

Effects of Teacher's Classroom Management Practices on Students' Academic Performance

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Abstract

Classroom management is crucial in the enhancement of teaching quality and better performance of students through establishing a good and orderly learning environment. The management of classrooms by teachers has been critical in ensuring that there is discipline, student engagement, and that they have meaningful learning experiences. The current research was carried out with the aim of investigating the impact of classroom management by teachers on the academic performance of learners at the secondary school level in Pakistan. This was a descriptive study that tried to understand the perceptions of students on classroom management practices and how they influenced academic achievement. A self-constructed questionnaire on a four-point Likert scale was used to collect the information on 40 secondary school students. The study results showed that students tended to view classroom management practices of the teachers as effective in enhancing discipline, classroom involvement, and academic achievements. Nevertheless, some of the students also said that too much strictness and the use of fear to manage them adversely influenced their motivation to learn and their performance. By and large, the research found that effective classroom management plays a significant role in the academic performance of students when it is applied in a well-balanced and supportive way. The results emphasize the need to implement student-based and systematic classroom management techniques in order to improve the learning process.

Keywords: Classroom management, academic performance, secondary students, teacher effectiveness, learning environment

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Cite this article:

Kazafi, L. U. (2026). Effects of teacher's classroom management practices on students' academic performance. *Bulletin of Education and Research*, 47(2), 80-93.



Introduction

It is common knowledge that education is one of the key pillars on which individual, social, and national development is based. Curriculum design, instructional strategies, school environment, and the professional competencies of teachers are some of the factors that determine the quality of education. Among these, classroom management by teachers has become one of the greatest determinants of the academic performance of students. An effective classroom management provides a well-organized, secure, and conducive environment in which students actively participate in learning activities. Conversely, disruptive behavior, less time in instruction, decreased motivation, and poor academic performance are common results of poor classroom management (Emmer & Stough, 2001; Marzano et al., 2003; Evertson & Weinstein, 2006).

In the modern schooling age, the world has been restructuring its education to focus more on the quality of teaching to achieve better learning outcomes among students. The SDG 4 (SDG 4) emphasizes the need to provide equitable and inclusive quality education and offer lifelong learning opportunities to everyone. To meet this objective, the teachers should be good teachers who can control the classes, instilling discipline, and ensuring positive learning conditions. Classroom management is, consequently, a central competence of effective teaching since it has a direct impact on the engagement, behavior, and achievement of students. Studies have always found that good classroom management results in better student achievement compared to poor classroom management, which negatively affects student achievement (Korpershoek et al., 2016).

Classroom management is the strategies, practices, and skills adopted by teachers to organize classroom activities, uphold discipline, manage instructional time, and encourage positive teacher-student interactions. It does not merely involve managing the behavior of the students but also involves the establishment of a learning environment that facilitates academic and social growth (Emmer & Stough, 2001). According to Evertson and Weinstein (2006), classroom management has been defined as the activities that teachers engage in to help them provide an environment that facilitates academic activities and reduces disruptive behavior. On the same note, Marzano et al. (2003) pointed out that good classroom management is among the best predictors of student achievement as it provides the greatest learning time and minimizes interruptions in the classroom.

The international literature has proven a significant connection between classroom management and the academic performance of students. Good classroom management enhances attention, participation, motivation, attendance, and the academic life of students. It also lessens behavior issues that disrupt learning. In a meta-analysis study, Korpershoek et al. (2016) discovered that classroom management techniques have a significant positive impact on the academic, behavioral, emotional, and social performance of students. The

research also indicated that positive teacher-student relationships and well-organized classroom setups play a significant role in ensuring the academic success of the students.

These findings are still supported by recent studies. According to Chow et al. (2024), classroom management practices that are proactive, like clear expectations, systematic instructions, and positive rewards, have a significant beneficial impact on student engagement and performance. Equally, Ahmed, and du Plessis (2024) also discovered that good classroom management establishes conducive learning conditions that enhance academic performance and classroom attendance of the learners. The findings of a recent meta-analysis conducted by Putra and Yanto (2025) also supported the idea that classroom management is a strong and consistent factor that influences the academic performance of students at various levels of education and contexts.

Some studies that have been carried out in Pakistan have also reported a positive relationship between classroom management and academic performance of the students. Khan et al. (2021) discovered that classroom management is an effective way to enhance the academic performance of secondary school students. On the same note, Hussain et al. (2022) found that practices of classroom management have a positive impact on student motivation and academic performance. Kausar et al. (2022; 2024) also established that classroom discipline, teacher-student interaction, and effective instructional organization are important determinants of academic performance of students in secondary and higher secondary grades. Safiullah et al. (2023) also established a strong positive correlation between practices of managing classrooms and the academic performance of students in secondary schools.

Even though the available international and national research validates the significance of classroom management, differences in school settings, teacher capabilities, classroom population, and school settings imply that the results may not always be applicable. In addition, there is a paucity of context-specific studies in most parts of Pakistan, especially at the school level, on the impact of classroom management practices on the academic performance of students. This poses a requirement for additional empirical research. Hence, the current research aims to test the impact of classroom management by teachers on the academic performance of students. The proposed study attempts to identify the impact of various classroom management practices on the academic performance of students and to present evidence that can be used to enhance the teaching methods, classroom setting, and education quality in general. It is hoped that the results of this research will help in the professional growth of the teachers, the development of the education policy, and, overall, student learning outcomes.

Classroom management has been extensively considered as an essential element of effective teaching and learning processes. It is important in the establishment of a

structured, enabling and productive classroom setting that promotes the academic performance of the students. Nonetheless, poor classroom management remains a significant problem in most learning environments, which translates into disruptive student behaviors, time wastage, poor student engagement, and low student performance (Emmer & Stough, 2001; Marzano et al., 2003).

In education systems that are standards-based, classroom management by teachers is critical to the effectiveness of curriculum implementation, as it enables teachers to transform instructional plans into valuable learning experiences. Even a well-designed curriculum can fail to produce the desired learning outcomes without proper management of the classroom. Studies have always indicated that classroom management is directly correlated to the academic performance of students since it maximizes teaching time and minimizes disruptive behaviour (Evertson & Weinstein, 2006).

Although the connection between classroom management and academic achievement has been investigated on a large scale on an international level, there is still a gap in the context-specific evidence within various educational environments. Large classes, scarcity of resources, and varied student behavior are some of the challenges in Pakistan that are likely to influence the effectiveness of classroom management by teachers. Thus, the study problem is to investigate the impacts of classroom management by teachers on the academic performance of students in the selected educational institutions.

The research is important since it aims to enhance the quality of education by using effective classroom management. Classroom management is one of the reasons that helps in the effective teaching process and the improvement of academic performance of students. The research findings of this study will give empirical data on the impact of classroom management practices of teachers on the academic performance of students.

The research will be useful to teachers since they will be able to know why it is important to implement effective classroom management strategies that can enhance student learning and classroom discipline. The findings can be used by school administrators to enhance supervision and support systems that promote effective teaching environments. Moreover, the results can assist educational policymakers in creating professional development programs that enhance the classroom management skills of teachers.

This study will also be beneficial to teacher education institutions as it will be incorporated into pre-service and in-service teacher training programs to include classroom management strategies. Also, this study will add to the body of literature by evidencing a Pakistani context, which can be of help to prospective research in comparative and

advanced research. On the whole, the research highlights classroom management as one of the key elements in enhancing the academic results and the quality of education of the students.

Literature Review

Classroom management is believed to be one of the most significant aspects of effective teaching, as it establishes a condition that facilitates learning and reduces disruptive behavior. Classroom management can be effectively achieved through the creation of classroom rules, organization of instruction, maintenance of classroom discipline, and good teacher-student relationships. It helps teachers to optimize teaching time and to provide a learning environment that promotes the academic and social growth of students. Researchers have highlighted that classroom management goes beyond discipline and incorporates all the teacher practices that promote meaningful learning (Emmer & Stough, 2001).

Researchers have also elaborated that classroom management is a holistic process by which teachers plan classroom tasks, keep the students engaged, and provide them with a safe and productive learning system. Good classroom management fosters positive relationships between the students and the instructors and fosters participation and academic excellence. It also aids teachers in minimizing behavioral issues and enhances the general quality of teaching because learning activities are conducted without unnecessary distractions (Evertson & Weinstein, 2006).

There is a considerable amount of literature to prove that classroom management plays a great role in determining the performance of students in terms of their academic performance. Effective management strategies enhance the time spent on tasks among students, classroom behavior, teacher-student relationships, and academic achievement. A meta-analysis of 54 intervention studies found that classroom management interventions have a positive impact on academic, behavioral, emotional, and motivational outcomes of students, making classroom management one of the most powerful teacher-controllable factors that can influence the success of students (Korpershoek et al., 2016).

Recent findings still affirm the existence of a positive correlation between classroom management and the academic success of students. A meta-analysis that updated the review of publications since 2003 found that classroom management interventions are always associated with better academic performance and classroom behavior of students. The review has also discovered that interventions that focused on positive relationships between teachers and students and structured classroom practices yielded the most positive educational results (Korpershoek et al., 2025).

In the Pakistani context, classroom management has also been identified as an important determinant of students' academic performance. In a study carried out in higher secondary schools in Lahore, the classroom management strategies, such as setting clear expectations, classroom discipline, and encouragement of positive interactions in the classroom, had a significant positive impact on the academic performance of students. The researchers suggested enhancing the classroom management skills of teachers by using professional development programs (Kausar et al., 2024).

The same has been found at the secondary school level in Pakistan. Research carried out in District Narowal found that the management style of the classroom, which includes effective communication, organization of instruction, classroom discipline, and positive classroom climate, had a significant positive effect on the academic performance of the students. The paper has highlighted how effective teachers in classroom management can provide more opportunities to students to learn and achieve academic success (Kausar et al., 2022).

In another study carried out in Punjab, the relationship between classroom management practices and the performance of students at the secondary school level was studied. The results showed that the practices of classroom management had a great impact on the academic achievement of students. The researchers concluded that classroom management strategies need to be proactive among teachers to enhance learning outcomes and advised ongoing professional development in classroom management skills (Hussain et al., 2022).

Research Questions

The following questions were answered in this study:

1. What impact does verbal instruction have on students' academic achievement?
2. What effect does corporal punishment have on students' grades?
3. What impact does instructional supervision have on student academic performance?

Research Methodology

Research methodology offers a logical process of carrying out a scientific study to realize the goals of the study. Kothari (2004) defines research design as the conceptual framework in which research is carried out and is a blueprint of how data is collected, measured, and analyzed.

Research Design

The current research took a quantitative descriptive survey research design to examine how classroom management by the teachers influences the academic performance of students. The descriptive survey design was deemed suitable as it allows the researcher to gain knowledge about the respondents about their opinions, perceptions, and experiences without interfering with any variables. The purpose of the study was to characterize the perceptions of students about the classroom management practices of teachers and how these practices affect the academic performance of the students.

Participants of the study

The study population was students at secondary schools in Pakistan. It was decided to use a sample of 40 secondary school students due to time and resource constraints. A simple random sampling method was used to select the respondents, and all the students had an equal chance to take part in the research. The students chosen were of the same level of education and regarded as the right respondents since they were the regular sufferers of the classroom management practices in their classrooms.

Instrumentation

The data was gathered with the help of the self-designed questionnaire, which was called the Teachers' Classroom Management and Students' Academic Performance Questionnaire. After examining the literature that was available on classroom management and academic performance of students, the questionnaire was created. It was made up of 12 statements that were used to assess the perceptions of the students towards the classroom management practices of the teachers and their performance in school.

The questionnaire was constructed on a four-point Likert scale, which consisted of Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD). This scale allowed the respondents to respond to every statement by stating the level of their agreement, thus making it easier to quantitatively examine the data gathered.

Data Collection

The permission of the respective school authorities was sought before the data was collected. The researcher himself went to the chosen schools and informed the respondents about the purpose of the research. The participants were told that the participation would be voluntary and that all information would be kept confidential and would be utilized solely for academic purposes.

The questionnaires were administered to the sampled students and retrieved after completion. All questionnaires were well scrutinized to make sure that they were filled out properly, and then the researcher proceeded with data analysis.

Data Analysis

Data collected was coded and inserted into the Statistical Package for the Social Sciences (SPSS) to be analyzed. The data were analyzed using descriptive statistical methods such as frequency, percentage, mean, and standard deviation.

The answers to each questionnaire were summarized by frequencies and percentages, and the mean scores and standard deviations were computed to estimate the level of agreement overall, as well as the variability of the responses given by students.

Results of the Study

The data were analyzed and presented in tables and interpreted based on the goals of the study.

Table 1

Students' Responses to Teachers' Classroom Management Practices

Item	Mean	SD
Classroom behavior instructions	1.65	0.48
Emphasis on discipline rules	1.90	0.49
Guidance on classroom talking rules	1.82	0.44
Use of punishment for behavior control	2.12	0.85
Teacher movement for monitoring engagement	1.80	0.56
Teacher monitoring noise/disruption	1.77	0.57
Action against fighting students	2.00	0.64
Strictness against cheating	1.95	0.71

Table 1 shows that students generally reported a high level of positive classroom management practices by their teachers. The mean values ranged from 1.65 to 2.12, indicating overall agreement that teachers provide clear behavioral instructions, maintain discipline, monitor student engagement, and discourage cheating. These findings suggest that teachers actively implement classroom management strategies that promote structured and disciplined learning environments.

Table 2
Students' Academic Engagement and Performance

Item Theme	Mean	SD
Attention in class and exam preparation	1.75	0.58
Academic performance due to study habits	1.80	0.51
Behavioral improvement through strict management	1.75	0.49
Fear created by classroom management affects learning	2.27	0.75

According to Table 2, the students appear to be extremely academically engaged and have positive learning behavior with the mean scores of between 1.75 and 1.80. The findings indicate that the students are attentive in the classroom, study on a regular basis, and they feel that disciplined classroom settings assist them to become better behaved and achieve better grades. These results show the beneficial nature of classroom management in improving student engagement and academic achievement. The middle degree of consensus ($M = 2.27$, $SD = 0.75$) that too much strictness or fear-based classroom management can have a bad impact on learning and academic achievement. Although some students feel that extreme management enhances discipline, others have the opinion that fear-based management can be a hindrance to learning. This implies that the influence of classroom management relies on the level of discipline and supportive instructional practices.

Table 3
Means, Standard Deviations, and Pearson Correlations Between Variables

Variable	M	SD	1	2
1. Classroom Management Practices	1.76	0.38	—	
2. Academic Performance	1.83	0.41	.53***	—

Note. $N = 40$, $p < .001$.

The correlation analysis evaluates the strength and direction of the linear relationship between classroom management practices and student academic performance. The Pearson correlation coefficient indicates a moderate-to-strong positive correlation between the two variables, $r(38) = .53$, $p < .001$. Because the relationship is positive and statistically significant, it means that higher scores in perceived classroom management practices are reliably associated with higher scores in student academic performance.

Table 4

Linear Regression Predicting Academic Performance From Classroom Management Practices

Variable	<i>B</i>	95% CI [LL, UL]	β	<i>t</i>	<i>p</i>
(Constant)	0.80	[0.23, 1.38]		2.83	.007
Classroom Management Practices	0.58	[0.28, 0.88]	.53	3.90	< .001

Note. N = 40. CI = confidence interval; LL = lower limit; UL = upper limit. $R^2 = .286$, Adjusted $R^2 = .267$, $F(1, 38) = 15.19$, $p < .001$.

A simple linear regression was conducted to determine if classroom management practices significantly predict academic performance. The results indicated that classroom management practices significantly predicted academic performance, $F(1, 38) = 15.19$, $p < .001$, accounting for 28.6% of the variance ($R^2 = .286$).

Findings

The results of the study indicate that teachers' classroom management has a significant influence on students' academic performance. The results indicated that a majority of students felt that teachers employ effective classroom management techniques, including giving behavioral instructions, maintaining discipline, supervising student activities, and deterring academic dishonesty. A high percentage of the respondents indicated that the practices enable them to remain focused, enhance discipline, and improve learning results.

The findings also indicate that classroom management practices have positive impacts on the engagement and academic behavior of the students. Students said that, when there are strict yet organized classroom conditions, they find it easier to pay attention to classroom instruction, as well as to follow instructions and study to pass exams. Nonetheless, a few students also reported that too much strictness or punishment-based administration can cause fear, which can have a detrimental impact on their motivation to learn and academic achievement.

In general, the results indicate that classroom management is beneficial in two aspects: it enhances discipline and academic concentration, and when overused, it may lead to the development of psychological pressure among students.

Discussion

Results of the current study are in line with the results of Putra and Yanto (2025), which indicate that classroom management is critical to enhancing the academic performance of

students. Good classroom management provides a structured learning process in which students become more concentrated, attentive, and active in learning.

The research found that students tend to react positively to an organized classroom setting where teachers establish clear rules, behavioral controls, and discipline. These results are consistent with the educational theories of the significance of classroom order in facilitating effective learning. With effective classroom management by teachers, students stand a higher chance of acquiring self-discipline and improved academic behaviors.

The results, however, also show that draining strictness or punishment in classroom management can cause fear in students, and this can be detrimental to their academic performance. This implies that discipline must be used but should be accompanied by supportive and encouraging teaching strategies to create a positive learning environment.

Generally, the paper indicates that classroom management does not imply merely controlling the behavior of students but also refers to providing a favorable environment that will facilitate academic development.

Conclusion

The research concluded that classroom management by teachers is a major factor that affects the performance of students in secondary schools. Many of the students felt that classroom management concepts like imposing discipline and monitoring of classrooms, as well as organized instruction in classrooms, are positive factors in their success in school. Nevertheless, the research also established that excessive or fear-based classroom management could have a bad impact on the learning experience of the students. Thus, it can be concluded that balanced classroom management practices can play a crucial role in enhancing the academic performance of students. An encouraging, structured, and student-friendly classroom atmosphere is more efficient in improving learning outcomes than purely punishment-based methods.

Recommendations

According to the results of the study, the following recommendations are suggested:

1. The teachers are expected to use a balanced classroom management strategy that incorporates discipline, encouragement, and support of the students.

2. Educational establishments need to offer training regularly to teachers on effective classroom management skills that will create favorable learning conditions.
3. Teachers are urged not to be too punitive in running the schools but to be motivation-based, student-centered.
4. School administrations must observe classroom activities so that discipline does not instill fear or anxiety among the students.
5. Future researchers are also advised to conduct research on the management of classrooms as compared to other variables like student motivation, learning styles, and teacher effectiveness in various learning environments.

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