

Effectiveness of Classroom Management Techniques in Primary School Ikram Musleh at Selangor

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Abstract

This study examines the effectiveness of classroom management techniques in terms of democratic leadership style implemented by teachers that are being practised in MIEB primary schools in the state of Selangor. From the study, it is an effort to identify effective classroom management methods by looking at the level of classroom management techniques in making students behave in a positive way. In addition, this study will outline some recommendations for effective classroom management techniques that can be practised in the classroom. This study employed a quantitative method in gathering the information involving 110 respondents of five primary schools Ikram Musleh in Selangor area. The study aims to identify the level of classroom management techniques practised and students' positive behaviour since they are in year one. The role of teachers is important in helping to shape the behaviour of students towards their learning. Students need to be aware of the importance of learning. In shaping that awareness, the role of teachers in helping students learn to take on responsibilities is a role that needs to be looked at in detail so that students realise the importance of learning on their own. So, the findings of this study show the democratic classroom management techniques practiced were at a good level while that the level of students' positive behaviour in schools also at high level. This study has positive implications for MIEB schools' administrators and to the performance and achievement of the schools. It also helps leaders of the schools involved to improve classroom management techniques as the democratic classroom management techniques applied fewer in encouraging students to behave positively in the classroom.

Keywords

Democratic Classroom Management Techniques, Primary School, Students'

1. Introduction

Musleh Integrated Education Berhad (MIEB) or formerly known as Pendidikan IKRAM Musleh Berhad (IKRAM Musleh) is an institution that focuses on education under the auspices of Pertubuhan IKRAM Malaysia (IKRAM), a non-governmental organisation (NGO) oriented towards preaching, upbringing and welfare. IKRAM is a holistic organisation, which aspires to spread true and comprehensive Islam to the general public in Malaysia. MIEB currently has 41 primary schools and 19 secondary schools, but no MIEB schools has ever had any research on the effectiveness of classroom management done. Vision of MIEB is to model IKRAM Education as a mithali education system from the early childhood education level to tertiary at the national and international levels. The teacher is the main agent in the effort to achieve this school's vision (Toropova et al., 2021). To ensure that students in primary school are able to become a responsible person on their own, the teacher must know the qualities of classroom management.

Effective teachers are those who achieve the goals that have been set by them or that have been set on them by others. The others refer to the Ministry of Education, other government bodies and school administrators. As a result, those who seek to increase the effectiveness of the teacher must be aware of the goals imposed on the teacher or the goals that the teacher sets for themselves, or both (Anderson et al., 1991). It is arguably important that teachers need to clear their goals before they start their teaching in order to be more focused and the management of the classes will be more manageable.

There is a study conducted at Kwara State on the influence of classroom management on the students' academic achievement and motivation. The study also underlines that there are three main leadership styles of teachers in the classroom. The first is an authoritarian leadership style in which the teacher strictly directs the actions of the students. The teacher plans the class activities on his own and insists the students follow them. The teachers use the teacher-centred teaching approach with minimal participation by students. The second leadership style is democratic leadership. The teachers do not force students and students to freely choose with whom they work, the tasks distribution performed by the students and teachers is objective in giving criticism and praise. In this leadership style, the teacher respects the personality of the students and tries to make the students feel that each of them has an important role in the classroom. This encourages active participation among students during teaching and learning sessions. The third leadership style is laissez-faire or permissive. Teachers believe the rules in the classroom are not a necessity. This form of leadership allows students to do what they want with minimal distraction. Teachers do not direct and guide the students, are hands-off and allow students to make decisions (Adedigba & Sulaiman,

2020). From the stated leadership style, the need for research and empowering democratic classroom leadership styles becomes a necessity to be implemented in school. The reason why is that it fosters a learning environment which educators and students collaborate by emphasizing collaborative decision-making and constructive feedback. Democratic classroom leadership styles also could foster students' critical thinking, leadership skills and teamwork by encouraging mutual respect and enabling them to make significant contributions as it crucial for personal development and responsible citizenship.

2. Problem Statement

Effective classroom management is an important teaching skill in improving the learning of all students. In addition, the management of classrooms with the right leadership style by teachers can uncover positive behaviour among the students. An effective classroom system can support improved academic learning, support and enhance emotional and social growth, and reduce negative behaviour by students in the classroom (Stueber, 2019). Effective classroom management can not only improve academic efficiency and reduce negative behaviour among students, it also creates an orderly and positive classroom environment. While classroom behaviour can be managed productively, not all schools can implement an effective classroom management system.

In ensuring that classrooms are well supervised, the role of teachers is crucial in ensuring that the controls are carried out and at the same time students can learn with pleasure. In 2020, the world of education has undergone a significant change where students are forced to study online as the covid virus hit at that time. From here, not only the teachers were affected, but also the students were affected by this change. When classrooms are conducted according to online concepts and using technology such as smart television, it encourages the development of students from a psychomotor point of view facing few problems. The impact on the use of gadgets can be seen through two effects, namely positive effects and negative effects. Researchers look more at the negative effects because they can influence the ineffectiveness of classroom management. There are many studies showing the negative effects of excessive gadget use. Among the negative effects that appear are psychomotor physical development, religious and moral, social and emotional cognitive, and health aspects. This is due to the addiction of students to gadgets will spend their time using gadgets for too long (Haris & Budiarto, 2022). Researchers see that when there is a decrease in the psychomotor of the students, the students will have learning difficulties. When this happens, it is impossible that the problems of students' behaviour will appear after it.

Not only that, the willingness of teachers to face these changes also plays a role in making classroom management more effective. The use of technology during the learning process helps a lot, but it is not the only way that can make classroom management effective. When the terms of classroom management are effectively stated, then indirectly, the two main entities in playing the effectiveness of these

classrooms are the teachers and students.

A study conducted by [Apak & Taat \(2018\)](#) looking at the relationship of creativity of teachers and the management of 21st century classrooms agreed that the nurturing of creativity should be practiced by teachers in the delivery of their teaching. This study is among the earliest research examining the relationship of creativity-nurturing behaviour with 21st century classroom management. The reality of this study clearly shows that teachers need to make their teaching more creative if 21st century classroom management is to be achieved.

Researchers look at the meaning of 21st century classroom management. The 21st century classroom is a classroom that has been transformed by creating creative learning spaces, the result of students' efforts to be interesting and meaningful. In classroom management, some aspects need to be looked at. Among the aspects that need to be looked at are the setting of a standard, routine and classroom procedure. Teachers need to check the physicality of the classroom in a timely manner. Such a thing is aimed at ensuring that the learning and facilitation process goes in a comfortable and clean environment. Such a positive atmosphere can indirectly encourage the application of knowledge taught more easily and understandably.

In addition, the role of the teacher in planning and renovating the environment such as arranging the student's desks and chairs according to the appropriate groups to facilitate the students to interact with each other. The discussion process between students can be done more smoothly. From here, the students' communication and learning skills can be improved. The classroom atmosphere also stimulates students to learn cooperatively, compete and acquire collaborative skills. The comfort of teaching and learning as well as the focus and interest of the students studying in the classroom can be created when a conducive environment is held ([Ahmad et al., 2013](#)). From the above statements, the researcher was able to list several factors that affect classroom management. Among them are physically, emotionally and socially. Students' interest in learning depends on an attractive and planned classroom management strategy.

The influence of teachers in the classrooms is one of the main points in ensuring more effective classroom management. A study conducted by [Sibat and Yassin \(2022a\)](#), described that students can master a skill in learning through a conducive social environment. A classroom with a harmonious and cheerful atmosphere is also a classroom environment that is formed to enhance the students' mastery of learning. Researchers give examples of teaching styles that inserting elements of entertainment by teachers can make the learning environment a fun learning. The researchers added that a conducive classroom environment can encourage students' involvement and thus increase the level of students' excitement of a subject ([Sibat & Yassin, 2022b](#)).

The leadership style of teachers in the classroom is often associated with the occurrence of students in the classroom. The behaviour of students in the classroom is greatly influenced by the leadership style of the teachers when teaching

and being in the classroom. In the study conducted by Yanti (2019), there are still teachers who are disciplined in their leadership style using autocratic leadership style and laissez faire. The researchers outlined the meaning of the leadership styles found in the two schools studied, namely the autocratic leadership style, the democratic leadership style and the laissez faire leadership style. The autocratic style of leadership of the teacher is seen as more oriented towards the task and paying less attention to the needs of his students. This leadership style is an early leadership style. Teachers play a role as an enforcer by ensuring that their students follow the instructions and requirements of the teachers. The results of studies conducted on two primary schools in Indonesia showed that not many teachers use this leadership style. The democratic leadership style is seen by researchers as protective, saviour and behavioural that tends to develop and grow an organization. In the context of this study, the organization that is seen as a school in general and in particular looks at a classroom. In this leadership style, teachers are the executors and this can produce effective humane relationships and promote mutual respect between teachers and students and mutual respect between students. The leadership of this democratic style shows that teachers care about discussions with students when a decision is made.

This discussion activity leads to the existence of students' engagement, impacting the development and progress of the group as a whole. No student feels depressed and afraid in expressing his views, and even teachers will be respected and respected accordingly (Yanti, 2019). Through studies conducted in two primary schools in Indonesia, researcher found that 65% of its teachers practice a democratic leadership style in the classroom. The researcher also outlined the meaning of the laissez-faire style of discipline which emphasizes that teachers as leaders do not only seek to exercise control or influence over their students. In this leadership style, teachers as leaders in the classroom have a tendency to empower students. This leadership style is the opposite of the autocratic leadership style. Teachers who practice this leadership, are more likely to make activities according to each other's wishes and interests, both from the part of the teachers themselves and the students. Through the research conducted, the researchers found that there are still teachers who still use this laissez-faire leadership style (Yanti, 2019). Although those who use this style of leadership, there are still small numbers, but allowing students to make their own decisions on most activities without the guidance of teachers is a matter of concern as such a way is not the best way to achieve more effective classroom management.

As a result, students become undisciplined in the classroom due to poor classroom management. In childhood, the influence of peers is the main factor in influencing their behaviour when studying. Through a previous study conducted on a group of teachers at two schools, Perth Primary School and Waverley Primary School, Tasmania, one of the teachers believed that a teacher can't form well-behaved children because the children choose to behave in a certain way. However, a teacher can influence them by helping them become responsible choice makers,

progressively responsible for themselves and their actions. According to [Pearce & Conger \(2003\)](#) the shared leadership style with students is a style that helps students learn to take on increased responsibilities for themselves, allows progressive ownership of students as much as they can, provides opportunities and structures so that students learn the appropriate skills and recognises the need for students to see themselves as part of a large team ([Pearce & Conger, 2003](#)). Basically, the teaching and learning style implemented is consultation, collaboration and sharing problem solving. Students will feel they are responsible for themselves and can contribute to each other's learning.

According to [Adedigba & Sulaiman \(2020\)](#), the style of an effective classroom management involves welcoming and respecting the ideas of the students, appreciating the students' opinions regardless of accuracy and addressing students' inappropriate behaviour in a positive way. The studies agreed that the significant influence of the teacher's classroom management style on the academic achievement of students. It is similar to [Hirth and Valesky \(1990\)](#) who asserted that the democratic style resulted in higher test scores and [Iqbal \(2005\)](#) found that an authoritarian leadership style had a significant impact on the school effectiveness ([Adedigba & Sulaiman, 2020](#)).

Through the studies mentioned above, this shows that the teacher's leadership style in the classroom plays an important role in creating a positive classroom environment. Through the right leadership style, students are able to cooperate well and no negative behaviour occurs during the learning and teaching process. Classroom will be under control. According to a study conducted by [Henaku and Pobbi \(2017\)](#), effective behavioural management is defined as teacher-student interaction aimed at promoting positive behaviour and preventing misbehaviour in the classroom ([Henaku & Pobbi, 2017](#)).

In a study conducted by [Hoon et al. \(2017\)](#), teachers can manage classes to the best level by demonstrating communication skills and management styles to positively impact student behaviour. However, little is known about how the results of communication may differ from the teacher's classroom management style. Basically, this is necessary to be handled correctly since communication skills and management style for classroom learning are always seen as isolated components ([Hoon et al., 2017](#)). From the studies conducted, effective classroom management practices are still at a moderate level. There is a significant research gap between domestic and foreign researchers. The management of classrooms implemented in the country does not cover the scope of the formation of positive behaviour of students in the classroom. The studies focused heavily on control methods in the classroom. Furthermore, the reason why students' positive behaviour remains at upper-moderate level because some educators may fall back on using authoritarian or laissez-faire classroom management techniques, particularly when confronted with difficult behaviours or time restraints. Therefore, this study was carried out after examining past studies that examined the appropriate teacher leadership style in schools under MIEB to shape the positive behaviour of students in

the classroom.

3. Research Objectives

The purpose of this study is to assess the effectiveness of classroom management techniques in MIEB primary schools in Selangor in general. The teacher shall use the best classroom leadership style to influence the students to act positively in the classroom. The objectives of this study are:

- To identify the level of democratic classroom management techniques used by teachers.
- To identify the level of students' positive behaviour in MIEB primary schools.

4. Methodology

4.1. Population and Sampling

In obtaining the results of the study, a large group of individuals who needed to be studied was known as one population. The sampling in this study included the study population. In this research, the target population of researchers were teachers from 5 primary schools under the supervision of MIEB. Data findings were obtained from these schools. In total, there are 193 teachers who teach in 5 schools as shown in **Table 1** below. The information provided is population and sampling taken from the studies of each selected school.

Table 1. List of population and sample by school's name.

No	School's Name	Sample	Population
1.	Sekolah Rendah Islam Integrasi Hira Rawang	20	23
2.	Sekolah Rendah Integrasi Al-Amin Gombak	40	55
3.	Sekolah Rendah Integrasi SRI Al-Amin Bangi	30	77
4.	Sekolah Rendah Integrasi Al-Amin Putra Mahkota	14	27
5.	Sekolah Rendah Integrasi SRI Al-Amin Cyberjaya	6	11
	Total	110	193

In general, there are 4 types of sampling. The first sampling is a simple random sampling method that saves time and resources. This sampling is a method that has the reliability to obtain data for each randomly selected member of the population. Each of them has the same probability of being selected as part of the sample.

The second sampling is a cluster sampling where the researcher divides the entire population into parts or clusters representing the population. Clusters were identified and included in a sample based on demographic parameters such as age, gender and location. This makes the study reviewers get effective inference from feedback.

Next, the third sampling is systematic sampling. Researchers use this method to select sampling from the population at regular intervals. It requires the selection

of the starting point for the sample and the determination of the sample size that can be repeated at regular intervals. This type of sampling method has a predetermined range. Therefore, this sampling technique is the least time consuming.

The fourth sampling is stratified random sampling. Stratified random sampling is a method by which researchers divide the population into small groups that do not overlap but represent the entire population. During sampling, these groups can be arranged, and then take samples from each group separately.

Simple random sampling method is the sampling method chosen to conduct this study. In general, sampling is one of the elements or parts selected from the population to be used as study respondents. The study population is limited to primary school teachers under the supervision of MIEB in the state of Selangor only. Based on the total population of 193 teachers in 5 MIEB primary schools, 110 teachers were selected to answer the questions in the questionnaire.

4.2. Research Instrument

Research instruments are tools used to collect, measure, and analyse data related to research. This tool is most commonly used in research instruments that are usually determined by the researcher and are tied to the study methodology. There are several features of a good research instrument.

The first feature is that the research instruments should be valid and reliable. It should be based on the conceptual framework, or the researcher's understanding of how certain variables in the study relate to each other. The researcher must collect data that is appropriate and relevant to the topic of the study.

The second feature is that the research instrument needs to be able to test the hypothesis and the suggestion of answers to the investigation of the study. Research instruments should be bias-free and appropriate for the context and diversity of the study site. A study should contain clear and definite instructions for using instruments.

Furthermore, observation (observing what people do) is a kind of correlation method (not experimental) in which researchers observe persistent behaviour. The survey research includes any measurement procedures involving questionnaires from the respondent. The type of survey can vary according to the time frame used to conduct the study.

In this study, the researchers chose the survey study because it is in line with the methodology and objectives of the study. The study used a set of questionnaires as a research instrument. This set of questionnaires was adapted from research done by [Hardiansyah & Mas'odi \(2022\)](#). These questions are modified according to the appropriateness of the objectives of the study. The questions given were used as a guide to form questions related to democratic classroom management style.

This questionnaire method has been built to identify teacher actions that make classroom management more effective by producing students who behave and function properly in the classroom. This questionnaire consists of three sections,

namely Part A, Part B and Part C. Part A refers to demographic information, Part B refers to the Classroom Management Techniques and Part C refers to the Students' Behaviour. This questionnaire has 26 questions of which 6 questions are in Part A, 10 questions in Part B and 10 questions in Part C.

Section A

This section is about the background or demographic information of the survey respondents. The questions in this section contain six questions, namely gender, age, marital status, academic qualification, teaching experiences and teachers' class teaching. This demographic section allows the analysis to be made in detail based on the stated dimensions. This will make the researchers collect the respondent's information well and effectively to produce a study.

Section B

In identifying effective classroom management, researchers have seen the democratic classroom management techniques as one of the classroom management techniques that can develop positive students' behaviour. The questionnaires consist of questions on democratic classroom techniques (Question B1 to B10). These questions aim to identify the level of democratic classroom techniques applied by teachers as being able to manage their classrooms by following humanistic and democratic theories. The use of Likert scale in this section is as follows:

- 1) Disagree
- 2) Infrequently
- 3) Sometimes
- 4) Agree
- 5) Strongly Agree

Section C

In identifying the students' behaviour. The researchers have looked at the students' behaviour by asking the teachers' opinion on their students' behaviour (Question C1 to C10). These questions aim to identify the good students' behaviour from the point of view of psychosocial and behavioural dimensions. The use of Likert scale in this section is as follows:

- 1) Disagree
- 2) Infrequently
- 3) Sometimes
- 4) Agree
- 5) Strongly Agree

5. Result

5.1. Respondents' Demographic Profile

The demographics of the respondents to be discussed in the research are based on six items. Six demographic items listed namely gender, marital status, age, qualifications, teaching experience and classes taught by respondents were also placed in the research. **Table 2** illustrates the demographic findings of the survey respondents.

Table 2. Respondents' demographic profile.

Items	Details	Frequency	Percentage
Gender	Male	23	20.9%
	Female	87	79.1%
Status	Single	26	23.6%
	Married	84	76.4%
Age	Below 26 years old	3	2.7%
	26 - 30 years old	18	16.4%
	31 - 35 years old	52	47.3%
	36 - 40 years old	17	15.5%
	41 and above	20	18.2%
Qualification	Certificate	6	5.5%
	Diploma	14	12.7%
	Degree	75	68.2%
	Master	15	13.6%
Teaching Experience	1 - 5 years	38	34.5%
	6 - 10 years	41	37.3%
	11 - 15 years	11	10%
	15 - 20 years	6	5.5%
	Above 20 years	14	12.7%
Teaching Class	Level 1 (Year 1, 2, 3)	43	39.1%
	Level 2 (Year 4, 5, 6)	67	60.9%

Based on **Table 2**, it shows several profiles of respondents who have participated in the study. The gender of the respondents who have participated consists of male and female. The most female respondents took part in this research which was 79.1% compared to the male respondents who participated only 20.9%. This shows the majority survey respondents are female.

From **Table 2**, the majority of the respondents were married, which was 76.4% compared to those who were single at 23.6%. The age of respondents who took part in the study, the majority were those aged between 31 and 35 years with 47.3%, followed by 41 years and above was 18.2%, 16.4% were from ages 26 until 30 years. Respondents between the ages of 36 until 40 were the least participants in the survey at 15.5%.

Meanwhile, the majority of respondents were those with a degree qualification of 68.2% and followed by respondents with a master's academic qualification of 13.6%. Then, 12.7% were respondents with diploma qualifications while 5.5% were those with certificate qualifications.

From the respondents who answered, the majority of them were those with teaching experience ranging from 6 to 10 years which is 37.3%. After that, this was

followed by respondents with teaching experience ranging from 1 to 5 years which was 34.5%. A total of 12.7% were those with more than 20 years of teaching experience. Respondents with 11 to 15 years of teaching experience were 10%. The minority number of respondents were those with 15 to 20 years of teaching experience which is 5.5%.

Most of the respondents who answered were those who taught level 2 students (teaching year 4, 5 and 6) which is 60.9% while 39.1% were those who taught level 1 students (teaching year 1, 2 and 3).

5.2. Descriptive Result

In this section, the focus will be on answering and showing illustrations of the two main questions raised in the study. All two study questions will be analysed with mean and standard deviation. There is a question that will be analysed based on Pearson's correlation which is the third question.

The first question was analysed with mean and standard deviation to see the level of democratic classroom management techniques implemented. The second question is to see the level of good students' behaviour in the classroom. This second question was also analysed using the mean and standard deviation.

5.2.1. Identifying the level of Democratic Classroom Management Techniques

Table 3. Interpretation of mean score.

No.	Mean score	Interpretation
1.	1.00 - 2.33	Low
2.	2.34 - 3.66	Moderate
3.	3.67 - 5.00	High

Adopt from Marippan & Yasin (2020).

From **Table 3**, the data shows the level of use of democratic classroom management techniques implemented in MIEB primary schools in the state of Selangor. The data with the highest value shows the teachers give instructions and students always follow the instructions of the teachers (mean = 4.66, standard deviation = 0.65). Next, with the mean value = 4.57, the standard deviation = 0.61 indicates the teachers ask the student's point of view in creating the classroom rules. Teachers discussing with students about their classroom duties are the third highest value (mean = 4.57, standard deviation = 0.53). This is followed by the method of teachers encouraging students to follow the classroom rules (mean = 4.36, standard deviation = 0.81). After that, the study data showing the mean value = 4.20, the standard deviation = 0.75 tells us that when the teachers teach, the students become active listeners. Teachers always ask the problem of students having a mean value of = 4.00 with a standard deviation of = 0.81. Despite being below 4.00, however, the values shown by the teachers are also at high level for the use

of these four democratic classroom management techniques, which are teachers encouraging students to learn to take responsibility (mean = 3.92, standard deviation = 0.77), teachers provide opportunities and structures for students to learn the skills they deserve (mean = 3.91, standard deviation = 0.77), teachers encourage students to give issue opinions during the learning session (mean = 3.80, standard deviation = 0.75) and teachers set up classroom rules with students (mean = 3.70, standard deviation = 1.06).

Follow the last items score the lowest mean maybe due to teachers face an issue of time constraints which they busy with schedules and curricular as involving students in establishing classroom rules might take a lot of time and leaves little opportunity for group activities. Some strategies could be done by students help establish rules without affecting the effectiveness of the classroom such as listing out the rules based on the activities and choosing it based on priorities.

Table 4. Level of democratic classroom management techniques.

No.	Items	Mean	Standard Deviation
B1	I set up classroom rules with my students.	3.70	1.06
B2	I encourage the students to follow the classroom rules.	4.36	0.81
B3	I praise my students' good performance.	4.66	0.65
B4	I discuss with my students about their duties in the classroom.	4.57	0.53
B5	While I am teaching, my students are active listeners.	4.20	0.75
B6	I asked the student's point of view when creating classroom rules.	4.57	0.61
B7	I encourage students to issue opinions when Pepco.	3.80	0.75
B8	I encourage students to learn to take responsibility.	3.92	0.77
B9	I provide opportunities and structures for students to learn the skills they deserve.	3.91	0.77
B10	I always ask students problems.	4.00	0.81

5.2.2. Identifying the Level of Positive Students' Behaviour

Table 4 shows the level of positive behaviour of students from the teacher's glasses. The study data showed that students' positive behaviour at a high level by placing students showing an interest in learning as the highest (mean = 3.95, standard deviation = 0.73). Then, this is followed by students who are always actively involved in PdPc activities (min = 3.95, standard deviation = 0.66). Next, students are able to communicate well with data showing mean = 3.88, standard deviation = 0.79. With the data mean = 3.84, the standard deviation = 0.78 indicates students feel good during PdPc activities. After that, students show a good leadership attitude showing the mean value = 3.83, standard deviation = 0.98. Students pay attention when PdPc activities are conducted giving the mean value = 3.77, standard deviation = 0.83. The three measurement conditions against

students' positive behaviour levels are students are responsible for completing all the assigned tasks (min = 3.68, standard deviation = 0.78), students are able to speak in front of a large audience (min = 3.54, standard deviation = 0.80) and students always obey my instructions (min = 3.51, standard deviation = 1.00).

Through the data shown above, it clearly shows that the stage of students' positive behaviour is at the high level stage (**Table 5**).

Table 5. Level of students' positive behaviour.

No.	Items	Mean	Standard Deviation
C1	My students showed an interest in learning.	3.95	0.73
C2	My students feel good during PdPc activities.	3.84	0.78
C3	My students pay attention when PdPc activities are conducted.	3.77	0.83
C4	My students always obey my instructions.	3.51	1.00
C5	My students are always proactive involve in PdPc activities.	3.95	0.66
C6	My students are able to communicate well.	3.88	0.79
C7	My students show a good leadership attitude.	3.83	0.98
C8	My students like to express their views.	3.62	0.88
C9	My students are able to speak in front of a large audience.	3.54	0.80
C10	My students are responsible for completing all the assigned tasks.	3.68	0.78

Table 6. Level of democratic classroom management techniques and students' positive behaviour.

No.	Items	Mean	Standard Deviation
1.	Democratic Classroom Management Techniques	4.17	0.41
2.	Students' Positive Behaviour	3.75	0.46

By looking at **Table 6**, democratic classroom management shows the mean value = 4.17 and the standard deviation = 0.41 while students' positive behaviour shows the mean value = 3.75 and the standard deviation = 0.46. By looking at the above data, it can be concluded that teachers in MIEB primary schools in Selangor always use democratic classroom management. However, the students showed a high level in showing positive behaviour.

6. Discussion

6.1. Level of Democratic Classroom Management Techniques in Schools (Psychosocial Dimension)

Referring to the first research question that focuses on the level of democratic

classroom management techniques used by teachers in primary schools. Overall, the discussion will be directed to the six dimensions found in classroom management techniques. They are physical dimension, procedural dimension, psychosocial dimension, behaviour dimension, instructional dimension and organisational dimension. [Kapur \(2018\)](#) suggested improving classroom management methods can decrease the number of problems of behaviour in the classroom. [Kapur \(2018\)](#) believed teachers and students can cooperate with each other in creating the classroom constitution, signed and posted by the students ([Kapur, 2018](#)). It shows the relationship between the teachers and students to make sure the constitution of the classroom is done by both parties. The way to encourage this students-teachers relationship brings to the democratic classroom management techniques.

In a study by [UNESCO IIEP \(2022\)](#), the psychosocial school environment is identified as a critical factor influencing both student well-being and academic performance. A supportive and positive school climate, characterized by safe and healthy relationships, fosters a sense of belonging among students, thereby reducing stress and enhancing their learning experience. Conversely, negative aspects such as bullying, lack of support, or a hostile environment can exacerbate stress and hinder academic achievement. This highlights the need for educators to not only focus on academic content but also to create a nurturing environment where students feel valued and supported. Promoting positive interactions within the school setting is essential for mitigating stress and ensuring students thrive academically and emotionally.

[Wang et al. \(2020\)](#) states that there are three basic classroom compounds associated with teacher and student relations, namely teaching support, socioeconomic support and organisation and classroom management. These researchers cite from [Danielson \(2011\)](#), and state that teaching support includes teaching features that can provide quality feedback, express expectations of the best results in academia and for the improvement of critical thinking the need to use certain and appropriate techniques. Researchers believe these instructive interactions can encourage high-level thinking through classroom discussions and facilitate cognitive learning. For example, the researchers stated that in order to encourage students to have evolving critical thinking skills, effective teaching techniques should be implemented such as adaptation of learning strategies to new problem solving and the use of knowledge on real-life scenarios ([Wang et al., 2020](#); [Jie & Kamrozman, 2024](#)).

Another study, conducted by [Fong et al. \(2020\)](#), aimed to examine the level of knowledge of primary school teachers in Melaka Tengah in dealing with the problematic behaviour of the students. The objective of this study is to identify the level of knowledge of primary school teachers in addressing the disciplinary problems of students in several primary schools in the Melaka Tengah district. Researchers define a rational person as someone who is capable of overcoming and controlling difficult situations by drawing up solutions and acting according to his plan. Therefore, the researchers added that a teacher must have emotional intelligence

in dealing with students' disciplinary problems so that there are no disciplinary issues that will upset the community such as slurring students to the point of bleeding, insulting students until the student has a low self-concept. The researchers are of the opinion that teachers need to have two main elements, namely social competence and personal competence in dealing with the problem of students' discipline. The researchers added that if there are social skills and social awareness in a teacher when dealing with students' discipline problems, the teachers will be able to build a good relationship with their students. The researchers also noted that teachers can convert a negative environment into a positive environment if emotional stability can be shown by teachers. This can lead to a situation that the teacher can find out the reasons for the student's violation of schools' rules. With this, the teachers can guide their students to behave positively. The study found that if teachers are willing to accept and understand students' situations, emotional intelligence can be achieved. This study suggests that teachers should be prepared to understand the situation of the students and the treatment of the students to guide the students to correct their behaviour from negative to positive (Fong et al., 2020). This study, conducted by Fong et al. (2020), shows that the role of teachers plays a key role in ensuring that students can behave positively in the classroom. Not only that, the researchers emphasize the concept that teachers need to have good emotional intelligence so that the actions of teachers are actions that lead to empathy for their students when their students behave negatively. Teachers also do not act inappropriately towards their students.

The results of a study conducted by Apak and Taat (2018) found that teachers implement classroom management at a high level. This study states that for the effectiveness of 21st century classroom management it is a necessary condition to develop a quality national education. To achieve this, teachers should show a strong commitment to their duties in planning, controlling, and leading classroom activities. A high level of teacher readiness for the change of the education system is needed in the effort to improve the effectiveness of 21st century classroom management. This includes teachers' readiness for organisational changes involving restructuring processes, and improvements to the need for technology integration in teaching and learning. The high readiness of teachers can help to increase their confidence and enthusiasm in carrying out their classroom management responsibilities. The teacher's competence needs to keep pace with the current changes, especially the knowledge related to teaching applications that are interactive. Teachers become more creative and innovative in the classroom when they have high self-readiness (Apak & Taat, 2018).

Based on the research conducted by Hanif et al. (2020), the teachers who are the sample of the study agree with the components and elements contained in the constructed and usable model. Among the components studied are the dimensions of the management of the physical environment of the classroom, the management dimension of planning and implementation of activities or programs, the dimensions of relationship management and interaction as well as the dimensions

of child behaviour management. The findings of the applicability study on this key component clearly show that the management aspect of the learning environment is a necessity and should be noted by the teacher as it is able to influence the effectiveness of the implementation of children's learning activities in preschool classrooms. In the findings of the study, environmental aspects such as furniture, learning spaces, lighting and air conduction in the classroom greatly influenced the learning atmosphere, values, idea generation, attitudes and behaviour of the students. This study can be formulated that the status of all the key components and elements contained in the four-dimensional preschool classroom management model indicates that the high and appropriate usability status. In terms of the implications of this study, the findings are seen as a guide for researchers to conduct future research to revisit the elements contained in the model that have a relationship with classroom management in the context of 21st century classrooms. This researcher suggests the scope of future research studies could be further extended to the financial challenges of managing four-dimensional preschool classrooms faced by teachers (Hanif et al., 2020).

In a journal written by Amatan and Han (2019) and Aldridge et al. (2011), also found that the psychosocial environment has a relationship with aspects of teacher and student involvement in learning and academic achievement. The psychosocial environment is related to the interaction that occurs between students and students, students and teachers and students and the environment (Zandvliet & Fraser, 2005). He found that social relationships and psychological aspects have an effect on teachers' teaching practices. Features of the psychosocial environment that stimulate and promote healthy teaching and facilitation (PdPc) include the existence of friendly, safe and comfortable relationships (Amatan & Han, 2019). Although the studies were conducted a few years ago, this clearly shows that studies related to classroom management are ongoing studies. Researchers have been looking for a variety of effective classroom management techniques. Studies should always keep pace with the times as students change. This also clearly shows that classroom management is a study that requires continuous research so that classroom management techniques are suitable according to the students' circumstances.

In a study conducted by Samad et al. (2005), researchers argued that teachers do not have an accurate perception of classroom leadership. The researchers added that the role of the leader is under the responsibility of the administrator, the principal of the school. The researchers took into account the view by Blase and Blase (1998) that the basis of success for a school lies not on the shoulders of principals or headteachers, but lies in the coordination of teachers as teaching leaders. This opinion indirectly makes a difference to the role of the teacher and the principal or headteacher by placing the principal or headteacher as the coordinator and teacher as the leader of the lesson. The study focuses on a number of specific terms. Among them are the effectiveness of classroom leadership, factors affecting the school climate and obstacles in the implementation of classroom

leadership. The researchers added that teachers focus more on classroom management than classroom leadership should be a priority for teachers. The researchers cite from Lambert (2003) that teachers are unaware of their true role in the classroom. Samad et al. (2005) sees the role of teachers as teaching leadership that has a direct relationship with the teaching processes in which curricular, teachers and students interact with each other. Leadership towards this process can be implemented if a teacher serves as a supervisor as well as an appraiser to students' development (Samad et al., 2005). Based on this study, it is clear that healthy psychosocial factors in the classroom can produce an effective classroom management. In the context of this study the role of teacher using the appropriate leadership style in the classroom leading to effective classroom management.

From the statements above, it is clear that the teachers play an important role in determining whether the learning session in the classroom can be conducted in a conducive manner. Indirectly, it can result in effective classroom management techniques.

6.2. Level of Students' Positive Behaviour (Behaviour Dimension)

A study conducted by Tar and Mahmud (2021) found that inappropriate learning styles create a lack of interest and boredom in students and will result in behavioural problems. Researchers feel that feelings of interest are very important in doing things. If they are not interested, the students will do something recklessly and not earnestly. Some do not want to complete the tasks given by the teachers due to lack of interest and boredom. This circumstance greatly affects the achievement in their studies. When compared to students who are really interested in doing an activity that suits their learning style, they don't need to be told or forced to do something instead of being motivated to do it on their own. Researchers have found that many studies have found that learning styles and interests are closely related to shaping students' behaviour while studying and indirectly students' behaviour influences their excellence in academics. The study suggests teachers need to be aware of the problematic behaviours shown by students so that teachers can set behavioural objectives or goals that students should show. In order to form positive behaviour among students, teachers need to increase students' self-confidence by praising students when they do not cause behavioural problems, providing opportunities for students to be more responsible, informing students when they can perform their responsibilities well and teachers should understand the students and be more patient (Tar & Mahmud, 2021).

The results of this study conclude that learning style is very important in the learning process and facilitation as it can help teachers create experiences and become a guide to create the right lessons for the students. After the teacher understands the student's learning style in the classroom, the planned activities also correspond to the student's learning style. Indirectly, the behaviour of students in the classroom will become more manageable when the teachers are able to form the interest of the students through activities in the classroom that are interesting.

In research conducted by Rafi et al. (2020), where studies were conducted to map the body evidence of the role of operant prevalence in dealing with disruptive behaviour in the classroom. The scope review is to provide an opportunity to identify key concepts, gaps in research, and evidence to inform practice, policy formulation and research. Skinnerian programmed instructions are based on techniques of descriptive operant learning behaviourism for the desired development of behaviour. This research has outlined several key strategies that have been identified as helping in dealing with disruptive behaviour in the classroom. Those strategies are praised as positive reinforcement strategies, constructive feedback to overcome behavioural disorders, classroom management strategies to address disruptive behaviours and the organisation's role in managing behavioural disorders. In this study, the organisation in question is the faculty. From the studies conducted, it is clear that the behaviour of students in the classroom is closely related to the behaviour of teachers or instructors in the classroom. In fact, it is also stated that strategies in classroom management are one of the strategies that need to be seen in addressing student misconduct in the classroom (Rafi et al., 2020).

The findings show that the students' positive behaviour in the classroom relates with the teacher's strategies in classroom management. This statement aligns with the findings of Priya et al. (2016), stated that the teacher uses strategies such as encouragement and reinforcing positive behaviour then it creates a more positive learning environment in which students are more willing to learn (Priya et al., 2016). The study done by observation on teachers' classroom management, with positive reinforcement from teachers can produce positive behaviour to students. Positive reinforcement includes using praise when the student's achieved success in learning. Thus, we can also merge with the research findings which encourage the students' positive behaviour in the classroom can be obtained by developing the positive learning environment in the classroom.

One research has been done showing the results of students' behaviour dimension at a moderate level. The result shows that the teachers agreed they and their students still need improvement in students' behaviour. The result was supported by Browne (2013) which agreed challenging behaviour can be overcome by increasing students' positive behaviour. She outlines the strategies in increasing the positive behaviour among students by two views. From students' views, the strategies are recognition for positive behaviour, use of praise or rewards, clear communications from teachers about expected behaviour and teachers should ensure that none of the students being "singled out". In addition, from teachers' views, the strategies recommended are use of rewards and praise, promoting students' wellbeing, responsibility and autonomy, clear communication about appropriate behaviour and open discussion with students (Browne, 2013). This shows that whether the teachers already used the democratic classroom management techniques, teachers must ensure that all their actions are recognised by the students.

A study conducted by Oliver R. et al. (2011), stated that the need for classroom management requires an effective approach. This indirectly reduces teacher

fatigue and stress when there is an environment that supports the learning process and behaviour. This study is a review and aims to examine the effects of classroom management practices by teachers to reduce behavioural disorders, aggressive or inappropriate behaviour of children from their age from kindergarten to grade 12. The findings showed a significant positive effect on teachers' classroom management practices to a decrease in problematic behaviour by students in the classroom. Increased positive effects in students' behaviour and improvement of teaching practices by teachers occur when teachers adopt an effective classroom management approach.

The reviewer added that existing studies usually focus on changes in student behaviour as a measure of the effectiveness of intervention measures that can reduce problematic behaviour in schools. While the end goal of the study can be to improve prosocial behaviour and reduce problematic behaviour, the fact that needs to be accepted is that ultimately, teacher behaviour needs to be changed first in ensuring that student behaviour changes. In encouraging students to behave appropriately, teachers need to master classroom management with successful environmental structuring. Researchers have also cited the views of [Oliver & Reschly \(2007\)](#) which states that in providing opportunities and developing classroom management competencies, teachers need to be sufficiently prepared ([Oliver et al., 2011](#)). The researchers agreed with some of the views of other researchers. [Lewis & Sugai \(1999\)](#) focuses on prevention and creating a positive classroom environment in which teachers focus on reasonable student behaviour. Colvin, Kameenui, & Sugai who thought routine and regulatory use was a component of a strong management and prevention plan in classroom organizations. If the behaviour is less appropriate, it creates a context of classroom behaviour by specifying what is expected, what will be re-taught and what will be strengthened. In turn, this can prevent students from engaging in behaviour and students from using appropriate behaviours to engage. This shows that the researchers reviewed by [Oliver R. et al. \(2011\)](#), showed that students can be positive and reduce negative behaviour if classroom management can be carried out effectively by teachers. From a study conducted by [Oliver R. et al. \(2011\)](#), it is clear that it is a correlation of the effectiveness of classroom management with positive students' behaviour.

7. Conclusion

Effective classroom management is a topic that is often discussed and is one of the main things in determining the academic achievement of students. However, excellent academic achievement among students can be achieved if students have a positive attitude and less negative behaviour in the classroom. Although this study is limited to 5 primary schools, the findings show that democratic classroom management applications have been practised at a relatively high level. However, there needs to be monitoring measures from the schools' administrators so that teachers can implement democratic classroom management correctly. An observation can be conducted by administrators twice a year by making a pre-schedule in assessing

how well the teachers apply democratic classroom management techniques. A standardized rubric will be used to evaluate afterwards giving feedback on the areas of improvement. This will build the positive student behaviour that can be formed from the age of seven. It can be concluded that the democratic level of classroom management can indeed have an impact on positive student behaviour if implemented in the right way in MIEB primary schools in Selangor. The findings of this study could be applied or generalized to other educational contexts or systems with careful weighing the parallels and discrepancies between elements including student demographics, classroom procedures, educational philosophy, and culture. The techniques found in this study can help improve teaching and learning in a variety of circumstances with careful implementation, professional growth, and ongoing research as it can guide advances in classroom management across different educational systems.

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Conflicts of Interest

The authors declare no conflicts of interest regarding the publication of this paper.

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