

The Impact Of Elementary School Teachers' Capabilities In Managing The Classroom On Students Disobey The Rules Of Discipline

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Abstract

A sizeable portion of the disruptions that take place in educational institutions may be traced back to teachers who do not adequately enforce the rules and regulations that are in place within the environment of the classroom. For the purposes of this study, the major focus is on the disciplinary measures that are performed by students when they are attending elementary school. In order to analyse the connection between successful classroom management practices and the findings that were described above, the goal of this research is to investigate the correlation. In order to accomplish the objective of collecting data for the research, interviews were carried out with around 620 teachers from China. In order to ascertain the level of significance that the regression coefficient has, a study into the statistical significance of the coefficient was carried out. It was discovered that the administrative skills of teachers had a significant relationship with the extent to which pupils followed the rules and regulations that were in place. According to the findings, there was a positive correlation between the overall disciplinary behaviour of students and the first, second, third, fourth, and sixth dimensions of classroom management those instructors had. On the other hand, there was a negative correlation with the fifth dimension that teachers used within their classroom management strategies. Research has shown that there is a significant association between the ability of students to act in a disciplined way in the classroom and important teacher attributes that are associated to classroom management. This correlation has been proved to be significant.

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

1. Introduction

The basic experiences that young students carry with them throughout their lives are significantly influenced by elementary school. It is essential for teachers to have the capacity to successfully manage their classrooms in order to establish an atmosphere that is favorable to learning among their students. The term "classroom management" refers to a variety of practices and methods that instructors use in order to keep the classroom in order, encourage student participation, and cultivate an environment that is conducive to learning (Fulgencio & Maguate, 2023). The efficacy of these tactics has a direct influence on the behaviour of students, including the implementation of disciplinary measures that are not desired. The significant financial burden that comes with seeking a higher degree. Consequently, as a consequence of this phenomena, people and groups are inspired to construct institutions of higher education, such as colleges and universities that are considered to be regarded as universities. As a consequence of this, there has been an increase in the number of institutions that are privately sponsored and provide courses in the sectors of engineering, medicine, and the arts and sciences. The mismatch between the demand for postsecondary education and the supply of it has concurrently grown as a result of this. It is possible to ascribe this to the fact that the schools that have been impacted have made proposals for an increase in their seat capacity in order to fulfil the increased demand for certain classes. This disparity is a consequence of the development in the number of educational institutions and the accompanying spike in the need for additional enrollment chances. Additionally, the process of privatisation has both positive and negative consequences on higher education as well as on society as a whole (Nasution & Sagita, 2023).

In the realm of managed fertility in China, the one-child policy, which was first implemented in 1979, is research are that is both very important and controversial. The seen as a complete approach to solve a variety of pressing socioeconomic challenges that the country was confronted with, including the crisis of the nation's population, poverty, inflation, agricultural stagnation, inadequate educational facilities, and unemployment. The goal of China's adoption of the one-child policy was to reduce the country's population growth, which would in turn promote economic development among the country's people. There has been a decrease in the population of China by around 250 million people ever since the country adopted the policy of having just one child in 1979. Within a nation that is today responsible for one-fifth of the world's population, the decrease in birth rates has reduced research are obligations that were previously placed on communities, the state, and the environment across the country. Furthermore, as a result of the decreased birth rate, China is in a position to prioritise the development of its research are and the improvement of the quality of life for its population. Since the year 1979, an extraordinary amount of 150 million people has been able to enjoy a reduction in their level of poverty. The introduction of the one-child policy in China has served as a tactic to speed up the process of industrialization and modernization that is taking place in the nation (Leonard et al., 2023).

2. Background

Classroom management is a diverse part of education that includes creating rules, procedures, and disciplinary actions to promote an orderly learning environment. The goal of classroom management is to guarantee proper classroom management. The effective management of a classroom may assist in the prevention of disturbances, the reduction of distractions, and the promotion of an environment that is both pleasant and productive for learning. On the other side, ineffective management of the classroom may result in an increase in disorganisation, an increase in disciplinary problems, and a decrease in academic achievement (Hasibuan et al., 2023). The ability of instructors to manage classrooms is impacted by a number of elements, including their degree of education, their level of experience, and their individual approach to teaching. According to the findings of research, educators who have received enough training in various methods of classroom management are more likely to provide learning environments that are both organised and supportive. These settings not only improve academic achievement, but they also minimise the number of students who engage in behaviours that are considered to be inappropriate for student discipline. The atmosphere that the instructor creates in the classroom is often reflected in the manner in which the students behave while they are there. The use of positive reinforcement, the establishment of clear expectations, and the constant enforcement of regulations are all components of effective classroom management that help lessen the possibility of disruptive behaviours occurring. Inadequate classroom management, on the other hand, may lead to a rise in the number of instances of undesirable behaviours, such as talking out of turn, not following instructions, and even more severe disciplinary concerns, such as aggressiveness or disobedience. A number of important factors of good classroom management that have an impact on the behaviour of students include. It is easier for pupils to comprehend what is acceptable and what is not when there are rules and standards that are clearly established. With this clarity, misunderstanding is reduced, and students are provided with a framework within which they may effectively function (Ngososei, 2023).

When rules are applied in a consistent manner, it ensures that students are aware of the repercussions of their actions, which helps to discourage behaviour that is not desired. Encouragement of positive behaviour in the classroom via the use of prizes and recognition helps to cultivate a pleasant environment and inspires pupils to adhere to the norms that have been established. This is done with the purpose of motivating kids to engage in this activity voluntarily. There is a wide range of approaches to classroom management that have been produced both inside the classroom and among academics who are working in the field of the issue. Research based on a paradigm that is referred to be "teacher-oriented, which entails a specific set of goals for the behaviour of students and the utilisation of a range of appropriate incentives and punishments to give reinforcement for these expectations. Other paradigms are centred on how students should behave in the classroom. Numerous individuals are in favour of an approach that is referred to as student-oriented, since they are of the belief that children may only learn appropriate behaviours via the process of self-regulation, and not through compliance. A third group subscribes to a model that is known as "group oriented. They are in favour of this approach. This model enables student groups to engage in decision-making processes, with the instructor managing the group and ensuring that the rules and regulations that have been agreed upon are adhered to. Moreover, this model places authority in the hands of the teacher. By presenting an alternate viewpoint that is independent from these ideological orientations, the study that is presented here offers a different perspective. In order to do this, it considers, from a pragmatic point of view, a wide range of management approaches that may or may not be able to maintain and enhance student responsibility and appropriate behaviours (DelosReyes, 2023).

3. The purpose of the research

This research aims to examine the relationship between elementary school teachers' capacity to keep the peace and the frequency and severity of disruptive student conduct. The main objectives of this study are: Looking at the Methods Used by Elementary School Teachers to Keep Their Classes Under Control: The purpose of this research is to help primary school teachers improve their classroom management skills. Their methods for establishing routines, communicating expectations, and dealing with disruptive student conduct are of particular interest to the researchers. Examining the frequency and nature of disruptive, defiant, and non-compliant conduct among primary school pupils is central to this study's disciplinary objective. The purpose of this research is to evaluate the effectiveness of classroom management strategies in relation to disruptive student conduct. Part of this process involves observing how teachers deal with issues including making the classroom a welcoming place for students, praising appropriate conduct, and mediating disagreements. By illuminating the connection between student conduct and classroom management, the study aims to provide useful information for successful practices. The outcome should be a reduction in disruptive disciplinary episodes and an improvement in learning settings.

Contributing to Professional Development: The results of this research may help primary school teachers build more effective professional development courses for managing their classrooms and encouraging positive conduct among students. In an attempt to add to the ongoing conversations about educational reform, this research were look at how better classroom management may affect students' conduct and academic performance. Finding and controlling the causes of disruptive conduct in primary school classrooms is the goal of this research, which aims to improve children's well-being and academic achievement. This research intends to contribute to the current body of literature on education by delving

into these goals and offering practical suggestions to teachers on how to establish safe, welcoming, and engaging learning environments in their classrooms.

4. Literature Review

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. In addition, there was a link that was noticed between the deployment of a method that acknowledges responsible behaviour and having a discourse about it with the children, which resulted in less distractions from the children's schoolwork. It was discovered that the teachers were aware of the need to create clear rules and address student misbehaviour whenever it was judged necessary. However, at the research are time, they tried to limit the potential negative consequences that such corrections may have on the atmosphere of the classroom. They made an attempt to create a positive relationship with the children, and they did so by adapting their educational tactics to the responses that they believed the pupils would offer. Specifically, the study focused on the relationship between these two policies. A significant correlation was found between student participation and both caring and behavioral control, according to the results of the study. This link was shown to be favorably associated. As a result of this research, it was shown that behavioral control serves as a barrier to classroom misbehaviour, whilst caring serves as a booster of students' pleasure with their educational experience. In this particular research, the objective was to do an analysis (Fulgencio & Maguate, 2023).

5. Research Question

- What are the longitudinal effects of elementary school instructors' professional development in classroom management on reducing students' persistent unwanted disciplinary behaviors over the academic year?

6. Methodology

Research Design: A mixed-methods approach was adopted for this study, combining both quantitative and qualitative research methods. Surveys and Questionnaire used this approach allows for a more nuanced understanding of the issue by integrating numerical data with detailed, contextual insights.

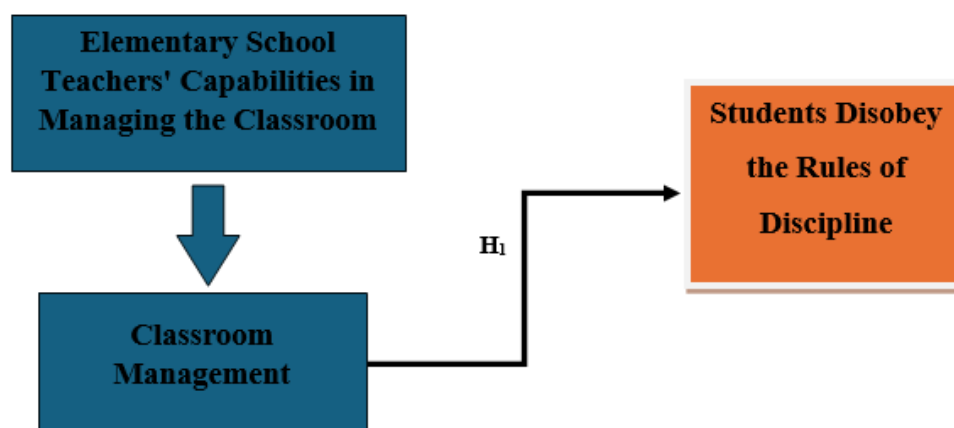
Sampling: The subjects in this study were 500 students sampled from Chinese students.

Data and Measurement: The researcher Surveys and Questionnaires 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 & survey 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 engage 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.

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



1. 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 research are best judgement between 0.5 and 0.6, since research are 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 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. 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.

Test for Hypothesis

• Dependent Variable

Students Disobey the Rules of Discipline: In educational institutions, maintaining order is essential for fostering an atmosphere that is favorable to learning and individual growth. But pupils breaking the norms of discipline is far from commonplace and may be a major headache for teachers and administrators. Student disobedience is complex, and this introduction were trying to unpack it by looking at its origins, effects, and possible solutions. A thorough examination of several elements, including psychological, social, and environmental impacts, is necessary to comprehend the reasons for student disobedience. Rebellious behaviour is typically influenced by adolescence, research is marked by the quest for self-discovery and autonomy (Ngososei, 2023).

• Independent Variable

Elementary School Teachers' Capabilities in Managing the Classroom: Effective classroom management is a must-have competency for primary school educators, since it has a direct impact on the learning atmosphere and the quality of instruction that kids get. In order to keep students engaged and on task as they study, good classroom management necessitates a balance between rigidity and adaptability. The purpose of this introductory section is to investigate the many talents, approaches, and difficulties that primary school teachers must overcome in order to effectively manage their classes. Teachers in elementary schools have a significant impact on their students' formative years in the classroom. Because of the impact on student conduct, participation, and performance in the classroom, their capacity to manage the

classroom well is crucial. Being able to set clear expectations, stick to routines, and be proactive with discipline are all important skills. Effective educators are also skilled at creating a welcoming learning environment, boosting student engagement, and meeting the requirements of students with a wide range of abilities and backgrounds (Fulgencio & Maguate, 2023).

• Factors

Classroom Management: Having a well-managed classroom is essential for a productive learning environment, which in turn facilitates successful teaching. Everything that educators do to keep the peace, pique students' interest, and maximise their learning falls under this category. In order to foster an environment conducive to learning, keep interruptions to a minimum, and accomplish educational goals, effective classroom management is crucial.

Fundamentally, managing a classroom means laying down norms that encourage respect and collaboration, establishing regular routines, and setting clear expectations for student conduct. Good classroom managers know how to be both authoritative and compassionate, creating a safe space for students while enforcing rules. In order to address the wide range of needs among their kids, they use a toolbox of strategies that includes organised activities, positive reinforcement, conflict resolution, and personalised assistance. For several reasons, it is essential to have effective classroom management. To begin with, it has an immediate effect on the growth and success of students. Students are able to concentrate on their work and have a deeper understanding of the subject matter when the classroom is well-managed. The second benefit is that it helps create an environment where students feel comfortable, valued, and inspired to contribute (Hasibuan et al., 2023).

H₀₁: There is no significant relationship between Classroom Management and Students Disobey the Rules of Discipline.

H₁: There is a significant relationship between Classroom Management and Students Disobey the Rules of Discipline.

Table 2: ANOVA

ANOVA					
Sum					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	39588.620	300	5655.517	645.883	.000
Within Groups	492.770	199	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 645.883, approaches significance. This means "*There is a significant relationship between Classroom Management and Students Disobey the Rules of Discipline*" is accepted and the null hypothesis is rejected.

2. Discussion

This part offers an overview of the approaches and tactics that are used in the analysis of quantitative data. The process of reviewing and interpreting data in order to discover patterns, correlations, and insights is generally referred to as, and this section. Next, we are discussing the analysis of the data obtained from the survey. The coding stage encompassed various themes, including the examination of prevailing privatisation practises and initiatives, the identification of challenges associated with privatisation, the exploration of the roles played by both the government and the private sector in the education sector, and the consideration of stakeholder perspectives on the privatisation of school education. The theoretical foundation for document analysis, the execution of the research are analysis, the method of coding, and the use of cross-case analysis are all included in this introductory part. The framework that was indicated before was an essential analytical tool that was used in the process of analysing the relevant policy papers. As a consequence of this, a thorough examination of the policy papers was carried out, with the major attention being placed on three key aspects: the contextual elements that had an impact on the policy, the substance of the policy language itself, and the possible consequences and implications that may arise as a result of its implementation. When employed in combination with one another, these components serve to contribute to an all-encompassing investigation from a variety of perspectives. Finding out where the policy care search is from and what motivated those who created it is the goal of this investigation. When referring to the particular contents of a policy document, the phrase policy text is sometimes used. This requires not just an examination of the underlying intentions and assumptions that are implied by the text, but also an analysis of the method in which the material is framed and constructed. Additionally, this is the reference in which certain ideas could emerge. The consequences of a policy are dependent on the process of putting the policy into effect as well as the interpretations

of those who have ownership of the policy. This entails having a complete understanding of the difficulties that were faced throughout the process of putting the policy into effect. Generally speaking, this component deals with the evaluation of a policy in its actual execution, which is sometimes referred to as policy review or policy evaluation.

3. Conclusion

The disciplinary behaviours component of students, which focuses on Towards violation of disciplinary rules, and the behaviours management dimension of instructors, which focuses on Management of undesirable behaviours, seem to have a positive and substantial connection with one another. The frequency of students engaging in disciplinary conduct lowers when preventative behaviours are introduced into the classroom more often. This is due to the fact that other aspects of classroom management skills are geared towards reducing the likelihood of such behaviours occurring. 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 avoiding students from engaging in disruptive behaviours that might potentially spoil teaching process. Students that are enrolled in the research class exhibit a variety of features. Each and every kid has a unique collection of requirements, considerations to consider, standards of performance, and talents. 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. If the underlying cause of a behaviour is not initially determined, it is very challenging to change that habit. When it comes to the responsibilities of an education manager, one of the most essential ones is to investigate the factors that lead to unwanted behaviours and to make certain that these factors are eliminated. Students have a greater likelihood of completing their tasks with a sense of satisfaction when they are given assignments that are matched to their interests and needs.

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