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Research Paper

Closed Management System Relationship on Student Performance: Basis for Sustainable Classroom Management Programs

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Abstract

Learning styles vary for effective classroom management depending on the appropriate contexts, activities, proper structure, and student empowerment. In China, leadership in schools and universities manifested the closed management requirement during the pandemic, which affected students' academic performance. This policy causes various effects due to the volume of tasks, mixed feelings, and unstable social interaction. The purpose of the study is to explore the factors of a closed management system and how they affect students' academic performance toward effective learning and teaching. This study employed a descriptive research design with a quantitative approach using partial least squares structural equation modeling (PLS-SEM). There are 341 students' participants chosen purposefully at Qingdao Vocational College of Aviation Technology. Using a 5-point Likert scale ranging from strongly agree to strongly disagree, the results show that well-being significantly affects students' performance. Factors such as fear of being delayed, student participation, family support, and instructor support do not have a substantial direct effect on academic performance. It can be improved by enhancing and facilitating learners' environmental conditions and promoting well-being. Today, there are limited studies on the impact of the closed management system on students 'academic performance. Existing studies concentrate on the political and cultural variables that influence the educational system rather than focusing on a particular mechanism. This aspect requires a systematic plan to create a learning environment that prioritizes students' emotional and academic performance; thus, recommending programs for sustainable classroom management is encouraged.

Keywords: *Academic performance; closed management system; students' performance; sustainable classroom management*

INTRODUCTION

Education has been a crucial aspect in social and economic development. As a result, countries invest immensely in their education systems for the students that will foster and learn different things and continuous improvement to expand in various educational factors (Farkhani, 2022). Thus, it is plausible to anticipate that the majority of the educators in the school systems would be willingly help the students achieve their potentially talented and high-achieving students (Persson, 2010) by providing them a student-friendly environment. In enhancing education, classroom management consists of activities such as creating and maintaining order, regulating disruptive behavior, addressing the emotional and cognitive needs` of the students, and overseeing group interactions that can prevent undesirable behavior of students (Bozkus, 2021).

In 2020, the pandemic has brought difficulties to all educational institutions and has affected 1.5 billion students. The Chinese Ministry of Education offers online delivery as an alternative mode of learning. Some challenges in academic experiences manifested in China's close management system have create anxiety among school stakeholders (Zhang, 2022) and has achieved notable advancements in increasing access and enhancing the standard of education in

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schools. The transition to online and shifting to distance delivery of teaching-supported education. Most of the provinces in China followed the transition to closed classroom management, and students also had the option to rent a dormitory inside the school, which added to the challenges experienced by students. It ended after the announcement at the end of the zero-covid policy (Liang, 2023).

A closed management system is incorporated with a hierarchical structure of regulation in decision- making whereby the room is administered by the person with the most authority. This approach has been utilized in China's educational system and has maintained its effectiveness This is also due to the historical tradition of education 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 generation by generation. This approach might unintendedly affect the students' academic performance, which is important in assessing student's performance (Husaini, 2023). During lockdown, closed management causes life constraints on students; summer vacation time is shortened; various kinds of examinations are postponed; students are using the Internet to attend classes; and the difficulty of employment is increased. In addition, it has caused great losses to the economy because students do not go out of school.

To manage the class, the teacher creates a teaching strategy. It is their most important task to check the impact of the class performance on the students based on the curriculum and assessment (Marzano, 2003). It also helps enhance the quality of education, especially with growing economic globalization (Dronkers, 2012). Thus, this study aims to assess the factors of the closed-management system, its specific implementations at Qingdao Vocational College of Aviation Technology, and how these factors affect the academic performance of its students as the basis for sustainable classroom management.

LITERATURE REVIEW

One of the most important skills to be considered by teachers is classroom management. It identifies the effective course materials to use, class rules and policies, and how to set the lessons well (Bozkus, 2021). Interventions are needed such as teacher focus behavior of students, social-emotional and student-teacher relationship interventions that impact he learning process in the classroom (Gillete, 2022).

Classroom Management

Lopez (2017) mentioned that there is a certain gap between the theory and practice of classroom management which aims to focus on classroom instruction. Some of the factors that affect classroom management comprise the system, teachers, and students (Albayrak, 2021). It requires students' participation, which is an important factor in education and teaching (Berger, 2020). Its purpose is to ensure the optimization of the teaching quality of classroom education and to promote the development of students. Basically, its purpose is to give students additional opportunities to discover knowledge with the help of the teachers that arrange the students, maximize the time, space, and materials to facilitate learning. The teacher creates a strategy in managing the class (Nagler, 2015), it is their utmost important jobs that they have, and research revealed that the action of the teacher doubled the impact of the academic performance of the students in the curriculum, assessment, involvement in the community, and cooperation with the staff (Marzano, 2003). Classroom management will help enhance the quality of education, especially with the growing economic globalization.

Class Management in Higher Vocational Colleges under the Closed System

Vocational education in China is driven by policy (Zhou, 2023) and its main objective is to cultivate highly competent talents to meet the needs of the industry; thereby, practice and

demonstrate the skills in the classroom (Wu et al., 2012). It demonstrated "life first" and "people first" and the education concept of students as the main body, treating challenges with dialectical thinking, and paying timely attention to the development needs of students. During the pandemic, learning is continuous, but classes are adjusted. As mentioned by Zhang (2020), there are some challenges, such as weaknesses in the online teaching pedagogies, unequal learning outcomes by various unexperienced teachers and students in online classes, complex procedures and surroundings at home, and information dissemination. The technical applications of online programs are optimized and mobilize the enthusiasm of both the teachers and students for effective education (Zhou, 2022).

Fear of Delay

According to Dubayova (2010), fear must be considered because it is an important factor to prioritize. During the pandemic, there were major concerns about how teachers and students would cope and not delay the teaching and learning process. This includes personal challenges, economics to support the gadgets needed in online classes, family matters, psychological issues, community restrictions, institutional policies, and technology matters such as technophobia (Hossain, 2021). To make effective use of teaching time and improve teaching efficiency, teachers will take timely measures to get the attention of students, improve their participation, maintain the compactness, and make students aware of the rules of learning activities, including the reality of self-learning (Liu, 2019).

Student Engagement

When the pandemic hit the entire globe, engagement of students became more less active, they became passive, felt less sense of social belonging, and disengaged to learn more (Toth, 2021). To face these challenges, the main solutions are to build the data platform, improve the management system, strengthen ideological propaganda and education, strengthen students' psychological counseling, strengthen information control, strengthen the cooperation between schools and enterprises, and actively cope with the challenges of university student management under COVID-19 prevention and control. Innovative pedagogy in teaching is better to increase students' engagement and enthusiasm in learning (Solekhah, 2023). Additionally, e-learning films help improve teaching effectiveness and student engagement (Bueza, 2023).

Parental Support

According to Lu (2023), students benefit much from parental support because their productivity at work impacted their wellbeing throughout the epidemic. Students were less involved in extracurricular activities and more engaged in online activities. Some students desperately needed parenting because they were under stress. School's representatives need to coordinate with parents to engage them in a deliberative program 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. Chen (2018) identified that 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 and to promote the development of students.

Teacher Support

The role of classroom management for teachers is to accurately interpret the procedures, develop their classroom management abilities, and grant them authority over the teaching and learning environment. Supporting instructors is essential to the success of online education, even when they were not provided with financing during the pandemic (Kalman, 2022). Moreover, professional development is crucial to teaching in order to stay up to date on the newest

pedagogies, problem solving techniques, colleague collaboration, and ongoing learning to ensure that teachers enjoy teaching.

Facilitating Conditions

As mentioned by Cabellos (2024), the positive attitude of the teachers towards the facilitating conditions of the school affected the ICT in the classroom. During the pandemic, a conducive environment for learning was created that helped both the teachers and students to effectively implement learning and promote academic success and well-being. Facilitating conditions refer to the degree to which an individual supports the application of modern technology. It is somehow related to the available resources to stimulate the enthusiasm of students in the classroom due to the pandemic. The challenges might include but not limited to late assistance, incomplete advice or information, limited resources, and even lack of assistance, which will cause challenges in learning (Ambarwati, 2020). Facilitating condition, as term signifies various strategies and measures ensuring learning objectives shall be met. These might include training and professional development, equitable access to resources, communication, and safety protocols.

Stress Level

Around the world, parents, instructors, and students faced several challenges during the 2020–2021 school year. Teachers confront more difficult tasks because of the growing demand and competition (Robinson et al., 2023). Stressors that go beyond academic pressures, emotional strain, and frustrations affect instructors and pupils equally when they lack the support of their families and the school administration.

Well-Being

Dobosz (2023) presented that there is a growing interest and that a review of the implications of the student's educational process is recommended to improve the Chinese students' well-being. The profit-making classroom management of exploring spirit in the classroom teaching method enables students to feel physically and mentally happy and be willing to participate in the classroom. Negative and positive aspects related to teaching and learning influence students' mental health and well-being, and various studies revealed that the well-being of students is worse than that of non-students, leading to deteriorating mental health.

Academic Performance

According to Li (2023), it is good to understand the factors that contribute to the academic performance of the students during emergency situations. Knowing this will help in designing an intervention that are meaningful and successful. It was noted in his study that time management affects academic performance. It was noted that psychological, pedagogical, and physical factors are important for effective teaching and learning.

RESEARCH METHOD

This study used a descriptive design using a quantitative approach. It dealt with an in-depth examination of phenomena with a view to determining factors and their relationships under study (Mugenda, 2013), while the quantitative research affects the group sample to validate the hypothesis (Sreekumar 2023). The purposive sampling technique was employed to find participant respondents who could and were willing to provide necessary information because of their experience and knowledge with 341 respondents.

The instrument was tested well in terms of reliability and validity. All the items are reliable since the values are greater than the significance level which is 0.708. Therefore, the constructs are adequate for convergent validity. The values of 0.856, 0.807, 0.862, 0.715, and 0.928, as well as the

values of the composite reliability, which are 0.905, 0.873, 0.830, 0.946, 0.877, 0.958, 0.948, and 0.972, are higher than the significant value (0.70) for Cronbach's alpha. A Cronbach alpha value of 0.60 to 0.70 is considered adequate, whereas a score of 0.80 to 0.90 is considered good.

FINDINGS AND DISCUSSION

The tables below reveal the respondents' demographic profile in terms of their age, sex, and year level.

Demographic Profile

Table 1. Age

Age	Count	Percentage
16-17 years old and below	4	1%
18–19 years old	210	62%
20 years old and above	127	37%
Total	**341**	**100%**

Most of the respondents are 18–19 years old. The development stage among students is being nurtured by age-appropriate experiences and learning because early childhood development plays a significant role in physical, mental, emotional, social, cognitive, and emotional well-being. This study was supported by Ece (2022) who stated that the general perception of education has changed during the pandemic. Thus, it had a negative and positive impact on students and teachers. As expected, the educator sector has been proactive in various measures under different government mandates, and it is a need to examine the classroom management during the pandemic.

Table 2. Sex

Sex	Count	Percentage
Male	314	92%
Female	27	8%
Total	**341**	**100%**

Male respondents dominated their counterparts. It denotes that schools have focused on establishing conditions in which students' gender diversity is nourished and accepted (Nduagbo, 2020). Unconsciously, teachers influence gender role identification through choices on behalf of the pupils. They are assigned roles based on biological influence or gender. Males need more structure and routine, especially when learning new and difficult content.

Table 3. Year Level

Year Level	Count	Percentage
Freshman/1st year	229	67%
Sophomore/2nd year	105	31%
Junior/3rd year	7	2%
Total	**341**	**100%**

The results showed that 229 out of 341 respondents were freshman/1st year, which accounts for 67% of the total. Sophomore/second year, which accounts for 31% were the next highest. The Junior/3rd year represents 2% of the total respondents. Paguinto (2022), highlighted that what pushes both higher and lower year to continue pursuing their burning passion is to receive the quality education and the driving force to learn for the industry that they are pursuing.

SOP 1: Assessment of the factors of closed management

Table 4. Fear of Delay

Factors of Closed Management	Mean	Interpretation
I am afraid I cannot graduate within the 3 years	2.771	Moderately Agree
I'm afraid that I will not be able to finish my college, which will cause me to drop out.	2.603	Moderately Agree
Average Mean	**2.687**	**Moderately Agree**

The statement, "I am afraid I can not finish my college; this will lead to I quit school", indicates that the student involvement characteristics are vital for classroom management, where the levels of agreement and concern regarding college education differ (Davis, 2018). The fear of delay is crucial to participants, with minor variances in their judgements for different topics. Most respondents are concerned about not being able to graduate in three years and believe that failing to complete college will result in dropping out. The standard deviations show that there are disparities in the degree of agreement among individuals.

Table 5. Student Engagement

Factors of Closed Management	Mean	Interpretation
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**

The student engagement factors are moderately important for closed management. Most respondents said they gave their all for in college and did not abandon their ambitions. Most respondents believe that student involvement characteristics are vital for classroom management. Respondents' levels of agreement and concern regarding college education differ. However, there was some variations in respondents' degrees of satisfaction with their college courses. (Coates, 2005).

Table 6. Parental Support

Factors of Closed Management	Mean	Interpretation
1. My parents provide for my needs in school	3.515	Agree
2. My parents always have 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 level of achievement during my college in a closed management system.	2.917	Moderately Agree
Average Mean	**3.0836**	**Moderately Agree**

There are some variations in the importance of the parent's evaluation. Most respondents feel that their parents believed education was important and provided support, but the degree of significance placed on various components of parental influence and support. According to Moral-Garcia et al., (2020) respondents believe that that parental advice elements are significant for channel success.

Table 7. Teacher Support

Factors of Closed Management	Mean	Interpretation
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**

Teacher-suggested elements are significant for the success of enhancing student performance (Bundick, 2014). Furthermore, there is a widespread belief that teachers comprehend their pupils' emotions and situations. The importance of these factors was rated differently by different respondents. Most respondents said their teachers expect them to respect their students' perspectives, and foster teamwork. . The level of support for students' opinions and decisions, on the other hand, varies considerably among respondents (Candice, 2004).

Table 8. Facilitating Support

Factors of Closed Management	Mean	Interpretation
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 many training and seminars to improve student academic performance	3.099	Moderately Agree
Average Mean	**3.254**	**Moderately Agree**

Most respondents believed they needed to get a college degree and know who to turn to for help when they had academic issues. The importance of these factors was rated differently by different respondents. However, the priority placed on the availability of training and workshops to boost academic performance on campus varies. (Ganotice et al, 2013) Students who know who to ask for assistance when they encounter in their coursework will be more equipped to overcome obstacles and enjoy their college experience.

Table 9. Stress Levels

Factors of Closed Management Stress Level	Mean	Interpretation
1. My duties and responsibilities make me emotinally depressed.	3.601	Agree
2. I felt exhausted throughout my stay in the closed management system	3.716	Agree
3. Closed management makes me stress	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 of college during my stay	3.545	Agree
Average Mean	**3.656**	**Agree**

Student respondents highlighted the pressures and felt exhausted in closed management. In the context of closed management, students placed a high value on stress level parameters (Chen, 2023). The importance of many stress-related variables such as pressure, tiredness, impact on love for learning, dropout experiences, and the influence of obligations and responsibilities on depression varies (Noble, 2008). Students may have limited autonomy in many aspects during the closed management experience, such as in educational matters and decision making.

Table 10. Well-Being

Factors of Closed Management	Mean	Interpretation
1. A closed management system made me have wide relations	2.972	Moderately Agree
2. A closed management system allows me to have many 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 overall average for well-beings related factors is 2.904 with a standard deviation of 1.06, ranked No. 7 on the list of important affected, indicating that there is some variation in less important evaluation of well-being' factors among the respondents, but overall, they consider these factors to be essential or the success of closed management. Respondents value well-being criteria in the setting of closed management.

According to Martinez et. al. (2020), there are coping strategies for the students to manage their well-being. These are staying with their loved ones to be inspired and seek assistance, expressing gratitude, being happy, and being optimistic. Other variations include gaining new experiences and skills, having a diverse network of contacts, feeling confident and positive, and enjoying learning. These factors are as critical to the success of closed management.

Table 11. Level of Importance

	N	Minimum	Maximum	Mean	Std. Deviation	Rank	VI
SL	363	1	5	3.47	0.84	1	I
SE	363	1	5	3.45	0.70	2	I
TS	363	1	5	3.28	0.91	3	SI
FC	363	1	5	3.25	0.82	4	SI
PS	363	1	5	3.14	0.85	5	SI
FD	363	1	5	2.69	1.07	6	SI
WB	363	1	5	2.52	1.06	7	LI

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)*	

There are 7 key factors implications rated in this study as experienced by respondents in availing of the closed management system. In the same manner, these key factor implications should serve as bases in developing quality closed management. Generally, results revealed 2 "important" rated key factors implications and 4 with "somewhat important" ratings, 1 with "less important". The rated "important" key factor implications are as follows:

(1) stress level factor ($\bar{X} = 3.47, s = 0.84$);

(2) student engagement ($\bar{X} = 3.45, s = 0.7$);

The rated "somehow important" key service quality implications are

(3) teacher support ($\bar{X} = 3.28, s = 0.91$);

(4) facilitating conditions ($\bar{X} = 3.25, s = 0.82$)

(5) parental support ($\bar{X} = 3.14, s = 0.85$);

(6) fear of delay ($\bar{X} = 2.69, s = 1.07$);

The rated "less important" key factors implications is

(7) well-being ($\bar{X} = 2.52, s = 1.06$);

Overall, respondents assessed 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 moderately agree, while Stress Level

(μ=3.656) gained agree. This only shows that the stress level of the student in closed management is high than that in normal schooling.

SOP 2. Assessment of Academic Performance

Table 12. Academic Performance

Factors of Closed Management	Mean	Interpretation
1. I gained satisfactory grades for every course during my closed management system studies	2.606	Moderately Agree
2. I gained several knowledge for my future while studying in a closed management system	2.584	Moderately Agree
3. My ability to write papers increased during my time in a closed management system	2.504	Moderately Agree
4. My ability to make presentations increase during my time in a closed management system	2.521	Moderately Agree
5. I feel that my critical thinking skills have increased while in a closed management system	2.630	Moderately Agree
Average Mean	**2.569**	**Moderately Agree**

The majority of respondents believed that academic performance criteria are crucial to closed management's effectiveness. The development of critical thinking and their abilities such as public speaking, paper writing, and knowledge acquisition are top priorities. The students must be able to think critically in a society where false information and upsetting news are common. According to Larrson (2017), this is a crucial educational objective because fosters personal growth and life skills.

Hypothesis Testing
SOP 3. Significant relationship

Table 13. Factors of Closed Management System

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

Table 13 shows the analysis of factors of closed management system on academic performance. Fear of Delay on Academic Performance has T = 0.619 and a p value of 0.866. The p value is not less than 0.5, which is the assumed level of significance. Therefore, the researcher accepts the hypothesis that fear of delay, one of the factors of closed management systems, has no significant effect on academic performance. Looking at the result of Student Engagement, it has T = 0.057 and a p value of 0.955. It can also be observed that student engagement has a 0.3% influence on academic performance. With that reason, the researcher accepts the null hypothesis that student engagement has no significant effect on academic performance.

In addition, the result of Parental Support has T = 0.734 and a p value of 0.463. It can depict that the p value is not less than the level of significance. Therefore, the researcher accepts the hypothesis that parental support, one of the factors of closed management systems, has no

significant effect on academic performance. While Teacher Support has T = 0.324 and a p value of 0.746. In terms of its effect, teacher support has 2.6% effect on academic performance. It shows that the p value is not less than the assigned level of significance. Thus, the researcher accepts that teacher support has no significant effect on academic performance.

Moreover, Facilities Conditions has T = 1.959 and a p value of 0.050. The p value is not less than the assumed level of significance. It also shows that the facilities condition has a 16.3% influence on academic performance. Hence, the researcher accepts the null hypothesis and rejects the notion that the facility condition has a significant effect on academic performance. In addition, the stress level has T = 1.187 and a p value of 0.235. It can be observed that the p value is not less than the assigned level of significance. Therefore, the researcher accepts the null hypothesis that this factor of closed management system has no significant relationship on academic performance.

On the other hand, the well-being has T = 9.717 and a p value of 0. It can be observed that the p value is less than the assigned level of significance. It also shows that it has a 79% effect on academic performance. Therefore, well-being has a significant effect on academic performance. Overall, facilitating conditions and well-being factors have considerable direct effects on academic performance. Fear of delay, student engagement, parental support, teacher support, and stress level have no direct effect on academic performance. This reveals that well-being and classroom conditions affect the students' for holistic development thereby promoting academic achievement (Yu, 2018).

SOP 4. Moderating effect

Table 14. Moderating Analysis

Hypothesis	B	T Statistics	P Values	Remarks
Sex x FD-> AP	0.039	0.429	0.668	Accepted
Sex x SE-> AP	0.142	1.313	0.189	Accepted
Sex x PS-> AP	0.141	1.242	0.214	Accepted
Sex x TS-> AP	0.072	0.534	0.593	Accepted
Sex x FC-> AP	-0.314	2.175	0.030	Rejected
Sex x SL-> AP	-0.179	1.533	0.125	Accepted
Sex x WB-> AP	-0.257	1.732	0.083	Accepted
Age x FD-> AP	0.015	0.385	0.700	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
Agex 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	-0.010	0.202	0.840	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	0.030	0.581	0.561	Accepted
School x FD-> AP	-0.033	0.810	0.418	Accepted
School x SE-> AP	-0.020	0.416	0.677	Accepted

School x PS-> AP	-0.068	1.211	0.226	Accepted
School x TS-> AP	-0.021	0.340	0.734	Accepted
School x FC-> AP	-0.093	1.412	0.158	Accepted
School x SL-> AP	-0.009	0.190	0.849	Accepted
School x WB-> AP	0.165	2.489	0.013	Rejected

Note: β= Beta coefficient, SD- Standard Deviation

As depicted above, the direct effects of FD, SE, PS, TS, FC, and SL became insignificant, whereas well-being became significant. Same with age and involvement of school, was found to be insignificant.

Table 15. Hypothesis Summary

Hypothesis	Relationship	Result
H1	There is a significant positive relationship between the 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

Only facilitating conditions and well-being factors have considerable direct effects on academic performance, according to the principal findings. 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.

CONCLUSION

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. As a result, these elements do not have a causally relevant link to academic success. However, the findings highlight the important conditions that are conducive to learning in shaping academic achievements. It has been discovered that enabling conditions have a considerable favorable effect on academic performance. This finding suggests that improving the learning environment and providing students with the appropriate resources might increase their educational achievements.

In addition, considering the students' 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. The provision of emotional support and resources related to mental health can play a role in improving academic achievements. Schools and other

educational institutions can design comprehensive strategies to improve students' 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 an 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:

1. **Mentoring and Coaching Programs**. Strengthen this program to support the students.
2. **Positive Reinforcement and Rewards.** Implement a recognition and rewards system for students who demonstrate active participation to foster an engaging class learning environment.
3. **Collaboration and Peer Learning Activities**. Sustain projects that align with the purpose and promote management in the classroom.
4. **Well-Being Programs**: Incorporate mental health activities and discussions.
5. **Continuous Improvement and Evaluation**: Assess the programs of classroom management programs regularly check its effectiveness.

LIMITATION & FURTHER RESEARCH

This study is limited to the students at Qingdao Vocational College of Aviation Technology in China, covering seven factors of students' academic performance. Future research studies are encouraged to fully explore other factors that contribute to different programs for sustainable classroom management.

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