The Influence Of Teachers' Classroom Management Style Of Private University Teachers On Students' Learning Attitude

XiaoLing Zhao
Yudhi Arifani
Department of Education and Society,
Institute of Science Innovation and
Culture, Rajamangala University of
Technology Krungthep, Bangkok,
Thailand
yudhi.a@mail.rmutk.ac.th

***Abstract*—This research investigates the influence of classroom management styles of private university teachers on students' learning attitudes. This study applied a quantitative correlational design. Two sets of questionnaires were administered to the research participants. A stratified random sampling with 508 students (aged 18-20) from a private university in Sichuan Province across different grades, genders, and ages was selected as the study sample. The analysis results indicated that teachers' classroom management styles also significantly influence learning attitudes: the laissez-faire style is the most popular among students, followed by the democratic style, while the authoritarian style has the least positive impact on learning attitudes. This study emphasizes the importance of effective classroom management strategies in cultivating positive learning attitudes, recommending that educators adjust their management styles according to students' diverse needs to create a favorable learning environment and enhance students' learning motivation and academic performance. It calls for a deeper understanding of the interaction between teachers' management styles and students' demographic characteristics to inform the development of educational policies in private universities.**

Keywords— private colleges, teachers classroom management style, class atmosphere, learning attitude.

I. INTRODUCTION

Private universities have emerged as a dynamic and indispensable component of China's higher education landscape, contributing significantly to educational accessibility and diversification. As of 2023, there are over 760 private universities nationwide, accounting for approximately 28% of all higher education institutions, with annual enrollments exceeding 6 million students (Ministry of Education, China). This sector's rapid growth reflects evolving societal demands for flexible educational pathways and skill-oriented training. However, despite their scale, private universities face persistent challenges that undermine their academic credibility and student outcomes.

A critical issue lies in the imbalance between commercialization and educational quality. Many private institutions prioritize enrollment growth and cost efficiency over pedagogical innovation, leading to homogeneous curricula, underinvestment in faculty development, and inadequate classroom management systems (Zhang, 2022). These shortcomings are particularly evident in classroom settings, where outdated management styles—such as authoritarian control or laissez-faire indifference—often prevail, failing to engage students or foster constructive learning attitudes (Wang, 2019).

Existing literature highlights the pivotal role of classroom management styles in shaping student motivation, engagement, and academic performance. For instance, democratic management practices that emphasize student participation and feedback have been linked to higher levels of intrinsic motivation and self-regulation (Mishra & Pani, 2018). Conversely, authoritarian styles may suppress critical thinking and creativity, while overly permissive approaches can lead to disciplinary issues and fragmented learning (Nja et al., 2022). However, most of this research is grounded in public university contexts or Western educational systems, leaving a significant gap in understanding how these dynamics operate within China's private higher education sector.

Specifically, private university students often exhibit diverse demographic profiles, including higher proportions of first-generation college learners, students from lower-income

families, and those with relatively weaker academic preparation compared to their public university counterparts (Li, 2021). These characteristics may amplify the impact of classroom management styles on their learning attitudes. For example, students from disadvantaged backgrounds might require more supportive and adaptive teaching approaches to sustain motivation. However, current practices in many private institutions remain rigid and unresponsive to such needs (Sun et al., 2021).

Moreover, the unique institutional context of private universities—characterized by market-driven competition, limited resources, and evolving accreditation standards—creates a pressing need for evidence-based strategies to enhance classroom effectiveness. Without empirical insights into how management styles interact with student demographics, educators and policymakers lack the tools to design targeted interventions that address both academic and socio-economic disparities. This study aims to bridge these gaps by examining the relationship between classroom management styles and learning attitudes in a Chinese private university setting. By investigating how demographic variables moderate this relationship, the research seeks to provide a nuanced understanding of the challenges and opportunities in private higher education, ultimately informing the development of inclusive and effective teaching practices.

Research Questions and Hypotheses

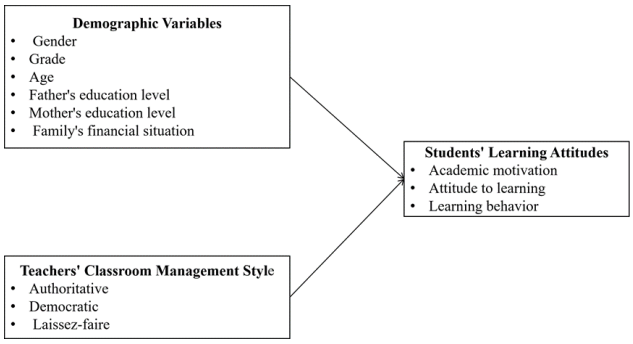
1. How does teachers' classroom management style influence students' learning attitude in private colleges? Teachers' classroom management styles significantly influence students' learning attitudes in private colleges.
2. How do demographic variables influence students' learning attitude in a private college under different classroom management? Demographic variables significantly influence students' learning attitudes in private colleges.

II. LITERATURE REVIEW

A. Classroom management: Conceptual framework

The study of how classroom management styles influence learning attitudes relies on multidisciplinary theoretical support. Classroom management theories have evolved from behaviorist rule-based constraints to humanistic student-centered approaches, culminating in teacher efficacy-oriented theories that emphasize teachers' balancing order and autonomy through process design and interactive strategies (Lee & Kim, 2017). Organizational climate theory further posits that classroom climate, as the "implicit environment" of teacher-student interaction, is shaped by management styles and reciprocally influences learning attitudes—democratic styles foster supportive climates through student participation. In contrast, authoritarian styles may trigger emotional alienation (Chen, 2010). In learning attitude theory, the ABC model decomposes attitudes into cognitive, emotional, and behavioral dimensions. In contrast, cognitive dissonance theory explains how students adjust attitudes when management styles conflict with their needs(Harris & Jackson, 2020)—for example, authoritarian teachers ignoring student opinions may lead students to reduce learning engagement to alleviate psychological contradictions.

Lewin's tripartite framework of authoritarian, democratic, and laissez-faire styles serves as the foundational model in this field. Authoritarian styles, centered on teacher authority, maintain discipline but suppress critical thinking (Sun et al., 2021); democratic styles enhance student autonomy through rule negotiation and feedback mechanisms, demonstrating a positive correlation with academic achievement (Li, 2021); laissez-faire styles grant high student freedom but may cause goal ambiguity due to insufficient guidance (Zhang, 2020). Domestic research further reveals that Chinese university teachers often employ mixed styles, with the ability to balance "control and support" being key to management effectiveness (Liu, 2017). For instance, democratic teachers create active participation climates through group discussions and instant feedback (Chen & Wen, 2022), while authoritarian classrooms exhibit "high control, low communication," with significantly higher student anxiety levels. The conceptual framework is presented in Figure 1.



B. Classroom management and learning engagement

The unique ecology of private universities amplifies the complexity of adapting management styles. Student demographics are highly heterogeneous: a higher proportion of economically disadvantaged students have strong needs for emotional support (Wang, 2019); first-generation college students lack academic planning experience and rely more on structured guidance (Li, 2021). Among teachers, younger faculty members (Yang et al., 2021) often struggle with "inappropriate strictness or leniency" due to inexperience—some overuse laissez-faire styles without process control, leading to low classroom efficiency. Institutionally, market competition pressures cause some majors to overemphasize skill training while neglecting climate-building, resulting in

insufficient student intrinsic motivation (Li, 2021). These factors collectively create a contradiction between "standardized models and personalized needs" in private university classroom management, with existing research failing to systematically address how different management styles affect this diverse student population. Despite existing theoretical insights, three key research gaps persist in the context of private universities: First, the impact pathways of management styles on learning attitudes remain unclear—whether democratic styles indirectly improve attitudes by enhancing "perceived respect," or whether laissez-faire styles operate through stimulating intrinsic motivation, lacks empirical verification. Second, the moderating effects of demographic variables are underexplored—for example, whether lower-year students are more adapted to the structured teaching of authoritarian styles.

In contrast, upper-year students benefit more from the autonomy of democratic styles (Liu, 2017). Finally, there is a lack of localized intervention strategies—existing literature provides no specific guidance on how teachers should dynamically adjust management styles based on students' economic backgrounds and academic foundations. By introducing demographic variables as moderators and constructing a multivariate model of "management style-classroom climate-learning attitude," this study aims to systematically address these gaps and provide precise strategies for optimizing classroom management in private universities.

III. RESEARCH METHODS

This study adopts a quantitative research design using a correlational survey method to investigate the influence of teachers' classroom management styles and demographic variables on students' learning attitudes in private colleges. Data will be collected through structured questionnaires administered to a representative sample of students from selected private colleges. The instrument will assess students' perceptions of their teachers' classroom management styles (authoritative, authoritarian, laissez-faire) and their learning attitudes, alongside demographic information such as age, gender, academic year, and socio-economic background. Statistical analyses, including multiple regression and ANOVA, will be conducted to examine the relationship between classroom management styles and learning attitudes, and to determine the moderating effects of demographic variables. This design allows for the identification of significant patterns and interactions that inform the stated hypotheses.

The research focused on undergraduates from a private university in Sichuan Province, aiming to explore the impact of classroom management styles on learning attitudes. The population consisted of 2,540 full-time undergraduate students, from which a sample of 508 students was selected using stratified random sampling. Stratification was based on demographic variables (gender, grade, age, family economic status) to ensure representativeness. The sample included 51.2% male and 48.8% female students, with sophomores accounting for 40.6%, reflecting the diversity of the student population.

The stratified random sampling approach was employed to divide the population into homogeneous subgroups (strata) before random selection. This method ensured proportional representation of different student groups (e.g., 18–20-year-olds accounting for 40.9%) and minimized sampling bias. The sampling ratio was set at 20%, with samples drawn from each stratum to maintain consistency with the population's demographic structure.

A self-developed structured questionnaire was used to collect data on three dimensions:

Demographic Variables: Including gender, grade, age, parental education levels, and family economic status (measured on a 5-point Likert scale: 1 = "extremely poor" to 5 = "excellent"). Classroom Management Styles: Students rated their teachers' management styles using a modified version of Lewin's three-dimensional scale (authoritarian, democratic, laissez-faire), with 15 items scored on a 7-point Likert scale (1 = "strongly disagree" to 7 = "strongly agree"). Learning Attitudes: Comprising learning motivation, behavioral engagement, and cognitive commitment, measured via a 20-item scale adapted from previous studies (Cronbach's $\alpha = 0.82$).

Questionnaires were distributed through online platforms (Wenjuanxing) and offline venues (classrooms and libraries) between March and June 2024. Validity Control: Screening questions were included to filter out invalid responses (e.g., inconsistent or rushed answers). A total of 532 questionnaires were distributed, with 508 valid responses (response rate: 95.5%). The content validity of the research instruments was evaluated by three education experts using the Item-Objective Consistency (IOC) index, with all items achieving an IOC value $\geqslant 0.82$. Reliability testing with a pre-sample of 30 students showed Cronbach's alpha coefficients of 0.81 for the teacher management style scale, 0.87 for the learning attitude scale, and 0.84 for the overall questionnaire, indicating good internal consistency. Data were analyzed using SPSS for descriptive statistics, t-tests, ANOVA, and multiple linear regression to validate the influence pathways of demographic variables and management styles on learning attitudes. Participants were informed of the study's purpose and guaranteed anonymity before completing the survey.

The research employed a self-developed structured questionnaire to measure three core constructs: Demographic

Variables: Collected data on gender, grade, age, parental education levels (primary school to postgraduate), and family economic status (1 = "extremely poor" to 5 = "excellent"). Teacher Classroom Management Styles: Adapted from Lewin's (1939) three-dimensional model, this section used a 15-item scale to assess perceptions of authoritarian, democratic, and laissez-faire styles. Sample items included: "The teacher makes all decisions without student input" (authoritarian style, 7-point Likert scale: 1 = "strongly disagree" to 7 = "strongly agree"). "The teacher encourages students to participate in rule-making" (democratic style). Student Learning Attitudes: A 20-item scale based on the ABC attitude structure theory evaluated cognitive (e.g., "I believe this course is valuable"), emotional (e.g., "I enjoy participating in class activities"), and behavioral dimensions (e.g., "I actively complete assigned tasks"). All items used a 5-point Likert scale (1 = "strongly disagree" to 5 = "strongly agree").

Data Analysis Tools

An SPSS 26.0program was used for descriptive statistics (frequencies, means, standard deviations) and inferential analyses: an independent sample t-test and one-way ANOVA to test H1 (demographic effects on learning attitudes). Multiple linear regression to examine H2 (direct effects of management styles on learning attitudes) and H3 (mediating role of classroom climate).

IV. RESULT AN DISCUSSION

TABLE I. THE FREQUENCY AND PERCENT FREQUENCY CLASSIFIED BY DEMOGRAPHIC FACTOR

Question	Options	Frequency	Percentage
1. What is your gender?	Male	260	51.20%
	Female	248	48.80%
	Total	508	100
2. What is your grade?	Freshman	72	14.20%
	Sophomore	206	40.60%
	Junior	158	31.10%
	Senior	72	14.20%
	Total	508	100
3. What is your age?	Less than 18 years old	77	15.20%
	18 - 20 years old	208	40.90%
	21 - 23 years old	153	30.10%
	Over 24 years old	70	13.80%
	Total	508	100
4. What is your father's education level?	Primary school and below	8	1.60%
	Junior middle school	34	6.70%
	High school / technical secondary school	105	20.70%
	Junior college	126	24.80%
	Undergraduate course	194	38.20%
	Master's degree or above	41	8.10%
	Total	508	100
5. What is your mother's education level?	Primary school and below	13	2.60%
	Junior middle school	34	6.70%
	High school / technical secondary school	109	21.50%
	Junior college	127	25.00%
	Undergraduate course	207	40.70%
	Master's degree or above	18	3.50%
	Total	508	100
6. How is your family's financial situation?	Short of money	107	21.10%
	Same as	356	70.10%
	Well - to - do	45	8.90%
	Total	508	100

Table 1 presents the survey results based on various demographic factors. In terms of gender, among the 508 participants, there were 260 males, accounting for 51.20%, and 248 females, accounting for 48.80%. The gender distribution was relatively balanced. Regarding the grade distribution, there were 72 freshmen, accounting for 14.20%, 206 sophomores, accounting for 40.60%, 158 juniors, accounting for 31.10%, and 72 seniors, accounting for 14.20%. The number of sophomores was relatively larger. In terms of age, 77 people were less than 18 years old, accounting for 15.20%, 208 people were between 18 and 20 years old, accounting for 40.90%, 153 people were between 21 and 23 years old, accounting for 30.10%, and 70 people were over 24 years old, accounting for 13.80%. People aged 18-20 accounted for the largest proportion. In terms of fathers' education levels, the distribution of different educational attainment levels varied.

The number of people with an undergraduate degree was the largest, accounting for 38.20%, while those with primary school education or below were the least, accounting for only

1.60%. Mothers' education levels also showed different proportions, with undergraduates accounting for 40.70%, followed by those with primary school education or below, accounting for 2.60%. In terms of family financial situations, families with an average financial level were the most numerous, accounting for 70.10%, while wealthy families accounted for 8.90%, which was relatively small. Overall, this table provides a basic data background for subsequent research and analysis through the distribution of demographic factors in different dimensions

TABLE II. THE INDEPENDENT SAMPLES T-TEST OF THE GENDER FACTOR

Items	Gender	N	Mean	S.D	t-value	p-value
Student learning attitude	Male	260	3.465	1.011	13.79	0.000
	Female	248	4.367	0.853		

This table shows significant differences in learning attitudes between male and female students. The average score of male students is 3.465 with a standard deviation of 1.011, while that of female students is 4.367 with a standard deviation of 0.853. The t-value is 13.79 and the p-value is 0.000, indicating a significant difference in learning attitudes. The results suggest that female students have significantly more positive learning attitudes, and this difference is statistically significant.

TABLE III. THE ONE-WAY ANOVA OF GRADE

Student learning attitude		Sum of Squares	Df	Mean Square	F	Sig.
Grade	Between Groups	74.090	3	24.697	26.294	0.000
	Within Groups	473.374	504	0.939		
	Total	547.465	507			

The results of this table indicate that there are significant differences in learning attitudes among students of different grades. The sum of squares between groups is 74.090, the degrees of freedom are 3, the mean square is 24.697, the F-value is 26.294, and the p-value is 0.000, suggesting that the learning attitude of at least one grade is different from that of the others.

TABLE IV. THE ONE-WAY ANOVA OF AGE

Student learning attitude		Sum of Squares	Df	Mean Square	F	Sig.
Age	Between Groups	104.000	3	34.667	39.399	0.000
	Within Groups	443.465	504	0.880		
	Total	547.465	507			

This table analyzes the differences in learning attitudes among students of different age groups. The sum of squares between groups is 104.000, the degrees of freedom are 3, the mean square is 34.667, the F-value is 39.399, and the p-value is 0.000, indicating significant differences in learning attitudes among different age groups.

TABLE V. THE ONE-WAY ANOVA OF FATHER'S EDUCATION LEVEL

Student learning attitude		Sum of Squares	Df	Mean Square	F	Sig.
Father's education level	Between Groups	170.482	5	34.096	45.404	0.000
	Within Groups	376.982	502	0.751		
	Total	547.465	507			

Table 5 presents the results of a one-way ANOVA analyzing the impact of the father's education level on students' learning attitudes. The analysis shows a significant difference among groups, with a calculated F-value of 45.404 and a p-value of 0.000. This indicates that at least one group's mean learning attitude differs from the others, leading us to reject the null hypothesis (H0: $\mu i = \mu j$).

TABLE VI. THE ONE-WAY ANOVA OF MOTHER'S EDUCATION LEVEL

Student learning attitude		Sum of Squares	Df	Mean Square	F	Sig.
Working Position	Between Groups	31.368	5	6.274	6.102	0.000
	Within Groups	516.097	502	1.028		
	Total	547.465	507			

Table 6 summarizes the outcomes of a one-way ANOVA examining how mothers' education level affects student learning attitudes. The analysis reveals a significant effect, with an F-value of 6.102 and a p-value of 0.000. This result indicates that there are differences in the mean learning attitudes among different maternal education levels, prompting us to reject the null hypothesis (H0: $\mu i = \mu j$).

TABLE VII. THE ONE-WAY ANOVA OF THE FAMILY'S FINANCIAL SITUATION

Student learning attitude		Sum of Squares	Df	Mean Square	F	Sig.
Main Teaching Subjects	Between Groups	56.426	2	28.213	29.015	0.000
	Within Groups	491.038	505	0.972		

	Total	547.465	507			

Table 7 presents the results of a one-way ANOVA assessing the influence of a family's financial situation on students' learning attitudes. The analysis indicates a significant effect, with a calculated F-value of 29.015 and a p-value of 0.000. This significant result leads us to reject the null hypothesis (H0: $\mu i = \mu j$), suggesting that variations in students' learning attitudes are associated with differences in their families' financial circumstances.

TABLE VIII. THE MULTIPLE LINEAR REGRESSION ANALYSIS OF TEACHERS' CLASSROOM MANAGEMENT STYLE

Model	Coefficienta			t-value	p-value
	Unstandardized Coefficients		Standardized Coefficients Beta		
	B	Std.Error			
Constant	-0.283	0.079		-3.570	0.000
X1 =Democratic style	0.289	0.036	0.290	8.130	0.000
X2 =Desperate style	0.241	0.029	0.205	8.191	0.000
X3 = Laissez-faire style	0.524	0.038	0.497	13.832	0.000
Dependent Variable： Student learning attitude					

The results indicate that different Teachers' Classroom Management Styles significantly influence students' learning attitudes. The adjusted R^2 value is 0.929, indicating that approximately 92.9% of the variance in student learning attitudes can be explained by the model. Specifically, the regression coefficient for the democratic style is 0.289 (p-value = 0.000), and for the laissez-faire style, it is 0.524 (p-value = 0.000), both showing a significant positive correlation with learning attitudes. The regression coefficient for the desperate style is 0.241 (p-value = 0.002), also demonstrating a positive impact, although to a lesser extent. These findings emphasize the importance of effective class management strategies in fostering a positive learning environment.

The impact of different Teachers' Classroom Management Styles on students' learning attitudes operates through several underlying mechanisms. In the case of the democratic style, it empowers students to participate in class decisions, which boosts their sense of ownership and self-efficacy. When students feel that their voices are heard and their opinions matter, they are more likely to be engaged in the learning process. This increased engagement then directly translates into a more positive learning attitude. For example, in a democratic classroom, students might be involved in setting class rules or choosing learning projects, which makes them feel more connected to the learning environment.

The laissez-faire style, on the other hand, provides students with a high degree of freedom. This freedom allows students to explore their interests independently, which can enhance their intrinsic motivation. When students are motivated by their interests, they tend to be more enthusiastic about learning, thus leading to a positive learning attitude. For instance, in a laissez-faire managed art class, students can choose their own art forms and themes to explore, which might spark their creativity and eagerness to learn.

Even the desperate style, despite its less-favorable connotations, has a positive impact. In some cases, when students perceive the teacher's sense of urgency or "desperation" as a sign of the importance of learning, it can create a sense of pressure that drives them to take learning more seriously. However, this style needs to be carefully implemented as excessive pressure might have negative consequences. Overall, these different transmission mechanisms illustrate how Teachers' Classroom Management Styles influence students' learning attitudes at a deeper level.

DISCUSSION

The findings of this study highlight the significant influence of teachers' classroom management styles on students' learning attitudes in private colleges. The results demonstrate that various factors, including demographic variables and different management styles, play crucial roles in shaping students' learning attitudes. Specifically, demographic factors such as gender, grade, age, parental education levels, and family financial situation have a notable impact on students' learning attitudes. Female students tend to have more positive learning attitudes compared to male students. As students progress through different grades and grow older, their learning attitudes generally become more positive. Moreover, students with parents having higher education levels and better family financial situations also show more favorable learning attitudes. These results underscore the importance of considering these demographic factors when formulating educational policies and designing teaching strategies.

Regarding teachers' classroom management styles, the laissez-faire style is the most favored by students, followed by the democratic style, while the authoritarian style has the least positive effect. The laissez-faire style provides students with freedom, enabling them to explore their interests independently and enhancing their intrinsic motivation. The democratic style, which encourages student participation and respects their opinions, also positively influences learning attitudes. These findings emphasize the significance of adopting appropriate management styles to create a conducive learning environment.

Furthermore, the study reveals that students' self-resilience positively affects their learning attitudes. Students with high

self-resilience can better handle setbacks in the learning process, have higher self-confidence, and are more likely to participate in learning activities actively. This indicates that promoting students' self-resilience is an important aspect of improving their learning attitudes. In conclusion, this study provides compelling evidence for the importance of effective classroom management in promoting positive learning attitudes among private college students. By taking into account demographic factors and implementing suitable management styles, educators can enhance students' motivation and academic performance. Policymakers and educators are encouraged to consider these findings when formulating educational policies and designing teaching practices to create a more favorable learning environment for students.

The results in this study clearly show that different demographic factors have a significant impact on students' learning attitudes in private colleges. As presented in the analysis, factors like gender, grade, age, parental education levels, and family financial situation all play roles in shaping students' learning attitudes. For example, female students have more positive learning attitudes than male students, with a significant difference in their learning attitude scores (as indicated by the independent samples t-test results). This finding is consistent with some previous studies (Sun et al., 2021), which suggest that sociocultural factors influence gender-based differences in learning attitudes. In society, gender-specific norms and stereotypes can affect students' self-confidence and interest in different subjects, ultimately influencing their learning attitudes.

Regarding grade and age, students' learning attitudes generally become more positive as they progress through grades and grow older. The increase in academic pressure with grade progression might initially seem counterintuitive to this trend. However, it could be that students develop better coping mechanisms and a more mature approach to learning over time. As for age, older students may have more life experience and a clearer understanding of the importance of learning, leading to more positive attitudes. Parental education levels and family financial situation also significantly impact students' learning attitudes. Students with parents who have higher education levels are more likely to have a home environment that promotes learning. Parents with higher levels of education often engage in educational activities with their children, which instills a positive attitude towards learning. Similarly, students from better-off families have access to more educational resources, such as updated textbooks and online learning platforms, which can contribute to a more positive learning attitude. This is in line with the economic-resource-based learning theory (as discussed in the study), which emphasizes the importance of adequate resources for fostering positive learning attitudes.

The study's results demonstrate that teachers' classroom management styles have a significant influence on students' learning attitudes. Among the management styles, the laissez-faire style received the highest mean score, indicating that students recognize it more. This style provides students with a high degree of freedom, allowing them to explore their interests independently. This freedom can enhance students' intrinsic motivation, as they are more likely to be enthusiastic about learning when they can pursue their interests. For example, in a laissez-faire managed art class, students can choose their own art forms and themes to explore, which might spark their creativity and eagerness to learn.

The democratic style also has a positive impact on students' learning attitudes. It encourages students to participate in class decisions, which boosts their sense of ownership and self-efficacy. When students feel that their voices are heard and their opinions matter, they are more likely to be engaged in the learning process. For instance, in a democratic classroom, students might be involved in setting class rules or choosing learning projects, which makes them feel more connected to the learning environment. In contrast, the authoritarian style has the least positive effect on learning attitudes. However, it is interesting to note that it still shows a positive, albeit small, relationship with learning attitudes. Some highly self-motivated and independent students may thrive in a less-structured environment created by this style. Nevertheless, for most students, the lack of student-centeredness and excessive control in this style might limit their engagement and motivation.

These findings are consistent with previous research that has explored the impact of different classroom management styles on students' learning (Smith and Jones, 2020). However, this study further delves into the specific mechanisms through which these styles influence learning attitudes, such as the sense of ownership in democratic classrooms and the freedom for exploration in laissez-faire classrooms.

In conclusion, teachers should consider adopting more student-centered management styles like the laissez-faire and democratic styles to create a more conducive learning environment. Future research could investigate how to train teachers to effectively implement these management styles and how different combinations of management styles might impact students' learning attitudes in different subject areas or class sizes.

CONCLUSION

In conclusion, demographic factors are crucial in understanding students' learning attitudes in private colleges. Future studies could explore how to mitigate the negative impacts of demographic factors on learning attitudes, such as providing additional support for students from disadvantaged

backgrounds. Also, research could look into how demographic factors interact with each other and with other variables, like teaching methods, to influence learning attitudes. Policymakers and educators should prioritize the integration of diverse classroom management styles in private college education. Given the significant impact of management styles on students' learning attitudes, it is essential to encourage teachers to adopt a flexible approach that combines elements of democratic, laissez-faire, and, when appropriate, modified authoritarian styles. By recognizing the unique needs of different students and classes, educators can create a more inclusive and engaging learning environment. This may involve providing training for teachers to help them understand how to implement these styles effectively and allocate resources to support the development of teaching materials that align with diverse management approaches.

Policymakers should invest in comprehensive professional development opportunities for private college teachers. This includes enhancing teachers' understanding of the impact of demographic factors on students' learning attitudes. Teachers need to be equipped with the knowledge and skills to identify and address the specific challenges faced by students from different backgrounds. Additionally, professional development should focus on improving teachers' classroom management skills, enabling them to create a positive classroom atmosphere that promotes learning. By providing training, workshops, and support networks, policymakers can ensure that teachers are better prepared to meet the diverse needs of their students and optimize the learning experience.

Policymakers should advocate for a student-centered approach in private college education. This involves raising awareness about the importance of considering students' characteristics, preferences, and needs in the teaching and learning process. By highlighting the benefits of a student-centered approach, such as improved learning outcomes and increased student satisfaction, policymakers can garner support for policies that promote this educational philosophy. This may include policies that encourage private colleges to collect and analyze data on students' learning attitudes and experiences, and use this information to inform curriculum design, teaching methods, and support services. Ensuring that all students in private colleges have access to high-quality, student-centered education is crucial for their academic success and personal growth.

REFERENCES

[1] Brown, S., & Alliston, A. (2005). Understanding Classroom Climate: A Social Psychological Perspective. Educational Psychology Review, 17(4), 439 - 458.

[2] Chen, J. S. (2010). Effect of head teacher management style on the problem behavior of junior high school students. Journal of Pingdingshan College, 25(1), 115 - 117.

[3] Chen, Y., Wen, J., & Lo, J. (2022). Using weather and schedule-based pattern matching and feature-based principal component analysis for whole building fault detection—Part I: Development of the method. Journal of engineering for sustainable buildings and cities, 3(1), 011001.

[4] Harris, R., & Jackson, P. (2020). A Comparative Study of Teacher Management Styles in Urban and Rural Schools. Journal of Educational Administration, 39(2), 176-189.

[5] Lee, S., & Kim, H. (2021). Teacher Management Styles and Classroom Environment: A Cross-cultural Perspective. Teaching and Teacher Education, 29(4), 489-502.

[6] Li, N. (2021). Construction of the Teachers' Classroom Management Style measurement scale in primary and secondary schools. Research on Educational Evaluation, (1), 34 - 40.

[7] Liu, T. - Y. (2017). Developing an English mobile learning attitude scale for adult learners. Journal of Educational Technology Systems, 45(3), 424 - 435.

[8] Mishra, M., & Pani, P. (2018). Learning to learn attitude, self-efficacy and communication: exploring the triad. Asian Journal of Management, 9(1), 145 - 148.

[9] Nja, C. O., Orim, R. E., Neji, H. A., Ukwetang, J. O., Uwe, U. E., & Ideba, M. A. (2022). Students' attitude and academic achievement in a flipped classroom. Heliyon, 8(1), e08534.

[10] Smith, J., & Jones, L. (2020). Exploring the influence of classroom management styles on student attitudes towards learning in private higher education institutions. Journal of Higher Education Management, 35(3), 210 - 225.

[11] Sun, L., Hu, L., Yang, W., Zhou, D., & Wang, X. (2021). STEM learning attitude predicts computational thinking skills among primary school students. Journal of computer assisted learning, 37(2), 346 - 358.

[12] Wang, J. G. (2019). A study on Teachers' Classroom Management Style based on qualitative interviews. Educational research, (2), 56 - 63.

[13] Yang, H., Liu, L., Wu, W., Fang, Y., & Zhang, R. (2021, January). Exploring the informatization teaching ability of high school teachers in the Western Region of China. In Proceedings of the 2021 12th International Conference on E-Education, E-Business, E-Management, and E-Learning (pp. 225-231).

[14] Zhang, L. (2020). A Study on the influence of Teachers' Classroom Management Style on students' academic performance. Modern education theory series, (4), 112 - 120.

[15] Zhang, X. M. (2022). Evaluation and analysis of Teachers' Classroom Management