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Research Paper

Closed Management System: Factors and Its Relationship to Students' Academic Performance: Basis for Classroom Management Program

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Abstract

Education has been a crucial aspect of social and economic development. As a result, countries invest immensely in their education systems for the students that will foster and learn different things. The study aims to explore the factors of a closed management system and how they affect students' academic performance towards effective classroom management at Qingdao Vocational College of Aviation Technology in China.

Using a descriptive research design with a quantitative approach using PLS-SEM, the researcher surveyed 341 respondents using the purposive sampling technique. The findings indicate that well-being significantly affects academic performance. The moderating effect of demographic profiles on factors and academic performance is observed. Notably, there is a research gap regarding the influence of the closed management system on students' academic performance, particularly in China. Existing studies mainly focus on political and cultural variables influencing the educational system rather than specific mechanisms like the closed management system. This study fills the gap by providing a systematic and empirical analysis of the impact of the closed management system on the student's academic performance.

Today, there are limited studies on the impact of the closed management system on students 'academic performance, especially in China. Existing studies concentrate on the political and cultural variables that influence the educational system rather than focusing on a particular mechanism. Thus, this aspect requires a systematic plan to manage the closed management system's impact on the student's academic performance.

Keywords *Academic performance, Closed Management System, Classroom Management Program*

INTRODUCTION

Classroom management aims to give students additional opportunities to discover knowledge with the help of the teachers who arrange the students to maximize the time, space, and materials to facilitate learning. Teacher creates a strategy for managing the class (Nagler, 2015; Dronkers, 2012). In recent years, China has achieved notable advancements in increasing access and enhancing the standard of education in schools. In schools in the eastern part of China, the regular school has advanced into liberal arts universities and higher education institutions. Regardless of these efforts, there is proliferating distress that the closed management system in China is constraining aspiring students with their academic performance (Liu, 2018).

A closed management system is incorporated with a hierarchical structure of regulation in decision-making whereby the room is administered to the person with the most authority. This approach has been utilized in China's educational system and has maintained its effect for several decades. This is also due to the historical tradition of education in China in the era of Mao Zedong's cultural revolution in which the government enounced principles to comply with the law above all and has been passed down from generation to generation. Nonetheless, scholars hypothesized that this approach might unintendedly affect the student's academic performance negatively (Liu,

2018).

The purpose of this study is to assess the factors of the closed-management system, its specific implementations at The Qingdao Vocational College of Aviation Technology during the COVID-19 outbreak, and how these factors worked together to affect the academic performance of its students.

LITERATURE REVIEW

The study aims to investigate the effectiveness of closed class management in higher vocational colleges at home. The following thematic literature will be presented.

Classroom Management

The World Health Organization (2020) noted that the pandemic affected 1.5 billion young people and students. There is a need to postpone classes in mainland China, urging students to apply online as an alternative. Thus, most provinces, regions, and municipalities followed this transition. During this period, students have the option to rent a dormitory inside the school. Finally, schools in China resumed face-to-face classes after the announcement of the end of the country's zero-covid policy (Liang, 2023).

Management of Classes in Higher Vocational Colleges

Classroom management needs students' participation, an important factor in education and teaching (Berger, 2020). Different types of beliefs, as well as between teachers' beliefs and practices, was positively correlated with self-efficacy and constructivist beliefs.

Class Management in Higher Vocational Colleges under the Closed System

Most studies have explored the factors influencing how blended learning is conducted and adopted by students and teachers. Some researchers have designed criteria based on theory and/or influencing factors (Jiang, 2022). Acceptance of class management during a pandemic is a key factor in success.

Class Management in Higher vocational Colleges under the Epidemic Closed system

The service consciousness of "life first" and "people first" and the education concept of students as the main body, treat challenges with dialectical thinking, and pay timely attention to the development needs of students (Zhongqiu, 2021).

Fear of Delay

In order to make effective use of teaching time and improve teaching efficiency, teachers will take timely measures to get the attention of students, improve the participation of students, maintain compactness, and make students aware of the rules of learning activities, including the management measures such as the immediacy of teachers' discourse (Liu, 2020).

Student Engagement

The optimization of students' effective classroom management in higher vocational colleges is of great significance to the improvement of students' learning quality and efficiency. Students in higher vocational colleges have low college entrance examination scores and are in a low state in terms of learning ability, habits and foundation. Students also lack autonomy in classroom teaching, and students' irregular behaviours occur more frequently. (Cui, 2019). All these need to be strengthened through effective classroom management to form an orderly classroom atmosphere to help students learn better and lay a foundation for the sustainable development of education,

which is the relevant content of effective classroom management.

Parental Support

Schools need to coordinate with parents to engage them in deliberative programs of activities in school. This affects their child's performance to be proactive in learning and parents bring harmony to school life and to develop students' well-being (Bones, 2012). Classroom management is a scientific and artistic creative work, which is the prerequisite and guarantee for the smooth progress of classroom teaching activities. Its purpose is to ensure the optimization of the teaching quality of classroom education to promote the development of students. Chen (2018).

Teacher Support

Teachers' classroom management function lies in correctly understanding its meaning, improving teachers' classroom management skills and giving teachers the power of classroom management (Xie, 2012). Training teacher candidates to be culturally responsive in classroom management can be helpful (Ateh, 2023).

Facilitating Conditions

Modern vocational education occupies a relatively large proportion of the educational links and plays an important role in the development of society. At present, the vocational education classroom faces many difficulties; the key problem is how to integrate students into the classroom to stimulate the enthusiasm of students in the classroom due to the pandemic. Virtual reality technology has a good situation that can bring people into the virtual "real world" so that people have a feeling of being in the scene (Huang, 2017).

Well-Being

Dobosz (2023) presented a growing interest and recommended a review of the implications of the student's educational process to improve Chinese students' well-being. This spirit of exploring teaching methods in profitable classroom management once said that vocational school students' learning enthusiasm and concentration time need to be improved in teaching projects. Negative and positive aspects related to teaching and learning influence students' mental health and well-being, and various studies have revealed that the well-being of students is worse compared to non-students, leading to deteriorating mental health (Worsely, 2022).

Academic Performance

Perseverance, as a typical positive psychological trait, can effectively explain students' academic performance differences. A moderating model of the influence of perseverance on academic achievement and learning engagement plays a completely mediating role in the relationship between perseverance and academic achievement, in which enthusiasm plays a significant positive moderating role in the first and second half of the mediating model (Yang, 2023).

Overall, the number one concern of most teachers focuses on classroom management. Essential components must be emphasized during the closed management to develop conducive classroom management, create norms, and manage students' performance that helps promote successful teaching and learning processes (Teach now, 2019).

RESEARCH METHOD

This study used a descriptive design using a quantitative approach using an adopted questionnaire to assess the factors of the closed-management system and its specific

implementations at The Qingdao Vocational College of Aviation Technology during the COVID-19 outbreak. Out of 3,000 students using the Raosoft calculator, the study employed 341 using a purposive sampling technique. The study was conducted in May 2023.

The questionnaire was constructed using a 5-point Likert scale ranging from strongly disagree to strongly agree. A total of 31 items, focused on the fear of delay, engagement, parental support, teacher support, facilitating conditions, stress level, well-being, and academic performance, were adapted from previous studies.

FINDINGS AND DISCUSSION

This chapter answers the research problems of the study, discusses the results and findings, and discusses its implications and attributions. In terms of the demographic profile, most of the respondents are 18–19 years old (62%), male (92%), and freshmen (67%). What urges students to continue pursuing their passion to be better is to attain a quality education (Paguinto, 2022).

Table 1. Assessment on Fear of Delay

Fear of Delay	Mean	Interpretation
1. I'm afraid I can't graduate within the 3 years	2.771	Moderately Agree
2. I'm afraid that I won't be able to finish my college which will cause me to drop out.	2.603	Moderately Agree
Average Mean	2.687	Moderately Agree

The questions with larger standard deviations, "I am afraid I can't finish my college; this will lead to I quit school", indicate that the participants have comparatively significant differences in their evaluations of these questions. Most respondents believed that student involvement characteristics are vital for classroom management. Respondents' levels of agreement and concern regarding college education differ. (Davis, 2012).

Table 2. Assessment on Student Engagement

Student Engagement		
1. I am very focused on my college education	3.559	Agree
2. I think I did my best during my college education	3.074	Moderately Agree
3. I have no plans to drop out of my college course	3.592	Agree
4. Overall I am enjoying my current college course	2.881	Moderately Agree
Average Mean	3.277	Moderately Agree

Most respondents believe that student engagement factors are moderately important for closed management. Respondents' levels of agreement and concern regarding college education differ. Most respondents say they gave their all while in college and did not abandon their ambitions. However, some respondents' degrees of satisfaction with their college courses vary (Coates, 2005).

Table 3. Assessment on Parental Support

Parental Support		
1. My parents provide for my needs in school	3.515	Agree
2. My parents have always supported me emotionally while pursuing my college education in a closed management system.	2.818	Moderately Agree
3. Overall, my parents encouraged me to achieve the highest achievement during my college in a closed management system.	2.917	Moderately Agree
Average Mean	3.0836	**Moderately Agree**

There is some variation in the importance of parent's evaluation, suggesting factors among the respondents, but overall, they consider these factors to be very important for the success of channels. Most respondents feel their parents believe education is important and provides support, but the degree of significance placed on various components of parental influence and support varies (Wong, 2008).

Table 4. Assessment on Teacher Support

Teacher Support		
1. Our lecturers want all students to respect other people's ideas	3.432	Agree
2. Our lecturers are fair to all students	3.229	Moderately Agree
3. Our lecturers encourage students to work together	3.388	Moderately Agree
4. Our lecturers understand the feelings and situations of each student	3.176	Moderately Agree
5. Our lecturers support our every idea and decision	3.174	Moderately Agree
Average Mean	3.28	**Moderately Agree**

Respondents believed that "teachers hope all the students respect the opinions of others". Teacher-suggested elements are significant for the success of enhancing student performance (Bundick, 2020). Furthermore, there is a widespread belief that teachers comprehend their pupils' emotions and situations.

Table 5. Assessment on Facilitating Support

Facilitating Conditions		
1. I have the conditions necessary to pursue a college degree	3.347	Moderately Agree
2. When I have difficulties while pursuing my college degree, I know who to look for	3.317	Moderately Agree
3. The campus has a lot of training and seminars to improve student academic performance	3.099	Moderately Agree
Average Mean	3.254	**Moderately Agree**

Respondents generally believe that they need to pursue a college degree. Barbara (2013) reported in Australia that respondents believe supportive circumstances variables are vital for the effectiveness of closed management. Most respondents believed they need a college degree and know who to turn to for help when they are having academic issues. However, the priority put on the availability of training and workshops to boost academic performance on campus varies. (Ganotice, 2013).

Table 6. Assessment on Stress Level

Stress Level		
1. My duties and responsibilities make me emotionally depressed.	3.601	Agree
2. I felt exhausted throughout my stay in closed management system	3.716	Agree
3. Closed management makes me stressed	3.758	Agree
4. I lost my enthusiasm for learning when I took my studies in a closed management system	3.661	Agree
5. I have thoughts of dropping out during my stay in the college	3.545	Agree
Average Mean	**3.656**	**Agree**

Student respondents highlighted the pressures and felt exhausted in closed management. In closed management, students placed a high value on stress level parameters (Chen, 2023). The importance of many stress-related variables like pressure, tiredness, impact on love for learning, dropout experiences, and the influence of obligations and responsibilities on depression varies (Noble, 2008).

Table 7. Assessment on Well-Being

1. Closed management system made me have wide relations	2.972	Moderately Agree
2. Closed management system allows me to have a lot of new experiences and skills	2.931	Moderately Agree
3. Overall, I feel confident and positive while pursuing my college in a closed management system	2.926	Moderately Agree
4. I enjoy planning what knowledge to learn during my stay at a closed management system	2.788	Moderately Agree
Average Mean	**2.904**	**Moderately Agree**

The close management system lets students gain many new experiences and skills, but there is some variation in the degree of importance. Respondents value well-being criteria in the setting of closed management. While there is some variation in the importance placed on various aspects of well-being, such as gaining new experiences and skills, having a diverse network of contacts, feeling confident and positive, and enjoying learning, respondents see these factors as critical to the success of closed management (Crisp, 2020).

Table 8. Level of Importance on Mean and Standard Deviation for the Factor of Closed Management

	N	Minimum	Maximum	Mean	Std. Deviation	Rank
Stress Level	363	1	5	3.47	0.84	1
Student Engagement	363	1	5	3.45	0.70	2
Teacher Support	363	1	5	3.28	0.91	3
Facilitating Conditions	363	1	5	3.25	0.82	4
Parental Support	363	1	5	3.14	0.85	5
Fear of Delay	363	1	5	2.69	1.07	6
Well-Being	363	1	5	2.52	1.06	7

Legend:
Range of Mean Values	Level of Importance	
1.00 – 1.79	Not Important (NI)	WM – Weighted Mean
1.80 – 2.59	Less Important (LI)	SD – Standard Deviation
2.60 – 3.39	Somehow Important (SI)	VI – Verbal Interpretation
3.40 – 4.19	Important (I)	
4.20 – 5.00	Very Important (V)	

Seven key factors implications are rated in this study as experienced by respondents in

availing of the closed management system. Similarly, these key factors implications should serve as bases for coming up with quality closed management. Overall, respondents assess the different factors accordingly. Fear of Delay (μ=2.904), Facilitating Conditions (μ=3.254), Technical Support (μ=3.28), Parental Support (μ=3,086), Student Engagement (μ=3.277), and Well-being (μ=2.687) is rated as moderately agree while Stress Level (μ=3.656) got to agree. This only shows that the student's Stress Level in closed management is higher than in normal schooling.

Table 9. Assessment on Academic Performance

Academic Performance	Mean	Interpretation
1. I got satisfactory grades for every course during my closed management system studies	2.606	Moderately Agree
2. I got a lot of knowledge for my future while studying in a closed management system	2.584	Moderately Agree
3. My ability to write papers increased during my stay in a closed management system	2.504	Moderately Agree
4. My ability to make presentations increased during my stay in a closed management system	2.521	Moderately Agree
5. I feel that my critical thinking skill have increased while in a closed management system	2.630	Moderately Agree
Average Mean	**2.569**	**Moderately Agree**

Most respondents believed that academic performance factors are essential for the success of closed management and that critical thinking and skills such as public speaking, paper writing, and knowledge acquisition improve in a closed management system. Academic performance factors are essential to responders in closed management (D'Alessio, 2019). While the relevance of many components, such as critical thinking ability, course results, knowledge acquisition, speech skill, and paper writing ability varies, respondents believe these factors are vital for the effectiveness of closed management (Grigorenko, 1997).

Table 10. Factors of Closed Management System on Academic Performance

Hypothesis	B	T Statistics	P Values	Remarks
FD-> AP	0.009	0.169	0.866	Accepted
SE-> AP	0.003	0.057	0.955	Accepted
PS-> AP	0.049	0.734	0.463	Accepted
TS-> AP	0.026	0.324	0.746	Accepted
FC-> AP	0.163	1.959	0.050	Accepted
SL-> AP	-0.068	1.187	0.235	Accepted
WB-> AP	0.790	9.717	0.000	Rejected

* β = Beta Coefficient
* level of significance is ≤0.05

The researcher accepts the hypothesis on the six factors of a closed management system, revealing that it has no significant effect on academic performance. On the other hand, the Well-being factor has T = 9.717 and a p-value of 0. It shows that it has a 79% effect on academic performance. For that reason, the researcher rejects the null hypothesis and accepts that well-being has a significant effect on academic performance.

Table 11. Moderating Role of Demographic Profile on Closed Management System and Academic Performance

Hypothesis	β	T Statistics	P Values	Remarks
Gender x FD-> AP	0.039	0.429	0.668	Accepted
Gender x SE-> AP	0.142	1.313	0.189	Accepted
Gender x PS-> AP	0.141	1.242	0.214	Accepted
Gender x TS-> AP	0.072	0.534	0.593	Accepted
Gender x FC-> AP	-0.314	2.175	0.03	Rejected
Gender x SL-> AP	-0.179	1.533	0.125	Accepted
Gender x WB-> AP	-0.257	1.732	0.083	Accepted
Age x FD-> AP	0.015	0.385	0.7	Accepted
Age x SE-> AP	0.053	1.263	0.207	Accepted
Age x PS-> AP	-0.015	0.325	0.745	Accepted
Age x TS-> AP	0.012	0.204	0.838	Accepted
Age x FC-> AP	0.043	0.652	0.514	Accepted
Age x SL-> AP	-0.025	0.499	0.618	Accepted
Age x WB-> AP	-0.127	2.254	0.024	Rejected
Year Level x FD-> AP	0.041	0.985	0.325	Accepted
Year Level x SE-> AP	-0.01	0.202	0.84	Accepted
Year Level x PS-> AP	-0.033	0.689	0.491	Accepted
Year Level x TS-> AP	0.023	0.361	0.718	Accepted
Year Level x FC-> AP	-0.129	2.012	0.044	Accepted
Year Level x SL-> AP	-0.031	0.548	0.583	Accepted
Year Level x WB-> AP	0.03	0.581	0.561	Accepted
School x FD-> AP	-0.033	0.81	0.418	Accepted
School x SE-> AP	-0.02	0.416	0.677	Accepted
School x PS-> AP	-0.068	1.211	0.226	Accepted
School x TS-> AP	-0.021	0.34	0.734	Accepted
School x FC-> AP	-0.093	1.412	0.158	Accepted
School x SL-> AP	-0.009	0.19	0.849	Accepted
School x WB-> AP	0.165	2.489	0.013	Rejected

As depicted above, the direct effect of FD, SE, PS, TS, FC, and SL became insignificant, while WB became significant. With the involvement of Gender, the moderation effect was also found to be insignificant. The p-value and t-value indicate how significant the hypothesis is. The p-value must be less than 0.05 (Zhao et al., 2010), and the t-value must be greater than 1.96 (Preacher & Hayes, 2004). Therefore, the researcher accepts the hypothesis that Sex has no significant effect on academic performance and all the factors of a closed management system except for facilities conditions (β = -0.314, T = 2.715, p-value = 0.030). Same with age and involvement of school was found to be insignificant.

Table 12. Hypothesis Summary

Hypothesis	Relationship	Result
H1	There is a significant positive relationship between fear of delay and academic performance	Not Supported
H2	There is a significant positive relationship between Student engagement and academic performance	Not Supported
H3	There is a significant positive relationship between parental support and academic performance	Not Supported
H4	There is a significant positive relationship between teacher support and academic performance	Not Supported
H5	There is a significant positive relationship between facilitating conditions and academic performance	Supported
H6	There is a significant positive relationship between stress level and academic performance	Not Supported
H7	There is a significant positive relationship between well-being and academic performance	Supported

According to the principal findings, only facilitating conditions and well-being factors

have considerable direct effects on academic performance. Academic performance can be improved by enhancing facilitating conditions and promoting well-being. Fear of delay, student engagement, parental support, teacher support, and stress level have no direct effect on academic performance.

CONCLUSIONS

According to the findings of the study, factors such as the fear of being delayed, student participation, family support, and instructor support do not have a substantial direct effect on academic performance. These findings are dependable and statistically significant, ruling out the idea that they are the product of random error or chance. As a result, one can draw the conclusion that these elements do not have a link that is causally relevant to academic success.

However, the findings highlight how important the conditions that are conducive to learning are in shaping academic achievements. It has been discovered that enabling conditions have a considerable favourable effect on academic performance. This finding suggests that improving the learning environment and providing students with the appropriate resources might lead to an increase in the educational achievements of those pupils.

More so, considering the student's emotional health and overall well-being should be a top priority in educational settings because of the large direct effect that factors related to students' well-being have on their academic achievement. In addition to other aspects of well-being, providing emotional support and resources related to mental health can play a role in improving academic achievements. Because of the complex relationship that exists between student's well-being and their academic performance, educational institutions should place a high priority on programs that aim to improve students' mental health.

Schools and other educational institutions can design comprehensive strategies to improve student's educational experiences and optimize their academic performance if they first acknowledge the limited impact that factors such as fear of delay, student engagement, parental support, and teacher support have on academic performance and then place emphasis on the importance of factors such as the conditions that facilitate learning and students' well-being.

Schools can create a learning environment that prioritizes students' emotional and academic performance; thus, the following programs are recommended for sustainable classroom management programs:

- Mentoring and Coaching Programs. Strengthen this program to support the students.
- Positive Reinforcement and Rewards. Implement a recognition and rewards system for students who demonstrate active participation to foster an engaging class learning environment.
- Collaboration and Peer Learning Activities. Sustain projects that align with the purpose and promote management in the classroom.
- Well-Being Programs: This program will incorporate mental health activities and discussions.
- Continuous Improvement and Evaluation: Assessment of the effectiveness of classroom management programs on a regular basis will help the existing program.

LIMITATION & FURTHER RESEARCH

This study is limited to the hierarchical classroom management structure at Qingdao Vocational College of Aviation Technology in China during the pandemic. The study covered seven factors affecting students' academic performance. Thus, future research studies can compare factors during the post-pandemic period to fully explore their contribution to different programs for sustainable classroom management.

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