



**TEACHERS' CLASSROOM BEHAVIOR MANAGEMENT IN
CHINESE ART UNIVERSITIES: A CASE STUDY OF G
UNIVERSITY, GUANGXI ZHUANG AUTONOMOUS REGION**



DISI HE

**A DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT
OF THE REQUIREMENTS FOR THE DEGREE OF
DOCTOR OF PHILOSOPHY IN EDUCATION AND SOCIETY
INSTITUTE OF SCIENCE INNOVATION AND CULTURE
RAJAMANGALA UNIVERSITY OF TECHNOLOGY KRUNGTHEP
ACADEMIC YEAR 2025
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ABSTRACT

Taking G University in Guangxi Zhuang Autonomous Region, People's Republic of China, as a case study, this research investigates Teachers' Classroom Behavior Management (TCBM) in art universities and proposes practical strategies to improve teaching quality and student development. The study aims to enhance instructional effectiveness, support students' learning experiences, and provide empirical references for similar institutions in China. A mixed-methods research design was employed. Two hundred questionnaires were distributed to randomly selected teachers and art major students to examine their perceptions of TCBM. In addition, five teachers and two academic administrators were interviewed to gain in-depth insights into classroom management practices and institutional policies. The collected data were analyzed using SPSS, enabling a comprehensive evaluation of both quantitative trends and qualitative perspectives. The findings reveal that art universities face significant challenges in implementing effective classroom behavior management. First, the absence of a systematic and standardized management framework leaves teachers without clear guidelines for managing student behavior. Second, the lack of a formal supervision and feedback mechanism weakens the effectiveness of classroom administration and limits opportunities for improvement. Third, many teachers demonstrate insufficient awareness of TCBM's importance, leading to inconsistent and ineffective classroom management practices, particularly in art-focused teaching environments. To address these challenges, the study recommends that G University establish clear rules, operational standards, and institutional policies for TCBM. In addition, a comprehensive monitoring and feedback system should be developed to promptly identify, evaluate, and correct inappropriate classroom behaviors. Furthermore, universities should strengthen teacher training and professional development in classroom management to enhance teachers' competence and awareness in this critical area. Implementing these measures will promote a scientific, standardized, and effective classroom management system, thereby improving educational quality and providing a valuable model for other Chinese art institutions.

Keywords: Teachers' Classroom Behavior Management, Chinese Universities, Guangxi, Art-specialty, Education Quality

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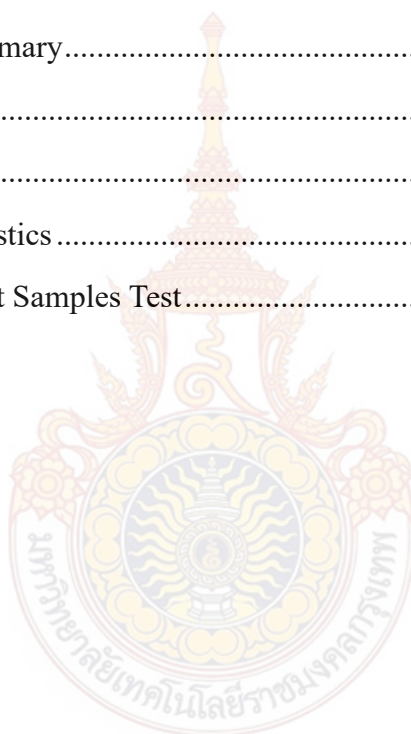
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CHAPTER I

INTRODUCTION

This chapter provides the background of the current research and identifies the problems left unsolved by previous research. It highlights the questions and aims to address the research objectives. The chapter also describes the methods the research applies and its scope. It then identifies the significance of the current research and explains the definitions of key terms.

1.1 Background of the Research

1.1.1 China's Policy Requirements on Strengthening the Quality of Art Professional Training

China has always attached great importance to the development of people's education, guided by Xi Jinping's thought on socialism with Chinese characteristics in the new era, and has strengthened the implementation of the fundamental task of building moral character, continuously improving the country's talent pool. Since the 18th National Congress of the Communist Party of China, General Secretary Xi Jinping has put forward a series of important education plans, repeatedly emphasizing the need to prioritize education and strive to ensure that every child can enjoy a fair and high-quality education. The report of the 19th National Congress of the Communist Party of China requires comprehensively implementing the Party's education policy, promoting educational equity, and cultivating socialist builders and successors who are well-rounded in moral, intellectual, physical, and aesthetic development. The report of the 20th National Congress of the Communist Party of China provides a detailed, rich, and comprehensive discussion of accelerating the construction of a high-quality education system and providing a satisfactory education

for the people. These relevant and important discussions provide the correct practical guidelines for the high-quality development of China's higher art education and its art professional training. Against this background, the Chinese government has introduced a series of policy requirements to strengthen the quality of arts professional training and to solidify the foundation of talent development in support of China's goal of becoming a cultural and educational powerhouse. In December 2019, China's Ministry of Education issued the Notice on Good Enrollment Work of General Universities in 2020, which outlined a comprehensive deployment for enrollment work at general universities in 2020. The questions for the college entrance examination in that year should be The company's main goal is to provide a comprehensive range of services to the public, including the development of the public's moral, intellectual, physical and aesthetic capabilities, the optimization of test question design, and the enhancement of application and innovation, to guide secondary schools to follow the laws of education, promote the development of quality education, and help students to grow comprehensively. Although there is a "wall " between high school and college, the "notice" not only pointed out the importance of high school education but also clearly highlighted the close connection between high school and college education in talent training. This means that art universities should not only focus on the cultural and professional foundations of college students, but also on their practical and creative abilities, in order to cultivate more art talents with comprehensive qualities. Secondly, the Chinese government requires art universities to continuously improve their educational standards and strive to send more top artistic talent with a rich Chinese cultural heritage and outstanding professional ability into society. In September 2021, the Chinese Ministry of Education issued the "Guidance Opinions on Further Strengthening and Improving the Enrollment Work of the Examination of Art Majors in General Higher Education Institutions, which clearly proposed to art universities a talent selection and cultivation development pattern. In other words, universities specializing in art should constantly improve teaching methods and curricula, raise the

teaching level and professionalism of teachers, and also pay attention to connections with society and actively engage in school-enterprise cooperation to provide more practical opportunities and employment opportunities for students. Finally, based on the development reality of China stepping into a new era, General Secretary Xi Jinping has put forward the important proposition of cultivating the new man of the times, requiring the new man of the times to have learning and innovation skills, sound physical and mental qualities, and an open international vision, etc. Therefore, Chinese universities specializing in art should strengthen the internationalization of art education and improve students' international vision and cross-cultural communication ability. It is easy to see that the state, from policy leadership to concrete practice, is committed to exploring breakthroughs and launching points for quality improvement in the training of art professionals, allowing people to see the state's strategic goal of cultivating more high-quality art professionals in the context of education reform. To this end, we have found the precise entry point for good research on TCBM in Chinese art professional universities.

1.1.2 Deepening Theoretical Research on TCBM in Chinese Art Majors' Universities

TCBM in arts universities is a complex issue that spans many disciplines, and arts universities worldwide have devoted significant time and energy to addressing it, yet they still face many difficulties. Because of this, research on TCBM in art universities remains limited, with attention focused on description and analysis, and there is a lack of in-depth theoretical and empirical research in Chinese academia. Overseas research has focused on art universities in Western countries, and scholars have not been able to conduct an in-depth understanding of the Chinese situation. From the perspective of the research path, this topic will continue to be explored in depth based on previous theoretical studies, and the TCBM in art universities needs to integrate theories and methods from education, psychology, and art. Undoubtedly, the theory of pedagogy can help teachers understand students' learning needs and state of

mind, and accurately grasp the targeted teaching management measures; the theory of psychology can help teachers grasp students' psychological characteristics and behavior habits, and reach effective behavior regulation and management goals; the theory of art can help teachers understand students' professionalism, to develop teaching reform strategies that meet the characteristics of art majors. The theory of art can help teachers understand students' professionalism and, in turn, develop teaching reform strategies that align with the characteristics of the art major. In conclusion, this topic further deepens research on TCBM in art majors' universities, providing not only necessary theoretical references for scholars in related fields but also better solutions to the complex problems encountered in its practice. Based on this, this paper establishes the research direction of TCBM in Chinese art professional universities.

1.1.3 Objective: Need to Improve the Quality of Training of Chinese Art Professionals

At present, China's education modernization process is accelerating, and various new developments are emerging in the field of education, especially the reform and development of the general college entrance examination for the arts (the "art examination"). The Chinese government has been pushing reforms to the art examinations, with remarkable results, because the candidates' interests are at stake and because it has been a topic of great concern to Chinese society. In order to meet the needs of social development, the Chinese Ministry of Education issued a document in 2021 on the reform of the art exams, which mentions "strengthening the examination of candidates' comprehensive cultural quality and further raising the requirements for admission of candidates' cultural performance." The document indicates the general development trend of art examination reform. In the future, China's cultural quality requirements for selecting art professionals entering the undergraduate level at the high school level will continue to rise. However, the art majors nowadays are mainly post-"zero zero" (born after 2000), who have distinctive personalities and relatively weak cultural foundation, which aggravate the destructive

classroom behaviors of art majors and increase the difficulty of TCBM in art majors' universities, and also bring challenges to the development of China's higher education. The development of art education in China brings challenges. Given the reality, it is imperative to improve classroom behavior management at Chinese art universities. Because good TCBM can effectively improve students' learning motivation and teaching effectiveness, and promote students' overall development (Chen, 2021). Art majors in college must have a strong professional understanding of art based on TCBM. It can be said that effective TCBM can, to a great extent, help major art universities to improve teaching quality and student development. In addition, art major college students are also in great need of strong professional ethics and comprehensive abilities for their future careers, which are mainly cultivated and shaped in TCBM, thus laying a solid foundation for their future career development. Then, with the deepening of social development and research, how to dig deeper into the mystery of talent cultivation quality in educational activities, and to follow the developmental thought and vision to discover the beautiful landscape of Chinese higher art education resonating with the progress of the times, also becomes the core basis that we should refer to when discussing the study of classroom behavior of art majors in universities. Thus, it is clear that further improving the management of classroom behavior among Chinese art majors is an urgent need to promote the development of higher art education in China and to enhance the quality of art majors' training.

1.2 Analysis of the Problems of the Research Subject

TCBM in Chinese universities specializing in art is a systematic and comprehensive project, an important teaching and learning management process that operates through the interaction of various factors, including teachers, students, and schools. The primary focus of this study is the problem-oriented TCBM in art professional universities. At the student level, Chen (2023) argues that the growth

environment and the characteristics of the times in which contemporary college students develop have shaped their personality development, especially among art majors, who exhibit open and sensitive personality traits. Some students have flamboyant personalities and lack discipline, which seriously affects the effectiveness of classroom teaching. At the teacher level, some teachers have deficiencies in TCBM, such as ineffective teaching methods, poor guidance of students, and insufficient attention to students. At the university level, some universities lack TCBM rules and regulations, and the degree of refined management and the effectiveness of system synergy are low, as evidenced by the lack of an effective management system and of training and guidance mechanisms for teachers. The specific manifestations are as follows:

1.2.1 Problems in the TCBM of Teachers

The majority of teachers at art universities come from art disciplines, have a strong artistic temperament, and usually invest a lot of time and energy in art creation, but are not good at "management". Therefore, they inevitably have some problems in TCBM. Firstly, some teachers lack attention and understanding of students, and do not understand their learning needs and psychological state. Secondly, they lack effective teaching methods and strategies to guide art college students in engaging in classroom interactions. Thirdly, teachers do not carefully prepare lessons or teach in a single way, which makes classroom teaching tedious and challenging to engage art majors in active learning. Fourthly, teachers did not take any steps to discipline or manage students' behavior in the classroom. These problems are of great value to the multifaceted and deep-level discussion of classroom behavior research.

1.2.2 Problems in the TCBM of Art Majors

From the perspective of art college students, because the teaching and training goal for them is skill-based, i.e., art skill learning training is the main focus. The cultural foundation of art students is weak; their theoretical learning absorption has always been a shortcoming, which has led them to exhibit classroom problem

behaviors in teaching and learning management. For example, some students lack self-discipline and are undisciplined, such as being late, leaving early, being absent, chatting, reading extracurricular books, and playing with cell phones, which disrupts the classroom's normal conduct. Some students lack motivation and interest in learning, are unable to participate in classroom activities actively, and exhibit indifference during teacher-student seminar sessions. Even some students face excessive learning pressure and unhealthy psychological pressures, which also affect classroom performance and lead to misbehavior. In contrast, the classroom behavior problems of art majors are much more complex than those of college students at comprehensive universities, and research needs to categorize these problems and identify their core to administer appropriate remedies and implement effective countermeasures.

1.2.3 Problems with TCBM at the School Level

In top-level design roles, universities should focus on the management of education and teaching. In addition to clarifying their own positioning and goals in macro management, they need to conduct practical investigations and research into specific teaching problems and eliminate micro problems and difficulties that affect the school's overall development. Universities should implement refined, scientific, and institutionalized management in classroom behavior in education and teaching. At present, some universities have not yet formulated clear management systems and norms, resulting in a lack of strong bases and standards for teachers to manage students' behavior. In addition, some universities lack an effective mechanism for supervision and feedback, leading to confusion in managing students' classroom behavior and preventing timely feedback and scientific treatment. It is worrying that this kind of problem could plant a "time bomb" for a university's long-term development.

1.2.4 Research Questions

This paper assumes that there are certain problems in TCBM at Chinese universities specializing in art, including insufficient student self-management,

insufficient scientific management strategies by teachers, and an insufficient teaching management environment in schools. Taking University G as an example, through surveys and studies of art majors and teachers at the university, the existence of these problems can be identified, and corresponding solutions can be proposed to improve the effectiveness and quality of classroom behavior management. Specifically, it is necessary to explore how to improve students' self-management skills, develop effective teaching management strategies, and optimize the school's overall teaching management environment, thereby enhancing classroom behavior management in art majors' universities. The purpose of the research hypothesis is to corroborate the existence of TCBM problems in Chinese art universities through survey practice and data analysis, and to propose specific solutions to these problems. The research hypothesis is based on the following questions:

- (1) How do teachers' classroom Management practices affect students' learning behaviors?
- (2) What factors affect the teacher's classroom management practices in Arts Education?
- (3) How do faculty members perceive their teachers' classroom behavior management?

1.3 Research Objectives

1.3.1 To investigate the impact of teachers' classroom management practices on students' learning behaviors.

Classroom management practices are strategies and behaviors that teachers use in the classroom to facilitate students' learning and development. The researcher investigated the impact of different teachers' classroom management practices on students' learning behaviors, including engagement, concentration, motivation, and academic performance. By analyzing the relationship between

teachers' classroom management practices and students' learning behaviors, we can offer practical guidance and suggestions for educational practice.

1.3.2 To examine the factors influencing teachers' classroom management practices in arts education.

Arts education, as a special subject, may be affected by specific factors in its teaching and learning processes and in teachers' classroom management practices. The researcher examined these factors, including teachers' professionalism, adequacy of teaching resources, and school management support, to find out the extent of their influence on teachers' classroom management practices. By studying these factors in depth, we can provide more effective teaching strategies and management practices for arts education.

1.3.3 To investigate the impact of teachers' classroom behavior management on staff and their perceptions.

Teachers' behavioral styles and classroom management skills are the focus of teachers' classroom behavior management. The researcher investigated the impact of teachers' classroom behavior management on staff, including teachers' job satisfaction, teaching effectiveness, and career development. At the same time, the researcher also investigated faculty members' perceptions and evaluations of teachers' classroom behavior management to understand their expectations and needs of teachers. Through this study, we can provide better career development support and instructional management guidance for teachers.

1.4 Scope and Significance of the Research

1.4.1 Scope of the Research

The present research focuses on TCBM at Chinese art universities, particularly at G University. In this study, the author collected data through questionnaires and interviews with teachers and art majors at G University of Guangxi

Zhuang Autonomous Region, and 200 questionnaires were distributed to students via random sampling. In addition, five teachers and two teaching administrators were interviewed in this study to obtain more detailed information.

At the intersection of mainland China's eastern, central, and western regions, Guangxi is known for its rich ethnicities and cultural heritage. With enhanced policy support from the Chinese central government, Guangxi has seen notable advancements across sectors, including education.

G University, a comprehensive arts university with over 80 years of operation, is one of the leading institutions in undergraduate teaching evaluation by the Ministry of Education of China. It offers a wide range of undergraduate majors, providing a comprehensive higher education system. The university has a diverse student population, admitting students from arts and sciences with specific admission criteria for certain majors. The University has a diverse student population, admitting students from arts and sciences with specific admission criteria for certain majors.

The study focuses on TCBM in general education courses and specialized music, dance, and fine arts courses at G University. It considers both online and offline instructional formats. It considers both online and offline instructional formats.

The research delved into specific TCBM strategies and practices relevant to the learning and growth of art majors, encompassing a range of aspects. The research delved into specific TCBM strategies and practices relevant to the learning and growth of art majors, encompassing classroom dynamics and instructional methods.

By examining TCBM practices at G University, this study aims to contribute valuable insights and recommendations for improving TCBM in art Universities. The findings will apply to G University and guide other art-specialty educational institutions across China. The goal is to promote effective TCBM that fosters optimal learning effectiveness for art college students.

1.4.2 Significance of the Research

1.4.2.1 Theoretical Significance

The study of TCBM in art universities has significant theoretical significance for improving teachers' classroom instruction. The definition of classroom behavior in existing studies is too simple, ignoring its multidimensional nature and its essential meaning of being constantly updated with social development and change, and lacking the consideration of how teachers can gradually improve their classroom teaching. The study of classroom behavior can provide valuable experience for front-line teachers. The study of classroom behavior can provide frontline teachers with valuable insights and help them better cope with classroom problem behaviors. Meanwhile, an in-depth study of TCBM among art majors helps researchers better understand the ideological characteristics and learning needs of art majors. This is not only beneficial for the development of classroom management concepts but also for teachers and students, helping them think through and clarify how to jointly promote the healthy development of classroom behaviors from their individual standpoints. Therefore, the research in this paper will, to a certain extent, expand and deepen previous theories on TCBM and enable Chinese universities specializing in art to establish a more reasonable TCBM research system.

1.4.2.2 Practical (Empirical) Significance

By studying the specific problems of classroom behavior at G University, this project analyzes different types of classroom problem behaviors and, by optimizing classroom behavior among full-time teachers and art college students, enhances teachers' teaching effectiveness and classroom management skills, and improves students' art professionalism and comprehensive management strategies. In addition, effective classroom management creates teaching and learning dynamics that directly affect the quality of classroom instruction. This study will lead to a deep

understanding of the important roles that teachers and students should play in the TCBM process, promote positive, cooperative interaction between them in the classroom, and, in essence, reduce the current tension in "distant" teaching-learning relationships. The scientific nature of TCBM demonstrates that it is a powerful tool for transforming students' learning styles, improving learning efficiency, and enhancing the quality of classroom teaching in art universities.

1.5 Definition of Key Terms

1.5.1 Classroom Behavior Management

Research on classroom behavior management began in the 1960s, focusing on teachers' control over student behavior. As research progressed, it was gradually recognized that TCBM is not only about teachers' control and management of students' behavior, but also about teachers' guidance and support of students' behavior. Nowadays, as the pace of scientific and technological change in education continues to accelerate, TCBM has gradually moved away from traditional cognition and is developing toward digitalization and individualization, while increasingly taking into account participants' influence on their behavioral development and changes.

TCBM is a crucial part of the teaching and learning process, which can effectively improve student learning and teaching quality. In his book "Effective Teaching Pedagogy", American scholar Borich (2009) suggests that classroom management is a relatively complex, integrated, and systematic teaching and learning process, which includes elements of TCBM, classroom instructional management, and classroom quality management. In the author's view, TCBM is a management style. It means developed to achieve educational effectiveness, in which teachers interact with students to enable them to gain knowledge, experience, etc., during classroom teaching. In this process, both teachers and students are participants in TCBM, except that the teacher is the dominant participant in teaching activities and must assume the

fundamental purpose of teaching and education. Hence, the minimum TCBM is to minimize classroom problem behaviors during teacher-led instruction. Therefore, the concept of classroom problem behavior management in this study refers to the process by which teachers regulate and guide the behavior of art majors in the classroom. It includes the teacher's observations, assessments, interventions, and feedback on student behavior.

1.5.2 Quality of Education

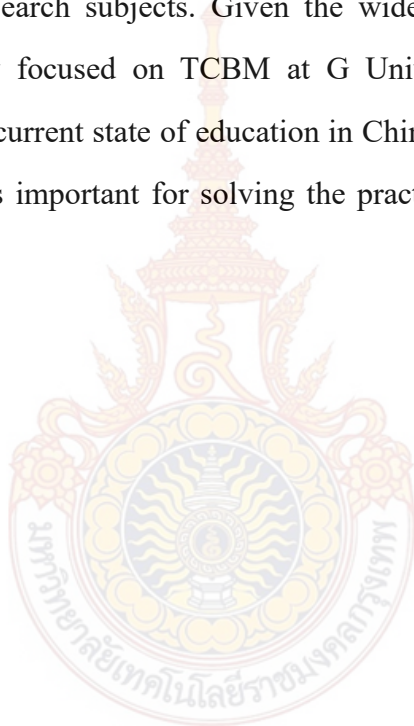
Educational quality is a comprehensive evaluation of the teaching effect and the results achieved by teachers during the teaching process. The teaching ability and level demonstrated by teachers in the teaching process, and the quality of the knowledge and skills acquired by students in the learning process, are the main manifestations of educational quality. Improving teaching quality is one of the important goals of education reform and development.

In this study, the concept of education quality should be further perceived and interpreted. First, educational quality is not only about student learning effectiveness, but also about the teaching level and teaching ability of teachers. Therefore, when studying the quality of education (teaching), teachers and students need to be considered together. Secondly, educational quality is not a single indicator but a multidimensional concept. When evaluating the quality of education, we need to consider several factors such as students' learning effectiveness, teachers' teaching ability, and the utilization of teaching resources.

1.5.3 Case Studies

Case studies were first introduced in the early 20th century and were primarily used in medicine and psychology. As research deepened, people gradually realized that a case study is not only a research method but also a research idea and methodology. In recent years, as educational research has rapidly developed, case studies have been widely applied in education and have become an indispensable and standard research method.

A case study is an in-depth research and analysis of a specific individual, event or phenomenon. It is a qualitative research method that explores the intrinsic patterns and characteristics of a case by describing and analyzing it in detail. This study, then, involves case studies that examine in depth individual students, teachers, or teaching activities. Case studies typically use a variety of data collection methods, such as literature review, questionnaires, interviews, and observations, to obtain detailed information for in-depth analysis and understanding of the characteristics, problems, and needs of the research subjects. Given the widespread use of case studies in education, this study focused on TCBM at G University, providing an in-depth understanding of the current state of education in Chinese universities specializing in art. The case study is important for solving the practical problems involved in this study.



CHAPTER II

LITERATURE REVIEW

This chapter reviews the literature on TCBM and the indicators commonly used today. It examines existing research on the Chinese context. The chapter also examines the methodological literature on qualitative research and case studies.

2.1 Research on TCBM Theory Based on Teachers' Perspective

American scholars Marzano et al. (2003), in their book *Effective Classrooms - Practical Strategies for Improving Student Achievement*, mention that TCBM is an instructional process of special types of knowledge that can be carried out by promoting effort and giving recognition. The application of classroom management can also be communicated through classroom assignments and interactive learning, and the process of classroom interaction between teachers and students can also be managed through nonverbal representations (creating diagrams), which requires cooperative learning and establishing learning goals and providing feedback, and teachers, as classroom cues, questions, and prior organizers, should actively focus on teaching knowledge, lesson plans, and teaching strategies as means of application to improve student behavior management skills in the classroom to help effectively achieve high quality and efficient development of the college classroom and thus effectively improve student achievement.

The German scholar Mayer (2007) mentioned in his book "A Guide to Lesson Preparation" that TCBM is one of the fundamental aspects that require teachers to grasp their role and learn to think differently from the students' perspective, including handling the relationship between teachers and students, new teacher status can make their behavior predictable by making self-introduction, treating each student

respectfully The teacher's subjectivity and initiative in managing course behavior can be strengthened by actively involving students in teacher preparation and by catching discipline problems early.

In his book "Effective Teaching Pedagogy", American scholar Borich (2009) suggests that classroom management is a relatively complex, integrated, and systematic teaching and learning process, which includes elements of TCBM, classroom instructional management, and classroom quality management. To manage the classroom well, one needs to earn trust and become a leader, establish an effective classroom climate starting from the group development stage, think in terms of problem areas in classroom management, engage in active exploration of diversity in learning and classroom management, and teachers should plan their every day to actively create a more favorable classroom educational environment for classroom behavior management, etc.

2.2 Research Theory of TCBM Based on the Student Perspective

British scholar Fontana (2006) mentioned in his book "Classroom Management Skills" that the classroom management process needs to properly distinguish between classroom control and management problems, where the causes behind classroom and management problems and their nature are also an important part of the study by applying psychology and insight to the control and management of students in the classroom, including age differences in behaviors, behaviors that differ in ability levels, behaviors that produce differences due to gender factors, behaviors that differ due to socio-economic background, and behaviors that differ culturally, etc. Teachers should fully recognize that students' differences in classroom behaviors are affected by several factors and should actively guide and correct their negligent behaviors, which can be addressed through behavioral and cognitive approaches, reward and punishment systems, attribution methods, self-awareness, and

student performance. Finally, students can be effectively disciplined and managed through a variety of proven management techniques, such as adequate lesson preparation, effective use of language in lectures, classroom interaction, precise discipline requirements, and effective questioning. In addition, teachers can manage students' behavior during instruction by improving the quality of instruction, controlling students' emotions, and setting a good example.

Classroom management has two characteristics in the solution development stage: first, the field of research is more extensive but lacks a holistic approach; second, the study of specific problems needs greater depth. In the process of classroom management research, in response to the specific analysis of specific problems, American management scientists White and Lippitt proposed that classroom psychological climate is an important factor affecting the classroom teaching process. Moreover, the classroom psychological climate is divided into three types: democratic, authoritarian, and laissez-faire, i.e., the three leadership style theories proposed by White and Lippitt--authoritative, participative, and laissez-faire leadership styles--are flexibly applied by many universities in carrying out school teaching and management work and are also applicable among TCBM.

TCBM is related to students' positive behaviors and classroom problem behaviors, and foreign scholars have classified classroom problem behaviors from different perspectives according to various manifestations of problem behaviors: American psychologist Wickman divided them into two categories: disruptive and psychological; American psychologist Quay, 1956 divided them into personality type, behavioral type and emotional type on this basis; Japanese scholars divided them into five categories: neurotic behavior, personality problem behavior, intellectual activity behavior, psychotic behavior and social behavior.

2.3 Research on Theoretical Models of TCBM

Anlongsan (2001) believes that in TCBM, many scholars have conducted a lot of exploration and research, forming classroom behavior management theories with their own characteristics, among which the more influential ones are the Dreikurs Model, the Glasser Model (also known as the reality therapy model), the Skinner Model (Burrhus Frederic Skinner), the Kounin Model, the Gordon Model (also known as effective teacher training), and the Canter Model have been translated and introduced to broaden the ideas and perspectives of the research at.

In the Drax model, the teacher's primary role is to analyze a student's specific misbehavior and then help the student understand the purpose of the behavior through a personal conversation. To help the student understand the purpose for which these violations must be avoided, the student must experience what Drexel refers to as the natural consequences of his or her own misbehavior. Teachers should encourage students to help them establish rules for desirable behavior and list the consequences of bad behavior. Teachers should not deal with punishment per se; the concept of group control is that those natural, unpleasant consequences are always the result of bad behavior. The Drax model is based on four central ideas: First, students must know that they are responsible for their own behavior. Second, students must develop self-esteem while learning to respect others. Third, group members have a responsibility to influence other individual members to behave appropriately. Finally, students have a responsibility to understand the rules of appropriate behavior and the consequences of poor conduct.

The Glaser model was studied using a generic classroom management model for reality therapy. Data show that this model can have a positive impact when applied correctly. There is an important and obvious commonality between the Glaser and Drax models: Students are responsible for their own actions and must take responsibility for any adverse consequences they cause. Like Drax, Glaser states the

importance of students helping to establish rules for proper behavior. The difference, however, is that Glaser proposes that these rules are established through a special kind of over - i.e., class meetings. First, the student is separated from the group and asked to develop a plan to ensure that the rules of correct behavior are followed in the future. If a positive outcome does not occur, then the next step is probation. In the interim, the student must develop a longer-term plan to prevent the misbehavior from recurring. If this does not have the desired effect, the student's parents must come to school and take the student home. This absence is temporary, and it is hoped that the student will return to school soon to start over. Finally, if all of the above steps fail, the student must not be forced out of school entirely. This technique can be very beneficial to one, as long as one can take a democratic leadership approach. If one feels the need to make a unilateral decision, one will have a hard time implementing a model like Lasher, which is closely tied to most classroom situations. However, to be fully effective in the context of Glaser's recommendations, you will need dedicated training and to observe other connoisseurs who use this technique in the classroom setting.

In the Skinnerian model, the key to the behavior modification principle is for students to repeat behaviors that receive reinforcement and stop performing behaviors that do not. Thus, this model focuses on affirming appropriate behaviors and opposing the negative punishment of inappropriate behaviors. As a student begins to exhibit more acceptable behavior, the teacher needs to reinforce it each time it occurs. However, as the acceptable behavior paradigm becomes more commonplace, it can be sustained by casual, non-systematic, infrequent reinforcement. Behavior modification systems vary. There is both an informal approach in which the teacher waits for the student to demonstrate the desired behavior, and a more structured system in which the desired behavior is elicited through the systematic use of explicit rewards. To correct student behavior, teachers must carefully observe the selected student to determine the extent to which the student is exhibiting unacceptable behavior. The teacher can use this documentation or baseline behavior to determine whether the

student is making progress toward a paradigm shift in acceptable behavior. Once this baseline is confirmed, the teacher can create a reinforcement schedule that rewards the student for correct behavior. This schedule can be developed either by time (e.g., every minute) or by frequency (e.g., every second). This model has been praised by several psychologists and criticized by others. The criticism is that such a reinforcement manipulation may focus on symptomatic behaviors rather than on the causes of unacceptable behaviors. In this most systematic model of classroom management, only professionally trained individuals can effectively use this behavior modification technique.

The Kunitz model focuses more on the characteristics of the group as a whole than on the personalities of individual teachers and students, and this model has contributed significantly to the study of effective group management. As Charles states, five main ideas characterize this model. First, when a teacher corrects a student's misbehavior, that correction affects the whole group. Kunitz cites this phenomenon as the ripple effect. Second, the teacher must have the characteristics of an eyewitness. This means that teachers must be aware of what is happening in all corners of the classroom at all times. Third, teachers must also care about the flow of the classroom. Teachers must avoid rushing into an activity unprepared. Call it forcing the pace, but also avoid spending too much time on one topic or activity. Teachers must maintain optimal pacing to keep students focused on their work. As a result, busy students are less likely to cause management problems. Fourth, teachers should focus on maintaining team focus by keeping all students motivated and accountable for the concepts they are learning. Here, it is important for each student to feel that the teacher is aware of each member's level of progress. Therefore, before students feel the need to actively and responsibly learn, teachers must establish a system of continuous coaching to support student progress. Finally, teachers must make every effort to structure lessons with both general and specific learning tasks to prevent students from becoming bored. This can be accomplished by increasing the variety of activities

students participate in and by placing individual students within the context of school-year activities that ensure all students have the opportunity to succeed, Koonin noted. Students who are bored or feel hopeless about their chances of success are prone to management problems. The value of the Koonin model lies in its focus on the quality of leadership within the group's dynamics. It primarily emphasizes the ability of a teacher-prepared learning environment to ensure that all students receive adequate feedback and feel they are making academic progress. This emphasis on group characteristics is clearly expressed through the concepts of ripple effects and witnessing. The Koonin model is based on a very realistic conception of classroom life. Most teachers, regardless of their teaching style, can learn from this model.

The Gordon model is perhaps the most popular today, with the most seminars and training sessions offered to promote classroom management skills. Gordon's philosophy of control is based on a Carl Rogers-like style of tower psychology. Rogers was famous for his non-directive advising techniques. Central to teacher effectiveness training is the idea that teachers must relinquish their role as authority figures and discuss differences with students in a free, caring manner. Students should not be forced to act in any way. Teachers should be in a 'no-lose' environment when discussing unacceptable behavior with students. If teachers show concern and love for their students, those students will, in turn, show the same respect for the teacher. When problems arise in the classroom, the teacher and students must first determine whose problems belong to the teacher and whose belong to the students. Problems affecting students include fear and anxiety in learning.

On the other hand, problems with the teacher involve the teacher being troubled by the student's poor character, which disrupts the flow of instruction. When a student has a problem, the teacher must actively listen to help the student arrive at their own solution. Essentially, active listening involves encouraging students to talk about their frustrations while showing them that the teacher takes the problem seriously. Teachers should never trivialize students' problems or even try to convince

them that all problems will eventually be solved. Feedback must be given to students to help them solve their problems.

Lee Kanter developed an approach to classroom management that relies on the teacher's ability and willingness to determine what is effective. The Kanter model is based on the tenet that when this approach is used, teachers will not allow disruptive students to interfere with the teaching and learning process, and teachers who use this model respond to classroom disruptive behavior in ways that diminish it or make it unsustainable. For example, when confronted with a disruptive student, the teacher does not issue a public verbal reprimand but instead uses a nonverbal warning, such as writing the student's name on the board or in the teacher's notepad. The teacher does not want the student to interrupt the instructional process, but continues teaching to minimize instructional time lost. If a student continues to be disruptive and unwilling to change behavior, the teacher, perhaps with the assistance of the class, will immediately point out the first of several negative consequences that may have developed. It is typical to place a check mark after the student's name to indicate the first of several negative consequences noted. The first negative consequence is often a short detention after school or between classes. If the student persists in the disruptive behavior, the teacher continues to place a check mark until the student reaches the end of the negative-consequence list or decides to correct the behavior. The ultimate negative consequence for the behavior is usually a referral to the school administration, which results in the student's parents being called to school. Throughout the process, the teacher maintains the teacher's right to teach and the other students' right to learn by avoiding a war of words with the disruptive student and not allowing him to disrupt the process in any way. The teacher calmly and confidently points out these consequences until the student stops disrupting or is expelled from the class. In addition to confident teacher behavior, this model requires the full participation of all groups involved in the education of the disruptive student, including parents, peers, teachers, and school administrators, in implementing it in the school. As a matter of

practice, at the beginning of each school year, parents receive a signed document outlining the model to be implemented at the school. By signing the document, the parents accept the basic information about the model's implementation, such as a short list of classroom rules and a list of positive and negative consequences the teacher will use in the classroom. This document is sent by each teacher to the parents, accompanied by a letter stating that by signing the letter and returning it to the school, they indicate their willingness to support the listed management plan. The purpose is to establish a collaborative relationship among the teachers, parents, students, and school administrators involved in the behavior management program. It is not uncommon in the management system used in many schools. In fact, the key to the full and effective implementation of this model is the level of parental support that can be elicited. Under this model of clear rules, parents must maintain contact with the school and be aware of the positive and negative consequences of their child's behavior to respond promptly. Kanter states that this explicit rule is based on allowing students to make choices and learn responsibility through those choices. Teachers who use this explicit-principles approach recognize that, to decide how to behave, students must understand the rules and the negative consequences of not following them. Jianhua (1955) argued that, rather than focusing exclusively on negative consequences, some teachers trained in explicit rules use positive reinforcement to direct students' attention to the intended behavior and encourage them to continue it.

Behavior contracts can be classified in multiple ways. Mihenberger (2015), in his book *Behavior Modification: Principles and Procedures*, classifies behavioral contracts into two types based on the number of contracting parties: one-party contracts and two-party contracts. In fact, there is another form of behavioral contract called a collective or group contract. A unilateral contract, or one-sided contract, is an agreement between a signatory and a contract administrator in which the signatory determines the target behavior to be corrected and the contract administrator is responsible for implementing the associations specified in the contract. In classroom

management, the signer is typically the student, and the contract administrator is the classroom teacher, class advisor, or counselor. Unilateral contracts are often used for anticipatory behaviors that individuals want to increase. The author has Chineseized the foreign example to aid understanding. It also mentions unilateral, two-party, parallel, and collective contracts. It gives full play to the orientation, prevention, supervision, and education functions of the classroom behavior contract, thereby enabling effective student management and enhancing classroom behavior management.

In addition, many foreign scholars have studied classroom management and presented different views. Shafritz (1987) sees classroom management as a way for teachers to use organization and process. Lemlech (1987) argues that "TCBM is a way of providing good classroom interaction that taps into students' potential abilities and promotes learning progress, and is an activity that maximizes effectiveness. According to C. V-ood (1973), classroom management involves discipline, a democratic approach, the quality of instruction, and the environment used to manage or direct classroom activities to achieve educational goals. Some scholars have synthesized classroom management into people, things, and objects in the classroom environment, or into a technique and an art, etc. Comprehensive interpretation of the TCBM above, Ren and Jinjie (2015) argued that classroom management aims to address classroom problems and to use appropriate and effective methods and strategies to regulate them, thereby creating a suitable environment for teaching activities. College classroom management is the process by which teachers coordinate, control, and integrate these teaching elements and their relationships. He forms an orderly whole to achieve the intended teaching goals effectively.

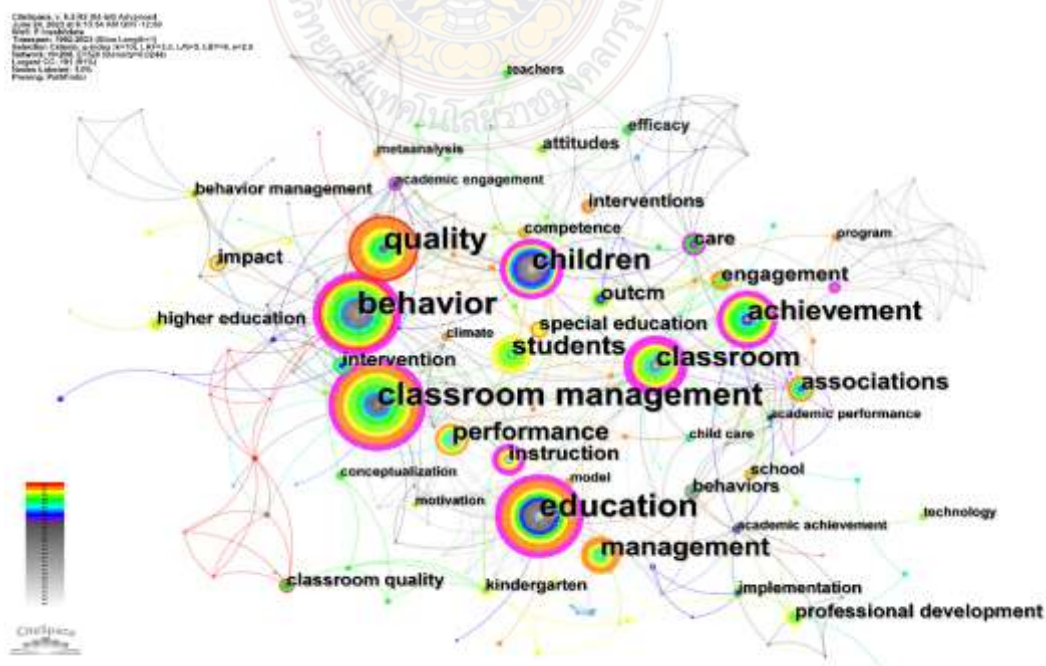
2.4 Dynamic Visual Analysis of TCBM Research Based on Citespace

2.4.1 Keyword Co-occurrence Analysis

The keywords of an academic research reflect not only the focus in a particular research area but also the research intensity and direction of the research in that area.

Keyword co-occurrence analysis can better reflect the distribution of hotspots in international TCBM research and summarize the key information on TCBM development.

In this study, the standardized data from the sample were imported into CiteSpace, the time period was set to 1992 to 2023, the analysis item was set to "keywords", and keyword co-occurrence graphs related to foreign TCBM research were generated. The size of the graph nodes is related to the number of keywords (the more frequently a keyword appears, the larger the node), and the lines between nodes reflect the frequency of co-occurrence between different keywords. The resulting graph has $N=208$ nodes, $E=526$ links, and a Density of 0.0244 (see figure below).



A total of 208 keywords were extracted in this study, and the cumulative frequency reached 540. The top 50 keywords were summarized from the literature data in the WOS core database, as shown in the following table. The centrality of a keyword can reveal its hotness from the side, reflect its importance within the whole keyword co-occurrence network, and indicate the field's hot research topics and themes over a certain period of time. (See the table below)

Number	Frequency	Centrality	Year	Keywords
1	28	0.34	2001	Classroom management
2	25	0.33	2002	behavior
3	25	0.24	1995	education
4	23	0.04	2011	quality
5	17	0.38	1994	children
6	16	0.25	1994	achievement
7	15	0.41	1995	classroom
8	13	0.05	1995	management
9	13	0.02	1994	students
10	11	0.06	1998	performance
11	9	0.04	2009	associations
12	7	0.21	1994	instruction
13	7	0.04	2018	engagement
14	7	0.04	2000	outcome
15	6	0.14	2002	care
16	6	0.05	2018	professional development
17	6	0.03	2015	intervention
18	6	0.03	2016	impact
19	6	0.01	1994	special education
20	5	0	2000	interventions
21	5	0.03	2008	behaviors
22	5	0	2002	attitudes
23	5	0.04	2011	classroom quality
24	5	0.02	2020	higher education
25	4	0.05	2019	kindergarten
26	4	0.05	2020	school
27	4	0.05	2020	competence
28	4	0.06	2008	behavior management
29	4	0.05	2002	efficacy
30	4	0.01	2015	implementation

Number	Frequency	Centrality	Year	Keywords
31	3	0.06	2008	academic achievement
32	3	0.03	2007	climate
33	3	0	2019	teachers
34	3	0.01	2015	academic performance
35	3	0.01	2007	motivation
36	3	0.01	2003	program
37	3	0	2009	child care
38	3	0	1998	model
39	3	0	2020	technology
40	3	0.02	2019	conceptualization
41	3	0.12	2012	academic engagement
42	3	0.07	2010	Meta analysis
43	2	0	2019	emotion
44	2	0	2007	schools
45	2	0.01	2022	Head Start teachers
46	2	0.05	1995	attention
47	2	0	2020	experience
48	2	0	2022	self-regulation
49	2	0.03	1995	adolescents
50	2	0	2020	instructional quality

Excluding interfering terms, it can be seen that in recent years, classroom management has the highest word-frequency change rate, followed by behavior, education, achievement, classroom, students, etc. These different research hotspots together drive research in international TCBM, which, in turn, helps optimize and advance the field of international classroom behavior management.

2.4.2 Keyword Surge Analysis

The Keyword Surge Index can summarize keywords with relatively high-frequency changes, which can be used to generate cutting-edge content in the research area of TCBM development.

The study imported standardized data from the sample study into the software CiteSpace, selecting the period from 1992 to 2023 and "keywords" as the analysis item. This yielded a keyword co-occurrence graph (see above), which was

analyzed in the software for keyword proliferation and then mapped. The top 20 keyword proliferations related to foreign TCBM research from 1992 to 2023 (see the figure below).

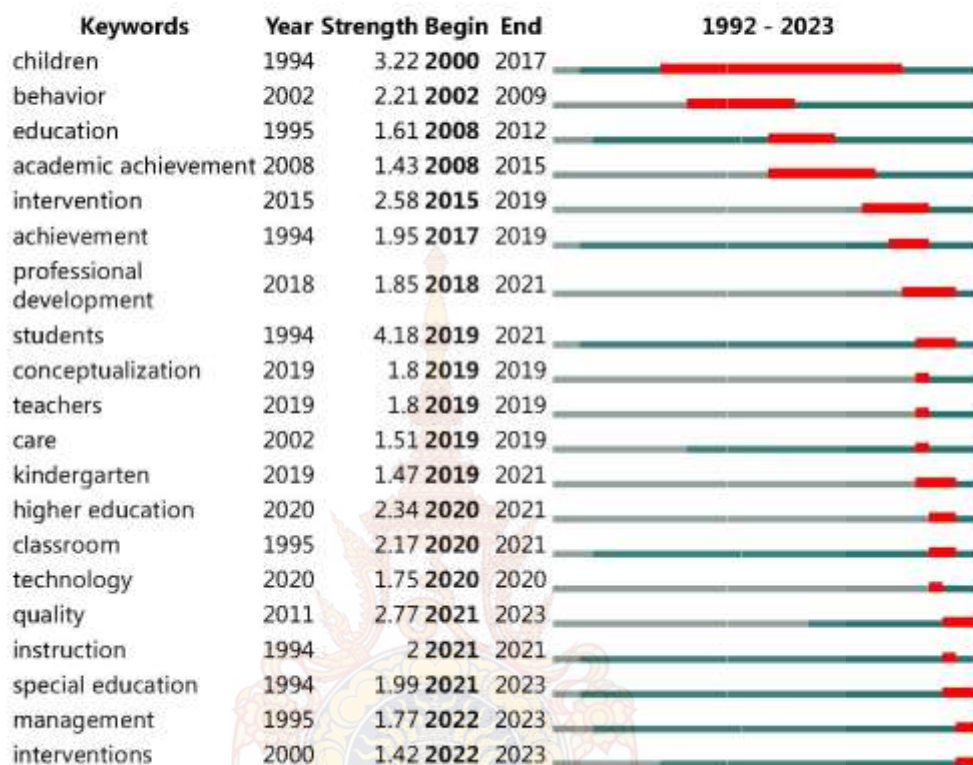
The strongest emergence can be seen in the figure below, which started in 2019, is "students" with a emergence of 4.18; the most extended emergence duration is "children" with a duration of 18 years; in 1994, the earliest In 2019, students became the hot spot of the year, for example, RP Kwok, (2019) described the participants focused on both student behavior and academics when managing classrooms. They did not consider enforcing behavioral systems solely to obtain teacher authority. Even with this focus, some participants were more relational in their classroom management and actively sought ways to build relationships with students.

Lee Kanter develops a method for determining effective classroom management that relies on teachers' abilities and willingness. This method involves creating a management program that presents the opinions of teachers, parents, students, and school administrators on TCBM, and through which a collaborative relationship is formed to promote more standardized TCBM. The authors propose that optimizing teachers' and art students' classroom behaviors will enhance teachers' effectiveness, improve classroom management, and improve students' professionalism and overall quality in the arts. This research will lead to a deep understanding of the important roles teachers and students should play in TCBM, promote positive, cooperative interaction between them in the classroom, and, in essence, alleviate the current tension in "distant" teaching-learning relationships. It also discusses the need for schools to develop refined, scientific management systems and implement management-level policies to optimize the TCBM of art students further. This initiative offers a new approach to the management and development of classroom behavior in art universities. A comprehensive overview of keywords in this study concludes that the current cutting-edge trends in TCBM research abroad are children, quality, intervention, and higher education. (See the figure below)

2023/6/24

View Citation Burst History

Top 20 Keywords with the Strongest Citation Bursts



2.5 Basic Theoretical Research on Behavior Management in College Classrooms

In his article "Twenty Years of Classroom Management Research", Longshan (2001) argues that classroom management is the most difficult but inescapable reality for teaching professionals and has long been neglected by educational theories. Reviewing the development of classroom management in universities since China's reform and opening up, it can be divided into three stages: the stage of experience summarization (1978-1985), the stage of specific problem analysis and solution (1985-1991), and the stage of status clarification and research systematization (1992-present). It also elaborates on the progress of classroom

management research, in which four aspects are analyzed and summarized: research on general issues of classroom management, regulation and optimization of the classroom environment, TCBM, and classroom time management, etc., pointing out the achievements and dilemmas faced by classroom management in the development process of decades. In the reflection and prospect of classroom management research, Longshan (2015) noted that strengthening theoreticians' attention to classroom management work, studying more literature and advanced practices in classroom management to conduct substantive research, and conducting more scientific, systematic, and comprehensive classroom management research. In her article "A Review of Classroom Management Behavior Research in the Last Decade," Liu (2017) points out that classroom management is teacher behavior and activities aimed at prompting student cooperation and participation in classroom activities. Its scope includes creating the physical environment, establishing and maintaining classroom order, managing student problem behaviors, and developing student responsibility and learning. Effective classroom management is a source of motivation for teaching and learning and directly affects the quality of classroom instruction. Through a literature search of the core journal database of China Knowledge Network, we identified about 142 articles on classroom management behaviors published over the past 10 years (2013-2023). There are few quantitative studies and case studies on classroom management research methods, and narrative studies are even less common in this field. The main results of classroom management behavior research are summarized as follows: the establishment of classroom routines (development and implementation), the creation of classroom environments (physical and psychological), the maintenance of good classroom behaviors, and the management of problematic classroom behaviors. Meanwhile, Liu (2017) argued that the relevance, standardization and effectiveness of classroom management behaviors can be strengthened by expanding the hierarchical scope of the research object, broadening the research methodology, and enriching and deepening the research content. Cui (2004) notes in his article "An Analysis of

Cooperative Behavior in College Classroom Management" that classroom management is a complex process encompassing a range of teacher behaviors and classroom activities. Such as the arrangement of the physical environment, the establishment and maintenance of classroom order, the supervision of student behavior, and the handling of classroom discipline violations, these factors play a central role mainly in teaching and learning, often seen as the key to achieving teaching objectives and accomplishing teaching tasks. It is emphasized that in the TCBM process, teachers and students should foster cooperation through joint action, supporting and assisting one another to achieve a common goal. It can foster a common cognitive tendency, establish harmonious interpersonal relationships in the classroom, and create a context that promotes psychological compatibility. Cui (2004) noted that cooperative behaviors in classroom management in colleges and universities promote students' cognition, enhance collective cohesion, and contribute to the development of sound personalities. In his article "Ethical Reflections on the Management of Students' Classroom Problem Behavior", scholar Wang (2015) argues that classroom problem behavior management is an integral part of teachers' classroom teaching and is of great significance, and that whether teachers' management is ethical warrants in-depth consideration. From an ethical perspective, an ethical review of the management of students' classroom problem behaviors reveals that deviations in management philosophy, simple management styles, and irregular management systems characterize the TCBM process. In the ethical pursuit of the management of students' classroom problem behaviors, Wang (2015) pointed out that: a people-oriented management philosophy, diverse and harmonious management styles, and a standardized and humane management system, and by improving teachers' management philosophy, promoting harmony of management styles, improving the standardization and humanization of management systems, and improving other strategies of management to improve classroom behavior management.

2.6 Research on the Impact of Behavior Management in College Classrooms

Yi et al. (2015) mentioned in their article "College Students' Classroom Behavior and College Student Work" that contemporary college students' classroom behavior presents a diversified development, with more variable student evaluation of teaching effectiveness, higher requirements for teacher-student interaction, and the need for multiple perspectives on the presentation of classroom content. College students' classroom problem behaviors generally refer to the behaviors that college students show in the classroom that do not conform to college students' classroom behavioral norms, violate school rules and regulations, affect their own or others' classroom utilization and gain benefits in school, such as reading extracurricular books in class, sleeping, boredom, truancy, etc. To address the connection and differences between college students' classroom and college work, college students' classroom behavior has an important influence on their work. The classroom has shifted from a one-way to a multi-dimensional model, from the teacher's "lecture" to teacher-student interaction, and has introduced a more open classroom evaluation system. The classroom is no longer as attractive as it once was, as students can more easily access knowledge outside the classroom. External factors, especially electronic devices, have a greater influence in the classroom, and students can easily turn their attention to them outside the classroom, which undoubtedly puts significant pressure on our classroom management. It is also pointed out that the current behavior management in universities has biased management concepts, simple management methods and unbalanced management fairness, and it is necessary to strengthen the interaction between student workers and classroom teachers to highlight the relevance; student workers should change their thinking from "disciplinarian" to "guide" and strengthen the relevance. Student workers should shift their mindset from "disciplinarian" to

"guide" and strengthen relevance; student workers in universities should establish a long-term mechanism for classroom behavior management that reflects normality.

In his article "The influence of classroom management behaviors of college public body teachers on students' classroom attitudes", Gong (2004) suggests that classroom management behaviors primarily create conditions for smooth classroom teaching and require teachers to possess certain skills in this area. Effective classroom management behaviors of teachers not only help maintain good classroom order and control problematic behaviors that hinder learning, but also help motivate students' potential, guide them to engage in active and orderly learning activities, improve learning efficiency, and achieve teaching objectives. Classroom discipline and criticism and negation should be found to be timely and appropriate; persuasion and education, image infection, and emotional investment need to be further improved; motivation and encouragement, praise and affirmation should be widely used; attention to individual differences should not be delayed; the management behaviors adopted by college public physical education teachers and students' perception of management behaviors have an important impact on TCBM. Teachers of public physical education in universities should fully mobilize students' learning enthusiasm and initiative; reasonably develop and use classroom discipline; reasonably use various management behaviors in the classroom; physical education teachers should continuously improve their own quality and enrich their connotation, etc., to strengthen the subjective role of teachers in classroom behavior management. Liu and Geng (2010) proposed in their article, "The influence of teachers' self-control on their classroom management behaviors," that classroom management is an important factor affecting teaching effectiveness. That successful classroom teaching cannot be achieved without effective classroom management. Teachers' classroom management behaviors are divided into three dimensions: establishing, maintaining, and restoring classroom order. Ultimately, the effectiveness of classroom behavior management is enhanced in three ways: teachers' self-control supports the establishment, maintenance, and

restoration of classroom order. In his article "Management Strategies for Classroom Discipline and Behavior Problems", Zheng (2012) points out that students' classroom discipline and behavior problems are influenced by a variety of factors, mainly from three aspects: students, teachers, and the environment. To deal with the relationship between classroom discipline and problem behavior, preventive measures are needed: careful preparation of lessons and advance familiarity with basic student situations; formulation of classroom behavior guidelines to regulate student behavior; emphasis on classroom management skill enhancement; establishment of a good image and prestige of the teacher; corrective measures: firm, fair and consistent implementation of various rules and regulations; timely emphasis on classroom rules and regulations and orderly organization of student learning; Clever use of body language control and questioning to imply disciplinary students and keep problems to a minimum; adopting a "cold treatment" approach to control the development of problems effectively. Remind disciplinary students positively from a caring, loving perspective, and take care to remove the environment that fosters disciplinary behavior.

2.7 A Study on Behavioral Misconduct in TCBM in Universities

Long (2012) in his article "Management Strategies for College Students' Classroom Misbehavior" elaborated on the theory of misbehavior, analyzed the types of college students' classroom misbehavior, the types of courses for college students' classroom misbehavior, and the attitudes of college students towards classroom misbehavior also distributed, and proposed effective suggestions for the management of college classroom misbehavior, improved the management system of students and teachers, improved enhance the practicality of the courses offered, improve the quality of teachers, pay attention to the cultivation of teachers' classroom teaching ability, strengthen teaching management, and enhance the education of college students' ideals and beliefs, etc., to enhance the management of college students' classroom

misbehavior. Hu (2017) proposed in her article "Investigation and Management Methods of College Students' Classroom Problem Behavior" that under the new situation, college classrooms also present different classroom behavior problems than in the past. College teachers either adopt the attitude of "turning a blind eye to students' classroom misbehavior" or "turning a blind eye to students' classroom misbehavior". The management of students' misbehavior in the classroom is either "looking the other way" or "obeying the students' personal authority", and administrative order is their main management tool. According to Jin, a domestic scholar, problem behaviors in college classrooms fall into four categories: inappropriate, abnormal, anti-educational, and violent behaviors. An investigation and analysis were conducted to find the principles of university classroom management: student-oriented, contemporary, operable, and permissive. It is necessary to enhance the interest of teaching contents, establish a harmonious teacher-student relationship, use new technologies to realize diverse teaching methods, establish classroom rules to discipline students with rules, correct students' one-sided understanding of the nature of the course, establish a good class style and class discipline, improve teachers' personal charisma, etc. to set up role models for students' misbehavior. Yu et al. (2015) point out in their article "An analysis of the misbehavior of college students in the classroom from the perspective of new media communication" that new media have become an indispensable part of college students' study, life, and interpersonal communication, and have a significant influence on their interpersonal communication. Each era has its own distinct qualities, and college students reject the current education model in various ways. The prevalence of phenomena such as "dreaming in class, skipping class, and passing long hours" indicates the attitudes and positions of college students towards today's higher education. The typical classroom misbehaviors of college students are: truancy, cell phone anxiety, silence in class, and sleeping in class. By analyzing the reasons behind their generation, the teachers' knowledge system is disconnected from teaching, students' blindness in choosing their majors, unreasonable college management, and is

influenced by diversified social information. It is necessary to form synergy at the school management level, teachers' guidance level, students' self-level, and social guidance level to guide and correct college students' classroom misbehavior scientifically and normatively.

2.8 Research on the Application of Mechanisms for TCBM in Universities

Li et al. (2009) pointed out in their article "Analysis of College Students' Classroom Problem Behavior and Countermeasures" that the main reasons for analyzing the formation of college students' classroom problem behavior are: the impact of the social trend of quick success, the lack of influence of campus spiritual culture, the backwardness of teaching management concept, the dilution of teachers' educational awareness, and the lack of students' independent awareness. It is necessary to form a multi-level, three-dimensional and effective classroom management mechanism, from establishing a characteristic campus culture to regulate students with invisible force; improving teaching management means to serve students with scientific management; increasing the training of teachers to attract students with excellent teachers; innovating teaching methods to encourage students to participate in class; strengthening career planning of college students to help students find their goals, etc. to form a mechanism to strengthen classroom Management. Gu (1993) pointed out in his article "Research on Classroom Management Behavior of College Physical Education Teachers" that the analysis of the components of classroom management behavior of college physical education teachers, with scientific management, organic combination of various parts; clear tasks, grasp the focus, powerful means; differentiated treatment - implementation of appropriate exercise load; feedback powerful - stimulation engine, active classroom atmosphere; care and understanding, reasonable evaluation; create conditions - efforts to complete the

teaching, education, and education; Create conditions- strive to complete the teaching and educational tasks. It was found to be influenced by long-term secular prejudices about sports values, by contradictory conflicts between difficult teaching conditions and professional ideals, and by leaders' deviations in management. It is proposed that teachers' own quality be strengthened. The teaching management should improve the system, balance the development of subjects, and coordinate school resources to establish a mechanism that adheres to the joint prevention and linkage mechanism among school leaders, secondary departments, and teaching departments, thereby further promoting the transformation of TCBM into regional scientific, standardized, and professional development. Sun and Wang (2022) noted in their article "Research on the Construction and Application of Online Classroom Management Model Based on Learning Behavior Analysis" that, with the development of information-based teaching, online teaching has been widely promoted, and the "three teaching" reforms have also advanced. Compared with traditional offline teaching, online teaching is more difficult to manage in the classroom. An intelligent management system for online classrooms based on learning behavior analysis is proposed, leveraging the learning platform to collect and process students' learning data, control classroom management, and monitor students' learning behavior. In the construction of the online classroom management model based on learning behavior analysis, the intelligent classroom management flow chart is used to introduce questions, skills learning, test analysis, team activities, and evaluation summary. In the application of online classroom intelligent management model based on learning behavior analysis, learning behavior analysis is used to strengthen the TCBM in universities by supervising feedback in the independent learning session before class; real-time feedback of learning behavior analysis in the teaching session during class; application of learning behavior analysis in the extension and enhancement session after class; and application of learning behavior analysis in the academic warning session. In her article "Strategies for Effective Management of Problem Behavior in English Classrooms of Arts and

Physical Education Students", Liu (2015) argues that classroom problem behavior is a concern for teachers, and effective management of it directly affects teaching quality. In the English classroom, where problematic behaviors frequently occur, teachers should first recognize the types of problematic behaviors and, on the premise of prevention, take appropriate measures to implement effective management strategies for behaviors that have already occurred. The classroom problems of arts and sports students are classified into explicit and invisible behaviors, psychological and disruptive behaviors, and introverted and extroverted behaviors. By forming an organic whole of "act in accordance with nature - reduce the least intervention, listen well - be a patient helper, guide positively - express genuine hope", we help the classroom behavior management of arts and sports students to be more cooperative with teachers to carry out standardized, orderly and reasonable teaching activities.

2.9 A Study on Management Strategies for TCBM in Universities

Ren and Wang (2015) point out in their article "An Investigation Study on Problem Behavior and Management in College Classrooms-A Case Study of Tonghua Normal College" that the main purpose of classroom management is to guarantee the smooth running of classroom teaching activities and to coordinate the relationship between teachers and students and between students in the process of classroom teaching activities. Classroom management is not only a way for teachers to control students' behavior, but also a way to promote and motivate students' positive behaviors, so that they can gradually develop from other forms of discipline to self-discipline. Based on teachers' classroom management awareness, the way college teachers manage their classrooms, and the effects of college classroom management, we found that most college teachers are more satisfied with TCBM. Analysis of problem behavior and management in the college classroom; analysis of the relationship between problem behavior and management in the college classroom; there is no

significant correlation between teachers' classroom problem behavior and management awareness, teaching enthusiasm, and management training. There is a significant negative correlation between teachers' self-discipline and initiative and the rate of classroom problem behavior: the higher the teachers' self-discipline and initiative, the lower the rate of classroom problem behavior. There was a significant difference in teachers' self-discipline only with respect to their teaching age: the longer the teaching age, the better the self-discipline. Classroom behavior management is guided by strengthening college students' motivation to learn, improving teachers' professional development, enhancing education and supervision, and advocating the establishment of a harmonious teacher-student relationship. In his article "Attribution and Management Strategies of Classroom Problem Behavior", Wang (2008) proposes, firstly, the definition and classification of classroom problem behavior, and the analysis of the attribution of classroom problem behavior mainly includes: student level (problem behavior caused by students' expectations and requirements of teachers falling short; problem behavior caused by not getting others' attention; problem behavior caused by the contradiction between students' cognitive level and the content of classroom teaching (problem behaviors caused by students' personality factors); and teacher level (problem behaviors caused by teachers' poor personality, problem behaviors caused by teachers' low quality). Management strategies for classroom problem behaviors enhance the effectiveness of classroom behavior management by fostering a positive classroom atmosphere, adopting a scientific approach to education, and focusing on all students. Zang (2012) noted in his article "Research on managing students' problem behaviors in physical education classrooms of general universities" that curriculum implementation is the core link in curriculum reform. The basic way of curriculum implementation is teaching, especially classroom teaching, which is the main form of school education and a basic component of current educational activities in universities in China. Using the research object and method, we analyze the problem management in college physical education classrooms and find that students exhibit

confrontational, disruptive, attention-getting, and blind rebellious behavior. We should shift classroom management from a teacher-centered approach to a comprehensive focus on students, paying attention to students' lifeworlds, life values, and psychological world; create a harmonious, equal relationship between teachers and students; strengthen emotional connections with students; and guide students to participate in the classroom. We should create a harmonious and equal relationship between teachers and students, strengthen the emotional connection with students, and guide students to participate in classroom management; the evaluation of physical education courses should pay attention to process evaluation, such as students' attitudes, emotional experiences, and the degree of effort; improve the teaching conditions in schools, enhance the construction of school infrastructure, control the appropriate class size, and strengthen the cooperation within the class. In her article "Exploring the causes of classroom problem behaviors and management strategies", Liu (2021) proposed that classroom problem behaviors and their specific manifestations are primarily classified into personality type, behavior type, and emotion type. The main causes of classroom problem behaviors are analyzed: teachers' pedagogical and educational missteps, students' imbalances in physical and mental development, and the dissonance caused by environmental influences. Finally, the following methods and approaches are proposed to strengthen the management of classroom problem behaviors: advanced control and prevention; classroom control and termination at the right time; timely, prompt correction; and community infiltration and joint management.

From the above literature combing process at home and abroad, we find that most of the researches on TCBM in universities start from theoretical foundation research, research on classification of students' classroom behavior, research on current situation of TCBM, research on TCBM strategies, etc., and keep analyzing the importance and problems of classroom behavior management in universities through in-depth researches, and actively put forward some specific realization ways with

relevance, effectiveness, science and reasonableness, These results provide the foundation for further expanding the space of studying TCBM in universities, broadening the teaching ideas of TCBM in universities, and deepening the breadth and depth of the institutional mechanism of classroom behavior management in universities.

In the study of foreign literature, it is found that foreign scholars mainly focus on three major areas of research: the psychological climate of classroom student behavior, the spirit of contractual cooperation, and student classroom management style. Among them, the main scholars' representatives include White et al., 1956, and the leading scholars' representatives advocate the TCBM with the spirit of contract cooperation, including Tengberg (R.G. Mihenberger); the Dreikurs Model, the Glasser Model (also known as the Reality Therapy Model), the Kounin Model, the Gordon Model (also known as the Gordon Model), and the Kounin Model, which advocate student classroom management. The Gordon Model, also known as Teacher Effective Training, the Canter Model), and other scholars. The prominent representatives of the research advocating contractual spirit as cooperation include scholars R.G. Mihenberger, who has made a relatively detailed and comprehensive explanation of behavior management in college classrooms, from Rousseau's proposed contractual spirit to the spirit of democracy and cooperation, and condensed the good results of teamwork and teacher-student interaction from the contractual spirit. Behavior management in the higher education classroom is also an important performance of teachers, who actively participate in classroom teaching, and of students, who, as the main objects of learning, actively practice and cooperate, as important components and key aspects of classroom behavior management. The overall behavioral performance of teachers and students in the classroom can reflect many aspects of teachers and students, such as teachers' image and body posture, body language, lecture emotions, facial expressions, etc., and students' Classroom performance, learning attitude, and interaction details are all specific reflections of

TCBM. Classroom behavior management in higher education is not only an interaction between teachers and individual groups of students, but also a teaching process in which teachers and students work together and actively collaborate. This kind of teaching consensus can be incorporated into universities' TCBMs through contractual arrangements. The essence of contractual spirit can also play an active role in college TCBM, providing a theoretical basis and favorable guarantee for the healthy development of college classroom behavior management. In the process of studying college TCBM, domestic scholars focus on the basic theory of college classroom behavior management, the influence of college TCBM, the misbehavior of college classroom behavior management, the mechanism application of college TCBM, and the management strategy of college classroom behavior management. Foreign scholars' research on college classroom behavior management is earlier, deeper, and more solid than domestic scholars' research, especially given that many experts and scholars have developed their own theoretical ideas, structures, and works on college TCBM, which have significant study and reference value for domestic scholars. Domestic scholars also offer unique insights into the study of college classroom behavior management. They work from multiple perspectives, multiple aspects, multiple channels, multiple forms and multiple levels, and based on learning from foreign scholars on college TCBM and combining with the actual behavior management of students in Chinese universities, they continue to develop and innovate, and put forward new theories, new ideas, new views and new models. Some domestic researchers have divided students into two categories according to their main tendency of behavioral performance: extroversion (i.e. aggressive) and introversion (i.e. retreat); others have divided them into three categories: under-behavior, over-behavior and discomfort; others have divided them into six categories: hidden disciplinary behavior, mild conflict, non-compliance with work and rest system, disobedience to teachers, disruptive behavior and mischief; others have recognized classroom from the perspective of classroom management problem

behaviors (classroom misbehaviors), which are classified into behaviors that disrupt the classroom and behaviors that affect students' own learning outcomes. The former category refers to behaviors that are not expected to occur frequently and need to be stopped or reduced by the teacher; the latter category refers to behaviors that are not expected to occur frequently and need to be induced or reinforced by the teacher. Different perceptions of problem behaviors are based on different criteria, and the classification is hardly consistent. However, the classification into six categories seems too thin, and the division into three categories of insufficient, excessive, and uncomfortable behaviors seems to overlap; uncomfortable behaviors can manifest as insufficient or excessive behaviors, etc.

After collecting, reviewing, organizing and studying the above domestic and foreign literature, it is found that the study of TCBM in universities is a relatively complex, scientific and standardized system project, involving a wide range of levels, more elements and a longer process. Because of this, more experts and scholars are conducting research on the theoretical foundation, discussions of teaching practice, and the innovation of methods and approaches. Scholars have studied different perspectives, theoretical constructions and practical applications, but they all play a vital and positive role in TCBM in universities, mainly in the following points:

2.9.1 Theoretical Academic Value

The theory of TCBM was developed by Kanter and Kanter in 1976. They advocated that teachers have the responsibility to manage the classroom, should be confident and authoritative, be able to present their expectations and demands to students clearly and decisively, tell students exactly what behaviors are acceptable and what behaviors are unacceptable, and accompany them with corresponding actions, and determine effective management methods according to their ability and willingness. The term " Chinese classroom management" was introduced by Western scholars in the mid- to late-1980s. The introduction of this term has expanded the scope of classroom research and led to the systematization and modeling of research

on non-teaching activities in the classroom under this umbrella. Chinese scholars, through their theoretical constructions and practical investigations, have made classroom management research more clearly reflect local characteristics. Early research on classroom management in China was aimed at maintaining good classroom order, and as a result, a situation of "fragmentation" emerged. Researchers introduced classroom management activities in the chapter "Organization of Teaching and Learning", which was closely attached to the scope of pedagogy. They have studied student behavior, discipline, and seating arrangements from a single perspective, without considering their connections or a systematic, holistic view. For example, Dong Yuanqian, Wang Zesan, You Zhenglun, Han Jinsheng and Lu Guangying have discussed classroom management in the context of "teaching organization forms". The scholars' tireless exploration and research on TCBM in universities have made important contributions to the development of college education, the improvement of teaching management, and the accumulation of theories and scholarship, which have significant theoretical and academic value.

2.9.2 Educational Guidance Value

Educational value is the usefulness or utility of educational activities, and it is the perception and evaluation of that usefulness when people consciously grasp, use, receive, and enjoy education. The value of education lies in discovering, tapping, bringing into play, forming, guiding, and qualifying human values. Spiritual value is the highest value of human beings, the fundamental difference between human value and the value of other things, and its essence lies in knowledge, ability, and moral character. The research on college TCBM by domestic and foreign scholars shows that college classroom behavior management is also an important part of education, whether it is considered from the psychological perspective, contractual spiritual cooperation, student classroom behavior, or from theoretical research, influence role, behavior failure, application mechanism, management strategy, etc. In essence, it is also of significant positive significance for the development of college education.

Therefore, it has a guiding value for education. On the one hand, it can draw attention and concern to college TCBM through school level, teacher level, student level and social level, and pay more attention to the important meaning and positive effect brought by college TCBM; on the other hand, it helps education department, school leaders, teachers and students, actively cooperate with school classroom teaching activities, with perfect teaching system, rich teaching methods, vivid teaching contents, positive learning attitudes, etc. Together, they actively develop educational and teaching activities that are more conducive to universities carrying out their work and provide favorable conditions for further promoting standardized, orderly, and stable development of classroom teaching activities in universities. Let the guidance value of TCBM in universities be more targeted, scientific and effective.

2.9.3 Educational Motivational Value

Scholars conduct research and analysis on college classroom behavior management within their respective subject areas or from different perspectives, and actively explore the educational meaning, purpose, and value behind college TCBM. These studies also have important motivational value for the development of college education. Although scholars have different perspectives, angles, and methods, they all want to actively explore the value and significance of college TCBM in this way. The scholars' theoretical approaches, exploration models, and scientific definitions have all contributed to the development of college classroom behavior education. In particular, they have contributed to improving the level, quality, and methods of college classroom behavior management, thereby revealing the value of motivation in education. On the one hand, the scholars' research and attention to the TCBM in universities can greatly make the education department, school level, teachers and students pay attention to the classroom behavior in universities, if the interaction of efficient, standardized, scientific and effective classroom behavior to improve teaching quality, promote teaching effectiveness, improve teaching level, strengthen teaching learning, promote teaching application, etc., are to involve every object of

teaching, which can motivate them to clarify their responsibilities and play their respective roles in the respective teaching and learning process. On the other hand, it is also possible to carry out self-contrast, self-management and self-improvement of efficient TCBM through the important theoretical basis and academic viewpoints given by scholars, from which the shortcomings of self-existence can be found, so that teachers and students can cooperate, support and trust each other in college TCBM, which is conducive to more effective college TCBM, and the embodiment of such effectiveness is the mutual assistance and mutual improvement role of The value of education motivation is reflected in this effectiveness.

2.9.4 Value of Teaching Norms

The theoretical basis and methodological strategies developed by scholars for classroom behavior management in universities play an important and positive role in the education and teaching process in college education. First of all, it can help universities form a perfect teaching system, which can clearly introduce systems and rules for teachers and students in classroom behavior norms, and at the same time help teachers and students develop good classroom behavior norms, and the perfection of these systems can be both the constraints of classroom teachers and students' behavior and an important framework for classroom teachers and students' behavior norms, with certain normative, targeted, authoritative and practical. Both the scholars' in-depth research and the actual classroom education and teaching processes at each university can draw inspiration from research on college TCBM, which helps colleges carry out relevant teaching activities in an orderly, stable, and healthy way, and also greatly promotes more normative, stable college teaching. Through the ongoing research by domestic and international scholars on college classroom behavior management, the importance of its normative value in teaching is also increasingly recognized. On the one hand, it requires college classroom teachers to continuously improve their comprehensive ability and quality, whether it is the enrichment of teaching contents, improvement of teaching methods, perfection of teaching design,

enhancement of teaching skills, improvement of teaching quality, or the need to strengthen the students' enthusiasm and initiative in the classroom, which requires teachers to change from self-improvement. On the other hand, a large number of previous studies have laid the foundation of college TCBM. Both the system rules for college classroom behavior management and the overall school discipline rules can provide a normative basis for students' self-restraint, self-management, and self-improvement in the college classrooms.

This study is based on the research of domestic and foreign scholars on TCBM in universities, actively exploring the expansion and extension of classroom behavior management in universities in terms of practicality, wholeness, foresight and standardization, conducting a detailed analysis study of the case with G University in Guangxi, China as the research entity, and finding out the differences between classroom behavior in universities specializing in art and other comprehensive universities in terms of classroom behavior management. Through longitudinal and horizontal comparative studies and detailed, reliable data analysis, a new impetus is provided for further exploration of the development of classroom behavior management in universities. A typical case study is conducted with TCBM at universities specializing in art to help classroom behavior management take a healthier, stable, standardized, and sustainable development path.

2.10 Research Review

2.10.1 Research Review

With the ongoing attention and research by domestic and international scholars, the theory and practice of TCBM in universities have been continually refined and expanded. Many scholars have advanced new theories and research methods, expanded the research landscape, and produced new findings. These academic achievements not only demonstrate the cutting-edge dynamics in TCBM at

universities but also deeply analyze the root causes of practical problems and provide a powerful engine for the development of classroom behavior management.

(1) There are theoretical studies of TCBM based on the teacher's perspective and research theories of classroom behavior management based on the student's perspective in foreign studies.

From the teacher's perspective, researchers have explored how to influence students' behavior through teachers' behavior management. These studies include how teachers establish a positive classroom climate, build strong relationships with students, and use rewards and punishments effectively. In contrast, from the student perspective, researchers have focused more on student behavior and on improving classroom and learning effectiveness through student self-management. These studies examine how students monitor themselves, self-regulate, and self-motivate.

(2) There are studies on theoretical models of classroom behavior management in foreign studies.

These studies have systematically summarized theoretical models of TCBM, including the Drax, Glaser, Skinnerization, and Kunin models. These models provide teachers and students with more specific guidance to help them better manage classroom behavior.

(3) There are related domestic studies on the fundamental theories, influence effects, behavioral disorders, mechanism applications and management strategies of TCBM in universities.

These studies focus more on classroom behavior management in universities and explore how to respond to the characteristics and needs of college students. Among them, the basic theory study and the influence study focus more on theoretical construction and practical effects, the behavioral disorder study focuses more on how to respond to students' behavioral disorders, the mechanism application study focuses more on how to apply the theory to practice, and the management strategy study focuses more on how to develop effective management strategies.

(4) Domestic and foreign scholars' studies have different perspectives, theoretical constructions and practical applications, but they all play a significant and positive role in TCBM in universities. These studies not only have theoretical academic value, but also have educational guidance value, educational motivation value, teaching regulation value, etc. Through these studies, teachers and students can better understand and address classroom behavior management issues, thereby improving classroom efficiency and learning outcomes.

From the presentation of academic theoretical results to the identification of practical problems to the development of implementation suggestions or recommendations, these research results have laid an important foundation for the good development of TCBM in universities. Through research on classroom behavior management in art universities in China, we can better understand students' behavioral characteristics and psychological needs, thereby developing more effective behavior management strategies to improve teaching effectiveness and students' learning experience. At the same time, these research results also provide college teachers with additional teaching ideas and methods to manage classroom behavior better and improve teaching quality and students' learning effectiveness.

2.10.2 Insufficient Research

There are relatively more domestic and foreign scholars studying TCBM in universities. Although there are some studies, the research is not comprehensive, in-depth, or systematic. Especially in the study of classroom behavior management in universities for art majors, the research space remains underexplored and in need of improvement. Most of these articles focus on initiatives from the theoretical generation, the main causes and problems of college TCBM, which are relatively superficial, and on the discussion of institutional mechanisms for college classroom behavior management, which is neither comprehensive nor in-depth. The main contradictions encountered in the actual college classroom are not given practical solutions, and the problems are not studied in depth enough. With the continuous development of the

social economy and the changing times, the work of college education is facing new opportunities and challenges. As China's reform system for college education and teaching continues to advance comprehensively and deeply, the existing achievements cannot fully and systematically address the problems arising in the operation of TCBM teaching at Chinese art universities. **This is mainly reflected in the following points:**

2.10.2.1 The practicability is not strong. Practice is the only criterion for testing truth, and TCBM in universities is also an important practical process in education and teaching. From social practicability, development practicability, and ability practicability to the forward development of things themselves, all require practice to promote continuous progress. Although many scholars have researched TCBM in universities at an early stage and achieved certain results, many research results are limited to the academic theoretical basis, especially many foreign scholars have put forward many theoretical systems, theoretical assertions and theoretical achievements in TCBM; while domestic scholars are more inclined to the analysis of the current situation of classroom behavior management, its influence, application. Whether it is the theoretical research of foreign scholars in different directions or the methodological research of domestic scholars in different perspectives, most of them are theoretical research, theoretical constructs and theoretical methods of TCBM in universities, which are not entirely related to the field of classroom behavior management in universities of art majors. The professional characteristics of the classroom are even less involved. Many scholars have also conducted data analysis and case studies through questionnaires, sample surveys, and individual interviews. However, these are all background analyses, analysis of the current situation, and analysis of the causes for individuals or a small group of people, and they provide corresponding countermeasure suggestions based on the analysis results. These studies give strong guidance to the development of college TCBM. However, there are still some deviations in how to combine the actual problems encountered on college campuses, the root causes that arise, and the specific countermeasures used to address

them, which indicates that the practicality of the research is not yet close to actual college classroom behavior management. It needs to pay more attention to the actual effectiveness on the basis of theoretical research. This indicates that the study's practicality is not close to actual behavior management in college classrooms and should be grounded in theoretical research, with greater emphasis on practical effectiveness and application.

2.10.2.2 Incomplete wholeness. TCBM in universities is a relatively complex, diverse, and scientific systemic project, involving multiple levels, personnel, elements, departments, and subject knowledge, and requiring the establishment of a research mechanism or system with multiple aspects, three-dimensional depth, and multiple levels. As an important part of classroom behavior management in universities, the characteristics of TCBM in universities for art majors are highlighted to highlight differences in classroom behavior management, thereby making research on TCBM in universities for art majors more relevant, effective, and distinctive. Most scholars study classroom behavior management in primary and secondary schools and universities. However, there are very few research results and scholars in the TCBM of art majors, and foreign scholars have presented their views and theories on university classroom management through studies of psychological atmosphere, contract spirit, classroom behavior, and other aspects. Among them, various research theories, perspectives, and disciplines are used to study classroom behavior management in universities. However, few have established a holistic, all-round, multi-perspective, grid-based research framework for TCBM in universities. At the early stage of classroom behavior management in universities, many domestic scholars proposed various research theories, concepts, and methods. They even conducted concurrent research on disciplinary knowledge across different disciplinary backgrounds. However, most of them are in a situation of "individual warfare" and fail to form a multidisciplinary, multi-faceted, multi-element and multi-channel research. Most of them are limited to a particular perspective, a specific problem, and a specific

level of research, and the development of research from part to whole still needs to be further enhanced.

2.10.2.3 Insufficient foresight. College classroom behavior management, as an important part of college education and teaching activities, is related to the school's attention to the classroom, the teacher's control of the classroom and the students' performance in the classroom, which is both the frontier of international education development and the teaching process of domestic education, and is a focus of research. Since the last century, many scholars have conducted extensive basic research and data analysis on classroom behavior management in universities. However, amid rapid social and economic development and the ongoing evolution of the times, TCBM in universities also faces new opportunities and many challenges. Especially since the reform and opening up in 1978, China has attached great importance to the development of college education and has made a series of important arrangements and documents for the development of a strong country in science and technology, talent development, and the cultivation of talent, which depends on education. The development of classroom behavior management in higher education, as well as its research, should be aligned with social and economic development, integrated with the times, and promoted in line with national development. Many scholars have neglected this important characteristic of the times, and research across theories is hardly applicable to the development of today's university education; even individual, rigid, traditional, and fixed research theories and achievements are out of touch with the times. The essence of its research does not reflect the connotative, quantitative and precise development of TCBM in universities. Its research methods, research purposes, research ideas and research concepts need to be further explored for their foresight, advancement, uniqueness and scientific embodiment. In particular, the research on classroom behavior management in universities specializing in art, how to be more based on the development of the times, follow the trend of the times, integrate the progress of the times, combine the characteristics of the times and

enhance the education of the times, is also the current problem of the times that needs to be faced and solved in TCBM in universities specializing in art.

2.10.2.4 Insufficient normality. Although scholars have analyzed, organized, summarized, and condensed research on TCBM in universities from multiple perspectives, theories, and methods, there are still relatively few studies on the mechanisms, applications, and system construction of classroom behavior management in universities. There are still many foreign scholars in classroom behavior management research involving primary and secondary schools, and the research level of TCBM in universities has certain limitations. In addition, research on classroom behavior management among art majors in universities is limited. A small number of domestic scholars have studied the mechanisms of classroom behavior management in universities, including the daily code of conduct in college classrooms, classroom teaching systems and rules, school and teaching management departments, and the supervision and management mechanisms for teachers' teaching, etc. The development and improvement of these systems provide the necessary favorable conditions and a strong guarantee for standardizing and improving the TCBM in universities. However, there are very few research scholars and few references on classroom behavior management in universities for art majors, especially on case studies and typical case studies of TCBM in such universities. Therefore, there are more deficiencies in the research of domestic and foreign scholars on TCBM in universities, which can effectively guide, regulate, and improve the classroom behavior management process. Based on domestic and foreign scholars' researches, how to consider and discover the similarities and differences between classroom behavior management in art majors and other comprehensive universities based on the teaching characteristics of teachers, psychological characteristics and behavioral norms of students, and the special characteristics of art majors, to make efforts to explore the potential of behavior management in art majors and formulate effective rules and regulations of the system. Improve the mechanisms and systems

for classroom behavior management in art major universities. In order to further fill the gap of behavior management in the classrooms of art universities, we will make a greater contribution to the comprehensive construction of behavior management in the classrooms of art universities, and make it more reasonable, scientific and effective with self-regulation, behavior regulation, system regulation, mechanism regulation and system regulation.

2.11 Research Theory

In light of the above literature, this study adopts Rogers' Humanistic Teaching Theory to analyze classroom behavior management from the teacher's perspective. It combines the actual classroom problematic behaviors of college students majoring in the arts with scientifically and effectively applied management strategies. Humanistic teaching theory is an educational theory that builds on previous behaviorist and cognitivist theories of the factors affecting learners' learning and emphasizes the importance of individual self-actualization and teacher-student interpersonal relationships. Classroom teaching, which is the combination of teachers' instruction and students' learning, also depends on whether teachers attend to the management of students' problematic classroom behaviors to enhance classroom efficiency. Classroom management should focus on efficiency, but place greater emphasis on the "people"-based, humanistic teaching theory as a guide.

2.11.1 Content and Viewpoints of Humanistic Teaching Theory

In the 1950s and 1960s, the United States saw the rise of humanistic psychology, with Maslow (A. Maslow) and Rogers (C.R. Rogers) as its prominent representatives. Humanistic teaching theory has played a significant role in the three major 20th-century teaching movements, and its humanistic view of learning and teaching has had a profound impact on global educational reform. Humanistic teaching theory holds that teachers' awareness of students is a prerequisite for

effective teaching, advocates a student-centered approach, and establishes a strong teacher-student relationship as the basis for effective teaching. Moreover, humanistic teaching theory also puts forward the concept of "non-directive teaching", such as: to create a receptive atmosphere in the classroom; teaching centers on the development of students' individual and group goals; in "non-directive teaching", the teacher's role should be constantly changing, and so on. In "non-directive teaching", the teacher's role should constantly change, and so on. According to Rogers, education should develop students into flexible, adaptable and creative human beings. These points of view show that humanistic teaching theory emphasizes placing students at the center, valuing students' lives, and developing their personal potential in the teaching process, providing a fundamental guideline for this study.

2.11.2 The Relationship Between Humanistic Teaching Theory and Teachers' Classroom Behavior Management

Non-directive teaching, proposed by Rogers, emphasizes student-centeredness, respect, care, and trust in students, and the importance of the teacher-student relationship. In addition, humanistic teaching encourages teachers to use their personalities and influence students through modeling during the teaching process. Rogers' humanistic teaching theory provides theoretical guidance for teachers' classroom behavior management in art colleges and universities. Firstly, teachers should be "people"-oriented, care and concern for students, and pay attention to cultivating students' self-management ability; secondly, teachers should establish a good emotional teacher-student relationship and create a harmonious classroom atmosphere.

2.12 Theoretical Framework of the Study

First, analyzing the possible challenges of teachers' classroom behavior management, such as students' creative needs and the importance of self-expression,

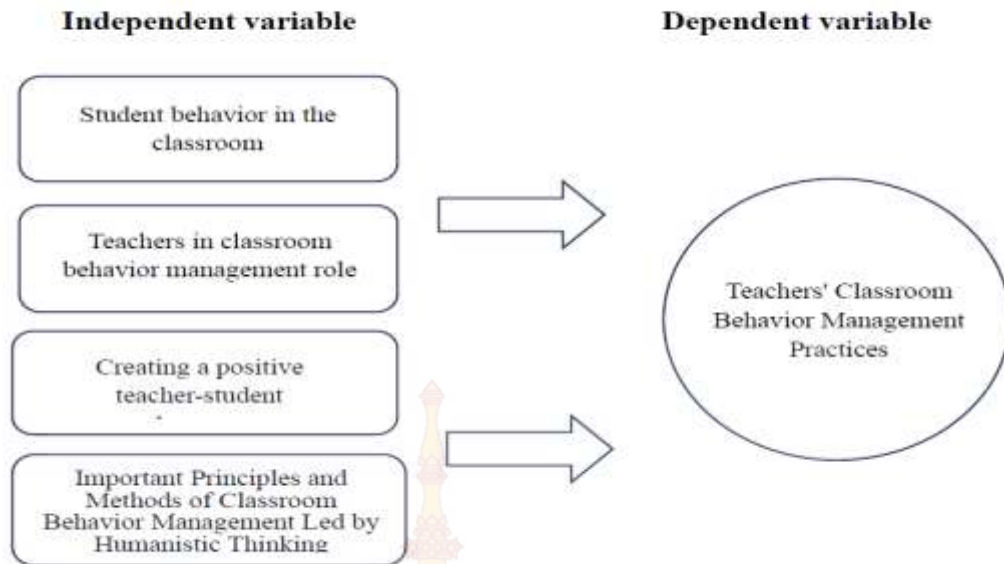
and emphasizing the importance of humanistic thinking in creating a positive learning environment and promoting students' self-development

Second, propose principles of classroom behavior management, such as respecting students' individual differences and paying attention to students' emotional needs, and explain how these principles can help teachers create positive learning environments and promote students' self-actualization.

Third, discussing teachers' roles in classroom behavior management, such as becoming a mentor and supporter for students, while emphasizing the importance of student participation, including encouraging students' independent learning and self-expression

Fourth, the importance of affective relationships is presented. It describes the impact of emotional relationships between teachers and students on classroom behavior management and discusses how to establish positive emotional relationships, such as listening to students and attending to their emotional needs.

Fifth, summarize the important principles and methods of classroom behavior management based on humanistic thinking, and look forward to future research directions, such as how to cultivate teachers' humanistic thinking and how to assess the effects of humanistic classroom behavior management. (See the picture below)



CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

This study took Chinese art professional universities as the research perspective, TCBM as the main line, and the issue of G University as the fundamental starting point, aiming to solve the classroom behavior problem in art professional universities and highlighting the innovative practice of China's cultivation of art professionals in the new era. In the research process, the researcher adopted a mixed-research method combining survey research and qualitative interview, which was developed based on a positivist research paradigm. The quantitative survey was applied to explore teachers', students' and teaching administrators' perceptions regarding teachers' classroom management behaviors. Meanwhile, the results of the interviews supported and give additional explanation to the survey results. So, the questions about how teachers' classroom management process affects students' learning behaviors and what factors constitute influencing teachers' classroom management behaviors were conducted using questionnaires, and quantitative research method is used here. While the questions on teachers' perceptions of classroom behavior management, assessment, and incentives were collected through interviews, the qualitative research method was used. Since the classroom problem behavior in this study involved national and regional laws and regulations and university policies and regulations in a larger sense, and it is a specific phenomenon in a smaller sense with participants from various levels such as teachers, students, and schools, the research for classroom behavior management should grasp the macroscopic policies and regulations as well as the microscopic management techniques. To this end, we conducted explanatory research using a positivist research design, which facilitated

data collection and thus provided a scientific basis for judgment. Then, the specific research directions: firstly, the core concepts, types and functions of the TCBM research process in Chinese universities specializing in art are explained. Secondly, based on classroom behavior management at G University, the current development of the education management system, especially classroom behavior management, in Chinese art professional universities was analyzed, and the achievements and problems were elaborated. Finally, based on the perspective of Chinese art universities, the causes of classroom behavior development problems at G University are synthesized, and effective ways to optimize the development of TCBM in Chinese art universities are discussed in detail from the perspectives of teachers, students, and universities.

3.2 Data Collection Methods

The research methods used in this project included literature review, questionnaire surveys, and interviews.

3.2.1 Literature Research Method

Through the collation and reference of important documents such as domestic and foreign published professional works, doctoral and master's theses, journal papers and various archival materials and newspapers, we can more accurately understand the specific information of classroom behavior research in universities specializing in art, and thus be more conducive to exploring the path of scientific development of classroom behavior.

This study paid particular attention to selecting authoritative sources to ensure the reliability and accuracy of the findings. At the same time, the researcher classified and organized the literature for better analysis and comparison. In addition, the researcher summarized and prospectively examined the TCBM in Chinese universities specializing in art, drawing on domestic and international literature. In

summary, we reviewed past experiences in classroom behavior management, highlighted successful practices and shortcomings, and provided guidance for future TCBM. In terms of outlook, the researcher explored future trends and directions in classroom behavior management to adapt to a changing educational environment and needs. It can be said that the literature research method was the theoretical cornerstone for this study to be carried out in depth, but to discover the true meaning of the development of classroom behavior management in art majors' universities still needs to combine the data results obtained from various research methods involved in this study in order to propose improvement suggestions for TCBM in G university.

3.2.2 Questionnaire Method

The questionnaire is a data-collection method and an important research tool used in this study. It can quickly collect large amounts of data and perform statistical analysis. In this study, a representative sample was selected for the survey. By selecting a certain percentage of samples from teachers, students, and instructional administrators at G University, the survey enabled us to understand information about the degree of awareness, satisfaction, expectations, and suggestions of art college students at University of G regarding TCBM, as well as the views and attitudes of teachers and instructional administrators toward classroom behavior management, so that more comprehensive and accurate conclusions can be drawn.

To achieve the study's purpose, the researcher designed the questionnaire to focus on art majors' attitudes and opinions towards TCBM, and included both closed-ended and open-ended questions to assess their knowledge, satisfaction, expectations, and suggestions regarding classroom behavior management. In addition, the questionnaire design should ensure that the questions are accurate and complete. All the questions in the questionnaire addressed teachers' concerns and understanding of art majors, effective teaching methods and classroom interaction programs, and ways to restrain and manage art majors' classroom behaviors; art majors' learning needs and psychological status, and their participation in classroom teaching and

interaction.

3.2.3 Interview Method

The interview method is a research method for understanding the ideas, attitudes, and behaviors of interviewees through communication with them, thereby gaining an in-depth understanding of the research subjects. In this study, the researcher conducted in-depth interviews with teachers and teaching administrators of art majors at the University of G. From these interviews, we gained an in-depth understanding of their views and practical operations regarding TCBM, thereby providing more detailed and realistic data for subsequent data analysis.

Through in-depth face-to-face communication with teachers and students at G University, the researcher got a clear understanding of their actual situation, problems and solutions to classroom behavior management. During the interview process, we obtained more realistic and reliable information by asking open-ended questions, guiding the interviewees to think deeply, and listening to their answers. However, we needed to pay attention to some details. First, the researcher needs to ensure the interview location and time are appropriate so the interviewees can fully express their thoughts. Secondly, we need to ensure the interview was fluent and consistent, avoiding jumps and repetition. Finally, the accuracy and completeness of the interview recording and organization need to be ensured. This ensured that the first-hand information from the interviews played a key role in our subsequent development of data analysis and related research on TCBM among Chinese art majors at universities.

3.3 Sampling Strategy

This study used questionnaires and interviews to collect data from a sample of faculty members and students at the University of G. The study used questionnaires and interviews to collect data. A total of 200 questionnaires were

distributed to students in this study through a random sampling method. In addition, five teachers and two teaching administrators were interviewed in this study to obtain more detailed information.

The questionnaire was distributed online via "Wen Juan Xing" and consisted of two parts: the first focused on personal background, and the second on specific questions and suggestions regarding TCBM. A total of 16 questions were set. The questionnaire was scored on a 5-point scale, with "Strongly Disagree" (1 point), "Disagree" (2 points), "Neither/Both" (3 points), "Agree" (4 points), and "Strongly Agree" (5 points). The questionnaire content is shown in Table 1.

For the interviews, the researcher prepared two outlines for each interviewee: one for teachers (10 questions) and another for university teaching administrators (8 questions). The outline of the interviews is shown in Tables 2 and 3. In summary, the researcher used stratified sampling and qualitative statistical analysis (primarily content analysis) to understand the basic characteristics of the sample and the current status of classroom behavior management. By categorizing and summarizing the interview data, the researcher arrived at the perceptions and actual operation of TCBM among teachers, students and instructional administrators at the G University.

3.4 Ideas of the Study and the Research Schedule

3.4.1 Ideas for the Study

3.4.1.1 Technical Ideas of the Study

The technical line of this study was to firstly understand the views and practical operation of teachers and students of art majors in University G on TCBM through questionnaires, and then to deeply understand teachers' practical operation of TCBM through interviews and observations, and finally to analyse the data from questionnaires, interviews and to derive the status quo and problems of classroom

behaviour management in art majors in University G, and to put forward the corresponding solutions.

3.4.1.2 Academic Thinking of the Study

Firstly, the relevant concepts were defined and explained to clarify the concept and connotation of TCBM, as well as its importance and necessity in university education. Secondly, the current situation and problems of classroom behavior management in University G were analyzed in detail through field research and a questionnaire survey. The specific aspects included students' classroom behavior, teachers' classroom management strategies and practices, and the school management system. On this basis, the researcher proposed corresponding solutions and suggestions, including strengthening classroom behavior education for students, improving teachers' classroom management skills, and enhancing the school management system. Finally, this chapter summarizes the research results, concludes, and outlines the direction and significance of further research.

(1) Explaining the core concepts of TCBM

The concepts related to classroom behavior management in art majors' universities are defined and explained here, and the concept and connotation of TCBM are clarified, along with its importance and necessity in college education. Classroom behavior management for art majors has special characteristics because art majors are often highly creative and assertive, requiring teachers to adopt specific management strategies to guide and regulate student behavior.

(2) Analysis of the current situation of TCBM in Chinese art universities

There are some problems in classroom behavior management in Chinese art universities, such as students' intense self-consciousness, prone to disobeying teachers' guidance and free play; students' lack of interest and motivation in learning, prone to absenteeism and truancy; teachers' management methods and means are not flexible enough, prone to a single management style and other problems.

(3) Proposing a case study of classroom behavior management for art

majors at G University

A case study of TCBM in art majors at University G can provide insight into the current situation and problems of classroom behavior management at the university, such as students' strong self-awareness, which requires teachers to adopt a flexible management style; students' lack of interest and motivation in learning, which requires teachers to adopt motivational measures. At the same time, it is possible to explore successful experiences and potential lessons from classroom behavior management for art majors at this school.

(4) Analysis of the factors affecting TCBM

Factors that influence classroom behavior management include students' personalities, teachers' management skills, and the content and instructional methods. By analyzing these factors, we can understand their degree of influence and mechanism of action on TCBM, and provide theoretical support for improving classroom behavior management.

(5) Research on strategies and methods to improve behavior management in the classroom

Strategies and approaches to improve TCBM include teachers' management skills and tools, students' participation and cooperation, and improvement of teaching content and methods. By studying these strategies and methods, targeted classroom behavior management programs can be developed to provide practical guidance for improving teaching quality and effectiveness.

3.4.2 Research Schedule

(1) Phase 1: Literature research and questionnaire design.

The first stage was the starting point of the study and the foundation of the research. In the literature review, literature in education, psychology, art, and other related fields needs to be collected and analyzed to understand previous research results and the current state of research. In questionnaire design, it is necessary to clarify the research direction and focus, and to design a questionnaire that aligns with

the research purpose. This phase of the work lays the foundation for subsequent research, ensuring clearer direction and focus, as well as a more scientific approach and tools for the study of classroom behavior among Chinese art majors at universities.

(2) Phase 2: Questionnaires, interviews.

This stage involves conducting field surveys and interviews with the research subjects. Through questionnaires and interviews, the current state of classroom behavior management at University G is understood, and the problems and causes are analyzed. The purpose of this stage is to provide a data source for subsequent analysis and to ensure the accuracy and reliability of the research data.

(3) Phase 3: Data analysis and problem generalization.

Based on data from questionnaires, interviews, and classroom interviews, statistical analyses were conducted to summarize the problems and causes. This phase of the work is to provide a reference for subsequent solution proposals and to ensure that the study's conclusions are accurate and reliable.

(4) Phase 4: Solution proposal and practice.

Based on the problem and its causes, appropriate solutions are proposed, verified, and refined in practice. This phase of the work provides a practical basis for subsequent thesis writing and ensures that the solutions studied are feasible and effective.

(5) Phase 5: Thesis writing and defense.

Based on the research results, a thesis is written, defended, and evaluated. This phase is intended to facilitate the dissemination and application of research results and ensure they are recognized and used.

The activities of this study schedule are tightly articulated and logically rigorous, and each stage of the work has clear goals and tasks to ensure coherence and integrity across the before-and-after stages of the classroom behavior management research process in art majors' universities. This study is expected to be completed in 9 months, and we need to monitor each stage's progress on time to ensure it runs

smoothly.

3.5 Data Analysis Methods

In this study, SPSS (Version 25.0) was used to statistically analyze the collected data, including descriptive statistics, frequency analysis, factor analysis, and regression analysis. Through these methods, the researcher can get a more comprehensive understanding of the TCBM in Chinese universities specializing in art. Descriptive statistics can help us understand the basic characteristics of the data, including central tendency, the range, relationships between individual variables and common factors, etc. Regression analysis can help us understand the relationships and degrees of influence among the variables, including those between the independent and dependent variables. By combining these methods, we can gain a more comprehensive understanding of TCBM in Chinese universities specializing in art and provide a scientific basis for problem-solving.

3.6 Limitations and Delimitations

The research methodology used in this study was comprehensive, but it led to a large number of research fronts and links, making data collection more difficult. Even a slight mistake can affect the completeness and accuracy of the data. In addition, SPSS software can only provide statistical analysis results for the data; how to interpret these results must be judged in the context of the specific research questions and background. Improper interpretation may lead to misinterpretation or misuse of the analysis results. Therefore, the technical requirements for the first-hand information/data collected by the research method are high.

3.7 Ethical Considerations

Ethical considerations need to be addressed throughout the research process, including informed consent, confidentiality, and participant protection. The researcher followed ethical guidelines and regulatory requirements to ensure ethical principles are upheld from the beginning to the end of the research process. When conducting questionnaires, interviews, and classroom observations, the researcher carefully protected respondents' privacy and rights and ensured the confidentiality and security of the data. At the same time, the researcher minimized the possibility that respondents would give untrue or incomplete answers for personal reasons.

3.8 Summary

The purpose of this chapter is to introduce the research methods used in this study, including documentary analysis, questionnaires, and interviews, and to explain the importance and usefulness of these methods. Research methods are important components of the dissertation because their selection and application directly affect the accuracy and credibility of the research results. Therefore, the selection and application of research methods need to be carefully considered and justified in order to ensure the scientific accuracy and reliability of the research results. There is no doubt that the research method used in the above description provided a scientific basis for subsequent data collection and analysis, as well as for the judgment of the conclusion.

CHAPTER IV

RESULTS AND DISCUSSIONS

4.1 Results

4.1.1 On the Results of the Questionnaire

4.1.1.1 Descriptive Statistics

Demographic methods, such as frequency, percentage, and descriptive statistics, were used in this study. A total of 200 questionnaires were distributed, 184 were returned, and 16 were voided. The questionnaire details are as follows.

Table 4.1 Descriptive Statistics of Demography

Name	Item	Frequency	Valid Percent
Grade Level	Class of 2020	36	19.5
	Class of 2021	35	19.0
	Class of 2022	45	24.5
	Class of 2023	68	37.0
Gender	Male	81	44.0
	Female	103	56.0
	Total	184	100.0

From Table 4.1, it can be seen that out of the four grades, 36 people from the class of 2020, 35 people from the class of 2021, 45 people from the class of 2022, and 68 people from the class of 2023 (Hint: class of 2020, class of 2021, class of 2022, and class of 2023 refer to the designation of undergraduates from the first to the fourth year of university in China, respectively) participated in the questionnaire survey; and out of the 184 respondents, males had 81 and 103 females. The results of the frequency analysis show that the majority of respondents were students in the classes of 2022 and 2023, of whom 44% were male and 56% were female, with a reasonable gender ratio.

4.1.1.2 Reliability Analysis

To ensure the questionnaire's credibility, the researcher wrote it in Chinese and then translated it into English to ensure respondents fully understood the items. The English-Chinese translation was done under the supervision of a language expert.

The data can be used to estimate stability and reliability, and the main observation is the Cronbach's alpha coefficient. In general, the larger Cronbach's alpha, the stronger the correlation among the items in the scale. (See Table 2 for details)

Table 4.2 Reliability Statistics

Cronbach Alpha	Number of Terms
0.989	16

The Cronbach's alpha coefficient is a commonly used statistical measure of a scale's internal consistency, reflecting the correlation and reliability among its items. When Cronbach's α is close to 1, it indicates a high degree of consistency among the items of the scale, i.e., they measure the same concept or variable. Based on the analysis of the above results, we conclude that the Cronbach's α coefficient for the scale used in this study is 0.989. This value meets the requirements of the internal consistency test, which indicates that the questionnaire has a high degree of reliability. Therefore, the scale used in this study demonstrates high internal consistency and can be used with confidence for data collection and research analysis.

4.1.1.3 Validity Analysis

After completing the reliability analysis, it is necessary to test the extent to which the measure accurately reflects the thing being measured, i.e., the validity analysis. The most important task is to test the consistency between the actual measurement and the theory, i.e., construct validity. The test results using SPSS 25.0 showed the KMO and Bartlett tests, as shown in Table 4.3.

Table 4.3 KMO and Bartlett's Test

KMO Quantity of Sample Suitability	0.978	
Bartlett's test of sphericity	Approximate cardinality	4836.660
	Degrees of freedom	120
	Significance	0.000

From the tests in the table above, we can conclude that the KMO value is 0.978. According to conventional criteria, when KMO is greater than 0.7, we can consider the questionnaire to have good structural validity. This means the questionnaire has a high degree of accuracy and reliability in measuring the concepts or variables it assesses. Therefore, we can use this questionnaire with relative confidence to collect data and conduct further analysis and research.

4.1.1.4 Correlation Analysis

Table 4.4 Relevance

Item	Teachers' Classroom Behavior Management	Students' Learning Effectiveness
Teachers' classroom behavior management	Pearson's correlation	0.982**
	Significance (two-tailed)	0.000
	Number of cases	184
Students' Learning Effectiveness	Pearson's correlation	0.982**
	Significance (two-tailed)	0.000
	Number of cases	184

***. The correlation is significant at the 0.01 level (two-tailed)*

Based on the correlation analysis, we conclude that there is a significant positive correlation between teachers' classroom behavior management and students' learning outcomes. This relationship is significant at the 0.000 level, with a correlation coefficient of 0.982. This means that teachers' behavioral management in the classroom, such as clear discipline and rules, correcting students' misbehavior, interactive teaching methods, personalized teaching, paying attention to students'

emotional needs, establishing good teacher-student relationships, encouraging students' independent learning, guiding students' engagement and attention, and so on. They can positively impact students' learning outcomes. This finding provides an important guideline for humanistic educational practice and offers teachers effective teaching strategies and methods. Further research could explore specific aspects of teachers' classroom behavior management and how to improve students' learning effectiveness further. These findings address the first research question.

4.1.1.5 Regression Analysis

Table 4.5 Model Summary

Mould	R	R-square	Adjusted R-square	Errors in Standardized Estimates	R Square Change	F Variation	Change Statistics		Significance Amount of Change in F
							Degree of Freedom 1	Degree of Freedom 2	
1	0.982a	0.964	0.964	0.15984	0.964	4889.126	1	182	0.000

a. Predictor Variable: (Constant), Teachers' Classroom Behavior Management

Table 4.6 ANOVA_a

Mould	Square Sum	Degree of Freedom	Mean Square	F	Significance	
1	Regression	124.915	1	124.915	4889.126	0.000 ^b
	Residuals	4.650	182	0.026		
	Total	129.565	183			

a. Dependent variable: Students' Learning Effectiveness

b. Predictor variable: (Constant), Teachers' classroom behavioral management

Table 4.7 Ratio_a

	Mould	Unstandardized		Standardized	t	Significance
		Coefficient	Standard	Coefficient		
		B	Error	Beta		
	(Constant)	0.136	0.059		2.279	0.024
1	Teachers' classroom behavior management	0.975	0.014	0.982	69.922	0.000

a. Dependent variable: Students' Learning Effectiveness

Regression analysis is a statistical method used to determine the relationship between two or more variables. It solves two problems: first, by determining the quantitative relationship between the dependent variable and multiple independent variables, it allows the values of the dependent variable to be explained and predicted. Second, the regression coefficients allow us to determine whether the independent variables have a positive or negative effect on the dependent variable, i.e., which explanatory variables have a greater effect and which have a lesser effect. In this way, we can understand the factors influencing the explained variables. Therefore, regression analysis was used in this study.

The questionnaire in this study was designed to emphasize the link between teachers' classroom behavior management and students' learning effectiveness. Four dimensions of student learning effectiveness arising from teachers' classroom management behaviors were included: student engagement, concentration, motivation, and achievement. From the table above, it can be seen that teachers' classroom behavioral management was used as the independent variable. At the same time, student learning effectiveness was the dependent variable in the linear regression analysis. From the table above, the model's R-square is 0.964, indicating that teachers' classroom behavior management explains 96.4% of the variation in students' learning effectiveness. The F-test indicated that the model passed, suggesting that teachers' classroom behavior management affects students' learning effectiveness. The final

specific analysis is shown. The regression coefficient for teachers' classroom behavior management is 0.975, indicating a significant positive impact on students' learning effectiveness. These findings address the first research question.

4.1.1.6 Analysis of Variances

Table 4.8 Group Statistics

Item	Genders	Number of Cases	Mean	Standard Deviation	Standard Error Mean
Teachers' classroom behavior management	Male	81	3.9966	1.05259	0.11695
	Female	103	4.3248	0.60845	0.05995
Students' Learning Effectiveness	Male	81	4.0586	1.01955	0.11328
	Female	103	4.3350	0.64886	0.06393

Table 4.9 Independent Samples Test

Item		Levine's Test of Variance Equivalence		Mean Equivalence t-test						
		F	Significance	t	Degree of Freedom	Significance (two-tailed)	Mean Difference	Standard Error Difference	Difference 95% Confidence Interval	
									Lower Limit	Upper Limit
Teachers' classroom behavior management	Assumed equal variance	12.540	0.001	-2.652	182	0.009	-0.32817	0.12376	-0.57236	-0.08398
	Not Assuming Equal Variance			-2.497	121.014	0.014	-0.32817	0.13143	-0.58836	-0.06798
Students' Learning Effectiveness	Assumed equal variance	6.364	0.013	-2.235	182	0.027	-0.27631	0.12362	-0.52021	-0.03240
	Not Assuming Equal Variance			-2.124	128.828	0.036	-0.27631	0.13008	-0.53368	-0.01894

In this study, the researcher used gender as a grouping variable to

investigate whether gender makes a significant difference in teachers' classroom behavior management and students' learning effectiveness. By conducting a t-test analysis, we found that students' gender has a significant effect on teachers' classroom behavior management ($p=0.014<0.05$). That is to say, female students show greater ability to trigger teachers' classroom behavior management, and compared to male students, they reduce the occurrence of problematic classroom behaviors, which is more conducive to teachers' management of classroom order and students' behavior.

In addition, our findings show that students' gender differences significantly affect students' own learning effectiveness ($p=0.036<0.05$). Specifically, female students showed better learning effectiveness and were more likely to achieve higher academic grades and better classroom performance than their male counterparts. These findings address the first research question.

These findings suggest that student gender plays an important role in teacher classroom behavior management and students' learning effectiveness. Further research can explore the causes of gender differences and how these differences can be utilized to improve the educational environment and students' learning effectiveness. At the same time, universities and educational institutions, as well as teachers, can adopt teaching strategies and management practices that address gender differences based on these findings to improve teaching quality and students' learning effectiveness. These findings address the second research question.

4.1.2 On the Results of the Interviews

To collect better data, the researcher developed an interview outline for five teachers and two teaching managers based on the questionnaire, which was conducted informally to avoid the psychological pressure of giving honest answers. The teacher interviews consisted of 10 questions that focused on the role of the teacher in exploring the close relationship between classroom behavior management and student engagement, attentiveness, motivation, and achievement, as well as understanding the significant factors that influence teachers' classroom behavior

management in arts education practice. The interview outline for instructional administrators contained eight questions designed to elicit the administrators' perceptions of teachers' classroom behavior management, students' learning effectiveness, and management practices.

4.1.2.1 On Teachers' Interviews

The results of the interviews with five teachers across the ten questions focused on the following ideas:

Perspective 1: On how teachers can promote student engagement in teaching and learning.

Teachers use a variety of strategies to promote student engagement by designing interactive classroom activities, e.g., role-playing and scenario re-enactment, to engage students actively; using multimedia teaching tools and new technologies, e.g., slideshows and videos, online polling and discussion platforms; and setting challenging, interactive tasks. For example, *I will set up group discussions so that students can think and solve problems in cooperation. And so on.* These findings address the first research question.

Perspective 2: The impact of student focus on instruction and how to improve it.

Teachers believe that concentration is crucial to teaching and learning because only with concentration can students truly absorb and understand what is being taught. To improve students' concentration, they take the following measures. First, create a positive learning environment with a reasonable classroom layout and comfortable seating to minimize interruptions and distractions for students. Second, use a variety of teaching methods and teaching resources, such as multimedia and example analysis, to attract students' attention and interest. In addition, design interesting and challenging classroom activities to stimulate students' interest in and engagement with learning. Finally, interact with students regularly and provide feedback to keep them focused and engaged. These findings address the first research

question.

Perspective 3: How teachers can motivate students and specific strategies or approaches.

Teachers' strategies to stimulate students' motivation include: fully respecting students' individual differences and designing teaching content according to their interests and needs, based on the learning and life realities of art majors' college students; linking the learning content to students' life experiences and practical problems, giving students opportunities for practical problem solving, and letting them see the value and significance of their learning; and providing specific goals and feedback to help students clarify their learning goals and measure their progress. These findings address the first research question.

Perspective 4: The impact of teachers' classroom behavior management on students' academic performance.

Teachers agreed that effective classroom behavior management can create a positive learning environment for students, which, in turn, can contribute to improved academic performance. When teachers can effectively manage classroom behaviors, including maintaining order, managing time, and motivating student participation, students will be better able to focus and concentrate on learning. Such an environment helps students better understand, assimilate knowledge, and improve their academic performance. In addition, setting clear learning goals for students in the classroom and adopting appropriate teaching methods and strategies can help students focus on learning and achieve good results. These findings address the first research question.

Perspective 5: A generalization about the factors influencing teachers' classroom behavior management in arts education practice.

Teachers believe that more factors affect their classroom behavior management in art education. However, the main influences are teachers' professionalism, teaching methods and strategies, teacher-student relationships, and

students' attitudes, motivation, and learning environments. These findings address the second research question.

4.1.2.2 On Instructional Administrators' Interviews

Perspective 1: How instructional administrators can support and guide teachers in improving student engagement, attentiveness, motivation, and achievement.

There are several ways instructional managers can improve teachers' classroom behavior management to enhance students' engagement, concentration, motivation, and achievement. One is to provide teachers with opportunities for professional development, such as organizing training sessions and seminars to help them learn about the latest teaching strategies and methods to improve their teaching skills. Secondly, regular feedback and evaluation are provided to teachers to help them identify their strengths and areas for improvement, thereby improving their teaching methods and enhancing students' engagement and concentration. Third, *I can provide teachers with resources and support, such as instructional materials, teaching techniques, and suggestions for instructional activities to help them design interesting and meaningful classroom activities that motivate students to learn. Finally, I can work with teachers to develop clear learning objectives and assessment criteria and help them design effective assessment methods to monitor students' learning progress and provide timely feedback, thereby promoting higher student achievement.* These findings address the first research question.

Perspective 2: What are some of the challenges that teachers may encounter in managing behavior in the classroom, and how do instructional administrators support them in meeting them?

Challenges that teachers may encounter in classroom behavior management include student inattention, behavioral problems, and lack of active participation. These challenges may affect student learning effectiveness and classroom climate. As instructional administrators, there are several ways to support teachers in addressing these challenges. First, communicate with teachers to

understand their confusion and challenges in managing classroom behavior, and help them analyze the causes and possible solutions. For example, if students are not paying attention, *I will discuss with teachers possible reasons, such as whether the course content is engaging or whether the teaching methods are varied. I will also provide suggestions and support to help teachers design activities that capture students' attention.* Second, provide opportunities for teachers' professional development, such as organizing thematic seminars and inviting experts to give lectures, to help teachers learn best practices and strategies for behavior management. At the same time, teachers should be encouraged to share and exchange experiences with their peers to promote mutual learning and growth. Finally, teachers' classroom teaching should also be regularly observed to provide targeted feedback and suggestions to help teachers improve their teaching methods and classroom management strategies. Through these support measures, most teachers are better able to address classroom behavior management challenges, thereby improving student learning and classroom climate. These findings are in response to the second research question.

Perspective 3: How instructional administrations should promote and evaluate the effectiveness of teachers' classroom behavior management through the scientific development of policies, systems, and other aspects.

The teaching administration can take the following measures to promote and evaluate the effectiveness of teachers' classroom behavior management. First, establish a clear performance evaluation system for teachers, with classroom behavior management as an important indicator. This system should include a variety of assessment methods, such as student evaluations, peer assessments, and teaching observations, to ensure the objectivity and comprehensiveness of the assessment results. Second, develop relevant training programs and resources to help teachers learn and master effective classroom behavior management strategies and techniques. These trainings may include classroom management theories, case studies, and practical exercises to enhance teachers' competence in classroom behavior

management. Third, a regular classroom observation and feedback system is established to help teachers improve classroom behavior management by observing and evaluating their teaching and providing specific suggestions and guidance. Finally, communication and sharing among teachers are encouraged, for example, through activities such as teaching seminars and teaching observations, to promote learning and growth among teachers and improve overall classroom behavior management. These findings are in response to the third research question.

4.2 Discussion

4.2.1 Research Question 1: How do teachers' classroom management practices affect students' learning behaviors?

Findings: The study shows that an effective teacher's classroom behavior-management approach is essential for fostering positive learning behaviors among students. It was found that teachers' approaches, such as clarifying discipline and rules in the classroom, correcting students' misbehavior, using interactive teaching methods, personalizing instruction, focusing on students' emotional needs, building good teacher-student relationships, encouraging students' self-directed learning, and guiding students' engagement and attention significantly increased students' engagement, concentration, motivation, and academic performance. These findings are consistent with those of Smith (2020), who reported similar positive effects of structured classroom environments on student behavior. In addition, promoting good learning behaviors among students includes creating a positive learning environment, using a variety of teaching methods and instructional resources, designing classroom activities that are interesting and challenging, and engaging in regular interactions and feedback with students. These findings provide important guidelines for humanistic educational practices and offer teachers more effective teaching strategies and methods.

Comparison with previous studies: unlike Jones et al. (2018), who

emphasized punitive measures, the present study emphasized the importance of positive reinforcement in shaping student behavior. This difference can be attributed to the evolving educational paradigm that prioritizes student-centered approaches.

Reason for conclusion: The correlation between appropriate teachers' classroom behavior management and students' positive behavior can be explained by the psychological theories of motivation and behaviorism, which suggest that predictable and encouraging environments promote learning. In particular, college students majoring in art are very active in their thoughts and actions. Compared to college students in other majors, they are very eager to get teachers' attention and recognition, just as they want to be appreciated by the audience for their talents in art creation, which predetermines the inevitable connection between teachers' classroom management practices and students' learning behaviors. The positive impact of teachers' effective classroom behavior management practices, then, stems from the creation of an environment conducive to learning. When students understand what is expected of them and feel safe in the learning environment, they are more likely to be actively engaged in the learning process.

4.2.2 Research Question 2: What factors affect the teacher's classroom management practices in Arts Education?

Findings: In the context of arts education, several factors influence teachers' classroom behavioral management, including professionalism, teaching methods and strategies, teacher-student relationships, and students' attitudes, motivation, and learning environments. At the same time, factors such as class size, student diversity in needs, and resource availability can significantly impact teachers' management methods. As observed in Lee and Kim's (2019) study, teachers often adapt their strategies to cater to different learning styles in the arts. However, unlike Patel's (2021) findings, resource constraints were not the primary challenge; instead, the diversity of student needs had a greater impact. More importantly, however, the study also found that student gender had the most direct impact on Teachers' classroom

behavior management practices, which played a significant role in student learning outcomes, as the results of regression analyses of the relevant data showed that The results from the regression analysis of the data show that female students are more likely to achieve higher academic grades and better performance in the classroom compared to male students.

Comparison with previous research: this study, unlike Patel's (2021), no longer emphasizes resource constraints, which may indicate a shift in the challenges teachers encounter in classroom behavior management, including student inattention, behavioral problems, and lack of active participation. These challenges can directly affect student learning outcomes and classroom climate. Therefore, based on improving their own professionalism, optimizing teaching methods, and promoting the development of teacher-student relationships, teachers should fully respect students' individual differences and design teaching content according to their interests and needs; link learning content with students' life experiences and practical problems, give students opportunities for practical problem solving, and allow them to see the value and significance of their learning; and provide specific goals and feedback to help students clarify their learning goals and measure their progress. It is more consistent with Lee and Kim's (2019) study regarding teacher adaptability to student needs.

Reasons for conclusions: The emphasis in arts education on students' individual needs requires a more flexible approach to classroom management, as artistic expression and learning are highly personalized and subjective. At the same time, deeper research can uncover the reasons behind gender differences among students and examine how these differences can be leveraged to enhance the educational environment and student learning.

4.2.3 Research Question 3: How do faculty members perceive their teachers' classroom behavior management?

Findings: Teachers generally believe that teachers' classroom behavior

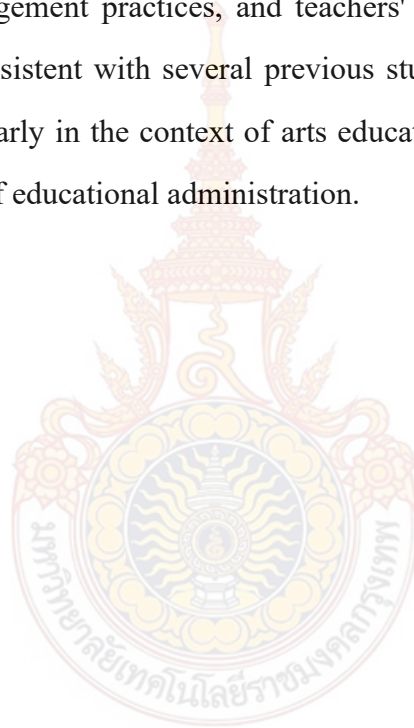
management is a dynamic skill that, on the one hand, adapts and develops in response to changes in the educational environment and students' needs. On the other hand, to maintain the efficient development of this skill and achieve good results, it still needs to rely on robust teaching management systems, such as the teacher performance evaluation system, the monitoring and feedback system for "Teachers' classroom behavior management", and so on. Such skills require not only a solid professional foundation, keen observation, and flexibility, but also continuous evaluation, monitoring, and feedback within the university's well-established teaching management system. As a result, teachers felt they needed continuous learning and further education to adapt to the management system's expectations and incentives, so they could continually improve their classroom behavior management skills and better cope with the various challenges of teaching and learning. This aligns with the findings of Greenberg et al. (2022), who emphasized the importance of continuous teacher training in behavior management. However, unlike Thompson and Davis (2020), this study found a high degree of congruence between teachers' perceptions and practices.

Comparison with previous research: The present study aligns with Greenberg et al. (2022) and reflects a growing awareness of the complexity of classroom management among the teacher population. At the same time, the findings differed from those of Thompson and Davis (2020), possibly due to differences in research methodology or demographic characteristics of the sample population. This suggests that teachers' perceptions of classroom behavior management may vary across educational settings.

Reasons for conclusions: The high degree of congruence between teachers' perceptions and practices in this study may stem from the need for arts universities to adopt a more integrated and sustained approach to teacher training and professional development. This suggests that the gap between teachers' perceptions and practices can be effectively bridged through systematic training and professional development programs. In addition, the new knowledge and skills acquired by teachers during training shape their behavior and improve performance within a well-established

teaching management system. They can be more effectively applied in real classroom environments, thereby improving the quality of education and student learning outcomes. Therefore, strengthening teachers' professional development and behavioral management skills and establishing a sound classroom behavior management system are crucial to enhancing the effectiveness of the entire education system.

In summary, this study adds to the growing body of research on classroom management by emphasizing the uniqueness of arts education, the importance of adaptability in management practices, and teachers' perceptions of these practices. While remaining consistent with several previous studies, this study also identified new aspects, particularly in the context of arts education, thus contributing valuable insights to the field of educational administration.



CHAPTER V

CONCLUSION AND RECOMMENDATION

5.1 Conclusion

5.1.1 Research Question 1: How do teachers' classroom management practices affect students' learning behaviors?

Key Conclusion: The study conclusively demonstrates that teachers' effective classroom management strategies play a pivotal role in nurturing and enhancing students' learning behaviors. This is particularly evident in how students respond to the educational environment, impacting their academic success and overall development.

Specific Findings: The research highlights several key strategies that contribute to this success. These include establishing clear disciplinary rules, employing interactive teaching methodologies, offering personalized instruction, attending to students' emotional and psychological needs, and fostering an atmosphere that encourages self-directed learning. These approaches have been shown to substantially boost student engagement, concentration, motivation, and ultimately, academic performance.

Comparison with Previous Studies: This study aligns with Smith's (2020) findings, which underscore the beneficial effects of structured, well-managed classroom environments. However, it presents a divergent view from Jones et al. (2018), emphasizing the superiority of positive reinforcement strategies over punitive disciplinary measures.

Underlying Theory: The results of the study are rooted in and validate the humanistic theory of teaching, which advocates a student-centered view of teaching and learning, in which the teacher should use his or her charisma or influence the

students through modeling, and care for the students, focus on developing students' self-management skills, and establish a good teacher-student affective relationship in order to create a good classroom atmosphere (educational environment). At the same time, the results of the study corroborate psychological theories of motivation and behaviorism, and suggest that learning environments that are both predictable and nurturing are more conducive to enhancing the learning experience. In art education environments, student engagement, creativity, and recognition are key factors in the educational process; therefore, these aspects are more important for teachers to implement effective classroom behavior management strategies.

5.1.2 Research Question 2: What factors affect the teacher's classroom management practices in Arts Education?

Key Conclusion: The research identifies a complex interplay of factors that influence effective classroom management in arts education. It emphasizes that a teacher's professionalism, innovative teaching methods, and the quality of teacher-student relationships are central to successful classroom management.

Specific Findings: Contrasting with Patel's (2021) focus on the limitations imposed by resource constraints, this study sheds light on the impact of student diversity and gender differences on classroom management practices. These factors are shown to significantly influence both the approaches teachers adopt and the resulting student outcomes.

Adaptability in Teaching: Echoing the findings of Lee and Kim (2019), the study highlights the need for educators in arts education to adapt their teaching strategies to accommodate a range of student learning styles and needs, underscoring the diverse nature of learning in the arts.

Emphasis on Individual Needs: The study emphasizes that arts education demands a highly flexible, individualized approach. This approach should prioritize catering to each student's unique artistic expression and learning journey, acknowledging the personal and creative nature of arts education.

5.1.3 Research Question 3: How do faculty members perceive their teachers' classroom behavior management?

Key Conclusion: The research reveals that teachers view classroom behavior management as a dynamic and evolving skill set. This skill set necessitates ongoing learning and adaptability to keep pace with educational trends and the diverse needs of students.

Systematic Approach: The study advocates establishing a robust teaching management system. This system should incorporate performance evaluation and feedback mechanisms as integral components of effective classroom management.

Consistency with Previous Research: In line with Greenberg et al. (2022), the study emphasizes the critical role of continuous training in behavior management. However, it contrasts with the views of Thompson and Davis (2020) regarding the relationship between teachers' perceptions of classroom management and their actual classroom management practices.

Professional Development: The study underscores the vital importance of systematic training and professional development programs. These programs aim to bridge the gap between educators' perceptions of their classroom management skills and their actual classroom management practices in educational settings.

In conclusion, this comprehensive study adds valuable insights to the existing body of knowledge on classroom management, with a special focus on the unique context of arts education. It underscores the need for adaptability in management practices, ensuring alignment between teachers' perceptions and their classroom application. The research highlights the distinctive nature of arts education, advocating a classroom management approach tailored to individual student needs that fosters a positive, engaging learning atmosphere that supports artistic expression and academic growth.

5.2 Recommendations

5.2.1 Improvement of Teachers' Classroom Behavioral Management

To improve teachers' classroom management skills, on the one hand, it is necessary to strengthen teachers' observation and understanding of students' behavior in the arts, enabling them to detect and address problematic classroom behaviors in a timely manner. By communicating and interacting with students regularly, teachers can better understand students' personality traits and behavioral habits, enabling them to take targeted classroom behavior management measures to maintain order in the classroom. On the other hand, by providing professional classroom management training, teachers can master effective management skills and methods and enhance their ability to manage student behavior, thereby better maintaining classroom discipline. In addition, establishing an effective reward-and-punishment mechanism is an important measure to motivate students' good behavior and appropriately punish abnormal behavior, ensuring that classroom order and teaching effectiveness move in a positive direction. More importantly, teachers should strengthen professionalism cultivation, constantly update their teaching concepts and methods, actively participate in education and teaching seminars, improve their teaching ability, and be able to teach according to the material and the time. In addition, teachers should also pay attention to emotional management, establish a good teacher-student relationship, and enhance students' trust and sense of belonging to the teacher, thereby fostering a positive learning atmosphere. At the same time, a high-quality learning environment is created, including abundant teaching resources, a comfortable classroom atmosphere, and a healthy psychological space, to promote students' all-round development and good behavior.

5.2.2 Promoting the Concept of People-centered Education

Advocating a "human-centered" educational philosophy is one of the most important purposes of education, which includes paying attention to students'

individual differences and adopting individualized teaching methods and educational concepts. By understanding the personality differences of art majors, teachers can respond to the needs of different students and formulate tailored teaching strategies to enhance art majors' participation, concentration, and motivation in the classroom, thereby improving their academic performance. Moreover, cultivating teachers' care and respect for students is also the core of the educational concept of "humanistic thinking". This can be achieved by caring for students' emotional needs, respecting their individual characteristics, and paying attention to their growth and progress, thus guiding them to develop more comprehensive personal qualities and skills. In addition, the establishment of equal, democratic, and harmonious educational relationships between teachers and students, and the creation of a harmonious educational environment, are also key links in the promotion of humanistic educational concepts, as such an environment enables students to show their potential better. Teachers can also better play their role as educators. At the same time, college education administrators should adopt a management perspective, establish a sound evaluation mechanism, encourage teachers to develop comprehensively, and provide appropriate guidance and support. Finally, by creating a positive classroom teaching atmosphere, encouraging students to express and share, building a more humanized educational environment, and advocating for more care and understanding, more positive learners will be cultivated. These measures will help establish an educational environment that pays greater attention to students' individual differences and fosters overall quality and harmonious development.

5.2.3 Explore the Use of Gender Differences in Instructional Management

Gender differences have a significant impact on students' learning and behavior. Teachers need to use different instructional strategies to meet the needs of students of different genders. Understanding the impact of gender differences on learning and behavior helps teachers adopt targeted instructional management

measures, such as considering the different learning styles of male and female students in instructional design and encouraging appropriate gender-cross learning. It is important to develop teachers' sensitivity and responsiveness to gender differences. Teachers should avoid gender discrimination and prejudice and treat students of different genders equally, so that every student can grow up in a fair learning environment. At the same time, through diverse teaching methods and content, teachers can encourage equal participation by boys and girls in classroom activities and foster students' awareness of gender equality. Such practices help to create a more diversified and equitable learning environment and promote the all-round development of students. Teachers should develop differentiated teaching strategies to address the characteristics of students of different genders. For example, they should understand the different interests, learning styles, and thinking styles of male and female students and adopt targeted teaching methods so that every art major college student can receive full attention and cultivation in the classroom. In addition, teachers can guide male and female students to fully leverage their respective strengths through online teaching, extracurricular activities, and curriculum design, thereby promoting overall improvement in academic performance.

5.2.4 Strengthening the Training of Teachers in Humanistic Thinking

Strengthening the cultivation of humanistic thinking among teachers is vital. First, it is necessary to emphasize the humanistic concern and social responsibility of education, and to cultivate humanistic feelings and a sense of social responsibility among teachers. Teachers, as guides to students, should focus on cultivating students' humanistic qualities and sense of social responsibility to support their own growth and development. Secondly, encouraging teachers to participate in social welfare activities actively not only enhances their humanistic literacy and social influence but also sets a good example for students. Finally, it is also important to strengthen the development of humanities education courses and activities, through which teachers need to recognize the value and meaning of life. These measures will

help enhance teachers' comprehensive quality, so they can become humanistic carers by example and better influence and lead students' growth. Teaching administrators need to take strong measures to enhance teachers' classroom behavior management, for example, by providing regular training, such as subject-teaching guidance and psychological counseling, and by guiding teachers to improve their personal cultivation and teaching and research abilities continuously. This can, on the one hand, reduce the pressure on teachers in classroom behavior management and, on the other hand, provide more support for teachers' personal growth. At the same time, teaching managers should also pay close attention to teachers' actual working conditions, actively listen to teachers' demands, foster a supportive environment for teachers' and students' growth, and vigorously reduce the burden of teaching and management pressure on teachers.

5.2.5 Establishment of a Sound System and Norms for the Management of Teaching and Learning

To establish an efficient education system, it is necessary to establish a sound teaching management system and set norms. First of all, it is necessary to establish the rights and responsibilities of teachers and to clarify educational objectives and teaching management standards, so that teachers can clearly understand their responsibilities and tasks and devote themselves entirely to their teaching work. Teachers, as the main body of education, must be clear about their rights and responsibilities, and they must also have a clear understanding of educational objectives and teaching management standards so they can carry out their educational work more effectively. Second, educational administrators should establish specific guidelines and regulations for classroom behavior management to help teachers strictly enforce them and create a positive teaching environment, thereby improving teaching performance. These guiding documents and regulations should include the following: clarifying student behavioral norms and teachers' management responsibilities; stipulating the basic principles and methods that teachers should follow in the

classroom; and specifying specific measures and procedures for addressing student behavioral problems. At the same time, it is vital to establish a sound teacher evaluation and assessment system. The teacher evaluation and assessment system is an important part of education management, and its establishment and improvement can motivate teachers to actively improve their teaching standards and enhance the quality and fairness of education. A sound teacher evaluation and appraisal system will promote teachers to actively improve their teaching level and facilitate their personal growth and the overall development of the school. In addition, an efficient mechanism for teaching supervision and feedback needs to be established. Teaching managers need to fully understand teachers' expectations and needs, correctly assess teachers' job satisfaction, teaching effectiveness, and career development, and make scientific and reasonable evaluations of teachers' classroom behavior management to form a comprehensive set of monitoring and feedback mechanisms for teaching management. It not only provides teachers with better career development support and teaching management guidance, but also continues to improve the effectiveness of the school's classroom management, achieving high-quality development of education and teaching. Finally, there is also a need to improve education regulations and systems. Improving education regulations and systems is crucial to standardizing teaching management practices and ensuring the quality and fairness of education. These regulations and systems provide important safeguards for education management and provide strong legal support for the development of education.

In summary, by implementing these initiatives, schools can effectively enhance their teaching management and improve their performance, laying a solid foundation for better utilization of educational functions, cultivating more excellent talent, and making greater contributions to the development of society.

5.3 Limitations of the Study

This study has some limitations, which may affect the accuracy and reliability of the results. In this study, we found that there are two main limitations as follows:

First, the study's sample is limited to students, teachers, and teaching administrators at G universities. Although this sample is representative, there are differences in the backgrounds, cultures, and educational levels of students, teachers, and teaching administrators across different schools and regions, and there are also large differences in the talent-training objectives and teaching content between comprehensive universities and art universities in China. The universality and applicability of the research results are limited, and they are applicable only to TCBM in universities specializing in art.

Second, this study did not refine the dimensions of the factors that influence teachers. Teachers are the core of education, and their teaching behaviors, quality, and content can have a significant impact on students' learning outcomes. Therefore, we need to refine the dimensions of teacher influence factors further to improve the mechanisms of teacher influence on students' learning effectiveness. For example, factors such as teachers' teaching methods, attitudes, skills, and resources can be considered.

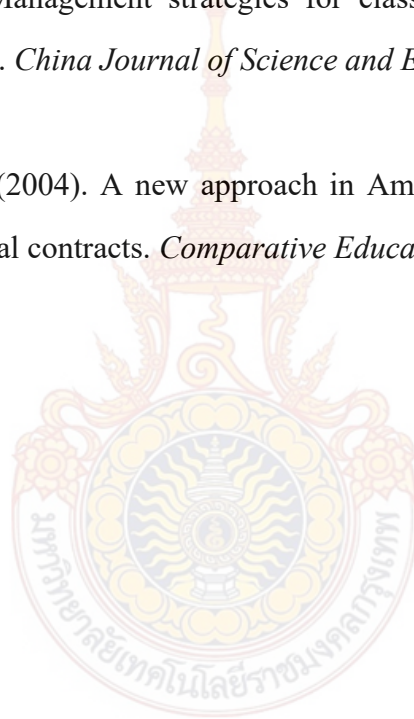
In future studies, we will work to overcome these limitations, use more diverse samples, and refine the dimensions of teacher influence to obtain more accurate and reliable research results. At the same time, we hope that other researchers will pay attention to and explore these limitations to promote the development of educational teaching research jointly.

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APPENDICES

APPENDIX 1

A Questionnaire on the Study of TCBM in Chinese Universities

Specializing in Art

Dear Students:

This is a questionnaire for the study of Teachers' classroom behavior management in art universities in China. This questionnaire is designed to understand the current situation of teachers' classroom behavior management for research purposes. Your responses will be kept confidential and will not affect you in any way. Please fill it out carefully and truthfully according to your own situation, and thank you for your support.

Answer Score : 1=Strongly Disagree; 2=Disagree; 3= Neither Both; 4=Agree; 5=Strongly Agree

The name of your major category is (e.g., music, dance, art, design, etc.): _____

Your grade level is: ()

1. Class of 2020; 2. Class of 2021; Class of 2022; Class of 2023

Your gender is: ()

1. Male; 2. Female

No	Questions	1	2	3	4	5
1	Do you think teachers can manage their own classroom behavior effectively?					
2	Are teachers able to set clear discipline and rules in the classroom?					
3	Are teachers able to correct inappropriate student behavior promptly in the classroom?					
4	Are teachers able to establish a good teacher-student relationship with students in the classroom?					
5	Is the teacher able to actively engage students in the classroom?					

No	Questions	1	2	3	4	5
6	Is the teacher able to effectively increase student concentration in the classroom?					
7	Do teachers give students enough opportunities for independent learning in the classroom?					
8	Do teachers' classroom management practices positively affect students' academic performance?					
9	Teachers frequently use interactive teaching methods to increase student engagement.					
10	Can teachers provide adequate resources and materials to support student learning?					
11	Are teachers able to give students enough personal attention and guidance?					
12	Are teachers able to give students timely feedback and evaluation in the classroom?					
13	Do teachers use diverse teaching methods and strategies in the classroom?					
14	Can the teacher encourage students to participate actively and productively in classroom discussions and interactions?					
15	Are teachers able to individualize instruction to meet students' learning needs?					
16	Are teachers able to effectively manage classroom discipline and ensure orderly learning?					

APPENDIX 2

Outline of Interviews on Teachers' Classroom Behavioral Management (for teachers)

Dear Mr./Ms. XXX,

Hello! Thank you sincerely for participating in this interview. In order to facilitate understanding of your classroom behavior disposition in teaching art college students, to identify the factors influencing classroom behavior changes, and to save your valuable time, please describe the basic situation for the following questions. Your answers will have a great impact on this study. Thanks for your cooperation.

1. How do you promote student engagement in your teaching?
2. How do you think student attentiveness affects teaching and learning, and what do you do to improve it?
3. How do you motivate students to learn, and what are some specific strategies or approaches?
4. How do you think student achievement relates to teacher behavior management in the classroom?
5. How do you manage student behavior in the classroom, and what are some specific strategies or approaches?
6. How do you think students' personality traits affect behavior management in the classroom, and how do you deal with students with different personalities?
7. How do you encourage student interaction and cooperation in your classroom?
8. How do you assess student engagement and attentiveness?
9. How do you think teacher roles and behaviors affect students' learning effectiveness?
10. What skills and qualities do you think teachers should have to manage classroom behavior effectively?

APPENDIX 3

Outline of Interviews on Teachers' Classroom Behavioral

Management (for instructional administrators)

Dear Mr./Ms. XXX,

Hello! Thank you very much for participating in this interview. To gain a deeper understanding of teachers' classroom behavior management, explore strategies to optimize it, and save you time, we would like you to provide a brief overview of the following questions. Your answers are essential to this study, and your cooperation is appreciated.

1. How do you think teachers' classroom behavior management affects student engagement, attentiveness, motivation, and achievement?
2. How do you support and coach teachers to improve student engagement, attentiveness, motivation, and achievement?
3. How do you think student engagement, attentiveness, motivation, and achievement are related to instructional management?
4. What do you think are some of the challenges teachers may encounter in managing classroom behavior, and how do you support them in meeting them?
5. What skills and qualities do you think teachers should have in classroom behavior management?
6. How do you work with teachers to improve student learning?
7. What do you think is the importance of teachers' classroom behavior management to the overall instructional management of the school?
8. How do you think the teaching administration should promote and evaluate the effectiveness of teachers' classroom behavior management through scientific formulation of policies and systems?