Differences between Novice and Experienced Teachers in Classroom Management Style at a Higher Education Institution

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Abstract

Classroom management incorporates academic achievement, as well as social, emotional, collaborative, and characteristic development, which requires teachers to make good intellectual work possible. This study was aimed at investigating differences between novice and experienced teachers' perceptions of classroom management in terms of person, instruction, and discipline dimensions. The descriptive, quantitative research was conducted at a higher education institution as a case study, which involved 175 teachers basing on Slovin's formula when selecting the population. The results indicate that there is no difference when compared the respondents' age with the classroom management styles. However, novice and experienced teachers do not have their perceptions in common in the ways they manage their classes. The findings would supplement some implications for adjusting the teacher training programs in that novice teachers should spend more time on teaching practicum, internship, apprentice, and classroom observation to gather more hand-on experience from experienced teachers.

Keywords

Novice and experienced teachers; classroom management style; apprentice; classroom observation; hand-on experience.

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Introduction

As clearly set by Asian University Network Quality Assurance (AUN-QA), academic staff quality is one of the 11 criteria in the AUN-QA model for programme level. Recent educational policies have been reformed to keep up with the fast-change in the global integration, which promotes the fiercely competitive training quality among universities at regional and local scales. School effectiveness, therefore, has played an important issue that university administrators have to rethink and keep renovating their school vision, mission, and core values to meet the societal expectation (Duong, 2018). Learning outcome is greatly influenced by an orderly school climate, teacher educational leadership, well-described objectives, high expectancies of learning outcomes, and qualities of teachers' reactions (Nosrati & Nayernia, 2021). Sandy et al. (2019) believe that qualified teachers are thought to have sufficient instructional and social capacities to create an eager and appealing environment in which students find it interesting to make their best efforts to spend adequate time learning and confidently preparing for their future workability. To achieve this aim, the utmost essential factor to create such a starving climate is likely to depend on successful classroom management style (CMS) of teachers who directly influence the success of students' future careers.

Many studies (e.g., Koni & Krull, 2018; Sánchez, 2019; Shohani et al., 2015) have proved the fact that experienced and novice teachers possibly have differed in the way they deal with pedagogical practices in terms of CMS. Sánchez (2019) firmly states that novice teachers have a tendency to behave in a highly directive and obstructive way. They are likely to be tolerant, socialize with students, and share responsibility. By contrast, experienced teachers preferably employ a directive behavior during the course of their presence of in-class performance. In some circumstances, experienced teachers force their students to strictly comply with the classroom regulations by seriously punishing disruptive students, using timeout procedures, or redirecting the attention of the class (Farzaneh & Yonca, 2015). Sánchez (2019) points out that experienced teachers seem to be more careful and complicated in addressing student concerns, whereas novice teachers have a superficial and easy-going approach to deal with the same student problems. In other words, experienced teachers tend to be more sensitive to the task requirements and social events in case of coping with pedagogical problems. Experienced teachers, to some extent, seem to be more opportunistic and flexible in

their teaching than novice teachers are (Jean-Louis et al., 2018). Besides, experienced teachers possess accumulatively fast and accurate pattern-recognition abilities, while novice teachers possibly have difficulties in figuring out ways to solve pedagogical challenges (Alpay & Dilara, 2016).

The contrast of novice and experienced teachers regarding CMS is reflected in some researches. Particularly, Brantley-Dias and Calandra (2007) highlight that novice teachers encounter many challenges and uncertainties, which are not merely blamed for classroom management, cultural diversity, subject matter expertise, integrating technology, and instructional design. On the other hand, Alpay and Dilara (2016) consider an experienced teacher as the one who involve all of the students into the teaching process, not some of them, and who could try to convey the act of teaching to students by using accurate and effective teaching approaches. Hence, in order to contrast the disparity of novice and experienced teachers, it is better to examine this difference in the classroom management. In reality, classroom management is defined as a multi-faceted construct, it might account for all the actions teachers perform to create and maintain an environment conductive to learning. Garrett (2014) proposes that classroom management can be viewed as a process consisting of the five distinctive, essential features, that is, organizing the physical design of the classroom, establishing rules and routines, developing caring relationships, implementing engaging and effective instruction, and addressing discipline issues. Investigating classroom management is probably to shed light on two goals, particularly creating an environment for academic learning and creating an environment for social-emotional learning. In this regard, academic learning refers to learning content specified in the program or specifically in the syllabi (learning outcome which is the expectancy that students are expected to satisfy). Social-emotional learning mentions about student growth in social skills and the ability to express emotions maturely. Classroom is, therefore, well managed only if the teacher is able to create active environments that promote both of these kinds of learning.

This study is concentrated on three entities that are comprised of the desired learning environment, such as person, instruction, and discipline dimensions. As for person sphere, it encompasses both the respect of teachers for students and teachers' self-efficacy to help students develop themselves best. In simple words, this entails teacher's beliefs of the general nature of students' capacities as well as the overall psychosocial climate. Another aspect is for the instruction, it includes what teachers are

able to encourage students to demonstrate themselves to the best such as the establishment and maintenance of classroom routines, physical room arrangement, and the use of time. Finally, the discipline dimension incorporates behaviours which teachers flexibly choose to implement standards for disruptive circumstances and enforce those standards. Applied to the teacher educational field, studying the comparison between novice and experienced teachers might have implications for the focus of teachers' training programs. Moreover, this study might help teacher educators and school administrators more adequately to assess the effects and investment of long-term or short-term programs in developing teachers' professional development better prepared with regard to CMS. With the aforementioned rationalizations, this study would answer the following questions:

1. What are the differences between teachers' perceptions towards classroom management?

2. What are the differences among genders and teaching experiences of teachers in classroom management?

Method

Research design

This study was primarily conducted to examine the reflection between novice and experienced teachers at a higher education institution in reference to CMS. A case study was implemented at Hanoi Law University during the academic year 2020-2021, involving 175 teachers out of 319 lecturers, using Slovin's formula to select the participants from the list randomly. The questionnaire was floated to teacher e-mail addresses to seek for the respondents' perceptions about CMS via an active Google form as the consequence of Covid-19 pandemic. The letter from the researcher attached to the questionnaire explained the aims and relevance of the study, assuring the respondents of anonymity and giving them the option of not participating in the study if they wished. The raw data was screened and treated with IBM SPSS application for the purpose of data analysis.

Sample population

This case study was conducted at Hanoi Law University, using Slovin's formula to select the sample population. 175 out of 319 teachers participated in this survey,

particularly 63 male teachers accounting for 36.0%, and 112 female lecturers equivalent to 59.6%. Their highest academic status entailed 25 bachelors representing 14.3%, 78 masters (44.6%), 62 doctors (35.4%), and 10 associate professors (5.7%). According to researchers (e.g., Farrell, 2012; Koni & Krull, 2018), they considered teachers as experienced when they have had five years of teaching experience. Within this study, teachers' year of service was applied a separate line of 5-year distinction as the aforementioned researches. Specifically, 65 teachers who had less than 5 years of service accounted for 37.1 per cent while 110 teachers (62.9%) participated in this study.

Research instrument

The study basically adapted a questionnaire constructed by Martin & Sass's 2010 research. The questionnaire examined three teaching components in concern with CMS particularly person, instruction, and discipline factors. In order to check the liability and suitability to the current situation, the questionnaire was consulted by three experts on educational management and pedagogy for content validation, then the research instrument was conducted with forty-five volunteer teachers in a dummy run study before being fine-tuned for the final versions. To assure the liability of the questionnaires, the items which ranged reliably according to the Alpha values ($\alpha = 0.84$ - 0.90) (Cronbach, 1951) were shortlisted. Finally, 24-questionnaire items for teacher assessment were presented to three educational experts again for the assurance of the liability.

Data analysis

The quantitative data were treated using descriptive statistics. Specifically, frequency count, and percentage were used to analyze the profile of the teacher respondents, and to describe the differences among novice and experienced teachers in reference to CMS. In addition, ANOVA was used to correlate the disparity of the three components in CMS regarding novice and experienced teachers.

Results and Discussion

The main differences between novice and experienced teachers' perceptions of CMS under the investigation of the three aspects, namely person, instruction, discipline dimensions are clearly demonstrated via the following results.

Person Dimension

65 teachers equivalent to 37.1% thought that student creativity and self-expression had to be encouraged and nurtured as much as possible, while the majority of them, namely 110 teachers (62.9%) believed that teachers had to set guidelines for students in order for them to understand the importance of living by rules and laws. Student creativity might be considered one of the most desired characteristics of high achieving students. The notion of creativity is understood as the distinctive ability to create all-new and undiscovered thoughts, solutions or things, which is commonly referred as initiatives. In addition, the concept of creativity could account for the synthesizing abilities to combine the existing entitles to produce novel objects or ideas. In this regard, the outcome of this study is opposite to the previous studies (Garrett, 2014; Stronge, 2018; Hadis, 2019; Çakmak, 2019) in that the majority of population favoured the promotion of student creativity and self-expression. By contrast, the necessity of procedures for effectively managed classrooms have been emphasized in some researches (e.g., Wolff et al., 2021; Tagle et al., 2020; Gehlbach, 2012). It seems challenging for teachers conducting instructions as well as students learning productivity if class rules or regulations are not communicated deliberately on how to interact during the class time, when students are allowed to interrupt teachers and their classmates. Besides, insufficient guidelines might cause some disorder such as participating in discussions, handing in assignment or group presentations. In general, class rules are considered as decisive determinants in CMS. For another matter, largely number of the participants, i.e. 127 or 72.6% of them, reckoned that although students were able to think, the decisions they made were not yet fully rational and moral, whereas 48 teachers accounting for 27.4% acknowledged that student's inner emotions and decision-making processes had to be considered legitimate and valid. In this sense, it mainly refers to a psychological dimension which is one of a predictor making up a learning environment. It can be noted that contemporary learning environments are constructed by constructivist learning approaches and are student-centred teaching. It, therefore,

highlights the shift in pedagogical methods (Closs et al., 2021; Nix, 2012; Schreurs & Dumbraveanu, 2014). The acknowledgement of student ability to take charge of their individual in this study is in line with the aforementioned researches. The majority of teachers ascertain their dominant figures in the classroom having a deep impact on student outcomes. This finding is somewhat similar to other research findings (Koni & Krull, 2018; Alpay & Dilara, 2016; Aliakbari & Heidarzadi, 2015; Hadis, 2019). Overall, teachers indicate their significant roles in the classroom in terms of CMS. When asking about teacher responsibility, most teachers, namely 117 ones (66.9%) confessed that their roles were to aid students' self-discovery, meanwhile the minority of the respondents, particularly 58 teachers (33.1%) stated that their responsibility was to reward those students who do well. It is important to note that teachers should feel competent and confident with their self-efficacy to convey knowledge and promote healthy development of their students in a favourable learning condition (Sandy et al., 2019). As glimpsed at this piece of information, the pedagogical practices have changed according to most teachers when they tend to shift their teaching position by assisting students' self-discovery, which is in line with the finding in other researches (Schreurs & Dumbraveanu, 2014; Benson, 2013; Jean-Louis et al., 2018). It can be concluded that students are encouraged to be self-confident to promote learner autonomy in developing themselves in their academic progress. On questioning student abeyance, 119 teachers (68.0%) presumed that if students worked hard and followed teacher directions, they would be successful in school, but the rest of teachers, 56 participants (32%) admitted that students were allowed the freedom to pursue their own interests and to succeed in those areas. Under this view, it is generally mentioned about teacher teaching styles because different teachers may possess dissimilar ways to control their classroom to meet the learning outcome of the program. The results indicate that teachers mostly prefer authoritarian and authoritative classroom management styles, which can be found the same findings in the previous researches (Tuan et al. 2021; Giang & Nga, 2019; Mehrak & Fatemeh, 2012). By contrast, democratic, permissive or laissez faire classroom management styles are reported by one third of teachers who places limits and controls on the students but simultaneously encourages independent thinkers. For these teacher teaching styles, students are engaged in considerable verbal exchanges and received caring attitude. In some events, students are allowed democratically to express their opinion or critical debates on what they encounter so as to come up with satisfied outcomes. These perspectives are also reflected similarly in the students' perceptions in

some studies conducted by Tuan et al. (2021), Giang and Nga (2019), and Sandy et al. (2019). When questioning about the student cooperation in class, most of the teachers, i.e. 130 respondents (74.3%) acknowledged that their responsibility as a teacher was to direct students in how to work together towards academic goals, otherwise 45 respondents (25.7%) conceded that a class was made up of unique individuals, and students would develop their own ways of working and playing with each other. In this aspect, most teachers support the ideas of promoting interpersonal relationships and developing community, which is considered as essential for CMS because friendly classroom environments are free from disruptions. In communities "members feel valued, personal connected to one another, and committed to everyone's growth and learning" (Brophy & Alleman, 1998, p. 56, as cited in LePage et al., 2005). The development of a learning community enables teachers to manage the classroom well, not only because students get more connected, but also it creates an environment for promoting learning opportunities and greater assistance in learning. Teachers in such classrooms stimulate students to enrich knowledge through social interaction in active learning schedules where they exchange guided collaborative inquiry with their peers. Classrooms that foster and exploit social interactions could equip more effective learning settings. On the other hand, some scholars (Wubbels & Brekelmans, 2012, Gehlbach, 2012) still preserve their stances in respecting student privacy by allotting them to follow their own learning styles which reserve their independence in making their own choice. Generally, much research has proved that students in cooperative learning environments practically perform better than those in individualistic situations in terms of critical thinking, synthetization of new information and how well they address what they learn from one situation to another. The last sphere in this person dimension was student exchange, although almost teachers professed that they would never allow students to treat each other with anything other than friendliness, courtesy, and respect (n = 122 teachers; same as 69,7%), 53 teachers (30.3%) encouraged students to treat each other with courtesy and respect. The interaction among students places a crucial role on their learning outcomes. In this sense, most teachers do not want to set any boundary on student relationships, they allow them to self-adjust their relationships as long as not violating school disciplines and regulations. These results could be, to what extent, shared similarities in other research findings (Closs et al., 2021; Gehlbach, 2012; Wubbels & Brekelmans, 2012). Although students are already mature, some teachers still want to influence on their behaviors by asking them to

comply with school rules and laws. In their interpersonal relationships with their peers, they need to conform what the teachers set in advance, which discourages and bothers student freedom, yet this is in line with other studies (Tagle et al., 2020; Mehrak & Fatemeh, 2012; Jung-Sook, 2012).

Instruction Dimension

On examining the classroom order, most of the teachers, specifically 107 ones (61.1%) would be annoyed if a student sat at their desk without permission, adversely 68 participants (38.9%) revealed that the assignment at hand determined how the space had to be used. The difference in teaching cultures and classroom management is clearly reflected in this circumstance. Teacher-student hierarchy is something respectful in Eastern countries, which can be different in Western countries where the relationship is more democratic and casual (Gerda & Simone, 2014). For the rest of the teachers, they have flexible perspectives on the seriousness and hierarchy in the classroom. They are not stuck by what has long-standing and rigid thoughts to be ex officio that the teacher desk is imprescriptible in the classroom (Gordana & Snežana, 2012). In regard to seating arrangement, 69.7% of teachers (122 respondents) affirmed that it was best to allow students to select their own seats, but despite that a small number of teachers, i.e. 53 participants (30.3%) thought that it was best to assign students to specific seats in the classroom. In practice, students need to have enough space where they can learn individually and collaboratively. The density of student within the classroom space might result in their disruptive behavior (Garrett, 2014). The kindred spirit among students is one vital determinant in determining their own seats. It seems to be intolerable for students to be forced to sit next to someone they do not have a good understanding about each other. Thus, it is relevant to allow students to be free to have seats wherever in the classroom as long as they are able to focus on the lesson. When assigning seats in the classrooms, teachers have to know well their students in terms of physical bodies and their connectedness with their friends. Some students might have problems with their sight, others belong to introvert or extrovert students, which leads to the conflicts in their interpersonal exchanges. In search of classroom materials, 96 teachers (54.9%) declared that students in their classroom might use any materials they wished during the learning process, the rest percentage was not very different. Specifically, 79 lecturers making up for 45.1% accepted that the teacher knew best how to allocate classroom materials and supplied to optimize learning. Needless to say, the

ultimate goal of a lesson is to evaluate the extent to which students perceive and the intake knowledge they are expected to gain. In other words, it is crucial for them to complete activities and understand the goals of the subjects. Obviously, if the goals are clear and relevant, students will be more likely to participate in learning process, so task orientation and frequent feedback and reinforcement should be kept straight forward during the subjects, which is not influenced by any classroom materials. Students should be made known well, to consider learning as an active process on their duty, involving conscious efforts to produce new ideas and improve their own knowledge and capacities, rather than simply to reproduce or remember (Aldridge, 2012; Mehrpour & Moghadam, 2018). That is why, students are encouraged to choose classroom materials up to their expectations. With regard to time set for activities, the majority of teachers, namely 114 lecturers equal to 65.1%, perceived that they specified a set time for each learning activity and tried to stay within their plans, otherwise 61 respondents (34.9%) adversely granted that the time spent on each learning activity could only be determined by the students' needs and interests. Results indicate that the importance of teacher role in learning activities is undeniable. When the teacher sets specific time for each activity, students have to try their best to fulfil the task within the time boundary, which familiarizes them with the concept of deadlines in their future work (Jean-Louis et al., 2018). Allowing students to decide time limits for learning activities might lead to the disorder and conflicts with their classmates (Acton, 2018). Concerned with lesson procedure, taking an example for teachers to express their viewpoints, nearly two thirds of teachers, particularly 52 ones proportionate to 29.7% remarked that during a lesson on the Bill of Rights, a student began to tell a story about a neighbor who was falsely arrested for selling drugs. Teachers would most likely let the student tell the story so (s)he could find the association between the lesson objective and the incident, but in the same situation, the rest of teachers, namely 123 lectures 70.3% most likely chose the way to remind the student gently but firmly that the class had to finish the lesson before the end of the class period. Again, this event refers to the teaching styles of teachers and matches with the previous viewpoints. As glimpsed from these figures, authoritarian, also known as autocratic, teaching style provides clear expectations for students what needs to be done, when it should be done, and how it should be done (Sandy et al., 2019; Tuan et al., 2021). In this circumstance, most teachers prefer autocratic approach when the situation calls for rapid decisions and decisive actions. For the small ratio of teachers, who prefer a permissive management style, i.e. teachers allow their students

with autonomy and responsibility to perform their tasks. Students are expected to involve the decision-making process, they are given the responsibility of their own learning outcomes, no pressures or deadlines are applied to them (Ay, 2017; Tuan et al., 2021). Regarding student daily routines, 112 teachers (64.0%) perceived that responsibility and self-discipline were fostered when students created their own daily routines, however, a smaller portion of teachers, namely 63 lecturers same as 36.0% yielded that students needed the structure of a daily routine that was organized by teachers. Most teachers acknowledge that routines are very important for the overall fluidity of the classroom. Without routines, tasks that are thought to be fulfilled almost seamlessly throughout the lectures take more time to be done, thereby reducing the amount of time available for instruction. As students have undergone years of learning, they get on well with common tasks in an efficient, orderly manner. Each classroom has many different needed routines, so it is necessary for teachers to work out what these are for students to comply with. By involving students in routines, teachers can foster student responsibility and promote an overall cooperative classroom environment (Garrett, 2014; Aliakbari & Heidarzadi, 2015). Exploring a pedagogical practice during the lecture, most of teachers, namely 126 instructors (72.0%), recognized when moving from one learning activity to another, they would most likely give students directions regarding how to proceed. On the contrary, 49 teachers (28.0%) reckoned that they would most likely allow students to progress at their own rate since students all learned at a different pace under the same situation. This point reflects mainly instructional quality, which focuses on features of teachers' instructional practices positively affecting student outcomes, both cognitive and affective ones. In terms of cognitive activation, it encompasses both teachers' ability to challenge students cognitively and instructional activities in which students are required to evaluate, integrate, and apply knowledge in the context of problem solving. Supportive climate relates to classrooms where teachers support, collaborate with students' ideas and questions, and activate them to meet the requirement of learning outcomes. Supportive climate may comprise comprehensive instruction, clear learning goals, connecting new and old topics, and summarizing at the end of the lesson. So, most teachers in this study somewhat share the similarities with other studies (Blömeke et al., 2016; Wubbels & Brekelmans, 2012; Koni & Krull, 2018). Supposing a tactic during lesson, a bigger portion of teachers, specifically 128 teachers similar to 73.1% confessed that when a student was repeatedly off-task, the teachers would most likely ask a question such as, "Tuan, why aren't you

working?", in the same case, a minority of teachers, particularly 47 instructors equivalent to 26.9% took another action by most likely removing a privilege such as recess or require detention. The teacher's main task during the process of teaching is to assure students to actively participate in learning activities which lead to achieving learning outcomes. The primary responsibility of students are the active makers of knowledge, and even supposed to be co-responsible for knowledge creation. They are supplied with real life problems in collaborative and social environment in which they apply their understanding, experience, and skills to address assuming problems to apply theory to practice (Jung-Sook, 2012). In this case, most teachers want their students to intensively concentrate on what students are expected to complete the tasks successfully, so they need to remind students to pay attention to the lessons seriously. Cooperative learning is, therefore, crucial for knowledge construction and sharing through social interactions. In the matter of classroom control, almost teachers, namely 125 participants much the same as 71.4% stated that during seatwork, it was important for teachers to circulate around the room to manage students' learning behaviour, meanwhile 28.6% of teachers parallel to 50 instructors believed that it was not necessary to circulate during seatwork since students could monitor their own learning behavior and seek out the teacher if there were questions. The influence of physical characteristics of the classroom on teacher-students' communication is very noticeable. A short, frequent, physical distance, circulating around the classroom, or eye contact seems to be very important for teachers to manage, convey, and activate students' interests, expressing teacher support, empathy, and involvement, these are essential characteristics of effective teachers. A podium for teachers to stand on is regarded as a physical barrier which is considered as a psychological barrier (Garrett, 2014; Aliakbari & Heidarzadi, 2015). It is beneficial for teachers to monitor and circulate round the room to draw student attention and establish a close and friendly teacher-students' relationship. Concerning exchanges with students about their learning performance, teachers mostly assumed that it was necessary for teachers to provide feedback regarding the quality of performance (n = 123; same as 70.3%), while the modest number of teachers (n = 52; equal to 29.7%) advised that teachers preferably conferred with students regarding the quality of their work. Feedback plays a vital role in pedagogical techniques because positive feedback can update students with necessary information to realize what they have successfully learned, and negative feedback can help them correct what they have done something wrong. Thus, frequent provision of

feedback is one of the pedagogical practices which is often adopted by teachers in classrooms to inform students of their output being non-target-like (Wu, 2019; Tuan, 2020). Feedback can be classified into positive and negative forms. Positive feedback offers students with some kind of praise which is acceptable for students to do in the classroom, while negative feedback is considered as light warnings which transform information about what is not workable or unacceptable actions. As such, the purpose of feedback is recognized students' appropriate behaviours or doings obeying class rules or regulations. Feedback is one of the most powerful modification techniques for increasing learning outcomes in students. With regard to the learning content, 129 teachers corresponding to 73.7% stated that learning became meaningful when students had input regarding learning topics and tasks, contradictorily, only 46 teachers comparable to 26.3% expressed that teachers should decide what topics students studied and the tasks they had to complete. In this meaning, teachers follow the permissive style, particularly they allow students to choose mostly what seem to be relevant and in focus with them. If teachers assign the learning topics and tasks, it can demotivate students to participate in. One solution to deal with the disputable concerns is that teachers and students can discuss the expectable themes to cover. The learning environments are motivated when students are dumped into where and what is of their interests (Acton, 2018; Farzaneh & Yonca, 2015). The result in this point denotes that teachers are in favour of delegating their students to choose what learning themes they want to acquire. The last item in this category was concerned with homework, the majority of teachers ($n = 122$; consistent with 69.7%) reflected that the primary purpose of homework was to reinforce skills learned in the classroom, only 53 teachers respecting 30.3% argued that homework provided supplementary activities that met the students' needs and interests. It can be said that the primary aims of homework are practice, preparation, and elaboration. That is, practice-based homework refers to the reinforcement of popular notions which need to be refined. Preparation-focused homework equips students with a concept that the class will study in-depth on the next school day. Elaboration exercises cement the exploration of related concepts which students broaden their knowledge (Stronge, 2018). Homework can be viewed as an important part of effective teaching when it is treated as an extension of the classroom. In fact, homework empowers students to learn, in which the empowerment occurs only when students complete the homework successfully. The time students spend on doing homework is an influential school-based factor assuring student learning and student

participation. Homework provokes their thoughts for subsequent use in class discussions or other learning activities.

Discipline Dimension

As far as discipline is concerned, regarding an unfair classroom rule, the majority of teachers (*n* = 132; similar to 75.4%) agreed that teachers should explain the reason for the controversial classroom rule, but a small population (43 teachers, equivalent to 24.6%) confuted that the questionable rule should be replaced by a new rule that students thought to be fair. The ideas for solving the conflicts of questionable classroom rules are not the same. Most teachers agree that class regulations have been established and well experienced from year to year, they have been reformed and adjusted with relevant basis. Thus, when a problem occurs, teachers have to explain the reasons why they need to employ a specific rule. For this preference, teachers belong to an authoritarian management style. The rest of the teachers choose to compromise with students by replacing a problematic class rule with a new one. Again, these teachers prefer a permissive management style (Tuan et al., 2021). As for the announcement of classroom rules, mostly 122 teachers same as 69.7% noted that during the first week of class, they would most likely announce the classroom rules and informed students of the penalties for disregarding the rules, 53% of teachers accounting for 30.3%, nevertheless, declared that they would discuss class rules with their students during the first week of class. In order to be transparent to students, teachers are advisable to clarify all the rules and regulations at the beginning of the subject. The rules here should come from the regulations which are clearly set by schools or departments. Commonly, these rules are publicized on the school websites in regard with curriculums and requirements. In addition, teachers might impose some extra regulations which should be reinforcement restrictions to contribute to the success of students in class activities. To evaluate the importance of class rules, most teachers (*n* = 127; akin to 72.6%) supposed that class rules were important because they shaped the students' behavior and development, but 48 teachers corresponding to 27.4% claimed that class rules stifled the student's ability to develop a personal moral code. In this angle, even though the class atmosphere is expected to be democratic, class rules still play an important part in keeping everything towards the standards set by learning outcomes for different subjects. If the class rules are not obeyed, everything is chaotic, and learning outcomes are not met by lack of the criteria ensuring the effectiveness of the curriculum (Jean-Louis et al., 2018; Stronge,

2018). Proper use of rules and procedures fosters dispositions in students helping them behave better and consequently learn more. In view of the deadline for assignment, 94 teachers commensurate to 53.7% announced that when one of the more conscientious students did not complete an assignment on time, they would most likely assume that the student had a legitimate reason and that the student would turn in the assignment when it was completed, by contrast the rest of teachers (n = 81; exactly the same as 46.3%) asserted that when one of the more conscientious students did not complete an assignment on time, they would most likely remind the student that the assignment was late. Most teachers express sympathy for students when they cannot meet the deadline of the assignment. Class rules or subject regulations are still respected, nevertheless, students might have some difficulties in meeting the tasks punctually. In reality, students, themselves, are still aware of what they are learning, so there should be some notices from teachers to remind students to keep track of the requirements (Acton, 2018). For the constructive praises, teachers shared nearly similarity of their stance, particularly 129 teachers same as 73.7% acknowledged that when students behaved appropriately, they would most likely comment on their good behavior and provide verbal encouragement such as, "You've been working well for over an hour!", on the contrary, the nearly same population (n = 46; similar to 26.3%) had a different action by most likely providing a reward of some kind such as stickers or extra grades. The last opinion concerning with students' disruptive behaviors was shown unevenly. When a person earns a praise for a right doing, this action acts as a reinforcer encouraging the person to repeat the desirable behaviour. If being appreciated for the good actions, students get more active in learning, more involved and committed in outdoor activities. Actually, praise is different from feedback in that praise always provides feedback, but not all feedback is praise. Besides, praise is more personal than feedback in the sense that it expresses positive teacher emotions such as surprise, pleasurability, excitement and admiration and/or place the student's behaviour in context by giving information about its value or its implication about the student's status (Tuan, 2020; Wu, 2019). Although the majority of teachers (n = 121; equal to 69.1%) confirmed that when a student disrupted class or bothered other students, they would most likely say nothing but looked directly at the student and frowned, in the same case, 54 teachers comparable to 30.9% chose most likely to tell the student to be quiet and talk with the student at a more convenient time. It is obvious to recognize that teacher attitudes towards their students greatly influence the expectations which teachers want to impose on students

learning, their interactions with students, and student learning outcome. When students misbehave, teacher attitudes affect their academic achievement as well as their behaviours. Teacher attitudes determine the rule and punishments which should be taken student personal traits into consideration. This is consistent with the finding in a research conducted by Farzaneh & Yonca (2015).

In order to examine whether male or female teachers have the same perspectives in CMS in reference with three dimensions discussing in this study, Table 1 clearly depicts that the levels of significance in three groups are all higher than the critical value (α = .05). Particularly, person, instruction, and discipline dimensions have the values of 0.861, 0.970, and 0.751, respectively. These figures denote that there is no difference between male or female teachers in CMS.

Table 1. The difference among groups in terms of gender

		Sum of Squares	df	Mean Square	F	Sig.
Person dimension	Between Groups	.099	1	.099	.031	.861
	Within Groups	561.329	173	3.245		
	Total	561.429	174			
Instruction dimension	Between Groups	.006	1	.006	.001	.970
	Within Groups	707.571	173	4.090		
	Total	707.577	174			
Discipline dimension	Between Groups	.480	1	.480	.101	.751
	Within Groups	823.234	173	4.759		
	Total	823.714	174			

Concerning the difference among teachers with respect to number of teaching service in Table 2, it is easy to recognize that the levels of significance of person, instruction, and discipline dimensions are all at .000, which means these figures are below the critical value (α = .05). Therefore, it is concluded that novice and experienced teachers do not share the similarity in relation to CMS.

Table 2. The difference among groups in terms of teaching years

		Sum of Squares	df	Mean Square	F	Sig.
Person dimension	Between Groups	447.957	1	447.957	682.957	.000
	Within Groups	113.472	173	.656		
	Total	561.429	174			

Instruction dimension	Between Groups	429.976	1	429.976	267.960	.000
	Within Groups	277.601	173	1.605		
	Total	707.577	174			
Discipline dimension	Between Groups	736.162	1	736.162	1454.62	.000
	Within Groups	87.552	173	.506		
	Total	823.714	174			

Conclusion

In spite of many similarities between the novice and experienced teachers in this research findings compared with previous studies, some novel ideas of these studies would be valuable for educational policy makers, pedagogical planners, school administrators, and teachers to pay full attention to. For example, the differences in the person, instructions, and disciplines dimensions provide useful, referential information about CMS. The results indicate there is no difference between ages of the respondents when expressing their viewpoints in this study. Remarkably, the disparity of novice teachers' perceptions is possibly come from theoretical studies in teacher education that deemphasize constructivist approaches to learning and origin of knowledge, student-centered teaching, and importance of reflection in learning and teaching. Thus, educational policy makers should invest more in renovating educational policies with interesting initiatives in order to appeal the whole society to join hands in building better strategies for developing teacher professional developments. There should be more accessible solutions such as forums, rewards, materialistic encouragements for experienced teachers to assist and exchange teaching experiences with novice teachers. Pedagogical planners might launch and consult public opinion polls for contributing their ideas on how to overlap the bridge between these inexperienced and experienced teachers. For more feasible possibilities, novice teachers might participate in some exchange teacher programmes with domestic and international higher education institutions, which are sponsored and organized by governmental incentive schemes. For school administrators, they should encourage and mobilize novice teachers to actively take part in teacher professional programme developments by joining teaching talk shows, workshops, seminars, or teaching forums and confessions. It is advisable that school leaders might innovate their workplace to accommodate more space for inexperienced teachers to have their own teacher corners so that novice teachers can

receive administration funds for running their own activities to exchange experiences with other experiences, for example inviting well-known professors or key persons in education to share CMS experiences. With regard to teachers who lack teaching experiences, they are advised to take part in more practicum or internship during university training courses, participate more in apprentices, and be allowed to partake in classroom observation with experienced teachers frequently. However, for getting a deeper insight into differences between novice and experienced teachers, further research in this field should be done at larger scale in order to get more liable information.

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