



## The Impact of Teachers' Classroom Behavior Management Strategies on Learning Behavior among Chinese Art Students

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### ABSTRACT

Previous studies have examined teachers' classroom behavior management strategies (TCBMS) and students' learning behavior (SLB) from a static perspective, particularly outside the realm of art education. This mixed-methods study aimed to comprehensively explore the detailed correlation between each dimension and the dynamic elements of TCBMS and SLB variables. Eighty-seven teachers and 453 students from Chinese art universities completed an online survey on TCBMS and SLB. Additionally, in-depth interviews with five art teachers were conducted to examine the dynamic aspects of learning behavior. Quantitative data were analyzed using structural equation modeling (SEM) to explain the impact of TCBMS on SLB. The research findings reveal that all aspects of TCBMS positively contribute to SLB. Three components of TCBMS were particularly dominant in improving SLB: feedback, the student-teacher relationship, and the use of traditional writing on the whiteboard. Teachers' feedback emerged as the most effective method for encouraging students' attention in art classroom learning. The study also examined how teachers provided input to their art students and the subsequent impact on their learning.

### KEYWORDS

Learning behavior; learning feedback; classroom management; art classroom.

## INTRODUCTION

Teachers' classroom behavior management strategies (TCBMS) refer to the approaches, techniques, and methods employed by teachers to create and maintain a positive classroom learning environment. These strategies typically promote student engagement, minimize disruptive behaviors, and enhance students' sense of responsibility, respect, and overall learning experience (Franklin & Harrington, 2019; Yeager & Dweck, 2012). In the context of art teaching and learning in China, discussions about teacher classroom behavior and student (SLB) become particularly intriguing due to the complexity of teaching art. This complexity involves the integration of various elements essential to artistic creation, such as cultural sensitivity, creativity, adaptability, and a profound understanding of pedagogical principles in art education (Ho et al., 2017; Wu, 2016; Yu et al., 2024; Zhu & Chang, 2019).

In the new era of education, China has developed an internationalized local teaching system (Yixuan, 2020). To meet societal demands, China's Ministry of Education (MOE) issued guidelines in 2021 to further strengthen and improve the examination and enrollment processes for art specialties in ordinary colleges and universities. These guidelines emphasized improving the cultural quality of assessments and performance of art candidates and outlined a development pattern for talent selection and cultivation in art universities. The growth environment and characteristics of contemporary university students, particularly those majoring in art with open and sensitive personality traits, have significantly influenced their personal development (Chen, 2022). The ability of teachers to manage their classrooms is critical to achieving positive educational outcomes for students. Effective teacher-classroom behavior management (TCBM) can significantly improve students' learning motivation and teaching effectiveness (Korpershoek et al., 2016) and promote students' overall development (Sowell, 2013).

Previous studies have examined TCBMS and SLB from a static perspective, particularly beyond the context of art education. Most of these studies focus on the general correlation between the two variables through survey methodologies, failing to capture the dynamic aspects of students' learning development and specific indicators contributing to learning behaviors. For instance, studies have looked at teacher classroom behavior only in the early stages of learning (Yasseen, 2010), conducted surveys on teachers' self-reports of their classroom behavior practices (Martinussen et al., 2011), and compared student engagement between teachers with high and low classroom management practices (Gage et al., 2018). These studies have attempted to investigate teachers' classroom management strategies from a single perspective. Building on previous research, this study aims to explore the correlation between teacher classroom behavior management and student learning behavior in the unique context of Chinese art classrooms. By analyzing specific dimensions of learning behavior management strategies using SEM, this study also examines the dynamic aspects of teacher classroom behavior management and student learning engagement.

### **Students Learning Behavior**

Wesche (1979) defines learning behavior as the observable actions and cognitive processes individuals engage in to acquire new knowledge, skills, or behaviors. It encompasses a wide range of activities, including attention, memory, problem-solving, critical thinking, and information processing. Learning behavior can be influenced by factors such as motivation, environment, previous experiences, and individual differences. Effective learning behavior fosters an interactive classroom atmosphere, providing opportunities for students to engage in their classes and enhance their potential (Abhirami & Devi, 2022; Nambiar et al., 2017; Wang et al., 2009). To improve students' learning behavior, teachers must improve teaching quality and learning activities while developing effective classroom management strategies. Positive student learning behavior in the classroom ultimately impacts learning performance and achievement (Bambaeroo & Shokrpour, 2017; Blazar & Kraft, 2017; Canivez et al., 2006). Various factors affecting students' engagement, motivation, and overall academic success must be considered to foster good learning behavior (Caruth, 2018; Hsieh, 2014; Raza et al., 2020; Rodríguez et al., 2019). When students exhibit good learning behavior, they are more likely to succeed academically (Khurshid, 2014; Leland, 2015; Morgan, 2014; Rai & Chunrao, 2016).

Regarding students' learning behavior, Kulinna et al. (2003) developed a measurement instrument for disruptive learning behavior, which consists of six components: aggression, engagement, following instructions, harmful behavior, disturbing others, and self-management. Subsequently, Canivez et al. (2006) developed an SLB questionnaire comprising four elements: 1) competence motivation, 2) attitude toward learning, 3) attention/persistence, and 4) strategy/flexibility. They proposed 29 indicators of students' learning behavior, which were further elaborated into subscales: competence motivation (10 items), attitude toward learning (8 items), attention/persistence (7 items), and strategy/flexibility (4 items). This study adopted the instrument developed by Canivez et al. (2006) because it has undergone extensive validation procedures, ensuring the constructs it evaluates are reliably measured. Additionally, this instrument provides a detailed measurement of each SLB component, enabling it to address the research questions effectively.

### **Teacher Classroom Behavior Management**

TCBM refers to the ability of teachers to organize classrooms and manage student behavior, which is critical for achieving positive educational outcomes and enhancing teacher retention (Brophy, 1984; Oliver et al., 2011). The Positive Behavior Interventions and Supports (PBIS) framework defines classroom behavior management as the systematic and customized methods teachers employ to increase student involvement and minimize the likelihood of disruptive conduct in the classroom (Horner et al., 2010; Oyenuga, 2024).

Regarding teacher classroom behavior measurement, Díaz et al. (2018) developed an instrument consisting of five components: learning environment, teacher attitude, student-teacher relationship, student engagement, and learning strategy. Subsequently, Asif and Khurram (2023) created a more comprehensive instrument to measure teacher classroom

behavior management. This instrument consists of eight components with 21 question items: seating arrangements (3 items), student-teacher relationships (2 items), time management (3 items), use of the blackboard (3 items), class norms (3 items), conducive environment (4 items), appropriate learning techniques (2 items), and feedback (1 item). This research adopts the TCBM instrument from Asif and Khurram (2023), due to its specificity and comprehensiveness in evaluating the constructs. The instrument provides in-depth insights into teacher-student interactions, disciplinary strategies, and instructional techniques, covering various teacher behaviors relevant to effective classroom management.

### **Research on Teacher Classroom Behavior Management (TCBM)**

Research on TCBM has encountered two potential issues over the last 10 years. The first issue deals with the nondynamic aspect of TCBM (Aus et al., 2017); (Coles et al., 2015); (Evrin et al., 2009); (Shin & Koh, 2007); (Unal & Unal, 2009). These studies did not examine the details of each TCBM criterion. For example, Shin and Koh (2007) focus solely on teachers' beliefs and strategies without considering broader structural factors that affect classroom behavior management, such as student-teacher relationships, classroom norms, and teachers' feedback. Ignoring these elements may limit the study's ability to offer a comprehensive understanding of behavior management strategies used in Korean and urban American school systems. Additionally, Evrim et al. (2009) claim that their study overlooks other significant aspects that potentially affect teaching effectiveness by focusing primarily on teacher views and styles in connection to classroom management strategies.

Contextual elements, such as student demographics, school culture, and administrative support, can significantly impact classroom management techniques but are often insufficiently addressed in studies. For example, Unal and Unal (2009) could benefit from a deeper exploration of the classroom and educational settings where both new and experienced educators work. Factors such as student demographics, class sizes, school leadership, and resource availability may influence classroom management techniques and beliefs but are not adequately examined in their study. Similarly, Coles et al. (2015) neglect students' viewpoints and experiences when assessing the effectiveness of classroom management techniques. To fully understand student outcomes, it is essential to consider students' perceptions of the classroom environment, their level of involvement, socio-emotional health, and teacher integrity. Lastly, Aus et al. (2017) overlook the impact of contextual factors such as classroom dynamics, student demographics, school culture, and administrative support on teachers' views and actions. Without considering these contextual aspects, the study's conclusions may be oversimplified and fail to adequately represent the complexity of teachers' behavior and decision-making in real-world settings.

Classroom management behavior is a crucial factor affecting the effectiveness of teaching activities, and successful classroom teaching can only be achieved through effective classroom management (Kasapoglu, 2015; Letuma, 2024; Mamaile & Omodan, 2023; Simonsen et al., 2008; Sowell, 2013). Effective classroom management not only helps maintain an orderly

teaching environment and control problematic behaviors that hinder learning but also motivates students to unlock their potential. It guides students in engaging in active and orderly learning activities, enhances learning efficiency, and facilitates the achievement of teaching objectives (Büyüktaşkapu Soydan et al., 2022; McLeod et al., 2003; Setyaningsih & Suchyadi, 2021).

To advance the transformation of TCBM toward regional scientific, standardized, and professional development, school leaders, secondary departments, and teaching departments must collaborate to enhance the quality of their teaching staff. They should focus on improving systems, balancing subject development, and coordinating school resources (Day et al., 2016; Smylie et al., 2002). This can be achieved through the implementation of key principles: act naturally, minimize unnecessary intervention, listen attentively, and be a patient helper. These principles support teachers in better managing student behavior in the classroom (Elias & Schwab, 2013; McLeod et al., 2003; Savage & Savage, 2009).

Previous research (e.g., Aus et al., 2017; Coles et al., 2015; Evrim et al., 2009; Shin & Koh, 2007; Unal & Unal, 2009) has largely overlooked the dynamic elements of learning behavior, particularly in the context of art education, which is inherently more complex than other types of learning behaviors. Consequently, the dynamic changes in the behavior of students, especially those studying art, have not been thoroughly examined. Furthermore, current studies (Gregory & Korth, 2016; Havik & Westergård, 2020), tend to oversimplify the intricate relationship between student participation and classroom interactions. Elements such as instructional approaches, student behavior, instructor behavior, and environmental factors all play important roles in classroom dynamics. A more nuanced and comprehensive approach may be required to fully capture the range of elements influencing student involvement. Given that no research has specifically addressed these aspects of learning behavior, it remains unclear which dimensions are most prominent. Therefore, this study aims to answer the following two research questions:

- Is there a significant relationship between teacher classroom behavior management and students' learning behavior?
- What factors affect classroom management practices, and how do teachers employ strategies to enhance student learning?

## METHODOLOGY

The research has two main objectives: first, to examine the significance of the effect of TCBM on students' learning behavior, and second, to analyze which TCBM factors are most dominant in affecting SLB and how teachers utilize these dominant TCBM components to enhance students' learning behavior. This study employs a mixed-methods design to comprehensively examine the detailed correlation between each dimension and the dynamic aspects of these variables. It includes a quantitative survey involving 87 teachers and 453 students from Chinese

art universities, complemented by in-depth interviews with five art teachers to investigate the dynamic aspects of learning behavior.

### Participants

The research subjects for this study included 87 teachers and 453 students from Chinese art universities (G University). The teachers specialized in music, painting, and dance, while the students were randomly selected from a pool of 3,000 first- through fourth-year art students with professional backgrounds in music, calligraphy, painting, design, dance, and sculpture. To explore teachers' TCBM strategies, five teachers were selected from the 87 using a stratified sampling technique. This approach categorized the population based on age, gender, teaching experience, and educational background, ensuring a diverse range of viewpoints and experiences in the interview sample and proper representation of each subgroup. The demographics of Chinese art teachers and students are detailed in Table 1 and Table 2.

**Table 1.**

#### *Demographic Information of Chinese Art Teachers*

Demographic Information of Chinese Art Teachers Teacher characteristics	N (87)
Gender	
Male	42,5%
Female	47,5%
Age	
31-40	43%
41-50	40%
51-60	17%
Teaching experience	
1 – 5 years	21%
5 – 10 years	45%
More than ten years	34%
Educational background	
Music	28%
Painting	43%
Dance majors	29%

**Table 2.**

#### *Demographic Information of Chinese Art Students*

Teacher characteristics	N (453)
Gender	
Male	47.2%
Female	52.8%
Age	
24-26	46.4%
27-28	53.6%
Learning experience	
1 year	51.3%
5 – 10 years	48.7%
Major	

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Music	34%
Painting	37%
Dance majors	29%

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### **Instruments**

This study employs three instruments: the Teachers Classroom Behavior Management Scale (TCBM-S), the Students' Learning Behavior Scale (SLB-S) from the Annenberg Institute for School Reform at Brown University, and a semi-structured interview.

#### **Teachers Classroom Behavior Management Scale (TCBM-S)**

To assess teachers' classroom behavior management strategies, the study uses the TCBM-S developed and validated by Asif and Khurram (2023). This questionnaire comprises eight components with a total of 21 questions:

- Seating arrangement (3 items),
- Student-teacher relationship (2 items),
- Time management (3 items),
- Use of writing board (3 items),
- Classroom norms (3 items),
- Conducive environment (4 items),
- Appropriate instructional technique (2 items),
- Feedback (1 item).

#### **Students learning behavior scale (SLB-S)**

To measure students' learning behavior, the study utilized a comprehensive learning behavior indicator proposed by the Annenberg Institute for School Reform at Brown University. The Students' Learning Behavior Scale (SLB-S) consists of 29 items distributed across four subscales:

- Competence motivation
- Attitude toward learning
- Attention/persistence
- Strategy/flexibility

#### *Semi-structured interview*

The researchers also conducted a semi-structured interview to complement the quantitative analysis. The interview questions were designed to align with the research objectives and included:

- Questions about teachers' classroom behavior management strategies used to encourage student learning.
- Questions aimed at gaining deeper insights into which of the eight components of TCBM are most effective in enhancing student learning.
- Questions about specific practices employed by teachers in Chinese art classrooms.

These interview questions were administered to five art teachers to explore the dynamic aspects of learning behavior.

## Procedures

The total number of students from the music, calligraphy, painting, design, dance, and sculpture departments at Chinese Art University was calculated. Respondents were then randomly selected from each department, as well as from the music, painting, and dance teaching subjects. The researchers prepared online versions of the Teachers Classroom Behavior Management Scale (TCBM-S) and the Students' Learning Behavior Scale (SLB-S). They visited each art class to introduce the research program and requested students to complete the online questionnaires. Data were collected through these two questionnaires: the TCBM-S for assessing teachers' classroom behavior management strategies and the SLB-S for evaluating students' learning behavior.

## Data analysis

In this study, structural equation modeling (SEM) was employed to analyze the contribution of each sub-indicator, providing a more detailed view compared to previous research that used simple correlation tests, which did not differentiate between individual contributions of sub-indicators. To examine teacher practices in TCBM, an analysis of interview results was also conducted. The validity of the interview questions was based on the three most influential components of teacher-classroom behavior management strategies affecting students' learning behavior: teachers' feedback, student-teacher relationships, and the use of a board. The interview results were analyzed thematically according to these three dimensions. Data reduction, display, and interpretation techniques were applied to analyze the interview findings. Reliability was ensured by maintaining consistency in interview protocols, training interviewers to minimize bias, and ensuring that responses accurately reflected students' true experiences across different sessions. To optimize validity and reliability, cross-checks were performed by the researcher and team during data reduction, display, and interpretation. Discrepancies in interpretations were resolved through discussion and verification with a third team.

## FINDINGS

RQ 1. Is there a significant relationship between teacher classroom behavior management and students' learning behavior?

This research focuses on two main components: teachers' classroom behavior management and students' learning behavior. To address the first research question—how does teachers' classroom behavior management affect students' learning behavior?—descriptive statistics for both variables are provided. These statistics are presented in Table 1.

Table 3.

*Descriptive Statistics of Teachers' Classroom Behavior Management (TCBM) and Students' Learning Behavior*

Variable	N	Min	Max	Mean	Std deviation
TCBM	87	93	67	84.05	2.20

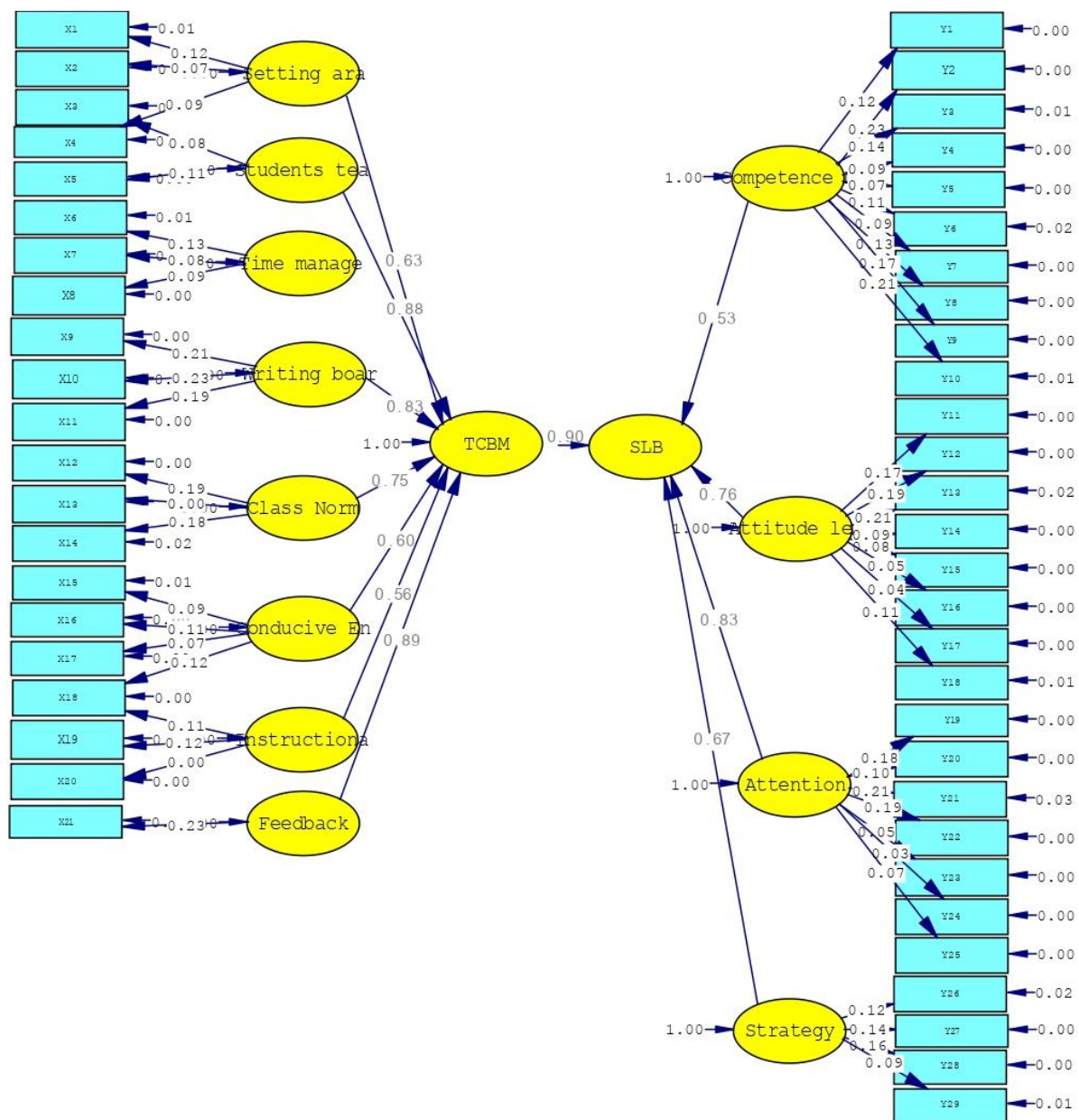
Students learning behavior	153	109	129	120.45	1.67
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Table 2 presents the data for the two variables, with the overall data close to the average values: 84.05 for TCBM and 120.45 for SLB. To examine the relationship between these variables, the researchers utilized LISREL 9.1. The results of the model's validity are illustrated in Figure 1.

These results indicate a good fit for the model.

**Figure 1.**

**Model Standard Between Teacher Classroom Behavior Management and Students' Learning Behavior**



Following the validity estimation, a Goodness of Fit (GOF) test was performed using LISREL 9.1 to assess the correlation between the variables. The measurement results are as follows:

- Degrees of Freedom: 89
- Minimum Fit Function Chi-Square: 427.89 ( $p = 0.00$ )
- Normal Theory Weighted Least Squares Chi-Square: 415.83 ( $p = 0.00$ )
- Estimated Non-centrality Parameter (NCP): 381.83
- 90 Percent Confidence Interval for NCP: (319.82; 451.30)
- Minimum Fit Function Value: 4.11
- Population Discrepancy Function Value (F0): 3.67
- 90 Percent Confidence Interval for F0: (3.08; 3.34)
- Root Mean Square Error of Approximation (RMSEA): 0.31
- 90 Percent Confidence Interval for RMSEA: (0.05; 0.06)
- P-Value for Test of Close Fit (RMSEA < 0.05): 0.00

Furthermore, the Expected Cross-Validation Index (ECVI) was 4.30, with an 80 percent confidence interval ranging from 3.80 to 4.07. The ECVI for the Saturated Model was 1.03, while the ECVI for the Independence Model was 20.19. The value of ECVI for this model was closer to the ECVI of the Saturated Model compared to the Independence Model. Additionally, the fit indices were as follows:

- Normed Fit Index (NFI): 0.90
- Non-Normed Fit Index (NNFI): 0.86
- Parsimony Normed Fit Index (PNFI): 0.91
- Comparative Fit Index (CFI): 0.92
- Incremental Fit Index (IFI): 0.92
- Relative Fit Index (RFI): 0.84

These indices further indicate a good fit for the model.

Figure 1 illustrates the standard relationship model between TCBM and SLB for each parameter and indicator variable. The key findings are as follows:

1. Significant Effect: The research identified a significant positive effect of TCBM on SLB, with a coefficient of 0.90.
2. Contribution of Parameters: Each TCBM and SLB parameter positively contributes to their respective variables:
  - Setting Arrangement: Contributes 0.63 to TCBM.
  - Student-Teacher Relationship: Contributes 0.88 to TCBM.
  - Time Management: Contributes 0.70 to TCBM.
  - Use of Writing Board: Contributes 0.83 to TCBM.
  - Classroom Norm: Contributes 0.75 to TCBM.
  - Conducive Environment: Contributes 0.60 to TCBM.
  - Appropriate Instructional Technique: Contributes 0.56 to TCBM.

- Feedback: Has the largest contribution, with a value of 0.89.

Furthermore, for the SLB variable, which consists of four parameters, all parameters positively contribute to student learning behavior. Specifically:

- Competence Motivation: Contributes 0.53
- Attitude Toward Learning: Contributes 0.76
- Attention: Contributes the most, with a value of 0.83
- Strategy: Contributes 0.67

These findings address the first research question concerning the significant effect of teacher of TCBM on SLB. The results indicate a substantial effect of TCBM on SLB. Among the eight TCBM parameters, three—feedback (0.89), student-teacher relationship (0.88), and use of the writing board (0.83)—demonstrate a very strong contribution to student learning behavior. In terms of SLB, the most notable impacts are seen in students' attention (0.83) and attitude toward learning (0.76).

## **RQ 2. What factors affect classroom management practices, and how do teachers employ strategies to enhance student learning?**

The Feedback parameter provides the largest contribution in TCBM to SLB. This parameter is assessed through one key sub-indicator: the teacher's ability to maintain student focus through feedback. Specifically:

- Teachers identify each student's strengths and areas for growth.
- They provide personalized comments tailored to individual needs.
- Timely assessments and constructive criticism keep students informed about their progress.

This approach not only enhances student engagement but also builds their confidence, allowing them to take charge of their own education.

Furthermore, the student-teacher relationship parameter also contributes strongly to TCBM. This parameter is measured through two sub-indicators: maintaining a sympathetic attitude in the classroom, which results in a better learning atmosphere, and exhibiting a caring attitude towards students, which enhances the effectiveness of classroom management. Teachers who foster a compassionate and empathetic environment create a climate of inclusivity and belonging. They provide a safe space where students feel respected and welcomed for who they are, celebrating diversity in all its forms. By building a sense of community based on empathy and understanding, teachers encourage students to embrace their unique identities and perspectives, enriching the learning experience and promoting overall development.

The parameter "use of the writing board" also contributes strongly to TCBM. This parameter is measured through three sub-indicators: the effective use of the writing board for teaching and management, engaging students through its use, and ensuring that its proper use helps maintain student focus during class lectures. The writing board serves as a focal point in the classroom, capturing students' attention. The tactile experience of chalk against the board helps bring students' focus back to the present moment, counteracting the distractions of a

digital world. By using the writing board effectively, teachers can improve the learning environment and keep students engaged.

How are teachers' strategies to enhance student learning behavior?

The results of the interviews with the five teachers regarding the components identified as most influential on student learning behavior—feedback, student-teacher relationship, and use of the writing board—are presented as follows:

When a student has a problem, I give feedback subtly. I do not reprimand him directly when he is with his friends, but I find time when he is alone. The feedback I provide focuses on improvement, not the shortcomings he has (T1)

I often give positive feedback to students, for example, "Your artwork is very impressive, I noticed that you are very detailed, you are very talented" (T2)

During painting class, I give feedback to students to improve their performance, for example, "Your use of color is commendable, with subtle blends and complementary tones adding depth to your piece. Continue exploring traditional Chinese colors' rich palette and symbolic meanings to enrich your composition further" (T3).

I often provide feedback to challenge my students, "consider how you can showcase your work effectively through exhibitions, portfolios, and digital platforms to reach a wider audience and make an impact in the art world" (T4)

After giving feedback to students, I usually write it again on the whiteboard to provide students with a more detailed picture so that students understand their mistakes and how to correct them (T5)

I always use a blackboard in special classes; for example, in a calligraphy class, the blackboard is the main media (T1).

Writing boards are also used to write down key points, important terminology, or theoretical concepts discussed in class. This helps reinforce learning and provides students with visual aids to accompany verbal explanations (T3).

## DISCUSSION

In recent educational settings, there has been an important shift toward more comprehensive methods of managing behavior in classrooms and analyzing students' learning habits. A student's engagement in learning is closely linked to their learning behavior in the classroom. It is challenging to separate good student learning behavior from positive teacher behavior. This study demonstrates that effective classroom behavior management by teachers enhances student engagement, particularly among Chinese art students. This finding aligns with research by Perle (2018), which indicated that positive teacher behavior can improve students' learning behavior. Perle's study highlighted the impact of providing specific feedback, which helps students understand exactly what they did correctly and encourages them to repeat such behavior in the future. Additionally, research by Houchens et al. (2017) found that positive teacher behavior significantly influences students' academic outcomes.

The study involved 4,308 teachers from Schools with Positive Behavior Interventions and Supports (SWPIS) and non-SWPIS schools (without such interventions) and administered the Teaching, Empowering, Leading, and Learning (TELL) surveys. The findings revealed that students in SWPIS schools had significantly higher academic outcomes. This suggests that when teachers consistently implement positive behavior strategies in the classroom, students are more likely to become engaged and active learners.

The second key finding of this research is that feedback is the most influential component affecting Chinese art students' learning behavior. This finding is consistent with the study of Brown and Wang (2013) and Fwu et al. (2022), who explored the impact of teachers' feedback. Their studies found that teachers often provide comforting feedback that encourages students to continue developing their skills. In Chinese art classrooms, feedback is not only immediate but also culturally sensitive; teachers typically employ Face-Saving Strategies, which align with Chinese cultural norms (Prutskikh & Merkulova, 2022).

Next, regarding student-teacher relationships, Chinese culture strongly emphasizes respect for authority and maintaining harmony in social interactions. In Chinese classrooms, teachers often adopt authoritative approaches to behavior management, relying on strict discipline and adherence to rules. Clear expectations are set, and students are expected to comply without question (Ho et al., 2017; Sun, 2015; Wu, 2016). This authoritarian style contrasts with the more democratic or student-centered approaches found in Western cultures, where students are encouraged to express their opinions and participate in decision-making processes (Maringe & Carter, 2007). In other countries, classroom management strategies may vary depending on cultural norms and educational philosophies (Hart, 2010). While some teachers may maintain an authoritarian approach, others may focus on building positive relationships, promoting self-regulation, and using positive reinforcement techniques.

The third component, the use of a board, has also strongly influenced student learning behavior. Teachers can use a whiteboard to emphasize certain aspects of learning; for instance, after providing feedback, the teacher may explain it again by writing it on the board. This finding aligns with research by Bidaki and Mobasher (2013) and Lo and Hyland (2007), which indicates that teachers writing on the board can reinforce learning and provide visual aids to complement verbal explanations.

## CONCLUSIONS

The study examined how teachers' behavior management in the classroom affects students' learning behaviors. Overall, the results show that TCBM strongly correlates with SLB. The findings offer valuable insights for educators and researchers, providing both practical and theoretical implications for improving student learning. The parameters of TCBM that are most effective in fostering student attention include feedback, the student-teacher relationship, and the use of the board. These parameters offer teachers strategies for designing effective feedback, building positive relationships with students, and using the board effectively. Further

research into developing feedback models to enhance classroom learning is warranted. Additionally, the study highlights that specific teacher behavior management strategies can significantly impact students' engagement, participation, and learning outcomes in art classrooms. Effective learning strategies, such as setting clear goals, establishing expectations, providing positive reinforcement, and offering supportive guidance, contribute to a productive learning environment and enhance students' motivation and discipline.

These findings underscore the importance of targeted professional development for art educators in China, emphasizing the need to refine behavior management skills to enhance student learning experiences and academic achievement. The study also suggests potential for broader application across diverse educational contexts, highlighting the universal relevance of effective classroom management in fostering positive learning behaviors among art students. However, a limitation of this study is its potential lack of generalizability beyond the specific context of Chinese art classrooms due to sampling constraints. Variables such as cultural, regional, or institutional factors may influence the effectiveness of teacher behavior management strategies, but these aspects have not been thoroughly examined. Future research should include a more diverse sample representing a broader range of educational environments and cultural backgrounds within China to improve the external validity of the findings. Additionally, longitudinal research designs could offer deeper insights into the long-term effects of behavior management strategies on learning behaviors, providing more nuanced recommendations for effective classroom interventions.

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