

## The Chinese Classroom Management Style and Students' Chinese Language Performance at Sarasas Witaed Nakhonpathom School

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### Abstract

The purposes of this research target: (1) to explore the current situation and obstacles of Chinese classroom management in the high school of Sarasas Witaed Nakhonpathom school (SWNS); (2) to identify the classroom management style commonly adopted by the native Chinese teachers through interviews and questionnaire in the high school level; (3) to identify the classroom management style generally accepted by Thai students through the questionnaires for students in the high school level; (4) to identify the most important style of Chinese classroom management in the high school level. The sample of the study included three Chinese teachers of Chinese nationality and Thai students in the high school. Through the comparison of the questionnaire data, the researcher found: (1) The Chinese classroom management in the high school department of SWNS is a humanistic style; (2) The issue of classroom discipline is considered by teachers to be the most prominent issue; (3) Excessive student centralization is believed by teachers to have a negative impact on students' Chinese test scores. The suggestions to this school are: (1) to formulate clear classroom management rules and reward-punishment systems; (2) to organize parent representatives to communicate with Chinese teachers to gain a deeper understanding; (3) to standardize the examination system.

**Keywords** : *Chinese Classroom Management Style, Students' Chinese Language Performance, Sarasa Witaed Nakhonpathom School.*

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### 1. Introduction

According to GDP ranking, World Bank (2015) China has the world's fastest-growing major economy, which currently ranks as the second largest in the world by nominal GDP and the largest in the world by purchasing power parity (World Bank, 2015). With the rapid development of China's economy and the continuous enhancement of its overall national strength, the economic and trade cooperation between countries in the world and China is getting closer and closer, and the world's requirements for Chinese language learning are becoming increasingly urgent.

Among the many educational institutions that offer Chinese courses, the Catholic Sarasas Affiliated Schools in Thailand have established a Thai-English bilingual teaching model corresponding to the ASEAN bilingual program. Sarasas schools recruits Chinese native speakers as Chinese language teachers. In addition, Chinese courses are increasingly

valued by the school. For example, Sarasas Witaed Nakhonpathom School officially decided to set up Chinese course in kindergarten in 2016. The first Sarasas school was Sarasas Phitthaya School, which was established in 1993, opened a teaching mode called “Extra Class Program”, that is, foreign teachers not only teach foreign language classes as native speakers, but also participate in the teaching activities of other subjects such as science, social science, philosophy, mathematics, etc.. More than forty Sarasas schools have been established in Thailand so far. As one of the affiliated schools, Sarasas Witaed Nakhonpathom School (SWNS) has offered Chinese courses from kindergarten to high school, and all Chinese teachers are native speakers. According to The Diary of Sarasas, SWNS has 36 foreign teachers and 2,243 students, including 1,530 bilingual students.

This researcher tries to study the relationship between the Chinese classroom management and student performance in the high school of SWNS where the researcher once worked, and make suggestions.

## **2. Research Questions**

2.1 What are the current situation and problems of Chinese classroom management in the high school of Sarasas Witaed Nakhonpathom school (SWNS)?

2.2 What is the classroom management style commonly adopted by the native Chinese teachers?

2.3 What is the classroom management style generally accepted by Thai students?

2.4 What is the most important style of Chinese classroom management in the high school level?

## **3. Research Objectives**

3.1 To explore the current situation and obstacles of Chinese classroom management in the high school of Sarasas Witaed Nakhonpathom school (SWNS);

3.2 To identify the classroom management style commonly adopted by the native Chinese teachers through interviews and questionnaire;

3.3 To identify the classroom management style generally accepted by Thai students through the questionnaires for students;

3.4 To identify the most important style of Chinese classroom management in the high school level.

## **4. Literature Review**

Classroom management is a term used to describe the process of facilitating teaching activities without disruptive behavior from students compromising the delivery of instruction. Classroom management is of great significance. It is not only related to whether teaching activities can be carried out smoothly, but also related to the quality of teaching. According to Moskowitz and Hayman (1976), once a teacher loses control of their classroom, it becomes increasingly more difficult for them to regain that control.

Emmer and Everston (1981) defined effective classroom management as “teacher behaviors that produce high levels of student involvement in classroom activities, minimal amounts of students behaviors that interfere with the teacher’s or other students’ work, and efficient use of instructional time” (Emmer & Everston, 1981, p.342).

There are many theories and models of classroom management. Drew (2020) classified the most famous classroom management theories in 2020 into the following five categories:

- Humanist—focus on removing negative influences;
- Democratic—focus on empowering students;
- Behaviorist—focus on fixing behaviors;
- Psychoanalytic—focus on unconscious thoughts of children; or
- Cognitive—focus on thoughts, not behaviors (Drew, 2020).

### **Humanist Category**

Among the theories above, the humanistic model advocates discovering and praising personal advantages and emphasizing students' self-esteem. Duncan (2020) introduced that humanistic approach to classroom management is rooted in humanistic psychology, which emerged in the 1950s through the works of Abraham Maslow and Carl Rogers. The humanistic model emphasizes individuality and self-determination (Duncan, 2020).

The humanistic model gives more initiative to students, and its basic focus is on individual students. Maslow & Rogers (1979) stated that any behavior must be understood through the lens of what need or needs it satisfies.

The humanistic model is more inclined to student-centered. According to Rogers (1979), students should have freedom to learn. The goal for students is self-discipline, and teachers should be facilitators rather than directors (Rogers, 1979). Therefore, the humanistic model does not advocate indoctrination teaching.

Chambers & Hardy (2005) pointed out that humanistic method of classroom management and discipline were more successful than authoritarian ones whose style of classroom control is a more harsh and ineffective approach.

An advantage of the humanistic classroom management approach is its long-term emphasis; however it is often seen as too subjective; the importance of individual experience makes it difficult to objectively study and measure humanistic phenomena (Cherry, 2020).

However, it is not to say that the humanist model of classroom management is not flawed. Over-emphasizing students' natural potential or too much emphasis on the centrality of students may lead to students' negative behaviors and learning attitudes, which may affect the effects of classroom management.

### **Democratic Category**

In addition to humanist model, there is democratic model of classroom management. In 1981, National Educational Association (NEA), the largest labor union and professional interest group in the US reported that 36% of teachers said they would probably not go into teaching if they had to decide again. A major reason was negative student attitudes and discipline.

This shows the importance of classroom discipline and the difficulty of effective classroom management for teachers. Regarding the management of classroom discipline, the book *Discipline and group management in classrooms* written by Jacob Kounin was published in 1970. Kounin's classroom management theory is representative of the democratic model, which allows students to participate in classroom management.

Dreikurs (1957) advocated logical consequences to misbehavior instead of punishment in his Democratic Model of classroom management. He believed that children make errors in their assumptions regarding what behaviors lead to desired goals (Dreikurs, 1957).

In a democratic classroom, teachers share power with students and support them in managing their own behavior. Wolk (2003) argued that for classroom management and student learning, democratic methods are more effective. Ackley et al. (2003) suggested that teachers can have a more positive influence on student achievement when they allow students to have a voice in classroom decisions. Furthermore, Overton and Sullivan (2008) argued that teachers can become better informed on how best to create a positive learning environment which will promote the academic, emotional and social wellbeing needs of students and provide students with opportunities for enjoyable learning and development (Overton & Sullivan, 2008).

On the contrary, according to Study International Staff (2019), the problem lies when the real-world does not always operate in a democratic way, making it challenging for students to find the same type of creative liberation elsewhere upon graduating.

### **Behaviorist Category**

In 1913, John B. Watson published the book *Psychology as the Behaviorist Views it*, which advocated that the value of psychology lies in the study of behavior, not the awareness of research.

According to Skinner (1938), operant conditioning is a method of learning that occurs through rewards and punishments for behavior. Through operant conditioning, an individual makes an association between a particular behavior and a consequence. Landau (2009) pointed out that behaviorist management systems are based on rewards and punishments.

McLeod (2018) argued that in the conventional learning situation, operant conditioning applies largely to issues of class and student management, rather than to learning content. And a simple way to shape behavior is to provide feedback on learner performance (McLeod, 2018).

However, behaviorism has also been criticized for certain flaws. Like it Ignore human motivation and thinking, and Ignore the impact of social interaction. According to *Articles, Blog, Education Sector* (2016), Some educators have problems with behavior tracking education technology. Because it can be embarrassing to lower student self-esteem. Moreover, educators are worried that this type of system can provide the wrong motivation to students, as children receive rewards for accumulating points for good behavior. Therefore, behavior shame and valuing the Extrinsic Over the Intrinsic are two defects of it.

## **5. Research Methodology**

Regarding the teaching and management of Sarrsas, Zuber and Lynch (2017) studied the traditional instruction and cooperative learning instruction methods of sarasas witaed bangbon school. In addition, Nampradit et al. (2019) researched innovative leadership development model of Sarasas Affiliated Schools administrators. However, at present, there are few English literatures on Sarasas Affiliated Schools, and there is a lack of research on SWNS in English. Therefore, the author interviewed some teachers of

SWNS and conducted a questionnaire survey with teachers and students, and used related models of classroom management above to conduct the research.

### **Samples**

Site of Research. The location of this study is the high school department of Sarasas Witaed Nakhonpathom School in Thailand.

### **Participant Population**

Chinese Teachers. There are 3 Chinese teachers in total, all of whom are native speakers with Chinese nationality. The research conducted a semi-structured interview with them and then distributed a questionnaire for teachers to them.

Thai Students. The researcher selected a total of 100 high school Thai students, who are willing to participate in this study voluntarily to answer the questionnaire for students.

## **6. Instruments**

Research instruments include interviews with Chinese teachers, Chinese teacher questionnaire, and Thai student questionnaire. Since the teacher interviews and teacher questionnaire are for Chinese teachers, in order to avoid misunderstandings caused by translation, the medium language used by the researcher is Mandarin Chinese. On the other hand, the structure and content of the student questionnaire are consistent with the teacher questionnaire. This is to facilitate the researcher to conduct comparative research on the survey results of the teacher and student questionnaire. In addition, the student questionnaire is a trilingual questionnaire. The reason is that the students participated are all Thais, and their Chinese level is not enough for them to understand the questionnaire in Chinese. Therefore, the questionnaire was translated into Thai. And in order to correct the error caused by the lack of the Thai language level of the researcher, the English translation was inserted as a correction for this error.

### **Validity and Reliability**

In order to ensure the reliability and validity of the instruments, the dimensions and variables of the questionnaire are based on the keywords synthesis of relevant literature. In terms of validity, three Chinese language teacher experts conducted Item Objective Congruence (IOC) analysis on each item of the questionnaire, and gave scores of 1.0, 0.8 and 0.8 respectively, indicating that the validity of the questionnaire meets the requirements. In terms of reliability, the researcher used SPSS statistical software to analyze the Cronbach's alpha coefficient of the feedback data of 30 students in the preliminary test, and obtained the Cronbach's alpha coefficients of the three variables of humanist, democratic and behaviorist as 0.826, 0.912 and 0.857, indicating that the reliability of the questionnaire meets the requirements.

## Interview

First Stage Interview: During the research period, there were only 3 Chinese language teachers in the high school of SWNS, and they all participated in the interview. Through free interviews with the 3 Chinese teachers, the researcher sorted out the basic situation of the school and Chinese classroom management, and prepared for the next specific interview plan and questionnaire.

Second Stage Interview: Based on the first stage of free interviews, the researcher designed and used semi-structured teacher interviews and teacher questionnaire.

## Questionnaires

The questionnaires are divided into a teacher questionnaire and a student questionnaire, which are aimed at teachers and students respectively. Both the teacher questionnaire and the student questionnaire include 12 questions, and their contents and order are consistent and echoing.

The Questionnaire employs a 5-point Likert scale as listed below:

- Not at all = 1 score
- A little bit = 2 scores
- Normal = 3 scores
- True = 4 scores
- Very true = 5 scores

Through the first stage interview with teachers, the researcher learned that the overall style of the school is students-centered, but this management style is considered to affect classroom discipline and is not accepted by Chinese teachers. Therefore, humanistic theory was selected as one of the theoretical basis of the questionnaire design to explore the similarities and differences of attitudes of Chinese teachers and Thai students in this regard.

Moreover, from the interviews with teachers, it was learned that classroom discipline is the most prominent issue because of the school's democratic belief. Therefore, the researcher chose democratic theory as another theoretical basis for the questionnaire design. In addition, at present, Chinese teachers generally adopt an incentive-punishment approach to classroom management, which is in line with the principles of behaviorism such as Stimulus-response (S-R) approach. Therefore, the researcher chose behaviorist theory to explore the similarities and differences between the views of teachers and students on the reward and punishment system.

Based on these three theories, the author designed a teacher questionnaire and a student questionnaire. As shown in Table 1:

(1) Questions 1, 4, 7, and 10 are based on Maslow & Rogers' humanistic psychology in order to confirm whether the school's Chinese classroom management style belongs to the humanist style; (2) Questions 2, 5, 8, and 11 are based on Kounin's discipline and group management in classrooms, in order to confirm whether the school's Chinese classroom management style belongs to the democratic style; (3) Questions 3, 6, 9, and 13 are based on Skinner's behavior analysis to confirm whether the school's Chinese classroom management style belongs to the behaviorist style.

And the interpretation of questionnaire scores is shown in Table 2 and 3 below.

**Table 1**  
*Correspondence between theories and the topics of the questionnaire*

Value Component	Number of Items for Each Component	Item Numbers
Humanistic style	4	1, 4, 7, 10
Democratic style	4	2, 5, 8, 11
Behaviorist style	4	3, 6, 9, 12
<b>Total</b>	12	

**Table 2**  
*Interpretation of the scores of the questionnaire*

Interpretation	High	Moderate	Low
Humanistic style (4 Items)	20-15	14-10	9-4
Democratic style (4 Items)	20-15	14-10	9-4
Behaviorist style (4 Items)	20-15	14-10	9-4
<b>Total</b>	60-45	42-30	27-12

**Table 3**  
*Interpretation of the scores of each question of the questionnaire*

Mean of Each Question	Low	Moderate	High
$\bar{X}$	$1 \leq \bar{X} \leq 2.5$	$2.5 < \bar{X} < 3.5$	$3.5 \leq \bar{X} \leq 5$

## 7. Results and Discussion

### Interview With Teachers

Through interviews with the three Chinese teachers, the researchers summarized the most common phenomenon of Chinese classroom management in the high school department of Sarasas Witaed Nakhonpathom School. All the teachers who participated in the interview reached a high consensus on them. They are as follows:

- During the class, students generally lose their concentration on study;

- Very few students have enthusiasm, and the learning attitudes among students vary greatly ;
- Frequently, some students talk, play, and do not repent ;
- Students do not have a correct understanding of classroom discipline and lack the concept of observing classroom discipline ;
- Teachers manage the classroom with a small amount of rewards and penalties, but the effect is not obvious ;
- The school does not support the punishment of foreign teachers to students, only persuasion is allowed ;
- All Chinese teachers are not satisfied with the students' overall performance;
- Teachers believe that poor classroom discipline is the most important reason for the poor overall academic performance of students.

According to interviews, the school's humanistic management of students objectively condones students' bad behavior and learning attitudes. Teacher Y stated that she had been criticized by the school's coordinators for loudly reprimanding students. Moreover, British teacher F was complained by students due to his strict teaching style, and was later forced to resign. According to Teacher Z, if the school can less interfere with teachers' rewards and punishment measure, then students could concentrate on learning and their academic performance should be greatly improved. All the above statements can be testified by all teachers, so they can be considered credible. All teachers are most concerned about the democratic and humane style of classroom management, and teachers believe that behavioral management should arouse the school's attention. Therefore, the researchers formulated a questionnaire for teachers and students, and through statistical analysis, the following results were obtained.

### **Data Comparison on Humanist Style**

In order to determine whether the management of the Chinese classroom in this high school department is a humanist style, the researchers conducted a questionnaire survey on teachers and students, and compared the questionnaire data of the two. Questions 1, 4, 7, and 10 in the questionnaire are designed for humanist classroom management.

Table 4 below shows the mean and standard deviation of humanist style management, based on the data collected from teacher and student questionnaires.

In terms of whether teachers respect the uniqueness and dignity of students, the average value of Chinese teachers is 4.67 and the average value of students is 4.55, both of which are high scores. This shows that teachers respect the uniqueness and dignity of students.



**Table 4**

*Mean, standard deviation, and interpretation of humanist style management of high school department at SWNS.*

Questions	Participants	$\bar{X}$	S.D.	Interpretation
1. Chinese teachers respect students' uniqueness and dignity	Teachers	4.67	0.47	High
	Students	4.55	0.59	High
4. The main body of the Chinese lessons are the teachers.	Teachers	3.33	0.94	Moderate
	Students	4.00	0.55	High
7. Teachers rarely interfere with class discipline, and they support students	Teachers	2.33	0.94	Low
	Students	3.20	0.51	Moderate
10. Chinese teachers accept students' attitude towards learning Chinese	Teachers	3.33	0.94	Moderate
	Students	4.15	0.57	High
<b>Overall</b>	Teachers	3.42	0.83	Moderate
	Students	3.80	0.49	High

Regarding the question of whether the Chinese class is teacher-centered, the mean of the teachers is 3.33, which is a moderate level, and there are great differences in the self-evaluation of the three teachers. The mean of the students is 4, which is a high score. This shows that regardless of whether Chinese teachers are willing to admit it, in the eyes of Thai students, the main body of the Chinese lesson is teacher.

Chinese teachers believe that they often interfere in classroom discipline, which can be proved from the data of question 7.

Regarding the issue of teachers' acceptance of students' learning attitudes, the mean of teachers is 2.33, which is a low level, and the mean of students is 3.2, which is a medium level. This means that teachers generally do not accept students' learning attitudes. Teachers think it is negative, which can be seen through teacher interviews, and the students' data as a whole does not deny this fact.

In addition, with regard to the total scores of the four questions about humanist-style Chinese classroom management, the teachers' grade is medium, while the students' grade is high. However, the mean of the former is 3.42, and the latter is 3.8. The difference is only 0.38. Therefore, although students believe that Chinese classroom management is humanist more than teachers, in fact, teachers also recognize that their Chinese classroom management belongs to humanist style.

### **Data Comparison on Democratic Style**

In order to determine whether the management of the Chinese classroom in the high school department at Sarasas Witaed Nakhonpathom School is of a democratic style, the researcher conducted a questionnaire survey on teachers and students respectively. Questions 2, 5, 8, and 11 in the questionnaire are designed for democratic-style classroom management.

Table 5 below shows mean and standard deviation of democratic style management, based on the data collected from teacher and student questionnaires.

**Table 5**

*Mean, standard deviation and interpretation of democratic style management of high school department at SWNS.*

Questions	Participants	$\bar{X}$	S.D.	Interpretation
2. Chinese teachers are democratic, not authoritarian	Teachers	3.00	0.00	Moderate
	Students	4.25	0.62	High
5. Students are bound by teachers' power	Teachers	4.00	0.00	High
	Students	3.55	1.16	High
8. Chinese teachers have clear standards for rewarding and punishing students	Teachers	3.67	1.25	High
	Students	3.65	0.73	High
11. Chinese teachers made the class rules by themselves, without discussing with students	Teachers	2.33	1.25	Low
	Students	3.50	1.40	High
<b>Overall</b>	Teachers	3.25	0.63	Moderate
	Students	3.74	0.98	High

Regarding the question that Chinese teachers are democratic and not authoritarian, all Chinese teachers chose “normal”, which is also in line with the conclusion of the interview that teachers often interfere in classroom discipline. However, the mean of students is 4.25, which is a high score. This shows that in students’ opinion, the degree of restraint of teachers on classroom discipline is appropriate and not mandatory. This also coincides with the conclusion of teacher interviews, namely, the school does not allow teachers’ corporal punishment measures, but only allows persuasion.

Regarding the problem of students being constrained by the teacher's power in the classroom, all teachers chose “true”, which is a high level, and the mean of students is also a high level. This once again proves the teachers’ intervention in Chinese classroom discipline.

Chinese teachers have clear standards for rewarding and punishing students. This can be confirmed from the consistent answers from teachers and students to question 8.

Regarding the question of teachers making classroom rules without consulting students, the mean of teachers is 2.33, which is a low level, and the mean of students is 3.5, which is a high level. This means that students generally recognize that classroom rules are the result of consultation between teachers and students. However, in teachers’ opinion, the rules of the classroom are decided unilaterally by teachers. In fact, this is not a contradiction. According to Teacher Z’s statement, her classroom rules are formulated by teachers according to the situation of Chinese high schools, and because the implementation effect at this school is not obvious, teachers made adjustments based on school requirements and student characteristics.

In addition, with regard to the four questions of democratic-style classroom management, the mean of the teachers’ total score is 3.25, the students’ is 3.74, and the difference is 0.49, which means the Students are more inclined than teachers to believe that their Chinese classroom management style is democratic.

### Data Comparison on Behaviorist Style

In order to determine whether the management of the Chinese classroom in this high school department is a behaviorist style, the researchers conducted a questionnaire survey on teachers and students, and compared the questionnaire data of the two. Questions 3, 6, 9, and 12 in the questionnaire are designed for humanist classroom management.

Table 6 below shows mean and standard deviation of behaviorist style management, based on the data collected from teacher and student questionnaires.

**Table 6**

*Mean, standard deviation and interpretation of behaviorist style management of high school department at SWNS.*

Questions	Participants	$\bar{X}$	S.D.	Interpretation
3. Students are active in learning, because Chinese teachers give students feedback in time	Teachers	4.33	0.47	High
	Students	4.00	1.22	High
6. Chinese courses are from easy to difficult	Teachers	4.67	0.47	High
	Students	4.40	0.58	High
9. Chinese teacher inspires students with rewards or punishments	Teachers	4.33	0.47	High
	Students	3.45	0.80	Moderate
12. Chinese teachers choose good students as students' role model	Teachers	4.67	0.47	High
	Students	3.90	0.89	High
<b>Overall</b>	Teachers	4.50	0.47	High
	Students	3.94	0.87	High

The data in question 3 proves that the teachers and students unanimously acknowledged that Chinese teachers give students timely feedback and promoted students' enthusiasm for learning.

The data in question 6 proves that both teachers and students admit that the Chinese courses are from easy to difficult.

The data in question 9 shows that Chinese teachers encourage students through rewards and punishments, and teachers recognize this fact more than students. In fact, the difference between teachers and students is that the rewards and punishments of teachers are aimed at a small number of students with excellent performance or bad behavior. Therefore, in teachers' opinion, they do manage the classroom through the reward-punishment measure. However, on the whole, many students did not receive rewards or criticisms. Therefore, these students could not clearly feel the impact of the reward-punishment measure. As stated by Teacher Y, she only rewarded two active students from Grade 12.

The data in question 12 shows that teachers and students are unanimous in agreeing that Chinese teachers choose student role models to encourage other students. As stated by teacher Z and teacher Y, they often assign the best students to do reading demonstrations to encourage students' enthusiasm for learning.

In addition, regarding the four questions of behaviorist classroom management, the mean of the teachers' total score is 4.5, the students' is 3.94, the difference is 0.56, all are high level. Overall, teachers and students highly believe that Chinese classroom management style is behaviorist.

### **The Scores of Chinese Final Exam**

In order to explore the relationship between students' Chinese performance and Chinese classroom management style, the researcher selected and analyzed some the students' scores of Chinese final exam last year. The number of students who agreed to release their final exam scores for use in this study was as follows: The students are from three classes of Grade 10, 11 and 12. Among which, the total number of students studying Chinese in a certain class of Grade 10 is 8; the total number of students studying Chinese in a certain class of Grade 11 is 10; and the total number of students studying Chinese in a certain class of Grade 12 is 24. The full scores of the exam are 100.

**Table 7**

*Mean, standard deviation and interpretation of the scores of Chinese final exam of high school department at SWNS.*

<b>Grade</b>	$\bar{X}$	<b>S.D.</b>
Grade 10	76.50	23.64
Grade 11	75.80	28.26
Grade 12	68.33	21.37
<b>Overall</b>	73.54	24.42

The data in Table 7 above shows that the average final exam score for a certain class in grade 10 is 76.5. Teacher Z is not very satisfied with this score, but the school's rule is that 50 is the passing result. Therefore, the school and Thai students are satisfied. This is different from China's evaluation criteria of exam, because in China 60 is a passing score. And generally speaking, a score above 90 is considered a satisfactory result, while a score below 80 is often not recognized. As Teacher Y stated, when she first came to work at Sarasas Witaed Nakhonpathom School, she was unacceptable to the students' grades. Moreover, the standard deviation is 23.64 points, indicating that there is a large difference in the test scores among the individual students, and it also confirms the conclusion of the teacher interview: very few students are motivated and their learning attitudes among individuals vary greatly.

The mean of the final exam scores of a certain class in Grade 11 is 75.8, and the standard deviation is 28.26, indicating that the test results of these two classes in Grade 11 and Grade 10 are similar.

The mean of the final exam scores of a certain class in Grade 12 is 68.33, and the standard deviation is 21.37. In this regard, teacher Y explained that the learning contents of Grade 12 is more difficult, which may be quite difficult for students with weak foundation. Moreover, the Grade 12 students pay more attention to the coming university entrance examinations, and the high school students who do not plan to continue to study

Chinese at university will choose to reduce their investment in Chinese learning, and some even give up learning Chinese.

In addition, the mean of the overall score of all these students is 73.54, and the standard deviation is 24.42, indicating that there is a large differences between individuals. However, this exam result is acceptable under the evaluation standard of this school. Conversely, for Chinese teachers, this exam result is not satisfied.

## 8. Conclusion

According to the analysis above, the Chinese classroom management style of the high school of Sarasas Witaed Nakhonpathom School has the characteristics of humanist, democratic and behaviorist; however, due to the difference between the mean of the total scores of the questionnaire section on the humanist style of teachers and students It is the smallest (0.38), relative to the democratic (0.49) and behaviorist (0.56) styles. Therefore, in terms of the management style of the Chinese classroom is humanist, the cognition of Chinese teachers and students is the most consistent. Therefore, it has the most credibility. In other words, the most important management style of the Chinese classroom in this school is humanist.

Roger (1965) suggested that humanism advocates that students can learn their consciously interesting and needed knowledge driven by curiosity, rather than passively obey the strict coercion of teachers. He believes that unconditional positive regard, congruence and empathic understanding are the basic conditions of self-actualization.

However, the practicality and effectiveness of any theory in reality will be affected by the actual situation. At Sarasas Witaed Nakhonpathom School, these treatments were mistakenly interpreted by some students as the teachers' default of students' negative classroom behaviors, and the school's anti-corporal punishment measures made it difficult for students to recognize their problems in their behavior and learning attitudes, which caused a vicious circle. As Teacher Z stated, the school only allows teachers to persuade the students who violated classroom discipline. Therefore, some students refused to correct their negative behavior and learning attitude. The teacher's authority is weakened, making classroom discipline more difficult to manage.

Therefore, for the problem of this school, what is important is not to discuss the theoretical applicability of humanism, but how to eliminate the management drawbacks caused by excessive humanism.

First of all, the school needs to formulate clear classroom management rules and reward-punishment systems through parent meeting to consult with parents to form a matching classroom management system, which will be constantly revised in actual implementation;

Second, the school should organize parent representatives to communicate with Chinese teachers to gain a deeper understanding of the demands and goals of both parties. However, according to all teachers who participated in the interview, parents never had formal and in-depth communication with teachers. Moreover, according to Teacher Z, she has worked at Sarasas Witaed Nakhonpathom School for 5 years, not even a Line Group of parents and teachers was created;

Third, the examination system needs to be standardized. Teacher L stated that the teacher in class should have the absolute right to make examination questions. School administrators should not force Chinese teachers to modify examination questions according to their own wishes without understanding Chinese language. It can be seen that there is a phenomenon that the school has unreasonably interfered in the proposition of

Chinese test papers, and the lack of standardized management of the examination system, which would affect the validity of the examination results and the enthusiasm of teachers' work. Meanwhile, it is not conducive to classroom management.

The Chinese teachers interviewed agreed that excessive student-centered model makes it difficult to manage classroom discipline, which directly leads to students' lazy learning attitudes and negative behaviors in classrooms, and the test results are therefore unsatisfactory. However, the data of this study is not enough to verify the correctness of this view, although no teacher objected to this view. Although the examination scores of the students did not meet the requirements of the Chinese teachers, they were acceptable to the school and students. In addition, the problems in the examination system may affect the accuracy of scores to some extent, but the analysis of the current data does not conflict with the view that poor classroom discipline has a negative impact on examination scores.

To sum up, Sarasas Witaed Nakhonpathom School's primary style of Chinese classroom management in high school department is humanist. However, excessive emphasis on humanism has negatively affected Chinese classroom management. Therefore, this school should establish a more clear and effective classroom management mechanism. Meanwhile, it is significant to establish a bridge between students' parents and Chinese teachers. In addition, the school needs to consider formulating reasonable management rules for Chinese exams.

## **9. Acknowledgement**

The researcher would like to express his gratitude to the Chinese teachers and Thai students who participated in this study. The three Chinese teachers patiently and kindly cooperated with the researcher's interview and put forward relevant suggestions for the research. The students also actively filled out the questionnaire, and even some students could not feedback the electronic version of the questionnaire data due to problems with the electronic equipment, so they dictated the scores of their questionnaire answers to the researcher through the chat software. Here, the researcher would like to express his sincere thanks for their help and cooperation.

## **10. The Author**

The author, Juntong Liu, male, Chinese nationality, is currently a doctoral candidate at the Graduate School of Human Sciences Assumption University in Thailand. The author has obtained the International Chinese Teacher Qualification Certificate issued by the Ministry of Education of China, and has been engaged in Chinese language teaching and cultural exchange work at the University of Nairobi, Kenya for two years, and has 4 years of Chinese language teaching experience in Bangkok and Nakhon Pathom, Thailand.

## **11. Recommendations**

### **For the teachers.**

One of the school's features is the multilingual teaching model, and as of the start of this research, 42 foreign teachers are working there, responsible for teaching Chinese, English, social, science and computer subjects, as well as the organization of activities such as the Loi Krathong Festival and Technology Week. Therefore, foreign teachers are an important large group. In order to make the work of foreign teachers, including Chinese

teachers, more effective on their work, this research has a certain reference role, because the researcher believes that the classroom management problems encountered by Chinese teachers are by no means non-existent in the classroom management practices of other foreign teachers.

The researcher and teachers participated in the interview are most concerned about whether the school can work with teachers to solve the problems in their classroom management. Therefore, teachers who are working in this school can consider forming a formal teacher group to have a dialogue with the school to create a platform for in-depth communication with parents of students, and fundamentally establish a scientific, efficient and appropriate humanistic management mechanism, feedback mechanism and evaluation mechanism. For teachers who intend to work in this school, this article can be used as a reference to enable them to make more rational decisions about whether to work in this school.

### **For the future researchers.**

First, the school's management problems are not limited to the scope of this paper. Therefore, future researchers can conduct research in areas such as the management of school activities and foreign teachers management by coordinators.

Second, due to recent objective reasons such as Covid-19, the sample of this study is small. Future researchers can collect a larger number of samples for more precise and in-depth research on this subject.

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