**The Effect of Classroom Management Practice on Managing School Facilities in Vientiane City, Laos**

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**Abstract**

This research aimed at exploring the effect of the classroom management of teachers on school facilities. A survey was administered to 317 teachers who work at elementary school in Vientiane city, Laos. To examine the relationships between the variables, inferential statistics (Pearson’s correlation coefficient and stepwise multiple regression) were used in this research. The significant predictors were setting up rules and procedures, building a positive interrelationship, organizing the physical environment, managing behaviors. These four components of classroom management were successfully contributing 79.6 percent of the variance towards school facilities. The findings contributed significantly to knowledge proposing classroom management as the essential point that can navigate teachers in improving their result of teaching students in the classroom.

**Keywords:** Classroom Management, Managing School Facilities

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**1. Introduction**

Although a variety of factors influence student success in school, teachers still have a major impact on the probability of that success (1). However, the teachers nowadays are facing different challenges with what they used to heading since the emerging of smartphone connected to the internet massively (2). For instance, reveals that the matter most is currently what student can do with what they know. This can be identified that teaching competency of teachers needs to be developed from time to time as students require more adequate approach. It is not relevant to teach them by implementing one-way learning process in where students just listen to the teachers’ instruction and memorize only to the text. In other words, teacher-centered against the opportunity for students to learn something individually.

Teaching and learning process that is very conducive for student to do is closely to the teacher’s competency in managing classroom. According to (3), classroom management refers to the methods or system used to organize classroom activities, instruction, physical structure and other features time, to create a conducive and productive environment, and to minimize the behavioral problems and disruption to maximize effective teaching and learning.

According to (4) classroom management is intended to provide students with opportunities to learn all the things that a teacher does to organize students, space, time, and materials so that students´ learning can take place. Students should be able to carry out their maximum potential, which allows students to develop appropriate behavior patterns. Teachers must deal with unexpected moment occurring during instructional time and can control student behavior, using effective classroom management strategies. That crucial moment requires classroom management skills. The Effective classroom management and positive classroom climate construction are essential goals for all teachers. Teachers are supposed to be having such a professional teaching.

In ASEAN educational context, since early 2000s, each member countries started to develop professional teacher. Including Lao PDR found out itself into two reform policies that relate to teaching competencies: First, The Teacher Education Strategy for 2006-2015 and the second, an action plan called Teacher Education Strategy and Action Plan (TESAP) that consisted of teachers’ teaching competence in managing classroom.

As (5) studied, instructional issue in Thai’s educational system were based on teaching method which emphasis on memorization was heavily applied. Teachers tended to give lecturing on the content rather than the active participation from students. Child-centered approach was not well-organized among teachers. Accordingly, Students were found limited ability in problem solving skills, analytical thinking, and synthetic skills (6). It was concluded that the quality of learning outcome is involved with the quality of teachers who are managing learning process in classroom (7).

It is important that teachers have an in-depth understanding of the subjects that they teach. But the knowledge of subject matter alone is not sufficient to ensure that teachers will be significantly influencing and that students succeed in their learning. To be effective, teachers also must understand their students´ interests and styles of learning. The knowledge base of motivation is so extensive that the crucial factor is making the best choice for a problem (8). All those agenda are immediately inside the competence that is in managing classroom. As it covers elements that influence student achievement and vice versa as teachers’ performance.

In addition, (9) mentioned that instructional roles, curriculum and classroom management as the three roles of effective and highlights that no single role by itself is sufficient to guarantee student learning. However, (9) pointed out that good teaching refers to a blending of classroom management strategies and interesting teaching approaches that can function and motivate students to enhance the achievement of teaching objectives.

The against background, it was a student-centered, students do not depend on their teacher all the time, the students become active participants in the learning process and the teachers must guide students, manage their activities, and direct their learning. To support that (10) exclaims that effective teaching and learning cannot take place in a poorly managed classroom. Therefore, it is needed to understand that by having school facilities, teachers’ classroom management determined quality of teaching and learning. This research is intended to find out the effect of classroom management on school facilities in Laos.

**2. Research Objective**

The main objective of this study was to explore the predictors of classroom management on managing school facilities in Elementary Schools in Vientiane City, Laos

**3. Literature Review**

**3.1 Teaching Competencies**

In global context, according to (11), stated competencies in teaching were categorized into six main domains such as personal and professional values-professional development, knowing the student, learning and teaching process, monitoring and evaluation of learning and development, school-family and society relationship, knowledge of curriculum and content.

In the context of the professional competencies of teachers in (12) studied teaching professional standards in eleven countries in South East Asia and found out five domains of teacher competency standards as stipulated namely personal characteristics, professional knowledge, professional development, professional ethical standards, and professional skills

In those domains, according to (12) personal characteristics refers to positive personal traits such as responsible and punctual. Accordingly, professional knowledge is mastery of content and subject, and professional development intended to attend to lifelong learning undertaken by the hone to their skills. However, professional ethical standards and values included having sound and ethical standards and morality resulting to teachers being a good role model in the schools and community. Meanwhile, professional skills are mastery of pedagogies, classroom management and learner assessment.

As the result of research conducted by (1) concluded that the importance of classroom management has been pointed out as the most factor that change learning environment and successfully giving impact on students’ achievement.

**3.2 Classroom Management**

Following an in-depth review of literature on classroom management, this research identified five major areas that teachers need to conduct effective classroom management. These areas were extracted from the theory of (13) that included as follows

1. **Setting up Rules and Procedures**

The critical issue in classroom management is whether students can be self-disciplined (14). Although rules and procedures refer to stated expectations regarding behavior, a rule identifies general expectations or standards, and a procedure communicates expectations for specific behaviors. In order for measurement of behavior, the following sub-components were discussed, namely (1) Planning Classroom Rules and Procedures, (2) Involving Students in Establishing Rules and Procedure, (3) Teaching Rules and Procedures.

1. **Building a Positive Interrelationship**

In accordance, (15) identified positive classroom climate as the crucial element in effective classroom management, interactions among the teacher and individual students are highly respectful, reflecting genuine warmth, caring and sensitivity to students’ ages, cultures, and levels of development. In order to build a positive interrelationship, it is important to understand students’ learning moments. There are several subcomponents, (1) strengtheningTeacher-Student Relationships, (2) Promoting Students’ Interaction.

1. **Organizing Physical Environment**

(16) added teachers must think about how to ensure privacy of student records, and established a place where teachers can talk privately with individual students. Besides, it is necessary consider curriculum and what kinds of visual displays best support the instructional program. Finally, teachers must create a classroom that invites your students in, makes it comfortable, and provides a physical environment conducive to learning. The subcomponets are divided into (1) Organizing Floor Space, (2) Organizing Wall Space.

1. **Managing Teaching Approach**

(16) and (11) also mentioned planning and conducting various instructional strategies. For each subject, teachers need to design activities to help students construct new knowledge, acquire, and practice skills merge and extend knowledge, and receive feedback about their learning, the essential management of activities are sequencing, clarity, and activity flow.

There are four subcomponets, they are (1) Sequencing Lessons, (2) Clear Instruction, (3) Whole Group Instruction, (4) Instructional Strategies.

1. **Managing Behaviors**

(16) concluded that many teachers found that this approach was ineffective in nurturing an environment conducive to student learning and began to realize that preventive measures were more likely to enhance self-discipline.

The subcomponents of this managing behaviors are consisted of (1) Consistency, (2) Hierarchy of Management Strategies, (3) Maintaining positive Behaviors, (4) Moderate Interventions.

**3.3 School facilities**

School facilities are also the factor that determined in the implementation of successful teaching and learning process. The ability of teacher to organize and adjust school facilities provided is essential. Teachers are not as merely to criticize asking for the completed learning environment, but it is alternated to be the problem solver (8).

In schooling context, (17) indicated that it is essential because it helps teachers as well in the field of education to develop their teaching skills and integrate into the environment the provision for a quality education. The criteria are set up such as

1. The school facilities are related to student learning,
2. The quality of the school facilities creates an atmosphere that is related to student behavior,
3. The facilities are maintained is related to student performance, and
4. The quality of school facilities is related to teacher motivation to teach.

Based on the criteria mentioned above, it can be measured that all facilities provided must relate to the need of the students as well as teachers.

**4. Methodology**

This research utilized a survey questionnaire as a method to collect quantitative data. The target group was 1528 elementary teachers who worked in elementary schools in Laos. According to Taro Yamane calculation at the 95 percent confident level, the sample size was 317 elementary school teachers in Vientiane city, Laos.

The samples were randomly selected as a stratified random sampling was administered to select samples size. Hence, it is easier to comprehend and associate concepts by dividing them into groups. Survey model is ideal for studies aiming to describe phenomena as they are (18). Moreover, providing an excellent means of measuring attitudes and orientations in a large population which can, therefore, be generalized to a larger population(19). The survey questionnaire was constructed in Lao language to ensure that the respondents were clear about the statements. There were 120 questions in three sections in this instrument.

**5. Results**

The results of this research were presented in accordance with the research objective indicated above. This is the relationship between the two variables. Finally, the effect of classroom management practice on school facilities is considered.

**5.1 The Relationship of Classroom Management Practice and School Facilities**

Based the interpretation of correlation coefficients by (20), he suggested for the absolute value of r = .00-.19 referred to relationship between classroom management and school facilities was “very weak”, .20-.39 “weak”, .40-.59 “moderate”, .60-.79 “strong”, .80-1.0 “very strong”. Table below shows the correlation results between classroom management and school facilities is significant (p<.05), with strength very strong and positive.

The Pearson’s correlation coefficients between the five components of classroom management and school facilities showed a significant relationship at the .05 level, with the association being strong and positive. Considering the strength of the correlation results, the ranking in order from high to low was managing instruction, setting up rules and procedures, organizing physical environment, managing behaviors, and building a positive interrelationship. The following table shows the r value and p.

**Table 1 Correlation coefficient between classroom management with school facilities**

|  |  |  |  |
| --- | --- | --- | --- |
| **No.** | **Components of Classroom Management** | ***r value*** | ***p*** |
|  | Setting up rules and procedures *(X5)* | 0.82 | .00 |
|  | Building a positive interrelationship *(X4)* | 0.68 | .00 |
|  | Organizing physical environment *(X3)* | 0.74 | .03 |
|  | Managing instruction *(X2)* | 0.85 | .00 |
|  | Managing behaviors *(X1)* | 0.71 | .01 |

As indicated in Table above, the components of school facilities were significant, positive, and very strongly correlated with all components of classroom management. The strongest strength was managing instruction (r = 0.85; p<.00), the second strongest was setting up rules and procedures (r=0.82; p<.00), followed by organizing physical environment (r=0.74;p<.03), Managing behaviors (r=0.71; p<.01). The only component of building a positive interrelationship with the weakest association strength (r=0.68; p<.00), but it still had a moderate correlation.

These results indicate that, to very large extent, an increase in components of classroom management is associated with an increase in the school facilities. In addition, to a strong, an increase in Building a positive interrelationship was associated with an increase in the school facilities.

**5.2 Significant Predictors for Classroom Management**

To identify the significant predictor for school facilities, a stepwise multiple regression analysis was conducted. In this analysis, the five components of classroom management were treated as predictor variables, while school facilities were treated as the dependent variable.

The purpose of calculating this regression equation was to identify the components of classroom management practice that have a significant impact on school facilities, that is, the components which constitute the predictors for school facilities.

The estimated regression equation was significant at .05 (p < .05), implying that from the five predictor variables, four variables (Setting up rules and procedures, Building a positive interrelationship, Organizing physical environment, and Managing behaviors) had an impact on school facilities, thereby qualifying these to be the predictors for the latter. In light, these four variables had a linear relationship with school facilities. The adjusted R2 of .796 shows that the impact of the four significant predictors accounted for 79.6 percent of variation in the dependent variable. The adjusted R2 of .796 in Table 4 shows that the impact of Setting up rules and procedures was 74.9 percent, building a positive interrelationship was 3.4 percent, organizing physical environment was 1.0 percent, and the managing behaviors was 0.3 percent. In conclusion, the four variables accounted for 79.6 percent of variation in the dependent variable.

**Table 2 Regression analysis results for the components of classroom management on school facilities**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **No.** | **The components of classroom management** | **B** | **β** | **t** | **R2** | **Change in R2** | ***p*** |
|  | Setting up rules and procedures | 0.43 | 0.46 | 8.35 | .749 | - | .00 |
|  | Building a positive interrelationship | 0.26 | 0.29 | 6.40 | .783 | .040 | .00 |
|  | Organizing physical environment | 0.10 | 0.13 | 2.84 | .793 | .010 | .01 |
|  | Managing behaviors | 0.08 | 0.10 | 2.45 | .796 | .007 | .02 |

In this analysis, the size of the standardized coefficient (β) directly indicated the importance of these predictors relative to one another. In the context, the Setting up rules and procedures (β = 0.46) was the most important predictor, followed by Building a positive interrelationship (β = 0.29), Organizing physical environment (β = 0.13), and Managing behaviors (β = 0.10), respectively. As shown in Table 2, the summary statistics of the estimated regression equation showed the variables for which the coefficients are statistically significant.

For the components of classroom management practices, the results of data analysis showed that only four out of five predictor variables were significantly correlated (p < .05) and thus included in the regression model. This means that only four of these predictor variables are the factors of school facilitators. Table 4 shows the regression analysis results obtained. In conclusion, the four variables accounted for 80.0 percent of variation in the dependent variable. The following multivariate linear regression model shows the relationship between the predictor variables on the dependent variable.

Unstandardized score: Ŷ = 0.50 + 0.43(X5) + 0.26(X4) + 0.10(X3) + 0.08(X1)

Standardized score: Ŷ = 0.46(X5) + 0.29(X4) + 0.13(X3) + 0.10(X1)

**6. Conclusion**

This study was conducted to examine teachers’ practice of classroom management. The result revealed that the teachers were rated high in the frequency of implementation of the five components of classroom management. Thus, the results indicated that the highest level of average value was setting up rules and procedures which means that the school administrators and teachers were emphasized on setting up regulation for conducting conducive to teaching and learning (11)

Furthermore, the results indicated that the components of school facilities were high especially the School facilities are related to student learning. This finding was in line with the result of research conducted by (7). This research showed that managing behavior is the key to creating conducive place to teaching and learning. As the learning climate occurring, the meaningful learning will take place during the students and teachers agree to add and replace knowledge and information.

The results of the present study indicated that the correlation between school facilities and all five components of classroom management was significant, positive, and strong. The evidence from this study shows that teachers’ performance is related to their mindset to present and provide students with meaningful learning process.

Similarly, the positive relationship between school facilities and all five components of classroom management emphasize the importance of teachers’ creative thinking practice to their competencies in managing classroom. Among the five components of classroom management, setting up rules and procedures was found to be the strongest related to school facilities. This result was in line with (21) that conlcuded teachers who are equipped by self-dicipline to formulate rules in order to promote and support students’ development.

In addition, the findings of this study indicated that setting up rules and procedures, building a positive interrelationship, organizing physical environment, managing behaviors were the four significant predictors for classroom management in managing school facilities.

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