

Abstract

This study focuses on the effective implementation of classroom management strategies using the teachers of elementary and middle schools in Macau as subjects. This study compares how teacher's gender, educational backgrounds, years of teaching experience, and homeroom teacher positions affect effective implementation of classroom management strategies. Survey is the research method chosen for this study to investigate how 450 elementary and middle school teacher differ in classroom environment arrangement, teaching activity conduct, reward and punishment system, and communication-interaction approach.

Data was being analyzed with reliability analysis, descriptive statistics, one-way ANOVA and Chi-squares test to conclude the following:

I. Four-point Likert scale

1. There is a significant difference in 'arranging classroom environment strategy' and 'approaching communication- interaction strategy' among teachers of different teaching experience and homeroom positions. Teachers with 11-20 years of experience or those that are class advisors have the best performance.
2. There is a significant difference in 'conducting teaching activity strategy' among teachers of different years of teaching experience and homeroom positions. Teachers with less than 1 year of experience or those that are class advisors have the best performance.
3. There is a significant difference in 'setting reward and punishment system strategy' among teachers of different genders and educational backgrounds. Teachers that are female or those that have a Teaching Degree have the best performance.

II. Multiple-choice scale

1. All topics in 'arranging classroom environment strategy', the teachers of different homeroom teacher positions, that choices had significant difference.
2. 2/3 above topics in 'conducting teaching activity strategy', the teachers of different years of teaching experience and homeroom teacher positions, that choices had significant difference.
3. More than half topics in 'Setting reward and punishment system strategy', the teachers of different educational backgrounds and years of teaching experience, that choices had significant difference.
4. All topics in 'approaching communication-interaction strategy', the teachers of different years of teaching experience and homeroom teacher positions, that choices had significant difference.