

## The Relationship between Academic Optimism and Classroom Management Styles of Chinese Teachers in Bangkok, Thailand

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### Abstract

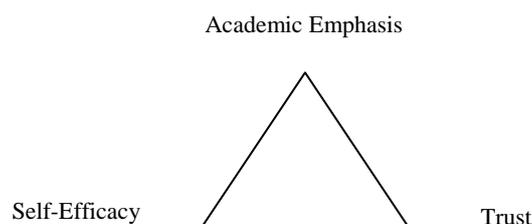
Academic optimism is a teacher's beliefs on his or her abilities to help students to learn. Studies have demonstrated that teacher academic optimism has a correlation relationship with classroom management styles. Chinese teachers play a critical role in classroom management and hence influence students' learning results. However, the research on academic optimism and classroom management styles that focus on Chinese teachers as foreign language teachers are limited. This research aimed to study the level of academic optimism, classroom management styles of Chinese teachers, and to examine whether there is a relationship between these two variables. Questionnaires were distributed to 160 Chinese teachers in Chinese schools in Bangkok and 138 questionnaires were collected back. 6 teachers from three management styles were interviewed to know their opinions on academic optimism. The results showed that Chinese teachers had an overall high level of academic optimism with a mean score of 3.73. Interactionist management style was the most chosen style by 58.70% Chinese teachers. A strong relationship existed between academic optimism and classroom management styles with Eta ( $\eta$ ) Correlation Coefficient of 0.61. Among three management styles, interventionist management style had the strongest relationship with academic optimism with Eta of 0.48. The content analysis confirmed the quantitative results. Recommendations to Chinese teachers, schools principals and policymakers were provided to improve teacher academic optimism and to take advantage of the strong points of each management style.

**Keywords:** *academic optimism, classroom management styles, Chinese teachers*

### 1. Introduction

As Spence (2008) mentioned, with China owns an eminent position in the world, it is a common sense that world citizen should know Chinese cultures, the history, and the language. Since the 1980s, with the increasingly official and civil exchanges between China and Thailand, Chinese language education has been aroused in Thailand. Chinese teachers in Thailand include native Chinese teachers and Thai Chinese teachers. Learning cannot be much more effective unless the students are learning in an appropriately-managed classroom. The teacher plays a critical role in classroom management. Education emphasizes that the teachers as the educators need to be full of hope, be responsible, and have a positive attitude towards the students.

Teacher academic optimism is a concept that includes a set of teacher's personal beliefs on his or her academic abilities and on the relationship between the teacher, the students, and their parents. According to Hoy, Tarter, & Hoy (2006), teacher academic optimism consists of three interactive components which are self-efficacy, trust, and academic emphasis. The interrelations in teacher academic optimism are shown in figure 1.



**Figure 1** The interrelations in teacher academic optimism

“Self-efficacy” is a concept that originated from the Social Cognitive Theory (Bandura, 1997). Bandura (1977) first developed the concept of self-efficacy as the belief of oneself that (s)he can manage one’s behavior and achieve the goal. As Tschannen-Moran, Woolfolk, and Hoy (1998) defined, teacher self-efficacy is teachers’ judgment of their abilities to get desired results of students’ learning, namely, a teacher’s judgment that if his or her ability is enough to make students participate and learn. If a teacher believes (s)he can attract students to learn, (s)he will set a higher expectation, pay more effort, and be more tolerable when facing problems.

“Trust”, which means a teacher’s trust in students and parents, is a concept that comes from Coleman’s (1990) analysis of social interaction. It means an effective teacher should have a trusting relationship with students and parents. Hoy and Tschannen-Moran (2003) defined a trusting relationship includes the feelings of benevolence, reliability, competence, honesty, and openness. A teacher needs to believe that the students are willing to learn and have the ability to grasp the knowledge. Meanwhile, a teacher needs to believe that parents are willing to cooperate with school and teacher.

“Academic emphasis” is a concept that developed from the research on the school climate (Hoy & Hannum, 1997). It means a teacher’s academic press, namely, a teachers’ beliefs on their focus on academic tasks and students’ academic results. A teacher with a high level of academic emphasis tends to create a positive and challenging environment for students to help and encourage students to succeed in their studies.

A teacher with a high level of academic optimism means (s)he believes himself or herself has enough ability to help students to get achievement, trusts the students that they are positive to learn and their parents are willing to support teacher’s work, and believes the contents that (s)he teaches are important for the students’ current and further study. While a teacher with a low level of academic optimism tends to underestimate the abilities of the students, gives them much control over discipline or has a bad relationship with students or parents.

Classroom management involves instructional materials, surroundings, time, and people. It is a popular research topic because classroom management is widely considered as a critical factor in students’ learning results and academic success. Snyder (1998) defined that classroom management is a process that promotes learning, teaching, and the interactions between the teacher and the students. Amirnezhad (2010) pointed out that all educators think classroom management is an important factor, and it is an issue related directly to education quality. Positive student achievements are usually founded when an instruction is accompanied by effective classroom management (Omoteso & Semudara, 2011). Blackburn and Haysm (2014) also asserted that effective classroom management is important to successful teaching and learning. They noted that a well-managed classroom is a professional goal for all teachers. A successful teacher should have the ability to control the class and deal with urgent situation happening in the classroom.

According to Wolfgang and Glickman (1986), classroom management styles include interventionist management style, interactionist management style, and non-interventionist management style.

An interventionist management style teacher believes that a teacher ought to make the decision until there is no problem in the classroom. This style emphasizes on that the teacher should make rules and regulations at the beginning of the academic year, while the students should just follow it. The teacher has absolute authority which helps the teacher to manage the classroom and the teacher has the primary responsibility for students’ learning.

A non-interventionist management style teacher considers the students’ misbehavior as a natural result of students’ practice. The problems will be solved during class activities. A teacher with this management style undertakes minimal control of the students in the class. The teacher emphasizes the right initiative of the students. Students have the primary responsibility for control and learning.

Interactionist management style is an average of interventionist management style and non-interventionist management style. A teacher in this management style intends to improve the students’ personal development and gives them enough rights but under the teacher’s instruction and control. As Yazdi and Aali (2008) said, interactionist management style helps to improve the relationship between the teacher and students.

Sharon and James (2005) conducted a research based on Wolfgang and Glickman (1986) classroom management framework to examine whether teaching experience has influence on self-efficacy and classroom management. They found that teaching experience cannot influence self-efficacy, but instructional management, one of three dimensions of classroom management, was a predictor of teacher self-efficacy.

Moghtadaie and Hoveida (2015) conducted a study on the relationship between academic optimism and classroom management styles for elementary teachers in Isfahan, Iran. The study found that there was a significant relationship between teacher academic optimism and classroom management styles of the public elementary teachers in Isfahan, and the correlation coefficient was 39%.

The review of the current studies (Moghtadaie & Hoveida, 2015; Sharon & James, 2005) show that the research on teacher academic optimism and classroom management styles are of importance. However, research focused on academic optimism and classroom management styles of Chinese teachers as foreign language teachers is limited. As there is a rising a trend of learning Chinese in Thailand, the understanding of Chinese teachers academic optimism and classroom management styles has important significance.

Therefore, this research focused on Chinese teachers from 22 Chinese schools in Bangkok, Thailand and intended to find out the correlation relationship between academic optimism and classroom management styles of Chinese teachers in Bangkok, Thailand. The conceptual framework of this research was shown in Figure 2. This research was expected to provide a comprehensive understanding of the academic optimism level and classroom management styles of Chinese teachers in Bangkok, Thailand. Suggestions to improve the efficiency of Chinese classroom management were also presented.



**Figure 2** Conceptual framework

## 2. Objectives

The objectives of this research were as follows:

1. To study the levels of academic optimism of Chinese teachers in Bangkok, Thailand
2. To analyze the classroom management styles of Chinese teachers in Bangkok, Thailand
3. To analyze the relationship between academic optimism and classroom management styles of Chinese teachers in Bangkok, Thailand

## 3. Materials and Methods

This research was conducted by both quantitative method and qualitative method.

There are 22 Chinese schools in Bangkok, Thailand which include 160 Chinese teachers. In the quantitative phase, the population was all 160 Chinese teachers from 22 Chinese schools. To decide the sample size, G\*power was used. The researcher set the Power ( $1-\beta$  err prob) as 0.95 which was a more powerful number. Thus the sample size was decided as 138. To increase the answering rate, questionnaires were distributed to all 160 Chinese teachers and 138 questionnaires were collected back. The answering rate was 86.25%.

The questionnaire used in this research included three parts. Part 1 was the personal information of Chinese teachers that included information such as nationality, age, teaching experience. Part 2 was "Academic Optimism of Individual Teacher" that developed from Beard, Hoy, and Hoy (2010). This part

included 10 questions in terms of self-efficacy, trust, and academic emphasis. According to Best & Kahn's criteria (1998), the academic optimism of the Chinese teachers was considered from the mean score and hence divided into 5 levels, namely, the highest, high, moderate, low and the lowest. Part 3 was "Classroom Management Styles Assessment" that developed from the "Protocol for Classroom Management Styles Assessment (PCMSA)" (Djigic & Stojilkovic, 2012). This part included 20 questions in terms of personality management, teaching management, and discipline management. Each question had three descriptions that represent three different classroom management styles. A teacher's classroom management style was confirmed by the most commonly chosen type.

The quality of the questionnaire was examined by validity and reliability. Three experts examined the language and item-objective congruence (IOC). 30 Chinese teachers who were not included in this research but worked in Thailand tested the questionnaire to confirm the reliability. All items had IOC between 0.50-1.00. The Cronbach's Alpha Coefficient value was 0.90 for academic optimism and 0.75 for classroom management styles.

In qualitative phase, purposive sampling approach was used to select the key-informants. The criteria for selecting were classroom management styles. After collected the questionnaires back, the classroom management styles of all respondents were analyzed. According to the results, 6 Chinese teachers from an interventionist management style, interactionist management style, and non-intervention management style, each style for 2 teachers which included a native Chinese teacher and a Thai Chinese teacher were selected for interviews. The interview was intended to understand the academic optimism of Chinese teachers in different management styles. The interview guideline was tried out to examine the quality by 3 Chinese teachers who were not included in this research but worked in Thailand. The qualitative data were analyzed by a content analysis.

#### 4. Results and Discussion

##### 4.1 Results

##### 4.1.1 Personal information of Chinese teachers in Chinese schools in Bangkok, Thailand

The results showed that among 138 respondents, female Chinese teachers dominated to 67.39% (93). Regarding teachers' age, 76.81% (106) teachers were under 35 years old. In terms of nationality, native Chinese teachers were a little more than Thai Chinese teachers which consisted 57.97% (80) and 42.23% (58) respectively. Of all the teachers, 73.19% (101) owned Bachelor's degree. As for the total teaching experience, 60.14% (83) teachers had the experience less than 5 years, and more detailed, 65.22% (90) teachers had teaching experience less than 5 years at current schools. In terms of the approximate students number in the class, 64.49% (89) teachers said their classes had 20 to 40 students.

##### 4.1.2 The level of academic optimism of Chinese teachers in Chinese schools in Bangkok, Thailand

The results showed that Chinese teachers in Chinese schools in Bangkok, Thailand had a high level of academic optimism with an overall mean score of 3.73. More specifically, three dimensions of academic optimism were all at the high level with the mean scores of 3.84, 3.64, and 3.74 for self-efficacy, trust, and academic emphasis respectively. Table 1 showed the academic optimism of Chinese teachers in Chinese schools in Bangkok, Thailand.

**Table 1** Academic optimism of Chinese teachers in Chinese schools in Bangkok, Thailand (n=138)

Dimension of academic optimism	Mean	SD	Level of academic optimism
1. Self-efficacy	3.84	0.62	High
2. Trust	3.64	0.61	High
3. Academic emphasis	3.74	0.62	High
Overall	3.73	0.52	High

Notes: The rating scale was divided into 5 levels as mean score between 4.21-5.00 as the Highest, 3.41-4.20 as High, 2.61-3.40 as Moderate, 1.81-2.60 as Low and 1.00-1.80 as the Lowest.

#### 4.1.3 The classroom management styles of Chinese teachers in Chinese schools in Bangkok, Thailand

Out of 138 Chinese teachers, Chinese teachers in interactionist management style were accounted for 58.70% (81). Chinese teachers in interventionist management style were accounted for 26.81% (37), while other 14.49% (20) Chinese teachers were in non-interventionist management style. Table 2 showed the frequency and percentage of Chinese teachers' classroom management styles.

**Table 2** Frequency and percentage of Chinese teachers' classroom management styles (n=138)

Classroom management styles	Frequency	Percentage (%)
1. Interactionist management style	81	58.70
2. Interventionist management style	37	26.81
3. Non-interventionist management style	20	14.49
Total	138	100.00

#### 4.1.4 The relationship between academic optimism and classroom management styles of Chinese teachers in Chinese schools in Bangkok, Thailand

The result showed that the Eta ( $\eta$ ) Correlation Coefficient was 0.61. According to the criteria of Salkin (2000), there was a strong relationship existing between academic optimism and classroom management styles of Chinese teachers in Chinese schools in Bangkok, Thailand. In addition, Eta Squared ( $\eta^2$ ) was obtained at 0.37. It could be concluded that the proportion of variance in classroom management styles associated with academic optimism was 0.37. The Eta ( $\eta$ ) Correlation Coefficient and Eta squared ( $\eta^2$ ) between academic optimism and classroom management styles were shown in table 3.

**Table 3** Correlation of academic optimism and classroom management styles of Chinese teachers in Chinese schools in Bangkok, Thailand (n=138)

Variables	Eta( $\eta$ )	Eta squared ( $\eta^2$ )
Academic optimism *	0.61	0.37
Classroom management styles		

Notes: Eta ( $\eta$ ) scored 0.21 - 0.40: a weak relationship; scored 0.41 - 0.60: a moderated relationship; scored 0.61 - 0.80: a strong relationship, scored 0.81 - 1.00: a very strong relationship.

Moreover, Table 4 showed the relationship between academic optimism and three classroom management styles. As results showed, among three management styles, interventionist management style had the strongest relationship with academic optimism, followed by non-interventionist management style and interactionist management style.

**Table 4** Correlation of academic optimism and three classroom management styles (n=138)

Variables	Eta( $\eta$ )
Academic optimism * Interventionist	0.48
Academic optimism * Non-interventionist	0.45
Academic optimism * Interactionist	0.10

#### 4.1.5 Content analysis of qualitative research

Six Chinese teachers that included three native Chinese teachers and three non-native Chinese teachers who were in interventionist management style, interactionist management style, and non-interventionist management style participated in the interview. In order to protect their privacy, these teachers were marked as Teacher A, Teacher B, Teacher C, Teacher D, Teacher E, and Teacher F.

##### (1) Teacher's perception of self-efficacy

Most of the Chinese teachers interviewed, regardless of the differences in classroom management styles, though they were professionals. Teachers stated such as "a certain degree of ability", "I know clearly", "I am qualified" to express the confidence as a Chinese teacher. Moreover, they explained why they are confident and professional.

Chinese teachers stated that some factors such as self-learning and peer study improve their confidence. For example, Teacher A said, *"I learn from books, from my workmates, and sometimes I watch teaching videos on the Internet to enhance my teaching abilities."* Teacher B had the similar statement *"Senior teachers are the model for new teachers, not only on teaching and management skills but also in terms of dealing with working and life pressures."*

All the Chinese teachers interviewed believed personal factors had an influence on self-efficacy and hence impact the classroom organization. All native Chinese teachers mentioned about *"Thai language"*. Teacher C said, *"Language is very important when teaching foreigner students"*. Teacher C showed less confidence in himself as he said *"To be honest, I am not so sure about my abilities to teach."* Teacher E had the similar expression *"If a teacher can speak Thai fluently, he or she can express the teaching ideas to the students exactly and effectively."*

In addition, *"teaching experience"* was a widely accepted factor that had an influence on self-efficacy. Teachers stated that teaching experience helped a teacher to know how to process the lesson, how to deal with the problems, and how to motivate students, thus it helps a teacher to be more confident. However, Teacher A evaluated the effect of teaching experience from another aspect. *"Sometimes experienced teachers stick to the rules and hardly make changes and accept new things."*

Besides teaching experience, other factors such as educational background, personality, teaching style, creativity, or even outlook were mentioned by teachers. As Teacher F said, *"A lot of factors,...can influence teaching, but the effects are different from one teacher to another one."* Teacher D mentioned, *"I think the preparation time a teacher spent can influence teaching and learning. For example, if I spent a lot of time on preparation, I will have great confidence on that lesson, and consequently, the result will be better. But if I am busy during a period and don't have enough time to prepare, the teaching effect will not be so satisfied."*

#### (2) Trust in students and parents

Chinese teachers interviewed thought the enthusiasm of their students to learn Chinese was not so high. Most students were positive to learn what they were interested in. But if students came from Chinese families or their parents were doing business with a Chinese company, or they liked some Chinese movies or singers, the positiveness showed higher than other students. Just as Teacher A mentioned, *"But if students have some special purposes, ..., they may show great interests in learning."* And Teacher E said, *"It depends on the learning contents and the individual student."* Teacher A and Teacher B gave the reasons. *"Chinese is the third language that students need to learn and the learning time at school is not so much."* and *"Most parents pay much attention to English than Chinese."*

As for teachers' opinions on parents, teachers said that most parents can cooperate with the teacher. Teacher B said, *"They help me to supervise children to finish homework and they want to join the Chinese activities and give support."* But sometimes the efficiency was not so satisfied. As Teacher A pointed out, *"Parents are busy on working or they don't know Chinese."* Teacher D gave her opinion, *"It also depends on the teacher. If a teacher has an older age and mannered maturely, parents may show more concerns when approaching to the teacher and they may cooperate with the teacher more."*

Further, teachers gave their ideas on how to improve the relationship between teacher, students, and parents. *"Communication"*, *"concern"*, and *"understanding"* were commonly recognized by all teachers. However, there were differences emphasized by different styles teachers.

Teachers in an interventionist management though those young students need to be supervised and motivated, as teacher A said *"I supervise them to learn, once they got satisfied achievements, they and their parents believe me more."*

Teachers in interactionist management style believed that heed or concern was important between a teacher and the students. Teacher C said, *"I talk with my students, play with them and prepare some gifts for them on special days. My students think I am a teacher easy to approach, so they follow my orders."* Teacher D expressed *"be kind and show your understanding"* was the key as *"...if a student's performance is not so satisfied, I need to check what the reason is, not just show anger or disappointment."*

Teachers in non-interventionist management style stated that students were more willing to cooperate when they were motivated. Some tasks arranged by the teacher or the feeling of accomplishment made the young children excited. As Teacher E said, *"If they learn something by themselves under my*

*instruction, they feel happy and they are more willing to continue to learn.*” Teacher F had the similar opinion, *“They are positive if they have something to do. But if I tell them the right answer and ask them to recite it, they are inefficient.”*

### (3) Teacher’s perception of academic emphasis

Most Chinese teachers thought the learning results of their students were satisfied or “*meet the teaching requirements*”. But they explained their ideas from different perspectives.

Interventionist management style teachers emphasized that because they required the students to finish classwork and homework with a high quality, they helped the students to review and prepare for the exam and they encouraged the students to take HSK or YCT (the standard Chinese language proficiency test).

Interactionist management style teachers agreed that the students “*are making progress gradually*”, even though some of them had a good learning result, but some others were not, “*I believe most of my students are willing to learn and learn successfully.*”. Teacher C said. While Teacher D pointed out that the learning results also depended on the age of students. “*Junior students are more diligent to learn, while senior students may pay more attention to other subjects, their friends, or even make-up on the class.*”.

Non-interventionist management style teachers stated that the learning results “*various depending on students*”. And one teacher said, “*What I think important is that they show interesting in learning Chinese, and they have some abilities to learn by themselves, which is useful for the future.*”.

## 4.2 Discussion

Most Chinese teachers working in Chinese schools who participated in this research are female, which mentioned by Lin (2007) and Zhao (2014) that female teachers were more welcomed because female teachers were more patient and kind than male teachers. In this research, most teachers were young in age and teaching experience was not so much. This illustrated that new work forces fill in the teaching facility but this may lead inexperienced teachers and a high turn over rate. Even though studies (Zhang, 2008; Matthew, Hamilton & Susanna, 2011) proved the contribution of teaching experience to students’ achievement. Jennifer (2010) stated that teaching experience influence teaching effects obviously only within the first few years of teaching. What is worth to be noticed is that the number of native Chinese teachers was most equal to the number of Thai Chinese teachers. This could be explained that lots of young people came to Thailand working as a Chinese teacher increased the number of native Chinese teachers. Native speakers provided students a real and more standard language environment, while Thai Chinese teachers were stable teachers reserved for Thailand.

Data analysis indicated that Chinese teachers in Chinese schools in Bangkok, Thailand had an overall high level of academic optimism with a mean score of 3.73. This finding supplemented the studies on teacher academic optimism. The results of content analysis were also in line with the result of descriptive analysis on academic optimism. All Chinese teachers showed self-confidence that they are qualified for the job. Among the three dimensions, trust in students and parents got the lowest mean score, teachers explained in the interview that they believed the learning motivation of students are not so high. Even most parents are willing to cooperate with the teacher, the efficiency was not so satisfied.

More than half of the teachers were interactionist management style. The distribution of classroom management styles was consistent with the findings of Moghtadaie and Hoveida (2015) when they took teachers in elementary schools in Isfahan. As Romi, Lewis, and Roache (2013) stated, interventionist management style and non-interventionist management style were two ends, while interactionist management style was in the middle. Interactionist management style helps teachers to balance the force and right between them and the students.

The correlation analysis showed that there was a strong relationship existing between academic optimism and classroom management styles of Chinese teachers. This finding was also in line with the previous study (Moghtadaie & Hoveida, 2015). Among the three management styles, interventionist management style had the strongest relationship with academic optimism. Eta squared ( $\eta^2$ ) was 0.37 which meant for this research, the proportion of variance in academic optimism associated with classroom management styles was 0.37.

According to the findings of this research, some suggestions were provided to Chinese teachers, principals and policymakers. First, as for the level of academic optimism, Chinese teachers could find ways to encourage students learning motivation. Some teachers mentioned that preparing souvenirs for well-studied students or join activities with students is useful. Second, learning between peer and teacher professional training helped them to improve skills and self-confidence. As teachers said in the interview, teachers who have effective ways to learn showed a higher level of academic optimism. Hence, schools principals were suggested to create a mutual learning environment for teachers and to provide inexperienced teachers mentors on the job. Third, as the results showed, half of the Chinese teachers were native teachers that may lead to the language barrier and high turnover rate. Hence, policy makers in Thailand suggested to cultivate Thai Chinese teachers for a sustainable development of Chinese teachers. Establish some cooperation between Thai schools and schools or universities in China and provide scholarships for Thai Chinese teachers to exchange learning can improve the professionalism of Thai Chinese teachers.

The result of this research confirmed that there was a relationship between academic optimism and classroom management styles of Chinese teachers in Chinese schools in Bangkok, Thailand. However, recommendations for further studies were provided. First, the participants of this research was a relatively small group for quantitative research. Obviously, the relationship between academic optimism and classroom management styles can be tested on other subjects' teachers, other school categories, or other regions. Especially, the levels of academic optimism, the classroom management styles used by Chinese teachers and the relationship between this two variables could be studied based on different levels of schools and universities. Second, this research treated native and Thai Chinese teachers as a whole. More detailed similarities or differences in academic optimism and classroom management styles may be found if compare the personal information such as nationality, teaching years.

## 5. Conclusion

Aimed at Chinese teachers in Chinese schools in Bangkok, Thailand, this research intended to study the level of academic optimism, the classroom management styles and to examine whether there is a relationship between these two variables. Questionnaires were distributed to 160 Chinese teachers and 138 questionnaires were collected back. The quantitative analysis results showed that Chinese teachers had a high level of academic optimism with a mean score of 3.73. Interactionist management style was the most chosen style with 58.70% teachers, followed by interventionist management style with 26.81% teachers and non-interventionist management style with 14.49% teachers. The Eta Correlation Coefficient ( $\eta=0.61$ ) confirmed that there was a relationship between academic optimism and classroom management styles. Interventionist management style had the strongest relationship with academic optimism among three styles. Eta squared ( $\eta^2 = 0.37$ ) demonstrated that academic optimism can explain classroom management styles to 37%. In the interview, both native and Thai Chinese teachers from all three management styles expressed their opinions on self-efficacy, trust in students and parents, and academic emphasis. Their statements confirmed the quantitative analysis results that teachers believed themselves that they are professionals. They trust the students learning motivation and parents cooperation willingness, but with reservations. They were satisfied with the learning achievement and they had their strategies to encourage students to learn.

Suggestions to Chinese teachers, principals, and policymakers were provided according to research findings in terms of improving the trust between teacher, students and parents, provide inexperienced teachers mentors on job and increase the peer learning between teachers, cultivate Thai Chinese teachers to maintain the sustainable resource of Chinese teachers and create cooperation to provide Thai Chinese teachers opportunities to study abroad.

Further studies are suggested to select a broader population and to examine the relationship between other subjects or other areas. For the subject of Chinese, compare the differences between native and non-native Chinese teachers in terms of academic optimism and classroom management styles may achieve more information.

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