

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

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ABSTRACT

A teacher classroom management style that involves setting clear expectations and boundaries while also being responsive to the needs of students is said to be the ideal classroom management style for 21st-century classrooms. Therefore, it was necessary to compare the effects of authoritative classroom management styles versus non-authoritative classroom management styles on student achievement and to assess if an authoritative classroom management style promotes self-regulation in high school students more effectively than any other style. Employing the theoretical framework of Maslow's Hierarchy of Needs and using a mixed-methods research design, questionnaires, interviews, and observation, the study found that authoritative classroom management styles have a better impact on student achievement than non-authoritative classroom management styles, which were significantly at the .05 level; the authoritative classroom management style fosters self-regulation in high school students more than any other style, which was significantly at the .05 level. The study concludes that authoritative management style has a positive impact on the academic achievement, self-regulation, and emotional-social development on high school learners.

Keywords:

Authoritative Classroom Management; Academic Performance; Self-Regulation; Motivation and Engagement; Emotional and Social Implications

INTRODUCTION

Teachers' classroom management styles have a significant influence on the development of teaching and the achievement of its goals. If the overall style of teachers in this area is not effective, it can affect the quality of student management, the quality of teaching implementation, and the orderly development of education. In the context of the development of teaching theory and curriculum reform in the new era, teachers' classroom management style is a key influencing factor. Classroom management styles are molded by various factors, including those related to the teacher, the environment, prevailing theories, and student dynamics. Teachers in the contemporary teaching environment often exhibit gaps in their application of classroom management styles, particularly in the realms of education, research, organization, communication, and innovation.

In the context of the new college entrance examination, high school schools can establish an educational management model according to their own characteristics, highlighting the differences in their own management, so that the overall competitiveness of

the school will have a better chance of winning. In this way, the overall competitiveness of the school will be greatly improved, and more students can be attracted to study in the school, thus promoting the better development of the school (Valente et al. 2019).

In order to address the gaps identified in the application of classroom management styles by teachers, the researcher aims to delve into the root causes, consequences, and potential solutions in the contemporary teaching and learning environment. The main objective was to demonstrate the importance of refining and strengthening classroom management styles in the context of the new era of pedagogical theory and curriculum reform. Through empirical investigation, the researcher attempted to identify current patterns and trends in the application of classroom management styles, emphasizing the key elements of education, research, organization, communication, and innovation. The insights that this study attempted to reveal not only confirmed the critical role played by teachers' classroom management styles in educational development but also revealed areas where improvements could be made. By doing so, the researcher hopes to contribute valuable findings that can inform strategies to optimize classroom management practices, thereby creating a more conducive learning environment, improving the quality of teaching and learning, and contributing to the overall progress of contemporary education.

The purpose of this paper is to compare the effect of authoritative and non-authoritative classroom management models on student achievement, to compare the self-regulation skills between students in authoritatively managed classrooms and other styles, to assess the emotional and social implications of authoritative classroom management on high school students with those in non-authoritative classrooms, and to study satisfaction with the teaching process. This paper intends to address the following research questions: Does an authoritative classroom management style have a better impact on student achievement than a non-authoritative classroom management style? What are the effects of an authoritative classroom management style on students' self-regulation skills compared to other styles? How does the authoritative classroom management style influence students' emotional and social development compare to other styles? What is the satisfaction level with the teaching process?

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

Classroom management refers to various behaviors and measures taken by teachers in order to use time effectively, create a good learning environment, and reduce undesirable behaviors. In classroom teaching, the teacher coordinates and controls the various teaching and learning factors and their relationships in the classroom to form an organized and efficient whole to ensure the smooth running of teaching and learning activities.

The importance of classroom management

Classroom management and classroom teaching are two basic elements of school education that complement each other and are indispensable. As a teacher in the new era, it is necessary to fully grasp the corresponding effective classroom management methods to promote the sustainable development of each student's character and excellence. (Jones, V. F., & Jones, L. S. (2012).)

Classroom management styles

According to Lyons, G., Arthur-Kelly, M., & Ford, M. (2015), classroom interpersonal management refers to the management of teacher-student and peer relationships, including the establishment of good teacher-student relationships, the establishment of group norms,

and the creation of harmonious peer relationships. Classroom environment management includes the arrangement of the physical environment, the creation of the psychosocial environment, etc.

Authoritative Classroom Management Style Theory

According to Vitaro, F., Brendgren, M., Larose, S., & Trembley, R. E. In 2021, an authoritative classroom management style aims to strike a balance between teacher control and student participation. In order to achieve this balance, students need to follow the rules, and teachers need to listen to the reasonable opinions of students.

Maslow's Hierarchy of Needs Theory

Maslow divided human needs into five levels from low to high, which are physiological needs, safety needs, social needs, respect needs, and self-actualization needs. Furthermore, the field of education widely applies Maslow's hierarchy of needs theory. In the learning process, students will have different needs. In authoritative teaching management, the role of teachers is very important. They not only have to satisfy students' physiological and safety needs but also their social, respect, and self-actualization needs. Therefore, the impact of authoritative instructional management on student achievement may be multifaceted. If teachers meet students' various needs, it may enhance students' enthusiasm for learning, which can affect their academic performance. If teachers do not meet students' needs, it may diminish their enthusiasm for learning, thereby affecting their academic performance.

Impact of Authoritative Classroom Management Style

According to Sunder, M. and Mills, K.H. (2018), although the names sound similar, authoritative and authoritarian teachers have very different approaches. Like the authoritarian teacher, the authoritative teacher is firmly in control of the classroom. Authoritative teachers create an atmosphere that encourages active discussion and collaborative learning, but they make their expectations clear before allowing students to learn independently. By providing guidance while giving students the freedom to take charge of their own learning, the authoritative approach fosters student autonomy and a strong sense of responsibility.

Authoritative classroom management has multiple positive effects on students' academic, social, and emotional growth. This approach seeks to achieve a delicate balance between teacher control and student engagement. It encourages students to actively participate in classroom activities and work with their peers while adhering to established rules. The teacher's appreciation of student input and feedback ensures continuous improvement in the learning experience. In general, the authoritative style has a positive impact on students and tends to promote their overall development.

METHOD

Research design:

A mixed-methods research design was utilized to capture and interpret the relationship between classroom management styles and academic achievement in a multifaceted and multilevel manner. The research targets high school students from Zaozhuang City Furen Senior High School, specifically targeting first-year students (Grade 10). The school has a total of nine classes in its first year. The research focuses on the subject of ideological and political education.

High-performers: students who excelled in their class performance. (one class)

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

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

Selecting two classes from mid-performers for comparison, each class has 45 students each. In order to ensure a comprehensive understanding of the impact of authoritative classroom management on students at different levels of achievement, a purposive sampling method was used to select two classes from Grade 10 that have mid-performers and the same number of students. The study employed a lesson plan, questionnaires, interviews, observation, and examinations as research instruments.

Data Collection

1. Test → Pre-test 2.
- Teach by lesson plan → during teach
3. Test → Post test: researcher observes students and teacher
4. The survey satisfied

Data analysis

The quantitative data was analysed using descriptive statistics and the standard deviation. While inferential statistics use an independent t-test, The researchers conducted the qualitative analysis using content analysis.

RESULT AND DISCUSSION

Authoritative classroom management styles have a better impact on student achievement than non-authoritative classroom management styles, which were significantly at the.05 level. The authoritative classroom management style fosters self-regulation in high school students more than any other style, which was significantly at.05 level. Students in authority-managed classrooms develop better emotionally and socially than students in non-authority-managed classrooms, which were significantly at the.05 level. Through the questionnaire survey, it was found that Class 1 has played a significant role in the use of authoritative management mode, and students have a better feeling about the class and have an intuitive meaning for performance such as grades. The average is 3.45, and the standard deviation is 0.17.

The study's findings suggest that classes with an authoritative classroom management model have much higher scores than those with a non-authoritative classroom management model, and hence the hypothesis is accepted. In all the subjects tested, the classes with an authoritative mode of management scored higher than the classes with a non-authoritative mode of management, and the difference was significant. The content of this hypothesis is consistent with the findings of Freiberg, H. J., Huzinec, C. A., and Templeton, S. M. (2009) that effective classroom management improves student academic achievement. For Hypothesis 2, the authoritative classroom management style significantly affected self-regulation skills at the high school level, and Class 2 demonstrated lower self-regulation skills compared to Class 1, confirming the acceptance of Hypothesis 2. The second hypothesis is that an authoritative classroom management style develops high school students' self-regulation abilities more than other styles. Through the results of the questionnaire, it was found that changing the teaching management style affects students' motivation, learning attitude, and self-regulation ability (Emmer & Stough, 2001). For Hypothesis 3, students with authoritative classroom management styles outperform students with non-authoritative classroom management styles in the emotional-social areas, which contributes to the development of these areas; therefore, Hypothesis 3 is accepted, and students in authoritatively managed classes develop better emotionally and socially compared to

students in non-authoritatively managed classes. This study found through interviews and observations that a positive teacher-student relationship promotes better teaching and learning outcomes, increases students' self-esteem and self-confidence, reduces students' behavioral problems, and improves students' satisfaction and engagement in school. This study found that teachers' support and trust in students promotes students' self-management skills and autonomy, which in turn increases students' self-worth and self-esteem. In addition, good emotions and socialization have a good impact on promoting students' self-management skills and autonomy (Li, X., Bergin, C., & Olsen, A. A. (2022).) Through the questionnaire survey, it was found that Class 1 played a significant role in the use of the authoritative management model, and the students had better feelings towards the class and had an intuitive meaning of performance such as grades while the students who did not use the authoritative classroom management model perceived these dimensions weakly, with lower average scores, and at the same time, more stability, which can be demonstrated by their relatively low sensitivity to the authoritative classroom management model (Ferrer et al., 2020).

CONCLUSION

In conclusion, the purpose of this study was to examine the effects of authoritative classroom management styles on high school students' academic achievement, self-regulation skills, and emotional-social development. The study used a mixed-methods approach combining lesson plans, questionnaires, interviews, observations, and exams to comprehensively analyse the effects of different management styles. The results of the study support the hypotheses and indicate that authoritative management has a positive impact on academic achievement, self-regulation, and emotional-social development. Class 1 students with an authoritative management style achieved better grades, emphasizing the importance of effective classroom management in creating a positive learning environment. This study provides valuable insight into the field, is consistent with existing literature on the importance of classroom management, and offers practical implications for educators and administrators. Further research could explore the long-term impact and sustainability of authoritative classroom management styles in different educational contexts.

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