more engaged, have more agency, and take more responsibility in welcoming classrooms. Teacher preparation and professional development programs are crucial for effective behaviour management strategies, including behaviour-specific praise, classroom organisation, and de-escalation tactics. Teachers can build and refine their management skills with coaching, continued professional development opportunities, and peer cooperation. Various variables, such as student traits, the teaching environment, socioeconomic background, academic ability, and behavioural history, influence disciplinary behaviour. Factors such as class size, student-teacher interactions, and teaching methods can affect the frequency and severity of disciplinary problems in the classroom. Primary schools have created several intervention programs and school-wide initiatives to combat disruptive student conduct and promote appropriate conduct management. These programs foster a culture of respect, accountability, and resilience by integrating components of behaviour support planning, social-emotional learning, and restorative practices. Research has linked effective classroom management to higher levels of student involvement, motivation, self-regulation, increased academic achievement, and school attendance. Ineffective classroom management strategies result in negative attitudes towards school, academic disengagement, and a rise in disciplinary referrals [2].

Methodology

a) Materials:

- Questionnaires: Google Forms or paper-based, one-to-one questionnaires are used.
- Monitoring apparatus: Most likely used for the project to monitor the whole plant.
- Writing supplies: These are used to document participants' illiteracy replies.

b) Sources of Data:

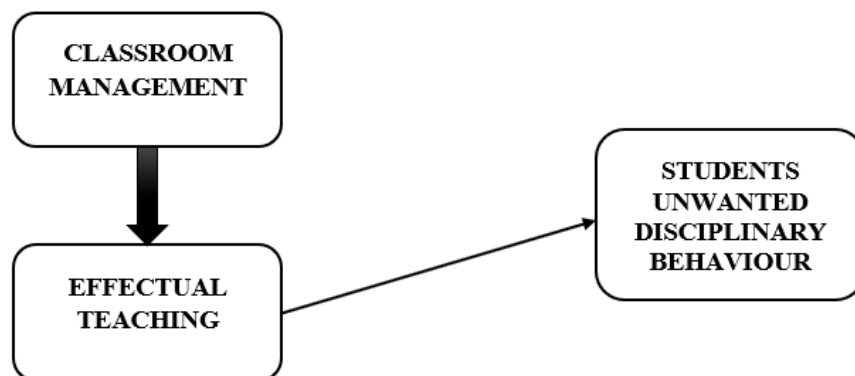
- Primary Data: Directly gathered from respondents via the questionnaire survey, including demographic data and answers to questions graded on a 5-point Likert scale.
- Secondary Data: Information gathered to supplement primary data from other sources, mostly the internet. Nevertheless, no particular sources are cited.

c) Methodologies:

- Sampling Methodology: A convenient sampling strategy was used to choose respondents according to their availability and accessibility. Rao-soft software was used to determine the sample size of 620.
- Process of Collecting Data:
 - i. Respondents either received their questionnaires in person or in batches at certain locations.

- ii. Before finishing the monitoring procedure, participants got information about the research and had a chance to ask questions.
- iii. Survey questions and answer choices were read aloud to illiterate respondents, and their answers were recorded exactly as they answered.
- Statistical Analysis Software: MS-Excel and SPSS 25 were used for the statistical analysis.
- Statistical Tools: To comprehend the underlying principles of the data gathered, descriptive analysis was used. This probably included condensing and presenting the data in an understandable way to characterize the traits of the sample and survey respondents' answers.

Conceptual Framework



Result

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 statistics measure the possible shared variance among several variables. The greater the proportion, the more appropriate the data is for factor analysis. KMO returns integers between 0 and 1. If the KMO value falls between 0.8 and 1, the sample is considered adequate (refer to table 1 below).

If the sample is inadequate and the KMO is less than 0.6, corrective intervention is required. You'll need to use your best judgement between 0.5 and 0.6, since some authors use 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. Large-scale correlations, on the other hand, pose a significant obstacle to component analysis.

The following are Kaiser's acceptability cutoffs:

A pitiful 0.059–0.050.

- The sample is 0.60 to 0.69 less than the mean.

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

The quality point count ranges 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		0.935
Bartlett's Test of Sphericity	Approx. Chi-Square	680.175
	df	190
	Sig.	0.000
a. Based on correlations		

Source: Collected by Author

This proves that claims are legitimate when used for sampling. In order to confirm the overall significance of a correlation matrix, Bartlett's Test of Sphericity was conducted. 0.935 is the Kaiser-Meyer-Olkin Sampling Adequacy Value. The Bartlett's sphericity test yielded 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.

Test for Hypothesis

- **Dependent Variable**

Students Unwanted Disciplinary Behaviour

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 [3].

- **Independent Variable**

Classroom Management

Classroom management refers to the methods, approaches, and procedures instructors use to create a supportive and effective learning environment in the classroom. 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 [4].

- **Factors**

Effectual Teaching

Effectual teaching refers to the practice of employing strategies, methods, and approaches that lead to meaningful learning outcomes for students. It encompasses a combination of instructional techniques, pedagogical principles, and interpersonal skills aimed at engaging students, facilitating understanding and promoting academic growth and development. Effective teaching requires developing dynamic and engaging learning experiences that meet the many needs, interests, and skill levels of students. It goes beyond just imparting knowledge [5].

H₀: There is no significant relationship between effectual teaching and student's unwanted disciplinary behaviour.

H₁: There is a significant relationship between effectual teaching and student's unwanted disciplinary behaviour.

Table 2: H_1 ANOVA

ANOVA					
Sum					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	39588.620	201	5655.517	1055.883	0.000
Within Groups	492.770	418	5.356		
Total	40081.390	619			

Source: Collected by Author

The study's outcome is noteworthy. With a p -value of 0.000 (less than the 0.05 alpha level), the value of F , which is 1055.883, approaches significance. This means "There is a significant relationship between effective teaching and students' unwanted disciplinary behaviour" is accepted and the null hypothesis is rejected (refer to table 2).

Discussion

This study employed a comprehensive cross-sectional methodology to investigate the impact of elementary school teachers' class management abilities on the disruptive conduct of their pupils. According to the major analysis of variance (ANOVA) test result ($F = 1055.883$, $p < 0.001$), the data indicate that there exists a high association between classroom management and unwanted negative conduct. The study conducted an investigation into the concept of effective teaching. In order to do this, it is necessary to use a variety of strategies that assist students in acquiring important knowledge. Successful teaching aims include student engagement, facilitation of understanding, and promotion of academic progress and development. The utilisation of instructional strategies, pedagogical concepts, and interpersonal skills accomplishes these goals. Good teaching practices significantly facilitate both creating a learning atmosphere and successfully managing students' conduct in the classroom [6]. This is demonstrated by the significant correlation between the two factors and the unintentional disciplinary actions students engage in. It is important to note that the findings have substantial repercussions, since they are pertinent to both classroom practice and professional development for educators. Based on the findings, teachers may be able to improve their teaching techniques as well as their classroom management methods. Teachers' successful pedagogical methods, such as explicit teaching, student engagement, individualized lesson planning, and positive reinforcement, increase the likelihood that students will achieve academic success and display less disruptive conduct [7].

Conclusion

This research explores the relationship between classroom management methods, effective teaching, and student behaviour 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 behaviour management, and clear expectations to make classrooms more conducive to learning. Effective teaching approaches are essential for managing classroom behaviour and promoting favourable student results. Teachers must actively engage students, clarify concepts, and encourage participation in meaningful learning experiences that cater to their individual talents and needs. Teachers can improve classroom dynamics and student success by incorporating pedagogical ideas, interpersonal skills, and research-supported instructional practices. 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, we highlight the study's limitations and the need for more research in this field. 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 is crucial.

Conflict of Interests

The authors declare that they have no conflict of interests.

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