

Article

The influence of Years in Teaching towards Efficient Classroom Management in the Context of Basic Education

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Abstract: This study of classroom systematically examines effective classroom management strategies through a survey of teaching practices. It encompasses three core areas: organization of the lesson, teacher-student personal communication, and in-classroom strategies. The findings show high effectiveness in organizing lessons in establishing routines for group work, logically staging activities, preparing students for transitions, and assisting weaker learners. In teacher-student communication, exceptional scores are observed in promoting respect for cultural diversity and using eye contact to show care, illustrating a strong focus on inclusive and empathetic interactions. Furthermore, the incorporation of students' personal interests into teaching and starting lessons with collaborative activities also received high ratings, emphasizing the importance of engaging and relevant pedagogy. Within classroom management, involving students in rule-setting and sharing disciplinary reasons are highly rated, supporting a democratic and transparent approach. However, using a loud voice for redirecting behavior scored lower, indicating a preference for less confrontational methods. Overall, the study sheds light on the impactful strategies teachers use to create effective, respectful, and inclusive learning environments, balancing structure with student engagement and empathy.

Keywords: Classroom Management, teacher-student communication, lesson organization cultural diversity

Introduction

Education plays a pivotal role in shaping a person's future, offering a pathway to confidence, career success, and esteemed social status. Shah (2023) emphasized that it is a cornerstone for contributing to societal progress and productivity, particularly through assisting others. The journey of education begins within the confines of a classroom. Khanyile & Mpuangnan (2023) noted that its effectiveness hinges on orderly classroom management, adherence to rules and regulations, a conducive learning environment, tailored instruction to



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meet individual student capabilities, and the application of diverse teaching methods to captivate and engage students (Patphol et al., 2023). Thus, classroom management is a vital element in fostering successful educational outcomes.

Burden (2020) suggested that the numerous methods teachers employ to make their classrooms conducive to learning are collectively referred to as classroom management. This can entail anything from establishing the proper atmosphere and laying out clear expectations to stopping and dealing with disruptive conduct and maintaining order in the classroom is only one aspect of classroom management (Dornye & Muir, 2019), other tasks include fostering a supportive learning environment, confirming that students are meeting their learning objectives, and assessing student progress (Stanton et al., 2021). Since it can help establish the best possible learning environment, classroom management is frequently regarded as an essential component of teaching (Lazarides et al., 2020). In a well-run classroom, students are more likely to feel at ease and involved in both in-class and extracurricular activities (Dhingra, 2020) and peer connections are easier for students to make, fostering relationships and enhancing social and emotional learning in addition to academic achievement (Gueidner et al., 2020).

Effective classroom management is essential for both teachers and students, requiring careful planning and strategic implementation and well-managed classrooms offer significant benefits, such as diminishing behavioral problems, boosting student engagement, and enhancing academic achievement (Franklin & Harrington, 2019; Elkadi & Sharaf, 2023). Proficient classroom management sets clear goals and expectations, nurturing students' social and emotional skills and it also creates a welcoming environment that encourages students to explore further learning opportunities through collaborative efforts with their teacher (Tomlinson & Imbeau, 2023). For educators, exceptional classroom management enables more efficient lesson delivery, reduces stress, and allows a greater focus on teaching and learning (Burden, 2020). Lower stress levels in educators are vital for all stakeholders in the education system, including teachers, schools, students, families, and communities, especially in the face of a national teacher shortage. Moreover, effective classroom management is key in building strong teacher-student relationships, which are fundamental to student success (Franklin & Harrington, 2019).

The activities teachers do to establish and preserve a learning environment are known as classroom management and it has an impact on students' motivation, engagement, and classroom behavior, which makes it significant for their academic achievement (Eltahir et al., 2021). Effective classroom management has several advantages, including the ability to lessen the frequency and severity of disruptive behaviors that impair instruction and learning and it can help to create a welcoming and encouraging environment in the classroom where kids feel

encouraged to engage, work together, and cooperate with both their teachers and peers (Zoromski et al., 2021). It can improve students' social-emotional competencies, academic self-efficacy, and self-regulation all of which are critical for learning and success (Liew & Spinrad, 2022). Students may become more engaged, curious, and intrinsically motivated to study as a result, which may enhance their comprehension and recall of the subject matter. As a result, good classroom management is essential to both teaching and learning. Moreover, positive learning environments that support students' academic achievement can be established and maintained by teachers who employ research-based classroom management techniques (Nisar et al., 2019).

Teachers assess classroom management using a variety of methods, including observation, student feedback, data collecting, and reflection. Naturally, there is also constant misunderstanding on how classroom management "fits" into the teacher preparation program, particularly in our school that integrates special needs students into regular classes and provides SNED services. Classroom management appears to fall between the gaps since it is neither content knowledge nor psychological foundation knowledge nor pedagogical content knowledge.

The current body of research on classroom management techniques is distinguished by its broad investigation of creative strategies for promoting supportive learning environments. Scholars are notably investigating the efficacy of Positive Behavior Interventions and Supports (PBIS), with a focus on proactive approaches to create behavioral frameworks that are conducive to learning in schools. In order to alter conflict resolution in classrooms and foster meaningful connections, restorative practices which are informed by the concepts of restorative justice are another important area of concentration. The study also emphasizes how important it is for teachers to continue their professional development in order to improve their classroom management abilities and keep up with changing educational trends. As we get to the end of this chapter, it is clear that good classroom management has a major role in the success and well-being of both teachers and students in addition to creating a favorable learning environment. To sum up, this research study on classroom management techniques has shed light on the various facets of creating a productive and encouraging learning environment. The results highlight the need of using a comprehensive strategy that incorporates proactive and reactive tactics to handle a range of behavioral issues in the classroom. The study highlights how important it is to have a flexible and balanced management framework that can be used for anything from setting clear objectives and developing strong teacher-student relationships to enforcing consistent and equitable sanctions.

Methodology

In this quantitative research project, we employ the Likert scale as a key instrument to assess the effectiveness of various classroom management strategies practiced by teachers. Building on the seminal work of Rensis Likert in 1932, the Likert scale provides a structured and consistent way to measure participants' attitudes and opinions. Teachers in our study will respond to a series of Likert-type questions regarding the effectiveness, feasibility, and overall impact of different classroom management tactics, such as proactive discipline, behavior reinforcement, and established expectations. By conducting a quantitative analysis of the responses, we can identify teachers' preferences for specific classroom management strategies, as responses on the Likert scale range from strongly disagree to strongly agree. The ordinal nature of the Likert scale facilitates the conversion of qualitative teacher feedback into quantitative data for more comprehensive statistical analysis. Our aim is to use descriptive statistics, like the mean and standard deviation, to summarize the overall trends in teachers' responses. Furthermore, we plan to explore any correlations between teacher years of teaching and levels of classroom management. Through leveraging the Likert scale to gather empirical insights into teachers' views and preferences regarding classroom management practices, we aim to provide valuable guidance to educators and educational policy makers.

Results and Discussion

Table 1. Years of Teaching

| Years in Teaching | Frequency | Percentage |
|-------------------|-----------|------------|
| 0-5 years | 12 | 36.36 |
| 11-15 years | 5 | 15.15 |
| 16-20 years | 5 | 15.15 |
| 21-25 years | 2 | 6.06 |
| 26-30 years | 1 | 3.03 |
| 6-10 years | 8 | 24.24 |
| Total | 33 | 100 |

Table 1 presents the distribution of teaching experience among a group of 33 teachers, categorized into different ranges of years in teaching. The majority of the teachers, representing 36.36% of the group, have relatively less experience, falling within the 0-5 years category. This suggests a significant presence of newer educators in the sample. The next largest group, comprising 24.24%, have 6-10 years of experience, indicating a solid representation of teachers in the early to mid-stages of their careers. Interestingly, there's a noticeable decline in frequency as the years of experience increase. Both the 11-15 years and 16-20 years categories have an equal representation of 15.15%, suggesting a moderate presence of more experienced teachers. However, teachers with over 20 years of experience are less common in this sample, with

only 6.06% in the 21-25 years bracket and a mere 3.03% with 26-30 years of teaching experience. This distribution points towards a younger and less experienced cohort overall, with a gradual decrease in representation as experience levels rise. Such data could be indicative of recent hiring trends, possibly reflecting a younger workforce entering the teaching profession or a higher turnover rate among more experienced educators.

Table 2. Organization of the Lesson

| Organization of the Lesson | Mean | VD |
|---|------|----|
| 1. I establish routines for group work when needed | 4.71 | SA |
| 2. I organize the activities into logical stages to fulfill the objectives of the lesson. | 4.68 | SA |
| 3. I prepare students for transitions and interactions (e.g., bathroom rules, moving from one classroom to another) using predictable routines. | 4.59 | SA |
| 4. I assign advanced students as assistants to help weaker learners in the completion of their tasks. | 4.59 | SA |
| 5. I start the lesson in an unusual manner to catch students' attention. | 4.26 | SA |
| Total | 4.57 | SA |

Table 2 focuses on the organization of the lesson, as rated by teachers, and it reveals a consistently high level of effectiveness across various aspects. The highest-rated item, with a mean score of 4.71, is "I establish routines for group work when needed," indicating a strong emphasis on structured group activities. This is closely followed by "I organize the activities into logical stages to fulfill the objectives of the lesson" with a mean of 4.68. Both scores fall under the category of 'Strongly Agree' (SA), suggesting that teachers place significant importance on careful planning and structuring of their lessons. Similarly, the preparation for transitions and interactions (like bathroom rules and moving between classrooms), and the assignment of advanced students as assistants to aid their peers, both score 4.59, again reflecting a high level of agreement on these practices. The slightly lower score of 4.26 for "I start the lesson in an unusual manner to catch students' attention" still falls within the 'Strongly Agree' range, indicating a creative approach to engaging students, although it is not as uniformly emphasized as the other aspects. The overall mean score for all items is 4.57, which falls under 'Strongly Agree', showcasing a consistent and highly positive response towards effective lesson organization and management strategies employed by the teachers. This table highlights the teachers' commitment to structured, engaging, and supportive teaching practices, which are crucial for effective learning environments.

Table 3. Teacher-Student Personal Communication

| Teacher-Student Personal Communication | Mean | VD |
|---|------|----|
| 1. I promote respect for cultural diversity in the classroom. | 4.91 | SA |
| 2. I use eye contact to make students feel I care about what they say and do. | 4.97 | SA |
| 3. I incorporate students' personal interests into teaching. | 4.59 | SA |
| 4. I talk with students' previous teachers to gather information about students. | 4.56 | SA |
| 5. I begin the lesson with activities to reinforce a sense of collaboration among students. | 4.74 | SA |
| Total | 4.75 | SA |

Table 3 sheds light on the aspect of teacher-student personal communication within a classroom setting, with each item scoring remarkably high and falling under the 'Strongly Agree' (SA) category. The highest mean score of 4.97 is attributed to "I use eye contact to make students feel I care about what they say and do," indicating an exceptional emphasis on non-verbal communication as a means of showing care and attention to students. Closely following is the promotion of respect for cultural diversity in the classroom, scoring 4.91, reflecting a strong commitment to creating an inclusive and respectful learning environment. Beginning lessons with activities that reinforce collaboration among students also scores highly at 4.74, suggesting a focus on fostering a sense of teamwork and community within the classroom. Incorporating students' personal interests into teaching, with a score of 4.59, highlights the teachers' efforts to make learning more relatable and engaging by connecting with students' own experiences and passions. Talking with students' previous teachers to gather information about them, scoring 4.56, indicates a proactive approach in understanding students' backgrounds and learning histories for better teaching strategies. The overall mean score for all these aspects is 4.75, signifying a very strong agreement and commitment to effective teacher-student personal communication. This table underscores the teachers' dedication to building meaningful relationships with their students, fostering a learning environment that is not only academically stimulating but also emotionally supportive and culturally sensitive.

Table 4 provides an insightful look into the practices and strategies used by teachers within the classroom environment. The highest-rated practice, with a mean score of 4.85, is "I involve students in establishing rules and procedures." This score, categorized as 'Strongly Agree' (SA), indicates a significant emphasis on fostering a collaborative environment where students have a say in the creation of classroom

norms, potentially leading to greater buy-in and adherence to these rules.

Table 4. Inside the Classroom

| Inside the Classroom | Mean | VD |
|--|------|----|
| 1. I involve students in establishing rules and procedures. | 4.85 | SA |
| 2. I share with students the reasons behind the disciplinary approaches I use. | 4.68 | SA |
| 3. I use class time to reflect on appropriate behavior with students as a group. | 4.41 | SA |
| 4. I redirect inappropriate behavior on the spot, using loud voice. | 3.76 | A |
| 5. I use short verbal cues to stop misbehavior (e.g., say student's name aloud, use "shhh" sound). | 4.18 | A |
| Total | 4.38 | SA |

Following this, sharing the reasons behind disciplinary approaches scores 4.68, also under SA, reflecting transparency and understanding in discipline, which likely helps students see the rationale behind certain actions and decisions. The use of class time to collectively reflect on appropriate behavior scores 4.41, again in the SA category, suggesting an emphasis on collective learning and understanding of behavior expectations. However, the strategy of redirecting inappropriate behavior using a loud voice score lower at 3.76, falling into the 'Agree' (A) category. This indicates a less strong but still positive agreement on its effectiveness, perhaps suggesting a more cautious or selective use of this approach. Similarly, using short verbal cues to manage misbehavior scores 4.18, categorized as A, indicating agreement on its usefulness, though not as strongly as other methods. The overall mean score for all items is 4.38, which still falls under 'Strongly Agree', demonstrating a generally high level of approval for the various classroom management strategies. This table highlights the diverse methods teachers employ to maintain a disciplined, yet inclusive and understanding classroom environment, balancing firmness with empathy and involvement.

Table 5. Relationship between Years of teaching and level of Classroom Management Practices

| | Organization of the Lesson | Teacher-Student Personal Communication | Inside the Classroom | Number of Years in teaching |
|--|----------------------------|--|----------------------|-----------------------------|
| Organization of the Lesson | 1 | | | |
| Teacher-Student Personal Communication | 0.150228 | 1 | | |
| Inside the Classroom | 0.019791 | 0.206091 | 1 | |
| Number of Years in Teaching | 0.008810 | 0.083677 | 0.064203 | 1 |

Table 5 presents the insight of the relationship between years of teaching experience and various aspects of classroom management practices. These aspects include the organization of the lesson, teacher-student personal communication, and management inside the classroom. The data shows that the organization of the lesson is somewhat correlated with teacher-student personal communication (0.150228), but has a very minimal relationship with management inside the classroom (0.019791) and years of teaching (0.008810). This implies that while the ability to organize lessons might slightly influence how teachers communicate with students, it's largely independent of their overall experience and classroom management skills. Teacher-student personal communication, on the other hand, shows a slightly stronger correlation with management inside the classroom (0.206091) and a modest correlation with years of teaching (0.083677). These figures suggest that as teachers gain more experience, they might improve marginally in their communication with students, which could also have a small but positive impact on their classroom management. The relationship between inside the classroom management and years of teaching is represented by a correlation of 0.064203. This is a relatively low figure, indicating that while there is some improvement in classroom management skills with experience, it is not a strong or direct correlation. It suggests that effective classroom management might depend more on other factors such as individual teacher personality, specific training, or the unique dynamics of each classroom, rather than solely on the number of years a teacher has been teaching. Overall, the correlations in Table 5 suggest that while there are some connections between years of teaching and classroom management practices, these relationships are not particularly strong. This highlights the complexity of teaching and suggests that experience, while valuable, is just one of many factors that contribute to effective classroom management. Other elements such as personal skills, ongoing professional development, and the specific educational context likely play significant roles as well.

DISCUSSION

The provided tables offer a comprehensive overview of various aspects of a teaching environment, from academic ranks to classroom management strategies. In terms of the years of teaching experience vary, with the largest group (36.36%) having 0-5 years of experience, and a notable 24.24% having 6-10 years. This suggests a mix of relatively new and moderately experienced teachers. Moreover, the organization of the lesson scores highly in all aspects, particularly in establishing group work routines (4.71) and logical activity organization (4.68), suggesting a strong emphasis on structured, goal-oriented teaching. Teacher-student personal communication is another high-scoring area, with the use of eye contact scoring the highest (4.97).

This indicates a strong focus on building respectful, attentive relationships with students. Finally, inside the classroom, involving students in rule-setting (4.85) and sharing disciplinary reasons (4.68) score highly, pointing to a democratic and transparent classroom environment. The relatively lower score for redirecting behavior with a loud voice (3.76) suggests a preference for less confrontational methods of behavior management. Overall, these tables paint a picture of a teaching environment that values structured, respectful, and inclusive practices, with a focus on practical and physical education, and a mix of new and moderately experienced teachers with solid educational backgrounds.

CONCLUSION

The findings depict an educational setting where a diverse range of teaching experiences contributes to a high level of proficiency in key pedagogical areas, namely lesson organization, teacher-student communication, and classroom management. This indicates a pedagogical approach that values structure, respect, and inclusivity. The teachers excel in creating organized, coherent lesson plans, crucial for effective teaching and engaging learning experiences. High scores in teacher-student communication reflect a nurturing environment, promoting open dialogue and a supportive atmosphere, essential for catering to diverse student needs. Effective classroom management skills among the teachers further enhance this learning environment, ensuring minimal disruptions and maximized learning opportunities. This blend of experience and skills among the teaching staff suggests a dynamic, adaptable educational approach, poised to meet the evolving needs of students and equipping them for both academic success and real-world challenges.

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