The Student's Satisfaction with Classroom management (CM) of vocational school in Chongqing Vocational College of Media.

Hongyu Li[1]

Abstract

This research study is on the Students' satisfaction with classroom management (CM) of the vocational school in Chongqing Vocational College of Media in China. The researcher studied teachers about management skills. Classified by Gender, age, Education, Income, and Education. This research aims the following: 1) to examine the relationship between the satisfaction of students in the vocational school at Chongqing Vocational College of Media and Classroom management before and after treatment. 2) to know the most significant positive factors of Classroom Management in the Chongqing Vocational College of Media vocational school. The respondents are students in a vocational school in Chongqing Vocational College of Media in China. Most are Male 65.56 percent, aged 19-20 years, 36.09 percent, and Education is grade 2, 50.66 percent. These research results are: the significant level shows the Student's Satisfaction with Classroom management (CM) of the vocational school in Chongqing Vocational College of Media in China. The

[1] Pathum Thani University. Email: 1451209208@qq.com

considerable level shows the Students' satisfaction with classroom management (CM) of the vocational school in Chongqing Vocational College of Media in China. Are agreed and moderate, considered by the level of CV. are Improved, Perceived, and Intention, Respectively

Keywords: Satisfaction, classroom management, vocational school

Introduction

The statement and significance of the problem

The outbreak of the combination of online classroom teaching breaks the traditional teaching mode. Relying on professional network teaching platforms, using Internet technology (IoT), students can study the teacher-recorded video for asynchronous network classroom learning, and teachers can participate in live online teaching synchronized network classroom learning. However, classroom management is essential and consistent with the research (Santhanam, 2022) aimed at encouraging and establishing student self-control through promoting positive student achievement and behavior. Thus, academic achievement, teacher efficacy, and teacher and behavior are directly linked with the concept of school and classroom management. Teachers are the key to quality and learning in the classroom. Classroom management refers to the wide variety of skills and techniques that teachers use to keep students organized, orderly, focused, attentive, on task, and academically productive during a class. When classroom-management strategies are executed effectively, teachers minimize the behaviors that impede learning for both individual students and groups of students while maximizing the behaviors that facilitate or enhance learning. Classroom management is teachers' strategies that create and maintain an orderly learning environment, and discipline means teachers'

responses to students' misbehavior. The classroom environment provides a context for learning. It includes the physical space, furnishings, resources, and materials, the class atmosphere, participants' attitudes and emotions, and the social dynamics of the learning experience. Nevertheless, the significance of classroom management in vocational schools in China is still less. According to the research (Zhu, Chi, & Shen, 2021) were found Classroom management is a significant issue for teachers. However, in Chinese as a foreign language (CFL) education, little is known about classroom management for female secondary school students in the United Arab Emirates (UAE). The research focused on classroom management issues and solutions in CFL education at all-girls secondary schools in the UAE, aiming to provide insights toward enhancing teachers' classroom management and students' learning. Data were collected in March 2020 via online surveys completed by CFL teachers and students of all-girls secondary schools in the UAE. In addition, several teachers (chosen randomly) were interviewed to obtain further details on their classroom management experiences. Quantitative and qualitative analysis revealed that CFL teachers face issues with students frequently entering and leaving the classroom, being late to or absent from class, talking out of turn, disrespecting teachers, and coming to class without suitable materials. Teachers use various strategies to address these issues, including getting help from administrators, creating reward and consequence systems, and changing their teaching methods. The findings suggest that CFL teachers can enhance their classroom.

Effective classroom management entails meticulous planning but also a readiness to switch gears and move away from the script when necessary; it requires firm control but also a willingness to relinquish that control to take advantage of a teachable moment; it requires leadership but also a sense of compassion and understanding of your students (UCONN, 2020).
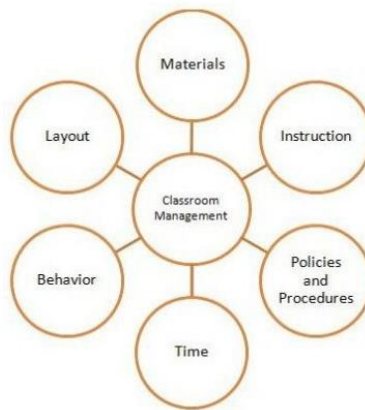
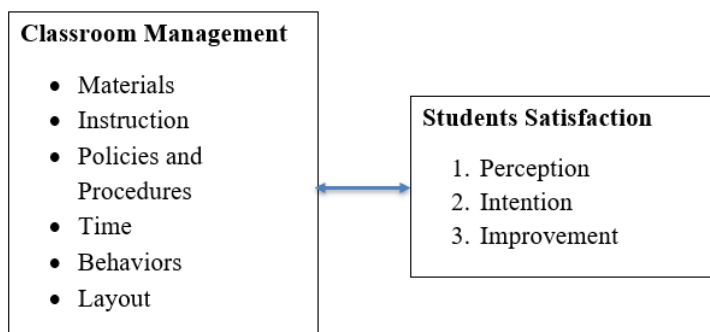Figure 1 Behavior management and the Classroom Management, Education Week

Effective classroom management begins with strong organizational skills—preparing your materials carefully, practicing with the technology, and getting a sense of how to organize best and move around in the room, but that's not where the planning ends.

Therefore, from the significance and learning current situation, the researcher is interested in studying the Student's Satisfaction with Classroom management (CM) of the vocational school in Chongqing Vocational College of Media. To study the relationship between the satisfaction of students in the vocational school at Chongqing Vocational College of Media and Classroom management before and after treatment. To take the result of this research is to improve teaching management in the school in the future.

Research Objective

1. To study the relationship between the satisfaction of students in the vocational school at Chongqing Vocational College of Media and Classroom management before and after treatment.
2. To know the most significant positive factors of Classroom Management in the vocational school at Chongqing Vocational College of Media.

วารสารรัฐศาสตร์รอบรู้และสหวิทยาการ ปีที่ 7 ฉบับที่ 1 มกราคม – กุมภาพันธ์ 2567
Journal of Wisdom the Political Science and Multi-Disciplinary Sciences, Vol. 7, No 1 January – February 2024

271

Conceptual Framework

Classroom Management

- Materials
- Instruction
- Policies and Procedures
- Time
- Behaviors
- Layout

⟷

Students Satisfaction

1. Perception
2. Intention
3. Improvement

Literature Review

Concept of Satisfaction

The concept of satisfaction is multifaceted and has been defined from various perspectives. According to the Longman Dictionary of Contemporary English (1981), it refers to contentment, the fulfillment of needs or desires, or a sense of certainty. Wikipedia (2016) views satisfaction in the context of contract law as the release from a debt obligation. The Oxford Advanced Learner's Dictionary (2000) ties satisfaction to the achievement of desired outcomes or fulfilling expectations. Satisfaction is also considered as an emotional response towards an object, representing the fulfillment of an expected outcome influenced by prior expectations of quality (Locke, 1976; Ekinci 2004; cited In Eyiah-Botwe, 2015; Festinger, 1957; In Klein & Saunder, 2011). Arnold, Price, and Zinkhan (2004) assert that satisfaction is a judgment tied to the level of consumption-related fulfillment, highlighting the subjective nature of this concept.

Rai (2013) suggests satisfaction as a feeling resulting from the fulfillment of needs and wants, considering it as either an emotional or a cognitive experience, evaluated based on the comparison between received and expected outcomes. Geis and Cote (2000) break down the components of satisfaction into a response (emotional or cognitive), the focus of the response (expectations, product, consumption experience, etc.), and the time at which the response occurs (post-consumption, post-choice, etc.). In essence, the various definitions underscore the divergent lenses through which scholars view satisfaction. It's a fluid concept, seen both as a process and an outcome, thus reinforcing Day's (1980) assertion that the meaning of satisfaction varies across individuals. Despite these differences, a common thread across disciplines is the understanding of satisfaction as the discrepancy between expectations or desires and actual experiences.

Satisfaction manifests in various forms, with the primary categories being Customer Satisfaction (Consumer Satisfaction) and Job Satisfaction (Employee Satisfaction). Other types include social, economic, citizen, and life satisfaction.

1. Customer Satisfaction

Customer Satisfaction, often abbreviated as CSAT or CS, is a frequently used term in marketing and is a measure of how a company's products or services meet or surpass customer expectations. Solomon (2011) describes consumer satisfaction/dissatisfaction as the overall attitude a person develops towards a product after purchasing it. Evans, Jamal, and Foxall (2006) further state that satisfaction is the degree of positive or negative affect a consumer feels towards a product, store, or brand post-purchase. They suggest that satisfaction encompasses more than just product performance, but also includes the consumer's attitude and feelings. There are two primary conceptualizations of customer satisfaction: transaction-specific satisfaction and overall satisfaction. Transaction-specific satisfaction views customer satisfaction as the post-purchase evaluative judgment of

a specific transaction. Conversely, overall satisfaction is an aggregate measure based on all encounters and experiences over time, including total purchase and consumption of a product/service (Anderson, Fornell, & Lehmann, 1994; Fornell, 1992; Yi, 1991; cited in Rai, 2013; Eyiah-Botwe, 2015). These two forms emphasize the temporal dimensions of satisfaction. Rai (2013) captures the complexity of customer satisfaction, stating that it is a buyer's emotional or cognitive response post-purchase, and is shaped by the comparison of pre-purchase expectations and actual performance. It includes evaluating the costs incurred and benefits reaped either in a specific purchase event or over time. Factors defining customer satisfaction include ten quality values and seventeen indicators, such as quality, value, timeliness, efficiency, ease of access, environment, inter-departmental teamwork, front line service behaviors, commitment to the customer, and innovation (Rai, 2013).

2. Job Satisfaction (Employee Satisfaction)

Job satisfaction, as defined by Locke (1976), is "a pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences." It is the attitude an individual has towards their job as a whole or specific aspects such as pay or working conditions (Robert, 1981). This definition highlights the importance of affective (feeling) and cognitive (thinking) aspects of job satisfaction. Olusegun (2011) describes job satisfaction as the contentment or happiness a worker experiences from their assigned tasks. This aspect of satisfaction can be a significant factor in the efficiency and effectiveness of business organizations, and various theories attempt to explain its nuances.

3. Life Satisfaction

Life satisfaction is defined by Ruut (2004) as the degree to which a person positively evaluates the overall quality of their life. It encapsulates how much an individual appreciates the life they lead. Life satisfaction can reflect positive experiences that

have influenced a person, motivating them to pursue and achieve their goals (Bailey, Eng, Frisch, & Snyder, 2007). Lina and Simon (2008) identify income, occupation and social status, opportunities and social mobility, welfare provision, and social network and family tradition as components of life satisfaction. While these components include both economic and non-economic factors, the criteria used to measure life satisfaction can vary.

Concept of Classroom Management

Several definitions of "classroom management" were proposed by researchers in history. Doyle (1986) stated, "management is commonly viewed as a pre-requisite to instruction, something to get out of the way so that teaching can occur." Similarly, Brophy (1996) claimed that classroom management was the actions taken to create and maintain a learning environment which aimed to provide successful instructions. To be more specific, Marzano (2003) divided the "actions" into four parts: "establishing and reinforcing rules and procedures, carrying out disciplinary actions, maintaining effective teacher and student relationships, and maintaining an appropriate mental set for management." However, Wright (2005) thought that "classroom management is concerned with managing both internal and external events and influences, including establishing and maintaining order, generating learning opportunities and dealing with people's feelings and interactions." Equally, Mercer and Gkonou (2020) believe that classroom management is an emotional aspect that needs to be harnessed between the teacher and students. All in all, classroom management is to make teaching and learning success with different methods and techniques, which include internal and external interferences. The definitions of classroom management were more and more specific to be easier for teachers to implement. And researchers began to be more aware of the affection aspect during classroom management.

Research Methodology

Population and sample

Chongqing Vocational College of Media in China has 8000 students enrolled in vocational education. The cohort consists of vocational school pupils from China's Chongqing Vocational College of Media. The sample size for this questionnaire was determined using Krejcie and Morgan's (1970) tables on the basis of purposive sampling and simple random sampling. There are 302 samples in the sample.

Research Result

Table 1 Characteristics of Respondents

Gender	Frequency	Percent
Male	198	65.56
Female	104	34.43
LGBTQI+	-	-
Total	302	100.0
Age		
Under 18 years	63	20.86
19-20 years	109	36.09
20-21 years	95	31.45
21 years Above	35	11.58
Total	302	100.0
Education		
Grade 1	74	24.50
Grade 2	153	50.66
Grade 3	75	24.83
Total	302	100

Table 2 Correlation Of Classroom Management

		Materials	Instruction	Policies and Procedures	Time	Behaviors	Layout	Perceived	Intention	Improve
Materials	Pearson Correlation	1								
	Sig.(2Tailed)									
	N	361								
Instruction	Pearson Correlation	.671*	1							
	Sig.(2Tailed)	.012								
	N	361	361							
Policies and Procedures	Pearson Correlation	.495*	.671*	1						
	Sig.(2Tailed)	.001	.012							
	N	. 361	361	361						
Time	Pearson Correlation	.569**	.495*	.671*	1					
	Sig.(2Tailed)	.000	.001	.012						
	N	361	361	361	361					
Behaviors	Pearson Correlation	.952**	.569**	.495*	.671*	1				
	Sig.(2Tailed)	.000	.000	.001	.012					
	N	361	361	361	361	361				
Layout	Pearson Correlation	.952**	.569**	.495*	.671*	.542*	1			
	Sig.(2Tailed)	.000	.000	.001	.012	.003				
	N	361	361	361	361	361	361			
Perceived	Pearson Correlation	.952**	.569**	.495*	.495*	.671*	.542*	1		
	Sig.(2Tailed)	.000	.000	.001	.001	.012	.003			
	N	361	361	361	361	361	361	361		
Intention	Pearson Correlation	.952**	.569**	.495*	.495*	.671*	.542*	.611**	1	
	Sig.(2Tailed)	.000	.000	.001	.001	.012	.003	.000		
	N	361	361	361	361	361	361	361	361	
Improve	Pearson Correlation	.952**	.569**	.495*	.671*	.495*	.671*	.542*	.611**	1
	Sig.(2Tailed)	.000	.000	.001	.012	.001	.012	.003	.000	
	N	361	361	361	361	361	361	361	361	361

Hypothesis

H_0: There is no relationship between Classroom Management and Student's Satisfaction the vocational school in Chongqing Vocational College of Media in China.

H_1: There is relationship between Classroom Management and Student's Satisfaction the vocational school in Chongqing Vocational College of Media in China.

From the correlation table 2, it able to interpreted the high relationship between Classroom Management and Student's Satisfaction the vocational school in Chongqing Vocational College of Media in China. From the Pearson's correlation at .952* significant at .000, then rejected the H_0 and accepted H_1.

Table 3 The interpretation of correlation coefficient (Best,1977)

Correlation Coefficient	Interpret between Variable
0.00 – 0.20	Lowest Relation
0.21 – 0.50	Low Relation
0.51 – 0.80	Medium Relation
0.81 – 1.00	High Relation

Conclusion

The respondents are students in vocational school in Chongqing Vocational College of Media in China. Most are Male 65.56 percent, age is 19-20 years 36.09 percent, and Education is grade 2, 50.66 percent.

The significant level shows the Student's Satisfaction with Classroom management (CM) of the vocational school in Chongqing Vocational College of Media in China. are agree considered by the level of C.V. are Layout, Instruction, Time, Policies and Procedures, Behaviors, and Materials, respectively

The significant level shows the Student's Satisfaction with Classroom management (CM) of the vocational school in Chongqing Vocational College of Media in China. are agreed and moderate, considered by the level of CV. are Improve, Perceived, and Intention, Respectively

From the correlation table 3, it able to interpreted the high relationship between Classroom Management and Student's Satisfaction the vocational school in Chongqing Vocational College of Media in China. From the Pearson's correlation at .952* significant at .000, then rejected the H_0 and accepted H_1.

Discussion

From the quantitative research analysis, the researcher would like to presents as follows:

The study to study to the Student's Satisfaction with Classroom management (CM) of the vocational school in Chongqing Vocational College of Media in China. From the correlation analysis, the researcher found the factor that high relationship between Teaching the Professionalization of Teachers in the Elementary and Secondary Schools in Wu Han, China. Mean the Technology skill which consistent by Teamwork skills, Problem-solving skills, Decision-making skills, Communication skills, and Motivating skills are high relation to the Academic administration, administrators should aware to those skills and keep pay attention to teachers' skills, were consist by the studied of (Wong, Loke, & Mohamad, 2021) the study investigated the impact of teacher quality on academic administration in Malaysian schools. The authors surveyed 391 teachers and 26 academic administrators to measure their perceptions of teacher quality and academic administration. The results showed that teacher quality was positively associated with academic administration, and that high-quality teachers were more likely to receive support and recognition from academic administrators

Suggestion

1. For the subsequent research, should study to the university administration to respond the Academic education of instructors in the universities.

2. Next study, the researcher ought to study the factors affected to the professionalize of teachers in Chongqing, China

3. For the next research, ought to study to the difference area in China country

References

BİLGİN, Z. (2010). **"CUSTOMER SATISFACTION, a central phenomenon in MARKETING"**. YEDITEPE UNIVERSITY.

Blue, F. (2011). **Classroom Management.**

Emmer, & Edmund , T. (1994). **Classroom Management for Secondary Teachers. Third Edition**. Books; Guides - Classroom - Teacher.

Folorunso, E. E., & Paul-D, A. (2017). SATISFACTION. **Department of Urban and Regional Planning The Federal Polytechnic,** 1-20.

Giese, J. L., & Cote, J. A. (2000, January). Defining Consumer Satisfaction. **Academy of Marketing Science Review**, 1-28.

Krejcie, R., & Morgan, D. W. (1970). Determinning Sample Size For Research Activities. **Education and Psychological Measurement***, 4*(2), 176-185.

Likert, R. (1932). **A Techinque for the Measurement of Attitude**. New York.

Oliver , R. M., & Reschly, D. J. (2007). **Effective Classroom Management: Teacher Preparation and Professional Development.**

Rovinelli, R., & Hambleton, R. (1976, April 19-23). On the use of content specialists in the assessment of criterion-referenced test item validity. **Paper presented at the annual meeting of the American Educational Research Association**. Retrieved from https://files.eric.ed.gov/fultlext/ED121845.pdf.

Santhanam, V. (2022). CLASSROOM MANAGEMENT. **Journal of Avinashi lingam University**, 1-5.

UCONN. (2020). **Classroom Management**. Retrieved from UCONN: University of Connecticut: https://cetl.uconn.edu/resources/teaching-your-course/classroom-management/

Wong, Y., Loke, S., & Mohamad, M. (2021). The impact of teacher quality on academic administration: A study of Malasian school. **Journal of educational administration**, *59*(1), 74.93.

Zhu, D., Chi, J., & Shen, L. (2021, October). Classroom management in CFL education at allgirls secondary schools in the UAE. **Cogent Education**, *9*(1), 1-25. doi:10.1080/2331186X.2021.2002132