

Exploring Classroom Discipline Strategies and Cultural Dynamics: Lessons from the Japanese Education System

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Abstract

Keywords:

Classroom discipline strategies, Cultural dynamics, Japanese education system, Student engagement, Cross-cultural education.

This academic study examines classroom discipline strategies and cultural dynamics within the Japanese education system. It focuses on their effects on classroom management and cross-cultural education. The study aims to provide valuable lessons from the Japanese approach to classroom discipline, student engagement, and the influence of national factors on student-teacher relationships and communication. The main objective of the study is to highlight the fundamental rules of Japanese classrooms, emphasizing respect, hierarchy, and authority. It examines how these values shape the overall discipline and approach adopted by Japanese teachers. This will help in providing a framework for understanding unique classroom management practices in Japan. This study provides valuable insights into classroom management strategies in Japan and their relevance to cross-disciplinary education. By understanding Japanese classroom cultural dynamics and discipline strategies, educators and policymakers can gain a broader perspective. They can also adapt effective practices to create inclusive and engaging learning environments. The study also suggests avenues for future research, encouraging further exploration of cultural dynamics and their implications for education systems worldwide.

Abstrak

Kata kunci:

Strategi disiplin kelas, Dinamika budaya, Sistem pendidikan Jepang, Keterlibatan siswa, Pendidikan lintas budaya..

Studi akademis ini meneliti strategi disiplin kelas dan dinamika budaya dalam sistem pendidikan Jepang. Studi ini berfokus pada pengaruhnya terhadap manajemen kelas dan pendidikan lintas budaya. Penelitian ini bertujuan untuk memberikan pelajaran berharga dari pendekatan Jepang terhadap disiplin kelas, keterlibatan siswa, dan pengaruh faktor nasional pada hubungan dan komunikasi siswa-guru. Tujuan utama dari penelitian ini adalah untuk menyoroti aturan dasar ruang kelas di Jepang, yang menekankan rasa hormat, hierarki, dan otoritas. Studi ini meneliti bagaimana nilai-nilai ini membentuk keseluruhan disiplin dan pendekatan yang diadopsi oleh guru-guru Jepang. Hal ini akan membantu dalam memberikan kerangka kerja untuk memahami praktik manajemen kelas yang unik di Jepang. Penelitian ini memberikan wawasan yang berharga tentang strategi manajemen kelas di Jepang dan relevansinya dengan pendidikan lintas disiplin. Dengan memahami dinamika budaya kelas dan strategi disiplin di Jepang, para pendidik dan pembuat kebijakan dapat memperoleh perspektif yang lebih luas. Mereka juga dapat mengadaptasi praktik-praktik yang efektif untuk menciptakan lingkungan belajar yang inklusif dan menarik. Penelitian ini juga menyarankan jalan untuk penelitian di masa depan, mendorong eksplorasi lebih lanjut tentang dinamika budaya dan implikasinya terhadap sistem pendidikan di seluruh dunia.

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INTRODUCTION

To facilitate effective teaching, and learning experiences, and shape educational dynamics, effective classroom management is essential. Different approaches to classroom management have emerged across various cultures and educational systems, each reflecting particular values and priorities (Anderson et al., 2022; Boyle, Petriwskyj, Grieshaber, & Jones, 2021). Positive learning environments are prioritized in Japanese classroom management. This is accomplished by establishing clear guidelines for behavior, employing strategies for positive reinforcement, and using consequences to control student behavior (Armistead, Forehand, Brody, & Maguen, 2002; Ibrahim, Akbari, & Suaidah, 2022). This strategy encourages harmony and productivity, enabling students to flourish socially and academically.

Educators are well-prepared and equipped with the necessary tools and strategies to establish a conducive learning environment (Appleyard & Appleyard, 2014). They recognize the significance of setting boundaries from the outset, whether at the beginning of a lesson or the start of a new school year. This proactive approach ensures that students know the expected standards, fostering structure and predictability within the classroom.

Teachers frequently explain established guidelines and expectations in Japanese, or when necessary, use visual aids, to help students understand. This reduces potential language barriers and improves student comprehension. Additionally, specific guidelines may be established, such as sitting down when the teacher raises his or her hand or raising hands to ask questions. This will encourage discipline and participation during lessons.

Japanese classroom management is renowned for its adaptability in terms of both furniture and classroom layout. According to their instructional requirements, teachers can set up the physical environment. This gives them the ability to design a flexible environment that improves teaching and learning. Such flexibility enables efficient resource use, fosters teamwork, and supports student-centered strategies that are adapted to different learning styles and preferences.

In Japanese classrooms, positive discipline is a fundamental strategy for controlling student behavior. The emphasis is on promoting intrinsic motivation and reinforcing appropriate behavior rather than just concentrating on punitive measures. Teachers use positive reinforcement techniques, praising and acknowledging students for their accomplishments, efforts, and adherence to the rules. Students' self-worth and sense of accomplishment are fostered through this method, and the classroom community is reinforced for positive behavior.

In addition, consequences help students behave positively. Consequences are opportunities for growth and learning as opposed to punitive measures like detention or reprimands. Students develop a deeper understanding of how their behavior affects both themselves and others by directly experiencing the results of their actions. These penalties are intended to encourage students to take responsibility for their actions and

make wise decisions, thereby promoting their character development and personal growth.

Finally, Japanese classroom management prioritizes the creation of a positive and supportive learning environment through clear rules, positive reinforcement, and consequences as alternatives to punishment. Japanese teachers play a crucial role in establishing and implementing effective classroom management strategies, while flexibility in classroom arrangements caters to diverse teaching needs. By adopting these principles, Japanese educators aim to foster an environment where students can thrive academically, socially, and personally. This will lay the foundation for lifelong learning and success.

RESEARCH METHOD

Research Design and Approach: 1) This study employs a mixed-methods research design to provide a comprehensive understanding of classroom discipline strategies and cultural dynamics in the Japanese education system. The qualitative component involves a thorough literature review and case studies. This is to gain insights into their experiences and perspectives on classroom discipline. The quantitative component consists of surveys distributed to a representative sample of teachers in different regions of Japan. These surveys gather data on discipline practices and perceptions. The methodology section outlines the overall research design, the specific data collection methods used (literature reviews, case studies, interviews, and surveys), and the sampling procedures employed to gather data from educators, administrators, and students.

RESULT AND DISCUSSION

Cultural Customs on Classroom Management in Japan: Practices and Challenges

Classroom management in Japan is influenced by cultural norms and practices. Teaching English (for example) in Japan requires cultural norms. There are significant differences between Japanese and American classrooms, reflecting differences in culture, values, and society (author, 2018). Japanese classrooms are known for their emphasis on conformity and respect for authority, which contribute to successful classroom management. Positive reinforcement and setting ground rules are also effective strategies for classroom discipline in Japan.

Effective classroom management strategies for teaching in Japan include cultural norms. They also include setting out ground rules, using positive reinforcement (Taniuchi, 1985), and using the framework of rules and relations (Sakui, 2004). Teachers in Japan are expected to manage classrooms, especially when teaching young learners (Dunsmore, 2019). Japanese classrooms emphasize conformity and respect for authority, which contribute to successful classroom management. It is imperative to note that some behaviors that may be considered disruptive in other cultures, such as sleeping in class, are tolerated in Japan (Moritz, 2017).

Classroom management in Japan includes taking cultural norms into account, rewarding appropriate behavior instead of punishing injurious behavior, and setting

clear expectations. One study explores Japanese high school teachers' beliefs and intentions regarding classroom management (Sakui, 2007). Another paper attempts to explain why some classes are easier to teach than others using classroom management practices. There are also common practices and misperceptions about the Japanese classroom. At length, some researchers have suggested that classroom management practices may contribute to Japanese education achievements.

Cultural norms that affect classroom management in Japan emphasize student responsibility and stewardship. They also value silence in classrooms as a sign of respect for teachers, promoting harmony, and having different expectations for classroom management practices (Albertson, 2020). Additionally, a variety of factors shape classroom interactions, including anxiety, learning styles, and cultural norms (Maftoon & Ziafar, 2013). Teachers must consider cultural norms when managing classrooms in Japan.

Japanese culture affects classroom management in several ways. Japanese culture values silence in classrooms as a sign of respect for teachers and promotes harmony. Classroom management emphasizes student responsibility and stewardship through following set school routines and valuing punctuality. Teachers in Japan are particularly concerned about developing the holistic child. They regard it as their task to focus on matters such as personal hygiene, nutrition, and sleep. These matters are not part of a teacher's role (Hays, 2019). Additionally, cultural expectations of conformity and respect for authority contribute to successful classroom management in Japan. Japanese students do not usually expect foreign teachers to be authoritarian sources of wisdom who led everything.

Japanese classroom management differs from Western classroom management in several ways. Japanese culture values silence in classrooms as a sign of respect toward teachers and promotes harmony, while Western classrooms may encourage more open discussion and debate. Japanese classroom management emphasizes student responsibility and stewardship through following set school routines and valuing punctuality. Western classroom management focuses more on individualism and creativity. Additionally, Japanese students do not usually expect foreign teachers to be an authoritarian source of knowledge who leads everything, which may differ from Western expectations (Case, 2023). Japan's classroom management is built on cultural expectations of conformity and respect for authority. However, it is pertinent to note that these are generalizations and may not apply to all Japanese or Western classrooms.

Classroom management in Japan is heavily influenced by cultural norms that emphasize respect for authority, harmony, and responsibility (Badawi, 2023). Teachers in Japan focus on developing the holistic child and may be concerned with matters such as personal hygiene, nutrition, and sleep. Successful classroom management in Japan involves rewarding appropriate behavior rather than punishing immoral behavior and setting clear expectations. Japanese and Western classroom management practices differ. These differences include the value placed on silence and conformity in Japan and

individualism and creativity in the West. Teachers must consider cultural norms when managing classrooms in Japan.

Cultural factors impact student-teacher relationships and communication

Cultural factors significantly impact student-teacher relationships and communication in Japan. Here are some tips and observations from the search results: (1) Cultural gaps: Cultural gaps can cause teachers to misinterpret students' behavior, which can lead to misunderstandings and weaken relationships (The Iris Center, 2018). (2) Ethnicity: Ethnicity is consistently associated with students' perceptions of their teachers, and the way teachers communicate can vary depending on cultural factors (den Brok & Levy, 2005). (3) Perception of communication style: Students' perceptions of teacher communication style can be influenced by cultural factors, such as ethnicity (Levy, Wubbels, Brekelmans, & Morganfield, 1997). (4) Perspective-taking: Building connections with students from diverse cultural backgrounds requires perspective-taking, which involves understanding cultural differences and anticipating potential cultural gaps that may influence behaviors and interactions with students (Nishioka, 2018). (5) Student-teacher relationships: The student-teacher relationship is a site of socialization in public schools, and it can have an impact on student achievement, motivation, engagement in school, and prosocial behavior (Dexter, Lavigne, & de la Garza, 2016).

Cultural factors significantly impact student-teacher relationships and communication in Japan. Students' perceptions of teacher communication styles can be influenced by cultural factors such as ethnicity. Teachers' communication styles vary depending on cultural factors. Building connections with students from diverse educational backgrounds requires perspective-taking, and teachers should anticipate potential cultural gaps that may influence behaviors and interactions with students. Cultural gaps can cause misunderstandings and weaken relationships, so teachers must understand their own and students' cultures to communicate and build positive relationships.

Cultural norms impact student motivation and achievement

Cultural norms significantly impact student motivation and achievement in Japan. Here are some tips and observations from the search results: (1) Achievement beliefs: Motivation research has established that achievement beliefs are influenced by cultural factors. (2) Cultural values and practices: Cultural values and practices are assumed to influence student motivation and subsequent achievement. (3) Family cultural capital: Family cultural capital can be linked to adolescents' motivation and reading achievement. (4) Individualism and collectivism: The practices of schools tend to reflect the individualism of the dominant culture, while many students come from families that are more collectivistic. (5) School culture: School culture has effects on the achievement of students in terms of motivation and the will to study. (6) Values and religiosity: Culture impacts values, as does the extent of religiosity, which can influence students' motivation.

Cultural norms significantly impact student motivation and achievement in Japan. As well as values and practices, achievement beliefs, school culture, values and religiosity, individualism and collectivism, and family intellectual capital are some of the factors that influence student motivation and achievement. Understanding cultural norms and values can help teachers create a positive learning environment that supports student motivation and achievement.

Japanese classrooms emphasize respect, hierarchy, and authority

In the Japanese schooling system, the teacher is pivotal in establishing and implementing classroom management plans to ensure effective teaching and learning. These plans serve as a guide for teachers to establish a structured and organized environment that promotes student development and well-being.

Japanese society's hierarchical structures, characterized by defined authority and power dynamics, are reflected in the academic circle, including schools. Within this framework, Japanese teachers adhere to a strict hierarchy, respecting authority and maintaining familiarity. This is based on local customs and norms observed in Japanese law, government, and management systems. This hierarchical structure permeates the classroom setting, where teachers are expected to embody authority figures and serve as role models for their students.

Classroom management is paramount in Japan. It entails maintaining a harmonious and disciplined classroom environment where students respect the teacher's authority and adhere to established rules and regulations. As bullying incidents and classroom disruptions, often referred to as "classroom collapses," have gained attention in recent years, effective classroom management has become increasingly critical.

Japan's scientific classroom management approach emphasizes respect and authority within the classroom. Teachers are encouraged to establish positive relationships with their students while ensuring they understand and follow established rules. This approach recognizes that fostering mutual respect and trust between teachers and students is essential for creating an optimal learning environment.

Japanese teachers employ various classroom management strategies. They set clear expectations for student behavior and academic performance, providing explicit guidelines for students. Teachers also actively engage in moral education, guiding students toward ethics and responsibility. Furthermore, Japanese teachers employ techniques such as utilizing non-verbal cues, implementing consistent and fair consequences for misbehavior, and promoting a sense of community and teamwork among students. They strive to create an environment where students feel supported and encouraged to actively participate in learning.

Eventually, classroom management in Japanese schools will be approached with a scientific understanding of the importance of respect and authority within a hierarchical structure. Teachers play a significant role in establishing and implementing classroom management plans and maintaining a structured and disciplined learning environment. By fostering positive relationships, setting clear expectations, and engaging in moral

education, Japanese teachers strive to create an atmosphere conducive to student development and academic success.

Japanese teachers' discipline and approach

Japanese teachers employ various discipline techniques and approaches to manage their classrooms. Here are some tips and observations from the search results: (1) Be well-prepared: Japanese teachers often spend a lot of time preparing for their lessons and have detailed lesson plans. (2) Classroom management routines and behavioral control strategies are established in the first years of schooling in Japan. (3) Consequence, not punishment: Instead of punishing students for misbehavior, it can be more effective to have them face the consequences of their actions, such as cleaning up a mess they made. (4) Create a positive learning environment: Teachers in Japan often focus on creating a positive learning environment that encourages students to learn and participate. (5) Employ visual aids: Videos, pictures, and other visual aids can help students understand the rules and expectations. (6) Positive discipline: Positive discipline is a tried-and-tested way of managing rowdy students in Japan. It guides children in making the correct choices through connection, patience, and mutual respect. (7) Positive reinforcement: Praising and rewarding good behavior can be more effective than punishing immoral behavior. (8) Set out ground rules: Establishing clear rules and expectations at the beginning of the school year can help prevent misbehavior and create a positive learning environment. (9) Use humor: Humor can be an effective way to diffuse tense situations and build relationships with students.

Japanese teachers use positive discipline, clear rules and expectations, positive reinforcement, and consequences to manage their classrooms. They also focus on creating an enjoyable learning environment and building relationships with their students.

Strategies for fostering student engagement and active Participation

Japanese teachers use various strategies to foster student engagement and active participation. Here are some tips and observations from the search results: (1) Improved classroom discussions: Teachers can promote Japanese university students' participation in science classroom discussions by building their confidence and comfort with speaking in class. (2) Instructional strategies: Japanese teachers use various instructional strategies to engage students in classroom activities. (3) Let students speak: Allowing students to speak and express their opinions can boost their motivation and increase their class participation. (4) Physical engagement indicators: The Japanese lesson study tracks physical engagement indicators such as slouching, smiling, and eye contact to promote student engagement. (5) Think-pair-share: This strategy requires students to think about and analyze a question, write their thoughts down, discuss the question, and share their ideas with the class.

Japanese teachers use instructional strategies, student-centered activities, and physical engagement indicators to foster student engagement and active participation. Allowing students to speak, using think-pair-share, and building confidence and

comfort in class are some of the strategies implemented to promote student participation in Japanese classrooms.

Collectivism and group dynamics influence classroom behavior

Collectivism and group dynamics influence classroom behavior in Japan. Here are some tips and observations from the search results: (1) Encouraging learners: The Japanese education system primarily encourages learners to become proficient in skills that are valued by society, consistent with values such as collectivism and a seniority mindset. (2) Group dynamics: Group dynamics in Japan emphasize the nature of collectivity and the psychological process of group interaction. (3) Group working: Group working is more effective for Japanese learners due to the collectivist culture. (4) Hierarchy, collectivism, and group identity: These cultural values have an influence on English language teaching in Japanese high schools. Shared practices and values: In collectivist cultures, there are shared practices and values that are dynamic in nature. (5) Japanese teachers: Japanese teachers tend to spend more time talking during class, and they emphasize group harmony and cooperation.

Collectivism and group dynamics influence classroom behavior in Japan. Group work is more effective for Japanese learners. Cultural values such as hierarchy, collectivism, and group identity influence English language teaching in Japanese high schools. Japanese teachers emphasize group harmony and cooperation, and the Japanese education system encourages learners to become proficient in skills valued by society. Group dynamics in Japan emphasize collectivity and group interaction psychology.

Case studies based on comparative analysis

Japanese classroom management techniques place a greater emphasis on conformity and respect for authority than Western methods do. Western classrooms promote more frank debate and discussion. Additionally, by adhering to established school routines and placing a premium on punctuality, Japanese classroom management emphasizes student responsibility and stewardship. In Western classroom management, individualism and creativity are emphasized more. Discipline techniques are used in Western classrooms, including punishment for disruptive behavior. Japan favors rewards for good behavior. Lastly, in Japan, teachers are typically responsible for managing the classroom and may be more involved in developing a holistic child. This covers issues like sleep and personal hygiene. In the West, parents might have elevated expectations for how to manage these situations.

Japanese classroom management techniques emphasize conformity and deference to authority more so than Western methods do. Western classrooms promote more candid conversation and debate. By adhering to established school routines and emphasizing punctuality, Japanese classroom management also places an emphasis on student responsibility and stewardship. Western educational management places more emphasis on individuality and creativity. Western classrooms employ disciplinary strategies, including sanctions for disruptive behavior. Positive reinforcement is preferred in Japan. Finally, teachers in Japan might be more involved in fostering a

whole child because they are typically in charge of managing the classroom. This includes worries about things like sleep and personal hygiene. In the West, parents might have ambitious standards for themselves in these areas.

Compared to classroom management practices in Lebanon, Japanese classroom management practices may differ in several ways. Lebanese classrooms may place a higher emphasis on community and collectivism, with strong bonds and relationships between students and teachers (Handoko & Sakti, 2023; Schwarzer, Haywood, & Lorenzen, 2003). In Lebanon, teachers may also be more likely to use punishment as a disciplinary approach, and classroom disruptions may be more strictly disciplined. Additionally, cultural norms and practices regarding gender roles may play a significant role in Lebanese classrooms, with expectations for different behaviors and treatment of male and female students (Ateh & Ryan, 2023). Ultimately, there may be differences in teaching methods, with Lebanese classrooms often emphasizing discussion and debate, while Japanese classrooms may be more focused on lecture-style teaching.

When compared to classroom management practices around the world, Japanese classroom management practices stand out in several ways. One of the most notable differences is the emphasis on conformity and respect for authority in Japanese classrooms (Gangal & Yilmaz, 2023). This contrasts with Western classrooms, which encourage more individualism and creativity. Additionally, Japanese classrooms place a strong emphasis on student responsibility and stewardship, with students expected to follow set school routines and value punctuality (Weyers, Kramer, Kaspar, & König, 2024).

Another notable feature of Japanese classroom management is the emphasis on building relationships with students. Teachers in Japan manage classrooms. This includes developing relationships with their students that transcend subject matter. Japanese teachers may also focus on the holistic development of the child, with an emphasis on personal hygiene, nutrition, and sleep.

There may be less emphasis on community and collectivism in Japanese classrooms than in Arab classrooms. Discipline may be less commonly based on punishment. Furthermore, Japanese classrooms may strive to build more egalitarian relationships with students than Arab classrooms, which may be more rigid in their gender roles and expectations.

Finally, while there are certainly differences between Japanese classroom management practices and those found in other parts of the world, the focus on conformity, respect for authority, and strong teacher-student relationships sets Japanese classrooms apart.

The following are observations from the search results based on academic references: (1) Be well-prepared: Japanese teachers often spend a lot of time preparing for their lessons and have detailed lesson plans. (2) Explain boundaries in Japanese: To ensure that students fully understand the rules and expectations, teachers may explain them in Japanese or use visual aids. (3) Flexible use of classroom space and furniture: Japanese classrooms are often equipped with standard student desks and chairs

arranged in orderly rows, but teachers may rearrange the furniture to suit their teaching needs . (5) Homeroom teachers manage their classrooms: In elementary schools in Japan, homeroom teachers create their annual plans for classroom management and proceed to manage their classrooms accordingly . (5) Patience: Children need patience, and teachers in Japan often take the time to build relationships with their students and help them learn at their own pace. (6) Positive discipline: Positive discipline is a tried-and-tested way of managing rowdy students in Japan. It guides children in making the correct choices through connection, patience, and mutual respect. (7) Positive reinforcement: Praising and rewarding good behavior can be more effective than punishing unruly behavior. Consequences not punishment: Instead of punishing students for misbehavior, it can be more effective to have them face the consequences of their actions, such as cleaning up a mess they made . (8) Set out ground rules: Establishing clear rules and expectations at the beginning of the school year can help prevent misbehavior and create a positive learning environment..

CONCLUSION

Cultural norms and practices that place an emphasis on deference to authority, conformity, and student responsibility have a significant impact on classroom management in Japan. Strong teacher-student bonds and a focus on the holistic development of the child, including consideration of factors like personal hygiene, nutrition, and sleep, are characteristics of Japanese classrooms. Positive reinforcement, clear expectations, and consideration of cultural norms are effective classroom management techniques in Japan. Japanese classrooms differ from others around the world in that they place a strong emphasis on obedience to authority figures and conformity. Western classrooms, on the other hand, value individuality and creativity more. Arab classrooms may place a strong emphasis on community and collectivism, along with strict gender roles and conduct standards.

Teachers who work in this environment must be aware of the cultural practices and norms that influence classroom management in Japan. Teachers can create a productive and enjoyable learning environment for their students in Japan by taking these cultural considerations into account and applying successful classroom management techniques. Eventually, cultural norms and practices that emphasize deference to authority, harmony, and accountability have a significant impact on classroom management in Japan. Cultural norms must be taken into consideration, expectations must be set clearly, and rewards must be given for good behavior rather than punishment for bad. Western and Japanese methods of classroom management are different. These distinctions include the Western emphasis on individualism and creativity versus the Japanese emphasis on conformity and deference to authority. Teachers in Japan must also focus on developing a holistic child and may be concerned with matters such as personal hygiene, nutrition, and sleep. By understanding and adapting to these cultural differences, teachers can create a positive and effective learning environment for their students in Japan.

In conclusion, this study sheds light on positive discipline strategies and cultural dynamics in Japanese classrooms. By recognizing unique cultural influences and drawing comparative insights, educators and policymakers can leverage these findings to enhance classroom management practices. They can also create inclusive learning environments and promote effective teaching and learning experiences for students in various educational contexts.

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