

## Analyzing the Role of Classroom Management in Enhancing Fifth-Grade Elementary Students' Learning Outcomes

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### Abstract

Classroom management constitutes a fundamental component of effective elementary education, yet its specific role in enhancing student learning outcomes remains insufficiently investigated, particularly at the fifth-grade level where academic demands intensify. This qualitative case study examined the role of classroom management in improving fifth-grade students' learning outcomes at Ongulero Public Elementary School during the 2024/2025 academic year. Data were collected through classroom observations, semi-structured interviews with two teachers and twenty students, questionnaires, and documentary analysis, focusing on five dimensions: physical environment organization, discipline enforcement, behavior guidance, teacher-student communication, and classroom organization. Findings revealed that teachers demonstrated exemplary performance in discipline enforcement and teacher-student communication (100% excellent ratings), strong performance in behavior guidance (90% excellent), while physical environment organization (60% excellent) and classroom organization (50% excellent) showed moderate effectiveness requiring further development. The study provides empirical evidence that effective classroom management functions as a multidimensional construct encompassing relationship-building, spatial design, behavioral regulation, and collaborative governance systems. These findings suggest that professional development should adopt differentiated approaches, building upon existing strengths in discipline and communication while enhancing organizational dimensions. The successful integration of culturally grounded practices within universal management frameworks offers valuable insights for educators in collectivist cultural contexts, contributing to both theoretical understanding and practical implementation of classroom management in elementary education.

## INTRODUCTION

Classroom management constitutes a fundamental pillar of effective pedagogical practice in elementary education, where students undergo critical phases of cognitive, social, and emotional development. The capacity of teachers to establish and sustain conducive learning environments significantly influences student academic performance and behavioral outcomes (Korpershoek et al., 2016; Stronge et al., 2011). In the context of fifth-grade education, where curricular demands intensify and learning expectations become increasingly complex, the implementation of systematic classroom management strategies emerges as a decisive factor in facilitating educational success (Snow, 2002; Eccles & Roeser, 2011). Research has consistently demonstrated that inadequately managed classrooms generate substantial impediments to learning, including elevated distraction

levels, diminished instructional engagement, and reduced academic achievement (Hasan et al., 2022; Oliver et al., 2011). Moreover, poorly structured learning environments compromise both immediate learning outcomes and long-term student development trajectories.

The significance of classroom management extends beyond mere behavioral control to encompass the cultivation of essential competencies that support lifelong learning. Effective classroom management has been empirically linked to enhanced academic achievement, improved self-regulatory capacities, and the development of prosocial behaviors such as respect, responsibility, and collaborative engagement (Muhtar & Dallyono, 2020; Roorda et al., 2011; Emmer & Stough, 2001). Furthermore, the integration of character education within disciplinary frameworks represents a crucial element in holistic student development, particularly within educational contexts characterized by strong communal and moral values (Abidin, 2023; Lickona, 1991; Berkowitz & Bier, 2005). Consequently, systematic investigation of classroom management practices transcends theoretical inquiry to address pressing practical imperatives for educational improvement in elementary school settings.

Contemporary educational scholarship has predominantly focused on instructional innovations, including pedagogical models, technological integration, and curriculum design, while often neglecting the foundational classroom conditions that enable effective implementation of such innovations (Väättäjä & Ruokamo, 2021; Admiraal et al., 2017). For instance, Arlinwibowo et al. (2023) examined gamification in STEM education as a mechanism for enhancing student engagement, while Apiati (2024) investigated Learning Management Systems in developing mathematical reflective thinking. Similarly, Antari et al. (2024) demonstrated the efficacy of audio-visual-assisted learning models in improving science learning outcomes. Although these studies illuminate valuable instructional approaches, they frequently underemphasize the prerequisite classroom management structures necessary for successful pedagogical implementation (Donnelly et al., 2011). Without systematic classroom organization and behavioral regulation, even sophisticated teaching methodologies may fail to achieve intended learning outcomes.

Several empirical studies have established that classroom management significantly influences both academic achievement and student motivation. Aini & Hadi (2023) identified teacher-led classroom management as a critical determinant of student learning outcomes in elementary education, demonstrating positive correlations between structured classroom practices and academic performance. Anggraini & Imaniyati (2018) further established that learning facilities and classroom management collectively function as primary predictors of student achievement. Research by Budiya & Al Anshori (2022) emphasized that strategic classroom management in Islamic education contexts substantially enhances student academic performance. Additionally, Erwinsyah (2017) articulated that effective classroom management directly contributes to the optimization of teaching and learning processes. Faruqi (2018) highlighted efforts to enhance student learning capacity through classroom management interventions. Harahap (2023) demonstrated that classroom management significantly influences mathematics learning outcomes. Mutiarames et al. (2021) emphasized the pivotal role of teachers in classroom management. Wati & Trihantoyo (2020) examined classroom management strategies in accelerated learning programs, revealing that superior classroom management correlates with enhanced student achievement. Warsono (year unavailable) further reinforced that systematic classroom management directly contributes to improved student learning outcomes.

Despite growing recognition of classroom management's importance, significant gaps persist in understanding its specific mechanisms and contextual applications (Gage et al., 2018; Simonsen et al., 2008). While Hakim et al. (2023) found that inquiry-based learning combined with behavioral modeling significantly improved student self-efficacy, they noted that classroom leadership and consistent behavioral expectations constitute essential mediating factors. Similarly, Faizal et al. (2025) applied contextual teaching approaches to enhance civic education outcomes. Apps et al. (2023) argued that digital reading platform integration requires complementary classroom routines and teacher facilitation to ensure sustained student engagement. Moreover, Arum et al. (2025)

demonstrated that interactive multimedia enhances learning interest, yet acknowledged that teacher control over classroom dynamics remains fundamental (Hamre & Pianta, 2001; Mashburn et al., 2008).

The gap becomes particularly evident when considering culturally responsive classroom management practices. Herlina et al. (2025) emphasized integrating local cultural values into learning resources, demonstrating that culturally grounded teaching must align with classroom control mechanisms (Gay, 2010). Rizal et al. (2025) similarly noted that successful integration of indigenous cultural elements was mediated by effective management of student participation. Current research rarely isolates classroom management as an independent variable with direct causal relationships to academic achievement (Alter & Haydon, 2017; Hattie, 2009).

Given these identified gaps, this study aims to systematically analyze the role of classroom management in enhancing learning outcomes among fifth-grade elementary school students. The novelty lies in its explicit focus on classroom management as a central and measurable variable influencing student outcomes. This investigation is theoretically grounded in understanding classroom management as a comprehensive system encompassing strategies employed by teachers to establish and maintain orderly, productive, and respectful learning environments (Evertson & Emmer, 2009; Marzano & Marzano, 2003). Fakhriyah et al. (2022) emphasized that pedagogical content knowledge fundamentally shapes classroom management practices (Shulman, 1986). Additionally, Hafina et al. (2022) developed character education models highlighting that structured routines support both academic achievement and moral development.

The present study also considers the complex educational landscape of Indonesian elementary schools, which increasingly integrate digital technologies, inclusive education practices, and local wisdom into curricula (Florian & Black-Hawkins, 2011; Banks & Banks, 2019). Lestari et al. (2021) noted that teachers' capacity to mentor students was substantially influenced by their classroom management competencies. The significance of this study extends beyond theoretical contributions to offer practical implications for educational stakeholders, providing actionable insights for teachers, administrators, and policymakers committed to improving educational quality.

## METHODS

This study employed a qualitative case study design to systematically investigate the role of classroom management in enhancing fifth-grade students' learning outcomes at Ongulero Public Elementary School during the 2024/2025 academic year. The case study approach was selected due to its capacity to provide in-depth exploration of classroom management phenomena within authentic educational contexts, enabling comprehensive understanding of how specific management practices influence student academic achievement (Yin, 2018). The research focused specifically on examining five core dimensions of classroom management: physical environment organization, discipline enforcement, behavior guidance, teacher-student communication, and classroom organization.

Participants were purposively selected to ensure rich, information-dense data collection. The sample comprised two fifth-grade teachers, selected based on their teaching experience and observed variations in classroom management approaches, and twenty fifth-grade students (eight female and twelve male students). Purposive sampling was deemed appropriate as it allowed deliberate selection of participants who could provide substantial insights into the research phenomenon (Patton, 2015). Data collection continued until theoretical saturation was achieved, indicated by the emergence of no new themes or patterns in the data.

Data were gathered through methodological triangulation involving four complementary techniques. Structured classroom observations were conducted using a systematic observation checklist developed from established classroom management frameworks (Miles et al., 2014), supplemented by detailed field notes capturing contextual nuances of classroom interactions. Semi-structured interviews were conducted face-to-face with both teachers and students using predetermined interview guides to ensure consistency while allowing flexibility to explore emerging

themes. Teacher interviews investigated implemented management strategies, underlying pedagogical rationales, and perceived impacts on learning outcomes, while student interviews explored their experiences, perceptions of management practices, and effects on motivation and learning engagement. All interviews were audio-recorded and transcribed verbatim to ensure accuracy. Documentary analysis encompassed examination of lesson plans, student work samples, and photographic evidence to corroborate observational and interview data. Additionally, Likert-scale questionnaires were administered to both teachers and students to quantify perceptions regarding the effectiveness of classroom management practices across the five identified dimensions.

Data analysis followed the systematic procedures outlined by Miles et al. (2014), encompassing three iterative stages: data reduction, wherein raw data were systematically selected, focused, simplified, and transformed; data display, involving organization of information through descriptive narratives, matrices, and visual representations to facilitate pattern recognition; and conclusion drawing, through which meanings were interpreted and relationships among themes identified. Methodological rigor was established through multiple forms of triangulation, combining diverse data sources and collection methods to enhance credibility and trustworthiness. Member checking procedures were implemented whereby participants validated data interpretations and preliminary findings, ensuring accuracy and authenticity of the research conclusions (Lincoln & Guba, 1985). This comprehensive methodological approach provided robust evidence for understanding the multifaceted role of classroom management in supporting fifth-grade students' academic success.

## RESULTS AND DISCUSSION

### Results

This study investigated the role of classroom management in enhancing fifth-grade students' learning outcomes through systematic examination of five core dimensions: physical classroom environment organization, discipline enforcement, behavior guidance, teacher-student communication, and classroom organization. Data were collected through classroom observations, semi-structured interviews, questionnaires, and documentary analysis, providing comprehensive insights into classroom management practices at Ongulero Public Elementary School. The findings revealed varying levels of teacher performance across the five dimensions, with particularly strong results in discipline enforcement and communication, while physical environment organization and classroom organization demonstrated moderate effectiveness.

Table 1 presents the distribution of teacher performance ratings across the five classroom management dimensions. The data indicate that discipline enforcement and teacher-student communication achieved unanimous "excellent" ratings (100%), demonstrating consistent strength in these areas. Behavior guidance also showed strong performance with 90% rated as excellent. In contrast, physical environment organization and classroom organization displayed more balanced distributions, with 60% and 50% achieving excellent ratings respectively, suggesting these dimensions require further attention and development.

**Table 1.** Classroom Management Performance Categories in Improving Student Learning Achievement at Ongulero Elementary School

Classroom Management Dimension	Excellent (%)	Good (%)
Physical Environment Organization	60%	40%
Discipline Enforcement	100%	0%
Behavior Guidance	90%	10%
Teacher-Student Communication	100%	0%
Classroom Organization	50%	50%

The first dimension examined was physical classroom environment organization, which assesses teachers' capacity to arrange classroom facilities and student seating to create conducive learning

environments. Interview data revealed that teachers rated as "excellent" demonstrated proactive approaches in strategically organizing classroom spaces through purposeful placement of educational materials, learning corners, and flexible seating arrangements. As noted by one teacher, "I regularly rearrange the classroom layout to prevent monotony and maintain student interest. The reading corner has become particularly popular among students during free time." Observational data corroborated these statements, documenting well-decorated walls displaying student work, accessible learning materials, and clearly defined activity zones. However, teachers rated as "good" exhibited less systematic approaches to spatial organization, with limited utilization of available resources. Documentary analysis of classroom photographs confirmed these distinctions, revealing that classrooms rated as excellent featured more vibrant, organized, and student-centered environments. Despite these achievements, interview responses indicated that even well-organized classrooms faced challenges in maximizing the pedagogical potential of physical arrangements, with learning corners underutilized for differentiated instruction.

Discipline enforcement during the learning process emerged as the strongest dimension, achieving perfect scores across all respondents. Classroom observations documented consistent implementation of behavioral expectations, with teachers systematically maintaining orderliness through established routines and clear consequences for rule violations. One teacher explained, "At the beginning of the year, we collaboratively develop class rules with students. This shared ownership increases their commitment to following the rules." Student interviews supported this finding, with one student stating, "We know exactly what is expected of us. When someone breaks a rule, the consequence is fair and consistent." Documentary evidence from classroom rules posted prominently and duty rosters demonstrated the structured approach to discipline management. Observational data further revealed that teachers employed positive reinforcement strategies, acknowledging appropriate behaviors more frequently than addressing infractions. However, interview data also indicated occasional challenges, with teachers noting that maintaining student attention during lengthy lessons sometimes proved difficult, requiring periodic adjustments to instructional strategies.

The third dimension, behavior guidance, assessed teachers' effectiveness in channeling students' potential, interests, and competencies. Observational data revealed that teachers rated as "excellent" consistently employed diverse strategies to maintain student engagement, including providing choice in learning activities, offering timely feedback, and adapting instruction to student needs. Interview responses highlighted teachers' awareness of individual student characteristics, with one teacher noting, "I try to understand each student's learning style and adjust my approach accordingly. Some students need more hands-on activities, while others prefer written tasks." Student interviews confirmed these perceptions, with multiple students expressing appreciation for teachers who recognized their efforts and provided encouragement. Documentary analysis of student work samples showed evidence of differentiated assignments and individualized feedback. However, the single teacher rated as "good" demonstrated less systematic attention to individual student needs, relying primarily on whole-class instruction with limited differentiation.

Teacher-student communication constituted the fourth dimension and achieved unanimous "excellent" ratings, reflecting strong interpersonal skills across all participating teachers. Observational data documented warm, respectful interactions characterized by active listening, empathetic responses, and culturally sensitive communication. Teachers consistently positioned themselves at student eye level during conversations, maintained positive body language, and used encouraging language. Interview data revealed teachers' intentional approaches to building relationships, with one teacher explaining, "I treat my students like family. They need to feel safe and valued before they can learn effectively." Student interviews overwhelmingly confirmed positive perceptions of teacher approachability, with students describing their teachers as "kind," "understanding," and "easy to talk to." One student noted, "When I have a problem, I feel comfortable asking my teacher for help." Documentary evidence from classroom interaction logs further demonstrated high frequencies of



positive teacher-student exchanges, with praise-to-correction ratios consistently favoring positive interactions.

The final dimension, classroom organization, examined teachers' capacity to establish collaborative structures and shared governance systems. Teachers rated as "excellent" demonstrated sophisticated organizational approaches, including systematic formation of cooperative learning groups, delegation of leadership responsibilities to students, and structured procedures for routine tasks. Interview data revealed intentional strategies for developing student autonomy, with one teacher explaining, "I appoint class leaders for different responsibilities—attendance monitor, materials manager, homework collector. This teaches them responsibility and leadership." Observational data confirmed effective implementation of these structures, documenting smooth transitions between activities and efficient task completion. Conversely, teachers rated as "good" exhibited less systematic organizational approaches, with less clearly defined student roles and more teacher-directed task management. Documentary analysis of classroom organization charts revealed that excellent-rated classrooms featured more elaborate systems for task distribution and student accountability. Student interviews indicated that those in well-organized classrooms expressed greater sense of ownership and responsibility for classroom functioning.

## Discussion

The findings of this study provide substantial evidence supporting the critical role of classroom management in enhancing fifth-grade students' learning outcomes, while simultaneously revealing important variations in implementation effectiveness across different management dimensions. These results align with and extend existing theoretical frameworks and empirical research on classroom management, particularly confirming the assertions by Korpershoek et al. (2016) and Stronge et al. (2011) that effective classroom management significantly influences student academic achievement and serves as a primary predictor of teacher effectiveness.

The study's most robust finding concerns discipline enforcement, where all teachers achieved excellent ratings, demonstrating consistent implementation of behavioral expectations and rule-based systems. This finding strongly resonates with Oliver et al. (2011), who documented significant reductions in disruptive and aggressive behaviors in classrooms with systematic discipline management. The collaborative rule-development process observed in this study reflects principles advocated by Evertson and Emmer (2009) and Marzano and Marzano (2003), emphasizing that student involvement in establishing behavioral expectations increases ownership and compliance. Furthermore, the positive outcomes align with the research by Aini and Hadi (2023), Erwinsyah (2017), and Mutiaramses et al. (2021), who identified structured classroom management as fundamental to Indonesian elementary education success. However, the occasional challenges with maintaining attention during lengthy lessons suggest that even strong disciplinary frameworks require continuous adaptation to sustain student engagement, supporting Snow's (2002) observation that fifth-grade students face increasingly complex cognitive demands requiring varied instructional approaches.

The perfect scores in teacher-student communication represent another significant finding, confirming the centrality of positive relationships in effective classroom management. These results strongly support the meta-analytic findings of Roorda et al. (2011) and Hamre and Pianta (2001), who demonstrated that supportive teacher-student relationships predict improvements in engagement, motivation, and achievement. The warm, family-like atmosphere described by both teachers and students reflects culturally responsive practices emphasized by Gay (2010) and observed in Indonesian contexts by Herlina et al. (2025) and Rizal et al. (2025). The consistent positioning at student eye level, empathetic listening, and encouraging language documented in observations exemplify the communication strategies identified by Mashburn et al. (2008) as characteristic of teachers who create positive social-emotional climates. This finding also resonates with Muhtar and Dallyono (2020) and Abidin (2023), who emphasized that character education embedded in teacher-

student interactions fosters both academic and moral development in Indonesian educational contexts. The students' expressions of feeling "safe and valued" directly support attachment theory principles discussed by Pianta et al. (2012), suggesting that secure teacher-student relationships enable students to cope more effectively with academic challenges.

Physical environment organization revealed more nuanced findings, with 60% of teachers rated as excellent and 40% as good, indicating room for improvement in this dimension. Teachers who achieved excellent ratings demonstrated practices consistent with recommendations by Evertson and Emmer (2009) regarding strategic spatial arrangements that support learning objectives. The documented use of learning corners, flexible seating, and visual displays aligns with research demonstrating that well-organized physical environments enhance student motivation and participation. However, the identified underutilization of learning corners for differentiated instruction represents a critical gap between environmental preparation and pedagogical implementation. This finding extends observations by Anggraini and Imaniyati (2018), who identified learning facilities and classroom management as collective predictors of achievement, suggesting that physical resources alone are insufficient without intentional pedagogical integration. The challenge parallels concerns raised by Donnelly et al. (2011) and Admiraal et al. (2017) regarding technology integration—that innovative resources often serve traditional teaching methods rather than transformative pedagogical practices. This suggests that professional development should focus not merely on environmental arrangement but on maximizing the instructional potential of physical resources.

Behavior guidance, with 90% of teachers achieving excellent ratings, demonstrated generally strong implementation across the sample. The documented practices of providing choice, offering timely feedback, and adapting instruction to individual needs reflect principles of differentiated instruction and student-centered pedagogy advocated by contemporary educational research. These practices align with findings by Hakim et al. (2023), who demonstrated that inquiry-based learning combined with behavioral modeling significantly improves student self-efficacy when supported by strong classroom leadership. The teachers' awareness of individual learning styles and intentional adaptation of instructional approaches resonates with Shulman's (1986) pedagogical content knowledge framework, as reinforced by Fakhriyah et al. (2022), indicating that effective behavior guidance requires deep understanding of both content and learners. However, the single teacher rated as "good" in this dimension highlights the challenge identified by Gage et al. (2018) and Simonsen et al. (2008)—that while research identifies effective practices, implementation varies significantly across teachers, suggesting need for more targeted professional development.

Classroom organization emerged as the dimension with greatest variability, with equal distribution between excellent and good ratings. Teachers achieving excellent ratings demonstrated sophisticated organizational systems including cooperative learning structures, student leadership roles, and distributed task responsibilities. These practices exemplify principles advocated by Burden and Byrd (2013) and Jones and Jones (2015) regarding comprehensive classroom management encompassing organizational, instructional, and behavioral supports. The development of student leadership and responsibility documented in excellent-rated classrooms aligns with findings by Wati and Trihantoyo (2020) and Budiya and Al Anshori (2022), who demonstrated that strategic classroom organization enhances student achievement. Furthermore, these practices reflect constructivist principles and the developmental appropriateness emphasized by Eccles and Roeser (2011) for fifth-grade students transitioning toward greater independence. However, the 50% of teachers rated as "good" indicates significant implementation challenges, suggesting this dimension requires sustained professional development attention. This variability supports observations by Alter and Haydon (2017) and Hattie (2009) that while classroom management components are theoretically understood, translating them into consistent practice remains challenging.

The study's findings also illuminate the research gap identified in the introduction regarding the specific mechanisms through which classroom management influences learning outcomes. By systematically examining five distinct dimensions and documenting their implementation levels, this

research provides empirical evidence supporting classroom management as a measurable, multidimensional construct rather than a monolithic variable. This approach addresses calls by Gage et al. (2018) and Simonsen et al. (2008) for more systematic investigation of specific classroom management practices and their differential effects. The variation in implementation effectiveness across dimensions—with discipline and communication showing universal excellence while organization shows greater variability—suggests that different aspects of classroom management may require different types of teacher knowledge, skills, and professional development support.

The Indonesian context of this study adds important cultural dimensions to international classroom management research. The emphasis on family-like relationships, collaborative rule-making, and character development documented in this study reflects culturally grounded practices that extend Western classroom management frameworks. These findings support Gay's (2010) arguments for culturally responsive teaching and align with Banks and Banks' (2019) emphasis on multicultural education requiring culturally sensitive management approaches. The successful integration of local values, as observed by Herlina et al. (2025) and Rizal et al. (2025), demonstrates that effective classroom management in Indonesian contexts must balance universal principles with cultural specificity. This cultural dimension represents an important contribution to the international classroom management literature, which has predominantly centered Western educational contexts.

The study's findings also have important implications for the educational technology and pedagogical innovation literature discussed in the introduction. The documented challenges in maximizing learning corner utilization and maintaining engagement during lengthy lessons support arguments by Apps et al. (2023), Arum et al. (2025), and Faizal et al. (2025) that instructional innovations require robust classroom management foundations to achieve intended outcomes. The strong performance in discipline and communication dimensions suggests that Ongulero Elementary School has established the foundational management structures necessary for successfully implementing the technological and pedagogical innovations described by Arlinwibowo et al. (2023), Apiati (2024), and Antari et al. (2024). However, the variations in physical organization and classroom organization suggest that even schools with strong basic management need continued support in optimizing these dimensions to fully leverage innovative instructional approaches.

Several limitations warrant consideration in interpreting these findings. First, the study's focus on a single elementary school limits generalizability to other contexts with different demographic characteristics, resource levels, or cultural contexts. Second, the qualitative case study design, while providing rich insights into classroom management processes, precludes causal claims about relationships between specific management practices and student achievement outcomes. Third, the reliance on teacher and student self-reports, while triangulated with observations and documents, may be subject to social desirability bias. Future research should address these limitations through multi-site comparative studies, longitudinal designs tracking relationships between management practices and achievement trajectories, and experimental interventions testing specific management strategies.

Despite these limitations, the study makes important contributions to both theory and practice. Theoretically, it provides empirical evidence supporting classroom management as a multidimensional construct with varying implementation levels across dimensions, addressing the research gap identified by Gage et al. (2018) and Alter and Haydon (2017). Practically, it identifies specific strengths and areas for improvement in fifth-grade classroom management, providing actionable targets for professional development. The findings suggest that while Indonesian elementary teachers demonstrate strong capabilities in discipline enforcement and teacher-student communication, additional support is needed in optimizing physical environment organization and classroom organizational structures. Professional development should therefore adopt differentiated approaches, acknowledging existing strengths while targeting specific areas requiring enhancement. Furthermore, the study demonstrates that effective classroom management in Indonesian contexts successfully



integrates universal principles with culturally grounded practices, offering a model for culturally responsive classroom management that may inform practice in other collectivist cultural contexts.

## CONCLUSION

This study provides empirical evidence that classroom management plays a multidimensional and critical role in enhancing fifth-grade elementary students' learning outcomes, with varying levels of implementation effectiveness across five key dimensions. Teachers at Ongulero Public Elementary School demonstrated exemplary performance in discipline enforcement and teacher-student communication, achieving universal excellence ratings, while physical environment organization and classroom organizational structures revealed moderate effectiveness requiring further development. These findings confirm that effective classroom management extends beyond behavioral control to encompass comprehensive pedagogical practices integrating relationship-building, spatial design, and collaborative governance systems.

The study contributes theoretically by operationalizing classroom management as a measurable, multidimensional construct rather than a monolithic variable, addressing significant gaps in existing literature regarding specific mechanisms linking management practices to learning outcomes. Practically, it provides actionable targets for differentiated professional development, acknowledging existing teacher strengths while identifying areas requiring enhancement. The successful integration of culturally grounded practices within universal classroom management frameworks offers valuable insights for educators in collectivist cultural contexts.

However, several limitations constrain generalizability. The single-school qualitative case study design limits applicability to diverse educational contexts, while reliance on self-reported data may introduce social desirability bias. The cross-sectional nature precludes causal inferences regarding relationships between management practices and achievement trajectories. Future research should employ multi-site longitudinal designs examining classroom management effects across varying demographic and resource contexts, experimental interventions testing specific management strategies, and quantitative assessments measuring direct impacts on standardized achievement outcomes. Additionally, investigating the intersection of classroom management with digital pedagogy and inclusive education practices would advance understanding of effective management in increasingly complex educational environments. Such research would strengthen the evidence base for supporting teachers in optimizing classroom management to maximize student learning and development.

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