



The Study Of The Enhancing Program On Teachers' Classroom Management Ability Of Teachers In Drama School Of Henan Vocational Institute Of Arts, China

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ABSTRACT

Improving teachers' classroom management ability in higher education is of great significance for training high-quality talents, adapting to the needs of higher education, improving the quality of education and promoting the professional development of teachers. The purpose of this study was to investigate and identify the components of classroom management competence of drama school teachers by issuing expert confirmation forms to five experts in the field of education management. In addition, all 27 teachers from the Drama School of Henan Vocational Institute of Arts will be investigated to explore the current situation and expectation of the classroom management ability of the teachers in the Drama School of Henan Vocational Institute of Arts. The PNI improvement method was used to evaluate the key priority demand indicators of teachers' classroom management ability. On the basis of the survey feedback, this paper puts forward a training plan to improve the classroom management ability of drama teachers in Henan Vocational institute of Arts. The results show that: 1. Elements of teachers' classroom management ability Including : 1) Establish classroom routine; 2) Adjustment of classroom environment; 3) Harmonious and equal communication between teachers and students; 4) Education modernization and technology; 5) Professional ethics of teachers. According to expert evaluation, the suitability is very high. 2. Current situation, expectation state and priority needs of teachers' classroom management ability The current state of classroom management ability of Drama School of Henan Vocational Institute of Arts is generally in the middle level. In the expected state, all aspects are at a high level. 3. Improve teachers' classroom management ability the principle of the program is 70:20:10 Learnig Model. The program consists of 5 components: 1) principle, 2) objectives, 3) development activity content, 4) development process, 5) evaluation. And the appropriateness of the program was investigated by 5 experts. The results showed that it was appropriateness, accuracy and feasibility were the highest level. This study is of great significance for improving the classroom management ability of Drama teachers in Henan Vocational Vocational institution of Arts. It can provide a reference frame for the improvement of classroom management ability of college teachers.

Keywords: Program to enhance teacher, Teaching competency, Classroom management, Drama School

I INTRODUCTION

In recent years, China's Ministry of Education has stated that every school at all levels and of all types must strive to improve the quality of classroom teaching. We must focus on the central link of classroom teaching and improve the quality of education and teaching in schools. The classroom is the main position of teachers'

career life, and the main position of students' knowledge exploration. The purpose of "classroom-centered" is to allow teachers to base themselves on the classroom, study the classroom, develop the classroom, and strive to improve the professional quality of each teacher from the most fundamental point, so that teachers can practice excellent professional ability, obtain professional dignity, improve class quality, and help students grow healthily. (Li Baoqiang, & Guan Jingjing, 2019)

From 2015 to 2021, the gross enrollment rate of China's higher education will increase from 40 percent to 56 percent. At the same time, the total size of higher education in China has continued to grow. Statistics show that the total number of higher education students in 2020 will reach 41.83 million, an increase of 4.5% over the previous year; In 2021, the total number of higher education students in China will reach 44.3 million, an increase of 5.9% over the previous year. However, from the perspective of talent training structure, compared with the more developed vocational education system in the United States and Germany, China's higher education schools send more research-oriented talents, the supply of applied talents is insufficient, and the imbalance of talent training structure is serious. Data show that at this stage, China, Germany and the United States accounted for 44.4%, 54.7% and 67.6% of applied talents, respectively. [Data source: China's vocational education industry development status analysis and future prospects Research report (2023-2030)]

In January 2019, The State Council issued the "National Vocational Education Reform Implementation Plan", the beginning of which clearly pointed out that "vocational education and general education are two different types of education and have the same important status", officially determining that vocational education is a separate type of education in China's education system. Since the "13th Five-Year Plan", under the great attention, continuous attention and active promotion of the Party and the government, the reform and development of China's higher vocational education has achieved remarkable results, and various laws and regulations related to vocational education have been promulgated one after another. By 2021, there will be 1,486 higher vocational schools. Vocational undergraduate enrollment of 41,400; Higher vocational and junior colleges enrolled 5,525,800 students. 129,300 vocational undergraduates; Higher vocational (junior college) students 15.910 million (Daily Finance, 2022). On July 6, 2023, Chinese Minister of Education Huai Jinpeng said that China has built the largest vocational education system in the world (Huang Yuan Guo& Chen Xue ying,2019)

With the promulgation of the national vocational education policy, the development of vocational education and vocational training is improving, and the problem of unbalanced supply of talents in China will be alleviated. The basic of vocational education is to train application-oriented technical talents for the industry and enterprises to meet the needs of the production line, and the status of teachers will directly affect the quality of education and teaching in vocational colleges. In order to further promote the reform and development of vocational education, it is necessary to improve the current situation of teachers and the teaching environment of vocational colleges. As an important link of vocational education personnel training, teaching is the central work of the school, and the quality of education and teaching is the lifeline and eternal theme of a school, which is related to the success or failure of the school, but also the success or failure of national education reform.(Liu S L, Jin C, & Zhu S H, 2020)

Classroom management is a topic that schools and teachers pay much attention to. The success of classroom management directly affects the efficiency of classroom teaching. In modern education, the time students spend in the classroom occupies a very important position in their life, and the quality of classroom management is related to the healthy development of children's mind and body. Therefore, effective classroom management methods and techniques are worth exploring for every teacher. (Ertesvag, S. K. 2019)

In educational practice, classroom management problems can be seen everywhere, and classroom problems have become the most concerned and troublesome problems for teachers. In the actual classroom, we find that in the same class, the basic conditions of students in various aspects differ little, but the results of students' development are quite different. When explaining such a situation, people often tend to attribute the problem to the differences of students themselves, but ignore the strangling of students' intelligence due to teachers' behaviors and attitudes in class. The famous futurist Toffler once described the school as such, "The whole concept of gathering a large number of students (raw materials) in a centralized school (factory), processed by teachers (workers) is completely the expression of industrial social trends of thought." The overall management system of education was developed after the model of industrial bureaucracy, and the composition of knowledge into permanent disciplines was based on the assumption of an industrial society. (Valente, S., & Lourenço, A. A, 2020)Children move from one place to another, placed in designated positions, and the bell announces the change of time. Young people have just stepped out of this educational machine and entered the adult society where the structure of jobs, roles and institutions is similar to that of schools. "Students are not only learning what they might need later, they are also learning and simulating the kind of life they will live in the future." This situation shows that there are many problems in classroom management. (Franklin, H. & Harrington, I.2019)

Nowadays, although the classroom management in colleges and universities has been gradually improved, there are still some problems, such as the classroom order is not standardized, the phenomenon of students skipping class is serious, the enthusiasm of learning is not high, the classroom atmosphere is not active, the relationship between teachers and students is cold and distant, etc. These problems have seriously affected the classroom teaching process, so it is necessary to find out the corresponding solutions, strengthen the classroom management, and improve the classroom management. Only in this way can we cultivate talents who meet the needs of society. (Liu Kangwen.2021)

In China, the research on effective classroom management is still relatively backward. With the comprehensive historical review and reflection of education and teaching problems, and extensive discussion on the basic problems of teaching, the research on effective classroom management behavior began. After the mid-1980s, with the development of teaching practice and the deepening of teaching theory research, the multi-angle and multi-aspect analysis of effective classroom management behavior began. Classroom management is cited; Since the 1990s, thematic research on classroom management has appeared in the study of pedagogy. Most studies have analyzed the status and function of classroom management, and formed the whole study of classroom management. (Cai Zhiqing,2020) Through combing, it is found that compared with other aspects of teaching theory, China's classroom management still lags behind the world's advanced level. It is mainly manifested in:

- i. There are more imported materials and less localized studies. The introduction of foreign research results can not fully meet the actual situation in China, and the applicability of foreign research models and conclusions to China's theoretical research needs to be considered.
- ii. More theoretical assumptions, less empirical research. The research of this theoretical hypothesis can provide a model for teachers to form the correct concept of classroom management behavior. But the verification of observation and experiment is lacking.
- iii. The combination of effective classroom management behavior research and teaching practice is still problematic. Lacking the basis of classroom teaching practice, researchers have not absorbed nutrition from classroom teaching practice, which affects the scientific and overall level of effective classroom management behavior.

To improve the classroom management ability of teachers, it is necessary to establish a comprehensive classroom management philosophy and philosophy from the perspective of teachers themselves, enhance their personality charm, strengthen professional quality cultivation, master the psychological and physiological development laws of students, understand the needs of students, be good at "discovering others", actively reflect on themselves, and construct a democratic and open management style. (Wang Guangming, Zhang Nan, Li Jian, Yang Rui, & Zhang Sheng. 2019)

Teachers' management consciousness and management ability are important factors for teachers to form a comprehensive classroom management style. First of all, teachers should change the concept of management, establish the concept of comprehensive classroom management, and advocate humanized management; Secondly, teachers must be familiar with students' psychological and physical needs. Thirdly, teachers should have the skills and methods of classroom management. The investigation and research found that many teachers often adopt simple heat treatment of stopping and criticizing and cold treatment of ignoring problem behaviors in the classroom, and there are few ways of education and persuasion, which are unfavorable to the healthy growth and all-round development of students. (Liang Xianxiang, 2021)

Classroom management skills are a standard of teachers' professional practice ability, and the ability to establish and maintain a safe and positive classroom environment is a basic skill that every teacher must master. By providing students with a sense of comfort, security, and order, teachers can lay the foundation for student learning through effective classroom management. (Franklin, H., & Harrington, I, 2019)

Henan Vocational Institute of Arts is approved by the Henan Provincial government and registered by the Ministry of Education as a comprehensive public higher art vocational institution with distinctive characteristics and complete art categories. It recruits graduates from ordinary high schools, secondary art schools and vocational high schools with the purpose of cultivating practical talents engaged in art performance, creation, cultural management, film and television media. At present, it is the only provincial public art vocational college in Henan Province. The school has a complete set of majors, including 9 secondary colleges and 2 teaching departments, including news and media, opera, music, fine arts, drama, film and television arts, cultural communication, art design, dance, etc. The school offers more than 70 majors (including directions), and has more than 22,000 full-time students. Since its establishment, the College has always implemented the national educational policy, adhered to the correct educational direction, adhered to the distinct artistic characteristics, and with a rigorous spirit of scholarship, created a large number of technical

experts and backbone forces who stick to the front line of culture and art, and trained a large number of famous artists, actors and art educators. They have made positive contributions to the prosperity of contemporary culture and art in their respective fields.

School of Drama is one of the nine secondary colleges of Henan Vocational Institute of Arts. It has a team of teachers with high quality, high standard, courage and innovation. There are 27 full-time and part-time teachers, including 2 professors, 6 associate professors, 10 lecturers, and 10 people with master's degree or above. There are 4 dual teachers and 2 provincial academic technology leaders. At present, it offers five majors (directions) : drama and film performance, character image design, fashion performance and communication, drama and film performance (children's drama), and modern magic design and performance. The Drama, film and television performance professional group is a high-level professional group construction major in Henan Province. The college has a "double master" studio in Henan Province, two provincial fine online open courses, and won the second prize of Henan Provincial Education and Teaching Achievement Award. The art works participated by the faculty have won many awards such as the "Top Ten Fine Projects of Chinese Stage Art" award, the "Five and One Project Award" of the Central Propaganda Department, the "Key Projects of the National Art Fund", the "Excellent Director Award" of the China Drama Festival, and the National "Golden Lion Award". Drama, film and television performance is the key discipline of the School of Drama, over the years for the national art institutions of higher learning, radio and television media system, art education industry and film and television drama industry to transport and cultivate a large number of talents, many of whom have become the country's famous film and television actors and industry rookies.

To sum up, the researcher wants to study the topic of "Research on the current situation and demand of classroom management ability of teachers in Drama School of Henan Vocational Institute of Arts". From the theoretical perspective of academic research, the main current situation and problem attribution of school classroom management can be found, so as to provide guidance for the practice of school classroom management and lay a solid theoretical foundation for improving the quality of classroom teaching and talent training.

II METHODOLOGY

1. Population and sample

This study was based on the teachers of the Drama School of Henan Vocational Institute of the Arts. The research group was defined as all 27 teachers in the drama School.

Table 1: Personal data analysis of the respondents

Items	Percentage
Gender	
Male	37.04%
Female	62.96%
Age	
30 years old and Under	29.63%
31 -- 40 years old	25.93%
41 -- 50 years old	22.22%
51 -- 60 years old	22.22%
Teaching experiences	
1-- 3 years	14.81%
4 -- 10 years	18.52%
11-- 20 years	40.74%
More than 20 years	25.93%
Job category	
Full-time teachers	51.85%
Part-time teacher	11.11%
College counselor	14.81%
Administrative staff	22.22%

Table 1 shows that there are 27 teachers in the Drama School of Henan Vocational Institute of Arts, 17 were female (62.96%), 10 were male (37.04%), 8 were young (29.63%) under the age of 30, 7 were 31-40 (25.93%), and 6 were 41-50 (22.22%). There were 6 teachers aged 51-60 (22.22%), 4 teachers with 1-3 years of teaching experience (14.81%), 5 teachers with 4-10 years of teaching experience (18.52%), and 11 teachers with 11-20 years of teaching experience (40.74%), There were 7 teachers (25.93%) with more than 20 years of teaching experience.

2. Data Sources and Collection

The researcher studies documents, summarizes, analyzes and synthesizes components and indicators Measured using qualitative data analysis techniques to obtain the components and indicators of the studied variables. Include books, textbooks, documents and research related to the studied variables that can be retrieved from libraries, the Internet, online databases.

Assessment of the suitability of components and indicators by qualified (Focus Group) groups of informants, including 5 experts. Data organization, the researcher carried out the verification. Completeness of the assessment form, coded, scored, and recorded in the computer.

Memo to the Faculty of Education Mahasarakham University Issue a letter asking for cooperation in answering the questionnaire asking for the assistance of collecting data from the specified sample group.

The researchers submitted the letter to Henan Vocational Institute of Arts for permission to conduct research at the school. After obtaining permission, the researchers distributed questionnaires to the 27 teachers who participated in the survey. Finally, the researchers collected 27 questionnaires.

3. Data Manipulation and analysis

(i) The suitability of the teachers' classroom management ability was analyzed by SPSS program, and the average score and standard deviation of each component of the teachers' classroom management ability were obtained.

(ii) By analyzing the questionnaire data by SPSS program, the current situation and ideal level of classroom management ability of Drama School teachers in Henan Vocational institute of arts are obtained.

(iii) According to average value and standard deviation of the classroom management ability of the teachers of the Drama School of Henan Vocational Institute of Arts. in Modified Priority Need Index (PNI_{modified}) the results of key priority needs are evaluated.

III CONCLUSION

Through the research of literature, concept, theory and related research, the composition elements and indicators of classroom management ability of teachers in Drama School of Henan Vocational Institute of Arts are obtained. The results show that teachers' classroom management ability has 5 components, 1) Formulation of classroom routine, 2) Adjustment of classroom environment, 3) Harmonious and equal communication between teachers and students, 4) Education modernization and technology, 5) Teachers' professional ethics.

Table 2: Mean and standard deviation of Classroom management ability of teachers of Drama school of Henan Vocational Institute of Arts

Items	A component of teachers' classroom management ability	\bar{X}	S.D	Level of Suitability
1.	Formulation of classroom routine	4.80	0.45	Very High
2.	Adjustment of classroom environment	4.60	0.46	Very High
3.	Harmonious and equal communication between teachers and students	4.60	0.49	Very High
4.	Education modernization and technology	4.70	0.48	Very High
5.	Teachers' professional ethics	4.80	0.45	Very High
Total		4.77	0.19	Very High

The survey shows the mean, standard deviation and PNI of the current and expected state of teachers' classroom management ability. Teachers' classroom management ability is generally in the middle level. In the current state, the average values are: 1) harmonious and equal communication between teachers and students, 2) adjustment of the classroom environment, 3) educational modernization and technology. The lower average is: teacher ethics. The overall expectation state of teachers' classroom management ability is at a high level. The average values in the state of desire are: 1) teacher professional ethics, 2) educational modernization and technology, and 3) harmonious and equal communication between teachers and students. The lower average is: the development of classroom routines. The priority demand index of teachers' classroom management ability. The priorities are: 1) modernization of education and technology, 2) development of

classroom routines, 3) adjustment of the classroom environment, 4) harmonious and equal communication between teachers and students, and 5) teacher professional ethics. As shown in Table 3.

Table 3: The current and expected state of teachers' classroom management ability and the mean standard deviation of PNI.

Items	Component	Current State			Desired State			PNI	Rank
		\bar{X}	S.D	Interpret	\bar{X}	S.D	Interpret		
1.	Formulation of classroom routine	2.30	0.12	Medium	3.55	0.18	Medium	0.54	2
2.	Adjustment of classroom environment	2.68	0.11	Medium	3.87	0.11	High	0.44	3
3.	Harmonious and equal communication between teachers and students	2.84	0.16	Medium	4.07	0.17	High	0.43	4
4.	Education modernization and technology	2.59	0.06	Medium	4.12	0.15	High	0.59	1
5.	Teachers' professional ethics	2.21	0.17	Medium	4.35	0.16	High	0.35	5
Total		2.72	0.10	Medium	3.99	0.12	High	0.47	/

After determining the direction of improving teachers' classroom management ability, according to the research results, a training program for improving teachers' classroom management ability is formulated, including 1) principles, 2) objectives, 3) development activities, 4) development process and 5) evaluation. As shown in Figure 1.

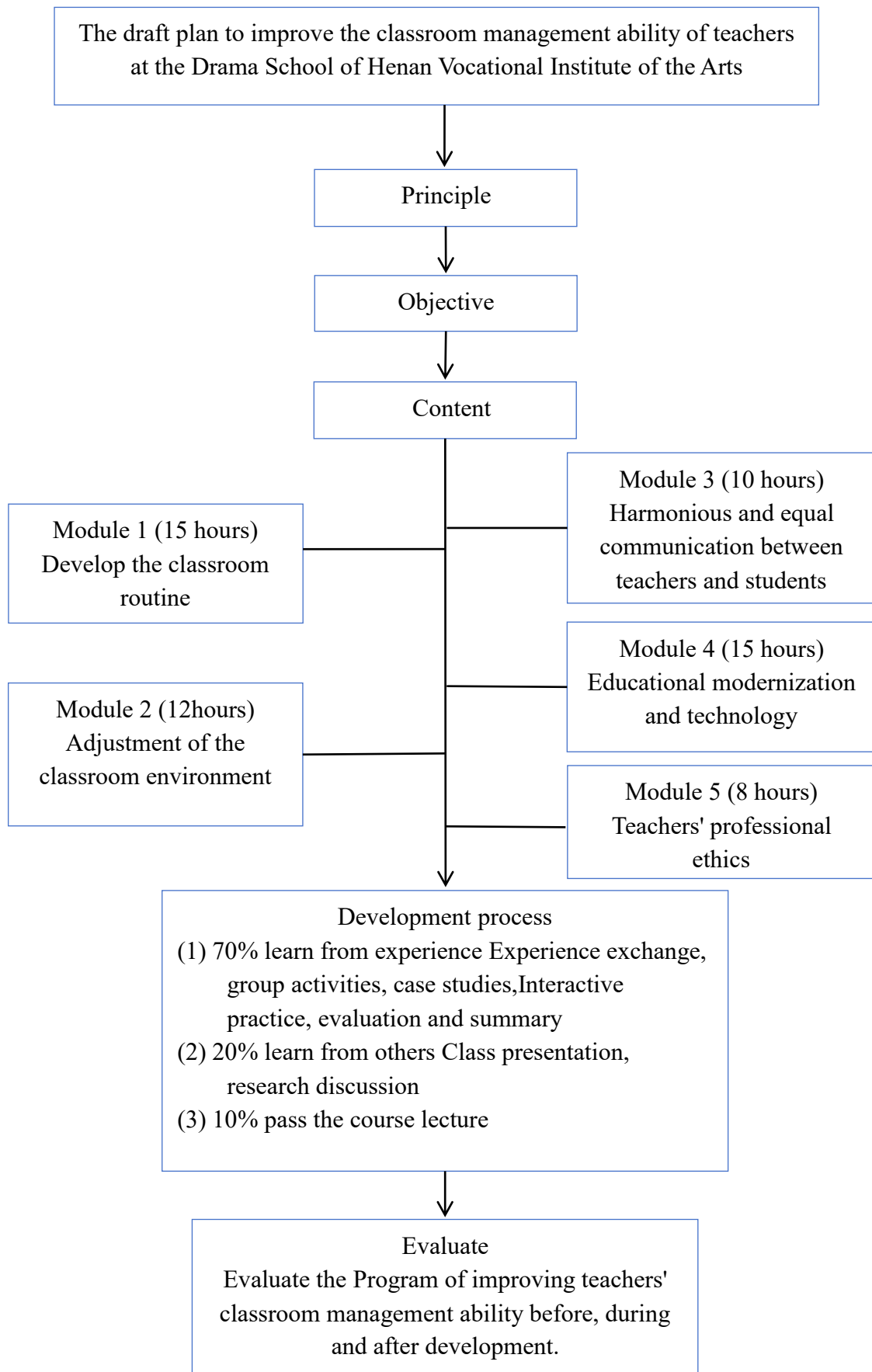


Figure 1: Scheme details plan for improve the classroom management ability of teachers at the Drama School of Henan Vocational Institute of the Arts.

Finally, 5 experts were invited to evaluate the appropriateness, accuracy, and and feasibility of the training program. The evaluation results are very high. As shown in Table 4:

Table 4: Expert assessment of the suitability, accuracy and feasibility of the teacher's classroom management ability improvement plan

Evaluation List	level of appropriateness			Level of accuracy			Level of feasibility		
	\bar{X}	S.D	Interpretation	\bar{X}	S.D	Interpretation	\bar{X}	S.D	Interpretation
Principle	5.00	0.00	Very high	5.00	0.00	Very high	5.00	0.00	Very high
Objective	5.00	0.00	Very high	5.00	0.00	Very high	5.00	0.00	Very high
Development activity content									
1.Formulation of classroom routine	5.00	0.00	Very high	5.00	0.00	Very high	5.00	0.00	Very high
2.Adjustment of classroom environment	5.00	0.00	Very high	5.00	0.00	Very high	4.80	0.45	Very high
3.Harmonious and equal communication between teachers and students	5.00	0.00	Very high	5.00	0.00	Very high	4.80	0.45	Very high
4.Education modernization and technology	4.80	0.45	Very high	5.00	0.00	Very high	5.00	0.00	Very high
5.Teachers' professional ethics	5.00	0.00	Very high	5.00	0.00	Very high	5.00	0.00	Very high
Development process									
1. Lecture presentation	5.00	0.00	Very high	5.00	0.00	Very high	5.00	0.00	Very high
2. Experiential learning	5.00	0.00	Very high	5.00	0.00	Very high	5.00	0.00	Very high
3. Lecture in class	5.00	0.00	Very high	5.00	0.00	Very high	5.00	0.00	Very high
4. Team activities	5.00	0.00	Very high	5.00	0.00	Very high	5.00	0.00	Very high
5. Case study	5.00	0.00	Very high	5.00	0.00	Very high	5.00	0.00	Very high
6. Discussion and exchange	5.00	0.00	Very high	4.80	0.45	Very high	5.00	0.00	Very high
7. Practice	5.00	0.00	Very high	5.00	0.00	Very high	4.80	0.45	Very high
8. Reflect and summarize	5.00	0.00	Very high	5.00	0.00	Very high	5.00	0.00	Very high
Evaluation									
1.Pre-development assessment	5.00	0.00	Very high	5.00	0.00	Very high	5.00	0.00	Very high
2.Mid-development assessment	5.00	0.00	Very high	5.00	0.00	Very high	5.00	0.00	Very high
3.Post-development assessment	5.00	0.00	Very high	5.00	0.00	Very high	5.00	0.00	Very high
Total	4.99	0.03	Very high	4.99	0.03	Very high	4.98	0.08	Very high

As can be seen from Table 4, the program aimed at improving the classroom management ability of the Drama School teachers of Henan Vocational Institute of Arts has reached the highest level in terms of appropriateness, accuracy and feasibility. Specifically, it includes the following aspects: 1) principles, 2) objectives, 3) content, 4) development process, and 5) evaluation. In general, it is very suitable for the improvement of teachers' classroom management ability. The average scores for suitability, accuracy and feasibility were 4.99, 4.99 and 4.98 respectively, all at very high levels.

IV DISCUSSION

Classroom management plays an important role in the whole development of school curriculum. Starting from improving the essence of teacher classroom management, this research Program systematically explores the concept and optimization strategy of classroom management in Drama School of Henan Vocational Institute

of Arts. From the theoretical perspective of academic research, it finds out the main current situation and problem attribution of classroom management of Drama School teachers of Henan Vocational institution of Arts, providing specific guidance for the practice of classroom management for school teachers. It has laid a solid theoretical foundation for improving the quality of classroom teaching and talent training, and has taken a solid step towards realizing the educational goals of the school. Adhering to the educational concept of "people-oriented", the research Program creates a democratic, positive and harmonious teaching environment for students through the improvement of teachers' classroom management ability, improves the education and teaching quality of Henan Vocational institution, and promotes the all-round high-quality development of education and teaching of Henan Vocational institution.

Through the implementation of this research Program, it can be proved that the effect of teachers' classroom management ability has been significantly improved, and all participants have been effectively improved and learned, and the research purpose of this research Program has been achieved as a whole.

In order to improve the classroom management ability of drama School teachers of Henan Vocational institution of Arts, the following suggestions are put forward.

i. In order to improve teachers' classroom management ability, while improving their comprehensive quality, schools and education management departments should strengthen supervision and management, establish learning and training mechanisms, reward and restraint mechanisms, evaluation and supervision mechanisms, and collaborative participation mechanisms to form a long-term mechanism for teachers' classroom management ability.

ii. School administrators should pay attention to the importance of effective classroom management for teachers, and provide effective training for more in-service teachers, so that teachers can become effective class managers, so as to improve the quality of education and teaching in schools.

iii. The implementation process of this research Program has been carried out in the Drama School of Henan Vocational Institute of the Arts, and the implementation effect of this Program can be drawn from the conclusion. It is suggested that other professional schools of the university develop, implement and promote this Program, and carry out further research work.

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