



**TEACHING WITH AUTHORITY IN THE CLASSROOM AND
THE VALUE OF ITS CLASSROOM AUTHORITY ON
STUDENT OUTCOMES**

SHIKAI JIN

**A THESIS SUBMITTED IN PARTIAL FULFILLMENT
OF THE REQUIREMENTS FOR THE DEGREE OF
MASTER OF ARTS IN EDUCATION AND SOCIETY
INSTITUTE OF SCIENCE INNOVATION AND CULTURE
RAJAMANGALA UNIVERSITY OF TECHNOLOGY KRUNGTHAP
ACADEMIC YEAR 2023
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OUTCOMES
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of the Requirements for the Master's Degree

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Academic
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ABSTRACT

This research aimed to evaluate the impact of authoritative versus non-authoritative classroom management styles on high school students by examining four key areas: student achievement, self-regulation, emotional and social development, and satisfaction with teaching progress. Employing a mixed-methods design, the study analyzed data from 90 students across two mid-performing classrooms using questionnaires, interviews, and observation forms. The findings revealed that authoritative classroom management significantly improves student achievement, enhances self-regulation, and better supports emotional and social development than non-authoritative styles, with all results significant at the .05 level. Additionally, the survey indicated that students experienced higher satisfaction in classes managed authoritatively, correlating positively with their academic performance. These results suggest that authoritative classroom management boosts academic success and contributes positively to students' overall development and satisfaction.

Keywords: authoritative classroom management, differences in academic performance, self-regulation, motivation and engagement, emotional and social implication

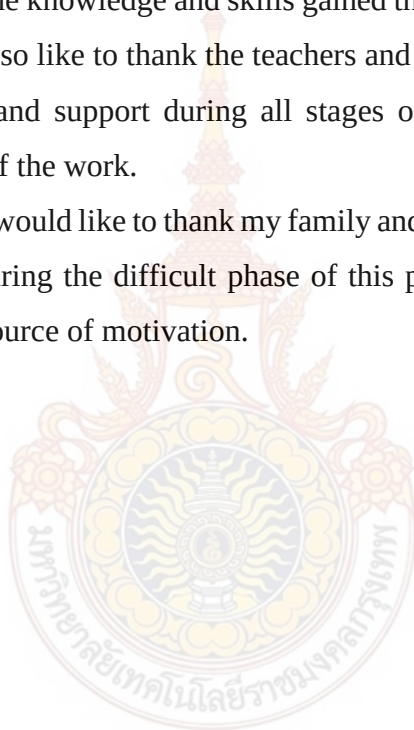
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Shikai JIN



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CHAPTER I

INTRODUCTION

1.1 Background and Rationale

Teachers' classroom management styles significantly influence the development of teaching and the achievement of its goals. If the overall style of a teacher is not practical, it affects the quality of student management, the quality of teaching implementation, and the orderly development of education. Teachers' classroom management style is critical in developing teaching theory and curriculum reform in the new era. It should ensure the orderly implementation of teaching, guarantee the quality of teaching, and enhance the school management level.

Classroom management refers to teaching practices teachers adopt to fulfill tasks, regulate interpersonal relationships, harmonize the teaching environment, and guide student learning. Managing a classroom effectively, aligning with the chosen management style, forms the foundation for successful teaching and learning activities.

Teachers' classroom management styles play a pivotal role in shaping the quality and effectiveness of teaching. When teachers adopt and master styles with effective classroom management methods, educational outcomes are more assured. Classroom management styles are shaped by factors related to the teacher, the environment, prevailing theories, and student dynamics. In the contemporary teaching environment, there are observed gaps in teachers' application of classroom management styles in education, research, organization, communication, and innovation.

Good classroom management is essentially invisible (Yao, 2015). Classroom disruptions due to unexpected events (e.g., student disruptions) are almost inevitable during a school year. However, we can keep them to a minimum by using subtle techniques to create a positive classroom culture. We can see the effects of classroom management in the way students interact with each other and the teacher.

A new study on classroom management found a gap in classroom management skills between novice and veteran teachers - a gap that takes years of experience and training to bridge (Marzano, 2019). While experience in the classroom is necessary, specific insights and perspectives can enable novice teachers to implement

compelling yet counter-intuitive strategies swiftly. In addition, relatively experienced teachers can benefit from these insights, which help them improve and develop their management skills (Darling-Hammond et al., 2019).

In recent years, the reform of the college entrance examinations has gradually accelerated, and the new entrance examination represents a change in the concept of education and the mode of high school education. High schools must innovate their teaching and management methods and enact comprehensive education services for high school students by building a constructive management system to guarantee high school students' quality with core qualities (Wolff et al., 2021).

With the extension of the new college entrance examination, the right to choose high school students has become more salient, changing the previous modes of instruction and making the direction of high school teaching more independent and open. In this context, high school education has gradually shifted from "unified teaching" to "comprehensive and personalized" education management mode. With the increase in students' right to choose, the rights of teachers and schools to educate will be significantly improved, and this shift injects new vitality into the development of high school education (Wolff et al., 2021). Due to the expansion of the scope of subjects in the college entrance examination, students can choose learning content according to their interests, and this choice can improve students' motivation and energize and bring enthusiasm to learning from the perspective of school development.

Under the backdrop of the new college entrance examination, high schools can set the education management style and develop their characteristics, highlighting the differences in their management from other schools. Getting it right means that the overall competitiveness of the school is enhanced and has tremendous success. The overall competitiveness of the school will be significantly improved, and more students will be attracted to enter the school to promote its better development (Valente et al., 2019).

Improving the education management system is vital in promoting high school education. The new college entrance examination gives high school students more autonomy to choose courses based on their abilities and interests. This has had a significant impact on the traditional education system. The new examinations necessitate a break from the previous classroom learning systems and engagement with

new approaches. This presents new opportunities for developing high school education management.

Under the new college entrance examination system, the challenge of high school education management is on the background and problems faced and presented by students. Classroom management is particularly complicated because students come from diverse backgrounds (Bai, 2023). High school is a critical period for students to form core values and personalities, and their social, cultural, and economic backgrounds directly affect their learning habits and behaviors. Current classroom management systems struggle to cope with diverse student backgrounds. In the writer's school, for example, it is challenging to adopt a unified management strategy due to the diversity of the student body. Some students may come from wealthy families and enjoy good educational resources, while others may face more challenges in learning due to family background or other reasons.

Moreover, due to students' problems and difficulties, our school often encounters problems in education management. For example, some students may face mental health problems, family problems, or social problems that can affect their learning and classroom behavior. In addition, students may perform less than ideal in the classroom due to excessive academic pressure, future anxiety, or other external factors.

In conclusion, we need a more detailed and targeted approach to classroom management that responds to high school students' diverse needs and problems. This requires an in-depth understanding of students' backgrounds and challenges educators to create a more rewarding learning environment for them.

Classroom management is the process by which teachers work to generate an encouraging and practical learning setting in the classroom. This includes instituting and upholding behavioral norms, furthering student participation, and enabling successful education. In the context of high school students, classroom management becomes crucial due to this age group's unique challenges and characteristics.

The focus of this study is to explore the similarities and differences between authoritative classroom management styles and non-authoritative classroom management styles by exploring their effects on students' achievement, self-regulation, emotional and social development, and satisfaction with the teaching-learning process, which will, in turn, provide valuable findings on strategies to optimize classroom

management practices. In addition, this study explores and analyses these issues to provide meaningful findings for creating a more conducive learning environment and improving the quality of teaching and learning.

1.2 Research Questions

Classroom management is pivotal to the dynamics of secondary schools. The effectiveness of teaching and learning heavily relies on how classrooms are orchestrated. Disruptions and behavioral issues, such as minor distractions like staring out of the window and major incidents like violent behaviors, have roots in classroom management. Such disruptions invariably impact students' academic performance, as evidenced by internal and external examinations (Jin & Rao, 2021).

In light of the significant role that classroom management plays, especially with the reported increase in disruptions, it is essential to delve deeper into the effects of different management styles. The authoritative classroom management style, characterized by a balance of firm control and warmth, emerges as a focal point for this research.

Academic and Behavioural Outcomes:

RQ1: Does an authoritative classroom management style have an improved outcome for student attainment compared to a non-authoritative classroom management style?

RQ2: What are the effects of an authoritative classroom management style on students' self-regulation skills compared to other styles?

RQ3: How does the authoritative classroom management style influence students' emotional and social development compared to other styles?

RQ4: What is the satisfaction level with the teaching process?

1.3 Research Hypotheses

This section introduces a set of research hypotheses that aims to explore the impact of authoritative classroom management styles on various aspects of high school students' achievement, self-regulation, and social-emotional development; the hypotheses are:

Hypothesis 1: Authoritative classroom management styles have an improved outcome on student achievement than non-authoritative classroom management styles.

Hypothesis 2: The authoritative classroom management style fosters more excellent self-regulation skills in high school students than in other styles.

Hypothesis 3: Students in authoritatively managed classrooms show better emotional and social development than non-authoritatively managed classrooms.

These hypotheses form the foundation for investigating the effects of an authoritative classroom management style on students' educational journey. They cover various aspects, from academic achievement to behavioral outcomes, self-regulation skills, social-emotional development, and overall attitudes toward school. The hypotheses suggest that an authoritative management style positively impacts students' academic success, behavior, psychological well-being, and educational experience. Exploring these hypotheses provides valuable insights into the potential benefits and challenges of adopting such a management style in high school classrooms.

1.4 Research Objectives

The research objectives aim to comprehensively investigate the impact of an authoritative classroom management style on high school students. The four research objectives;

1. To compare the effect of authoritative and non-authoritative classroom management models on student achievement.
2. To compare the self-regulation skills of students in authoritatively managed classrooms and non-authoritative classrooms.
3. To compare authoritative classroom management's emotional and social implications on high school students with those in non-authoritative classrooms.
4. To study satisfaction level with the teaching process.

The research objectives provide a comprehensive understanding of the implications of an authoritative classroom management style on high school students. This study contributes valuable insights into educational practices and student development by addressing academic performance, motivation, self-regulation, emotional and social well-being, satisfaction, and long-term prospects.

1.5 Scope and Limitation of the Research Study

1.5.1 Scope of the Research Study

The effect of an authoritative classroom management style on the academic performance of high school students can be explored through various aspects:

1. Academic achievement: investigate the impact of authoritative classroom management styles on students' academic achievement, examining overall academic achievement in each subject in which students are graded.

2. Student engagement: explore how an authoritative classroom management style affects student engagement in the learning process. She studies student participation, motivation, interest in the subject matter, and willingness to complete assignments and tasks.

3. Emotional and social: investigate the development of self-regulation skills in high school students under an authoritative classroom management style. Studying students' ability to manage their time, set goals, organize their work, and regulate their behavior and emotions.

4. Classroom behavior: analyze the relationship between an authoritative classroom management style and student behavior. We assess classroom disruptions, off-task behavior, compliance with rules and procedures, and the overall classroom environment.

1.5.2 Limitations of the Research Study

When conducting a study on the effect of an authoritative classroom management style on the academic performance of high school students, it is vital to acknowledge the potential limitations that may impact the findings;

1. Generalizability: The findings of a single study may not apply to all high school students or educational settings. Factors such as cultural differences, socioeconomic backgrounds, school resources, and student demographics can vary, limiting the generalizability of the results.

2. Causality: Establishing a causal relationship between an authoritative classroom management style and academic performance can be challenging. Other confounding variables, such as student characteristics, teaching methods, or curriculum, may influence academic outcomes. It is essential to consider these factors and control them as necessary.

3. Self-reporting Bias: Studies relying on self-report measures like student surveys or interviews may be subject to response bias. Students may provide socially desirable responses or not accurately recall their experiences, leading to potential inaccuracies in the data.

4. Subjectivity of Classroom Management Style: Defining and measuring an authoritative classroom management style can be subjective. Different researchers or educators have different interpretations of what constitutes an authoritative approach, leading to variations in implementation and measurement.

5. Short-Term Focus: Many studies on classroom management and academic performance have a short-term focus, which limits the understanding of long-term effects. Academic performance is a complex outcome that various factors can influence over an extended period. Longitudinal studies that track students' progress over time would provide more robust insights.

6. Ethical Considerations: Conducting experimental studies that manipulate classroom management styles raises ethical concerns. Assigning students different management styles could impact their learning experience and well-being. Researchers must take appropriate measures to ensure participants' ethical treatment and minimize potential harm.

7. Teacher Variability: The effectiveness of an authoritative classroom management style can vary depending on the teacher's skills, experience, and individual teaching style. It is essential to consider the impact of teacher variability when interpreting the results of a study.

8. External Factors: Academic performance is influenced by various external factors outside the classroom, such as family support, peer relationships, and extracurricular activities. These factors may interact with classroom management style and can impact academic outcomes. Controlling for these external variables can be challenging.

By acknowledging these limitations, researchers can provide a more informed interpretation of their findings to help guide future studies in addressing these limitations and further enhance our understanding of the relationship between authoritative classroom management style and high school students' academic performance.

1.6 Research Framework

Research Question: How does an authoritative classroom management style affect the academic performance of high school students?

Literature Review: Conduct a comprehensive review to understand previous findings and knowledge gaps related to authoritative classroom management. Identify theories, models, and studies relevant to this framework.

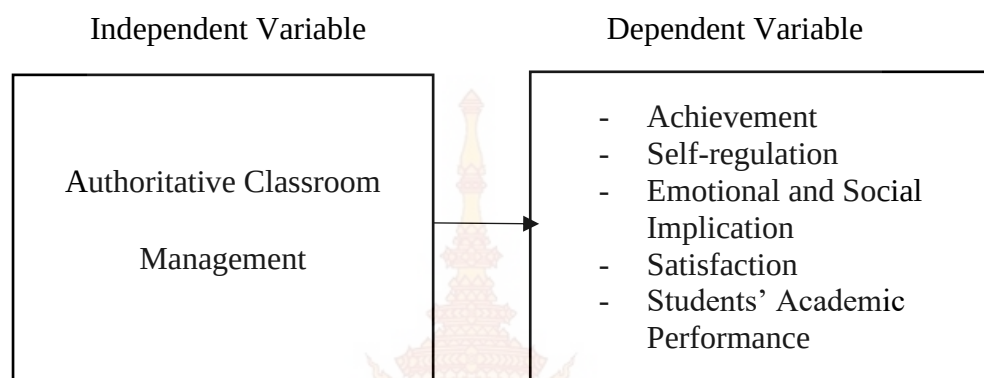


Figure 1.1 Flow chart

This study's research framework begins with identifying and categorizing high schools based on their classroom management style. The framework's core revolves around the authoritative classroom management style and its multifaceted impacts on students, evaluated against academic performance, motivation, self-regulation, and behavior metrics. Comparative analyses will be drawn against other management styles.

1.7 Definition of Key Terms

1.7.1 Authoritarian Classroom Management

This refers to using a strict management model in which the teacher makes managerial decisions for the students during and after the class. This involves the teacher shaping his or her dominant position as the central figure in the classroom process, setting the appropriate rules, and designing clear expectations for the students to follow in order to achieve their goals. Discipline becomes a critical factor in the order

of the classroom, and students who violate the rules are punished. In addition, the teacher's interactivity is a hallmark of his or her approach, encouraging and guiding students to participate in discussions.

1.7.2 Differences in Academic Performance

Differences in academic performance refer to differences in the level of academic performance attained by students and the factors affecting them: different cognitive abilities of students about tests, which reflect differences in students' learning abilities; different learning styles of students, which affect the possible outcomes for students. The objective effects of school resources affect student achievement, and these manifest differences are generally reflected and captured in specific numerical score values.

1.7.3 Self-regulation

Self-regulation, as known in the field of psychology, is the ability of students to adjust their behavior and emotions in order to achieve goals. It includes goal setting and behavioral monitoring during the process. Students who are good at self-regulation focus on emotional adjustment in the process of regulation, which provides more assurance for the achievement of goals; research shows that people with solid self-regulatory abilities are more adaptable to the environment and can be quickly integrated into different environments, which has an assured impact on student's performance in the classroom environment.

1.7.4 Motivation and Engagement

Motivation encompasses intrinsic and extrinsic motivation, the difference being whether the motivation for learning is generated by himself or by an external reward mechanism.

Motivation is an individual's commitment level to effectively participate in various activities, including psychological commitment and active participation. There is a link between the two: motivation leads to participation, and participation leads to motivation in activities, and the relationship is a positive correlation. As a teacher needs to motivate each individual, the participation level can be encouraged through classroom management and regulation. Within the school, teachers should have the enhancement of students' motivation and participation in learning as their primary criterion.

1.7.5 Emotional and Social Implication

Emotion is an essential factor that sustains individuals' mental health and social interaction and can significantly affect an individual's enthusiasm to participate in different activities. Emotions are manifested in creative fields and attitudes toward things and have an essential subjective role in all types of creativity.

Social implications have different aspects, including interpersonal relationships, social identity, and sense of belonging, and there is an interaction between the two, as a good level of affectivity will affect performance in social situations, and social interactions will enhance changes in affective states.

When encouraged and building upon a positive emotional and social identity, students can increase a sense of belonging, impacting achievement.

1.7.6 Authoritative Teaching in the Classroom

Authoritative teaching in the classroom refers to a teaching method in which the teacher adopts an authoritative management style to ensure the quality and effectiveness of teaching through clear objectives. Authoritative teaching emphasizes the teacher's guidance and direction in the classroom, attaches importance to students' subjectivity and participation, and also attaches importance to the cultivation of students' creative thinking and independent learning ability. The implementation of authoritative teaching requires that teachers are highly qualified professionals of a suitable educational level and can make flexible use of a variety of teaching methods and approaches in response to the situation and needs of students so that students take the initiative to think and learn actively, in order to achieve the purpose of education.

1.7.7 Value of Authoritative Teaching in the Classroom

The value of authoritative teaching in the classroom is that it improves teaching effectiveness, cultivates good learning habits, enhances students' self-confidence, and promotes educational equity. Authoritative teaching not only focuses on the guidance and instruction of the teacher but also facilitates students to understand better and master knowledge, improving teaching effectiveness. It regulates students' behavior and discourse, which helps students form good learning habits and attitudes. Authoritative classrooms emphasize students' self-expression and self-evaluation, which helps students enhance their self-confidence, self-knowledge, and self-

management ability. The authoritative classroom focuses on every student equally, which promotes educational equity and enables every student to get a good education and develop.

1.7.8 Student Outcomes

Student outcomes are the growth and progress in knowledge, skills, abilities, and qualities students gain in the classroom. Through authoritative teaching, students can master the knowledge of a subject and skills to improve their knowledge acquisition. Classroom authoritative teaching focuses on students' moral and emotional education, which helps students develop good moral and emotional attitudes and improve their self-knowledge and self-management ability. Authoritative classroom teaching helps to stimulate learning interest and motivation, improving participation and initiative.



CHAPTER II

LITERATURE REVIEW

2.1 Related Theories

2.1.1 Classroom Management (importance of classroom management, classroom management styles, history of classroom management)

Classroom management refers to the various behaviors and measures teachers take to use time effectively, create a good learning environment, and reduce undesirable behaviors. In addition to the task of "teaching", the teacher has a "management" task, that is, to coordinate and control the various factors and their relationships in the classroom to form an orderly and efficient whole in order to ensure that the teaching and learning activities are carried out smoothly (Daisey, 2020).

2.1.2 Importance of Classroom Management

Classroom management and teaching are two fundamental elements of school education that are complementary and indispensable. Negative factors that impinge upon teachers, students, and the environment can seriously affect the orderly conduct of classroom management. As a teacher in the new era, it is necessary to fully master effective classroom management methods to improve the quality of classroom teaching and promote the sustainable development of each student's character and excellence (Jones, 2019).

2.1.3 Classroom Management Styles

Lyons, Arthur, and Ford (2015) state that classroom management is complex and includes interpersonal, environmental, and discipline management. Classroom interpersonal relationship management refers to teacher-student and peer relationships, establishing good teacher-student relationships, group norms, and creating harmonious peer relationships. Classroom environment management includes arranging the physical environment, seating, lighting, and technology to create a psychosocial environment conducive to learning.

2.1.4 Theory of the Authoritative Classroom Management Style

According to Vitaro, Brendgren, Larose, and Trembley (2021), the authoritative classroom management style aims to balance teacher control and student

participation. In order to achieve this balance, students need to follow the rules, and teachers need to listen to the reasonable opinions of students. Students are more active and disciplined in the authoritative classroom than in other classroom management styles. According to Vitaro et al. (2021), this is because both the teacher and the students are involved in making the rules, and each becomes a supervisor in enforcing the rules.

2.1.5 Maslow's Hierarchy of Needs Theory

American psychologist Abraham Maslow proposed the hierarchy of needs theory in 1943 and focused on human needs and motivations. Maslow divides human needs into five levels, from low to high: physiological needs, safety needs, social needs, respect needs, and self-actualization needs. Physiological needs are the most basic, including food, water, sleep, and other basic survival needs. Only when these needs are met can people focus on higher-level needs. When physiological needs are met, people will pursue a sense of security, including physical security, economic security, health, and a stable family environment. Human beings are social animals. When the safety needs are met, people seek to establish good relationships with others, including friendship, love, and a sense of belonging, so the social needs need to be met. When social needs are met, people seek to be respected by others for self-esteem, confidence, and a sense of accomplishment. Finally, the need for self-realization, which is the highest level of need, refers to the realization of personal potential, the pursuit of personal growth and development, and the realization of self-value (Mcleod, 2023).

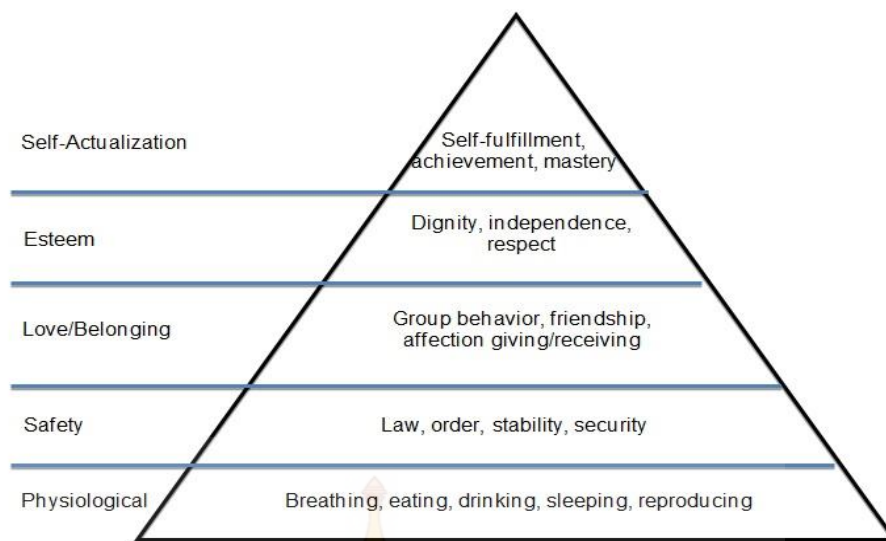


Figure 2.1 Maslow's Hierarchy of Needs Theory (Mcleod, 2023)

Maslow's hierarchy of needs theory is also widely used in education. In the process of learning, students will have different needs. For example, they must meet basic physiological needs such as food, water, and sleep. They also need security, including physical safety and a safe learning environment. They also have social needs, including socializing with classmates and teachers. They also need to be respected, including by their teachers and classmates. Finally, they need self-actualization, the realization of their potential through learning.

In the authoritative teaching classroom, the role of teachers is significant. They must meet students' physical and safety needs as well as social, respect, and self-actualization needs. Teachers meet students' social needs by establishing good teacher-student relationships, meeting students' demand for respect through fair and equitable evaluation, and helping students achieve self-actualization by providing fun and challenging learning tasks. The influence of authoritative teaching in the classroom on student achievement is multifaceted. If teachers meet the various needs of students, students' enthusiasm for learning is improved, thus affecting their academic performance. On the other hand, if teachers do not meet the needs of students, students' enthusiasm for learning is reduced, thus affecting their academic performance.

2.1.6 Impact of Authoritative Classroom Management Style

According to Mills (2018), although the names sound similar, authoritative and authoritarian teachers have very different approaches. Like authoritarian teachers, authoritative teachers take firm control of the classroom. However, unlike authoritarian teachers, they also emphasize a high level of student engagement. Authoritative teachers balance firmness with fairness. They set classroom rules and enforce them consistently but also value student input. If students provide feedback on rules or improvements to the learning environment, authoritative teachers welcome suggestions and make appropriate changes.

Authoritative teachers expect students to participate and collaborate while actively following established rules. Authoritative teachers create an atmosphere that encourages active discussion and cooperative learning, but they communicate their expectations before allowing students to learn independently. The authoritative approach fosters autonomy and a strong sense of responsibility by guiding while allowing students to take charge of their learning.

Additionally, Mills (2018) argues that authoritative teachers care deeply about student success and do not blame students for poor outcomes like authoritarian teachers. Authoritative teachers consider all factors, care about their students' home lives, and understand students' challenges in and out of the classroom.

Authoritative teachers consider students' circumstances when setting expectations and consequences, consistently reinforcing good grades, so the authoritative approach benefits both students and teachers. Students think highly of their teachers and feel good about them, while the students themselves develop social competence and a sense of responsibility.

The authoritative classroom management style positively affects students' academic, social, and emotional growth (Storm, 2018). This approach seeks to achieve a delicate balance between teacher control and student engagement. It encourages students to actively participate in classroom activities and collaborate with their peers while following established rules. The teacher's appreciation of student input and feedback ensures continuous improvement in the learning experience. An authoritative style has a positive impact on students and tends to promote their overall development. The following are some of the effects associated with an authoritative style:

1. Improved academic performance: An authoritative style creates a structured, supportive learning environment that promotes academic success (Allen, 2010). Clear expectations, consistent discipline, and individualized support help students understand what is expected of them and provide the necessary guidance to meet those expectations. Students in authoritative classrooms tend to be more engaged, motivated, and focused on learning, which leads to higher academic achievement.

2. Positive social skills and relationships: The authoritative style emphasizes positive teacher-student relationships and encourages mutual respect and cooperative student interactions (Marzano, 2019). Students in authoritative classrooms develop vital social skills such as effective communication, teamwork, and conflict resolution by fostering a sense of belonging, trust, and mutual respect. They also tend to develop more positive relationships with their peers and teachers, contributing to a positive, inclusive classroom environment.

3. Increased self-discipline and responsibility: An authoritative style promotes the development of self-discipline and responsibility. Clear expectations and consistent discipline help students internalize rules and understand the consequences of their actions (Allen, 2010). Teachers encourage students to take responsibility for their learning and behavior by involving them in decision-making and giving them autonomy. In an authoritative classroom, students learn to self-regulate their behavior, make responsible choices, and take responsibility for their academic progress.

4. Increased self-esteem and self-confidence: The supportive and nurturing environment of the authoritative style fosters positive self-esteem and self-confidence in students. Teachers who adopt this approach provide constructive feedback, recognize students' efforts, and celebrate their accomplishments (Dunbar, 2018). By focusing on students' strengths and providing individualized support, authoritative teachers help students develop positive self-perceptions and believe in their abilities. This, in turn, increases their confidence and willingness to take on challenges.

5. Increased motivation and engagement: An authoritative style promotes intrinsic motivation and engagement in students. By involving students in decision-making, offering choices, and encouraging independent thinking, teachers can capitalize on students' innate curiosity and desire for autonomy. Students feel more motivated and engaged when they have control and ownership over their learning. The

authoritative style also emphasizes the importance of instructional relevance and meaning, enhancing student motivation and engagement (Dunbar, 2018).

6. Improved Classroom Climate and Behaviour: The authoritative style contributes to a positive and orderly classroom climate. Clear expectations, consistent discipline, and positive reinforcement create a sense of structure and predictability. Students understand rules and boundaries, which leads to a more respectful and cooperative atmosphere. An authoritative approach also reduces disruptive behavior and conflict because students feel valued, supported, and listened to (Ford, 2021).

In conclusion, an authoritative classroom management style positively affects students' academic, social, and emotional well-being. It creates a nurturing, structured learning environment that promotes academic success, positive social skills, self-discipline, and motivation. By balancing high expectations with warmth and support, teachers who adopt an authoritative management style enable students to become responsible, confident, and engaged learners.

2.2 Related Studies

2.2.1 Studies Related to Classroom Management

Shawer (2021) established that while classroom management is critical to effective teaching, too many teachers struggle with ineffective classroom management, and teacher anxiety and dissatisfaction often stem from student misbehavior. To explore the causes and cures for this persistent problem that leads to students' diminished engagement in learning and misbehavior, researchers have adopted a broader view of classroom management that includes not only the use of control to reduce misbehavior but also the establishment of good teacher-student relationships, the creation of a supportive classroom environment, and the fulfillment of students' needs for love, respect, and a sense of belonging to the school (Zakszeski, Thomas & Erdy, 2020).

The psychological climate of the classroom is an essential factor in the teaching and learning process in higher education. Classroom teaching is an interactive process of teacher "teaching" and student "learning". It is also a process of interpersonal interaction between teachers and students (Storm, 2018).

This process of interpersonal interaction forms the psychological atmosphere of classroom teaching. Creating an excellent psychological atmosphere for classroom teaching has important educational significance and value. This teaching method embodies the concept of student-orientated. However, with the deepening of pedagogical reforms, there is still room for further improvement of this teaching method (Martin, Yin & Baldwin, (1998). Moreover, Unal (2019) regrets that school reforms or recommendations for unique education inclusion seldom consider promoting the conditions for schools to become consistently caring environments for students. Classroom management often remains rooted in behaviorism, with the most common approach being to control students' misbehavior.

2.2.2 Research Related to the Importance of Classroom Management

American scholar Brophy (1986) defined classroom management: excellent classroom management not only implies that teachers minimize students' misbehavior, cultivate cooperation among students, and can intervene when misbehavior occurs; it also implies that meaningful learning activities consistently sustain the classroom and that the whole system of classroom management (including, but not limited to, the teacher's disciplinary measures) is designed to maximize student engagement in meaningful learning activities, not just to minimize student misbehavior.

As the saying goes, "Three parts teaching, seven parts management." That is, in front-line teaching activities, effective classroom management is the key to implementing effective teaching. Classroom management is a process management model that aims to create a favorable learning atmosphere and ultimately improve the efficiency of classroom teaching (Jones, 2019).

Classroom management is an essential skill of teachers, who guide and facilitate students' learning activities, as well as the organizer and manager. Classroom management is conducive to improving teaching efficiency and achieving twice the result with half the effort. Effective classroom management is essential for the efficacy and implementation of effective teaching. Recognizing and analyzing these factors and adopting effective and flexible coping strategies are of guiding significance to the practical activities of classroom management (Brophy, 1988).

2.2.3 Studies Related to Classroom Management Styles

1. Laissez-faire Style

Teachers using this teaching style have a weak awareness and sense of responsibility for their work, manifested in the fact that they only care about instructing, disregard the teaching effect, and are laissez-faire in the classroom. They are indifferent to students' problems in the learning process and have no positive classroom management skills. Students are happy and comfortable, but their need for knowledge is not satisfied, and they disrespect the teacher. In a classroom with laissez-faire management, students have little motivation and initiative to learn, and the teaching outcome is poor (Kuning, 2020).

2. Authoritarian Style

Teachers using this management style are strict in their demands on students' classroom performance. However, such demands are often based on the subjective ideas of good and evil the individual teacher holds, ignoring the students' reality and the teaching objectives' requirements. In authoritarian classroom management, students' opinions are not fully expressed, and students experience a sense of tension and depression, which quickly leads to formalistic classroom management and below-average teaching outcomes (Kou, 2020).

3. Democratic Style

Adopting the democratic management style, teachers in the classroom are proactive, severe, lenient, and strict, and they adopt appropriate motivation and guidance. Management requires considering the specific circumstances of the class and the students to ensure effective classroom management. In a democratically managed classroom, students learn actively and happily, and classroom teaching is highly efficient (Kou, 2020).

4. Emotional Style

Teachers who are full of love for students can achieve the *effect* of management regardless of the outcome. As soon as they walk into the classroom, their eyes overflow with love for students, their teaching language and expressions are kind, they are good at discovering students' merits and progress, and they often praise students from the bottom of their hearts. The students' enthusiasm for learning is constantly stimulated (Vitallo, 2021). Maybe just shortly before the end of the class,

there are individual students unknowingly engaged in small movements, the teacher just slightly "hmmm" when the students notice the teacher, the teacher has a sweet smile, squinting at the students, the students red-faced again concentrate on listening to the class until the end of the class.

5. Sensible Style

Teachers with this management style utilize teaching activities and teaching objectives that are very clear and specific; each teaching process is arranged in a scientific, rigorous, and organized manner. They may use appropriate teaching methods, such as when to instruct, when to focus on the whiteboard, when to let the students think, and when to practice. Learning is arranged very appropriately in a tightly interlocked ring. At the same time, regarding the students in the learning process, various feedback mechanisms (expressions, attitudes, questions and answers, practice) enable timely adjustment of the difficulty of the content and the teaching process.

6. Interest-based style

Adopting this style, teachers are good at using highly flamboyant teaching to stimulate students' enthusiasm for learning to realize efficient classroom management. Highly flamboyant teaching is manifested in teachers' use of figurative language, calm teaching posture, delicate board writing and varied teaching rhythm, distinctive, vivid, and exciting presentation of teaching content according to student's interests and hobbies, and the ability to process the teaching content from an aesthetic point of view, to make the students enjoy learning in a pleasant way (Jesudas & Sajeevlal, 2022). Teachers often start their lessons with new, chic, and attractive introductions, stories, and examples to make it enjoyable for students from the beginning, thus attracting their attention.

2.2.4 Research related to authoritative classroom management style

It is easy to confuse the names of authoritative and authoritarian teachers. They have similarities and differences. Authoritative teachers, like authoritarian teachers, demand high control over the classroom. However, students in an authoritative teacher's classroom are more engaged than students in an authoritarian teacher's classroom. Authoritative teachers are rule-makers and enforcers, but that does not mean they do not listen to suggestions. If students have reasonable suggestions, teachers will take them on board and change them (Barni et al., 2018).

Authoritative teachers expect students to participate and collaborate within established rules and encourage active discussion and group work after clearly communicating expectations. They foster student responsibility by providing guidance and autonomy (Debbag & Fidan, 2020). Unlike authoritarian teachers who blame students for poor academic performance, authoritative teachers look at all factors and understand their students' home lives and challenges. They consider the student's unique situation when setting expectations and consequences and continually reinforce good student performance (Dunbar, 2018). Thus, an authoritative approach to teaching benefits both students and teachers; students become socially competent and responsible, while teachers earn respect and affection.

2.2.5 McClelland's Theory of Needs

McClelland's theory of needs identifies three primary motivations: achievement, belonging, and power. In an educational setting, teachers can utilize this theory to understand students' motivation and adjust their teaching methods accordingly (McClelland, 1987). Students driven by achievement may respond well to challenging tasks and recognition of their accomplishments. In contrast, students motivated by a sense of belonging may prefer group activities promoting a sense of belonging. The student has a strong need for achievement, which comes from recognition, i.e., develops a sense of accomplishment.

2.2.6 Strategies and Interventions for the Authoritative Classroom Management Style

The authoritative classroom management style integrates various strategies and interventions to create a favorable and effective learning atmosphere. Strategies related to the authoritative style from several academic papers:

1. **Clear Expectations and Rules:** Setting clear expectations and rules is the essence of the authoritative style approach. Teachers clarify these guidelines at the beginning of the school year to ensure students understand behavioral and academic benchmarks and classroom procedures (Deci, 2020). Research has shown that clear classroom rules help reduce ambiguity, increase safety, and ensure a streamlined academic process (Smith & Laslett, 2019). This clarity delineates permissible boundaries and helps students understand the limits and freedoms.

2. Positive student-teacher relationships: As a vital component of an authoritative style, it is critical to foster strong relationships rooted in mutual respect, trust, and empathy. Teachers must get to know their students personally and recognize their concerns and desires (Deci, 2020). Hattie (2018) states that positive teacher-student relationships profoundly affect academic achievement. Such relationships increase student engagement and ensure that students feel recognized and valued.

3. Effective communication: Effective communication is the backbone of the authoritative style. Teachers clarify their instructions through verbal and nonverbal cues to ensure empathy with students. They prioritize active listening and foster a culture of open dialogue (Jones, 2019). Wubbels and Brekelmans (2012) emphasize that clear communication enhances classroom dynamics and reduces misunderstandings while promoting students' sense of belonging.

4. Fair and consistent discipline: The authoritative approach emphasizes fairness and consistency in disciplinary actions. The focus is no longer on punishing students but on imparting appropriate behavioral lessons. Any reprimand centers on the wrongdoing and ensures that the student's dignity is not violated. According to Charles (2014), fair disciplinary action creates an environment where students perceive punitive measures as fair and justified, thus reducing resistance to authority.

5. Individualized Support: In the authoritative paradigm, it is critical to meet the unique needs of each student. Teachers can modify their instructional techniques by identifying strengths, challenges, and learning styles. Whether through additional instruction or assignment modifications, customized support ensures inclusive academic success. Tomlinson (2017) highlights that differentiated instruction based on understanding individual student needs can significantly improve academic achievement and student engagement.

These strategies and interventions promote a positive, structured, engaging learning environment (Jones, 2019). Combining high expectations with warmth and support, teachers who employ an authoritative style can help students develop self-discipline, responsibility, and positive attitudes toward learning.

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

This research explores the impact of an Authoritative classroom management style on the academic achievements of high school students. An integrative research methodology combining quantitative and qualitative data collection and analysis was used, ensuring a comprehensive understanding of the phenomenon.

A mixed-methods research design was utilized to capture and interpret the relationship between classroom management styles and academic achievement in a multifaceted and multilevel manner. Literature survey, questionnaire, and in-depth interviews, from which appropriate conclusions to the research questions were drawn.

3.2 Research Population and Samples

3.2.1 Population

The research targets high school students from Zaozhuang City Furen Senior High School, explicitly targeting Grade 10. The school has a total of 9 classes.

High-performers: Students who excelled in their class performance. (One class)

Mid-performers: Students with average class performance. (Seven classes)

Low-performers: Students who might be struggling or performing below the class average. (One class)

3.2.2 Sample

Two classes from mid-performers for comparison.

3.2.3 Sampling Technique

In order to ensure a comprehensive understanding of the impact of authoritative classroom management on students at different levels of achievement, a purposive sampling method was used to select two classes from Grade 10, mid-performers and the same number of students.

The grouping was done in such a way that academic performance, participation, and other relevant criteria were taken into consideration.

An equal number of students from these tiers were chosen from both classrooms. This approach allowed the research to not only compare the two classroom management styles holistically but also delve deeper into their impact across different strata of student performance.

3.3 Data Collection

The study thoroughly explored the relationship between classroom management styles and academic performance.

1. Pre-test: A pre-test was administered to 30 students from the 90 students covered by the questionnaire, 15 from each class group, which validated the results of the reliability and validity tests and ensured the validity of the final study. The questions consisted of four items with a total score of 100. The question paper had four subjects: math, language, science, and liberal arts. Each section had four questions, each worth 25 points, totaling 100 points.

2. Questionnaire: Questionnaires play a vital role in understanding students' perceptions of classroom management styles and their potential correlation with academic performance. These tools provide a direct insight into how students perceive the various management methods employed in the classroom. The questions in the questionnaires were carefully designed to cover different aspects of classroom management, including the extent to which teachers exercise authority, the level of student engagement, and the overall learning environment. The responses collected from these surveys were then statistically analyzed for potential patterns and trends.

3. Interview survey: In-depth interviews were conducted with several participants, the teachers of the reported classes, and the faculty administrators for data content, whose interviews guided us in analyzing the final results critically.

4. For the in-depth interview component of the qualitative study, two approved faculty members, one administrator, and the instructors in charge of each class.

5. Classroom observation: Direct observation of the classroom was a vital component of the data collection strategy designed to assess the practical application of the authoritative management approach. Trained observers visit classrooms to see how teachers implement this particular approach. A systematic observation protocol collected data related to teacher-student interactions, classroom dynamics, and the overall learning environment is essential. These observations provide valuable qualitative analysis to understand the congruence between intended management strategies and actual implementation.

6. In this study, both groups of respondents were required to be observed over two months, given that two months allowed for a valid achievement test.

7. In addition to the results of the final test, the focus of the observations of the daily classroom process should also be the focus of the questionnaire, determined to meet the requirements of the intended research purpose.

8. Post-test reliability and validity: The reliability and validity of data are verified against the questionnaire results. When the data meet the reliability of the research parameters, experimental investigation, classroom observation scheme, learning record, and in-depth interview, the robust and multi-dimensional exploration of the relationship between classroom management style and learning performance is ensured.

3.4 Research Instrument

The research instruments are employed to gather, interpret, and derive insights from the collected data.

1. Lesson Plan: Compare the impact of authoritative management styles on two groups of participants

Objective: By the end of the lesson, students will be able to compare and analyze the effects of authoritative management styles on two different groups of participants.

Grade Level: High School

Time: 50 minutes

Materials: Whiteboard or chalkboard, markers or chalk, handout of abstracts of research articles, data sets, tables or charts for data analysis

Procedure: Warm-up (8 minutes): Discuss the definition of authoritative management style and give an example.

Introduce Research Design (10 minutes): Explain that this lesson compares the effects of authoritative management styles on two groups. Discuss the importance of comparative research.

Group Activity: Research Article Analysis (15 minutes): Divide students into Groups A and B. Instruct them to analyze the research findings and methodology. Have the groups present their summaries and facilitate a class discussion.

Individual Activity: Data Analysis (12 minutes): Distribute the data set from the survey or interview to Groups A and B. Ask them to identify trends or patterns and discuss the survey or interview results. Ask them to identify trends or patterns and organize them using tables or charts. Lead a class discussion to share and compare observations.

Summarize and Discuss (5 minutes): Summarize critical concepts and have students discuss similarities and differences in research articles and data analysis. Ask students to reflect on the findings and real-life applications.

Extension Activity (optional):

Debate: Assign groups to debate for or against an authoritative management style based on the research findings.

Student Reflection: Assign a reflection paper comparing personal experiences with authoritative management styles and relating them to the research findings.

Note: This is a simplified version of the lesson plan. Please modify it to meet the specific needs and abilities of the students.

2. Questionnaires: questionnaires have been carefully designed to collect student self-reported data. These instruments were designed to collect students' perceptions, attitudes, and experiences on classroom management. The questions covered topics such as teaching methods, teacher-student interactions, level of participation, and overall classroom environment. These surveys provide valuable

insights into how classroom management styles affect students' learning experiences by addressing students' subjective perspectives.

1. Contact the organization that issued the questionnaire and obtain the questionnaire.

2. Distribute questionnaires, collect data, and organize them.

3. Collect and sort questionnaires to ensure that the collection of questionnaires is valid.

4. The questionnaire is tested and analyzed.

3. Interviews: In-depth interviews were conducted with stakeholders, students, teachers, and administrators. These interviews were designed to gain insight into the perceptions and experiences of those directly involved in the educational process. Through open-ended questions, participants shared their perceptions of classroom management styles, instructional strategies, student engagement, and the overall educational environment. These qualitative interviews added depth and context to the study and provided a nuanced understanding of the complex dynamics of;

1. Select interviewees and investigate their appropriateness to be interviewed.

2. Create interview questions and test the validity of the questions.

3. Conduct on-site interviews.

4. Organize and summarize the interview data.

5. Analyze the interviews and elaborate on them.

4. Observation: By observing the performance of the two groups of students during the lesson, it was possible to determine the differences in their state, behavior, and absorptive capacity during the lesson, paying particular attention to the intuitive performance of the two groups of students under different styles of teaching.

1. Determine the study group and the control group.

2. Design the observation plan and observation form.

3. Choose the timing and period for observation.

4. Observe students' performance and record data.

5. Organize and analyze the observation data.

6. Interpret the observation results and explore the correlation with other research tools. Ensure the protection of student privacy and the security of personal information.

5. Tests: Besides questionnaires and interviews, test scores are essential research tools for objectively evaluating students' academic performance. There are four questions in the test paper, which requires a total score of 100. Comprehensive tests were designed to assess students' knowledge and skills in various subject areas relevant to this study. The collection and analysis of test scores provide quantitative data on academic performance. Each student's test scores, including scores on individual test questions, were recorded and analyzed. Test scores are anonymized to ensure confidentiality. The results provide quantitative insights into how authoritative classroom management styles affect academic performance and specific areas where performance differences were observed.

1. Design comprehensive tests that include knowledge and skills from all subject areas. Scheduling the test at a time and place that ensures students have enough time to complete the test.

Mathematics:

Topic 1: Functions and derivatives (25 marks)

Topic 2: Three-dimensional Geometry (25 points)

Topic 3: Probability and Statistics (25 marks)

Topic 4: Series and Ranks (25 marks)

Chinese:

Topic 1: Reading in Chinese (25 marks)

Topic 2: Modern Reading and Writing (25 marks)

Topic 3: Appreciation of Ancient Poetry (25 marks)

Topic 4: Argumentative Writing (25 marks)

Science:

Physics Major Question: (25 marks)

Chemistry Major Question: (25 marks)

Biology Major Question: (25 marks)

Physics Major Question: (25 marks)

Liberal Arts:

Literature Major Question: (25 points)

History Major Question: (25 marks)

Geography Major Question: (25 marks)

Philosophy Major Question: (25 marks)

2. Administer tests, following standardized procedures to ensure reliability and comparability of results.

3. Collect test data and record students' overall performance and scores on each topic.

4. Anonymize to protect the privacy of students' personal information.

5. Analyze the test data and compare the differences in performance between the two groups of students.

6. Interpret the results and discuss the effect of authoritative classroom management style on academic achievement.

3.5 Content Validity and Reliability

The effectiveness of any research study depends on the data collection instruments and their content validity and reliability. The procedure was taken to ensure the content validity and reliability of the research instruments used in our study, namely questionnaires, interviews, and tests.

3.5.1 Lesson Plan

Level of Difficulty:

The difficulty level of a lesson plan is based on the student's age, background knowledge, and learning ability. The permission management model allows educators to categorize lesson content into different difficulty levels based on student level to ensure personalized and practical instruction. The IOC value is 0.9, greater than 0.5, suitable for follow-up research.

Objectives of the lesson plan:

The objectives of a lesson plan are clearly defined, and they guide the educator and student clearly so that both understand the learning process. A permission

management model can help ensure the lesson plan's objectives are clear and aligned with the course content. The IOC value is 0.9, greater than 0.5, suitable for follow-up research.

Activity design:

The activities in the lesson plan should fulfill the course objectives. Educators can use the permission management model to facilitate student engagement and interaction by selecting appropriate activities, such as group discussions, experiments, and project assignments. The IOC value is 0.9, greater than 0.5, suitable for follow-up research.

Student Effectiveness:

A lesson plan aims to help students acquire specific knowledge and skills. With the permission management model, educators can adapt lesson plans to the needs and abilities of students to ensure that they can achieve the desired learning outcomes. The IOC value is 1.0, greater than 0.5, suitable for follow-up research.

Student Satisfaction:

Student satisfaction is one of the most important indicators for assessing the quality of a lesson plan. Student satisfaction can be increased by ensuring that the difficulty level of the lesson plans matches the students' level while providing fun and interactive learning activities. The IOC value is 1.0, greater than 0.5, suitable for follow-up research.

3.5.2 Questionnaire

Two classroom groups of students responded to the questionnaire: 45 students in each class, 25 men and 20 women. A rigorous procedure was adopted to determine the validity of the questionnaire content. First, a comprehensive review of the existing literature on classroom management styles and their impact on students was conducted. This review helped to identify critical constructs and variables relevant to our research objectives. Subsequently, we consulted a panel of experts in education and classroom management to assess the relevance and clarity of the questionnaire items using the IOC (Index of Item Objective Coherence). The IOC value is 0.724, which is more significant than 0.5 and is suitable for follow-up research. Their feedback was invaluable in refining the questionnaire items and ensuring they accurately captured the intended constructs.

This study utilized Cronbach's alpha as a measure of internal consistency reliability. It was preceded by a pilot study in which a group of high school students not included in the main study were selected to participate. The primary purpose of the pilot study was to identify and correct possible ambiguities or problems in the questionnaire items. After analyzing the results of the pilot study, necessary adjustments were made to the questionnaire to improve the clarity and comprehensibility of the questions. Subsequently, Cronbach's alpha values were calculated to measure the internal consistency of the revised questionnaire items to ensure that they reliably and consistently measure the intended constructs. The Part 1 Cronbach's alpha value was 0.750, the Part 2 value was 0.836, and the Part 3 value was 0.892. A value greater than or equal to 0.7 indicates that the data is valid and can be studied further.

3.5.3 Interview

Content validity for the interview questions was established through a similar process. The interview questions were developed based on a review of relevant literature and discussions with experts in the field. Experts also reviewed the interview questions to ensure they adequately covered the critical aspects of classroom management styles, teaching strategies, and student experiences. Their feedback was instrumental in refining the interview questions and ensuring that they probed deeply into the intended areas of inquiry.

The interview questions were:

1. What is the degree of difficulty when managing students in your classroom?
2. Do you think the strict management style better affects students' hopes?
3. Do you think your class should adjust its management style?
4. Do you think your management style better affects the students' future?

3.5.4 Observe

To ensure the reliability of observations, observers received specialized training. The training covered the understanding of the content of the observations, techniques for recording data, and how to maintain objectivity and consistency during the observation process. The training reduced subjective bias among observers and improved the credibility of the data.

We used the Index of Consistency (IOC) to determine the reliability of the observational data. Our data collection methodology consisted of a structured observation approach whereby observers followed pre-established observation protocols and guidelines. These protocols were carefully designed to ensure consistency across observation scenarios. Observers carefully recorded observed events, behaviors, and interactions according to the prescribed guidelines. Subsequently, by applying IOC to the recorded observational data, we can quantitatively assess the level of consistency of the observations, thereby enhancing the reliability of the observations and providing valid support for further analysis and interpretation. The IOC values of group A (class participating in authoritative management style) and group B (class not participating in authoritative management style) were 0.816 and 0.792, more significant than 0.5 and suitable for follow-up research.

3.5.5 IOC (Index of Consistency)

When assessing the reliability of observational data, we used the IOC (Index of consistency) method. First, the validity of the test content is established by aligning the test questions to specific learning objectives and course content. Experts in the field reviewed the test questions to confirm that the test questions were aligned with the constructs being measured. In addition, a pilot test was conducted, and the test questions were provided to students to identify possible problems and make necessary adjustments based on their feedback. The IOC value was 0.686 and more significant than 0.5, which is effective. IOC analysis helps us assess the reliability of the observational data by calculating IOC values to measure the consistency and stability of the data across time points or observers. Specifically, IOC analysis reveals the level of consistency in observational data and is critical for a deeper understanding of the relationship between students and authoritative classroom management styles.

In conclusion, the research instruments used in this study underwent rigorous processes to establish content validity and reliability. When conducting analyses, it was ensured that appropriate statistical methods and software were used and that necessary data processing and interpretation were done according to the study design and type of data. These measures ensured that the data collected accurately represent the intended constructs and can be relied upon for meaningful analysis and interpretation in the context of our research objectives.

3.6 Data Analysis

This section elaborates on the systematic methods employed to analyze the collected data, enabling the research to draw meaningful conclusions and insights. By employing a combination of descriptive, inferential, and qualitative analysis, the study ensured a comprehensive examination of the relationship between classroom management styles and academic achievements.

Descriptive Statistics:

Descriptive statistics are used to summarize the characteristics of the sample surveyed. These statistics summarize the distribution of demographic information, key variables, and responses from surveys and other data sources. Metrics such as averages and standard deviations quantify central tendencies and variability in the data set. It is essential to include frequencies and percentages, which help quantify the study data. Descriptive statistics elucidate the profile of the participants and set the stage for subsequent analysis.

Inferential Statistics:

Inferential statistics were instrumental in exploring the relationships and patterns within the collected data. Techniques such as independent t-tests were utilized to investigate whether there were statistically significant differences in academic achievements based on the different classroom management styles, particularly the Authoritative style. These methods allowed the researcher to conclude the broader population based on the observed sample, making inferences with a certain level of confidence.

Qualitative Analysis:

Content analysis was used to extract recurring themes from the open-ended survey responses and interview transcripts for the qualitative analysis. One-on-one interviews with principals, teachers, and students provided valuable insights into the interplay between classroom management and academic achievement. The data revealed that principals had very different views of authoritative classrooms, emphasizing benefits such as discipline and productive learning, while students expressed concern about waning interest and enthusiasm.

The observation phase consisted of carefully defining a group for study and a control group of 45 students to compare the impact of authoritative classroom

management on academic achievement. A detailed plan for observation and forms was designed to record different aspects of students' behavior and performance. The results of the three-week classroom observation showed that the authoritatively managed group had significantly better academic performance than the control group. The positive impact observed went beyond academic performance to affect students' motivation, teacher interaction, and overall development.

We conducted a related questionnaire and interview data analysis to enhance the qualitative research analysis. The study strictly adhered to the principle of privacy, and personal information was anonymized. The study's results were validated by a comprehensive test, which showed a significant difference in academic achievement between the authoritative and non-authoritatively managed groups.



CHAPTER IV

ANALYSIS RESULT

4.1 Research Finding

Hypothesis 1: Authoritative classroom management styles have a better impact on student achievement than non-authoritative classroom management styles.

The test of student achievement for both groups was scored out of 100.

Comparison of the results of the two groups of respondents:

Table 4.1 Number of Cases, Average, Standard Deviation, Independent t-test, and Sig, by Class Group

Independent Sample Test							
	Clusters	Number of Cases	Average Value	Standard Deviation	Standard Error Mean	t	Sig.
Performance Records	Class 1	45	88.0375	2.53418	1.26709	3.262	.017
	Class 2	45	81.4550	3.14136	1.57068		

$t_{.05,44} = 1.6802$

Classroom 1 is an authoritatively managed class, and classroom 2 is a non-authoritatively managed class.

We conducted an independent t-test and obtained a t-statistic of 3.262 with a significant value of 0.017. Since the sig value is less than 0.05, this proves a significant difference in achievement between classes practicing an authoritative style of management and classes not practicing an authoritative style of management.

Authoritative classroom management styles have a better impact on student achievement than non-authoritative classroom management styles, which is significant at the .05 level.

4.2 Differences in Self-regulation Skills

Hypothesis 2: The authoritative classroom management style fosters more extraordinary self-regulation skills in high school students than in other styles.

Comparison of self-regulation of respondents:

Table 4.2 Number of Cases, Average, Standard Deviation, Independent t-test, and Sig, by Class Group

Independent Sample Test							
	Clusters	Number of Cases	Average Value	Standard Deviation	Standard Error Mean	t	Sig. (bottail)
Performance Records	Class 1	45	89.1960	1.04963	.46941	14.112	.000
	Class 2	45	77.4300	1.54075	.68904		

$t_{.05,44} = 1.6802$

Class 1 is an authoritatively managed classroom, and class 2 is a non-authoritative classroom.

We conducted an independent t-test and obtained a t-statistic of 14.112 and a sig value of 0.000. Since the sig value is less than 0.05, this proves a significant difference between the class participating in an authoritative style of management and the class not participating in an authoritative style of management regarding the student's ability to self-regulate.

The authoritative classroom management style fosters self-regulation in high school students more than any other, significant at a .05 level.

4.3 Emotional Interaction

Students in authoritatively managed classrooms show better emotional and social development than non-authoritatively managed classrooms.

Comparison of the two groups of respondents regarding student interactions:

Table 4.3 Number of Cases, Average, Standard Deviation, Independent t-test, and Sig, by Class

Independent Sample Test							
	Clusters	Number of Cases	Average Value	Standard Deviation	Standard Error Mean	t	Sig.
Performance Records	Class 1	45	87.4100	1.06066	.75000	7.528	.017
	Class 2	45	78.0000	1.41421	1.00000		

$t_{.05,44} = 1.6802$

We conducted an independent t-test and obtained a t-statistic of 7.528 and a sig value of 0.000. since the sig value is less than 0.05, this proves a significant difference between classes participating in an authoritative style of management and classes not participating in an authoritative style of management regarding students' affective interactions.

Students in authoritatively managed classrooms develop better emotionally and socially than non-authoritatively managed classrooms, which was significant at the .05 level.

Questionnaire:

Response

Average Value	Interpretation
1.00 - 1.50	Least
1.51 - 2.50	Less
2.51 - 3.50	Middle
3.51- 4.50	Best
4.51 - 5.00	Great

Table 4.4 Average Standard Deviation and Interpretation of Satisfaction with the Teaching Process Classified Group

Items	CLASS 1			CLASS 2		
	Average Value	Standard Deviation	Response	Average Value	Standard Deviation	Interpretation
1. The teacher has control over your behavior in class.	3.75	1.014	Best	3.50	.740	Middle
2. Teachers consider your feedback and suggestions when developing lesson plans and teaching methods.	3.86	1.047	Best	3.28	.542	Middle
3. You often engage in questions and discussions in class and are recognized and encouraged by the teacher.	3.68	1.177	Best	3.41	.636	Middle
4. You believe teachers are flexible and fair in dealing with discipline problems and classroom management.	3.98	1.089	Best	3.39	.629	Middle

5. You will have ample opportunity to ask questions and express yourself in class.	4.25	.967	Best	3.22	.577	Middle
6. You will actively participate in classroom activities and discussions.	3.59	1.300	Best	3.23	.669	Middle
7. You will feel that your statements are respected and valued by the teacher in the classroom.	4.20	.851	Best	3.40	.675	Middle
8. You and your classmates will cooperate to solve problems and learn together.	4.20	.978	Best	3.25	.645	Middle
9. You feel encouraged in the process of learning.	4.27	.924	Best	3.13	.629	Middle
10. Interaction and cooperation with classmates are important in learning.	4.11	.970	Best	3.43	.634	Middle
11. Positive interactions are established between the teacher and you to promote learning.	4.02	1.023	Best	3.38	.677	Middle
12. You think that the current learning environment has helped you a lot with your grades.	4.11	.868	Best	3.31	.788	Middle
Total	3.84	1.029		3.34	.731	

In the class that participated in authoritative management, the values were higher than those of the control group (class that did not participate in authoritative management) in all aspects. In the ninth item, regarding the encouragement felt by the students during the learning process, the highest value of 4.27 was achieved, presenting the most significant difference with the control group, a standard deviation value of .924.

In the fifth of these questions, the chance to express one's opinion, the value of 4.25 presents a significant difference; compared to class 2, the class has more opportunities to express their opinions.

In the sixth item of the questionnaire, the participation of students in classroom activities, the lowest value was attained, a value of 4.25, but the highest standard deviation value of 1.300, which shows that the participation of students in the classroom receives less influence from the mode of management, and relies mainly on the autonomous behavior of the students.

In class 2, the range of values is narrower, with the highest value of 3.50 and standard deviation of .740 in question 1 regarding the teacher's control over classroom behavior, which the students relatively more understand.

Question 3, regarding students' performance in classroom discussion activities, is higher at 3.41 with a standard deviation of .636, which indicates they behave with a high degree of autonomy and are less dependent on the teacher.

In question 9, regarding students' feeling motivated in class, the average is 3.13, and the standard deviation is .629, illustrating that the teacher can significantly intervene in the level of student's motivation.

Based on the above data, the mean performance of classroom 1 in the authoritative management style is more significant, with interval values ranging from 3.59 to 4.20 and difference values from .851 to 1.300, which proves that the authoritative management mode in classroom 1 has demonstrated sufficient usefulness and effectiveness.

In class 2, the mean interval values ranged from 3.13 to 3.50, and the difference values ranged from .542 to .788; the values showed lower performance, demonstrating that the control group in class 2 performed less well than in class 1. With these data, it is proved that in classroom 1, there is a significant improvement when using the authoritative management style; students have a better feeling about the classroom and have an intuitive understanding of their performance. Finally, we can see that the mean performance of classroom 1 is better than that of class 2.

4.4 Interview Result

One-on-one interviews were conducted with campus principals, faculty, and students. Interviews were audio recorded and then transcribed. Commonalities were coded. The data collected in this portion of the study revealed expected outcomes and some unique outcomes for the study participants. Both were valid outcomes worthy of analysis and discussion.

During the interview, the results of the principal and the teacher were analyzed, and they concluded that the authoritatively based classroom helps students follow discipline and rules, learn more efficiently, and develop self-discipline and good

study habits. In an authoritatively based classroom, teachers can better assess students' learning outcomes by controlling the classroom better and guiding students to master knowledge and skills.

The content analysis of the student interviews suggests that authoritatively based classrooms may cause students to lose their interest and enthusiasm for learning and that the authoritative management model generally produces both positive and negative impacts; future research could further explore how to optimize the authoritative classroom teaching approach to give full play to its strengths, as well as to reduce its potential limitations. In addition, in actual teaching, educators should fully consider students' characteristics and needs and flexibly utilize authoritative teaching strategies to improve teaching effectiveness and students' comprehensive quality.

Authoritatively based classrooms help students improve their learning efficiency and develop self-discipline and good study habits. However, over-emphasizing the *authority* aspect in the classroom may harm students' creativity and independent thinking ability. Therefore, teachers should moderate authority in teaching and focus on cultivating students' creative thinking and practical ability.

4.5 Observation and Analysis

Firstly, we clearly defined the study and control groups, each with 45 participants. The study group consisted of students who received authoritative classroom management, while the control group received a different management model. This step was taken to ensure we could compare the effects of the different management models on student performance and academic achievement. In order to collect data on students' status, behavior, and absorptive capacity in the classroom, we designed a detailed observation plan and an observation form. The observation form included different aspects of observation items in order to record students' behavior and performance.

Secondly, we carefully chose the time and period of observation to ensure the data's representativeness. Since the school hours of Chinese students are from 8 a.m. to 12 p.m. from Monday to Friday, two sets of observations were selected from 8 a.m. to 8:45 p.m. on Wednesdays and Fridays, and the observation period was three weeks,

with a total of six observations to ensure sufficient observation volume. Observations were conducted during class time to compare the different management patterns of the two groups of students. The observation data was then compiled and analyzed to determine differences and trends between the two groups of students. This helps us understand the impact of different management styles on the students.

Finally, we compared and correlated the observations with the results of other research tools to gain insight into the impact of authoritative classroom management styles on learning. We focused on correlations with questionnaires and interviews to provide more comprehensive insights. It is important to emphasize that we strictly adhered to the principles of privacy and personal information protection throughout the study. We anonymized students' personal information to ensure their privacy. Meanwhile, we used comprehensive tests as another tool to assess students' academic performance.

The results of the observations were validated by rationalizing the tests to assess the impact of an authoritative classroom management style on academic performance. From the 90 report cards collected from the two groups of respondents, it is possible to synthesize and evaluate their academic performance differences. The average grade of the class that adopted the authoritative management style was 88.04, and the average grade of the class that did not adopt the authoritative management style was 81.46. The class that adopted the authoritative management model was higher in all the subjects tested, and the difference was significant.

It can be concluded from the observation that the class that adopted authoritative management had a much higher number of students who completed the test. This indicates that the authoritative management model has a significant positive impact on students' learning outcomes. In addition, we found that the most enormous difference between the study group and the control group was found in the student status item. This indicates that the authoritative management model has the most significant effect on student status.

In addition to the above findings, we also noticed that classes with an authoritative management model shaped the overall development of students. This management model positively affected students' motivation and enhanced students' interaction with the teacher and their classmates. This suggests that the authoritative

classroom management model has a tangible effect on students' development and significantly impacts teachers' educational and pedagogical endeavors.

Overall, the results of this study strongly support the effectiveness and importance of the authoritative classroom management model. By implementing authoritative management, we can create a positive and organized learning environment for students, thus promoting their overall development. This management mode also enhances the interaction between teachers and students, which helps to establish a harmonious teacher-student relationship. Therefore, we suggest that the authoritative classroom management model be widely used in educational practice to promote the all-round development of students and improve the quality of education and teaching.



CHAPTER V

CONCLUSION AND DISCUSSION

5.1 Conclusion

1. Authoritative classroom management styles have an improved outcome on student achievement compared to non-authoritative classroom management styles, which is significant at the .05 level.

2. The authoritative classroom management style fosters self-regulation in high school students more than any other, significant at a .05 level.

3. Students in authoritatively managed classrooms develop significantly more emotionally and socially than non-authoritatively managed classrooms at a .05 level.

4. The questionnaire survey found that in Class 1, the authoritative management style played a significant role, and students had a better feeling about the class and intuitively understood their performance.

5.2 Discussion

Hypothesis 1: Using an authoritative classroom management style delivers higher performance regarding test scores than the non-authoritative classroom management style. Thus, the hypothesis is accepted. In all subjects tested, classes that utilized an authoritative management style were higher than those that did not, and the difference was significant.

The authoritative classroom management model helps shape a positive teacher-student relationship. Hattie (2018) suggests that a solid teacher-student relationship helps teachers empathize with the students, which helps them focus their attention on the students. Establishing such a relationship benefits the students regarding their attitudes toward learning. Therefore, their grades, whether maintained or not, correlate with the student's engagement level in the future.

The content of this hypothesis is consistent with the findings of Tomlinson (2017), which state that effective classroom management improves student academic

achievement. Effective classroom management involves setting clear rules and procedures, ensuring that students follow these rules, and correcting student misbehavior promptly. Schools and teachers should also focus on this factor in their education.

Hypothesis 2: The second hypothesis is that authoritative classroom management is more effective than other styles in developing high school students' self-regulatory abilities. Authoritative classroom management style significantly affects students' self-regulatory ability in high school, and classroom 2 lags behind classroom 1 in self-regulatory ability. Hypothesis 2 is accepted.

This agrees with the findings of Kuning (2020) that classroom management is a crucial tool for maintaining order in teaching and sustaining the learning atmosphere and plays an essential role in shaping students' academic and social development. This provides a valuable reference for improving the quality of teaching and learning and promoting students' learning and development.

Brophy (1986) proposed a relevant definition and made some extensions. The occurrence of undesirable behaviors is a frequent problem among students, and teachers must make effective interventions. In this series of processes, students will form a fixed habit after a long period of interventions. Forming this habit will enhance the learning atmosphere of the whole class, help students self-regulate, change bad habits, and thus improve the learning efficacy.

Hypothesis 3: classroom 1 students in the authoritative classroom management style perform better in emotional-social aspects than students in the non-authoritative classroom management style. Hypothesis 3 was accepted. This study found through interviews and observations that positive teacher-student relationships promote better teaching and learning outcomes, increase students' self-esteem and self-confidence, reduce students' behavioral problems, and increase students' satisfaction and engagement in school.

Vitallo (2021) emphasized the direct and indirect impact that emotions can have on students, and in his article, he elaborated on the fact that emotions are essential in the effectiveness of management, and the teachers are urged to be proactive in identifying students' progress and strengths and to praise students sincerely, which has a positive impact, enhancing students' enthusiasm for learning. In addition, students

have attitudinal changes toward their teachers, which will positively encourage teachers to continue to adjust their management style.

This is in line with the study by Debbag & Fidan (2020), which found that teachers' support and trust in students promotes students' self-management skills and autonomy, increasing students' self-worth and self-esteem. In addition, good emotions and socialization also positively impact the promotion of students' self-management skills and autonomy. Wubbels & Brekelmans (2012) showed that a positive teacher-student relationship is an integral part of the authoritative style, that teachers and students rely on mutual respect, and that teachers are kind managers for students. Fully understanding the students helps teachers develop and enhance their emotional stability. In general, the most central and effective way to build a good relationship is to energize the classroom through clear communication, which increases the students' sense of belonging and, at the same time, their identification with the teacher.

The questionnaire found that using an authoritative classroom management style gave the students a better feeling about the class and an intuitive understanding of performance vis vi grades. According to the questionnaire survey results, students have higher expectations and more affirmation of the authoritative classroom management style used in classroom 1, and they comprehend the changes brought by the authoritative classroom management model in many ways. (Jones, 2019) While students not in the authoritative classroom management style perceived these dimensions to a lesser extent, with lower mean scores. Similar to the results for class 2 in this survey, they show a lower outcome than the average performance of the students in classroom 1 in the session under investigation. (Kounin, 1970).

5.3 Implementation for Practice and Research Future

Authoritative teaching has an impact on student achievement, and this impact is twofold. On the one hand, authoritative teaching provides a more structured and orderly learning environment that helps students stay focused and engaged in the learning process. On the other hand, overemphasizing authority and strict control limits students' initiative and creativity, affecting their learning outcomes and performance.

However, due to the limitations of this study, there are the following points for future research:

1. Future research should explore the strengths and weaknesses of authoritative and other teaching styles and their effectiveness in different settings and with different groups of students.

2. In addition to the instructional management model, many other factors may affect students' academic performance, such as home environment, school resources, and teacher quality. Future research should further explore the interrelationship between these factors and authoritative teaching.

3. The future study of this complex phenomenon, teaching, and learning requires in-depth exploration using innovative research methods, well-designed studies, more precise measurements, in-depth studies of the relationship between authority-based instruction and student achievement, and sophisticated research methods to gain insight into the various influences in this process.

5.4 Recommendations for Future Research

1. Based on the limitations of this study, it is recommended that future research expand the scope of data collection for field studies to provide in-depth observations and documentation of the impact of authoritative classroom practices on student achievement. More diverse data sources should be collected from more schools over a more extended period, and a more comprehensive range of documented data sources should be used to compare the relationship between authoritative classroom practices and student achievement across districts and schools.

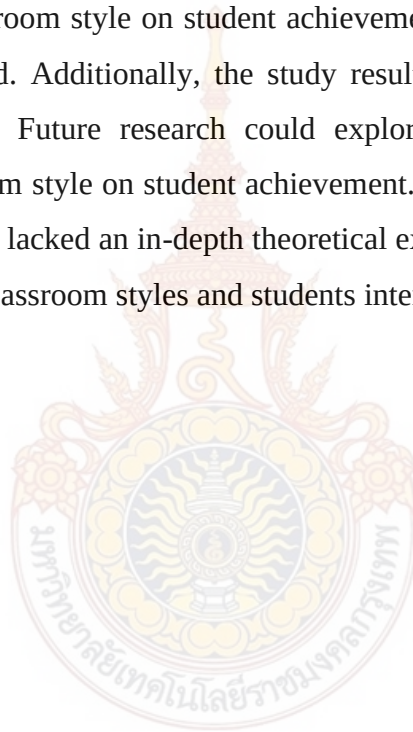
Future research could further explore the theoretical underpinnings of the impact of authoritative classroom practices on student achievement, integrating practice with theory to provide more compelling evidence for educational reform. Meanwhile, the findings can provide guidance and insights for educational practitioners to help them better understand and utilize the authoritative management style in classrooms.

2. The researcher has increased his trust and comfort with teachers and classmates throughout the study. Researchers who conduct studies without building positive relationships with their participants may find themselves getting results that

differ significantly from their accurate responses. Therefore, it is strongly recommended that future researchers studying educational management models take the time to understand students' needs and their teachers' struggles. Moreover, give it their full attention.

5.5 Limitations of the Study

This study was based primarily on existing data analysis, and no larger-scale experiments or field studies were conducted to explore further the specific effects of authoritative classroom style on student achievement. Therefore, the results of the study may be limited. Additionally, the study results were limited by time due to semester constraints. Future research could explore the long-term effects of an authoritative classroom style on student achievement. This study was primarily based on empirical data and lacked an in-depth theoretical exploration of the mechanisms by which authoritative classroom styles and students interact.



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APPENDICES

Appendix A Instrument

LESSON Plan

Lesson Plan Students Identify the Level of Difficulty

1. Can you assess and describe how challenging you find different aspects of the lesson plan?
2. How does the authoritative management model impact your learning experience in this course?
3. In your opinion, how important is it to fully achieve the objectives outlined in the lesson plan?

The Course Can Use the Authoritative Management Model

4. What hands-on activities or group work would enhance your understanding of the lesson plan?
5. What are the expected outcomes for students like yourself through this lesson plan?
6. How satisfied do you anticipate feeling after completing this lesson plan?

The Extent to Which the Lesson Plan Needs to be Achieved

7. Can you gauge your ability to identify the difficulty level of various lesson plan parts?
8. To what extent do you feel the course aligns with the principles of the authoritative management style?
9. How crucial is it for you to achieve the lesson plan's objectives to meet your overall course goals?

What Activities Can Be Done with the Lesson Plan

10. Do you believe that interactive or experiential activities should constitute a significant percentage of the lesson plan? If so, how much?
11. What percentage of your peers do you think will successfully attain the intended outcomes of the lesson plan?
12. How satisfied do you and your fellow students expect you and your fellow students to be with the lesson plan upon completion?

The Outcomes and Satisfactions that Students Can Achieve Through the Lesson Plan

13. Can you evaluate your ability to assess the difficulty level of various components within the lesson plan?
14. In your view, what percentage of the course structure should be influenced by the authoritative management style?
15. At what percentage of achievement would you consider the lesson plan a success?



Questionnaire form (CLASSROOM A and CLASSROOM B)

1. Do teachers have control over your behavior in class?	1-5 (Strongly Disagree, Disagree, Neutral, Agree, Strongly Agree)
2. Have teachers considered your feedback and suggestions when developing lesson plans and teaching methods?	1-5 (Strongly Disagree, Disagree, Neutral, Agree, Strongly Agree)
3. Have you regularly participated in class questions and discussions that the teacher recognizes and encourages?	1-5 (Strongly Disagree, Disagree, Neutral, Agree, Strongly Agree)
4. Do you believe teachers are flexible and fair in dealing with discipline problems and classroom management?	1-5 (Strongly Disagree, Disagree, Neutral, Agree, Strongly Agree)
5. Have you had ample opportunity to ask questions and express your opinions in class?	1-5 (Strongly Disagree, Disagree, Neutral, Agree, Strongly Agree)
6. Have you actively participated in classroom activities and discussions?	1-5 (Strongly Disagree, Disagree, Neutral, Agree, Strongly Agree)
7. Do you feel that your statements are respected and valued by the teacher in the classroom?	1-5 (Strongly Disagree, Disagree, Neutral, Agree, Strongly Agree)
8. Have you and your classmates cooperated to solve problems and learn cooperatively?	1-5 (Strongly Disagree, Disagree, Neutral, Agree, Strongly Agree)
9. Have you felt encouraged in the learning process?	1-5 (Strongly Disagree, Disagree, Neutral, Agree, Strongly Agree)
10. Did your interaction and cooperation with your classmates play an essential role throughout the learning process?	1-5 (Strongly Disagree, Disagree, Neutral, Agree, Strongly Agree)
11. Are there positive interactions between the teacher and you that promote learning?	1-5 (Strongly Disagree, Disagree, Neutral, Agree, Strongly Agree)

	Strongly Agree)
12. Do you believe that the current learning environment has helped your grades?	1-5 (Strongly Disagree, Disagree, Neutral, Agree, Strongly Agree)



Interview

Principal's Interview

Name: _____

Date: April 10, 2023 _____

Time: 30min _____

Thank you for participating in this interview. One of the critical purposes of this study is to explore the impact of teaching with authority in the classroom on students and what teachers can do to increase their levels of engagement and participation. Thank you very much for your honest answers. We will not identify you in any way.

1. What is your area of interest?

A: My area of interest is history

2. What is your background?

A: I worked starting as a teacher, then director, and now principal.

3. Does your background affect what you teach in the classroom?

A: No, although now, as a principal, I teach very few classes. Most of them are open classes with more significant numbers. As long as I stand on the podium, I can return to being the people's teacher who taught every class well.

4. In all the years you have been involved in work teaching, what do you think is the overall difficulty of managing students in the classroom?

A: The overall quality of students in current classes varies, making management difficult. At the same time, the differences in students' family backgrounds and upbringing also bring some challenges to management.

5. Do you think the authoritative management mode better affects students' learning?

A: An authoritative management style ensures students are more effective in learning. An organized and disciplined classroom environment helps students to concentrate and learn more effectively. In addition, standardizing students' study plans and timetables can help them better acquire knowledge and skills, and of course, we need to pay attention to students' emotional and social development. Students are in school not only to learn but also to build good interpersonal relationships and social skills. Therefore, we can help students build mutual trust and cooperation by organizing various social activities and group projects.

6. Do you think your class should adjust its management mode?

A: I think the classroom management model of the school should be adjusted appropriately according to the specific situation. Whether the management mode needs to be adjusted depends on several factors, such as the characteristics of the students in the class, the educational objectives, and the limitations of the existing management mode. Adjustment of the management mode is necessary if the existing management mode has already harmed the growth and development of the students or if the overall quality of the students in the class is uneven, making it difficult to achieve good educational results.

7. Do you think your management style better impacts the students' future?

A: Any management style has its advantages and disadvantages. As the first person in charge of school management, I can only try my best to advocate advanced education concepts and pay attention to the all-round development of students in my management style, and I hope that such a management style will help students to achieve excellence in various fields in the future. Of course, my management style needs to be constantly improved and refined to meet better the development of the times and the needs of the students.

Interviews with Class Teachers

Name: _____

Date: April 10, 2023 _____

Time: 30min _____

Thank you for participating in this interview. One of the essential purposes of this study is to explore the impact of teaching with authority in the classroom on students and what teachers can do to increase these levels of engagement and participation. Thank you very much for your honest answers. We will not identify you in any way.

1. What are your areas of interest?

A: I am interested in painting, music, and other aspects of art

2. What is your background?

A: I am a classroom teacher.

3. Does your background affect what you teach in the classroom?

A: I have been a teacher since I joined the workforce, and I am still a teacher, and that has not changed.

4. In all the years you have been involved in work teaching, what do you think about the overall difficulty of managing students in the classroom?

A: As a classroom teacher, I must admit that managing this class does have some challenges. Sometimes, we need to deal with conflicts and behavioral problems among students. At the same time, we also have to pay attention to the individual needs of each student in terms of academic pressure, mental health, and family background. Nevertheless, I think these challenges catalyze growth and progress; we can overcome them together and make progress together!

5. Is an authoritative management style better for student learning?

A: As a teacher, I believe an authoritative management style affects student learning but is not absolute. A strict management mode can give students a more organized and stable learning environment, enabling them to focus on their studies and improve their learning efficiency. At the same time, regulating students' learning behaviors and habits also helps students to master knowledge and skills better. However, a strict management mode is not without its drawbacks. I am also concerned that an overly strict management mode may limit students' freedom and creativity, resulting in a lack of independent thinking and problem-solving skills. Nowadays, students are more pampered, and I am also worried that a strict management style may make students feel too much pressure and affect their motivation and interest in learning.

6. Do you think your class should adjust its management style?

A: in some cases, adjusting the classroom management model may be beneficial. Each classroom situation is unique and requires flexibility to adapt strategies to meet students' needs better. For example, in my class, many students would like to see more extracurricular activities added to the busy learning process. I will take everyone's opinions into full consideration so that I can make better decisions to meet the demands of my students adequately, and adjusting the classroom management model should enable us to make progress together!

7. Do you think your management style will better impact students' future?

Mr. Wang: Of course, I am convinced that my management style has a positive impact on the future of my students. I strive to create a supportive learning environment

that stimulates students' interest and potential in learning and develops their critical thinking and problem-solving skills. I believe that by guiding students to develop self-awareness, self-discipline, and teamwork, they will be equipped with the necessary skills needed to adapt to the society of the future.

Student Interviews

Name: _____

Date: April 10, 2023 _____

Time: 30min _____

Thank you for participating in this interview. One of the essential purposes of this study is to explore the effects of teaching with authority in the classroom on students and what teachers can do to increase these levels of engagement and participation. Thank you very much for your honest answers. We will not identify you in any way.

1. What are your areas of interest?

A: I like playing games, sports, and, well, juggling cell phones

2. What is your background?

A: I am just an average high school student.

3. Do you feel that authority-based teaching makes a difference for students?

A: That is for sure. If the teacher has authority, the students will have more trust in the teacher, listen more attentively in class, and the learning effect will be better.

4. What do you think about the overall difficulty of managing students in the class?

A: I feel that student management has a certain degree of difficulty. Sometimes, conflicts and strife between students may affect the overall atmosphere of the class. In addition, some students may have mood swings due to study pressure or other personal problems, which challenge classroom management. However, I think these difficulties can be alleviated if we actively communicate, understand, and support each other.

5. Do you think an authoritative management mode has better results for students learning?

A: An authoritative management style ensures students are more effective in learning. An organized and disciplined classroom environment helps students to

concentrate and learn more effectively. In addition, standardizing students' study plans and schedules can help them acquire better knowledge and skills, and of course, we need to pay attention to students' emotional and social development. Students are in school not only to learn but also to build good interpersonal relationships and social skills. Therefore, we can help students build mutual trust and cooperation by organizing various social activities and group projects.

6. Do you think your classroom should be restructured?

A: If adjusting the classroom management model can better meet the needs of students and improve our learning efficiency and class cohesion, then it is necessary to adjust the management model. However, if the existing management mode is perfect and practical, we do not need to make frequent adjustments. In other words, adjusting the class management mode should be carefully considered based on extensive consultation with students and teachers.

7. Do you think the management style has an impact on the future of the students?

A: As a student, I appreciate our classroom management style. Although I may not be able to fully assess the future impact of the management style on the students, I can confirm that our classroom management style does develop our teamwork skills, sense of responsibility, and self-discipline. Participating in class activities taught me how to work with others, manage relationships, and cope with setbacks and difficulties. These skills and qualities are helpful in school and will benefit my future career. Therefore, our classroom management style positively impacts my future development.

Interview case:

1. Interviewee

Name:

Age: 49 years old

Gender: Male

School/Faculty: Principal of a high school

Working: Since 2000

Interviewer: Hello. Having been teaching for so many years, what do you think is the overall situation regarding the difficulty of classroom student management?

Principal Li: The overall quality of current classroom students varies, making management difficult. At the same time, the differences in students' family backgrounds and upbringing also bring some challenges to management.

Interviewer: Yes! Then, do you think the authoritative management mode better affects students' learning?

Principal Li: An authoritative management style ensures students are more efficient in their learning. An organized and disciplined classroom environment helps students to concentrate and learn more effectively. In addition, standardizing students' study plans and timetables can also help them to acquire knowledge and skills better. Of course, we must pay attention to students' emotional and social development. Students are in school to learn knowledge and build good interpersonal relationships and social skills. Therefore, we can help students build mutual trust and cooperation by organizing various social activities and group projects.

Interviewer: Okay, thank you very much. So, do you think your class should adjust its management style?

Principal Lee: the school's classroom management model should be adjusted appropriately according to the specific situation. Whether or not the management mode needs to be adjusted depends on several factors, such as the characteristics of the students in the class, the educational goals, and the limitations of the existing management mode. If the existing management mode has already hurt the growth and development of students, or if the overall quality of students in the class is uneven and it is not easy to achieve good educational results, then it is necessary to adjust the management mode.

Interviewer: That sounds reasonable! Last question: do you think your management style positively impacts the student's future?

Principal Li: Any management style has its advantages and disadvantages. As the first person in charge of school management, I can only try my best to promote advanced educational concepts in my management style and pay attention to the all-around development of my students, hoping that this management style will help my students achieve excellence in various fields in the future. Of course, my management style needs to be constantly improved and perfected to meet better the development of the times and the needs of the students.

2. Interviewee

Name:

Age: 37 years old

Gender: Female

School/Faculty: Class teacher of a high school

Working: Since 2010

Interviewer: Hello, Ms. In your many years of involvement in teaching, what do you think is the overall difficulty of managing students in the classroom?

Ms. Wang: As a classroom teacher, I must admit that managing this class does have some challenges. Sometimes, we need to deal with conflicts and behavioral problems among students. At the same time, we also have to pay attention to the individual needs of each student in terms of academic pressure, mental health, and family background. However, I think these challenges catalyze growth and progress; we can overcome them together and make progress together!

Interviewer: Do you think that an authoritative management model has a better effect on students' learning?

Mr. Wang: As a teacher, I think strict management mode does have some effect on students' learning, but it is not absolute. Strict management can provide students with a more organized and stable learning environment, enabling them to concentrate on their studies and improve their learning efficiency. At the same time, regulating students' learning behaviors and habits also helps students to master knowledge and skills better. However, a strict management mode is not without its drawbacks. I am also concerned that an overly strict management style may limit students' freedom and creativity, resulting in a lack of independent thinking and problem-solving skills. Nowadays, students are more pampered, and I am also worried that a strict management style may cause students to feel too much pressure and affect their motivation and interest in learning.

Interviewer: That is true. Do you think your class should adjust its management style?

Ms. Wang: I think that in some cases, it may be beneficial to adjust the classroom management model. Every classroom situation is unique and requires flexibility to adapt strategies to meet students' needs better. For example, in my class, many students

would like to see more extracurricular activities added to the busy learning process. I will consider everyone's opinions to make better decisions to meet the student's needs adequately, and adjusting the classroom management model should enable us to progress together!

Interviewer: Great job, Mr. Wang! Last question: Do you think your management style will impact students' future better?

Mr. Wang: Of course, I am convinced that my management style has a positive impact on the future of my students. I strive to create a supportive learning environment that stimulates students' interest and potential in learning and develops their critical thinking and problem-solving skills. By guiding students to develop self-awareness, self-discipline, and teamwork, I believe they will be equipped with the skills needed to adapt to the future society.

3. Interviewee

Name:

Age: 17 years old

Gender: Male

School/Faculty: Student

Interviewer: Hello, Yuxin. As a student, what do you think about the overall difficulty of student management in your class?

Sun Yuxin: I feel that classroom student management has a certain degree of difficulty. Sometimes, conflicts and disputes between students may affect the overall atmosphere of the class. In addition, some students may have mood swings due to study pressure or other personal problems, which brings specific challenges to classroom management. However, I think these difficulties can be alleviated if we communicate positively and understand and support each other.

Interviewer: Okay! Then, do you think an authoritative management model better affects students' prayers?

Sun Yuxin: I think using an authoritative management mode can provide students with a more orderly and stable learning environment so that students can better focus on learning, reducing interference and distraction factors. Secondly, regulating students' learning behaviors and habits also helps students master knowledge and skills better.

As students, we must understand our characteristics and needs in various ways and independently explore learning methods and strategies that suit us. For example, we can learn independently and plan our study time and tasks independently; we can also participate in extracurricular activities, social activities, and other diversified learning methods.

Interviewer: Okay, thank you very much. So, do you think your class should adjust its management mode?

Sun Yuxin: If adjusting the class management mode can better meet students' needs and improve our learning efficiency and class cohesion, then it is necessary to adjust the management mode. However, if the existing management mode is perfect and practical, we do not need to make frequent adjustments. In other words, adjusting the classroom management model should be carefully considered and based on extensive consultation with students and teachers. Interviewer: Uh-huh, answers make sense! Last question: do you think that management style has a better impact on students' future?

Sun Yuxin: As a student, I am grateful for our classroom management style. Although I may not be able to fully assess the future impact of the management style on the students, I am confident that our classroom management style does develop our teamwork skills, sense of responsibility, and self-discipline. I have learned how to work with others, manage relationships, and cope with setbacks and difficulties through my participation in class activities. These skills and qualities are helpful in school and will benefit my future career. Therefore, our classroom management style positively impacts my future development.

Observation

Observation sheet - Student performance in class

Date: _____ Time: _____ Course: _____

Student Status:

Is the student anxious or nervous?

Are students focused?

Is the student active or calm?

Student interaction:

Do students interact with their classmates? (e.g., conversation, cooperation, etc.)

Do students ask questions voluntarily?

Do students answer questions or participate in discussions?

Student attention:

Are students frequently distracted?

Do students keep their eyes on the teacher or the textbook?

Is the student distracted or inattentive?

Student Engagement:

Are students actively involved in class activities?

Did the students raise their hand to answer the question?

Does the student avoid participating or show signs of unwillingness to participate?

Learning effect:

Are students able to understand and apply the material?

Are students able to answer questions or complete tasks correctly?

Does the student demonstrate academic achievement in the classroom?

Behavioral problems:

Does the student exhibit lousy behavior (such as interfering with other students, distraction, infractions, etc.)?

Do students follow classroom rules and discipline?

Teacher interaction:

Does the teacher provide clear guidance and explanation?

Do teachers encourage student participation?

Do teachers build positive relationships?

Other notes and observations:

(Any other important information and observations about student performance can be added here)

The design of this observation sheet is tailored to the study's specific objectives and research questions. Observers can use this form to record student performance at the end of each class, ensuring that detailed data is collected for subsequent analysis and comparison of the impact of different management models.

Student Classroom Situation Statistics Project

High school subject Test - Assessment of academic achievement

Date: _____ Class: _____

Student Information:

Student's name: _____

Student number: _____

Grade: _____

Part 1: Mathematical knowledge and skills

Please answer the following math questions:

Algebraic problems:

Problem 1: Solving the equation _____.

Student: _____

Problem 2: Calculate the inequality _____.

Student: _____

Geometric problems:

Problem 3: Calculate the area of a triangle _____.

Student: _____

Part 2: Language Arts Knowledge and Skills

Reading comprehension:

Reading materials: (Provide an essay or short text)

Question 1: Answer the following questions according to the passage:

Question 1: The topic of the passage is _____.

Student: _____

Question 2: Extract critical information from the passage _____.

Student: _____

Writing and Grammar:

Please write a paragraph about your favorite book or movie.

Student: _____

Part 3: Scientific Knowledge and Skills

Scientific questions:

Physics problem: Computing speed _____.

Student: _____

Part 4: Social Studies knowledge and skills

Social Studies Questions:

Historical problems: Explaining the influence of an important person in history
_____.

Student: _____

Geographical problems: Description of climate and meteorological phenomena on the
Earth _____.

Student: _____

Total results:

The total score of each section: _____

Comments and notes:

(Here, you can add evaluations and notes, assess the student's overall performance and answering skills, or provide additional information and observations)

Test

Maths:

Topic 1: Functions and derivatives (25 marks)

Let the function $f(x)$ be continuous on the interval $[0,2]$ with $f(0) = 2$ and $f(2) = 6$. Proof: There exists at least one point c , $0 < c < 2$, such that $f'(c) = 2$.

Topic 2: Three-dimensional Geometry (25 points)

It is known that the prism length of a square $ABCDEFGH$ is a , P is the center of a square $ABCD$, and Q is the center of a square $EFGH$. Find the distance from the intersection point R of the line PQ and the plane $EFGH$ to the point P .

Topic 3: Probability and Statistics (25 marks)

There are 60 students in a class, of which 30 are boys and 30 are girls. Five students are chosen randomly from the class and find the probability that there are precisely 3 boys.

Topic 4: Series and Ranks (25 marks)

It is known that the sum of the first n terms of the isomorphic series $\{a_n\}$ is $S_n = 2n^2 + 3n$, find a_1 and the tolerance d .

Chinese:

Topic 1: Reading in Chinese (25 marks)

Read a passage from the Ming and Qing dynasty novel Dream of Red Mansions in classical Chinese and then answer the following questions: What details in the text show the character traits of the main character, Lin Daiyu? Please give examples.

Topic 2: Modern Reading and Writing (25 marks)

Read the modern essay "Memories of Summer", then answer the following questions: What kind of summer is the summer in the author's eyes? What descriptive techniques in the article express the unique feeling of summer?

Topic 3: Appreciation of Ancient Poetry (25 marks)

Read the poem "Climbing to the Stork Tower" by Wang Zhilu, a poet of the Tang Dynasty, and then answer the following questions: What are the imagery and rhetorical techniques in this poem, and how do they express the poet's thoughts about life and the world?

Topic 4: Argumentative Writing (25 marks)

Choose a hot topic in society, such as environmental protection, education issues, or social justice, and write an expository essay of about 800 words, stating your views and providing relevant facts and arguments to support your views.

Science:

Physics Major Question: (25 marks)

Topic 1: A mass falls freely and is subjected to air resistance. Draw a graph of the velocity of the mass versus time and explain how the velocity changes. How is the terminal velocity of the mass point determined?

Chemistry Major Question: (25 marks)

Topic 2: A compound has the molecular formula $C_6H_{12}O_6$. What type of compound is this compound? What elements are contained in its molecule? Write the structural formula of the compound and explain its naming convention.

Biology Major Question: (25 marks)

Topic 3: Explain the process of DNA replication, including the molecules and enzymes involved. Discuss the importance of DNA replication and its application in biology.

Physics Major Question: (25 marks)

Topic 4: A spring with a coefficient of restoring force of k has a natural length of L . An object of mass m is hung vertically from this spring and brought to an equilibrium position. The object is then stretched to such an extent that the length of the spring becomes $L + \Delta L$ and released to allow it to vibrate. In the absence of air resistance, answer describing the changes in velocity and acceleration during the object's vibration and what happens when the object passes through the equilibrium position.

Liberal Arts:

Literature Major Question: (25 points)

Topic 1: Choose an ancient Chinese literary figure such as Li Bai, Du Mu, or Yang Weizhen, analyze his representative work, and explain how the work reflects the social, cultural, and intellectual characteristics of the time.

History Major Question: (25 marks)

Topic 2: Explore a crucial social movement in modern Chinese history, e.g., the May Fourth Movement, the Cultural Revolution, or the Reform and Opening Up, and analyze the impact of the movement on Chinese society and politics, as well as the underlying reasons behind it.

Geography Major Question: (25 marks)

Topic 3: Discuss the urbanization process in China, including urban population growth, urban planning, and urban environmental issues. Analyze the impact of urbanization on China's society and economy and possible measures for sustainable development.

Philosophy Major Topic: (25 marks)

Topic 4: Explore the concepts of "Tao" and "virtue" in ancient Chinese philosophical thought and their different interpretations and applications in different philosophical schools such as Confucianism, Taoism, and Mohism. Analyze the impact of these concepts on Chinese culture and morality.

Student score sheet

Class	Average Class Total Score	Average Math Score	Average Chinese Score	Science Score	Liberal Arts Score
A	88.04	88.47	89.21	90.1	84.37

Class A is an interviewee class using authoritative management

Class	Average Class Total Score	Average Math Score	Average Chinese Score	Science Score	Liberal Arts Score
B	81.46	79..35	85.42	78.56	82.49

Class B is the interviewee class that does not use authoritative management.

Appendix B Content Validity and Reliability

Lesson plan

Programs	Exp1	Exp2	Exp3	IOC
In the lesson plan, students identify the level of difficulty	5	5	4	0.9
The course can use the authority management model	4	4	5	0.9
The extent to which the lesson plan needs to be achieved	3	3	3	1.0
What activities can be done with the lesson plan	2	2	2	1.0
The outcomes and satisfactions that students can achieve through the lesson plan	1	1	1	1.0

1 ok

0 Not useful

-1 Not good

Questionnaire Validity

Reliability Statistics	
Cronbach Alpha	Items
.750	4

The table below presents the questionnaire results, and options 1 to 5 are used five points on a Likert scale: Strongly Disagree, Disagree, Neutral, Agree, and Strongly Agree.

Question 1: Teachers have control over your behavior in class.

Options	Number	Percentage
1	3	3.33
2	1	1.11
3	22	24.44
4	29	32.22
5	35	38.89

Question 2: Teachers consider your feedback and suggestions when developing lesson plans and teaching methods.

Options	Number	Percentage
1	0	0
2	6	6.67
3	28	31.11
4	19	21.11
5	37	41.11

Question 3: You regularly engage in questioning and discussion in class and are recognized and encouraged by your teacher.

Options	Number	Percentage
1	1	1.11
2	9	10.00
3	24	26.67
4	22	24.44
5	34	37.78

Question 4: You believe teachers are flexible and fair in dealing with discipline problems and classroom management.

Options	Number	Percentage
1	1	1.11
2	5	5.56
3	24	26.67
4	23	25.56
5	37	41.11

Reliability Statistics	
Cronbach Alpha	items
.836	4

Question 5: You can ask questions and express yourself in class.

Options	Number	Percentage
1	0	0
2	5	5.56
3	24	26.67
4	18	20.00
5	43	47.78

Question 6: You actively participate in classroom activities and discussions.

Options	Number	Percentage
1	4	4.44
2	9	10.00
3	26	28.89
4	22	24.44
5	29	32.22

Question 7: You feel that your statements are respected and valued by the teacher in the classroom.

Options	Number	Percentage
1	0	0
2	3	3.33
3	24	26.67
4	26	28.89
5	37	41.11

Question 8: You and your classmates cooperate to solve problems and learn together.

Options	Number	Percentage
1	0	0
2	5	5.56
3	26	28.89
4	17	18.89
5	42	46.67

Reliability Statistics	
Cronbach Alpha	Items
.892	4

Question 9: You feel encouraged in the learning process.

Options	Number	Percentage
1	0	0
2	6	6.67
3	26	28.89
4	18	20.00
5	40	44.44

Question 10: Interaction and cooperation with classmates are essential in learning.

Options	Number	Percentage
1	0	0
2	5	5.56
3	21	23.33
4	26	28.89
5	38	42.22

Question 11: Positive interactions are established between the teacher and you to promote learning.

Options	Number	Percentage
1	0	0
2	3	3.33
3	24	26.67
4	26	28.89
5	37	41.11

Question 12: Your current learning environment has helped your grades.

Options	Number	Percentage
1	1	1.11
2	3	3.33
3	22	24.44
4	26	28.89
5	38	42.22

Observation

Item	1	2	3	4	5	6	Average
Student Status	88	89	87	90	93	92	89.83
Student Interaction	86	95	90	91	88	88	89.66
Student Attention	94	82	88	93	91	90	89.66
Student Engagement	89	89	90	92	84	80	87.33
Learning Effects	91	91	91	88	89	87	89.50
Behavior Problem	90	90	82	88	85	85	86.66
Teacher Interaction	87	88	90	90	91	83	88.16

This form is a survey of class A (class with authoritative management)

Item	1	2	3	4	5	6	Average
Student status	77	75	75	71	79	80	76.16
Student interaction	79	79	75	77	71	85	77.66
Student attention	80	78	78	82	81	81	80.00
Student engagement	69	74	82	80	77	77	76.50
Learning effects	78	79	77	77	75	75	76.83
Behavior problem	75	76	76	76	79	80	77.00
Teacher interaction	75	75	80	80	80	84	79.00

This form is a survey of class B (class with authoritative management)

IOC for Class A

ICC Intra-group Correlation Coefficient Results		
Unidirectional Absolute Consistency	ICC Intra-group Correlation Coefficient	95% CI
Single Metric ICC (1)	0.069	(-0.065, 0.493)
Average Metric ICC (K)	0.816	(-0.746, 0.872)

IOC for Class B

ICC Intra-group Correlation Coefficient Results		
Unidirectional Absolute Consistency	ICC Intra-group Correlation Coefficient	95% CI
Single Metric ICC (1)	0.074	(-0.065, 0.493)
Average Metric ICC (K)	0.792	(-0.746, 0.872)



Appendix C Result of Interview

Code	Definition	Code Meaning	Description
Difficulty of student management	The overall quality of students in current classes varies, making management difficult.	Determine the difficulty of current student management and the attitudes of administrators.	1. Li: The uneven quality of students and the differences in students' family backgrounds and upbringing make it challenging to manage. 2. Managing this class does have some challenges. Sometimes, we need to deal with conflicts and behavioral problems among students.
Impact of the management model on students	The authoritative management model can help students adapt better to school life, but it may have some impact on students' mental health.	Identify what aspects of the management model affect students	1. Li: A strict management model can make students' studies more efficient. 2. Wang: A strict management model can provide students with a more organized and stable learning environment, which enables them to better focus on their studies and improve their learning efficiency.

Code	Definition	Code Meaning	Description
Adaptation of the classroom management model	Classroom management should focus more on student's mental health and personality development than their academic performance alone.	Understanding the Do's and Don'ts of Management Model Adjustment	1. Li: The management model needs to be adjusted, taking into account several factors, such as the characteristics of the students in the class, the educational objectives, and the limitations of the existing management model. 2. Wang: I think that adjusting the model of classroom management may be beneficial in some cases.
Impact of management style on students	Impact of management style on students	Judging the impact of changes in management styles on students	Sun: I believe that adopting a strict management model can give students a more organized and stable learning environment, enabling them to focus better on their studies and reducing interruptions and distractions.

BIOGRAPHY

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