

Teachers' Classroom Management Styles and Student-Teacher Connectedness and Anxiety

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Abstract. The type of classroom management style employed by educators has a considerable impact on their interactions with students. The goal of this study is to understand more about faculty members' classroom management methods and how they communicate with their students in higher education. A combination of quantitative and qualitative analysis techniques was used in this investigation. Instructors emphasized an authoritative classroom management style, which they claimed was an essential factor for successful teaching, according to the report. Students were found to be satisfied with the types of relationships they had with their teachers. However, when teachers are classified according to their profile variables, there is a noticeable difference in their classroom management types. Furthermore, there is no significant association between instructors' classroom management styles and the types of relationships that students develop. The qualitative results of this study indicate that teachers use a range of classroom management styles. The transcripts revealed that, from the viewpoint of teachers, the classroom management style is a combination of democratic and authoritative types.

Keywords: classroom management styles; higher education; instructors; student-teacher relationship

1. Introduction

Higher educational institutions in the Philippines have their own role in the progress and development of society and aim to prepare scientific, technical, managerial and administrative cadres in modern societies/for the workplace?, which are the top concern of the educational system. Academia has an important role in the improvement of a country's workforce. The teacher, as one of the most prominent figures in academia, plays an important role in students' schooling and education. Teachers are vital in helping schools to deliver quality education through the effective and efficient utilization of classroom

management and discipline. Promoting the best learning environment possible is the primary focus of the classroom teacher's responsibility. As a result, teaching is a dynamic occupation that is influenced by a variety of factors, which include learner and teacher characteristics, school and community relations, learning resources. While all of these factors contribute to a positive teaching experience, it is widely acknowledged that the teacher-student interpersonal relationship is critical to the teaching and learning process.

Classroom management styles are one of the factors that affect teachers' classroom behavior (Rahimi & Asadollahi, 2012; Rokita-Jaśkow, 2016). The degree of teacher participation with students and the type of control exercised by teachers over their students are referred to as classroom management style (Burden, 2020). Teachers who use a certain classroom management style can have a significant impact on how they react to their students' actions and how they educate them. Classroom management styles are an integral part of a teacher's success in creating a healthy and productive learning atmosphere that encourages students to obtain a high-quality education (Jones et al., 2014). As a result, determining a teacher's classroom management orientation can aid in the selection of acceptable or desired teaching activities in the classroom. It is necessary to examine how teachers execute classroom management styles. From an interpersonal perspective on teaching, a friendly classroom climate unquestionably generates and retains an optimistic, warm classroom atmosphere conducive to learning (Denscombe, 2012; Erasmus, 2019). This is because both teachers and students need to feel at ease in their classrooms in order for teaching and learning to be interesting, enjoyable, and meaningful.

The role of teachers in classroom management is critical to creating a proactive learning atmosphere (Banks, 2014; MacSuga-Gage et al., 2012; Wolff et al., 2014). Classroom management involves setting boundaries for mental, emotional, physical, and intellectual environments (Burden, 2020). This makes for more effective teaching and learning. There are numerous ways to assist teachers and students in improving their interpersonal relationships. Different teachers argue for varying degrees of student control. Some teachers prefer a structured learning environment, while others prefer to build a comfortable learning environment in which students feel free to take chances and be innovative (Hornstra et al., 2015; Kangas et al., 2017).

One of the fundamental tenets of classroom management is a teacher's classroom management style, which promotes both positive and negative interactions between the teacher and the students (Aloe et al., 2014; Cangelosi, 2013; Gremmen et al., 2016; Meece & Eccles, 2010). Some teachers often engage in unpleasant interactions with students, such as criticizing bad posture, pointing out errors, making derogatory remarks about improper social behavior, and frowning to express disapproval (Jahangiri & Mucciolo, 2012; Lumadi, 2013). Other teachers also believe it is their responsibility to point out where the students have gone astray. Other teachers normally communicate with students in a positive manner, such as complimenting good posture, praising achievements, making flattering statements about acceptable social behavior,

and smiling to display approval (Fisher et al., 2012). In this manner, it can then be stressed that the kind of classroom management style being utilized by teachers significantly affects teacher and student-interaction and relationships.

Classroom management styles are consistently associated with variations in student behavior. In fact, the ratio of positive to negative experiences between teachers and students was eight to one in classrooms where students were on task, attending, following directions, and participating appropriately (Gage et al., 2018). These teachers were making pleasant comments to their students or laughing, touching, and gesturing positively eight times for every time they insulted, frowned, or did something similar. Teachers who have a structured plan for discipline and procedures feel more in charge and informed, according to certain studies on classroom management (Burden, 2020; Greenberg et al., 2014). As a result, when teachers are able to concentrate less on discipline, they may devote more time to creating a curriculum that encourages higher achievement.

According to Brody (2003), there are four fundamental approaches to classroom management styles. These include democratic, authoritative, autocratic, and permissive or laissez-faire styles. The democratic management style generates an environment of independence in the classroom, enabling students to communicate their thoughts and desires while leaving the final decision to the teacher. The autocratic model, on the other hand, indicates a coercive and dictatorial approach to classroom management. Instructors who use this approach rely on their own experience, expertise, and understanding while ignoring the learners' viewpoint. Furthermore, an authoritarian style imposes restrictions and controls on students while also encouraging individuality. Finally, the laissez-faire model signifies full control by the students with no input from the teacher.

Higher education institutions, particularly Catholic universities which have stricter policies and regulations than public and other private educational institutions, are excellent places to learn about classroom management and the instructor-student relationship. Most instructors employ a variety of classroom management techniques which influence how students associate, interact, and interact with their teachers. Some students are terrified of their teachers, while others see them as collaborators. Some regard their teachers as second parents, while others disregard their responsibilities as classroom teachers. The researchers are perplexed by this situation because how students interact and communicate with instructors has a significant impact on their learning process, their perception of school as a learning environment, and their perception of instructors who are on the cutting edge of knowledge building. The purpose of this study was to determine whether there was a correlation between college teachers' classroom management styles and the perceived types of student-instructor relationships.

Conceptual Framework

One major emphasis is on the basic idea that classroom management is an important facet of daily instruction. Learning how to manage and discipline every student affects the teaching and learning process which can be reflected in the instructor-student relationship. To investigate teachers' classroom management styles in this study, four basic approaches to classroom management were used, namely autocratic, authoritative, democratic and laissez-faire or permissive (Brody et al., 2003).

a) Autocratic Classroom Management Style. This means that the instructor is the classroom's sole authority figure; behavior standards are high but frequently not developmentally appropriate; rules are created by the instructor and students are not permitted to question them; and the instructor uses punishment and external rewards to get students to obey. The students follow rules only when the instructor is watching; students learn submission and very little about self-control and assertion. Moreover, students' relationship with the instructor and with each other is undetermined; students may feel anger, fear, humiliation and a desire for revenge.

b) Authoritative Classroom Management Style. The authoritative instructor establishes boundaries and controls the students while also encouraging individuality. This instructor also discusses why laws and decisions are made the way they are. A disruptive student will be reprimanded harshly but respectfully by the teacher. On rare occasions, this instructor will use discipline, but only after careful analysis of the issue. The authoritative instructor welcomes a great deal of verbal exchanges, including critical debates. Students are conscious that they have the right to interrupt the instructor if they have a pertinent question or remark. Students will have the opportunity to develop and practice their communication skills in this area.

c) Democratic Classroom Management Style. It is characterized by instructors helping students develop self-control; behavior standards are high and developmentally appropriate; students help create rules and the instructor helps them to practice the rules; the instructor uses logical consequences to help students learn from mistakes. Additionally, students learn to think and act in socially responsible ways; students' relationships with the instructor and with each other are strengthened; and students feel safe in school.

d) Permissive or Laissez-Faire Classroom Management Style. This style occurs when the instructor has little control of classroom life; behavior standards are low; the instructor uses praise, rewards, cajoling and empty threats to try to convince students to cooperate and the instructor ignores a lot of undesired behavior. The classroom environment is chaotic, and students constantly push boundaries and show disrespect; students learn self-centeredness and manipulation skills. Furthermore, students' relationship with the instructor and with each other is undetermined, and students may feel insecure because of the lack of predictability.

The relationship between students and teachers is critical in the classroom setting (Myers & Clas, 2012). In a similar vein, the class environment is defined as the collective expectations of students with respect to shared relationships

within the classroom, lesson organization, and student learning tasks (Goddard et al., 2015). It is worth emphasizing that the classroom atmosphere has a significant influence on how students and teachers get along. Positive student-teacher relationships help to rebuild and establish reciprocal ties that aid in student retention (Riley, 2013).

Therefore, the instructor-student relationship is investigated in this study using two (2) parameters: connectedness and anxiety. According to Thijs and Fleischmann (2015), the establishment of a positive student-teacher relationship helps students to explore their surroundings while knowing that they will be reassured and protected if necessary. In most cases, such a relationship is evaluated on two dimensions: connectedness and anxiety.

2. Method

Research Design

A mix of quantitative and qualitative methodologies was used in the study. Two hypotheses were tested using descriptive-correlational analysis in the study's quantitative component. The qualitative method, on the other hand, was situated in the phenomenological framework of investigating teachers' perspectives on a model classroom management style.

Respondents of the Study

Respondents in the survey included 45 college professors and 1,816 students from a Catholic higher education institution in the Philippines who were selected using stratified random sampling.

Table 1: Distribution of the respondents of the study

Department	Student Sample	Instructor respondents
School of Education, Arts, and Sciences (SEAS)	525	11
School of Accountancy, Business, and Hospitality (SABH)	544	13
School of Health and Allied Sciences (SHAS)	136	7
School of Engineering, Architecture and Interior Design, and Information Technology Education (SEAIDITE)	611	15
Total	1,816	45

Research Instruments and Procedures

Instrument for Classroom Management Style

Teacher-respondents were asked to answer the Inventory of Classroom Management Style (ICMS) developed by Wright (2005) for the Department of Special Education at Indian University. The tool consists of 12 items and is divided into four dimensions: autocratic classroom management style (3 items), authoritative classroom management style (3 items), democratic classroom management style (3 items), and laissez-faire classroom management style (3 items).

Instrument for Teacher-Student Relationship

Student-respondents were asked to answer the student-instructor relationship scale (SIRS), which was developed by Jarvis and Creasey (2009) and was used to measure student-instructor relationships, specifically instructor connectedness and instructor anxiety.

The research instruments were used with the sources' permission. Other terminologies were modified by the researchers to suit the study's current location. Prior to their administration to the respondents, these tools underwent expert validation and reliability testing. Three experts in management and research were invited to review the content of the questionnaires. After that, the revisions were made by the researchers based on the recommendations of the experts. After the expert validation, a reliability test was conducted to ensure that the questionnaires were suitable for the respondents. Five teachers and ten students were considered in the reliability test. The test showed reliability values of .900 for the classroom management styles and .085 for the teacher-student relationship. Hence, the two questionnaires were reliable and suited to the present study.

Interview Session

In terms of the qualitative component, a semi-structured interview was employed by the researchers to explore the instructor's typification of the ideal classroom management style. The validated and pilot-tested interview protocol included interview questions that addressed the specific research questions about the instructors' typification of the ideal classroom management style. The interview session lasted between 20-30 minutes and manual transcription produced 45 individual verbatim transcripts.

Quantitative Data Analysis

Frequency counts and percentages were used to provide the profiles of the teachers and their prevailing classroom management style. The prevailing classroom management style of teachers was based on their highest mean score on the questionnaire.

Weighted mean was used to describe the types of relationships established by students toward their instructors using the following range and qualitative descriptions:

Range	Qualitative Description	
	Instructor Connectedness	Instructor Anxiety
3.50-4.00	Very high level of connectedness	Very high level of anxiety
2.50-3.49	High level of connectedness	High level of anxiety
1.50-2.49	Low level of connectedness	Low level of anxiety
1.00-1.49	Very low level of connectedness	Very low level of anxiety

The independent sample t-test and one-way analysis of variance (ANOVA) were utilized to determine significant differences in the prevailing classroom management style of the teachers when grouped according to their profile variables.

The chi-square test was performed to determine whether there was a link between teachers' preferred classroom management style and the types of relationships students formed with their teachers.

Qualitative Data Analysis

The narratives of the teachers were coded and examined to identify the trends and themes that were needed for the study. The multiple themes and trends that emerged from the interview with the instructors were analyzed using thematic analysis. The informants' categorizations and classifications were based on their own understanding, true experience, and stream of consciousness gained from interacting with different classroom management approaches.

The number of categories was finalized using the CERES criteria for the determinations of categories by Ballena and Liwag (2019): (a) Conceptual congruence, (b) Exclusivity, (c) Responsiveness, (d) Exhaustiveness, and (e) Sensitivity. Conceptual congruence of themes was observed when all of them belonged to the same conceptual level; in short, parallelism was observed in the phraseology of themes. Second, exclusivity means that one identified theme should mutually exclude the others; thus, overlapping of themes was avoided. Third, responsiveness was maintained when the identified themes were the direct answers to the research problems or objectives of the research. Fourth, exhaustiveness was followed when the identified themes were enough to encompass all the relevant data contained in the transcripts. Fifth and last, sensitivity was observed when the identified themes were reflective of the qualitative data; in short, they had strong and material support from the data.

Ethical Considerations

Participation of the respondents was entirely voluntary. The information obtained was coded to ensure anonymity. Prior to the interview, participants were invited to participate in the study, which was scheduled at a time that was convenient for them and did not conflict with their academic work.

3. Results and Discussion

Table 2: Profile of the instructors

Profile Variables	Frequency (N=45)	Percentage (N=100.00)
Gender		
Male	20	44.44
Female	25	55.56
Age		
21-30 years old	10	22.22
31-40 years old	22	48.89
41 – 50 years old	6	13.33
51 and above	7	15.56
Civil Status		
Single	9	20.00
Married	31	68.89
Widowed	5	11.11

Number of Years in Teaching		
At least 4 years	15	33.33
5-10 years	7	15.56
11-15 years	9	20.00
16-20 years	7	15.56
More than 21 years	7	15.56
Academic Rank		
Assistant Instructor	4	8.89
Instructor	13	28.89
Senior Instructor	16	35.56
Assistant Professor	10	22.22
Associate Professor	2	4.44
Number of Subject Preparation		
1 subject	5	11.11
2 subjects	9	20.00
3 subjects	18	40.00
4 subjects	9	20.00
5 subjects	4	8.89
Highest Educational Attainment		
BS/ BA Graduate	3	6.67
with MA/MS units	12	26.67
MA/MS Graduate	18	40.00
w/ Doctorate units	6	13.33
Doctorate Graduate	6	13.33
Class Size		
Less than 20	2	4.44
21-25 students	4	8.89
26-30 students	5	11.11
31-35 students	14	31.11
36-40 students	12	26.67
41-45 students	8	17.78

The instructors' profiles are shown in Table 2. The table shows that there are more female respondents than male respondents in terms of gender. The majority of the respondents are between the ages of 31 and 40 years old. Many respondents have at least four years of experience teaching at the university level. The finding may imply that many college instructors in the university are relatively young in the teaching profession. Meanwhile, in terms of their academic rank, many instructors are currently senior instructors. The majority of respondents had three subjects in their instruction. It is also worth noting that the majority of university instructors have a master's degree, which means they meet the Commission on Higher Education's (CHED) minimum requirement that college instructors have at least a master's degree. Finally, in terms of their class size, the majority of the instructors have at least 31-40 students in a class.

Table 3: Classroom management styles of instructors

Prevailing Classroom Management Style	Frequency	Percentage
Autocratic	6	13.33
Authoritative	30	66.67
Democratic	5	11.11
Laissez-faire	4	8.89
Total	45	100.00

Table 3 shows the instructors' classroom management styles. The classroom management style is a key concept in this research. The instructor's entire classroom management style is referred to as the classroom management style. This includes how the instructor organizes the learners' activities and learning scenarios in terms of planning, advising, monitoring, and managing learners to achieve specific goals and learning outcomes. The instructor-respondents' evaluations revealed that they valued an authoritative classroom management style as an important factor for successful teaching. In the present study, it was revealed that the majority of the instructor-respondents are authoritative in terms of their classroom management style. This means that teachers who use an authoritarian classroom management style impose limitations and controls on students while also encouraging independence. Instructors believed that classroom rules and decisions should be communicated to students prior to the instructors' enforcing them. They are adamant believers in the value of rules and procedures for successfully managing and instructing a classroom. This also implies that when lecturing, teachers consider the possibility of allowing students to ask pertinent questions. The findings are consistent with previous studies which found that most teachers use an authoritative style of classroom management (Lovorn & Holaway, 2015; Uibu & Kikas, 2014; Wubbels et al., 2014). This is also due to the fact that college education emphasizes task-oriented learning. As a result, the authoritative environment focuses on a well-structured, fun-filled, and task-oriented classroom (Wubbels et al., 2006). Furthermore, previous research has shown that authoritative teachers often use expected and logically organized lecture methods (Barni et al., 2018; Greogory et al., 2012; Torff & Kimmons, 2021). The results could further suggest that, since instructors are authoritative in terms of classroom management, it is fair to conclude that they often use the lecture form.

Table 4: Types of relationships established by students toward their instructors

Types of Relationship	Mean	Qualitative Description
Instructor Connectedness	3.58	Very High Level of Connectedness
Instructor Anxiety	3.03	High Level of Anxiety

Table 4 presents the types of relationships established by students with their instructors. The students' evaluations of the types of relationships they established with their instructors revealed that they related well to them. It can be deduced that students have a strong bond with their lecturers. For adult learners, developing connections and relationships with teachers is crucial since it will boost their self-confidence and allow them to pursue new life chances (Goddu, 2012; Jackson, 2016; Laurillard, 2013). According to the findings, students believe that their teachers are attentive to their needs; therefore they feel very comfortable in class. Students are able to see how uncompromising their lecturers are as a result of this. They understand that how they are treated in the classroom demonstrates a caring nature on the part of their teachers. In addition, academic motivation, behavior, and school success are all affected by a sense of connectedness or commitment to teachers, as demonstrated by teacher care, as well as teacher evaluation and expectations (Collie et al., 2012; Ford et al., 2019).

Students also talk to their professors about their issues and concerns. This means that students often share their personal interests with their instructors, and have already developed a sense of openness toward their instructors. These also suggest that instructors have built solid, genuine relationships with their students. According to Zeichner and Liston (2013), in order for a transformation of the classroom to take place, teachers must see students as individuals and eliminate traditional student-teacher roles and boundaries that discourage relationships, focusing instead on a trusting learning environment built on mutual connectedness.

Additionally, the anxiety of students toward their instructors was measured in this analysis. The findings show that students are worried about their teachers. Students agree with the assertion that they are afraid of losing their instructors' confidence. This means that since students regard their instructors as purveyors of experience and wisdom, they must always be treated with reverence as learning facilitators. The above result supports the study of Banks and Smyth (2015) who found that the learning climate is rich in circumstances that students may interpret as stressful. As a result, teachers must create an atmosphere in the classroom that is not emotionally threatening to the students. According to Zvolensky et al. (2016), students' anxiety may have a range of behavioral, cognitive, and physiological consequences. Anxiety causes unpleasant emotions, anxiousness, and stress, as well as behavioral repercussions such as avoidance, isolation, and procrastination in completing assignments. Anxiety can also be triggered for external reasons, such as concern about others' impressions of their writing, teachers' unrealistic expectations, and preoccupation with their writing ability. Bailey and Phillips (2015) found that students who were satisfied with their academic life and had low levels of anxiety and depression fared better academically because they were interested in school and contributed to its efficacy on a regular basis.

Table 5: Test of difference of the classroom management styles of instructors when grouped according to their profile variables

Profile Variables	Probability Values			
	Autocratic	Authoritative	Democratic	Laissez Faire
Gender	.603	.418	.393	.973
Age	.229	.109	.109	.065
Civil status	.327	.056	.026 *	.244
Department	.662	.072	.251	.451
Number of years in teaching	.080	.027 *	.066	.113
Academic rank	.123	.071	.057	.120
Number of subject preparations	.238	.970s	.243	.939
Highest educational attainment	.659	.042 *	.226	.478
Class size	.202	.336	.059	.871

* significant at 0.05 level

When teachers with an authoritative classroom management style are grouped according to their years of teaching and highest educational attainment, the table reveals a significant difference. Additionally, when teachers are classified according to their civil status, there is a significant difference between those who use a democratic classroom management style and those who do not. Finally, this study found that instructors' classroom management styles are unaffected by their gender, age, department, academic rank, number of subject preparations, class size, or monthly income.

Table 5.a: Post-hoc analysis on the significant difference of the democratic classroom management style of instructors when grouped according to civil status

Civil Status	Mean	Single	Married	Widow
Single	4.19	1		
Married	2.17	.000*	1	
Widow	2.61	.000*	0.890	1

*significant at 0.05 level

Table 5a presents a post-hoc analysis of the significant difference in teachers' democratic classroom management styles according to civil status. According to the table, single instructors are more likely to use a democratic classroom management style than married or widowed instructors.

Table 5.b: Post-hoc analysis on the significant difference of the authoritative classroom management style of teachers when grouped according to the number of years in teaching

Civil Status	Mean	At Least 4 years	5-10 Years	11-15 Years	16-20 Years	More than 21 Years
At least 4 years	2.71	1				
5-10 years	3.05	.052	1			
11-15 years	4.25	.000*	.061	1		
16-20 years	4.65	.000*	.024*	.040*	1	
More than 21 years	4.54	.000*	.007*	.056	.112	1

*significant at 0.05 level

Table 5b summarizes the post-hoc analysis of the significant difference in teachers' authoritative classroom management styles when grouped by years of teaching experience. The findings indicate that there is a significant difference in the authoritative classroom management style of teachers who have taught for at least four years, eleven to fifteen years, sixteen to twenty years, and more than twenty years. The findings imply that instructors with more than five years of classroom experience employ an authoritative style of classroom management, whereas those with at least four years of classroom experience are not that authoritative in the classroom. This supports the study of Gregory et al. (2012) who found that teachers with more years of experience are more likely to prefer full control or authoritative control. As a result, instructors' views about classroom management styles are heavily influenced by their years of teaching experience. Teachers with less experience, on the other hand, were found to be more egalitarian. Similarly, Unal and Unal (2009) pointed out that seasoned

teachers are thought to have a combination of years of experience and a repertoire of classroom skills and techniques. They usually have the ability to prioritize assignments and pay attention to a limited range of important classroom issues.

Table 5.c: Post-hoc analysis on the significant difference of the authoritative classroom management style of teachers when grouped according to highest educational attainment

Highest Educational Attainment	Mean	BS/BA Graduate	w/ MA/MS units	MA/MS Graduate	w/ Doctorate Units	Doctorate Graduate
BS/ BA graduate	2.75	1				
with MA/MS units	2.82	.956	1			
MA/MS graduate	4.43	.001*	.001*	1		
w/ Doctorate units	4.58	.000*	.000*	.060	1	
Doctorate graduate	4.61	.000*	.020*	.052	.800	1

**significant at 0.05 level*

Table 5c presents the post-hoc analysis of the significant difference in the authoritative classroom management style of teachers when grouped according to the highest educational attainment. According to the table, instructors with post-graduate degrees such as master's and doctorates use an authoritative classroom style, whereas instructors with bachelor's degrees and those enrolled in a master's degree program do not use an authoritative classroom style. This finding corroborates the findings of Schleicher (2016), who found that teachers with advanced educational credentials possessed a structured authority to manage the classroom because they had established a path for collectively expanding the frontiers of their expertise and experience. This means that once knowledge has been developed and confirmed, teachers can now project experience in the field and are aware of what to expect from the students. As a result, the consolidation of their knowledge allows instructors to use an authoritarian classroom management style.

Table 6: Significant relationship on instructors' classroom management styles and the types of relationship established by students

Classroom Management Style	Probability Values	
	Instructor Connectedness	Instructor Anxiety
Autocratic	.127	.404
Authoritative	.252	.094
Democratic	.132	.387
Laissez-faire	.595	.698

**significant at 0.05 level*

The table indicates that there is no correlation between teachers' predominant classroom management styles and the types of relationships they form with their

students. As a result, their classroom management styles have no effect on their students' ability to associate, engage, and interact with their instructors.

Instructors' View of a Model Classroom Management Style

From the perspective of the instructors, their view of what constitutes a model classroom management style is an important research query as this will serve as feedback for them to improve their classroom tactics. Table 7 below presents the clustered themes of responses of the instructors to their views of a model classroom management style. Four major themes were deduced from the responses of the respondents to an ideal classroom management style.

Table 7: Instructors' views of a model classroom management style

Views of a Model Classroom Management Style	Frequency	Percentage
1. A mixture of a democratic and an authoritative types of classroom management	20	44.44
2. Motivator and learner-centered instructor	12	26.67
3. A strict teacher in the classroom	8	17.78
4. Friendly and approachable instructor	5	11.11
Total	45	100.00

A. A Mixture of Democratic and Authoritative Types of Classroom Management

One of the instructors' primary perspectives reveals that their model classroom management style is a hybrid of authoritative and democratic management styles. This means that, despite the teacher's rules and policies, there is still room for independence and freedom in the classroom. Additionally, previous research has revealed that among the various classroom management styles used by teachers, the combination of democratic and authoritative styles is the most frequently used, as these two styles are inextricably linked and will undoubtedly result in more positive outcomes for students (Flemming, 2016; Strawhacker et al., 2017; Zhang et al., 2015). Furthermore, the findings also show that the utilization of two classroom management styles among teachers attests to the capability of teachers to handle student behavior in the classroom. This can also be attributed to the fact that classroom instruction is a challenging task performed in a difficult environment (Al-Madani, 2015; Kaiser & Stender, 2013). With this concept, it can be inferred that the utilization of classroom management styles may depend on the kind of classroom a teacher experiences. Some of their verbalizations are as follows:

LI 1: *"I employ democratic and authoritative classroom management styles and, to the extent possible, I avoid hurting my students' feelings. I have the utmost respect for my students' feelings, but I still enforce rules to maintain order in the classroom."*

LI 4: *"A model classroom management is a combination of democratic and authoritative, which will give my students more opportunities to interact with me and discuss academic concerns, but I still need to set rules for them."*

LI 5: *"I use a democratic and authoritative style because it helps the students to become very critical while they are aware of the discipline"*

being implemented from the start of the classes. This also helps them understand that learning and discipline go hand in hand.

LI 9: *"The one who maintains discipline in the classroom. He would not tolerate any disrespect to anyone in the class.*

Furthermore, other themes that were transcribed from the responses of teachers on ideal classroom management styles were (a) motivator and learner-centered instructor, (b) strict in the classroom; and (c) friendly and approachable teacher. The findings suggest that the views of teachers on the ideal classroom management style focus primarily on the teacher. This means that the success of classroom management depends primarily on the teacher's characteristics. Furthermore, previous literature also claims that an ideal classroom management style will only be realized depending on the classroom setting and even students' profiles and behaviors (Davis et al., 2012; Jones et al., 2014; Macías & Sánchez, 2015).

B. Motivator and Learner-Centered Instructor

Another theme that was revealed in the responses of instructors with reference to the ideal classroom management style is that a teacher should be a motivator and learner-centered. Some of their verbalizations are as follows:

LI25: *"I believe that an ideal classroom management style relies on the capability of the teacher. Furthermore, this can be realized if the teacher is a motivator in the class in the sense that he always leads his students towards effective learning. Also, he should always motivate his students to strive harder in their studies, especially in the college setting, where the survival of the fittest is important. Meanwhile, a teacher should also be a learner-centered instructor in the sense that he serves only as a facilitator of learning. "*

LI32: *"An ideal classroom management style, especially in the 21st century educational landscape, is the idea that a teacher is a motivator and has a learner-centered orientation. Especially if they are in a Catholic school, students must see their teachers as motivators of learning and success, and with that, other aspects of classroom management will follow. Also, a teacher should have a learner-centered orientation because, today, the center of learning is the student and not the teacher."*

C. A Strict Teacher in the Classroom

It is also important to note that there are a substantial number of responses from the instructors stressing that the ideal classroom management approach is a teacher who is strict in the classroom. Some of their verbalizations are as follows:

L28: *"A college classroom should be manned by a strict teacher, especially with the behavioral problems of young people today. The more the teacher is strict, the more discipline and order will be imposed in the classroom."*

L45: *"I consider myself a strict teacher because I always impose rules in the class, because I want my students to build the values of responsibility and discipline. Besides, this is the best way to ensure that classroom management is really implemented in the classroom. "*

D. Friendly and Approachable Instructor

The last theme that emerged from the responses of the faculty relating to an ideal classroom management style is that a teacher should be friendly and approachable. Some of their verbalizations are as follows:

LI5: *"A classroom should have a teacher who is friendly and approachable. Today, students really want a friendly teacher who really knows the status of his students, not a terrifying teacher which can only lead to fear."*

L40: *"A teacher should be approachable and friendly in the classroom with limitations and regulations. This is to build a harmonious relationship between the student and the teacher. This also contributes to the students' trust."*

4. Conclusion and Implications for Further Research

The study concludes that instructors place a high value on an authoritative classroom management style, believing it to be an important factor in successful teaching. Furthermore, they have formed genuine student-instructor relationships with their students, which should foster positive student motivation and higher learning achievement among students. Instructors' classroom management styles are based on formal authority while providing students with knowledge, skills, and practice in the use of eclectic classroom management which will enable them to become better teachers.

In furtherance of improving teachers' classroom management styles, the university can continue to provide in-service classroom management training to teachers. Instructors can study and use research-based classroom management methods, as well as testing research-based teaching techniques. Furthermore, college deans must be conscious of how their instructors' classroom management orientations have been shaped by their cultural beliefs in order to better form their instructors' classroom management orientations.

Instructors can also participate in regular social conversations with their students. Teachers can demonstrate an interest in and empathy for students by talking with them about their lives outside of the classroom. Instructors should be interested in their students' opinions and ideas. Instructors should actively seek and facilitate opportunities for students to express their thoughts and opinions on academic subjects. Instructors should also use behavior management techniques that clearly express goals and show concern for their students. In addition, instructors can let students know when they have free time before or after school, since this can be a valuable opportunity for students who need to speak with an adult. The impact of using classroom management styles on students' academic lives, such as academic success, study patterns or other related variables may be investigated as a potential extension of this

research. Furthermore, if the findings of the current research agree with those of other forms of educational establishments, such as government-owned schools and other private schools, a similar study may be performed.

Prospective researchers may look into further variables that may be related to teachers' classroom management styles, such as organizational behavior, teacher effectiveness, teacher empowerment, and other teacher and student variables.

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