



Current Situation of Classroom Management at Primary Schools to Meet the Requirements of the 2018 General Education Curriculum in Vietnam

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ABSTRACT

The 2018 General Education Curriculum in Vietnam is a competence-based program in which students actively learn under teacher's guidance. Also, learning activities are very diverse, which requires teachers to manage their classrooms effectively. The study employed questionnaires to collect data from 226 parents and 336 teachers in public and private schools in Vietnam. The research focuses on three main aspects of classroom management (CM) in response to the implementation of the 2018 general education curriculum: Creating classroom environments; Establishing classroom rules; Student behavior management. The research results showed that the participating teachers and parents appreciated the surveyed activities in classroom management. Creating environments and establishing rules form the basis for student behavior standards. Therefore, both the teachers and parents quite agreed to promote these two activities for primary students. However, the parent's support was lower than the teacher's, especially in managing student behavior. In order to manage the school, it is essential to involve all stakeholders, including a close relationship between teachers and parents.

1. INTRODUCTION

Classroom management (CM) is an essential element in educational activities in primary schools, efficiently supporting teaching activities, which requires teachers to be able to appropriately manage classrooms. The issue of classroom management has been concerned by a number of educators in many countries around the world. However, the systematic research on classroom management began around the late 1960s and early 1970s and continues to develop. Effective teaching and learning cannot be seen in a poorly managed classroom. According to researchers, classroom management focuses on the teacher and students' attitudes and actions that influence students' behavior in the classroom (Rijal, 2014; Oliver & Reschly, 2007; Marzano et al., 2003). Brophy (1988) also argues that classroom management is all the efforts of teachers to establish and transform the classroom into an effective environment for teaching and learning. Effective classroom management is the process of organizing and implementing activities in a classroom to optimize students' learning (Kellough & Kellough, 2011). To accomplish such a challenging task, they must possess the necessary CM skills (Cheng & Chen, 2018). Wong and Wong (2014) believed that classroom management is all the things that teachers do to organize students, including classroom, time, and materials to facilitate their learning. Many researchers believe that classroom management skills are the most critical factor in determining the success of teaching, even more than students' learning attitudes. Many studies have shown that among the factors that influence student performance, factors related to class management are at the top of the list (Brown, 2004; Kurti, 2016; Korpershoek et al., 2014; Walters & Frei, 2007; Emmer & Evertson, 2012). Oliver and Reschly (2007) express that the ability of teachers to organize classrooms and manage the behavior of their students is critical to non-positive educational outcomes. A teacher who lacks classroom management skills

will definitely not perform her/his teaching well. The studies on effective teaching skills and analysis of teacher's teaching plans generally highlight that excellent teachers show the superiority of classroom management skills from lesson plans to in-class teaching.

2. LITERATURE REVIEW

2.1. Classroom management of primary teachers when implementing the general education curriculum in Vietnam

In Vietnam, classroom management has received more attention in recent years, yet still far from adequate. The 2018 general education program is a competency-based program in which students are at the center of the teaching process. Students actively learn under the guidance of teachers (MOET, 2018). Therefore, learning activities are very diverse. To achieve the desired quality of teaching, teachers need to manage their classrooms effectively.

It is a matter of fact that in many primary schools today, the majority of teachers still focus primarily on the issue of teaching content and procedures instead of properly investing in classroom management activities. This is particularly the case in young and newly graduated teachers who do not have much experience in teaching and education. Specifically, they focus mainly on the design of teaching activities in the lesson with detailed steps and what teachers say, how students respond and act to achieve the lesson objectives (mainly concerning the targeted knowledge). As a result, many classes went wrong from the original lesson plan without achieving the lesson objectives. It can be said that although classroom management activities do not often appear on the lesson pages or in teaching and educational plans, the success and quality of the lesson are heavily influenced by such activities. To teach effectively, first of all, teachers need to have effective classroom management skills. Effective management of students' behavior in class can bring about certain benefits as follows: Ensuring that the teaching and education plans are implemented as planned; Teaching and learning activities performed most effectively; Effective time management; Maintaining continuity of the lesson; Diminishing unwanted behaviors from both students and teachers.

2.2. The content of primary school teachers' classroom management

There appear a variety of views and approaches relating to classroom management. The first concept claims that classroom management refers to the way the teacher governs students' behavior and activities, controlling students based on their own point of view. This is a highly interventionist and teacher-centered classroom management approach. CM involves teachers' efforts to oversee classroom activities such as learning, social interaction, and student behavior (Cheng & Chen, 2018; Chandra, 2015). Most studies describe classroom management as all the attempts by teachers to supervise classroom activities including learning processes, social interactions, and students' behavior. One of the critical responsibilities of teachers is to create and maintain a supportive, positive, and orderly classroom environment that is conducive to learning (Cheng & Chen, 2018; Vairamidou & Stravakou, 2019).

Gay (2006) argues that classroom management is more comprehensive than controlling student misbehaviour and administering discipline. It involves planning, facilitating, and monitoring experiences that are conducive to high levels of learning for a wide variety of students. It also involves creating and sustaining classroom environments that are personally comfortable and intellectually stimulating. Brophy and McCaslin (1992) cited research by Spencer Kagan expressing that students should play an active role in setting classroom rules. By allowing the students to help create the rules, the students are participating in classroom community building. Everyone is working together and is able to clearly understand the rules.

Classroom management also includes behavior management and instruction. The ability of teachers to organize classrooms and manage the behavior of their students is critical to achieving positive educational outcomes. Teachers who have problems with behavior management and classroom discipline are frequently ineffective in the classroom, and they often report high levels of stress and symptoms of burnout. Classroom management aims at establishing student self control through a process of promoting positive student achievement and behavior (Oliver & Reschly, 2007; Chandra, 2015; Kurti, 2016).

The basic role of the teacher is to be the instructional leader. In order to fulfill that role, the teacher must deal with the social, intellectual, and physical structure of the classroom. Classroom life involves planning the curriculum; organizing routine procedures; gathering resources; arranging the environment to maximize efficiency, monitoring student progress; and anticipating, preventing, and solving problems (McLeod et al., 2003).

There have been many tools that guide and support teachers in classroom management, one of which is the instruction related to the application of discipline to students in classroom management (Rahman et al., 2010; Walters & Frei, 2007). Teachers guide students' behavior to achieve the desired outcomes and to effectively manage them. Here, studies focus on the importance of teachers as effective classroom administrators. Teachers should focus on creating positive learning environments by preparing and enabling interesting lectures and holistically supervising students during class hours.

In recent years, the research on classroom management has focused on creating positive environment through classroom collaboration between teachers and students, and on mobilizing stakeholders to handle student developmental problems (Korpershoek et al., 2014; McLeod et al., 2003; Kurti, 2016; Brown, 2004; Emmer & Stough, 2001; Rebecca Huth, 2015). There are a number of methods to guide teachers to create a positive learning environment, create and increase constructive interactions that lead to a successful classroom environment: building a physical environment, building a spiritual one, and mobilizing students' participation in building classroom rules (Brophy & McCaslin, 1992; Emmer & Evertson, 2012)

Kurti (2016) confirms that the teacher-student relationship acts as a key factor in classroom management, including teacher-student relation; parents-teacher communication. Effective teachers professionally manage in order to organize the class and then expect their students to contribute in a positive, productive and effective way. Classroom management can be defined as "teacher's actions and strategies used to solve the problem of order in the classroom environment". Effective teachers use the rules, the procedures and the routine to ensure their students are actively involved in learning. Basically, they do not use these rules to control the management of student's behavior, but to influence and run it in a constructive way to set the stage for learning.

McLeod et al. (2003) express that taking a proactive approach to building relationships between the teacher and students, among students, and between the teacher and parents ensures that students participate in a learning community based on mutual respect and care. Students who have a role in building a positive classroom environment are much more likely to assume responsibility for their own behavior and become good role models for others. This approach allows students to be more involved in classroom management, and students can participate in meaningful activities that support their learning in an orderly manner. Brown (2004) reveals that gaining students' cooperation in urban classrooms involves establishing a classroom atmosphere in which teachers are aware of and address students' cultural and ethnic needs, their social, emotional, and cognitive needs, as well. Creating a positive learning environment requires attentiveness to the way in which teachers communicate with students.

According to Oliver and Reschly (2007), effective classroom management requires a comprehensive approach that includes the following: Structuring the school and classroom environment; Actively supervising student engagement; Implementing classroom rules and routines; Enacting procedures that encourage appropriate behavior; Using behavior reduction strategies; Collecting and using data to monitor student behavior, and modifying classroom management procedures as needed.

Vairamidou and Stravakou (2019) combine a good idea of research to propose that the classroom climate can encompass both the physical environment and the social relation in the classroom. It is about the feeling you have when you enter a classroom. It is not easily measurable. A poorer classroom climate may have, as a result, children's disruptive behavior and it is a threat to the educational environment and to children's school performance. The democratic climate in a classroom is a beneficial factor that contributes to the effective control of the class.

Oliver and Reschly (2007) state that effective classroom structuring requires attention to the following features: Creating a physical arrangement that eases traffic flow, minimizes distractions, and provides teachers with good access to students in order to respond to their questions and better control behavior; Making efficient use of classroom time, including transitions between various classroom activities; Ensuring that the nature and quality of student interactions is positive; Clearly communicating appropriate behaviors for particular classroom activities. For example, students may be expected to interact with one another during cooperative learning activities but not during independent work at their seats.

3. MATERIALS AND METHODS

Sample and data collection

The data for this study was collected from parents of primary pupils (aged 6-10 years) and teachers at primary schools. This study used a survey with Likert-scale and open-answered items. The participants were 226 parents and 336 teachers. The study was conducted in public and private schools. The public schools were located in the northern part of Vietnam, and private primary school in rural areas of the Central Highland in Vietnam.

The Study Design

Research is conducted through 2 steps. Step 1: Qualitative research by constructing theoretical framework and scale and adjusting observed variables in accordance with reality. Step 2: Quantitative research, using Cronbach Alpha reliability coefficient to test the degree of strictness that the items included in the survey correlate with each other; Exploratory factor analysis (EFA) was used to identify factors that influenced the process of classroom management, which is an effective method of analyzing the groups of factors affect the research objectives, and determine the importance of each factor in the factor group.

In this study, a multi-level quantitative research design was used and data was collected using a “effectiveness teachers’ classroom management Scale” developed by the researcher which was adapted from other research in Vietnam. The scale was developed based on previous empirical studies. The validity and reliability analysis of each scale were conducted and achieved acceptable levels. Items were evaluated on a 5-point Likert-scale (1 = strongly disagree, 5 = strongly agree). The survey included 19 items in a Likert-type survey divided into three group items: (1) Building classroom environment (7 items); (2) Establishing classroom rules (5 items); (3) Student behavior management (7 items).

4. RESULTS AND DISCUSSION

4.1. The results of evaluation relating to the reliability of the scale

According to the theoretical framework, there are multiple ways to evaluate the reliability of a research toolkit. In this study, the researcher employed internal consistency methods, using Cronbach’s Alpha correlation model (Cronbach’s Coefficient Alpha). This model evaluates the reliability of the measurement based on the calculation of the variance of each item in each scale, the entire measurement and the correlation of each item’s point with the scores of the remaining items on each scale and of the whole measurement. The reliability of each subscale is considered low if the alpha-coefficient is < 0.40 . The reliability of the whole scale is considered low if the alpha coefficient is < 0.60 . The results of factor analysis and Cronbach Alpha reliability coefficients are shown in the following table:

Table 1. Survey questionnaire reliability

Items	Teachers		Parents	
	Alpha	N	Alpha	N
Creating classroom environment	0.886	336	0.945	226
Establishing classroom rules	0.863	336	0.932	226
Student behavior management	0.863	336	0.932	226

The results of the reliability analysis of the questionnaire to measure the CM capacity of primary teachers showed that the subscales of this research instrument had the alpha reliability coefficient from 0.863 to 0.945, meaning that the questionnaire had the permissible reliability.

Table 2. Teachers’ evaluation regarding creating the classroom environment

No	Items	Mean	Standard deviation	Rank
1	Brainstorming ideas and principles in creating classroom environments	4.6339	0.651	7
2	Coordinating different stakeholders in creating the classroom environment and atmosphere	4.7024	0.53598	6

3	Creating a friendly and convenient physical environment (tables and chairs, classrooms, learning facilities...) for the educational activities of teachers and students	4.7589	0.49917	3
4	Building spiritual values to ensure comfort, encourage creativity and positivity of students and teachers	4.7649	0.47134	1
5	Creating a classroom environment that is in harmony with the school's environment	4.7649	0.47134	1
6	Creating a unique classroom environment	4.7054	0.51783	5
7	Creating a classroom environment suitable for the school year's theme and suitable with time and space	4.7113	0.52688	4
Total		4.7202		

Table 2 shows that the statements related to creating classroom environments were highly appreciated by teachers with the average of $X = 4.7113$ on the 5-level scale. The items "Creating spiritual values to ensure comfort, encourage creativity and positivity of students and teachers" and "Creating a classroom environment that is in harmony with the school's environment" were rated highest by teachers. This is understandable because these two statements are the most suitable and easiest to implement. When spiritual values ensure comfort, teachers and students have a positive environment for learning and creativity. The item "Brainstorming ideas and principles in creating classroom environments" was rated the lowest out of 7 items. It is possible to state ideas and principles in creating a classroom atmosphere, but of all 7 items, this one seems to be the most abstract and difficult to realize.

Table 3. Parents' evaluation regarding creating the classroom environment

No	Items	Mean	Standard deviation	Rank
1	Brainstorming ideas and principles in creating classroom environments	4.4664	0.79015	4
2	Coordinating different stakeholders in creating the classroom environment and atmosphere	4.4515	0.76037	5
3	Creating a friendly and convenient physical environment (tables and chairs, classrooms, learning facilities...) for the educational activities of teachers and students	4.4888	0.76184	2
4	Building spiritual values to ensure comfort, encourage creativity and positivity of students and teachers	4.4963	0.76191	1
5	Creating a classroom environment that is in harmony with the school's environment	4.4813	0.76169	3
6	Creating a unique classroom environment	4.444	0.79831	6
7	Creating a classroom environment suitable for the school year's theme and suitable with time and space	4.4403	0.79804	7
Total		4.4669		

It can be seen that parents highly appreciated the idea of creating the classroom environment with an average of $X=4.4669$ on the 5-level scale. Similar to teachers, parents rated the item "Building spiritual values to ensure comfort, encourage creativity and positivity of students and teachers" as the most positive idea. The items "Creating a classroom environment suitable for the school year's theme and suitable with time and space" and "Creating a unique classroom environment" were rated as the least important. From the parents' perspective, it can be seen that a positive and harmonious classroom environment will help teachers manage the classroom more effectively.

Table 4. Comparison between Teachers' evaluation and Parents' evaluation regarding creating the classroom environment

No	Items	Parents		Teachers	
		Mean	Standard deviation	Mean	Standard deviation
1	Brainstorming ideas and principles in creating classroom environments	4.4664	0.79015	4.6339	0.651
2	Coordinating different stakeholders in creating the classroom environment and atmosphere	4.4515	0.76037	4.7024	0.53598
3	Creating a friendly and convenient physical environment (tables and chairs, classrooms, learning facilities...) for the educational activities of teachers and students	4.4888	0.76184	4.7589	0.49917
4	Building spiritual values to ensure comfort, encourage creativity and positivity of students and teachers	4.4963	0.76191	4.7649	0.47134
5	Creating a classroom environment that is in harmony with the school's environment	4.4813	0.76169	4.7649	0.47134
6	Creating a unique classroom environment	4.444	0.79831	4.7054	0.51783
7	Creating a classroom environment suitable for the school year's theme and suitable with time and space	4.4403	0.79804	4.7113	0.52688
Total		4.4669		4.7202	

The findings highlight that the teachers rated these ideas more positively than the parents. The item "Building spiritual values to ensure comfort, encourage creativity and positivity of students and teachers" was rated with the highest mean by both subjects. There is a difference between teachers and parents concerning the least-meaningful idea. While the teachers rated "Brainstorming ideas and principles in creating classroom environments" with the lowest level of agreement, the parents rated "Building a classroom environment suitable for the school year's theme and suitable for time and space" at the last position of the list. The teachers found it difficult to set up a classroom environment according to their own ideas and principles because they were restrained by the number of students in the class. The teachers participating in the survey generally were in charge of such large numbers that it was difficult to set up the physical arrangement of the classroom. Besides, the students were young, so their ideas were not clear. Because of the school's regulations, these regulations were uniform for all classes, so the ideas and wishes of the teachers were also limited, and it was difficult to match the time and space allocation of each class.

Table 5. Teachers' evaluation regarding establishing classroom rules

No	Items	Mean	Standard deviation	Rank
1	Rules and guidelines are introduced at the beginning of the school year, and are periodically adjusted accordingly	4.6875	0.54687	2
2	Students participate in the development of rules and guidelines	4.5952	0.69744	5
3	Rules and guidelines should be applied to all classroom activities	4.6071	0.64216	4
4	Rules and guidelines are consistent with school regulations	4.6756	0.55082	3
5	Rules and guidelines are applied with all students and teachers	4.7083	0.52807	1
Total			4.6547	

Table 5 presents the teachers' opinions on establishing classroom rules. It can be seen that the rules and guidelines in classroom teaching are assessed by teachers as having an important role in the teacher's classroom management with the average of $X = 4.6547$ on the 5-point scale. The statement "Rules and guidelines are introduced at the beginning of the school year, and are periodically adjusted accordingly." and "Rules and guidelines are applied with all students and teachers." were awarded with the highest level of importance. This is understandable because the rules and guidelines aim to promote the self-discipline of both teachers and students, helping teachers and students to be more responsible in implementing the rules. Besides, regularly changing and adding rules show flexibility in that students and teachers would feel more comfortable as they are not too constrained or rigid. The item "Students participate in the development of rules and guidelines" was considered the least important. This can be explained with the fact that at primary school ages, students may only understand the rules and regulations, participating in the development of rules and regulations may be somehow overwhelming for them. However, this idea was still rated with a very important level on a 5-level scale, which means it was not difficult for students to participate in creating some basic rules.

Table 6. Parents' evaluation regarding establishing classroom rules

No	Items	Mean	Standard deviation	Rank
1	Rules and guidelines are introduced at the beginning of the school year, and are periodically adjusted accordingly	4.4478	0.75518	3
2	Students participate in the development of rules and guidelines	4.4552	0.73046	2
3	Rules and guidelines should be applied to all classroom activities	4.4142	0.81426	4
4	Rules and guidelines are consistent with school regulations	4.3694	0.87929	5
5	Rules and guidelines are applied with all students and teachers	4.4552	0.80834	1
Total			4.4283	

The table above shows that the parents rated the development of rules and guidelines in classroom teaching as being of great importance in the teacher's classroom management with an average of $X = 4.6547$, a very low level of importance on the 5-point scale. Similar to the teachers, the parents believed that the idea "Rules and guidelines are applied with all students and teachers." was the most important in developing rules and guidelines in classroom teaching. As mentioned above, the directional rules and instructions help promote the self-discipline of both teachers and students, and help teachers and students take more responsibility in implementing the rules and instructions. The item "Rules and guidelines are consistent with school regulations." was assessed by the parents as having the least importance among the 5 ideas. This can be justified that the rules and guidelines are built in accordance with the regulations of the school, so this item was judged as less important than others.

Table 7. Comparison between Teachers' evaluation and Parents' evaluation regarding establishing classroom rules

No	Items	Teachers		Parents	
		Mean	Standard deviation	Mean	Standard deviation
1	Rules and guidelines are introduced at the beginning of the school year, and are periodically adjusted accordingly	4.6875	0.54687	4.4478	0.75518
2	Students participate in the development of rules and guidelines	4.5952	0.69744	4.4552	0.73046
3	Rules and guidelines should be applied to all classroom activities	4.6071	0.64216	4.4142	0.81426
4	Rules and guidelines are consistent with school regulations	4.6756	0.55082	4.3694	0.87929

5	Rules and guidelines are applied with all students and teachers	4.7083	0.52807	4.4552	0.80834
Total		4.6547		4.4283	

The given table illustrates that the surveyed subjects strongly agreed on the ideas “Rules and guidelines are applied with all students and teachers.”. Both the teachers and the parents recognized that a very important role of classroom rules is to guide and support students and teachers. For primary school students, the rules are appropriate and help create order and discipline for students. Classroom rules are also very positive disciplinary measures from the school that can help improve children’s behavior and learning outcomes. The two groups of reviewers’ evaluations differed in the ideas “Rules and guidelines are consistent with school regulations.” and “Students participate in the development of rules and guidelines.”. These two contents were rated the most negatively. The parents least agreed with the idea “Rules and guidelines are consistent with school regulations.” while the teachers agreed the least with “Students participate in the development of rules and guidelines.”. The teachers realized that primary school children need the strict guidance of teachers, so the participation of students is still limited.

Table 8. Teachers’ evaluation regarding student behavior management

No	Items	Mean	Standard deviation	Rank
1	Identifying expected and unexpected behaviors	4.6994	0.56947	7
2	Timely correction of unexpected behaviors	4.7321	0.49443	6
3	Complimenting decent behaviors	4.7649	0.47764	4
4	Timely contacting with subjects teachers to monitor the situation of homeroom students	4.7827	0.44768	2
5	Notifying abnormal students’ behaviors to the homeroom teacher	4.7946	0.42613	1
6	Collaborating with families in reinforcing and regulating student behaviors	4.7619	0.48547	5
7	Creating methods of behavior adjustment for the progress of learners	4.7768	0.45796	3
Total		4.7589		

The table depicts that the teachers believed that student behavior management maintains the great importance to teachers’ classroom management with the average of $X=4.7589$ - which means very important on the 5 level scale. The statement “Notifying abnormal students’ behaviors to the homeroom teacher” was rated as the most important idea. From the perspective of teachers, especially primary school teachers, knowing the behaviors of students that need attention helps teachers to react promptly and avoid unexpected behaviors from students and teachers. The headteacher who thoroughly understands these behaviors is also competent in educating children in the long run. The content “Identifying expected and unexpected behaviors” was rated as the least important. It is possible that, when the student’s behavior needed attention from the homeroom teacher, the homeroom teacher was able to observe and detect the behavior and take timely actions, so this content was considered less important.

Table 9. Parents’ evaluation regarding student behavior management

No	Items	Mean	Standard deviation	Rank
1	Identifying expected and unexpected behaviors	4.3881	0.80178	5
2	Timely correction of unexpected behaviors	4.4328	0.79745	1
3	Complimenting decent behaviors	4.3918	0.82983	3

4	Timely contacting with subjects teachers to monitor the situation of homeroom students	4.4104	0.83206	2
5	Notifying abnormal students' behaviors to the homeroom teacher	4.3881	0.86471	4
6	Collaborating with families in reinforcing and regulating student behaviors	4.3769	0.84565	6
7	Creating methods of behavior adjustment for the progress of learners	4.3507	0.87202	7
Total		4.3912		

The diagram highlights that the parents highly appreciated the importance of student behavior management for teachers' classroom management with an average of $X = 4.3912$, which means a very important level on the 5-level scale. The content "Timely correction of unexpected behaviors" was considered to be the most influential in managing students' behavior on teachers' classroom management. From the parent's perspective, the cause of class mismanagement or other negative behaviors roots from unexpected behaviors on the part of students, so timely detection of these behaviors can help teachers better manage their classes. The ideas "Collaborating with families in reinforcing and regulating student behavior" and "Creating methods of behavior adjustment for learners" were judged as the least important by the parents, but still belonged to the very important area on the 5-point scale. Cooperation with families was also considered very important, but behind other urgent factors right in the classroom. Similarly, the creation of methods of behavior adjustment for the advancement of learners was also considered very important, but the parents tend to emphasize urgent factors that require immediate intervention.

Table 10. Comparison between Teachers' evaluation and Parents' evaluation regarding student behavior management

No	Items	Teachers		Parents	
		Mean	Standard deviation	Mean	Standard deviation
1	Identifying expected and unexpected behaviors	4.6994	0.56947	4.3881	0.80178
2	Timely correction of unexpected behaviors	4.7321	0.49443	4.4328	0.79745
3	Complimenting decent behaviors	4.7649	0.47764	4.3918	0.82983
4	Timely contacting with subjects teachers to monitor the situation of homeroom students	4.7827	0.44768	4.4104	0.83206
5	Notifying abnormal students' behaviors to the homeroom teacher	4.7946	0.42613	4.3881	0.86471
6	Collaborating with families in reinforcing and regulating student behaviors	4.7619	0.48547	4.3769	0.84565
7	Creating methods of behavior adjustment for the progress of learners	4.7768	0.45796	4.3507	0.87202
Total		4.7589		4.3912	

There is a great distinction in the assessment of the teachers and the parents regarding student behavior management in class. The item highly agreed by the teachers was "Notifying abnormal students' behaviors to the homeroom teacher", while the student's parents highly appreciated the idea "Timely correction of unexpected behaviors". The criteria that the teachers rated the lowest was "Identifying expected and unexpected behaviors" while the parents rated the content "Creating methods of behavior adjustment for the progress of learners" quite negatively. Student behavior management is a central issue in classroom management of primary school teachers. Primary school teachers generally have a very close relationship with their students because of the large number of subjects in the classroom. Therefore they can observe student behaviors the most effectively. Thus, in managing student behavior, teachers need to detect and adjust students' behavior timely and coordinate with different stakeholders for the

progress of students. However, some parents found teachers' behavior management methods neither creative nor appropriate with the unique characteristics of each student. Therefore, the effectiveness of behavior management is often not satisfactory.

4.2. Discussions

This study examines the current situation of classroom management among primary school teachers in Vietnam when implementing the 2018 General Education Curriculum from a participatory perspective. The three aspects related to classroom management are all geared towards the cooperation of teachers and students. Although primary school students are young, the teachers have made great efforts to attract students in creating the classroom environment, creating classroom rules and managing student behavior.

This research mainly focuses on studying how teachers manage students' unexpected behaviors. However, in the classroom, students' behavior is constantly varied, with positive behavior and negative one. Therefore, further studies are needed to have a comprehensive and multi-dimensional view of the classroom management skills of primary school teachers. On the other hand, the research results show that the relationship between teachers and students' parents as well as the close relationship of homeroom teachers with teachers of other subjects play an important role in classroom management at primary schools. However, there are differences from the perspectives of students' parents and teachers in all three survey areas. The teachers appreciated the classroom management ideas more than students' parents. The parents were much more interested in the techniques they can observe through classroom observations, student observations, and teacher interaction and communication. The 2018 general education program, which has taken into effect for two years in Vietnam, requires fundamental and comprehensive changes in the school's activities, including classroom management activities of teachers. The bottom-up approach, closely following the needs of students, is an approach compatible with the program according to the learners' competency-based approach.

5. CONCLUSION

The results show that, among the three aspects of classroom management, primary teachers are performing the best in managing student behavior, then creating the classroom environment and finally setting up classroom rules and regulations. The parents rated class management more negatively than the primary teachers. Student behavior management is an important factor to ensure the stability and effectiveness of the lesson. Teachers have a variety of ways to ensure positive behaviors for an effective lesson. The commonly deployed model is student-centered classroom management in which students are given the opportunity to express their opinions and views, and participate in classroom management activities through teachers' encouragement. The parents found that the teachers also used methods related to rules such as class time management, creating a physical environment, but attaching greater importance to the psychological environment in the classroom. The teachers should communicate and listen to students more, spend more time observing and helping students, connecting stakeholders in helping students progress.

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