



A STUDY OF CLASSROOM MANAGEMENT STRATEGIES IN
SECONDARY AND MIDDLE SCHOOLS IN CHENGDU, CHINA

BY
MINGWEI LI

AN INDEPENDENT STUDY SUBMITTED IN PARTIAL FULFILLMENT
OF THE REQUIREMENT FOR THE DEGREE OF MASTER OF EDUCATION
IN EDUCATIONAL ADMINISTRATION (INTERNATIONAL PROGRAM)

SOUTHEAST ASIA UNIVERSITY

ACADEMIC YEAR 2022

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Independent Study Title A Study of Classroom Management Strategies in
Secondary and Middle Schools in Chengdu, China

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(International Program)

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Abstract

The rapid development of society, school education has been paid more and more attention. Class management is an important part of school education, and it plays a certain role in promoting the overall development of students. The objectives of this research were 1) to examine and analyze the problems and causes of classroom management in secondary schools 2) to improve concepts and abilities. 3) to develop the science of classroom management appropriate for it explores an effective method of managing an appropriate classroom for H Middle School in Jinjiang District. Then use the questionnaire method to investigate the current situation of class management in Jinjiang District, Chengdu, Sichuan Province, and analyze the causes of the class management problems. Through the exploration of the above problems, this paper concludes that, and recommendations for school teachers, families, and students:(1)Renewing the perspective of the classroom teacher.(2)Organised activities. (3)Class teachers should have a modern view of students. (4)Forming an efficient system of cooperation between families and schools.(5)Family education experience exchange activities are held. To effectively solve the problems existing in the current class and realize the scientific and optimization of class management.

Keywords: Class management, Secondary Schools, countermeasures

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Chapter 1

Introduction

This chapter mainly introduces the research background, expounds on the research problems, and determines the whole research framework and the concepts involved.

1.1 Statement of the Problem

1.1.1 Research Background

"The world today is in a period of great development, great transformation, and great adjustment. The world is becoming more multi-polar, and economic globalization is deepening development, science and technology progress with each passing day, and talent competition is increasingly fierce. The key to China's future development and the great rejuvenation of the Chinese nation depends on talents and education. Education is the cornerstone of national revitalization, to revitalize education first to revitalize basic education, primary and secondary education to shoulder the historical responsibility, without the reform and innovation of school management. Class is the grass-roots organization of the school, is a small society, and is the main place for students to receive an education.

Class management plays an important role in school management, and the quality of class management determines the quality of school education. Under the background of quality education, what is the current situation of middle school class management? What are the most desirable points? What are the remaining shortcomings?

1.1.2 Problem description

1. For class management, Bai Mingxin believes in the "Class Management Theory" that "class management is the head teacher according to one Set requirements and principles, adopt appropriate methods, build a good class collectively, to achieve the common goal of constantly adjust and coordinate the comprehensive activities: is the teacher in charge of the students' thought, moral character, learning, life, labor, extracurricular activities, and other work management education activities." Mr.Zhong Qiquan, a scholar, defined class management in his" Class Management Theory "as:" 'Class' is a school group designed to carry out school education and to become a certain educational unit. Teachers should rectify the educational conditions of such educational groups to effectively promote the planned educational behavior, which is called 'class management'. Professor Huang Zhaolong believes: "Class management is the mutual management between the class students. Its purpose is to promote the harmonious development of the moral, intellectual, physical, beauty, and labor through all aspects of the students and various forms of learning and life activities, and constantly improve the overall quality of the whole class. "

Class management refers to the class manager as the teacher in charge of a collaborative teacher, students, and class-related personnel, common class affairs, through the organization, planning, implementation, adjustment, the people, goods, content, time, space, information, and other resources, make the class can normal education teaching task, make the class can better coordinate class inside and outside, finally achieve the purpose of the student's all-round development of a series of activities.

2. The connotation of scientific middle school class management. For a school, class management is schoolwork.

An important part, it is of great significance to the realization of school education goals. Whether the class management is scientific or not determines the educational level of the class management. The author believes that scientific class management should have the following requirements:(1)A common vision of teachers and students; (2)Class rules and regulations;(3)Students 'personalities developed; (4) Students' collective sense of honor; (5)Teachers and students have the spirit of democracy and science;(6)Harmonious relationship; (7)Teachers, teachers, students, parents, and community elements.

1.1.3 Study status

American classroom teaching management activities

The diversified management level of the United States is that the cabinet, the student union, student consultants and discipline directors jointly handle class affairs. In Sweden, class management is known as "a private thing", mainly by the teachers' teaching knowledge and culture to promote the reform of class practice. In Japan, the head teacher is called "holding an office", which is mainly the partner of the students. There is no systematic and institutionalized practice of class management, which is created, inherited, and reconstructed by the class teacher.

Since the 1970s, the United States has had a total of three ideas: psychological counseling, behavior correction, (emphasize how to deal with

students who have bad behavior), teacher efficiency research (that is, from the perspective of teaching, organization, and management, the relationship between teachers' behavior influence on student behavior, emphasize teachers how to prevent students' bad behavior).

1.1.4 Status of domestic research

Research on the thought of educational management

Mr. Tao Xingzhi, a famous educator in China, put forward the thought of "society is school" ("the activities of the whole society are the scope of our education"), "life is education" ("all curriculum is all life") and "teaching and doing" (all activities in school and class are included in the "curriculum"). He based education on real life and social practice and emphasized the relationship between education and real life. He believes that the purpose of education is to cultivate "real people", "human people" and "true, good and beautiful living people", that is, democratic equality, humanitarian, civic spirit, innovative spirit, moral character, and other characteristics.

Tao Xingzhi education management thought of student autonomy as the core, namely "everyone is Mr, everyone is a student", its methods include: cooperation between teachers and students, student autonomy, democratic centralism, collective creation, small Mr. System, etc., the focus of education management is to cultivate students "self-motivation", "the" creativity ", and with teachers' teaching, students learn and do. These thoughts have a strong guiding role in our class

management.

1.2 Research Objectives

- 1) To investigate and analyze the problems and causes of classroom management in secondary schools (taking Middle School H in Jinjiang District, Chengdu, as an example).
- 2) Class management concepts and abilities need to be improved, internal management is still the absolute authority of the class teacher, and in general students' satisfaction with class, management is low.
- 3) Through the development of this study, to promote the scientification of classroom management to explore effective ways of classroom management suitable for secondary school H in Jinjiang District,, (e.g. self-management, home-school cooperation).

1.3 Research Hypothesis

With Middle School H in Chengdu's Jinjiang District as an illustration, it is hypothesized that issues with classroom management are directly related to teachers' management styles, the educational system, and families and that changes in students' satisfaction with classroom management are influenced by variations in teachers, educational institutions, and families. Based on the feedback, the current issues are analyzed, and the ensuing directions and tactics are developed.

H1: Students' satisfaction with classroom management is low, internal management is still completely in the teacher's control, and classroom management concepts and skills need to be developed.

H2: The lack of a cooperative mechanism and monolithic management in the classroom should be remedied by collaboration between the home and the school and joint growth.

H3: Teachers and parents place more emphasis on academic achievement and downplay the value of holistic development as a result of exam-focused schooling.

1.4 Scope of Research

Investigate and analyze the problems and reasons in the class management of middle schools (taking H Middle School in Jinjiang District, Chengdu City) as an example); Explore the effective way suitable for the class management of suburban middle schools; And promote the scientific class management through this study.

1.4.1 Main Research Contents

Middle school (H Middle School in class management and causes); The countermeasures and effective ways of middle school class management, to form a more systematic class management operation mode;

1.4.2 Key problems to be solved

Through the research of this topic, it is planned to solve the current school in the 17 class management of not scientific and democratic, arbitrary, one-sided,

simple problems, put forward specific and operational system countermeasures.

1.4.3 Population/Variable/Scope of Time

1.4.3.1 Population: Taking H Middle School in Jinjiang District, Chengdu City. The primary respondents for this study, 400 junior high school students, 60 secondary school teachers, and 100 parents of students from secondary school H in Jinjiang District, Chengdu City, Sichuan Province, were chosen.

1.4.3.2 Variable

IV: The independent variables were demographic background variables of the parents of students in grades 7 to 9 at Secondary School H, including educational background, income, gender, and grade level of their children, etc.

DV: The dependent variables are the satisfaction of students in grades 7 to 9 at Secondary School H with classroom management, including teacher standards, learning atmosphere, classroom instruction, school activities, etc.

1.4.3.3 Scope of Time:

The research time range was mainly from September to November 2022.

1.5 The Benefits of the Research

(1) Theoretical significance

According to the current situation that middle school class management lags both in theory and in practice, The Times requires to explore the scientific road of middle school class management. In addition, there are 19 theories about class

management at home and abroad, so the in-depth study of this topic is to enrich and develop the class management theory.

(2) Practical significance

This study has a certain guiding role and references significance for solving the existing confusion and practical problems in class management. First, the head teacher often faces some helplessness and embarrassment in daily class management. How to manage the class efficiently is the problem they have been thinking about. Therefore, the study of this topic is beneficial to solve some problems in class management and broaden the middle school head teacher. Second, the traditional class management has not adapted to the requirements of the contemporary, through the research on this topic, we hope that the school can reform the management of students, to improve the comprehensive quality of students into a force.

1.6 Terminology

① Class management:

Class management is a dynamic process. It is the organization process of teachers according to certain purposes and requirements, using certain measures to lead the whole class to plan, organize, coordinate, and control various resources in the class, to achieve educational goals. Class management is a kind of purposeful, planned, step-by-step social activity, the fundamental purpose of this activity is to

achieve the educational goal, so that students get full and comprehensive development.

② Home-school cooperation:

Educators and parents (and the community) share the responsibility for children's growth. Six types of practices, including good parents, mutual communication, volunteering, home learning, decision-making, and participation and community cooperation, are part of the modern school system component. In recent years, Chinese people attach more and more importance to education, and the concept of home-school cooperation has been deeply rooted in people's hearts.

③ Secondary Schools:

A school intermediate between elementary school and college and usually offering general, technical, vocational, or college-preparatory courses

Lower secondary education: First stage of secondary education building on primary education, typically with a more subject-oriented curriculum. Students are generally around 11–16 years old.

Upper secondary education: Second stage of secondary education and final stage of formal education for students typically aged 16–18, preparing for tertiary/adult education or providing skills relevant to employment, usually with an increased range of subject options and streams.

④ Status quo countermeasures:

Status quo is a Latin phrase meaning the existing state of affairs, particularly with regard to social, political, religious or military issues. In the sociological sense, the status quo refers to the current state of social structure and/or values. Strategies or methods proposed for the problems to be solved.

Chapter 2

Theory and Literature Reviews

2.1 Concepts and Theories

2.1.1 Instructional management strategies.

Coordinate instructional organisation strategies and instructional delivery strategies in terms of timing, resource planning and allocation for effective delivery of instructional methods.

2.1.2 Customer satisfaction theory

Client satisfaction research arose in the 1970s, with the earliest literature dating back to Cardozo's "Experimental Study of client Engagement, Expectations, and Satisfaction" issued in 1965.

(i) Customer: Retail enterprises are directly oriented toward customers, so they should consider their needs and requests, establish a customer-centered retail concept, and make "customer-centredness" a red line throughout the entire process of marketing activities. Retail enterprises should stand in the position of customers, assist customers to organize and select the supply of goods; organize the sale of goods on the needs and purchasing behavior of customers; research the purchasing behavior of customers to better satisfy their needs; and pay more attention to supplying quality services to customers.

(ii) Cost: customers in the purchase of a certain commodity, in addition to the

cost of a certain amount of money, but also consume a certain amount of time, energy, and material strength, these constitute the total cost of the client. Therefore, the total cost of the client includes monetary cost, time cost, psychological cost, material cost, etc. As customers in the purchase of goods, always hope that the applicable costs, including money, time, psychological and bodily strength to a minimum, to maximize their satisfaction, therefore, retail enterprises must consider the client to satisfy their needs and be willing to pay the "total client cost".

(iii) Convenient: Maximising consumer convenience is an issue that should be given serious consideration by retailers who are presently in a situation of excessive competition. As mentioned above, when selecting a location, retailers should consider regional selection, area choice, location choice, and other factors, particularly the "availability" factor, so that consumers can readily reach the shop.

(d) Communication: To create a competitive advantage, retailers must consistently communicate with consumers. Communication with consumers includes supplying them with information about store locations, products, services, and prices; influencing their attitudes and preferences, persuading them to visit the shop and purchase products; and creating a good corporate image in their minds.

This marketing concept is also profoundly reflected in corporate marketing activities. Under the guidance of the 4Cs, more and more companies are paying more attention to the market and consumers, building closer and more dynamic

relationships with their customers.

2.2 Research Review

2.2.1 Research on the problems existing in class management

At present, there are some problems in class management between the democratic management system, class interpersonal relationship, teacher-student relationship, application degree of an informal group, participation of students in social practice, and opportunity supply and the actual demand. Although in recent years, students' awareness of self-management has been continuously strengthened in 13 class management, the role of teachers in the process of class management has not been improved accordingly. When analyzing the role of the head teacher in class management, it is proposed that the head teacher plays the role of the nanny in the traditional management mode, and the "one speech hall" management of the head teacher makes the students lose consciousness of autonomy. Therefore, weakening the influence of class management and making the students become masters of class management should be regarded as the optimization way of the current class management work.

Wang Diplomatic Relations (2011) took Shishi No.8 Middle School as the basis of empirical analysis of class management. In the process of problem analysis, he found that nearly half of the students do not understand the basic goals of class organization and management, and the students' awareness and ability to

participate in class management are relatively weak. The lack of guidance by the teacher in charge also leads to the insufficient management of students' activities, organization, learning, and other aspects.

Li Zhi (2012) introduced H Middle School in Longquanyi District, used the interview method to analyze the obstacles in class management, pointed out the deficiencies of the class, grade, and school, the low quality of public opinion and discipline, and the low management level of the class teachers caused the students' satisfaction with class management.

(3) Strategy analysis on improving class management quality

In "Student self-management plays the Main melody of Class Management" written by Gao zang, is from the teacher self. From the perspective of management and students' self-management, the experience and reflection in teaching practice are integrated, and students need to become the leaders and hosts of class management. They believe that the class management system of the cooperative group has been accepted by the educational and theoretical circles, and the corresponding exploration and research have been in progress. Current existing research results include GuHui wrote "to the" group cooperation management "to benefit", Yang Caisequence and li hong published the cooperation mechanism of class management, Zhou Jun research and published the theory of class cooperation group management mode and student subjectivity development, cadastral QingLin research results "high school" can cooperation group " the practice

research of class management mode. The above research results all take class management as the focus of the research and put it into an open system for analysis, so it can be used as an auxiliary for the improvement of the management ability of the head teacher., Of course, in the process of studying some new research theories gradually put forward, as a zhu recipe you mentioned in the class management needs to increase the idea of a credit system, do the best teacher in charge Li Zhenxi requires the scientific and democratic 15 ideas into the class management, and try to practice in the management of the class, the effect is relatively good.

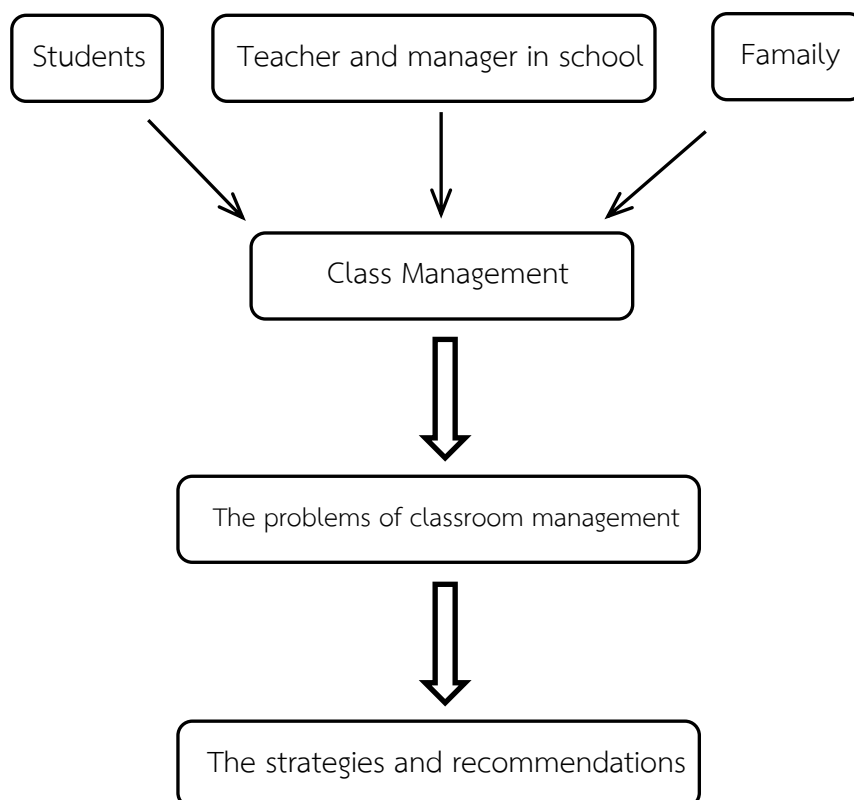
Xu Shenge (2007) from the perspective of an education fair, the introduction of Jiayuguan city 2 class management situation as a case, put forward in the analysis of class management must use quantitative management strategy, teachers and students need to use the correct management idea, management process, teachers must take care of vulnerable students, respect individual personalized development requirements, can try to use the cadre rotation system. Zhang Dongxia (2009) believes that the formulation of a class management plan should first establish a correct and reasonable teaching concept, whether the class collective formation mode is good, and the self-management incentive mode needed by the class should be placed in third place.

Zhang Chao (2011) proposed that class management should use corresponding management strategies in the course selection stage. It says that under the

application mode of course selection and class selection, students' independent choices can be enlarged. From this point of view, the focus of class management at this stage is how to fully develop the category of students' independent creation ability, and the use of students' self-management system is helpful to improve students' subjective initiative and independent consciousness. Yin Yinzhu (2014) in 16 the introduction of wuqi county first middle school as an analysis case, teachers can implement the following strategy management optimization: intensify the teacher in charge of pre-service training, planning the scientific nature of the class management evaluation system, scientific management methods, absorb and stimulate the subjective initiative in class management, attention and respect any member of the class.

2.3 Concept Framework

Conceptual framework



Key issues to be addressed

This research is intended to address the current problems of classroom management in our school which are not sufficiently scientific and democratic, arbitrary, one-sided, and simplistic, and to propose specific and operational systematic countermeasures.

Research Method

A questionnaire survey was conducted to investigate the current situation of classroom management in a secondary school (Middle School H in Jinjiang District, Chengdu) and to analyze its problems and causes.

Implementation program

Through reviewing the literature and refining the thinking of practical work, we found the breakthrough point of the problems in classroom management in secondary schools and formed the research ideas.

Based on the content and objectives of the study, discuss with the supervisors and students, develop the questionnaire, and set up the interview outline. To develop and collect questionnaires and statistics, as well as to propose a reasonable new model of classroom management, and to conduct classroom management rationally and scientifically.

Final feedback report based on literature reviews, questionnaires, and discussion with school leaders, teachers, and parents on new, scientific models of classroom management in secondary schools.

Chapter 3

Research Methodology

This study mainly investigates the problems existing in class management and conducts strategies, taking H Middle School, Jinjiang District, Chengdu, China as an example. questionnaire. After carefully designing the structure, content, and design of the questionnaire, under the guidance of the tutor, the questionnaire survey was finally designed, including class atmosphere, class system, class independent management, class cooperative management, and the implementation of class rewards and punishment methods. The research time range was mainly from September to November 2022.

3.1 Methodology

Investigation and research method: to understand class management in middle school (Jinjiang Middle School as an example) through a questionnaire survey, and analyze its problems and reasons.

3.1.1 The scope of this questionnaire survey is 120 students in the first grade of Jinjiang H Middle School, 100 students in junior middle school, and 180 students in the third grade of junior middle school. 371 valid questionnaires were collected, and the recovery rate is 92%. The statistical method is to calculate the percentage.

3.1.2 Implementation plan

1. Through literature review and practical work, find the breakthrough point of the problems existing in the class management of suburban middle schools and form research ideas.
2. According to the research content and research objectives, discuss with the tutor and classmates, formulate the questionnaire, and set the interview outline.
3. Questionnaire delivery, recovery, statistical work, interview implementation, and case tracking stage.
4. Form a feedback report according to the literature review, questionnaire survey, interview, and case tracking results. Guide to discuss and formulate countermeasures.

3.2 Population/Sample

This study's primary motivation for concentrating on secondary school students in China's compulsory education system (9 years of education) is that, according to numerous statistics, secondary school represents the highest level of family investment in education, making the secondary school the level at which it is most likely to achieve its goals.

As the primary respondents for this study, 400 junior high school students, 60 secondary school teachers, and 100 parents of students from secondary school H in Jinjiang District, Chengdu City, Sichuan Province, were chosen. Additionally, several

classes were randomly chosen as samples, ranging from junior high school grades 1 to 3. To better grasp the overall situation and the contributing elements from parents, teachers distributed a total of 60 questionnaires. A sample of 30, 30 and 40 parents of students from Year 7 to Year 9 respectively, a total of 100 parents of students participated in the parent survey.

Due to my limited ability and professionalism, I have not studied systematic professional statistics, so this time I used the overview method and descriptive method to make a specific analysis of this questionnaire.

3.3 Experimental research method, sampling method (questionnaire method)

3.3.1 A small-scale, pretest questionnaire was first administered to 25 students within the first three grades of middle school H in Jinjiang District. Based on the results of the survey, the pretest questionnaire was revised. The questionnaire was then revised under the guidance of a mentor, a moral education leader, and an outstanding classroom teacher to produce the official questionnaire on classroom management in Jinjiang District Secondary School H. The questionnaire consisted of three main parts: a student questionnaire, a teacher questionnaire, and a parent questionnaire.

3.3.2 Sampling Method (Questionnaire)

The sample was drawn from the students of classes 2020, 2021, and 2022. This is because students at the junior high school level are more representative and typical as respondents since the outbreak of COVID-19.

3.4 Research tools

3.4.1 Student questionnaire

The scope of this questionnaire survey is 120 students in the first grade of Jinjiang H Middle School, 100 students in junior middle school, and 180 students in the third grade of junior middle school. 371 valid questionnaires were collected, and the recovery rate is 92%. The statistical method is to calculate the percentage.

3.4.2 Teachers' questionnaire

Junior high school class management teachers questionnaire, a total of 21 items, through the teacher questionnaire to participate in class management and teaching teachers (head teacher/teacher) from the class management idea (mainly from the organization construction, system management, teaching management, management activity management four aspects), self-improvement, communicate with students, contact with parents of four aspects. The questionnaire is provided in Appendix II.

60 questionnaires were issued, 53 valid, 25 head teachers, accounting for 47.2%, 21 teachers, accounting for 39.6%, and 7 school leaders, accounting for 13.2%.

3.4.3 Parent Questionnaire

Junior high school class management parents questionnaire, a total of 18 projects, through the parents of their children's education participation (communication frequency, way, scope, the class organization construction, system

management, teaching management, activity management), the home school cooperation education concept, the relationship with their children, self-reflection in four aspects. The questionnaire content is found in Appendix III.

3.5 Statistics and Data Analysis

3.5.1 (Student questionnaire) Investigation Diagram of Class System Construction (1)

(A total sample size of 400 students from Year 7 to Year 9)

question	Options and the Percentage/Numbers of them			
	A	B	C	D
Do you think the class	It's necessary	It's not necessary	Is there the same	Other
The establishment of the system	67.8% / 271	13/ 52	18.5/ 74	0.7/ 28
Class in your class	The school set up	Set up the headteacher	Students set up	not have
The system is made up of	7/ 28	60%/ 240	31.7 / 127	1.3/ 5
You think of the class system	fortissimo	pianissimo	Sometimes there is no	not have
Debutal force of degree	43.5%/ 174	7.3/ 29	20.6/ 80	28.6/ 114
Do you think the quantitative tube	Can evaluate it fairly	cannot	Too rigid	Should not use
To evaluate the students	40.7/ 192	19.2/ 77	30.9 / 124	9.2/ 37

As can be seen from the above table, 67.8% of the students think that it is necessary to establish the class system, and 43.5% think that the establishment of the class system has a strong deterrent effect. It should be said that the class system plays a certain role in the restraint of bad behavior. However, 60% of the students think that the class system is formulated by the head teacher. This phenomenon shows that the head teacher still plays the role of the nanny in the class. If the school goes on, the students lack the master consciousness and will only listen to it, which is very different from our educational goals.

The class management of most schools adopts the method of quantitative management, and the head teacher believes that quantitative management is a panacea to cure all diseases. As everyone knows, any method has unique defects. Although quantitative management grades the evaluation of students, can it make a fair judgment of students' study and life? The answer is no. Therefore, the establishment of a reasonable class evaluation system is an important content of class management.

3.5.1 Investigation chart of class self-management (2)

question	Options and the Percentage/Numbers of them			
	A	B	C	D
Your class students participate in class	Active involvement	Very little participation	No chance to participate	Drop out of

management, manage the situation	50.2/ 201	110.3/41	10/40	29.5/118
Class management by	The head teacher manages by one person	Class committee management	Students take turns managing it	Headteacher, and class teacher management
	65.2%/261	26.6%/106	7.3%/29	0.9%/4
Evaluation method	The teacher in charge	The class committee	vote	The school set
	27.3%/109	11.4%/5	59.2%/237	2.1%/8
Large events are organized by	school organization	Student Union organization	Organized by each grade	other
	62%/248	28.6%/114	7.7%/31	1.7%/7

It can be seen from the above table that in class management, 50.2% of students can actively participate in it, which shows that students have a strong sense of democracy. The evaluation method in the class is mainly voting, which shows that students' democratic rights and opinions have been respected. However, we also noticed that 65.2% of the students think that class management is mainly decided by the head teacher, and the phenomenon of the lack of democratic organization in the class is still common in the school. It seems that the consciousness of democratic management reflected in class management still needs a long way to go.

3.5.1 Student Questionnaire Survey Map of the Effect and Satisfaction of Class Management (3)

Option		Grade Seven		Eighth grade		9th Grade	
Participation in various activities	positive	10%	10%	4%	12%	11%	2.5%
Organized by the school and the class	same as	87%	85%	90%	80%	86%	91%
	No one wants to	5%	4%	5%	7%	4%	5%
About the status quo of your class	To feel quite pleased	5%	11%	11%	13%	6%	10%
	More satisfied	52%	44%	27%	41%	58%	25%
	Discontent	42%	50%	67%	44%	32%	66%
You are to the head teacher	Worship like	8%	13%	13%	5%	11%	12%
	Very afraid	25%	38%	19%	45%	22%	19%
	Dislike	69%	47%	60%	50%	67%	60%

In the "participation in various activities organized by the school class", only about 10% are actively involved, for "you are satisfied with the current situation of the class", only about 10%, "you worship the head teacher" accounted for about 10%, 30% of the students are afraid, a large part of the students do not like the head teacher. It shows that the overall satisfaction of students with their class is low. Most of the students are afraid of hating the head teacher to the head teacher, and there are not many students who like the head teacher.

3.5.2 Teacher Questionnaire Class Management Concept (1)

(The teachers handed out 60 questionnaires)

Option (Percentage/Numbers)		A teacher in charge of a class	subject teacher	School leaders
The problems you have encountered in your class management	Study discipline, law and	41%/25	42%/25	38%/23
	informal group	10%/6	12%/7	7%/4
	Quality education and higher education	55%/33	40%/24	55%/33
	Stress contradiction			
You care most about the students	Physical health and mental speed happy	37%/22	36%/22	22%/13
	Learn excellently, show progress	44%/26	42%/25	59%/35
	Whether there is any promise in the future	25%/15	24%/14	21%/13

When asked about "you encounter problems in class management", choose "learning discipline health" accounted for 41%, and the contradiction between quality education and entrance pressure, accounted for 55%, shows that the teacher in the class management by the environment is the main confusion, and conventional management still exist the lack of methods, for the consciousness of informal groups is not much, in fact, in many cases, the student group will affect the

class's overall public opinion, form a destructive to be reckoned with. However, the teacher did not realize it well enough. In the open questionnaire, the teacher also mentioned the problem of adolescent puppy love and students' Internet addiction, which are gradually on the rise with the changes in The Times.

When asked about "you care most about students", choose "physical health and mental happiness" 37%, 36%, 22%, learning excellent progress 44%, 47%, 59%, whether there is a future promising 25%, 24%, 21%, shows that the understanding of students' exhibition, more scientific, not only look at the performance of students but also take into account the future development and physical and mental health and happiness. However, in the open questionnaire, the teacher mentioned that the pressure of school and the evaluation of teachers in the education department would make teachers almost all their energy on students 'performance, and consider students' physical and mental, and future development, but not pay enough attention, which is very contradictory.

3.5.2 Teacher Questionnaire Class Management Concept (2)

Option (Percentage/Numbers)		A teacher in charge of a class	Subject teacher	School leaders
When a student has a problem, consider who it is first	The parents did not teach them well	37%/22	48%/19	22%/13

The responsibility of	The teacher did not teach him well	39%/23	21%/13	66%/40
	Student's questions	27%/16	32%/19	11%/7
You think of the role of subject teachers in class management	It's important	85%/51	83%/50	84%/50
	same as	11%/7	13%/8	10%/6
	unimportance	3%/2	6%/4	5%/3

"Student problems, the first consider who is the responsibility", in answer to this question, the teacher in charge understanding is more objective, family, school, students are 39%, 37%, 27%, part, subject teachers think the responsibility of the parents, accounted for 48%, followed by the responsibility of the students 32%, teachers accounted for 21%, the school leaders think the teachers' responsibility is greater, accounting for 66%, the difference in the understanding of the school moral education management of different heart, leadership for teachers, teachers find parents, the teacher in charge is in a dilemma.

"Section in the role in class management", answer this question, choose "important" 85%, 83%, 84%, that everyone thinks class management, every teacher's participation is very important but reflected in the interview of the teacher inaction or lack of management level will affect the benign development of a class, the class management is effective, not only the teacher in charge personal level can decide! However, if we can coordinate the active participation of the teachers, the class management will be like a tiger with wings added.

3.5.3 Parent questionnaire (1)

(The number of parents of students sampled from Year 7 to Year 9 was 30, 30 and 40 respectively)

Option (Percentage/Numbers)		Grade Seven	Eighth grade	9th Grade
You think of strengthening home-school connections and combining school education with family education	Very useful	76%/23	81%/24.3	85%/34
	More effective	21%/6	13%/4	10%/4
	The effect is not big	3%/1	6%/2	5%/2
Do you think parents must participate in school management and decision-making	oblige	38%/11	35%/11	32%/13
	Have no occasion to	38%/11	35%/11	37%/15
	Cannot be designated as	24%/7.2	30%/9	31%/12

When asked about "strengthening home-school contact," More than 90 percent of the parents think it works, and Only a few parents thought it did little, The concept tends to combine with school education; In asking whether parents must participate in school management and decision-making ", "necessary" only 30% 38%, 35%, 32%, Most parents think it's unnecessary, It seems that the traditional concept of "respecting teachers and valuing education" in Chinese education mislead parents that they are performing school tasks, Not aware of the right and obligation to participate in management decisions, It is also related to the parents' academic quality, The education background is generally low, Do not think that they have the ability and level of this aspect.

3.5.3 Parent questionnaire (2)

Option (Percentage/Numbers)		Grade Seven	Eighth grade	9th Grade
When a student has a problem, you first consider who is responsible	Student's questions	47%/14	36%/11	20%/8
	The teacher did not teach him well	36%/11	39%/12	68%/27
	The parents did not teach them well	21%/6	23%/7	10%/4
Family education problems, you think is	Children are not obedient Tube	39%/12	44%/13	21%/8
	Little communication with the child	39%/12	52%/16	68%/27
	Children can take care of themselves Force is too bad	23%/7	17%/5	10%/4
	Child self-centered	6%/2	14%/4	10%/3
	Children's academic performance	39%/12	44%/13	68%/27

When " students have problems, Who do you think about first ", Seventh- grade parents think more of the "children's problems" and "their problems," Ninth grade parents are more likely that "teachers did not teach well"; "When there are problems with family education, You think that primarily it is ", "Children are not obedient and not easy to manage", "rarely communicate with children", "children's self-care ability is too poor", "children's academic performance" each accounted for the corresponding proportion, "Little communication with children", "children's

academic performance" are on the rise with the grade rise, "Children's poor ability to take care of themselves" showed a downward trend with the increase of grade. This shows that some education will gradually improve due to increasing age, but some aspects will become more and more problematic.

Chapter 4

Research Results

4.1 Questionnaire analysis (student questionnaire, teacher questionnaire, parent questionnaire)

The official questionnaire "Classroom administration in Jinjiang District Secondary School H". A total of 400 student questionnaires, 60 teacher questionnaires, and 100 parent questionnaires were distributed to students, teachers, and parents. 371 valid questionnaires were returned, with a return rate of 92%. The return rate for parents' questionnaires was 100%.

4.1.1 Student Questionnaire :

Table 1:Student Questionnaire on the Effectiveness and Satisfaction of Classroom Management (Total persons:Grade 7 to Grade 9---150,100,150)

Subject Grade Level	Like/Dislike	Number of people	Percentage
To the teacher: Year 7	15/84		10/56
Year 8	10/55		10.5/55
Year 9	12		11.5/66.5

Only about 10% of the students were satisfied with the contemporary situation of their class, 10% of the students appreciated and liked their class teacher, 30% percent of the students were terrified of their class teacher and most of the students did not like their class teacher. This reveals that students' overall

satisfaction with their class is weak, and most of them are scared of and dislike their class teacher, while not many of them truly like their class teacher.

4.1.2 Teacher Questionnaire

Table 2:Teacher Questionnaire Classroom Management Philosophy (Year 7 to Year 9 teachers, classroom teachers, School Leaders, 60 in total)

<u>Subjects:</u>	<u>Numbers</u>	<u>Percentage</u>
1) Caring for students' learning	26	44%
2) Caring for students' future	15	25%
3) Cared most about students' health	21	35%
4) Difficulties encountered in classroom management: The pressure of further education	33	55%
5)The impact on student performance:		
1. Students' problems	16	27%
2. Family problems	23	29%
<u>3. Teachers' problems</u>	<u>22</u>	<u>37%</u>

Only 21% percent of the respondents chose "physically robust and psychologically content", while 44% preferred "academically excellent", reflecting the fact that the focus of secondary school teachers nowadays is on students' academic performance and not on their bodily and psychological development. When questioned about the problems you encounter in classroom management, the contradiction between quality education and the pressure of further education accounted for 55%, indicating that teachers are primarily confused by the constraints of the overall environment in classroom management, while there are still methodological shortcomings in regular management.

As for the future development of the students, only 25% percent of the questionnaires were about the future development of the students, which shows that the school organization is quite scientific about the comprehensive education of the students, taking into consideration not only their grades but also their future development and their physical and psychological health and happiness. However, in the open-ended questionnaire, the teachers mentioned that the pressure to go on to higher education and the assessment of teachers by the education department can make teachers concentrate nearly wholly on the student's performance, but not enough on the student's physical, and psychological and future development, which is a contradiction.

When students have problems, who is responsible for the first", the feedback from school teachers and school leaders was relatively unanimous, with 27%, 29%, and 37% will (students, families, and teachers) respectively. However, there are differences, for instance, in the leaders' view, it is more the teachers' responsibility, while the teachers consider it is a lack of attention to family education. This difference in perception may lead to a difference in the moral governance of the school, with leaders looking for teachers, teachers looking for parents, and class teachers in a dilemma.

4.1.3 Parents Questionnaire

Table 3:Parent-school cooperative education concept Parent questionnaire
(a total of 100 parents of students from Year 7 to Year 9 were sampled)

<u>Subject</u>	<u>Numbers</u>
<u>Percentage</u>	

The need for parental involvement in school management and decision-making

1: Necessary	37	37%
2: Not Necessary	36	36.7%
3: Indifferent	28	28.3%

Problems with home education.

1: Poor control of the child	35	34.7%
2: Lack of communication	53	53%
3: Child's academic performance	50	50.3%

When a student has a problem, whose responsibility do you first consider

1: Student	34	34.3%
2: Teacher	48	47.7%
3: Parents:	18	18%

In terms of "strengthening home-school contact", more than 90% percent of the parents believed it was helpful, while only a few thought it was not very useful and tended to be integrated with school education; in terms of "whether it is essential for parents to participate in school management and decision-making", only 30% percent of the parents decided "yes". "It appears that the conventional concept of "respecting teachers and valuing education" in Chinese education has misled parents into thinking that they are carrying out the school's tasks, without realizing that they have the right and duty to participate in management decisions. This is also associated with the educational qualifications of parents, who are typically low and do not consider themselves to be competent and competent in this area.

When questioned about who is responsible for a student's problems, parents tend to believe that it is the teacher who is to blame, suggesting that parents place their children's education wholly in the hands of the school, thus neglecting the important role of family education. When encountering the issue of educational difficulties, more than half of the parents ascribed it to a lack of communication with their children. It can be seen that people know what the problem is, but do not know how to solve the problem, reflecting some of the contemporary dilemmas in Chinese education, where children are always parted from their parents and parents should make more efforts in communicating with their children. It shows that some aspects of education will gradually enhance as they get older, but others will become more and more problematic.

4.2 Research Results

The results of the survey show that the current class management is joyful and worrying. What is happy is that the overall situation of the class management is good and satisfactory. However, because education is a complex system, it cannot be harmonious among the various elements, so there are still some disharmonious notes in class management :

4.2.1 First, the concept and ability of class management need to be improved, and internal management is still the absolute authority of the head teacher :

1. The class goal is not clear and the class system is not implemented. Only a small number of students think that the class has the same goal, but more than 80 of the teachers think that it is, which is inconsistent with the students' questionnaire survey. Later, after further asking in

the interview, I found that the general goal was vague, such as striving to rank first in the academic performance of similar classes or evaluating the advanced class at the end of the semester, the usual goal was not to deduct points in the routine evaluation of the class, and I felt lack of attention to individual students and planning for the overall development of students.

2. Class cadre election lacks democracy, and evaluation does not conform to the comprehensive concept of development.

On "class cadre", students choose the "recommendation" ratio over the "democratic election", that the teacher in charge more advocate for students to participate in class management, and also respect and support the enthusiasm of students, about 80% of the teachers chose the "democratic election", about 20% teachers chose the "voluntary or specified" with the student questionnaire, but for the class management students recognized teacher for the importance of learning management is a problem. It can be seen that at present, in the eyes of students, the management concept of the head teacher is not clear enough, but the implementation is not implemented, and the democratic management and the comprehensive development of students are lacking.

3. the class section contact to form a joint force on the level of different levels. When asked about the "classroom teacher role in class management", choose "important" 86%, 81%, and 85%, that everyone think that class management and every teacher's participation are very important, but reflected in the interview the teacher inaction or lack of management level will

affect the benign development of a class, the class management is effective, not only the teacher in charge personal level can decide!

However, if we can coordinate the active participation of the teachers, the class management will be like a tiger with wings added.

4.2.2 Lack of cooperation mechanism in class management:

Under the new form of education, it is an effective way for the head teacher to conduct class management to re-recognize the partners of education and put education in an open system to build the cooperation mechanism in class management. Cooperate with society, cooperate with family, cooperate with teachers. In short, cooperation in class management is conducive to the formation of a three-dimensional management system, overcoming the management situation of a "one-man show", at the same time reducing the intensity and difficulty of the head teacher management, so that the head teacher out of the predicament of class management.

4.2.3 Single evaluation method for students:

When it comes to student evaluation, we immediately think of exams and scores, which is the conventional thinking that exam-oriented education brings to us. In the current class management, there is still the phenomenon of examination to varying degrees, and students are divided into three grades, this practice is contrary to the evaluation concept of the new curriculum reform. The development of society has more and more shows us that the

demand for talent is becoming diversified, all-round development means to have a stronger ability to adapt, students in learning activities and future life and work, the knowledge, ability, emotion, attitude, values are closely linked to the whole, between them no primary and secondary, neglect of any aspect may cause the students' future development problems and deviation. Therefore, our class management should adhere to the multifaceted evaluation of students and guide students to develop in an all-around way. This is the wish of educators, but also the responsibility of educators.

4.2.4 Low-class management satisfaction :

In the "participation in various activities organized by the school class", only about 10% are actively involved, for "you are satisfied with the current situation of the class", only about 10%, "you worship the head teacher" accounted for about 10%, 30% of the students are afraid, a large part of the students do not like the head teacher. It shows that the overall satisfaction of students with their class is low. Most of the students are afraid of hating the head teacher to the head teacher, and there are not many students who like the head teacher.

Chapter 5

Conclusions and Recommendations

5.1 Summary

The results of the survey show that the current class management is joyful and worrying. What is happy is that the overall situation of the class management is good and satisfactory. However, because education is a complex system, it cannot be harmonious among the various elements, so there are still some disharmonious notes in class management:

(1) First, the concept and ability of class management need to be improved, and internal management is still the absolute authority of the head teacher:

1. The class goal is not clear and the class system is not implemented. Only a small number of students think that the class has the same goal, but more than 80% of the teachers think that it is, which is inconsistent with the students' questionnaire survey. Later, after further asking in the interview, I found that the general goal was vague, such as striving to rank first in the academic performance of similar classes or evaluating the advanced class at the end of the semester, the usual goal was not to deduct points in the routine evaluation of the class, and I felt lack of attention to individual students and planning for the overall development of students.

2. Class cadre election lacks democracy, and evaluation does not conform to the comprehensive concept of development.

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3. The class section contact to form a joint force on the level of different levels. When asked about the "classroom teacher role in class management", choose "important" 86%, 81%, and 85%, that everyone think that class management and every teacher's participation are very important, but reflected in the interview the teacher inaction or lack of management level will affect the benign development of a class, the class management is effective, not only the teacher in charge personal level can decide!

However, if we can coordinate the active participation of the teachers, the class

management will be like a tiger with wings added.

(2) Lack of cooperation mechanism in class management:

Under the new form of education, it is an effective way for the head teacher to conduct class management to re-recognize the partners of education and put education in an open system to build the cooperation mechanism in class management. Cooperate with society, cooperate with family, cooperate with teachers. In short, cooperation in class management is conducive to the formation of a three-dimensional management system, overcoming the management situation of a "one-man show", at the same time reducing the intensity and difficulty of the head teacher management, so that the head teacher out of the predicament of class management.

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When it comes to student evaluation, we immediately think of exams and scores, which is the conventional thinking that exam-oriented education brings to us. In the current class management, there is still the phenomenon of examination to varying degrees, and students are divided into three grades, this practice is contrary to the evaluation concept of the new curriculum reform. The development of society has more and more shows us that the demand for talent is becoming diversified, all-round development means to have a stronger ability to adapt, students in learning activities and future life and work, the knowledge, ability, emotion, attitude, values are closely linked to the whole, between them no primary

and secondary, neglect of any aspect may cause the students' future development problems and deviation. Therefore, our class management should adhere to the multifaceted evaluation of students and guide students to develop in an all-around way. This is the wish of educators, but also the responsibility of educators.

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5.2 Discussion

5.2.1 First: The positive influence of scientifically sound classroom management.

Habits determine the fate and the formation of good habits can benefit students for the rest of their lives. Good study habits are acquired by educating students to allocate their time scientifically, to study cautiously before class, to study carefully during class, to examine carefully after class, and to complete their homework independently; good interpersonal habits are acquired by educating students to

treat others with courtesy, respect, and solidarity. Class teachers and subject teachers should internalize the various habits into the various activities of classroom routine management, and gradually develop good habits in students through various practical activities.

The formation of good quality in students through standard management is a reflection of the nature of individual thought, character, and understanding. The formation of habits lays the foundation for the formation of quality. Class teachers and subject teachers are expected to cultivate good quality in their students along with good habits. There are numerous elements of quality, encompassing moral quality, psychological quality, political quality, etc.

5.2.2 Second: The primary reasons for problems in classroom administration.

The influence of exam-oriented education: exam-oriented education is a narrow educational model that uses exams as a way to encourage students to higher education in violation of the laws of teaching and education. Today, when quality education is advocated, exam-oriented education is still the primary mode of education nowadays because the pressure to advance students to higher education still exists. This social reality of the superiority of marks and the one-sided pursuit of further education has had.

The negative effect on classroom administration is:

(1) Class management attaches importance to a one-size-fits-all approach and ignores students' individual development. Students' distinctive characteristics and individual differences are neglected. In terms of their potential for development, each student is a unique individual and has the potential to excel in certain areas and attain remarkable results.

(2) Classroom administration focuses on intellectual education and does not pay attention to the overall development of students. Development is comprehensive and autonomous, not one-sided and passive. As the United Nations Educational, Scientific and Cultural Organization

UNESCO states: "Development is *progressively* seen as a process that awakens the role of the individual."

5.2.3 Third: The influence of the family

Many parents are stuck in the "primary stage" of education, still using material satisfaction, using large sums of money to get a "head start" to make their children "win at the beginning line "The family's financial situation is not always the same.

a. There is a difference in the amount of money a family can spend on their child's grade level.

Generally speaking, the economic base determines the superstructure, and the level of economic development largely determines the level of educational development level of economic development largely determines the level of

educational development. The level of education in the family is governed not only by the perceptions of both parties but also by economic factors. The extent to which parents are anxious about their children's education and whether they are actively engaged in schooling is also influenced by the family's economic status. Parents' concern for their children's education and their active participation in school education are also impacted by their families' economic status.

In a survey of a sample of 100 parents of students from Year 7 to Year 9 at Secondary School H in Jinjiang District, Chengdu, it was found that some families did not have steady jobs and worked in small enterprises, construction, and other industries. This economic situation also impacts the way parents educate their children, with most parents adopting a simple and harsh approach, preaching filial piety, that disobedience is not filial, and that it is solely natural for children to listen to their parents. When they encounter problems with their children's education that are hard to deal with, they retreat, delaying the solution and failing to communicate with the school and classroom teachers as needed. At the same time, some parents from well-off families pay close attention to their children's education and are more scientific and democratic about the content and methods of education. They are more scientific and democratic in their approach to education and give better attention to the development of their children in other areas, such as the overall development of their children and the enjoyment of education and quality of life. When there is a problem with a child's education

Parents communicate with the class teacher through portable phones, computer-friendly software, or by going to school in the first instance.

b. There are differences in the educational level of parents in their approach to their children's home education.

Some parents have a low level of education but have great expectations of their children's education, blaming their children more than praising them and lacking the right approach to home education. When their children enter secondary school and enter adolescence, their behavior changes drastically and they are not as obedient as they were in primary school, and when they oppose For instance, when a child is addicted to online games or mobile phone novels, the parents are at their wits' end. For instance, if a child is addicted to online games or mobile phone novels, there is nothing else to do but confiscate the child's mobile phone, not give the child pocket money, or not let the child go out.

5.3 Recommendation

5.3.1 First: Recommendations for school teachers

5.3.1.1 Renewing the perspective of the classroom teacher:

Classroom teachers: have a sense of self-change and constantly improve their management skills; select and train a good team of class cadres with strong working skills; democratically develop effective class rules and discipline to govern the class; attach importance to education on collectivism and the formation of a good class

ethos; select and train a good team of class cadres with strong working skills. The classroom teacher should have a sense of self-change, improve management skills, select and train a team of cadres with good working ability, democratically formulate effective class rules and discipline, and rule the class by law. To enhance students' awareness of self-management and to automate management; to form a synergy of class management and education, and to stimulate the active participation of class teachers. The class will be managed with the active participation of the teachers.

To form a powerful class leadership nucleus, formulate scientific class rules and regulations, and rule the class by law, so that class administration can function in an orderly manner.

The classroom administration is well organized. Wei Shusheng has conducted a lot of efficient research and practice on classroom administration, with 'Xinhua' and 'rule of law' being the two banners of his educational management ideology. The two banners of his educational administration ideology are 'Xinhua' and 'rule of law'.
Organizational activities

5.3.1.2 Organised activities:

The classroom teacher's book exchange activities have been conducted to encourage the classroom teacher's learning from the "Classroom Teacher's Friend", "Primary and Secondary School administration", "Classroom Teacher's Work" and

"Classroom Management". The classroom teacher's book exchange activities are carried out to encourage the classroom teacher's learning to acquire experience and methods from classroom teacher magazines and books, such as Classroom Teacher's Friend, Primary and Secondary School administration, Classroom Teacher's Work Talk, Classroom Teacher's Art of War, Love, and Education, etc., and to enhance their transactional work. To enhance the efficiency of their transactional work, they should gradually shift towards efficient management.

5.3.1.3 Class teachers should have a modern view of students:

The object of the class teacher's work is people, living people with ideas, emotions, and personalities, people who are The object of the classroom teacher's work is people, existing people with ideas, emotions, and character, people who are growing up. The renowned Russian educator Ushinsky believes that "if pedagogy wishes to educate people from all sides then it must first understand people in all their aspects." The former Soviet educator Sukhomlinsky moved the teacher's study of the purpose of education to a new level. The Soviet educator Sukhomlinsky took the study of the purpose of education to a new level. He considered that knowing and studying the object of education was "the point where the theory and practice of education meet". He proposed that "the occupation of the teacher is the study of the human being" and that "the teacher must be permanent He argued that 'the teacher's profession is the study of the human being', and that 'the teacher must be profoundly engaged in the spiritual world of the student and be invigorated by

these new things'. (1) Establishing the pupil as an autonomous and independent person.

(1) To establish a whole-person view of the student as an autonomous, entire being. Students must be treated as autonomous, human beings. One is to perceive the student as a living being with an independent character.

Since they are human beings, they possess their right to live, their right to development, and their right to be respected. The classroom teacher's respect for students' personalities reflects the value of believing in the value and dignity of students as human beings. Secondly, it is the recognition that students are not only autonomous but also absolute living beings. School education is not merely about providing intellectual education, and it should not be about educating for the sake of testing.

(2) Establish the discursive view that students are both the object and the topic of education. On the one hand, the student is the object of education; on the other hand, in the process of educational activities, the student, as the object of education, is the subject with deliberate initiative. The process of education should be understood as a process of interaction between two subjects, the educator and the educated. The subjectivity of students in the education process is specifically expressed as mobility, autonomy, and creativity. In the process of education, the teacher guides educate, and encourages the complete development of the student subject, which is precisely the goal we want to pursue.

5.3.2 Second: Recommendations for Family and Schools:

5.3.2.1 Forming an efficient system of cooperation between families and schools :

To mobilize all positive factors, coordinate the relationship between the class, school, family, and society, strengthen communication and coordination, enhance the management of the class system, and carry out comprehensive education, guide, and demand parents to actively participate in various training and educational activities organized by the school, and consistently optimize the family education environment.

Firstly, parenting schools are organized. Parent schools assist parents to master the correct methods of educating their children so that they can better aid the school in its educational activities. It is also an opportunity to deliver information about the school to parents.

The first step is to set up an organizational structure. The school will include an introduction to the school and its development, the importance of family education, the principles and methods of family education, the art of love, the development of good character and behavior, the development of good study habits and creativity, the development of self-protection and first aid, how parents can cooperate with the school in educating their children, and how to look at students' academic performance.

5.3.2.2 Secondly, family education experience exchange activities are held:

Family education experience exchange activities are frequently formal, with lectures and a few lessons for parents. Many parents listen attentively, but the effect is often greatly diminished because the lessons are not relevant to their current situation. If parents can share and discuss their own experiences and problems in schooling their children, and then use them as living teaching materials for in-depth study, then parents can receive knowledge of family education and practical guidance for actual life.

The community must assist the school and actively participate in its task of educating students so that the school develops and community. Development is effectively integrated. Schools, families, and communities influence each other, interpenetrate with each other, constrain each other, and are interdependent. Only when schools, families, and communities form a unified force can they foster the healthy development of students.

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Appendix

Appendix (I) Teacher Questionnaire

Dear teacher,

Shalom! This is a questionnaire survey on the current situation of class management, hoping to understand the real ideas and practices of the teachers in the class management work, as well as your opinions and suggestions on improving class management. This survey is anonymous, and the information provided by you is only used for research needs and will not be leaked. Hope you can fill it in truthfully, thank you for your support and help! (Please read it carefully and tick the letters of your approved answer.)

One. Base situation

1. Your age and gender

You are A. A. school leader B. C

1. The school adopts the arrangement of the head teacher

A. hard allocation B. voluntary C. competition

2. Do you think that to be a head teacher, you should have () the most

A. Modern educational thought B. love and responsibility C. profound knowledge and scientific methods

3. Do You think the management level of the head teacher right now

A. already very high B. relatively high C. not high

4. The way you like to improve your quality ()

A. Go out to study B. listen to the report C. read the teaching video

5. The books you often read are

A. book on educational management B. discipline book C. Psychology in pedagogy

6. Your main job as a head teacher is to do it

A. rely on theory guidance B. rely on experience C. refers to the work of other class teachers

7. You think that educational theory knowledge can help you in your work

- A. big B. big C. not big
8. When you first became a headteacher
A. fumble alone B. Lead the old teacher C. consult humbly
9. You think the teacher plays a role in class management
A. very important B. General C. is not important
10. The way you set up the class committee is
A. Alternate B. voluntary or appointed C. Democratic elections
11. Do you have long-term and short-term goals () in class construction
A. with B. with no C. not necessarily
12. Your hardest part in class management is ()
A. Contradiction between quality education and the pressure of higher education
B. Problems of informal groups C. Discipline and health problems
13. What channels do you generally keep in contact with your parents ()
A. parents' meeting B. home visit C. Telephone and home-school interactive platform (network and SMS)
14. The main content of your conversation with parents ()
A. Students' progress, shortcomings B. recent school work C. Educational methods and ideas
15. When parents make different educational opinions, you will usually ()
A. Listen to B. ignore C. reservations
16. Do You think the biggest barrier to communicating with parents is ()
A. Too little time B. insufficient initiative of parents C. Different educational concepts and different perspectives on students
17. When a student has problems, you should first consider the quasi-responsibility ()
A. Parents do not educate well B. Teachers do not educate well C. Students' problems
18. To improve the student's academic performance, you will generally ()
A. Communicate with the students, help to analyze the reasons, and discuss the countermeasures
B. Communicate with teachers, jointly analyze the reasons and discuss

countermeasures

C. Communicate with parents, jointly analyze the reasons and discuss countermeasures

19. You care most about the students' ()

A. whether the body is healthy, mental happiness B. learning good progress C. promising in the future

20. What do you think is the focus of class management in suburban junior middle schools?

21. How do you think to reduce or avoid class management problems?

Appendix (II)

Parent survey questionnaire

Dear parents: Hello!

The questionnaire aims to investigate parents' awareness and participation in home-school education and provide a basis for our study. If the name is not filled in, the content will not have any impact on you. I look forward to taking time out of your busy schedule and filling in this questionnaire carefully according to the real situation. Thank you!

one. Your basic information

Your gender and age education family population, annual family income

Family location (rural / town)

two. Your understanding and participation in home-school cooperation (18 questions in total)

1. Do You think strengthening the home-school contact for students ()

A. great effect B. comparative effect C. little effect

2. You hope that the home-school cooperation can be ()

A. Seek guidance in family education

B. Keep A good relationship with teachers

C. Understand children's growth

3. The number of times that you actively contact the teacher every semester ()

A. more (more than 5 times) B. More often (2 to 5 times) C. Few (less than 2 times)

4. Your contact with the school ()

A . Telephone, Internet, etc. B.parents' meeting C. Take the initiative to school

5. Your communication status with the teacher is ()

A. Very satisfied B. more satisfied C. Not very satisfied

6. Do you think parents must make suggestions on school management and decision-making ()

A. It is very necessary that

B.have no occasion to

C.cannot be designated as

7. Main content of your communication with teachers ()

A. Current situation of school education

B. The child's progress, shortcomings, problems

C. Educational methods and ideas

8. Do You think the most effective way for schools to improve family education is ()

A. Organize regular family education lectures or training programs.

B. Regular parents, meetings, and symposiums

C. Establish a home-school contact channel 9

9. You hope that the parent training lectures organized by the school should tend to ()

A. The Family Education Case

B. Theoretical knowledge of family education

C.Characteristics of adolescent physical and mental growth

10. Main problems existing in your communication with the school teachers ()

Education has different education

B. Too little time.

C.

11. When a child has a problem, you should first consider who is responsible for the ()

A . The teacher did not educate the

B teacher well. Parents do not educate them well.

C. Student's questions

12. You and the children ()

A . The relationship between elders and young

B. Democracy and equal friend relationship

C. C. Drowdy loves pampered relationship

13. When your child has problems, you will ()

A contact the teacher B. Contact the teacher whenever C.

14. To improve your child's academic performance, you will ()
A. To coach himself B. Ask a tutor C. Let nature take its course
15. The most effective way for parents to educate their children is the ()
A . Parents lead by example. B.sermon C.rewards and punishments
- 16, the biggest problem in family education ()
A. learning problem B. Quality problems C. Ability problem
17. You care most about the child's ()
A. Learn excellent B.sound in body and mind C. Promise in the future
18. What are your suggestions on the division of labor and cooperation between school and family education?

Finally, I sincerely thank you for your concern and support for our research work.

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CERTIFICATE

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THIS IS TO CERTIFY THAT

Mingwei Li

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