

IMPACT ON CLASSROOM COHESION OF A TEACHER'S MANAGEMENT STYLE ON CLASSROOM COHESION

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Abstract

Promoting the healthy growth of students is the main job of classroom teachers and an important goal of classroom management. A class with high cohesion is conducive to the growth and development of students, but nowadays the cohesion of general high school classes is generally not high and there is room for improvement. This paper focuses on how to improve and refine the class teacher's management style to enhance class cohesion from the perspective of classroom management.

This study uses a combination of literature research, questionnaires and interviews to investigate and analyse the current situation of class cohesion in the senior three classes of a high school in Jiaying, Zhejiang Province, and to analyse the influence of class teacher management style on class cohesion in relation to the class teacher management style of this grade. This study focuses on five dimensions of class cohesion: agreement on class rules and regulations, agreement on class goals, harmonious degree of teacher-student relationship, harmonious degree of peer relationship, and students' group consciousness. It is found that the implementation of class management system, achievement of class goals, and students' group consciousness affect class cohesion. The cohesiveness of classes led by class teachers with democratic, authoritarian and laissez-faire management styles was also explored. It was found that the cohesiveness of classes led by democratic management style was the highest, that of classes led by authoritarian management style was average and that of classes led by laissez-faire management style was the worst. In response to the findings, suggestions are made to refine and improve the management style to increase class cohesion.

The value of this study is to explore the influence of classroom teachers' management styles on class cohesion, and to propose corresponding suggestions for the three management styles, which will provide some reference value for classroom teachers in general high schools on how to improve their management styles and build cohesive classes in practice.

Keywords: classroom cohesion, teacher's management style, laissez-faire management style

Promoting the healthy growth of students is the main job of the class teacher and an important goal of classroom management. Students are weak in self-control, strong in imitation and easily influenced by others. The class teacher who has the most contact with them every day has a great influence on them subconsciously. Each classroom teacher is a unique individual with their own management style, management behaviour and management style. Each management style has strengths and weaknesses. How to make the most of the strengths and avoid the weaknesses to guide the healthy development of the class, give full play to the students' autonomy, improve class cohesion, enable them to discover themselves and realise

themselves in the growth of the class, and promote their all-round development is an issue worth exploring. Different classroom teachers' management styles will lead to different classes and will affect the level of class cohesion. This paper examines how the classroom teacher's management style affects class cohesion, so as to suggest that there is value in refining and improving the classroom teacher's management style and enhancing class cohesion.

Research objectives

This study takes a high school in Jiaxing, Zhejiang Province, as an example, and investigates the current situation of class cohesion in the senior class of the school. It also explores the influence of the class teacher's management style on class cohesion, analyses the shortcomings of the class teacher's management style, and suggests how the class teacher can improve his or her management style in order to enhance class cohesion.

This paper focuses on the relationship between 12 classes in a high school in Jiaxing City, Zhejiang Province and the management style of each classroom teacher, particularly the relationship between class cohesion and the management style of the classroom teacher.

The paper argues that classroom teacher management style affects classroom cohesion.

Research Hypothesis

Every class consists of different class styles, some are active, some are dull, some are loose and some are united. Each class has its own characteristics and style, which is due to a variety of reasons. But one of the things that is extremely important is the management style of the classroom teacher. Students are educated by their teachers and are influenced by their class teachers for a long time, especially as teenagers have a strong ability to imitate and have not yet formed sound values. The class teacher, as the group with whom students have the longest contact in school life, brings a huge influence to bear on them.

Each teacher has his or her own management style, some are democratic, some are authoritarian, some are permissive. Different teachers have different styles, and different classes will have different styles under the leadership of teachers.

This paper focuses on the relationship between 12 classes in a high school in Jiaxing City, Zhejiang Province and the management style of each classroom teacher, especially the relationship between class cohesion and the management style of classroom teachers.

The paper argues that classroom teacher management style affects classroom cohesion.

Research Benefit and Significant

1. Theoretical significance

The research in this paper attempts to fill the gap in the influence of classroom management style of high school classroom teachers on class cohesion and enrich the theoretical system of classroom management style and class cohesion of high school classroom teachers.

2. Practical significance

Through a study of the current situation of class cohesion in senior classes in a high school in Jiaxing City, Zhejiang Province, this paper analyses the classroom management styles of 12 senior classes and the impact of classroom management styles on class cohesion, and then sorts

out how classroom teachers can improve their own management styles to enhance class cohesion. This is a useful reference for ordinary high schools of the same type to improve class cohesion in practice. It can also promote the professional development of classroom teachers so that they can understand the pros and cons of the three common management styles and improve themselves to be able to manage their classes more effectively and achieve twice the result with half the effort.

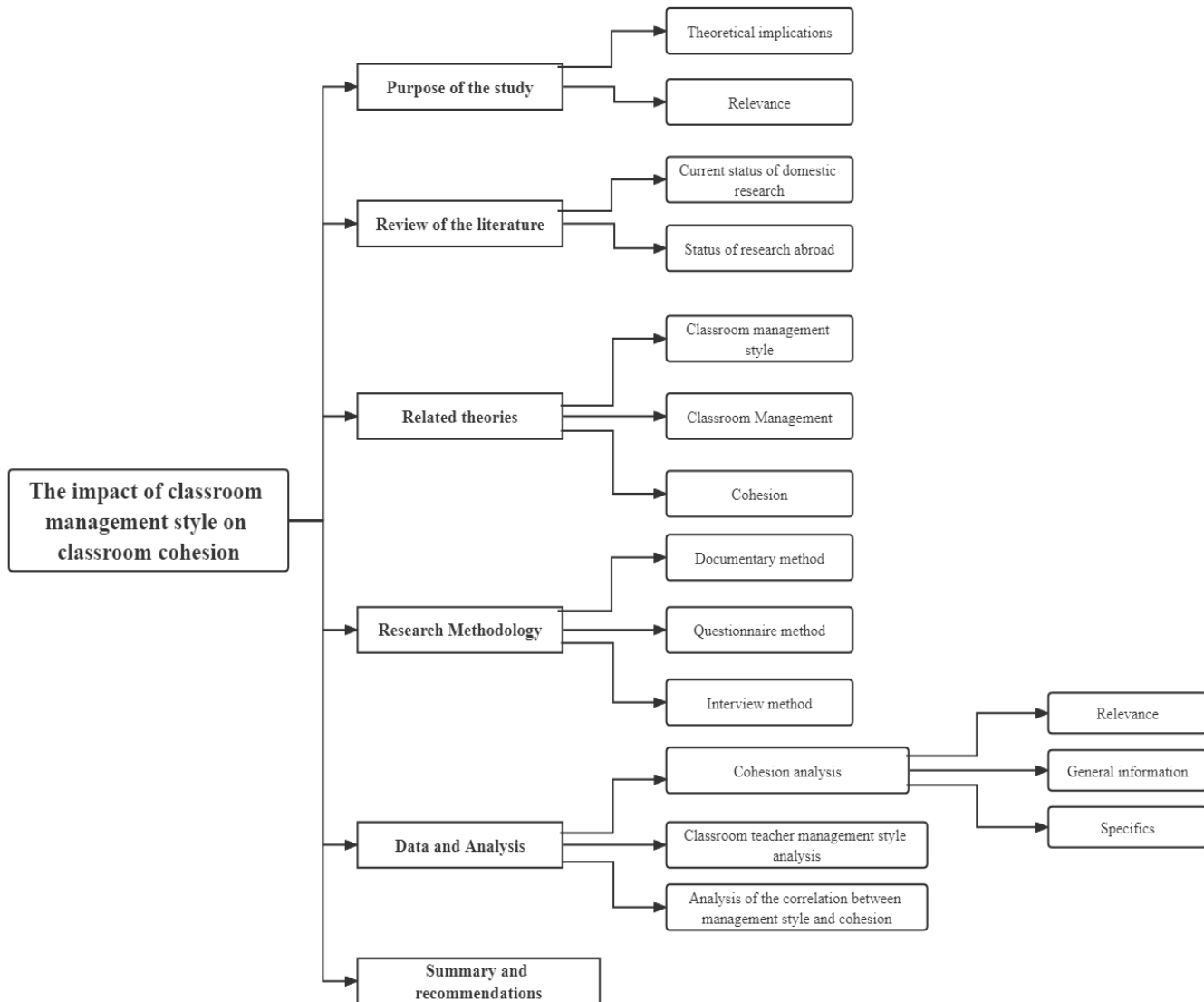
Theory and Literature reviews

Most studies on classroom teacher management styles advocate the classification of democratic and authoritarian styles, and more literature analyses the effects of democratic and authoritarian styles on students' problem behaviours in junior high, secondary and primary schools; there are also studies on the influence of classroom teacher management styles on students' internalisation of motivation to learn and on the development of students' psychological well-being, but there are no studies on the effects of classroom teacher management styles on class cohesion, while studies on high school classroom teacher There is also very little literature on classroom management styles.

There is more literature on class cohesion alone, more research on colleges and university students, and some research on secondary schools, but less research on high schools; and the research on class cohesion mainly focuses on how to create good class cohesion, and only briefly mentions that management style has an impact on class cohesion.

Conceptual Framework

Research result



The overall cohesiveness of the survey respondents was low, with only two classes achieving good, although all passed. The survey found that the scores for class discipline, class culture, learning atmosphere, positive answers to teachers' questions, performance of class leaders, expectation to study and live together every day, feeling the needs of classmates, and what to do in case of disagreement were all relatively low, resulting in low class cohesion. The reasons for the lack of class cohesion are: the class management system is not in place, it is just a formality, the class rules and regulations are not strictly enforced; the class goal achievement rate is not high, they do not turn the class goals into their own goals, and they lack motivation to study; post-90s students are very individualistic, they like to have their own little space, they do not like to be with their classmates all day, they have their own personal views on issues, and they do not like to follow the crowd. They do not like to follow the crowd and this affects the sense of community.

Discussion and Conclusion

The analysis revealed that the cohesiveness of the classes led by the democratic management style was the highest, followed by the cohesiveness of the classes led by the authoritarian management style and finally the cohesiveness of the classes led by the laissez-faire management style. Although the democratic management style has developed a relatively high level of class cohesion, there are still some aspects that are not done well enough to bring the classroom teacher into play to regulate the class, take reasonable punishments when necessary and pay attention to the growth of each student. The classroom teacher with an authoritarian management style has a clear classroom management system and classroom goals, which is an advantage and should be continued. The advantages of a laissez-faire style of management are that it allows students to develop freely and bring into play their independent management skills, but it is important to clarify the purpose of management and not to ignore students completely, and to let go of class cadres to manage the class once a good class and learning culture has been formed.

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