

Guideline to Class Self-management in Secondary Vocational Schools: Sifang Secondary Technical School in Shanxi Province

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Abstract: The purposes of this research are: 1) To study the current situation and predicament of class self-management in Shanxi Sifang secondary vocational and Technical School. 2) Guide improvement strategies for class self-management in Shanxi Sifang secondary vocational and Technical School. The sample size was determined by the Yamane formula, using stratified sampling. The study participants were 79 teachers and 353 students of Shanxi Sifang Secondary Vocational and Technical School. The research tool was a questionnaire that had a reliability of 0.88. The statistics used for data analysis are percentages, averages, and standard deviations. the results are 1) the current situation and predicament of class self-management in Shanxi Sifang secondary vocational and Technical School. 1.1) The class has not built a reasonable class self-management evaluation system, and the students have no autonomy 1.2) The teacher management method is not scientific and lacks an effective incentive mechanism for class independent management. 1.3) Students did not develop good learning habits, and the class has not formed a good class independent management culture. 1.4) Teachers are less satisfied with their salaries 1.5) The class cadres have insufficient management ability, the teacher lacks confidence in the class cadres, and the class lacks a cultural atmosphere of independent management. 2) The improvement strategies given in this study are as follows: 2.1) Construct a rational class-level self-management evaluation system, thereby enhancing the purpose of student participation in current class management 2.2) Establish teachers' democratic consciousness, overcome self-centered consciousness, and clearly serve students. 2.3) Carry out reading, English melodrama, scientific and technological innovation, sports and other activities to improve students' quality and promote their all-round and balanced development. 2.4) Improve teachers' salary, so as to improve teachers' career satisfaction. 2.5) The construction of class-level self-master management culture, so as to facilitate the teacher's class self-management.

Keywords: Class Self-management, Secondary Vocational Schools, Secondary Technical Schools

1. Introduction

With the renewal and in-depth development of the concept of modern education management. More and more schools carry out class independent management. At present, the state strongly supports vocational education. Students in secondary vocational schools must not only have certain vocational skills but also must have good professional qualities. Vocational schools should aim at cultivating students' comprehensive vocational abilities. The teacher of a vocational school should strengthen the cultivation of students' autonomy in the course of class management. Take students as protagonists, give play to their subjective initiative, and cultivate their individual development at the same time. To cultivate practical talents with both professional skills and managerial abilities.

Class self-management in secondary vocational schools is an important subject in the reform of secondary vocational education. Through class autonomous management, it can cultivate students' autonomous ability, improve class cohesion and interaction among members, and play a positive role in promoting better adaptation to society and improving employment competitiveness.

Through China National Knowledge Network, the relevant literature on "class independent management in secondary vocational schools" is combed and analyzed. It can be seen that domestic scholars pay more and more attention to research in this field, and some achievements have been made. Class self-management is an issue that attaches equal importance to both theory and practice. At present, the main body of literature is qualitative research, and the lack of quantitative research. There is a lack of practice in putting forward the countermeasures of class self-management. This paper investigates the professional development of young teachers in local colleges and universities with the research object of "class teachers in secondary vocational schools" and the methods of literature research and questionnaire survey. Through the collation of the questionnaire data, using the percentage, mean, and standard deviation statistical analysis, understand the actual situation of class independent management in secondary vocational schools, expounds the problems existing in-

class independent management in secondary vocational schools, and then put forward the countermeasures of class independent management in secondary vocational schools.

Theoretically, this paper can further enrich the domestic and foreign research results on class-independent management by sorting out and analyzing the research status and theoretical basis of class-independent management. In practice, based on the actual situation of Shanxi Sifang secondary vocational and Technical School, this paper puts forward countermeasures to strengthen class independent management of Shanxi Sifang secondary vocational and Technical School, improve the effect of class independent management, promote the professional development of homeroom teachers, and provide a reference for similar secondary vocational schools to carry out class independent management.

2. Literature Review

2.1 The current class management of students' participation

Dewey, an educator in the 20th century, is the representative of progressivism education theory. His concept of child management clearly places children in an important position, providing them with universal and effective activities in a democratic way and method, enabling them to actively grow and develop.

Chen Song'en introduced in his book "Building a Student Autonomous Management Class Model" the establishment and improvement of a networked and dynamic student management team, leveraging the core strength of the class committee, and cultivating students' ability to manage independently.

Wei Shusheng's class management model is guided by democracy and science, with students as the center. Through democratic and scientific management methods and processes, theoretical and practical breakthroughs and successes have been achieved in the class management process.

To sum up, allowing students to participate in class management and become the master of the class can promote students' self-restraint and make the healthy and orderly development of the class collective.

2.2 The degree of democracy in class management

Sukhomlinsky once said, "True education is the self-education of students." In class management, the homeroom teacher should do a good job of guidance, guidance, and regulation, give students more autonomy, fully awaken their sense of subjectivity, responsibility, and honor towards the class, fully express their wishes, fully tap their potential, and make them truly the masters of class management.

Wei Shusheng said, "Democracy is like a bridge built between teachers and students. The higher the level of democracy, the stronger and wider the bridge connecting the soul." In class management, the relationship between teachers and students should be democratic and equal.

To sum up, the democratic election of class cadres, democratic formulation of class rules, democratic evaluation of students, and teacher's democratic management of the class, will form a good class atmosphere, and promote the continuous improvement of the class.

2.3 The main points of class management

Since ancient times, many educational thinkers in China have highly respected the main role of humans in the development of education in class management. The emphasis on students' subject status and independent development can be seen in Confucius' "not to be angry, not to express oneself," Mencius' "Tao but not to be pulled, strong but not to be restrained, and open but to be enlightened", and Laozi's "governing without action and teaching without words". Zhu Xi's educational ideology of "erudition, questioning, careful thinking, discernment, and practice" is a comprehensive explanation of the role of students as the subject.

In modern times, after serving as the president of Peking University, Cai Yuanpei advocated for the autonomous management of students. In terms of managing students, he proposed the "six self" education, namely self-esteem, self-learning, autonomy, self-examination, self-help, and automatic education.

Tao Xingzhi, a renowned educator, also attaches great importance to cultivating students' subjectivity. He raised the issue of student autonomy and demanded that students be able to "self-study". He emphasized that intellectual education emphasizes self-study, physical education emphasizes self-improvement, and moral education emphasizes autonomy.

To sum up, the requirements of the comprehensive development of class independent management, paying close attention to study, discipline, and health at the same time, and carrying out various activities to promote the all-round development of students.

2.4 The teacher's self-improvement

Hoyie, E, believes that teacher self-improvement is a process that runs through each stage of a teaching career with certain characteristics. This' process theory 'highlights the dynamic changes in knowledge structure

and other aspects of teacher professional development, but ignores the pathways and reasons for teacher professional development and cannot comprehensively reflect the entire process of teacher development.

Gabriel believes that teachers spontaneously learn how to better adjust teaching methods to meet the continuous learning process of students' learning needs. Professional development is not a one-time process, but a process of self disclosure, self-reflection, and continuous-evolution.

2.5 The teacher's implementation of class self-management

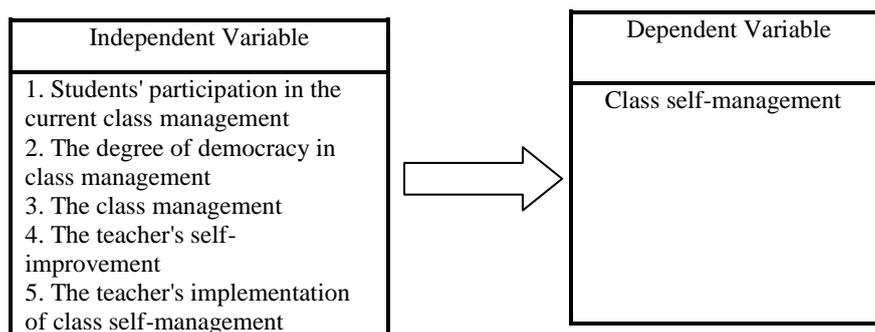
Marx said: "Man creates the environment, and the environment also creates man." Class is the home field of students' school life, creating a healthy, harmonious, and elegant class environment has a subtle influence and appeal to students.

A core concept in the theory of Total Quality Management (TQM) is all staff participation. Researchers represented by Gu Jixiang believe that the organizational system of class management is an open and complex system. Class management means that all internal members (students, homeroom teachers, and class subject teachers) and external members (other teachers, parents, etc.) in the system take action to improve the efficiency of class management.

To sum up, "environment creates people", class culture is a class of ideological values, class style of learning, and the internal performance of the code of conduct, which is the soul of a class. The construction of excellent class culture can not only create a good learning atmosphere for students' all-round development and quality education but also guide students to strive for a positive and energetic excellent class brand and stimulate students' potential.

3. Research Methodology

3.1 Research Design



3.2 Population and Sample

Population

Shanxi Sifang Secondary Vocational and Technical School has a total of 98 teachers, and 3000 registered students.

The Sample Group

The Yamane formula was used to determine the sample size and a stratified sampling technique was used. The teacher sample size by the Yamane formula is $98 / (1 + 98(0.05^2)) \approx 79$.

The teacher's sample group working as teachers in Sifang Secondary Vocational and Technical School in Shanxi Province (45 teachers currently working as teachers and 34 teachers who have undertaken the work before)

The student sample size by the Yamane formula is $3000 / (1 + 3000(0.05^2)) \approx 353$.

The student sample group is in first and second grade.

3.3 Data Collect

79 teacher questionnaires and 353 student questionnaires were distributed and collected through "Questionnaire Star".

3.4 Research Instruments

Questionnaire

The questionnaire consists of two parts: the teacher's questionnaire and the student's questionnaire. The contents of each questionnaire are mainly divided into two parts: the foreword and the main body. The foreword includes the basic information of the respondents, while the main part mainly focuses on the transformation of

class management mode and teachers' and students' understanding and operation of class self-management. Students questionnaire mainly from the current class management of students' participation, the degree of democracy in class management, the main points of class management three big dimensions design questions, teacher questionnaire mainly from the teacher's self-improvement, teacher's job burnout, teacher implementation of class self-management constraints of three big dimensions design questions.

The questionnaire will be handed to three experts to test its correctness and effectiveness by IOC Method to collect the topic with a value between 0.67-1.00

3.5 Data analysis and statistics

The information obtained from 79 teachers and 353 students was analyzed through the computer data processing software analysis, to provide a data basis for the countermeasures of Shanxi Sifang secondary vocational-technical schools.:

Use percentages for the status of the survey object, the working years of the teacher, the grade of the student, and gender.

Then the main points of class management three large dimensions analyze the present situation of class self-management in Shanxi Sifang secondary vocational and Technical School is analyzed from the following aspects:1) Teachers' understanding of class self-management: from the self-improvement of the class teacher, the job burnout of the class teacher, the constraints of the implementation of class self-management

Three large dimensions analysis of students' understanding of class independent management: from the current class management students' participation in class management, the degree of democracy in class management.

The mean is used to interpret as follows:

- 4.50-5.00 means Strongly Agree
- 3.50-4.49 means Agree with
- 2.50-3.49 means General
- 1.50-2.49 means Disagree
- 1.00-1.49 means Strongly disagree

4. Result Analysis

1. Presentation of data analysis

Table 4.1 Distribution of individual samples of surveyed students (N = 353)

Project	Classify	Frequency	Percentage (%)
Gender	Male	175	49.5
	female	178	50.4
Grade	Grade1	176	49.9
	Grade2	177	50.1
Class leader	Yes	138	39.1
	No	215	60.9

Table 4.2 Distribution of individual samples of surveyed teachers (N=79)

Project	Classify	Frequency	Percentage (%)
age	Under 30 years old	14	18
	30-40 years old	50	63
	Over 40 years old	15	19
Marital Status	Married	29	37
	Unmarried	46	58
	other	4	5
Your years of service	Less than three years	15	19
	Three to five years	24	30
	More than five years	40	51

Table 4.3 Statistical table of the current class management of students' participation

The current class management of students' participation	M	S.D.	Remark
Carry out psychology group counseling activities to cultivate students' consciousness of taking the initiative to participate in class	4.7	0.157	Strongly agree

management			
Establish a reward and punishment system to encourage students to actively participate in class management	4.2	0.586	Strongly agree
Set up a class cadre team	4.5	0.254	Strongly agree
Structuring a rational class - level self-managing appraisal system	3.7	0.587	Agree with

As shown in Table 4.3 descriptive analysis was carried out on the current class management of students' participation, and the mean, standard deviation, minimum and maximum values were calculated respectively. It was found that the highest is carry out psychology group counseling activities to cultivate students' consciousness of taking the initiative to participate in class management (M=4.7), followed by (M=4.5-4.2), and the lowest was structuring a rational class - level self-managing appraisal system (M=3.7).

Table 4.4 Statistical table of the degree of democracy in class management

the degree of democracy in class management	M	S.D.	Remark
Teacher's class management model	2.8	0.133	Neutral
Students elect class leaders independently, and the term of office is rotated	4.5	0.363	Strongly Agree
Students participate in the discussion of collective affairs and express their opinions	3.5	0.554	Agree with

As shown in Table 4.4, descriptive analysis was carried out on the degree of democracy in class management, and the mean, standard deviation, minimum and maximum values were calculated respectively. It was found that the highest is students elect class leaders independently, and the term of office is rotated (M=4.5), followed by students participate in the discussion of collective affairs and express their opinions (M=3.5) and the lowest was teacher's class management model (M=2.8).

Table 4.5 Statistical table of the main points of class management

The main points of class management	M	S. D.	Remark
Hygienic aspect	4.2	0.151	Agree with
Learning aspect	4.7	0.455	Strongly Agree
discipline	3.8	0.478	Agree with
Carry out various activities	3.0	0.445	Neutral

As shown in Table 4.5, descriptive analysis was carried out on the main points of class management, and the mean, standard deviation, minimum and maximum values were calculated respectively. It was found that the highest is learning aspect (M=4.7), followed by hygienic aspect and discipline (M=4.2-3.8) and the lowest was carry out various activities (M=3.0).

Table 4.6 Statistical table of the teacher's self-improvement

The teacher's self-improvement	M	S.D.	Remark
The school conducts training in teacher expertise, educational psychology, and class management knowledge	4.2	0.282	Agree with
The school supports teachers to upgrade their academic qualifications	3.5	0.563	Agree with
Teacher salary satisfaction	2.4	0.368	Disagree
The understanding and support of the community for the work of teachers	3.6	0.416	Agree with

As shown in Table 4.6, descriptive analysis was carried out on the teacher's selfimprovement, and the mean, standard deviation, minimum and maximum values were calculated respectively. It was found that the highest is the school conducts training in teacher expertise, educational psychology, and class management knowledge (M=4.2), followed by (M=3.6-3.5) and the lowest was teacher salary satisfaction (M=2.4).

Table 4.7 Statistical table of the teacher's implementation of class self-management

The teacher's implementation of class self-management	M	S.D.	Remark
Parents support teachers in class management	4.2	0.182	Agree with
The scientificity of teachers' class management methods	4.0	0.565	Agree with
Students are strict with themselves	2.7	0.475	Neutral
The self-management culture atmosphere of the class	2.3	0.465	disagree

As shown in Table 4.7, descriptive analysis was carried out on the teacher's implementation of class Self-management, and the mean, standard deviation, minimum and maximum values were calculated respectively. It was found that the highest is parents support teachers in class management (M = 4.2), followed by the scientificity of teachers' class management methods (M = 4.0), the neutral is students are strict with themselves (M = 2.7) and the lowest was the self-management culture atmosphere of the class (M = 2.3).

Table 4.8 Reliability statistics of the class self-management scale

Cronbach's Alpha	Number of items
0.88	19

By analyzing Tables 4.3, 4.4, 4.5, 4.6, and 4.7, the problems and related reasons for class self-management in secondary vocational schools were found, and the guiding ideology for promoting the development of class self-management in secondary vocational schools was proposed.

Table 4.9 Analysis results of the Guide to class self-management in secondary vocational schools

Result	Promotion Guide
Results from Table 4.3, Construct a rational class-level self-management evaluation system, thereby enhancing the purpose of student participation in current class management	Liu Bin said: "The key to the implementation of democratic education is to reform the educational evaluation system and personnel system." The implementation of democratic class management should develop a scientific evaluation system. 1. Determine the class-level independent management evaluation index system for the actual situation of the school, and perfect the incentive machine system after the evaluation. 2. On the basis of the school evaluation index body, it is necessary to integrate the actual situation of class students, and further improve and refine the class self-management evaluation index.
Results from Table 4.4, The democratic level of class management of teachers with more than five years of service is low, and the democratic level of class management of teachers with more than five years of service should be improved	Wei Shusheng said, "Democracy is like a bridge between teachers and students. The higher the degree of democracy, the stronger and wider the bridge linking hearts and minds." In class management, the relationship between teachers and students should be democratic and equal. Teachers who have served for more than five years have formed a certain prestige in the long-term class management work and have a high degree of authoritarianism, so it is necessary to provide the democratic degree of class management for these teachers. 1. Establish teachers' democratic consciousness, overcome self-centered consciousness, and clearly serve students. 2. Carry out teacher class management exchange meeting to exchange education experience and promote teachers' growth. 3. The university shall strengthen the construction of the staff union and enhance the level of democratic management
Results from Table 4.5, Teachers should carry out more activities to help students develop better living habits and better understand knowledge through activities.	Marx believes that the all-round development of human beings is the ideal goal of human struggle. The comprehensive development of students mainly refers to the coordinated development of various basic qualities, personality, ability and knowledge on the basis of sound personality. School education is the main channel for students' all-round development. 1. Carry out reading, English melodrama, scientific and technological innovation, sports and other activities to improve students' quality and promote their all-round and balanced development. 2. Cultivate teachers' innovation ability. 3. Carry out moral education activities
Results from Table 4.6, Improve teachers' salary, so as to improve teachers' career satisfaction, improve teachers' self-improvement satisfaction	Dong Feng (2012): In view of the current situation that teachers are not satisfied with their work income, effectively improving the income and welfare treatment of teachers is the key factor to improve the professional satisfaction of teachers and retain talents. 1. The government increases the investment in Secondary vocational school In schools, teachers' salary mechanism should be improved and a scientific, reasonable, fair and just incentive mechanism should be constructed. 3. Explore and establish a scientific and standardized distribution mechanism to safeguard teachers' interests and improve teachers' income level.

Results from Table 4.7, The construction of class-level self-master management culture, so as to facilitate the teacher's class self-management	<ol style="list-style-type: none"> 1. Teachers should involve all students in the process of class level material and cultural construction. 2. In the context of the class-level system, the class master shall be based on the school rules and regulations that correspond to the actual conditions of the class. 3. In the aspect of class-level activity and cultural construction, the class owner should not only guide the students to participate in the various activities of the school, but also organize rich and colorful class-level activities.
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5. Conclusion

Discussion

This paper adopts quantitative research methods, based on a questionnaire survey, and analyzes the main problems and possible causes of class self-management in Shanxi Sifang secondary vocational and technical school. On this basis, the new requirements of class management in secondary vocational schools are considered comprehensively. Based on the effective measures of class self-management in secondary vocational schools, this paper provides a reference for class self-management in Shanxi Sifang secondary vocational and technical schools. The main research conclusions are as follows:

1. The current status of class self-management at Sifang Secondary Vocational and Technical School of Shanxi Province is generally at a good level.
2. Shanxi Sifang secondary vocational and Technical School class self-management development guide

5.1 In terms of the current class management of students' participation:

Construct a rational class-level self-management evaluation system, thereby enhancing the purpose of student participation in current class management

Liu Bin said: "The key to the implementation of democratic education is to reform the educational evaluation system and personnel system." The implementation of democratic class management should develop a scientific evaluation system.

1. Determine the class level independent management evaluation index system for the actual situation of the school, and perfect the incentive machine system after the evaluation.
2. On the basis of the school evaluation index body, it is necessary to integrate the actual situation of class students, and further improve and refine the class self-management evaluation index.

5.2 In terms of the degree of democracy in class management:

The democratic level of class management of teachers with more than five years of service is low, and the democratic level of class management of teachers with more than five years of service should be improved

Wei Shusheng said, "Democracy is like a bridge between teachers and students. The higher the degree of democracy, the stronger and wider the bridge linking hearts and minds." In class management, the relationship between teachers and students should be democratic and equal. Teachers who have served for more than five years have formed a certain prestige in the long-term class management work and have a high degree of authoritarianism, so it is necessary to provide the democratic degree of class management for these teachers.

1. Establish teachers' democratic consciousness, overcome self-centered consciousness, and clearly serve students.
2. Carry out teacher class management exchange meeting to exchange education experience and promote teachers' growth.
3. The university shall strengthen the construction of the staff union and enhance the level of democratic management

5.3. In terms of the main points of class management:

Teachers should carry out more activities to help students develop better living habits and better understand knowledge through activities.

Marx believes that the all-round development of human beings is the ideal goal of human struggle. The comprehensive development of students mainly refers to the coordinated development of various basic qualities, personality, ability and knowledge on the basis of sound personality. School education is the main channel for students' all-round development.

1. Carry out reading, English melodrama, scientific and technological innovation, sports and other activities to improve students' quality and promote their all-round and balanced development.
2. Cultivate teachers' innovation ability.
3. Carry out moral education activities

5.4 In terms of the teacher's self-improvement:

Improve teachers' salary, so as to improve teachers' career satisfaction, improve teachers' self-improvement satisfaction

Dong Feng (2012): In view of the current situation that teachers are not satisfied with their work income, effectively improving the income and welfare treatment of teachers is the key factor to improve the professional satisfaction of teachers and retain talents.

1. The government increases the investment in Secondary vocational school
In schools, teachers' salary mechanism should be improved and a scientific, reasonable, fair and just incentive mechanism should be constructed.

2. Explore and establish a scientific and standardized distribution mechanism to safeguard teachers' interests and improve teachers' income level.

5.5 In terms of the teacher's implementation of class self-management:

The construction of class-level self-master management culture, so as to facilitate the teacher's class self-management

1. Teachers should involve all students in the process of class level material and cultural construction.
2. In the context of the class-level system, the class master shall be based on the school rules and regulations that correspond to the actual conditions of the class.
3. In the aspect of class-level activity and cultural construction, the class owner should not only guide the students to participate in the various activities of the school, but also organize rich and colorful class-level activities.

Recommended

1. Application suggestions

Self-management of classes is the need of the development of education science, and it is an effective management method of classes. Growth and development is the nature of students' life. Carrying out class self-management in secondary vocational schools is conducive to cultivating students' self-management ability, learning ability and communicative ability, and improving students' comprehensive quality. The implementation of class independent management needs to pay attention to principles and strategies, combined with the actual situation in the process of practice and continuous improvement, and finally ensure that students' independent management towards the direction of a virtuous cycle, so that students consciously carry out independent management. Class self-management needs the close cooperation of all parties, from the system to the actual implementation

It involves all aspects. Due to the limitation of the length of postgraduate study, the guidelines for the development of class self-management can also be further explored in conjunction with the teacher development plan.

6. Suggestions for further research

- 6.1 Expand the scope of research in local colleges and universities.
- 6.2 In the longitudinal study, we can obtain the change in the self-management of teachers in different periods, reveal the change rule of self-management of teachers, and make the research results more valuable.

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