

# Classroom Management and Teaching Effectiveness of Novice Teachers

Beibei You\*, Pamela Mantuhac

College of Education and Liberal Arts, Adamson University, Manila, Philippines

\* Corresponding author: Beibei You (Email: Molly\_you@126.com)

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**Abstract:** Effective classroom management is a cornerstone of successful teaching, particularly for novice educators who are navigating the complexities of their profession. This study delves into the intricate relationship between classroom management techniques and teaching effectiveness among novice teachers at Dongguan Guangming School. Employing a comparative descriptive quantitative design, survey questionnaires were meticulously administered to high school teachers, offering a comprehensive exploration of variables and discerning changes across study groups. The findings of this study reveal a predominantly positive outlook on classroom management effectiveness among novice teachers. However, amidst the overall optimism, nuanced gaps in classroom management practices emerged, signaling areas ripe for improvement. These identified gaps underscore the necessity for proactive measures to enhance the existing system and fortify novice teachers' capacity to navigate the dynamic landscape of the classroom effectively. In response to these findings, a proposed program for the Development of Novice Teachers' Classroom Management Techniques is outlined. This program seeks to address the identified gaps by providing tailored support and resources to empower novice educators with the skills and strategies needed to navigate classroom dynamics successfully by cultivating a cohort of adept educators capable of fostering engaging and productive learning environments, nurturing a culture of continuous improvement and providing targeted support to educators, the school strives to create an environment conducive to student success and holistic development and empower novice teachers to thrive in their roles and cultivate enriching learning experiences for their students.

**Keywords:** Classroom Management, Novice Teachers, Teaching Effectiveness, Program Optimization, Professional Development, Pedagogical Skills, Educational Outcomes, Educational Leadership & Management.

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## 1. Introduction

In recent years, the traditional classroom paradigm has altered dramatically, moving its emphasis from a teacher-centered model to one that favors interactive teaching environments in which students actively participate in the learning process (Johnson & Johnson, 2014). The important function of classroom management is central to this transition, particularly for beginner English teachers in junior high schools, since it is a cornerstone of their professional growth (Smith, 2018). New instructors enter the classroom with zeal, ready to inspire and educate the next generation (Brown, 2017).

However, the reality of the classroom frequently exceeds their expectations. During their teaching careers, novice instructors in junior high schools commonly face a slew of classroom management issues. This survey and observation study demonstrates that many beginner instructors have challenges and ambiguities in managing their classrooms (Jones et al., 2019). They are ill-equipped to deal with poor student conduct and unexpected classroom interruptions. These difficulties transcend beyond the sphere of pedagogy and have an influence on their whole teaching experience.

When confronted with complicated classroom management challenges, the early phases of a budding English teacher's career are frequently characterized by a sense of powerlessness (Smith & Johnson, 2020). Unfortunately, this sense of inadequacy has led some teachers to lose excitement and confidence in the classroom, or even to consider abandoning the profession entirely (Brown, 2017). Recognizing the critical importance of classroom management in both teacher professional development and

student learning, it is clear that addressing the special requirements of beginning English instructors in junior high schools is critical.

New teachers are a dynamic force in the educational environment, and they play an important role in the teaching sector (Clark, 2016). As they traverse the intricacies of real-world teaching situations, these educators face classroom management issues. Effective classroom management is a complicated process that includes creating a suitable classroom climate, developing organized routines, maintaining order, and facilitating relevant classroom activities (Robinson & Harris, 2018). While there has been a lot of study done on classroom management, there is a conspicuous lack in the literature about the unique issues that rookie instructors, particularly novice teachers, experience (Wang & Chen, 2019). Furthermore, earlier research concentrated primarily on disciplinary components of classroom management, leaving factors such as classroom environment, group activities, time management, and holistic classroom discipline management largely unexplored (Smith & Johnson, 2020).

This quantitative study tries to highlight the current situation of classroom management among novice English instructors in junior high schools using the theoretical lens of self-organization theory (Stevens, 2015).

Hence, the purpose of this research is to provide practical recommendations for improving the classroom management abilities of rookie English teachers in junior high schools (Anderson, 2019), therefore addressing the complex and numerous issues they confront on their professional path, which also translates to improved delivery of education to their respective students.

Core literacy comprises the character and talents that kids require to adapt to lifetime and social growth. It emphasizes personal success, social awareness, familial and national values, and the importance of self-development, cooperative engagement, and inventive practice (Johnson & Johnson, 2014).

The English subject is critical in the area of basic literacy because it cultivates students' capacities to comprehend and express themselves in diverse social situations such as listening, speaking, reading, seeing, and writing (Smith, 2018). The English subject in compulsory education has a dual purpose: it seeks to develop students' essential English literacy and critical thinking abilities, while also adding to their overall humanistic traits.

Junior high school English education is thus a discipline that tries to foster students' ability for comprehension and expression within the context of complete humanistic literacy (Brown, 2017). Effective classroom management is critical in encouraging students' skill development and improving their basic literacy in English (Jones et al., 2019). The development of students' fundamental competencies is inextricably related to effective classroom management. As a result, by focusing on classroom management methods in junior high school English instruction, students may be encouraged to exhibit freedom, autonomy, and critical thinking, establishing a firm foundation for their overall growth (Robinson & Harris, 2018).

Junior high school students, who are often undergoing significant physical and psychological changes, are in a transformative period known as the "formative period," during which they begin to develop their own opinions, demonstrate self-awareness, and no longer accept passive parental or teacher indoctrination. They want to be active explorers and are especially concerned with what their classmates think. As a result, English teachers must modify their classroom management strategies to meet these changing demands (Clark, 2016).

Students sometimes experience anxiety in English classes, especially when they are required to express themselves in a foreign language (Davis, 2017). Teachers must provide a pleasant and pleasurable learning atmosphere that creates real communication chances to alleviate this fear and boost students' self-confidence.

The classroom management abilities of junior high school English instructors have a substantial influence on their professional growth (Smith & Johnson, 2020). Effective classroom management increases work satisfaction and well-being for these educators, but bad management increases stress and worry.

Failure to handle classroom management concerns swiftly can result in a loss of control inside the classroom, decreasing instructional efficiency and causing rookie teachers to feel fatigued, frustrated, and unsure of their teaching abilities. It can eventually lead to work burnout (Anderson, 2019).

Despite its importance, classroom management has gotten little attention in China's educational environment. Many beginning English teachers in junior high schools do not receive systematic classroom management training when they begin their employment (Brown & Smith, 2021). Because only a few teacher training schools provide classroom management courses, most new teachers lack rigorous professional training in this crucial part of teaching. As a result, there is an urgent need to address classroom management challenges and provide instructors with the

required knowledge and abilities to successfully traverse them.

Hence, the purpose of this research is to look at the present condition of classroom management among newbie English instructors in junior high schools, taking into account factors like environmental management, group cooperation management, time management, and disciplinary management. It tried to identify existing classroom management difficulties, assess the reasons driving these problems, and offer ideas and remedies based on self-organization theory to improve the classroom management abilities of beginner English instructors in junior high schools.

This study consulted a large number of relevant journals and books at home and abroad, and used the Internet to search for relevant resources, trying to grasp the research trajectory of classroom management and the latest research results, and sorted out the classroom management theory in the paper, and combined with its own teaching practice, to construct a new classroom management model with student-oriented humanization.

## 2. Statement of the Problem

This study aims to assess classroom management of novice teachers in Dongguan Guangming School, Guangdong Province from the perspective of self-organization theory.

Specifically, it sought for answers to the questions as follows:

(1) What is the profile of the novice English teacher respondents in the terms of:

- 1) Sex.
- 2) Age.
- 3) Level of Education.

(2) What is the self-assessment of respondents on the level of classroom management of novice teachers in the terms of:

- 1) Classroom Environment Management (CEM).
- 2) Classroom Activity Management (CAM).
- 3) Classroom Time Management (CTM).
- 4) Classroom Discipline Management (CDM).

(3) Is there a significant difference in the assessment of the respondents on the level of classroom management of novice teachers when their profiles are taken as test factors?

(4) What is the self-assessment of the respondent on the impact of the application of their management techniques in terms of:

- 1) Student Development.
- 2) Personal Development.
- 3) Professional Development.
- 4) School Contribution.

(5) Is there a significant difference in the assessment on the respondents' self-assessment on the impact of the application of their management techniques when their profiles are taken as test factors?

(6) Is there a significant relationship in the level of classroom management of novice teachers and the impact of the application of their management techniques?

(7) Based on the above findings, what strategies can be proposed to respond to the results of this study?

## 3. Scope and Delimitation of the Study

This study aimed to evaluate the current situation of classroom management of Novice teachers in junior high school, investigate and analyze it, find the problems of novice teachers in senior high school and junior high school

classroom management, analyze the causes, and combine self-organization theory to provide corresponding strategies to improve classroom management.

The study is novice instructors with up to three years of teaching experience at Dongguan Guangming School. It focuses solely on the characteristics of classroom management, such as classroom environment management, classroom activity management, classroom time management, and classroom disciplinary management.

This research involved 226 novice teachers. This study's data gathering techniques include questionnaires, classroom observation measures, which may include subjectivity and response biases.

#### 4. Theoretical Framework

This study is based on three main theories that will guide and inform the research. These theories are Self-organization Theory, Source and Production Process of Self-organization Theory, and Self-organization Theory Applied to Classroom Management.

Self-organization Theory: Self-organization Theory is not a single theory, it is a theoretical group, and its core theories are the new three theories of systems science, namely dissipative structure theory, synergy theory and mutation theory, and other theories include fractal theory, hypercycle theory and chaos theory. The dissipative structure methodology plays the role of a condition required to construct a self-organizing system; the synergistic methodology is in a dynamic methodology position in the whole self-organizing methodology; the mutational methodology studies the methodological ideas that a system takes in terms of its possible evolutionary paths; hypercyclic methodology provides a way to make full use of the flow of matter, energy, and information in a process, and provides a way to effectively unfold the interactions between things and combine them into closer things; fractal methodology studies the complexity picture in the process of the system moving towards self-organization, and also studies the evolution of self-organization from simple to complex, expressing the methodological idea of how to recognize an object or thing with fractal characteristics: the chaos theory methodology studies the temporal complexity of the system towards self-organization.

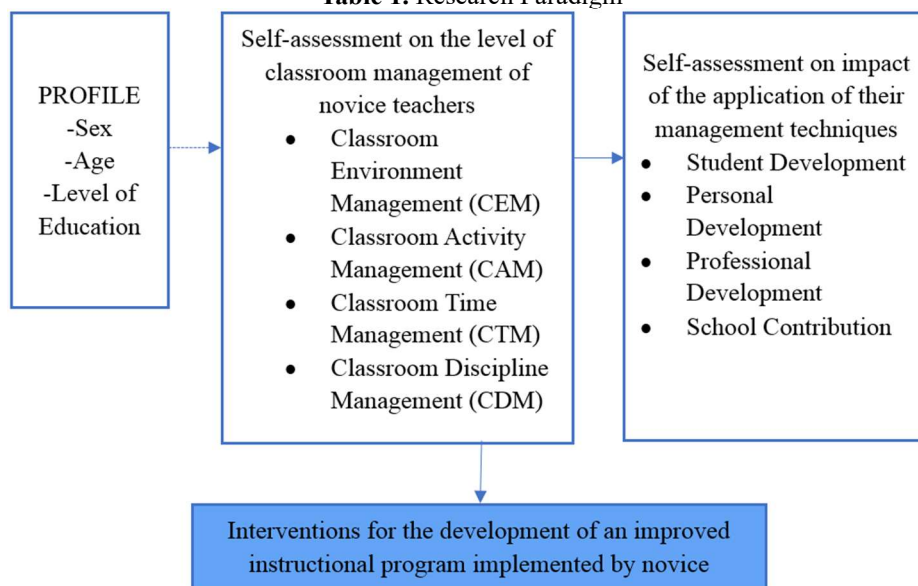
Source and Production Process of Self-organization theory: Source and Production Process of Self-organization theory, introduced by Thales, an early Greek philosopher, believed that everything is produced by water and eventually returned to water. Another wise man, Herakt, said: For this world everything is the same - order, not created by God or man, but has existed, is and exist forever. Self-organization theory is an eternal living fire, burning in a certain proportion and extinguishing at a certain measure. It also shows a sense of self-organized thinking. The formation process of self-organization theory mainly has the following signs: in 1900, the young French physicist Bernard first discussed the phenomenon of self-organization in detail in his paper, and it was he who first discovered this self-organization phenomenon. Before the 60s of the 20th century, although there were many achievements in the research around the phenomenon of self-organization, they were all stuck in different fields, could not be well integrated into a system, and were still in the initial stage of development and growth. In 1969, the Belgian physicist Prigogine proposed the theory of dissipative structures. French mathematician Dené Between

1967 and 1971, Tom developed the idea of mutantism in the course of his exploration in the field of embryology, and published several papers to explain this idea. In 1972, the emergence of his book "Structural Stability and Morphogenesis" formally established the formation of mutation theory. After the first International Conference on Synergy in 1973, the collection of papers of "Synergy" was published, and synergy was officially formed. After that, fractal theory, hypercycle theory and chaos theory were born one after another, so that the system and research scope of self-organization theory have been continuously improved, so self-organization theory is a subject group. In China, the theory of self-organization was born in the 60s of the last century, and it is still a new theory in terms of time alone, but its ideological roots have a long history, such as the ancient Chinese Confucian work "Zhou Yi" records that "there is heaven and earth, and then all things are born", "is why "Yi" has Tai Chi, is to give birth to two yi, two yi give birth to four elephants, and four elephants give birth to eight trigrams" contains many simple self-organization ideas. In the early 80s of the 20th centuries, researchers integrated the above theories, proposed that the system takes nonlinear action as the mechanism, relies on the dynamics generated by collaborative competition, and takes mutation as the path to continuously make the system evolve from chaos to orderly development, and further analyzes this evolutionary process. The most representative of these is the Santa Fe laboratory in the United States. This laboratory brings together a number of the world's top scientists, who strive to explore and explore from different disciplines to find common characteristics of systematic self-organization and evolution. At the same time, the influence of self-organization is also radiated from point to surface, that is, from a single field to a number of different fields.

Self-organization Theory Applied to Classroom Management: Self-organization Theory Applied to Classroom Management refers to the earliest proponent of the introduction of self-organization theory in the field of teaching was Jonathan of the United States, who explored it in the early 90s, but unfortunately did not resonate with people at the time. All the way to Little William. After the publication of E. Doerr's book "Postmodern Curriculum View", self-organization theory attracted the attention and understanding of scholars, which built a bridge between self-organization and curriculum theory. Many foreign scholars have made contributions to analyzing the self-organization phenomenon of the teaching system and exploring the construction of classroom self-organization, such as Prigogine's "From Existence to Evolution" and "Exploring Complexity"; Haken's "Higher Synergy" and "Synergy Learning: The Mystery of Nature"; Thom's "Mutation Theory: Thought and Application", Eigen's "Hypercycle"; The Nature of Chaos by Lorenz. Moreover, there are some specialized academic institutions that use systems theory and its methods to try to solve problems in the field of education, such as the New England Institute for Complex Systems, which is a form of collaborative exploration of complex systems in the natural and social sciences in the natural sciences and social sciences in the form of multi-branch and different fields. Chinese scholars have also done a lot of practical work in the connection between self-organization theory and education.

In sum, these three theories provide a theoretical background and paradigm for this study, assisting researchers in deep exploring and deciphering the research date.

**Table 1. Research Paradigm**



The profile was the basis of comparison and correlation among the major variables of this study. The level of respondents-teachers’ classroom management skills, meanwhile, was one of the variables that was the main point of measurement that revealed their perception of their current state. On the other hand, their self-assessment of its efficacy showed whether they have trust of the program they are implementing based on their observation for themselves, their students and their institution. Through the aforementioned variables and their ensuing indicators, the researcher formulated potential interventions which can be applied to produce an improved program for novice teachers that would better foster development of students and teachers, as well as set an inclusive classroom management system for China schools.

## 5. Hypotheses

H<sub>1</sub>: There is significant difference in the assessment of the respondents on the assessment of the respondents on the level of classroom management of novice teachers when their profiles are taken as test factors;

H<sub>2</sub>: There is no significant difference in the assessment of the respondents on the respondents’ self-assessment on the impact of the application of their management techniques when their profiles are taken as test factors;

H<sub>3</sub>: There is no significant relationship between the assessment of the respondents on the level of classroom management of novice teachers and the impact of the application of their management techniques.

## 6. Methodology

### 6.1. Research Design

A comparative descriptive design was used to offer a full description of variables and to investigate changes in these variables across study groups. Gender, age, and level of education all had a role in the formation of these groupings. This method enabled the comparison of descriptive data acquired from these various groups. According to Babbie (2009), quantitative methods emphasize the use of objective measurements and involve statistical, mathematical, or numerical analysis of data collected via tools such as polls,

questionnaires, and surveys, as well as the manipulation of existing statistical data using computational techniques.

The core focus of quantitative research is to gather numerical data systematically and then draw generalizations from this data, often with the goal of explaining a particular phenomenon. In the context of this study, the goal was to analyze and quantify self-perception of teachers towards their class management level and impact, with the potential to draw broader conclusions that apply not only to the specific variables or indicators but also to similar populations or contexts. This quantitative approach ensures a rigorous and objective evaluation of the research questions at hand.

### 6.2. Research Participants

This research involved 226 novice teachers selected purposively from Dongguan Guangming School which is a key Junior High School and Senior High School in Guangdong Province as participants. The selected novice teacher participants in this study's data gathering techniques include questionnaires, classroom observation measures, which may include subjectivity and response biases.

**Table 2. Participant Frequency and Respective Percentages**

	Frequency
Novice teachers	327
Total	327

### 6.3. Data Gathering Procedure

The study was conducted during the first semester of the school year 2023-2024, was meticulously planned to ensure both the integrity of the data and the protection of participants' privacy. Adhering to the regulations outlined in the Data Privacy Law, the researcher implemented stringent measures to safeguard the personal information of the students involved. Prior to data collection, informed consent was obtained from all participants, ensuring that students were aware of the study’s purpose, the nature of their participation, and their rights regarding data privacy.

Throughout the process, the identities of the students were protected by anonymizing any identifiable information at the earliest possible stage. Techniques such as assigning unique

codes to participants instead of using their names were employed to ensure individual responses could not be traced back to specific students. All collected data were stored in a secure, encrypted format, with access restricted to the researcher and authorized personnel only. After the completion of the analysis, all data were promptly deleted from the computer system to prevent any future misuse and to comply with ethical guidelines regarding the retention of personal information.

The survey questionnaire was designed to gather information relevant to the study's objectives while being mindful of the respondents' privacy. The questionnaire underwent pilot testing with a small group of students to refine the questions and ensure reliability and validity. Distribution of the questionnaires was conducted either electronically via secure, password-protected platforms or in paper format, depending on what was most feasible and secure. The researcher monitored response rates and followed

up with non-respondents to ensure an adequate sample size for reliable analysis.

Compliance with the Data Privacy Law was a cornerstone of this study's methodology. Transparency was maintained by fully informing students about the purpose of the study, how their data would be used, and their rights under the Data Privacy Law. Only essential data were collected, minimizing the risk of privacy breaches. Confidentiality agreements were signed by any personnel involved in handling the data to further ensure its protection.

## 7. Results, Analysis and Discussion

This chapter deals with the presentation, analysis, and interpretation of data gathered to answer the statement of the problems.

(1) The profile of the respondents in terms of:

**Table 3.** Profile of the respondents

Variable	Categories	Frequency	Percentage
Sex	Male	105	46
	Female	121	54
	<b>Total</b>	<b>226</b>	<b>100</b>
Age	21 - 30 years old	143	63
	31 - 40 years old	81	36
	41 - 50 years old	2	1
	50 years old above	0	0
	<b>Total</b>	<b>226</b>	<b>100</b>
Teaching Experience	Less than 1 year	143	63
	1-5 years	81	36
	6-15 years	2	1
	16-25 years	0	0
	More than 25 years	0	0
	<b>Total</b>	<b>226</b>	<b>100</b>

Table 3 shows that 105 or 46% of the respondents are male and 121 or 54% of respondents are female. This implied that there were slightly more female respondents than males. The relatively balanced representation of male and female respondents indicates that the survey sample is likely to be representative in terms of gender.

In terms of age, the results show that 143 or 63% of the respondents are 21-30 years old, 81 or 36% of the respondents are 31-40 years old while 2 or 1% fall within the age range of 41 to 50 years old and no respondents are reported to be 50 years old or above.

This implied that the majority of respondents belong to the age group of 21 to 30 years old, constituting 63% of the total sample. This suggests that the survey may have been more accessible or appealing to younger individuals. The absence of respondents aged 50 years and above indicates a limitation in capturing perspectives from more experienced educators. In addition, results also showed the percentage of the sample of 226 or 100% of respondents from less than 1 year to more than 25 years. A frequency of 143 or 63% of the respondents was less than 1 year in teaching, 81 or 36% were 1-5 years,

the respondents with a frequency of 2, or only 1% of the respondents have teaching experience ranging from 6 to 15 years, with no respondents having 16 years or more of teaching experience.

This implied that the majority of respondents, 63%, have less than 1 year of teaching experience.

Given this result, the dominance of respondents with less than 1 year of teaching experience suggests that the survey may have targeted or attracted novice educators or those in the early stages of their teaching careers. The absence of respondents with significant teaching experience of 16 years or more years might limit the depth of insights regarding long-term teaching practices or perspectives. Additionally, teaching experience distributions may influence the general findings, particularly regarding practices and perspectives that vary with experience level.

(2) The level of Implementation of Classroom Management Strategies into The Classroom Management of Novice Teachers.

1) Classroom Management Strategies

**Table 4.** Assessment on the level of Classroom Management Strategies

Variables	Weighted Mean	Standard Deviation (SD)	Interpretation	Adjectival Interpretation	Rank
I set up a safe and comfortable classroom environment before class.	3.63	0.54	Almost Always	Consistently	5.5
Before a new lesson is taught, I make sure the student's interest is stimulated	3.66	0.53	Almost Always	Consistently	2
I believe that classroom environment management is very important in teaching.	3.63	0.56	Almost Always	Consistently	5.5
I pay attention to the classroom atmosphere of students in teaching	3.64	0.54	Almost Always	Consistently	4
The classroom environment in my classes can be adjusted according to the actual teaching situation in the classroom.	3.67	0.52	Almost Always	Consistently	1
I make it a point that the classroom management will use the classroom environment as an evaluation factor.	3.61	0.56	Almost Always	Consistently	7
I have mastery in students' reflection summaries in classroom management	3.65	0.53	Almost Always	Consistently	3
<b>Overall</b>	<b>3.64</b>	<b>0.41</b>	<b>Almost Always</b>	<b>Consistently</b>	

Scale: 4.00-3.51=Almost Always/Consistently; 3.50-2.51=Usually/Frequently; 2.50-1.51=Rarely/Infrequently; 1.50-1.00=Almost Never/ Seldomly.

Table 4 analyzes the teacher respondents' self-evaluation of their classroom management strategies. It was evident that the teachers were consistently applying classroom management based on the obtained overall mean rating of 3.64 and a standard deviation (SD) of 0.41. Lending credence to this conclusion is the obtained mean rating of the seven indicators.

Among the indicators, "The classroom environment in my classes can be adjusted according to the actual teaching situation in the classroom" ranked one with a weighted mean of 3.67 and SD 0.52. This strategy received the highest score among all the strategies, indicating that respondents feel highly confident in their ability to adapt to the classroom environment based on teaching needs. Its low standard deviation (0.52) suggests consistent implementation. However, the indicator obtained the lowest score "I make it a point that the classroom management will use the classroom environment as an evaluation factor" ranked 7 or with the lowest mean rating of 3.61 and SD of 0.56. While still receiving a relatively high score (3.61), this strategy ranks lower compared to others. However, respondents still seem confident in their ability to incorporate the classroom environment into their evaluation practices.

The survey indicates that educators prioritize adaptability in managing the classroom environment, demonstrating a strong belief in their ability to tailor teaching settings to suit changing needs. This flexible approach receives the highest

rating among respondents, suggesting its importance in facilitating effective learning experiences. Moreover, the consistent implementation of this adaptable strategy, as indicated by the low standard deviation, underscores its reliability in maintaining an optimal learning atmosphere.

However, while adaptability ranks high, the integration of the classroom environment into evaluation practices receives a comparatively lower rating. Despite this, educators still express confidence in their ability to incorporate environmental factors into assessments, albeit to a lesser extent. These findings highlight the multifaceted nature of effective classroom management, emphasizing the importance of adaptability alongside evaluative considerations. Educators' confidence in managing the classroom environment effectively serves as a foundational element in enhancing teaching practices and fostering positive learning outcomes (Jones et al., 2019; Xiaoyun & Xiamoing, 2016).

From the results, it was evident that respondents seem to have a high level of confidence in their classroom management strategies, as indicated by consistently high scores across all variables. The low standard deviations suggest a high level of consensus among respondents regarding their implementation of these strategies.

## 2) Classroom Instruction Management

**Table 5.** Assessment on the level of Classroom Instruction Management

Variables	Weighted Mean	Standard Deviation (SD)	Interpretation	Adjectival Interpretation	Rank
It is very important to design teaching links in teaching	3.64	0.55	Almost Always	Consistently	6
It is very necessary to arrange the teaching session time during the teaching process	3.63	0.55	Almost Always	Consistently	7
Student inquiry and collaboration are important in the teaching process	3.66	0.53	Almost Always	Consistently	3.5
Classroom management is used as an evaluation factor in teaching and research activities	3.65	0.55	Almost Always	Consistently	5
Student collaborative inquiry time can be adjusted according to the academic situation	3.66	0.54	Almost Always	Consistently	3.5
Quickly mobilize students' interest in learning and teach new lessons	3.67	0.53	Almost Always	Consistently	1.5
In the teaching process, students will grasp the reflection summary	3.67	0.52	Almost Always	Consistently	1.5
<b>Overall</b>	<b>3.66</b>	<b>0.42</b>	<b>Almost Always</b>	Consistently	

Scale: 4.00-3.51=Almost Always/Consistently; 3.50-2.51=Usually/Frequently; 2.50-1.51=Rarely/Infrequently; 1.50-1.00=Almost Never/ Seldomly.

Table 5 indicates the teacher's respondents' Self-assessment on the level of their classroom Instruction Management. In the results yielded it was revealed that the respondents were consistently practicing the classroom instruction management. To give supporting to this conclusion is the obtained low overall mean rating of 3.66 and overall standard deviation of 0.42.

The respondents consistently rated all variables as "Almost Always" important or effective in classroom instruction management, as indicated by the high weighted means ranging from 3.63 to 3.67. Variables such as "Quickly mobilize students' interest in learning and teach new lessons" and "In the teaching process, students will grasp the reflection summary," received particularly high ratings, indicating that respondents highly value student engagement and interaction in the teaching process. However, the variables related to "student inquiry and collaboration" and "Student collaborative inquiry time can be adjusted according to the academic situation" also received high ratings, suggesting that respondents perceive these as essential aspects of effective classroom instruction management. The relatively low weighted mean across all variables indicates that there is a high level of agreement among respondents regarding the importance or effectiveness of teaching session time during the teaching process as classroom instruction management.

Educators appear to value approaches that stimulate active participation, encourage student-driven exploration, and facilitate reflection, all of which are deemed crucial for fostering deeper comprehension and nurturing critical thinking skills among students.

Furthermore, the agreement among respondents regarding the importance of managing teaching session time indicates a shared understanding of the pivotal role structured time allocation plays in optimizing learning outcomes. These findings underscore the necessity for educators to concentrate on implementing strategies that prioritize student engagement,

foster collaboration, and effectively manage teaching time to create enriching learning experiences. By doing so, educators can enhance the overall effectiveness of classroom instruction and better support student learning and development (Hideo et al., 2016; Anes, 2021; Tian, 2017).

The analysis indicates that respondents view various aspects of classroom instruction management as consistently important or effective, with a strong emphasis on student engagement and reflection.

### 3) Classroom Time Management

As shown in Table 6, the self-assessment of the teacher respondents on the level of their classroom Time Management obtained an overall mean rating of 3.66 and an overall standard deviation of 0.40 interpreted as "almost always" or "consistently". This inference was substantiated by the recorded mean rating for seven indicators of 3.65, 3.62, 3.63, 3.66, 3.67, 3.69, and 3.67 respectively, and standard deviation of 0.52, 0.53, 0.54, 0.54, 0.52, 0.53, and 0.52 respectively. The standard deviation values range from 0.40 to 0.54, indicating that responses are relatively consistent and clustered around the mean.

The respondents generally rate themselves quite highly in terms of classroom time management, with a weighted mean of 3.66, which falls in the "Almost Always/Consistently" interpretation category. This indicates a strong perception of effective time management practices among the respondents. Across all variables measured, the weighted means are consistently high, ranging from 3.62 to 3.69, indicating that respondents perceive themselves as consistently engaging in positive time management behaviors. The high self-assessment scores suggest that respondents perceive themselves as effective time managers in the classroom. This could have positive implications for student engagement, learning outcomes, and overall classroom efficiency (Kong, 2016; Wang & Tsai, 2022). However, educators need to reflect critically on their practices and seek opportunities for

continual improvement, despite high self-assessment scores, with consistent practices across various aspects, educators must maintain a reflective stance and continually refine their

time management strategies to optimize learning experiences for students.

**Table 6.** Assessment on the Level of Classroom Time Management

Variables	Weighted Mean	Standard Deviation (SD)	Interpretation	Adjectival Interpretation	Rank
I make an overall class time planning table before class.	3.65	0.52	Almost Always	Consistently	5
I teach strictly according to classroom hours.	3.62	0.53	Almost Always	Consistently	7
I decide on the best teaching time based on student learning outcomes.	3.63	0.54	Almost Always	Consistently	6
I plan teaching focus and difficulty according to the learning situation of students.	3.66	0.54	Almost Always	Consistently	4
I adjust the teaching time according to student acceptance and needs of the lesson at hand.	3.67	0.52	Almost Always	Consistently	2.5
I complete teaching tasks and evaluations within the allotted class time.	3.69	0.53	Almost Always	Consistently	1
I evaluate my own classroom teaching time management	3.67	0.52	Almost Always	Consistently	2.5
<b>Overall</b>	<b>3.66</b>	<b>0.40</b>	<b>Almost Always</b>	<b>Consistently</b>	

Scale: 4.00-3.51=Almost Always/Consistently; 3.50-2.51=Usually/Frequently; 2.50-1.51=Rarely/Infrequently; 1.50-1.00=Almost Never/ Seldomly.

Educators generally perceive themselves as highly effective in managing classroom time, indicating a strong belief in their time management practices. Across all measured variables, their self-assessment reflects consistent engagement in positive time management behaviors. These high ratings imply positive implications for student

engagement, learning outcomes, and overall classroom efficiency. However, educators must maintain a reflective stance and continuously refine their time management strategies to optimize learning experiences for students, irrespective of their self-assessment.

4) Classroom Discipline Management

**Table 7.** Assessment on the Level of Classroom Discipline Management

Variables	Weighted Mean	Standard Deviation (SD)	Interpretation	Adjectival Interpretation	Rank
I make sure that classroom discipline is jointly developed by us, lecturers, and students.	3.64	0.53	Almost Always	Consistently	7
I make it a point to master the effective cooperation of students in the teaching process.	3.65	0.56	Almost Always	Consistently	6
I adjust the irrational aspects of the classroom through proper and timely communication.	3.69	0.51	Almost Always	Consistently	2
I always consider the psychological state of the students.	3.68	0.51	Almost Always	Consistently	3.5
I make sure that an exchange in experiences with colleagues is fostered in the classroom.	3.68	0.51	Almost Always	Consistently	3.5
I make sure to have students reflect on issues affecting classroom discipline.	3.70	0.52	Almost Always	Consistently	1
If something unexpected happens, I can quickly adapt and resume classroom instruction.	3.67	0.54	Almost Always	Consistently	5
<b>Overall</b>	<b>3.67</b>	<b>0.41</b>	<b>Almost Always</b>	<b>Consistently</b>	

Scale: 4.00-3.51=Almost Always/Consistently; 3.50-2.51=Usually/Frequently; 2.50-1.51=Rarely/Infrequently; 1.50-1.00=Almost Never/ Seldomly.

Table 7 shows that the overall weighted mean score for all variables combined is 3.67 and SD of 0.41 indicating that respondents perceive themselves as almost always or consistently managing classroom discipline effectively.

Among indicators, "I make sure to have students reflect on issues affecting classroom discipline" received the highest weighted mean score (3.70) and ranked first. This suggests that respondents strongly believe in the importance of student reflection for maintaining classroom discipline. While "I make sure that classroom discipline is jointly developed by us, lecturers, and students" received the lowest score of 3.64, highlighting the importance of understanding student psychology and involving students in discipline development. This suggests that respondents perceive themselves as consistently implementing various strategies to manage classroom discipline effectively, with a strong emphasis on communication, collaboration, student involvement, and adaptability.

The survey findings highlight educators' emphasis on student reflection as a key component of classroom discipline management, evident from the highest weighted mean score

received by the corresponding indicator. However, the comparatively lower score for collaboration in developing discipline strategies suggests a need for educators to further involve students in disciplinary processes, fostering a sense of responsibility and ownership. Prioritizing communication and collaboration can cultivate a more positive and harmonious classroom environment conducive to student growth (Wang & Chen, 2019).

The consistent implementation of diverse disciplinary strategies, meanwhile, underscores educators' proactive approach to addressing classroom challenges. This emphasizes the importance of employing a multifaceted approach that integrates student reflection, collaboration, and adaptability into disciplinary practices. Through ongoing refinement and open dialogue with students, educators can create an inclusive learning environment that promotes engagement, growth, and overall well-being (Xiaoyun & Xiaoming, 2016).

(3) The Significant Differences in the Assessment on the level of Classroom Management Strategies

1) Gender

**Table 8.** Differences in the Assessment on the Level of Classroom Management Strategies by Gender

Variables	Sex	Mean	t-value	p-value	Decision	Interpretation
Classroom Environment Management	Male	3.65	0.252	0.801	Not Significant	Accept the null hypothesis
	Female	3.64				
Classroom Instruction Management	Male	3.68	0.702	0.483	Not Significant	Accept the null hypothesis
	Female	3.64				
Classroom Time Management	Male	3.67	0.371	0.710	Not Significant	Accept the null hypothesis
	Female	3.65				
Classroom Discipline Management	Male	3.68	0.082	0.934	Not Significant	Accept the null hypothesis
	Female	3.67				
<b>Overall</b>		<b>3.63</b>	<b>0.372</b>	<b>0.709</b>	<b>Not Significant</b>	<b>Accept the null hypothesis</b>

Correlational at the level of 0.05(two-tailed) If  $p\text{-value} > \alpha$ : accept the null hypothesis ( $H_0$ ), If  $p\text{-value} < \alpha$ : reject the null hypothesis( $H_0$ ).

Table 8 presents the differences in the assessment of the respondents on the level of classroom environment management and sex revealed a mean score of 3.65 for males and 3.64 for females, as indicated by the t-value of 0.252 and p-value = 0.801.

The findings of classroom instruction management between males and females are not significantly different based on a mean score of 3.68 for males and 3.64 for females, as indicated by the t-value of 0.702. The p-value = 0.483.

For classroom time management and sex between males and females are not significantly different with mean scores of 3.67 for males and 3.65 for females as indicated by the t-value of 0.371. The p-value = 0.710 is greater than the alpha. For classroom discipline management and sex revealed the mean scores of 3.68 for males and 3.67 for females as indicated by the t-value of 0.082. The p-value = 0.934 which is greater than the alpha. For all aspects of classroom

management strategies (Classroom Environment Management, Classroom Instruction Management, Classroom Time Management, Classroom Discipline Management, and Overall perception), the p-values are greater than the significance level (0.05). This indicates that there is no statistically significant difference between the perceptions of male and female respondents regarding these aspects of classroom management strategies.

The analysis of classroom management strategies across genders reveals a striking similarity in perceptions among male and female respondents. Both groups assigned similar mean scores to classroom time management and discipline management, indicating a consensus in their views. With negligible differences in t-values and p-values exceeding the significance level across all aspects of classroom management strategies, it becomes evident that gender does not significantly influence educators' perceptions in this context. This implies a universality in how educators, regardless of gender, perceive and approach various aspects of classroom management, underscoring a shared

understanding and consensus within the profession (Chen, 2019).

These findings suggest that other factors beyond gender may play a more significant role in shaping educators' perceptions of classroom management strategies. Therefore,

based on this analysis, it can be concluded that there is no evidence to suggest that perceptions of classroom management strategies significantly differ between male and female respondents in this study.

2) Age

**Table 9.** Differences in the Assessment on the Level of Classroom Management Strategies by Age

Variables	Age	Mean	f-value	p-value	Decision	Interpretation
Classroom Environment Management	21 - 30 years old	3.70	31.084	7.924	Not Significant	Accept the null hypothesis
	31 - 40 years old	3.53				
	41 - 50 years old	4.00				
	50 years-old above	0.00				
Classroom Instruction Management	21 - 30 years old	3.72	30.305	1.796	Not Significant	Accept the null hypothesis
	31 - 40 years old	3.54				
	41 - 50 years old	4.00				
	50 years-old above	0.00				
Classroom Time Management	21 - 30 years old	3.72	32.820	1.305	Not Significant	Accept the null hypothesis
	31 - 40 years old	3.54				
	41 - 50 years old	4.00				
	50 years old above	0.00				
Classroom Discipline Management	21 - 30 years old	3.74	33.374	7.392	Not Significant	Accept the null hypothesis
	31 - 40 years old	3.55				
	41 - 50 years old	4.00				
	50 years-old above	-				
<b>Overall</b>		<b>3.66</b>	<b>35.329</b>	<b>1.013</b>	<b>Not Significant</b>	<b>Accept the null hypothesis</b>

Correlational at the level of 0.05(two-tailed) If  $p\text{-value} > \alpha$ : accept the null hypothesis (H<sub>0</sub>), If  $p\text{-value} < \alpha$ : reject the null hypothesis (H<sub>0</sub>).

Table 9 shows the values of the classroom management strategies and ages. Based on the analysis, it can be concluded that age does not seem to be a significant factor in the assessment of classroom management strategies based on an overall mean score of 3.66 which represents the average assessment of classroom management strategies across all respondents and age groups. This indicates a generally positive perception of classroom management strategies among the respondents.

The overall F-value for an overall assessment of classroom management strategies is 35.329 which revealed with greater difference between the means of the different age groups. The overall p-value of 1.013 is greater than a predetermined significance level (usually 0.05), it indicates that there is sufficient evidence not to reject the null hypothesis.

Across all age groups, the classroom Environment Management mean scores are relatively close, ranging from 3.53 to 4.00. The f-value is 31.084 with a p-value of 7.924, indicating that the differences in assessment based on age are

not significant. Therefore, the null hypothesis, which suggests that there are no differences in assessment based on age, is accepted. This means that age does not significantly affect the assessment of classroom environment management strategies.

Similar to classroom environment management, the mean scores across age groups are relatively close for classroom instruction management based on the f-value is 30.305 with a p-value of 1.796, indicating that the differences are not significant. Thus, the null hypothesis is accepted, suggesting that age does not significantly influence the assessment of classroom instruction management.

Again, mean scores are similar across age groups in terms of classroom time management: based on the recorded f-value is 32.820 with a p-value of 1.305, indicating that the differences are not significant. Hence, the null hypothesis is accepted, indicating that age does not significantly impact the assessment of classroom time management.

However, classroom discipline management mean scores vary slightly across age groups, with the highest mean score in the 41-50 age group based on the f-value is 33.374 with a p-value of 7.392, suggesting that the differences are not significant. Therefore, the null hypothesis is accepted,

indicating that age does not significantly affect the assessment of classroom discipline management.

The findings revealed that there are no significant differences in the assessment of classroom management strategies among different age groups. Therefore, age does not appear to be a significant factor in how respondents perceive classroom management strategies. This implied that the age does not significantly influence how individuals assess classroom management strategies, suggesting a universality in evaluation criteria across different age groups. This finding underscores the importance of focusing on evidence-based and effective strategies rather than tailoring them specifically based on age demographics. It highlights the need for professional development opportunities that emphasize universal principles of classroom management, promoting a positive learning environment for all students (Singha & Fauzi, 2018). Additionally, this insight encourages further research into other factors that may impact the

assessment of classroom management, contributing to the development of comprehensive approaches that meet the diverse needs of students and educators alike.

Based on the analysis, it is suggested to prioritize the dissemination of best practices in classroom management that are universally effective across age groups. This could involve creating comprehensive training programs and resources that emphasize evidence-based techniques and strategies proven to enhance classroom dynamics and student engagement. Additionally, fostering a culture of ongoing professional development and collaboration among educators can facilitate the sharing of successful approaches and promote continuous improvement in classroom management skills (Mehmet, 2022). Moreover, encouraging educators to stay updated on the latest research findings and innovations in the field of education can further enhance their ability to create supportive and productive learning environments for all students (Kassim & Zulkifli, 2021).

**Table 10.** Significant Relationship between Assessment of Classroom Management Strategies and the Teaching Effectiveness of Classroom Management Techniques

Classroom Management Strategies vs. Classroom Management Techniques		R Value	P Value	Interpretation	Decision
Classroom Environment Management	Classroom management techniques	0.136	0.041	Significant/Very High positive correlation	Reject null hypothesis
Classroom Instruction Management	Classroom management techniques	0.101	0.130	Not Significant/Very High positive correlation	Accept null hypothesis
Classroom Time Management	Classroom management techniques	0.108	0.105	Not Significant/Very High positive correlation	Accept null hypothesis
Classroom Discipline Management	Classroom management techniques	0.154	0.020	Significant/Very High positive correlation	Reject null hypothesis

Correlational at the level of 0.05(two-tailed) If p-value >  $\alpha$ : accept the null hypothesis (H0)/Not Significant; if p-value <  $\alpha$ : reject the null hypothesis (H0)/Significant.

Table 10 presents a Pearson correlation coefficient has been tested for this study between the respondents' self-assessment of their classroom management strategies and the teaching effectiveness of their classroom management techniques. The analysis reveals varying degrees of correlation between different aspects of classroom management strategies and techniques.

There is a significant and very high positive correlation based on r value of 0.136, p value = 0.04 between respondents' self-assessment of their classroom environment management strategies and the effectiveness of their classroom management techniques. This implied that emphasizing strategies aimed at creating a conducive and positive classroom environment can enhance teaching effectiveness, hence, suggesting that teachers who perceive themselves as effective in managing classroom environments tend to implement techniques that lead to better teaching outcomes.

The correlation between classroom instruction management and classroom management techniques revealed a very high positive correlation with an r-value of 0.101 and a p-value of 0.130 interpreted as not significant. This implied that self-perceived effectiveness in instructional management may not directly translate into the effectiveness of classroom management techniques. Teachers may need to reassess their

instructional management strategies or explore additional techniques to improve teaching effectiveness (Xiaoynun & Xiaoming, 2016; Smith, 2020).

Similar to instructional management, effective time management strategies may not directly correlate with teaching effectiveness through management techniques based on the very high positive correlation between classroom time management strategies and classroom management techniques is also not significant leading to accept the null hypothesis with an r-value of 0.108 and a p-value of 0.105. This implied that teachers should review and possibly adjust their time management strategies to better align with effective classroom management techniques.

However, there is a significant and very high positive correlation (r value = 0.154, p value = 0.020 between respondents' self-assessment of their discipline management strategies and the effectiveness of their classroom management techniques. This indicates that teachers who feel proficient in managing classroom discipline tend to employ techniques that lead to better teaching outcomes (Saghir et al., 2017).

Based on the findings, this study recommends the following: first, provide training programs and seminars on effective classroom management tactics and procedures. Give instructors opportunity to study and practice innovative strategies for fostering a pleasant learning environment and efficiently managing teaching, time, and discipline. Second,

encourage instructors to collaborate and share best practices in classroom management. Peer observations and criticism can provide useful insights for enhancing approaches and strategies. Third, urge instructors to routinely reflect on their classroom management strategies. This self-assessment can help identify areas for improvement and refine existing strategies to enhance teaching effectiveness. It also provides teachers with resources such as classroom management books, articles, and online platforms where they can access additional support and guidance for implementing effective management techniques. (Wang & Tsai, 2022).

Implementing these suggestions and continuously evaluating and refining classroom management practices, educators can strive to create more conducive learning environments and enhance teaching effectiveness.

## 8. Conclusion

Based on the indicating findings, the following conclusions were drawn from the results of the study:

1) The study's participant pool displays gender equity, yet skews towards younger and less experienced educators, possibly constraining insights from seasoned professionals. While valuable, these findings should be interpreted cautiously when extending them to the wider educator demographic.

2) Teachers' self-evaluation of classroom management techniques suggests consistent application and confidence. They prioritize adapting classroom environments and effective discipline strategies, though enhancements in instructional and time management are warranted for maximum efficacy.

3) Examination reveals no significant differences in perceptions of classroom management strategies based on gender, age, or teaching tenure. This indicates a uniform approach to classroom management across demographics, highlighting the necessity for inclusive training and support for all educators.

4) Participants view themselves positively in fostering positive classroom environments and personal growth. However, areas such as supporting student achievement and instilling adherence to school values require further enhancement.

5) No discernible disparities emerge in self-assessed teaching effectiveness between male and female respondents, among different age groups, or varying teaching experience levels. These outcomes stress the importance of fair assessment and support mechanisms for educators.

6) Robust positive correlations are evident between self-evaluated classroom environment and discipline management strategies and their efficacy. Nonetheless, additional refinement is necessary in instructional and time management to optimize classroom effectiveness.

## 9. Recommendations

Empowering teachers and nurturing vibrant learning environments necessitates a focus on personalized support and tailored training programs. Collaboration and ongoing self-reflection are key to refining teaching methods and amplifying their impact on student growth. Investment in their professional journey, coupled with resources and opportunities for continuous learning, ensures that every teacher feels supported and valued in their mission to inspire young minds.

1) Encourage participation from a broader range of educators, including those with varying levels of experience and age groups, to offer a more comprehensive understanding of classroom management practices and their effectiveness across different career stages.

2) Develop comprehensive training and support programs tailored to address the specific needs identified in classroom management areas such as instructional techniques and time management. These programs should be accessible to educators of all experience levels and designed to foster continuous improvement.

3) Offer professional development opportunities that are inclusive and accessible to all educators, regardless of gender. Focus on creating an equitable learning environment where diverse perspectives and experiences are valued and supported.

4) Provide resources and training aimed at supporting educators in effectively fostering student achievement and success. This could involve strategies for personalized learning, student engagement, and differentiated instruction to meet the diverse needs of learners.

5) Encourage educators to collaborate with colleagues and share best practices in classroom management. Establishing collaborative learning communities can provide valuable support and insights for educators seeking to improve their classroom management techniques.

6) Emphasize the importance of ongoing evaluation and adaptation of classroom management strategies. Encourage educators to regularly reflect on their practices, seek feedback from students and peers, and make adjustments as needed to optimize learning environments.

7) Provide opportunities for professional growth and advancement, including mentorship programs, leadership development initiatives, and access to advanced training in classroom management techniques. Investing in educators' professional development ultimately benefit student learning outcomes.

8) Support research initiatives aimed at exploring innovative approaches to classroom management and teaching effectiveness. By staying informed about the latest research and best practices, educators can continuously improve their teaching techniques and enhance student learning experiences.

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