

# Classroom management, teaching strategies, and effectiveness among teachers in selected provinces in China

Zhang, Xin ✉

Graduate School, Lyceum of the Philippines University – Batangas, Philippines

Mauhay, Romana Celeste A.

Lyceum of the Philippines University – Batangas, Philippines



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## Abstract

This paper explores the central role of classroom management, teaching strategies and effectiveness in curriculum improvement programs, aiming to provide empirical research and theoretical guidance for deepening curriculum reform. The context of the study focuses on China's General High School Curriculum Program and Curriculum Standards launched in early 2018 and the Compulsory Education Curriculum Program and Curriculum Standards to be introduced in 2022, which emphasize the subjective position of teachers and students in education reform. The article highlights that despite the rapid advancement of curriculum reform at the official level, the initiative of teachers and students has not been fully stimulated at the practical level, resulting in a gap between the actual effects of curriculum reform and the expected goals. The study revealed key issues and challenges in classroom management, including the management of problematic student behaviors, the creation of a classroom climate, and the effectiveness of instructional communication through a literature review, questionnaire survey, and data analysis. The results of the questionnaire revealed that teachers generally agreed on positive measures in classroom management, such as sustained improvement in student achievement, ensuring that low-achieving students have the opportunity to succeed, and creating an engaging classroom environment. However, in terms of effective communication, there is still room for improvement in terms of teachers' use of appropriate vocabulary and grammar, adapting instruction to students' age and ability, and responding appropriately to students' questions. The study further analyzed teachers' classroom management strategies and found that teachers were confident in managing current and future classroom behavioral issues, especially in promoting students' emotional, social, and problem-solving skills. With regard to specific teaching techniques, teachers tended to guide students through reinforcement of positive behaviors, commenting on misbehavior, and timely praise. Based on the above findings, this paper puts forward a number of recommendations, including the establishment of an all-round concept of classroom

management, the construction of a good teacher-student relationship, the enhancement of inter-teacher collaboration, the focus on the integration of “teaching-learning-assessment”, and the enhancement of home-school cooperation, which are aimed at enhancing the effectiveness of teachers, optimizing classroom management, and ultimately promoting the overall development of students and improving teaching quality. The aim is to improve teacher efficacy, optimize classroom management, and ultimately promote the overall development of students and the improvement of teaching quality. The study emphasizes that the enhancement of teacher efficacy and the optimization of classroom management strategies complement each other, which is the key to improving the quality of education. Through a combination of empirical and logical analysis, this paper provides educators with valuable perspectives for a deeper understanding of classroom challenges and the development of effective teaching strategies, which is of great significance to the future direction of curriculum reform.

**Keywords:** classroom challenges, instructional strategies, classroom management, curriculum improvement plans

## Classroom management, teaching strategies, and effectiveness among teachers in selected provinces in China

### 1. Introduction

In today's era, education has been paid more and more attention by people, and it has become more and more an important force affecting the development of a country and a nation. To adapt to the rapid development of globalization, information technology, and the knowledge economy, the Ministry of Education of China issued the Curriculum Plan of Regular High Schools (2017 edition) and the curriculum standards of regular high schools (2017 edition), to promote the reform of education and the new curriculum.

With the deepening of the new curriculum reform and the promotion of quality-oriented education, people have gradually focused on the classroom, and "returning to the classroom" has become the inevitable choice for all educational reform. Classroom teaching efficiency is closely tied to classroom management, which is a complex and challenging endeavor. It is the most intricate and difficult aspect that teachers face in the classroom, requiring them to invest substantial effort. However, compared to classroom teaching, classroom management has been a weak link in educational research, with educators lacking detailed and in-depth investigations on the topic for a long time. The key to classroom teaching lies with the teacher. Undeniably, students are equally crucial in curriculum and teaching reform. Without student participation, their enthusiasm and initiative are not stimulated, and curriculum reform cannot succeed. In the official, top-down education reform rapidly promoting the "new curriculum," the majority of frontline teachers and students are "absent" from the curriculum reform. Teachers' roles have been reduced to teaching the "new curriculum," and students are also passively learning it. In the "drama" of curriculum reform, the "new curriculum" has become the "leading role," while teaching and students have become the participants in completing the "new curriculum".

To address these challenges, teachers should adopt effective teaching strategies to improve classroom management and student engagement. Establishing the new curriculum reform's "protagonist" identity for teachers and students, empowering them to embrace their roles and unleash their full vitality, prioritizing the classroom environment and the dynamic interaction between teachers and students, and fostering teachers' professional autonomy and students' self-directed learning - these are the key concerns that should drive the future deepening of curriculum reform.

In China, research on teacher effectiveness has gained significant attention in recent years, with a focus on understanding the characteristics and practices of effective teachers (Wang & Wang, 2023). Studies have shown that Chinese mathematics teachers plan their lessons carefully, emphasizing whole-class teaching strategies, the "two basics" (mastery of fundamental knowledge and skills), teacher-student interaction, and student engagement (Masduki et al., 2019). Moreover, Chinese teachers are known for their diligence, eagerness to learn new knowledge, and commitment to their students' needs (Yang et al., 2020).

This study mainly investigates the implementation of curriculum reform in practice by investigating front-line teachers. To investigate the classroom challenges that the front-line teachers face, which teaching strategies and effectiveness can provide input for the program improvement program, and explore the factors affecting the curriculum implementation on the basis of the survey, so as to make further promotion suggestions. Researching curriculum implementation is crucial to serving the curriculum reform efforts. Understanding the classroom challenges, teaching strategies, and teacher effectiveness can shed light on people's attitudes toward curriculum reform, the gap between the ideal reform and reality, and the factors that facilitate or hinder its implementation. The purpose of this research is to position the study of curriculum implementation as an integral part of the curriculum reform system, which can provide important insights into the success or failure of the reform, and offer a realistic foundation for the future development direction of curriculum reform.

**Objectives of the study** - This study aims to explore on the classroom management, teaching strategies and school teaching effectiveness. More specifically, this study assess the classroom management of teachers with regards to the inside of classroom, organization of the lesson, Interaction during the lesson, Teacher-student personal communication, and Psychological and social classroom environment; assess the teaching strategies in terms of managing class behavior, specific teaching techniques, working with parents, and planning and support. assess the school teaching effectiveness in terms of subject matter, assessment, learning environment, and effective communication. tested significant relationship among classroom management, teaching strategies and school teaching effectiveness w and lastly conducted a training program that adheres to the findings of this study.

## 2. Methods

**Research Design** - This study mainly uses a quantitative descriptive method, utilizing a survey questionnaire to explore how the classroom challenges, teaching strategies and effectiveness provide input for the curriculum improvement plan, and provide factual basis and strategic reference for the further deepening of the reform. Questionnaire survey method is a quantity of research method, through elaborate factual problems, behavior problems and attitude questionnaire, to investigate the present situation of the curriculum reform, the effectiveness of teachers, teachers' classroom teaching behavior, classroom management strategy, etc., and with the help of SPSS statistical software for quantitative analysis of the data, the conclusion, in order to enhance the persuasive facts.

**Participants of the Study** - The results of the survey data are derived with the help of questionnaires. Of the 429 respondents, 211 were male and 218 were female. The occupations of the survey were front-line teachers. The survey of this study covers 12 provinces, both consider the east, middle and west geographical distribution and interprovincial social economic and cultural education differences, also consider the different economic level in the province, social development gap, to make the scope and object is relatively comprehensive and development hierarchy. The respondents were involved in Hunan, Hubei, Zhejiang, Jiangsu, Shanghai, Anhui and other regions, and 450 questionnaires were distributed to the respondents, of which 429 were valid. This survey included frontline teachers who answered questionnaires on teaching classroom challenges, teaching strategies, and effectiveness. This study aims to understand frontline faculty awareness of classroom challenges, teaching strategies, and effectiveness, and to provide insight into faculty perceptions of classroom challenges, teaching strategies, and effectiveness to provide valuable insights into curriculum improvement initiatives.

**Data Gathering Instrument** - The survey of teachers consists of three parts: The first part of the study includes the profile of the respondents as to their: Sex, age, length of service and highest educational qualification or attainment. Part II is the survey of school teachers, which includes subject knowledge, teaching planning and strategies, evaluation and identification, learning environment and effective communication. The second part is the teacher's classroom management strategy, the main content includes management behavior, specific teaching technology, home-school cooperation, planning and support. The third part is the teacher's classroom management, the main content includes in the classroom, the course organization, the class interaction, personal communication between teachers and students, psychological and social classroom environment.

Part 1 presents the profile of the respondents, Part 2 refers to the classroom management, adapted from: Díaz, et al (2018) based on their previous study entitled: Validation of a Classroom Management Questionnaire for pre and Inservice Teachers of English, adapted from the American Teaching Strategy Questionnaire. 2012. The American Incredible Years, Inc. USA. Part 3 refers to the teaching strategies and Part 4 refers to the school teaching effectiveness adapted from School Teaching Effectiveness Questionnaire (STEQ). Division of Education, University of Education, Pakistan JRRE Education, 2019. The questionnaire was based on a Likert-style four-point scale, where four expressed strongly agreed, three agreed, two expressed disagreement, and one expressed strong disagreement. At the beginning of the study, 30 questionnaires were distributed to frontline schoolteachers and 30 were declared valid. The SPSS data obtained by the questionnaire star survey platform were analyzed for their reliability and validity by using the SPSS software. The reliability and validity

of the faculty survey questionnaire is shown in Table-Reliability. It can be seen that the Cronbach alpha coefficient is greater than 0.8, indicating that the scale has good internal consistency and high reliability.

Indicators	Cronbach Alpha	Remarks
SUBJECT MATTER KNOWLEDGE	0.980	Excellent
INSTRUCTIONAL PLANNING AND STRATEGIES	0.979	Excellent
ASSESSMENT	0.907	Excellent
LEARNING ENVIRONMENT	0.925	Excellent
EFFECTIVE COMMUNICATION	0.973	Excellent
MANAGING CLASS BEHAVIOR	0.967	Excellent
SPECIFIC TEACHING TECHNIQUES	0.950	Excellent
WORKING WITH PARENTS	0.976	Excellent
PLANNING AND SUPPORT	0.932	Excellent
DISCIPLINE DIMENSION	0.939	Excellent
TEACHING LEARNING DIMENSION ORGANIZATIONAL LESSON	0.935	Excellent
TEACHING LEARNING DIMENSION INTERACTION DURING LESSON	0.967	Excellent
PERSONAL DIMENSION	0.934	Excellent
TEACHER STUDENT PERSONAL COMMUNICATION		
PERSONAL DIMENSION	0.937	Excellent
PSYCHOLOGICAL AND SOCIAL CLASSROOM ENVIRONMENT		

*George and Mallery (2003) provide the following rules of thumb:*

*"\_ > .9 – Excellent, \_ > .8 – Good, \_ > .7 – Acceptable, \_ > .6 – Questionable, \_ > .5 – Poor, and \_ < .5 – Unacceptable"*

**Data Gathering Procedure** - This study was distributed online and conducted through the questionnaire star platform to improve the accessibility and feedback rate of the questionnaire. To ensure personal privacy and security, participants do not need to provide their real names, and all personal information will be kept strictly confidential and used for research purposes only. Participants must be frontline teachers, i.e., educators directly engaged in daily teaching work. Work region: Participants should come from 12 provinces in Central and South China, including but not limited to Hunan, Hubei, Zhejiang, Jiangsu, Shanghai, and Anhui, to reflect regional diversity. Questionnaire completeness. In this study, a total of 450 questionnaires were distributed and finally 429 questionnaires were recognized as valid, which indicates that the application of the inclusion and exclusion criteria ensured the high quality of the dataset.

**Data Analysis** - Weighted mean and rank were used to assess the Classroom management, teaching strategies and teaching effectiveness. Likewise, Spearman rho was used to test the significant relationship among Classroom management, teaching strategies and teaching effectiveness. All analyzes were performed using SPSS version 26.

**Ethical consideration** - The following details the ethical measures it took throughout the study. The study obtained formal approval from the LPU-B Research Ethics Committee, confirming that the study strictly complies with relevant ethical standards and laws and regulations. The committee conducted a detailed review of the research objectives, implementation methods, and participant rights protection measures, and authorized us to carry out the follow-up work. This study was distributed online and conducted through the questionnaire star platform to improve the accessibility and feedback rate of the questionnaire. To ensure personal privacy and security, participants do not need to provide their real names, and all personal information will be kept strictly confidential and used for research purposes only. All participants received electronic informed consent forms along with participant information sheets to ensure they knew the details of the study. This study emphasize that participation is completely voluntary and that participants have the right to withdraw at any time without suffering any adverse effects as a result. To protect the participants' right to anonymity, the institutional name and personally identifiable information mentioned in this study will be replaced or concealed, using alias replacement, to ensure that no identifiable information is leaked in the data report. Electronic data is stored in a dedicated computer with password protection, and paper data is stored in locked file cabinets. The dual safeguards are designed to prevent unauthorized access and ensure data security. The study implemented the

ethical principles during the research design and implementation phase, and implemented a number of measures to safeguard the rights and interests of participants and data security, in order to achieve legal, fair and reliable research results.

### 3. Results and discussion

**Table 1**

*Summary Table on School Teacher Effectiveness*

Indicators	Composite Mean	Verbal Interpretation	Rank
Subject Matter Knowledge	2.92	Agree	3
Instructional Planning and Strategies	2.91	Agree	4
Assessment	2.93	Agree	1
Learning Environment	2.91	Agree	5
Effective Communication	2.92	Agree	2
Composite Mean	2.92	Agree	

*Legend: 3.50–4.00 = Strongly Agree; 2.50–3.49 = Agree; 1.50–2.49 = Disagree; 1.00–1.49 = Strongly Disagree*

Table 2 shows the Summary Table on School Teacher Effectiveness. The composite mean was 2.92, indicating that respondents overall agreed. Of the items cited here, Assessment, had the highest mean score of 2.93, followed by Subject Matter Knowledge and Effective Communication, at 2.92. Meanwhile, Instructional Planning and Strategies and Learning Environment (2.91). There is little difference in this group of table data, but the proportion of individual assessment is relatively high in the assessment summary of school teachers. This study is consistent with the findings of Li Yijuan and Zhang Jinghuan (2020). They found that the overall level of teachers' teaching efficiency was high, among which teachers' personal teaching efficiency was higher than other efficacy levels. This shows that in practical work, teachers mainly feel higher evaluation of others and individual subjective consciousness from their personal teaching efficiency, so as to obtain a sense of teaching achievement. However, they often do not have so positive views on the promotion effect of subject knowledge, teaching plans and strategies, learning environment and effective communication on students' development. They believe that students are mainly affected by genetic, family, social and other factors, and education and teaching are difficult for students, especially poor students, to change a lot.

In general, before the results of educational and teaching behavior appear, teachers will evaluate the results of their educational and teaching behavior to form certain result expectations. When teachers believe that their educational and teaching behavior cannot help students overcome the influence of other factors, they will think that this effort is ineffective and will not produce good results, so they will not put more effort into it. Therefore, teachers' classroom management efficiency is particularly important, this not only emphasizes the teachers' ability to students' behavior management, highlights the teachers' attention and support for student behavior level, also aims to ensure the order of students' learning behavior, let students can have a not disturbed, positive classroom learning atmosphere and environment, it is crucial to guarantee the education teaching quality. The management of students' learning behavior can help students to clearly know what they should do in class, how and why they do so, and understand the reasons why teachers' teaching behavior has changed in different situations, so as to effectively help students improve their learning effect. Zhou (2020) found that when teachers explain to students, it can help students understand their expectations of them. On the contrary, when teachers do not clearly explain the requirements, methods and objectives in the classroom, it is usually difficult for students to understand teachers' expectations of them, and it is difficult to participate in and engage in learning, so that the result of students' learning effect is unsatisfactory. The lower the teachers' efficiency of classroom management, the more likely teachers are to ignore or even evade classroom management in specific classroom teaching, which will seriously affect the learning effectiveness of students.

Table 2 shows the Summary Table on Teacher Classroom Management Strategies. The composite mean of 2.95 indicates that teachers are generally perceived positively regarding their classroom management strategies. This average suggests that respondents agree that teachers effectively manage various aspects of classroom management, although there is still room for growth in some areas.

**Table 2***Summary Table on Teacher Classroom Management Strategies*

Indicators	Composite Mean	Verbal Interpretation	Rank
Managing Class Behavior	2.89	Agree	4
Specific Teaching Techniques	2.96	Agree	2
Working with Parents	2.97	Agree	1
Planning and Support	2.96	Agree	3
Composite Mean	2.95	Agree	

*Legend: 3.50–4.00 = Strongly Agree; 2.50–3.49 = Agree; 1.50–2.49 = Disagree; 1.00–1.49 = Strongly Disagree*

The highest-ranked statement, "Working with Parents," has a mean of 2.97, reflecting strong agreement that teachers effectively collaborate with parents to support student learning and behavior. This suggests that teachers are particularly effective in engaging with parents to support classroom management and student success. From the data in the table, it can be seen that in classroom management strategies, teachers are more inclined to involve parents in classroom management than management behaviors. This is because, in the school, teachers may get along with children most of the time, also know children's daily state, however, parents spend the longest time with the children, children since childhood, almost rarely leave the family area, teachers are children's growth stage in a stage of "teaching", they face a group, rather than a student, sometimes to other students, in this case, need family education, parents should actively go into the school, into the teacher, actively participate in school education. Effective communication and collaboration with parents are crucial for addressing behavioral issues and promoting a supportive learning environment, as parental involvement can significantly influence student behavior and achievement. Research supports the importance of parental involvement in education (Padilla et al., 2023). Collaboration between teachers and parents leads to better student outcomes, including improved behavior, higher academic achievement, and increased motivation (Boonk et al., 2018).

The fourth-ranked statement, "Managing Class Behavior," with a mean of 2.89, indicates that while teachers are generally seen as effective in managing student behavior, this is the area with the most room for improvement. Classroom behavior management is a critical aspect of creating a conducive learning environment, and slight deficiencies in this area can significantly impact overall classroom dynamics. Therefore, teachers in the classroom management will immediately think of parents, but speaking of "teacher" this occupation, most parents feel professional, serious, responsible, give children to them, they do not have to worry about too much, anyway, teachers will manage, as long as their management of children's "food, clothing, housing, transportation and transportation" can be. They think that teachers, as an "educator", must be authoritative and professional in education, and what the teacher says is right, and also dare not refute. In addition, due to their relative weakness of cultural capital, they think they are not qualified to doubt teachers' teaching methods and content. This suggests that teachers might face challenges in consistently managing student behavior. Effective behavior management is essential for minimizing disruptions and maintaining a focused learning environment. Improving skills in this area can enhance overall classroom effectiveness and student outcomes. Literature emphasizes the importance of effective behavior management in the classroom (Alibec, 2020). A well-managed classroom is characterized by clear rules, consistent enforcement of consequences, and proactive strategies to prevent misbehavior (Rafi et al., 2020). Effective behavior management techniques, such as positive reinforcement and clear expectations, are critical for maintaining a productive learning environment and minimizing disruptions (Lumbantobing et al., 2020).

Table 3 presents the Summary Table on Classroom Management for Teachers with a composite mean of 2.90, indicating that respondents agreed overall on the classroom management. Teacher-student Personal Communication scores on top among the cited items with the mean of 2.92 followed by a Psychological and social classroom environment score of 2.91, Interaction During the Lesson (2.90), The lowest score of inside the classroom and organization of the lesson (2.89).

From the table data, in Summary Table on Classroom Management for Teachers, the personal communication between teachers and students is the most important link in classroom management. This is

because the classroom interpersonal relationship management has not only the management of teacher-student relationship, but also the management of student relationship, its core is the management of teacher-student relationship, teachers are the core figures leading the establishment of classroom interpersonal relationship. The harmonious relationship between teachers and students is the cornerstone of the effective development of education and teaching, which is conducive to the normal development of education and teaching order, improving the educational effect and promoting the quality of teaching. In the actual teaching, some teachers often ignore the emotional communication between teachers and students. The goal of classroom management is only put on how to complete the teaching progress and teaching tasks, and on how to improve students' performance, rather than pay attention to the emotional communication with students. In classroom management, teachers and students do not form a good relationship between teachers and students, and lack of a good way of communication. If an authoritarian teacher faces the students' classroom challenges, the teacher often becomes the embodiment of authority, with absolute authority, and the students are required to completely obey.

**Table 3***Summary Table on Classroom Management for Teachers*

Indicators	WM	VI	Rank
Inside the Classroom	2.89	Agree	5
Organization of the Lesson	2.89	Agree	4
Interaction During the Lesson	2.90	Agree	3
Teacher-student Personal Communication	2.92	Agree	1
Psychological and social classroom environment	2.91	Agree	2
Composite Mean	2.90	Agree	

*Legend: 3.50–4.00 = Strongly Agree; 2.50–3.49 = Agree; 1.50–2.49 = Disagree; 1.00–1.49 = Strongly Disagree*

Harmonious and harmonious relationship between teachers and students is of great significance to improve teachers' teaching level and improve students' learning efficiency. As the saying goes, "close to the teacher, the letter of its way", in the case of a harmonious relationship between teachers and students, students will have a positive understanding of the teacher, grateful to the teacher, so as to have a positive attitude towards learning and strong interest. On the contrary, "hate and monk, and cassock", when the relationship between teachers and students is not good, students don't like or discuss the teacher, students in the process of learning, is likely to be under the influence of the bad mood, to the teacher teaching subject learning will also produce rebellious psychology, thus cause weariness, and affect the grades (Zheng Liyu, 2023). Teaching is not only a kind of learning, but also a kind of learning, and the two complement each other. When students have a strong desire to learn, it will also have a great impact on teachers, provide impetus for teachers' teaching, and then stimulate their enthusiasm for teaching.

**Table 4***Relationship Between School Teacher Effectiveness and Teacher Classroom Management Strategies*

Subject Matter Knowledge	r-value	p-value	Interpretation
Managing Class Behavior	.598**	0.000	Highly Significant
Specific Teaching Techniques	.689**	0.000	Highly Significant
Working with Parents	.641**	0.000	Highly Significant
Planning and Support	.598**	0.000	Highly Significant
<b>Instructional Planning and Strategies</b>			
Managing Class Behavior	.621**	0.000	Highly Significant
Specific Teaching Techniques	.627**	0.000	Highly Significant
Working with Parents	.672**	0.000	Highly Significant
Planning and Support	.578**	0.000	Highly Significant
<b>Assessment</b>			
Managing Class Behavior	.562**	0.000	Highly Significant
Specific Teaching Techniques	.695**	0.000	Highly Significant
Working with Parents	.695**	0.000	Highly Significant
Planning and Support	.681**	0.000	Highly Significant



<b>Learning Environment</b>			
Managing Class Behavior	.591**	0.000	Highly Significant
Specific Teaching Techniques	.657**	0.000	Highly Significant
Working with Parents	.713**	0.000	Highly Significant
Planning and Support	.628**	0.000	Highly Significant
<b>Effective Communication</b>			
Managing Class Behavior	.614**	0.000	Highly Significant
Specific Teaching Techniques	.612**	0.000	Highly Significant
Working with Parents	.676**	0.000	Highly Significant
Planning and Support	.647**	0.000	Highly Significant

Legend: Significant at  $p\text{-value} < 0.01$

Table 4 presents the association between School Teacher Effectiveness and Teacher Classroom Management Strategies. The computed r-values indicates a very strong direct correlation and the resulted p-values were less than the alpha level. This means that there was significant relationship exists and implies that the better is the better is the school teacher effectiveness, the better is the teacher classroom management strategies. The table shows the relationship between school teacher effectiveness and teacher classroom management strategies. The calculated r-values indicate a very strong direct correlation, resulting in a p-value smaller than the alpha level. This means that there is a significant relationship, which means that the better the teacher efficiency, the better the teacher classroom management strategy. The improvement of teacher efficiency is not only the reflection of teachers' personal ability and quality, but also the result of their long-term accumulation, learning and practice inside and outside the classroom. The improvement of this efficiency is reflected in the teachers 'in-depth understanding and grasp of the teaching content, the flexible use of teaching methods, and the sensitive capture and personalized guidance of students' individual differences.

Classroom management ability is one of the professional abilities that qualified teachers need to have. As an important sub-dimension of teachers' self-efficacy, classroom management efficiency also plays an important educational role (Zee, Koomen, 2016). When teachers have a high sense of efficiency, they also tend to show better strategies in classroom management. This is because efficient teachers know better about how to stimulate students' learning motivation, how to create a positive classroom atmosphere, and how to deal with various situations that students may have in class. They are good at achieving effective classroom management by formulating clear goals and rules, implementing effective incentive and restraint mechanisms, and building a harmonious teacher-student relationship. Therefore, for schools, improving teachers' efficiency and optimizing classroom management strategies are important tasks that complement each other. By strengthening teacher training, optimizing the allocation of teaching resources and establishing a scientific evaluation system, teachers' professional quality and teaching ability can be effectively improved, and then the optimization and innovation of classroom management strategies can be promoted. At the same time, teachers 'efficiency and teaching satisfaction can also be further improved by strengthening classroom management, creating a good teaching environment, and paying attention to students' individual differences and needs.

Table 5 displays the association between School Teacher Effectiveness and Classroom Management for Teachers. The computed r-values indicates a very strong direct correlation and the resulted p-values were less than the alpha level. This means that there was significant relationship exists and implies that the better is the better is the school teacher effectiveness, the better is the classroom management. The table shows the relationship between school teacher effectiveness and teacher classroom management. The calculated r-values indicate a very strong direct correlation, resulting in a p-value smaller than the alpha level. This means that there is a significant relationship, which means that the more efficient the teachers are, the better the classroom management.

Based on this significant relationship, we can further explore how to improve teachers' effectiveness and optimize classroom management. It should realize that the improvement of teacher efficiency is not only dependent on teachers' personal ability and professional knowledge, but also closely related to their

understanding and practice of classroom management. schools can organize regular teacher training and seminars and invite education experts to share best practices in classroom management. These activities can help teachers learn new teaching strategies and methods, understand how to manage the classroom more effectively, and how to build good interactions with students. Different teachers differ in knowledge structure, cognitive style, way of thinking, teaching experience and many other aspects. Teachers can also encourage communication and cooperation with schools. Teachers can learn from each other and make progress together by observing classes and sharing teaching experiences and cases. This cooperative learning helps teachers to continuously explore and innovate in practice, and find the most suitable teaching methods and management strategies for themselves (Zhou & Chen, 2021).

In addition, schools should provide teachers with necessary teaching resources and support, including teaching materials, teaching equipment and technical support. These resources can help teachers to better complete their teaching tasks, improve their teaching efficiency, and also provide students with a better learning experience. Finally, classroom evaluation is an important means of teaching, which serves to improve teaching and promote students' development. Classroom evaluation is the "ox nose", which plays a role in identifying, guiding and promoting teaching and learning. Schools should establish a scientific evaluation system to make an objective and comprehensive evaluation of teachers' efficiency and classroom management (Zou Fangfang, 2023). This evaluation system should pay attention to the combination of process evaluation and result evaluation, and pay more attention to teachers' teaching results as well as teachers' teaching methods and classroom management. Through the feedback of the evaluation system, teachers can timely understand their own shortcomings, and further improve their teaching level and classroom management ability.

**Table 5***Relationship Between School Teacher Effectiveness and Classroom Management for Teachers*

Subject Matter Knowledge	r-value	p-value	Interpretation
Inside the Classroom	.617**	0.000	Highly Significant
Organization of the Lesson	.638**	0.000	Highly Significant
Interaction During the Lesson	.650**	0.000	Highly Significant
Teacher-student Personal Communication	.639**	0.000	Highly Significant
Psychological and social classroom environment	.652**	0.000	Highly Significant
<b>Instructional Planning and Strategies</b>			
Inside the Classroom	.633**	0.000	Highly Significant
Organization of the Lesson	.577**	0.000	Highly Significant
Interaction During the Lesson	.612**	0.000	Highly Significant
Teacher-student Personal Communication	.611**	0.000	Highly Significant
Psychological and social classroom environment	.658**	0.000	Highly Significant
<b>Assessment</b>			
Inside the Classroom	.615**	0.000	Highly Significant
Organization of the Lesson	.651**	0.000	Highly Significant
Interaction During the Lesson	.626**	0.000	Highly Significant
Teacher-student Personal Communication	.602**	0.000	Highly Significant
Psychological and social classroom environment	.672**	0.000	Highly Significant
<b>Learning Environment</b>			
Inside the Classroom	.617**	0.000	Highly Significant
Organization of the Lesson	.606**	0.000	Highly Significant
Interaction During the Lesson	.619**	0.000	Highly Significant
Teacher-student Personal Communication	.607**	0.000	Highly Significant
Psychological and social classroom environment	.676**	0.000	Highly Significant
<b>Effective Communication</b>			
Inside the Classroom	.599**	0.000	Highly Significant
Organization of the Lesson	.611**	0.000	Highly Significant
Interaction During the Lesson	.618**	0.000	Highly Significant
Teacher-student Personal Communication	.611**	0.000	Highly Significant
Psychological and social classroom environment	.614**	0.000	Highly Significant

Legend: Significant at  $p\text{-value} < 0.01$

Table 6 displays the association between Teacher Classroom Management Strategies and Classroom Management for Teachers. The computed r-values indicates a very strong direct correlation and the resulted

p-values were less than the alpha level. This means that there was significant relationship exists and implies that the better is the Teacher Classroom Management Strategies ,the better is the classroom management. The table shows the relationship between teacher classroom management strategies and teacher classroom management. The calculated r-values indicate a very strong direct correlation, resulting in a p-value smaller than the alpha level. This means that there is a significant relationship, which means that the better the teacher's classroom management strategy, the better the classroom management.

There could be possible factors behind this significant relationship. First, a well-designed classroom management strategy is able to provide a student with a clear and orderly learning environment. In such environments, students are more likely to focus on learning tasks, reducing distraction due to classroom confusion. Moreover, when the teacher can manage the classroom effectively, they can better control the progress of the teaching, ensuring that each student keeps up with the pace of the course.

**Table 6**

*Relationship Between Teacher Classroom Management Strategies and Classroom Management for Teachers*

Managing Class Behavior	r-value	p-value	Interpretation
Inside the Classroom	.601**	0.000	Highly Significant
Organization of the Lesson	.580**	0.000	Highly Significant
Interaction During the Lesson	.619**	0.000	Highly Significant
Teacher-student Personal Communication	.652**	0.000	Highly Significant
Psychological and social classroom environment	.569**	0.000	Highly Significant
<b>Specific Teaching</b>			
Inside the Classroom	.658**	0.000	Highly Significant
Organization of the Lesson	.666**	0.000	Highly Significant
Interaction During the Lesson	.646**	0.000	Highly Significant
Teacher-student Personal Communication	.643**	0.000	Highly Significant
Psychological and social classroom environment	.691**	0.000	Highly Significant
<b>Techniques</b>			
Inside the Classroom	.667**	0.000	Highly Significant
Organization of the Lesson	.654**	0.000	Highly Significant
Interaction During the Lesson	.667**	0.000	Highly Significant
Teacher-student Personal Communication	.688**	0.000	Highly Significant
Psychological and social classroom environment	.679**	0.000	Highly Significant
<b>Working with Parents</b>			
Inside the Classroom	.621**	0.000	Highly Significant
Organization of the Lesson	.661**	0.000	Highly Significant
Interaction During the Lesson	.586**	0.000	Highly Significant
Teacher-student Personal Communication	.662**	0.000	Highly Significant
Psychological and social classroom environment	.638**	0.000	Highly Significant

*Legend: Significant at p-value<0.01*

Second, good classroom management strategies often incorporate positive incentives and feedback to students. This positive reinforcement mechanism can enhance students' confidence and stimulate their enthusiasm to participate in classroom activities. At the same time, through timely feedback, teachers can help students understand their own learning status, so as to guide them to improve themselves. Moreover, the effective classroom management strategy also includes the strict maintenance of the classroom discipline. An orderly classroom environment can not only improve students 'learning efficiency, but also cultivate students' self-discipline and sense of responsibility. This quality is crucial to both their future learning and career development.

In conclusion, the significant relationship between teacher classroom management strategies and teacher classroom management is not accidental. In the teaching management emphasis on student standard theory, all for the all-round development of students, with scientific management and teaching theory, fully mobilize teachers' organization ability and coordination ability, targeted teaching plan, teaching objectives, teaching supervision, overall planning, and effectively carry out the education teaching work. Comprehensive classroom teaching management requires that the goal of classroom teaching management should not be limited to the maintenance of classroom discipline, but should be reflected in how to better carry out all-round classroom

management, improve teaching effectiveness and promote students' learning and development (Palm, 2021). Therefore, in order to improve the quality of classroom management, teachers need to constantly learn and practice various effective classroom management strategies in order to provide students with a better learning environment.

**Table 7***Proposed Training Plan for Enhancing Teacher Effectiveness and Classroom Management*

KRA/ Objectives	Strategies	Persons Involved	Desired Outcome
<b>Classroom Management</b>  - Recognize the diverse teaching styles and classroom management methods of teachers. - Formulate educational policies and measures to support teachers' professional development. - Promote teaching quality improvement by understanding differences in teaching approaches.	- Conduct surveys and studies to understand the different teaching styles and their impacts. - Develop tailored professional development programs based on teachers' preferred teaching styles. - Implement policies that encourage innovation and continuous improvement in teaching practices.	- Educational researchers - Teachers - Professional development coordinators - School administrators	- Enhanced professional development opportunities catering to diverse teaching styles. - Improved teaching quality through recognition and support of various teaching methods. - Greater teacher satisfaction and engagement in professional growth.
<b>Teacher Effectiveness</b>  - Enhance teacher efficiency and optimize classroom management strategies. - Create a harmonious teaching environment and address individual student needs.  - Provide scientific guidance for improving teaching quality and effect. - Support and affirm teachers' efforts in the teaching process.	- Implement targeted teacher training programs focused on classroom management and teaching skills. - Allocate teaching resources effectively and equitably.  - Develop a framework for providing specific support and resources to teachers. - Regularly update the research findings and share them with the teaching community.	- Teachers Educational policymakers  Professional development coordinators School administrators  Teachers	-- Increased teacher efficiency and optimized classroom management strategies. - Improved teaching environment and student engagement. Improved teaching quality and effect through informed strategies. - Better support systems for teachers, leading to increased teacher satisfaction and professional growth.

#### 4. Conclusions and recommendation

Teachers are perceived as effective across various domains of their professional responsibilities signifying general agreement on their effectiveness. The highest-ranked domain, "Assessment" underscores the teachers' strength in evaluating student performance and providing timely feedback. "Effective Communication" follows closely highlighting the importance of clear and effective interaction between teachers and students. "Subject Matter Knowledge" reflecting teachers' competence in their respective subject areas. "Instructional Planning and Strategies" and "Learning Environment" ranked least, indicating agreement on the teachers' effectiveness in planning lessons, implementing instructional strategies, and fostering a conducive learning environment. Teachers are generally perceived positively in their classroom management strategies indicating an overall agreement on their effectiveness. The highest-ranked strategy, "Working with Parents" highlights the importance and effectiveness of teacher-parent collaboration in supporting student learning and behavior. This is closely followed by "Specific Teaching Techniques" and "Planning and Support," reflecting the teachers' competence in applying specific classroom management techniques and providing necessary planning and support. here is a general agreement on teachers' effectiveness in this area. The highest-ranked is "Teacher-student Personal Communication" emphasizes the importance and effectiveness of personal interactions between teachers and students in fostering a positive classroom atmosphere. "Psychological and Social Classroom Environment" reflecting the significance of creating a supportive and socially conducive learning environment. "Interaction

During the Lesson" highlighting the role of engaging interactions in effective classroom management. Both "Inside the Classroom" and "Organization of the Lesson" suggesting that while teachers are generally effective in these areas, there is room for improvement. There is a significant interrelationship among School Teacher Effectiveness and Classroom Management Strategies, School and Classroom Management for Teachers, which means that the better the teacher efficiency, the better the teacher classroom management strategy, the more efficient the teachers are, the better the classroom management, lastly, the better the teacher's classroom management strategy, the better the classroom management. A strategic training plan for teachers were develop and proposed based on the result of the study.

For School Administrators, they may establish a comprehensive concept of classroom management that extends beyond maintaining discipline to enhancing teaching effectiveness and promoting student development by reducing disruptive behaviors, increasing student independence, and coordinating various learning factors. Department Head, they may foster and build a harmonious teacher-student relationship to create a positive classroom environment where students feel respected and engaged, fostering trust and cooperation that enhances teaching efficiency. For Human Resource office, they may encourage lifelong learning and collaboration among teachers to continuously improve their professional skills and classroom management abilities, including specific training sessions and regular assessments. For Curriculum Developers, they may integrate "teaching, learning, and evaluation" to optimize classroom content and teaching methods, aligning with students' learning needs to foster interest and development. For Schools and Parents, they may Strengthen home-school cooperation by maintaining regular communication between teachers and parents to jointly address classroom challenges and support student growth. Future researcher may conduct similar study using different design such as qualitative study to further confirm the result of the study.

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