

PERSPECTIVE OF TEACHERS ON STUDENT BEHAVIOR MANAGEMENT – CASE STUDY AT PRIVATE PRIMARY SCHOOLS IN HANOI

Vu Thi Mai Huong

Faculty of Educational Management, Hanoi National University of Education

Abstract. Student behavior management is an important activity of teachers to ensure effective teaching and educational activities. Student behavior management is considered a basic skill that any teacher who wants to improve awareness and manage students must be able to do. The article used quantitative research methods combined with qualitative research methods to understand the actual behavior of students in private primary schools and strategies, as well as methods of teachers in private primary schools, adopted to manage undesirable behavior and encourage positive behavior. Participants in this research are 51 private primary teachers enrolled in the College to Master of Education with a specialization in private primary schools. Research results show that primary school students have many different behaviors in the teaching process, these behaviors affect the progress of the class and the classroom atmosphere, the relationship between teachers and students, and students with students. Teachers tend to implement an educational philosophy of positive discipline, and methods and strategies of student behavior management are student-centered. The methods and strategies used are diverse and popular. On the other hand, teachers also spend a considerable amount of time understanding the situation, creating close relationships with stakeholders, namely students' families, in order to have an appropriate way to manage student behavior. Therefore, behavior management methods and strategies are individualized for each student.

Keywords: student behavior management, classroom management, student's primary behavior, private primary teacher.

1. Introduction

Student behavior management is one of the important activities in classroom management of primary school teachers [1]. In fact, it has been shown that today's good teachers all possess the advantage of unique classroom management skills that bring high efficiency in teaching and learning, poorly managed classes will lead to undesirable behaviors [1]; [2]. Student behavior management is considered a basic skill that any teacher who wants to improve awareness and manage students must be able to do. Good classroom behavior management will eliminate individual elements that cause disorder. The smaller the number of students who are distracted, the more effective the lesson will be [3]; [4]. Primary school students are the age when they are forming and developing both physiologically, psychologically and socially, they are gradually joining the world society of all relationships. Primary school students are not aware enough, do not have enough qualities and capacities as citizens in society, but they always need the patronage and help of adults, family, school and society. Primary school students are adaptable

Received October 21, 2021. Revised November 8, 2021. Accepted November 28, 2021.

Contact Vu Thi Mai Huong, e-mail address: huongvtm@hnue.edu.vn

and receptive to new things and are always looking to the future. But there is also a lack of high concentration, the ability to remember and pay attention intentionally has not been strongly developed, hyperactivity and emotionality are still clearly expressed. Therefore, classroom behavior management skills are one of the skills that need to be cultivated for teachers in general and primary school teachers in particular. The article, through quantitative research combined with qualitative research, has explored the status of student behavior management of teachers of private primary schools in Hanoi city on the following aspects:

- Evaluation of the behavior of elementary school students;
- Status of the level of communication performance of teachers in non-public primary schools;
- The current situation of evaluating the method of managing student behavior of teachers of non-public primary schools.

2. Content

2.1. Literature Review

Behavior problems in a classroom increase the stress levels for both the teacher and pupils disrupt the flow of lessons and conflict with both learning objectives and the processes of learning. They also change the classroom dynamic as the focus of attention shifts from the academic tasks at hand to the distractions provided by disruptive behaviors and it is considered one of three main components of classroom management [1] [3]. Teacher plays a vital role in ensuring that children's cognitive and social-emotional behavior are well built up, this helps them to learn [5].

There are many principles and strategies that are put in place to assist teachers in successfully managing behavior in the classroom [1]; [2]; [3]; [6]. One of the requirements for teachers when teaching is to encourage students' learning spirit but at the same time limit the unwanted behaviors of students that affect students' learning and the learning atmosphere of the whole class. The commendation has great significance in encouraging learners, recognizing the efforts and progress of learners. From there, helping each commended individual have more enthusiasm for learning, and at the same time have the power to spread with other individuals trying to follow.

Parsonson. B, S. (2012) pointed out that effective specific classroom-wide interventions include: Teacher performance feedback; Classroom-based training; Class-wide incentives; Noise management; Managing transitions; Enhancing engagement; Peer support; Relationship building [1].

Kern, L., & Clemens, N. H. (2007) expressed Factors which help teacher successfully in behavior classroom management. They are: Clear, simple rules and expectations which are consistently and fairly applied; Predictability of events and activities through establishing routines, information, cues, and signals about forthcoming transitions and changes, as well as for content, duration, and consequences for activities; Frequent use of praise, both verbal and non-verbal. Teacher praise has demonstrated effects on both those earning it and those nearby. Verbal praise should be specific and descriptive. Teachers should try to provide a child with at least four praise statements for every reprimand; Because disruptive behavior is often associated with learning deficits, task difficulty needs to be monitored. All students need to have the required entry skills and ability to successfully engage in assigned activities. Participation and learning can only follow successful access to the curriculum and encouragement to sustain activity [6]; [7]. Martin, K. and Harper, A. (2014) focused on Correcting errors, Giving performance feedback; Planned ignoring; Time out; Group reinforcement [2]. Kellen Hughes

(2009) paid attention to the way that Teacher Use of Verbal Praise; Behavior-Specific Praise Statements; Role of the Teacher [3].

Unwanted behaviors if not handled thoroughly will be repeated more and more and thus it will break the rules of the class as well as the psychological atmosphere of that class. At the same time, it causes inhibitions for teachers, which can affect their own teaching work. Student behavior management is the monitoring and adjustment of student behavior in accordance with established standards.

To maintain good student behavior, teachers must flexibly incorporate interventions, types of reward, discipline, and conditioning, especially understanding the characteristics and circumstances of students [8]. In the teaching process, the use of interventions must ensure: the teaching time is interrupted, the feeling of discomfort and the time and effort spent is minimal. A well-prepared teaching plan does not necessarily prevent all deviant behaviors, and all interventions and strategies cannot reduce difficulties in the teaching process.

In such cases, teachers' communication skills with individual students play an important role in maintaining positive behavior and minimizing negative student behavior. To create such a classroom environment, a democratic learning environment is required. Teachers must make students confident to express their opinions, not hesitate to exchange and interact with teachers and friends, not be afraid to make mistakes or be blamed for mistakes. It is this democratic learning environment that gives learners the opportunity to develop their intellect, thoughts and views to be examined and recognized, from which their personality is increasingly developed. To create this democratic environment, teachers need to know how to set good rules and guidelines for their classrooms.

2.2. Methods

2.2.1. Data sources

To answer the research questions, questionnaires were utilised to provide data sources. Questionnaires can obtain information from a large population of private primary teachers who could provide practical knowledge regarding the behavior management of private primary students. Accordingly, the questionnaires focus on determining awareness and attitudes implemented by teachers. The questionnaires were discussed intensively several times with other researchers as regarding their words before they were used in practice.

The questionnaires applied similar content for the questions, with an emphasis on specific, visible and measurable manifestations of the activities of private primary students and teachers. Specifically, the questions were about:

- The situation of the behavior management of private primary students;
- The misbehavior of private primary students;
- * The way that teachers use to manage misbehavior of private primary students.

This study used a mixed-methods design to gather quantitative and qualitative data simultaneously. The questionnaires used closed-ended questions with 5-point Likert scales. By answering the questions, the extent of managing the misbehavior of private primary students can be revealed and recognized.

2.2.2. Participants

Participants in this research are private primary teachers enrolled in the College to Master of Education with a specialization in private primary schools.

Teacher were teaching at private primary schools in Hanoi, Vietnam, among whom 98,04% were female. The participants were also categorized based on their teaching experience; those with between 0-5 years of pedagogical practice were labeled as less experienced and those with

between 15 years and above of pedagogical practice were viewed as experienced in this study. In a later stage, the participants were evenly assigned to two groups based on their experience. The number of experienced teachers was more crowded than younger ones.

2.2.3. Collection and Analysis Data

The data was collected using questionnaire survey platform. The questionnaire surveys were implemented in two phases. The first was a pilot phase and the second was the official phase. The aim of the pilot phase was to check whether the designed questionnaires were effective or not in obtaining the most complete and accurate information from teachers. The analysis of the data from the pilot phase showed that some questions were not expressed appropriately enough to make the teachers provide information in a detached and honest manner. After that, the questionnaires were adjusted and reworded to encourage the teachers to provide accurate, unbiased and complete information regarding the research issue. In both of the survey phases, instructions were given to the teachers in order to help them understand the questions and guide them in how to work on the questionnaires. The teachers were encouraged to be free, honest and detached in order to provide accurate answers to the questions in the questionnaires.

Quantitative data was analysed using SPSS 20.0. Descriptive statistics employed include frequency counts and percentage distribution. The results from the SPSS assessment were read carefully by the author, to obtain a general sense of the information and get an opportunity to reflect on its overall meaning in terms of the behavior management of private primary students. After that, they were coded by writing words representing categories of behavior management of private primary student activities and attitudes, and later divided into themes for the findings that emerged from the evidence.

Accordingly, coherent interpretations of the themes of the findings were made. The data analysis involved several steps. Firstly, a detailed descriptive analysis of the collected data was carried out by the author. The analysis indicated means and ranges of scores for the variables. After that, the descriptive analysis was presented and intensively discussed several times with other researchers from the same field as the author. In this way, the data were validated and reliable findings were produced. This also led to a discussion about the implications of promoting the behavior management of private primary students.

Mathematical statistical methods are used to analyze data and to validate reliability. To analyze the correlation of each item for the entire scale, the KMO coefficient was calculated as follows:

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.939
Bartlett's Test of Sphericity	Approx. Chi-Square	14327.859
	df	1431
	Sig.	.000

KMO index and Sig value <0.005 showed that the scale is eligible for factor analysis.

Cronbach's Alpha test was used to assess the reliability of the scale and type of variables if the obtained values are not within the allowable limits.

General Cronbach's Alpha coefficient from 0.678 to 0.893 (meaning within the allowable limit from >0.6 to <0.9). Cronbach's Alpha if the variable type (Cronbach's Alpha if Item

Deleted) of the criteria was lower than the general Cronbach's Alpha. The above results of Cronbach's Alpha reliability test allowed the authors to confirm the reliability of the scale.

Table 1. Cronbach's Alpha reliability

Contents	Cronbach's Alpha	N of Items
Primary school teacher evaluates student's performance	0.893	13
Primary school teachers evaluate teachers' implementation of the strategy of direct management of student behavior	0.678	24
Primary school teachers evaluate teachers' methods of managing student behavior	0.834	11

2.3. Results

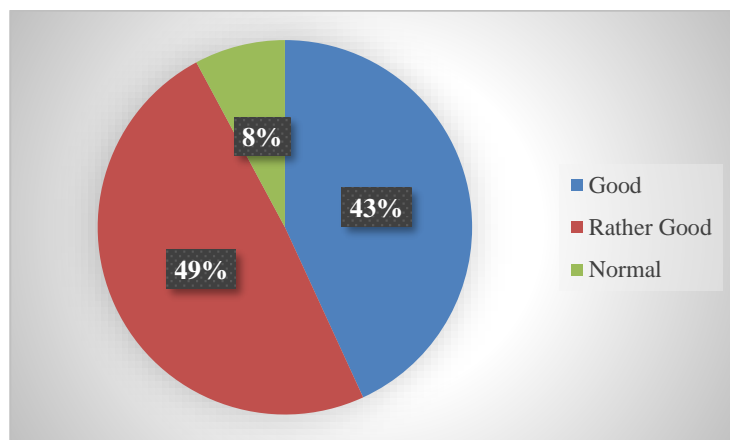


Figure 1. Perspective of Primary school teacher about student behavior management activities in private primary schools today

Teachers' assessment of student behavior management activities in private primary schools is now mainly good (49%) and good (43%). There are still nearly 8% of teachers participating in the survey, assessing student behavior management activities in non-public primary schools today at an average level.

Although teachers rate student behavior management activities in private primary schools at a good and good level, teachers still have many problems in managing student behavior, especially behavior management. do not expect students to improve their behavior in the short and long term. Most new teachers only use a rather strict method to manage student behavior as soon as a student behaves unexpectedly. Teachers want to establish measures to manage student behavior in a positive way, to build a trusting and open relationship between teachers and students.

Table 2. Perspective of Primary school teacher about student's performance

No	Items	Rank	Mean	SD
1	Unfocused	2	3.49	0.644
2	Private talk	1	3.55	0.673
3	Own work	3	3.25	0.560
4	Tease others	4	3.10	0.700

5	Being late to school	7	2.61	0.695
6	Dozing off	13	2.10	0.671
7	Not actively speaking	5	2.80	0.601
8	Not actively working	6	2.71	0.502
9	Not cooperating with others	8	2.57	0.575
10	Do not cooperate with teachers	9	2.33	0.653
11	Negative reaction	10	2.31	0.678
12	Free, disorganized	12	2.22	0.673
13	Negative reaction	11	2.29	0.672
Average		2.72		

The table shows that teachers rate students' unexpected behaviors at level 3 on a 5-point scale with mean Mean = 2.72. The most commonly group of unexpected student behaviors include: Unfocused; Private talk; Own work; Teasing others. Most teachers find that students in their class experience unexpected behaviors. The average group of unexpected student behaviors are: Being late to school; Not actively speaking; Not actively working; Not cooperating with others; Do not cooperate with teachers. Meanwhile, the group of students' unexpected behaviors assessed the least often includes: Dozing off; Free, disorganized; Negative reaction; Fight, destroy. This is quite easy to understand, because the behaviors in the common group are common psychological behaviors, somewhat unconsciously, that primary school students often suffer from, sometimes it happens often, when being bullied. This helps students re-recognize and correct their behavior.

The least common group of behaviors are those with a higher level of violation, related to more awareness, students are aware of what the consequences will be when causing such acts. This virus occurs less frequently. However, the teachers found that there was still a certain percentage of students in the classroom who engaged in high levels of unexpected behavior. The higher the grade, the more common these problems are. Teachers said that students with more serious problems often have a relatively special situation, or are spoiled or have a lot of family problems. Some teachers said that because the school implements inclusive education, some students with special needs also attend school with their normal peers, so they sometimes behave uncontrollably. There are also teachers who point out the reason why young teachers, new graduates, have less prestige in students and experience in managing student behavior than long-term teachers.

Table 3. Perspective of Primary school teacher about teachers' implementation of the strategy of direct management of student behavior

No	Items	Rank	Mean	SD
1	Speak to students in a warm, slow voice	11	4.10	0.458
2	Make hasty comments	18	2.43	0.575
3	Up tone	17	2.59	0.753
4	Talk fast	16	2.73	0.568
5	Listen to students	6	4.24	0.473
6	Interrupting students	19	2.39	0.695

7	Discrimination against students	23	1.37	0.488
8	Ready to admit mistakes with students	14	3.73	0.777
9	Ready to apologize to students	13	3.76	0.929
10	Come to class on time	1	4.67	0.476
11	Reminding when students show disrespect to teachers and classmates	4	4.37	0.631
12	Do not teach the entire class	22	1.43	0.755
13	Partial	24	1.24	0.428
14	Greet students	2	4.61	0.532
15	Ask students	3	4.49	0.505
16	Confiding when students are sad	6	4.24	0.586
17	Not responding to student questions	21	1.80	0.775
18	Ignore students' strange expressions.	20	1.84	0.903
19	Remember HS's special day	15	3.04	0.662
20	Allow students to express their personal and different thoughts	10	4.12	0.553
21	Create opportunities for students to explain	8	4.22	0.503
22	Provide opportunities for students to participate in a variety of activities	4	4.37	0.528
23	Think before you make a decision	9	4.20	0.401
24	Stay calm before situations caused by students	12	3.98	0.510
Average		3.33		

From the data of this table, it can be seen that teachers quite often use direct management tactics with students. The group of strategies most frequently used by teachers includes: Come to class on time; Reminding when students show disrespect to teachers and classmates; Greet students; Ask students; Provide opportunities for students to participate in a variety of activities. This group of tactics is used very often on a 5-point scale. It can be seen that actions such as coming to class on time, greeting students, asking students have a great impact on students' feelings and perceptions, then it is easier for teachers to manage their behavior. micro students. When exchanging, many teachers are surprised with the effect of caring on their students. Primary school students really need and need a teacher who is kind, caring, and takes time to talk and share with students. The group of tactics that are least used by teachers include: Discrimination against students; Do not teaching the entire class; Partial; Not responding to student questions; Ignore students' strange expressions. It is easy to see that these actions are negative and not very effective, on the contrary, they can receive negative reactions in students, so teachers do not choose to use these measures much, only sometimes in the scale. Measure 5 levels.

Table 4. Perspective of Primary school teacher about teachers' methods of managing student behavior

No	Items	Rank	Mean	SD
1	Define classroom rules	2	4.39	0.493

2	Make specific requirements	3	4.37	0.528
3	Attract students to participate in the design of rules	3	4.37	0.631
4	Offer a form of reward	1	4.47	0.504
5	Give form of discipline	6	4.22	0.808
6	Giving punishment	10	3.80	0.980
7	Collaborate with student groups	7	4.18	0.518
8	Coordinating with the family	3	4.37	0.488
9	Coordinate with colleague	8	4.14	0.633
10	Coordinate with school administrators	11	3.67	0.739
11	Make a commitment to students	9	4.04	0.662
Average		4.18		

The data from the table shows that teachers use student behavior management methods on a regular basis with an average of Mean = 4.18 on a 5-point scale. The group of methods most often used by teachers include: Define classroom rules; Make specific requirements; Attract students to participate in the design of rules; Offer a form of reward; Collaborate with student families, collaborate with student groups. Rewards and classroom rules are two factors that have a great impact on student perception. When students are aware of the results of their behavior, they will tend to perform the behavior more positively. Working with families to manage student behavior also has a positive effect on student behavior.

The group of methods that are least used by teachers are: Giving punishment; coordinating with colleagues; Coordinating with school administrators; Make a commitment to students. It can be seen that these methods have not had a direct impact on students' cognition, so their effectiveness is not high. Punishment can only have a temporary impact on students and will sometimes cause a hostile mentality.

2.4. Discussion

Managing student behavior is an important content of classroom management. Teachers who manage behavior well will have effective lessons and create close and close relationships with students. Survey results for teachers of private primary schools show that teachers tend to manage student behavior according to a student-centered philosophy. That starts with understanding the unexpected behaviors that students engage in through different sources. With the advantage of being a teacher who teaches many subjects and is also a homeroom teacher, the teachers have a lot of time to interact and understand the students in their class, grasp the strengths, weaknesses, circumstances, thoughts and aspirations of the students. each student.

In addition, teachers tend to use positive strategies and measures for the improvement of learners. Positive discipline education is a popular method and strategy. When students are treated humanely, they will make progress in a sustainable and voluntary way. On the other hand, teachers also spend a considerable amount of time understanding the situation, creating close relationships with stakeholders, namely students' families, in order to have an appropriate way to manage student behavior. Therefore, behavior management methods and tactics are individualized for each student.

However, there is a need for more research focusing on the differences in perceptions and practices of student behavior management of teachers with different professional years as a basis for professional development for teachers. Studies also need to show differences in student behavior across grades in primary schools and differences in how public and private school

teachers manage student behavior. It is necessary to evaluate the immediate and long-term effectiveness of teachers' positive and negative discipline-oriented strategies and methods.

3. Conclusions

Teachers rate student behavior management activities in non-public primary schools at a good and good level. Thus, the fact that behavior management is being implemented effectively and brings certain positive results, is recognized by parents of students in private primary schools. Hormones have many unexpected behaviors during and outside of school hours, even behaviors that cause harm to themselves and their classmates. Teachers use a variety of strategies and methods to manage student behavior, all of which are geared toward student progress and curb undesirable behaviors. However, a part of teachers uses strict tactics and methods with students, which often have a temporary effect, students are afraid to obey but long-term students will resist. To effectively manage student behavior, it is necessary to coordinate with families, subject teachers, and all school staff.

Acknowledgment: This research is funded by the Vietnam National Foundation for Science and Technology Development (NAFOSTED) under grant number 503.01-2020.304.

REFERENCES

- [1] Parsonson. B, S., 2012. Evidence-based Classroom Behaviour Management Strategies. *Kairaranga* – volume 13, issue 1: 2012. P 16-23
- [2] Martin, K. And Harper, A., 2014. *Managing Behaviour in the Primary Classroom: a Research Brief for Primary Practitioners*. Slough and Oxford: NFER and Oxford University Press.
- [3] Kellen Hughes, 2009. *The effect of classroom management strategies on math fluency growth rate*. Oklahoma State University. ProQuest Dissertations Publishing, 2014. 3629753.
- [4] Diego Martín Retuerto, Iker Ros Martínez de Lahidalga * and Irantzu Ibañez Lasurtegui, 2020. Disruptive Behavior Programs on Primary School Students: A Systematic Review. *Eur. J. Investig. Health Psychol. Educ.* 2020, 10, 995–1009; doi:10.3390/ejihpe10040070. [Www.mdpi.com/journal/ejihpe](http://www.mdpi.com/journal/ejihpe)
- [5] Adeyele, Victoria O. & Sowunmi, Emmanuel T. & Adeosun, Oluwatosin A., 2018. Assessment of Classroom Management Practices on Social- Emotional Behaviour of Pupils. *International Journal of Education and Evaluation* ISSN 2489-0073 Vol. 4 No. 4 2018 www.iiardpub.org. P1-11
- [6] Kern, L., & Clemens, N. H., 2007. Antecedent strategies to promote appropriate classroom behavior. *Psychology in the Schools*, 44(1), 65- 75.
- [7] Hart, R., 2010. Classroom behavior management: Educational psychologists' views on effective practice. *Emotional and Behavioural Difficulties*, 15, 353-371.
- [8] Centre for Justice and Crime Prevention and The Department of Basic Education, 2012. *Positive Discipline and Classroom Management*. Centre for Justice and Crime Prevention, Cape Town.