



A comprehensive review of classroom management and its impact on education

Khalifa Khalil Bashir *

Department of English Language, Faculty of Arts, Bani Waleed University, Libya

مراجعة شاملة لإدارة الصف وأثرها على التعليم

خليفة خليل بشير *

قسم اللغة الانجليزية، كلية الآداب، جامعة بني وليد، ليبيا

*Corresponding author: khalifakhaleel@bwu.edu.ly

Received: September 08, 2025

Accepted: November 08, 2025

Published: November 15, 2025

Abstract:

This research paper provides a comprehensive review of the concept of classroom management and its critical impact on the educational process. Utilizing a meta-synthesis methodology, the researcher analyzed and synthesized findings from previous studies to develop a deeper understanding of the topic. The paper defines classroom management as the teacher's deliberate efforts to establish and sustain an optimal, positive, and productive learning environment, encompassing content, conduct, covenant, and time management. The review concludes that effective classroom management is not merely about behavioral control but is a pivotal factor in promoting academic achievement, minimizing disruptions, and fostering a positive learning culture built on respect, inclusion, and a sense of belonging. Furthermore, it enables teachers to execute lessons more efficiently and creates a warm, supportive social learning environment.

Keywords: Classroom Management, Academic Achievement, Learning Environment, Student Behavior, Time Management, Systematic Review, Meta-synthesis, Teaching Efficiency.

المخلص

تهدف هذه الورقة البحثية إلى تقديم مراجعة شاملة لمفهوم إدارة الفصل الدراسي وأثره الحيوي على العملية التعليمية. من خلال منهجية التركيب البعدي (Meta-synthesis)، قام الباحث بتحليل وتوليف النتائج من دراسات سابقة لفهم أبعاد هذا المفهوم بشكل أعمق. تُعرّف الورقة إدارة الفصل الدراسي على أنها الجهود المنظمة التي يبذلها المعلم لإنشاء والحفاظ على بيئة تعليمية إيجابية ومنتجة، تتضمن إدارة المحتوى، والسلوك، والعلاقات الاجتماعية، والوقت. تخلص الورقة إلى أن الإدارة الفعالة للفصل الدراسي ليست مجرد ضبط للسلوك، بل هي عامل محوري في تعزيز التحصيل الأكاديمي، وخفض المشكلات السلوكية، وبناء ثقافة تعليمية قائمة على الاحترام والشمولية والشعور بالانتماء. كما تسهل هذه الإدارة عملية التدريس، وتجعلها أكثر كفاءة، وتخلق بيئة اجتماعية داعمة للتعلم.

الكلمات المفتاحية: إدارة الفصل الدراسي، التحصيل الأكاديمي، البيئة التعليمية، السلوك الطلابي، الإدارة الزمنية، المراجعة المنهجية، التركيب البعدي (Meta-synthesis)، الكفاءة التعليمية.

Introduction

Effective school and classroom management is crucial for promoting positive student behavior and academic achievement. By implementing effective management strategies, teachers can foster a productive learning environment, minimize disruptions, and maximize student engagement. Classroom management encompasses a range of skills and techniques that teachers use to maintain order, organization, and focus among students. When executed well, skills and techniques support academic success and reduce misbehavior. The classroom environment, including physical and social factors, plays a significant role in shaping the learning experience. Ultimately, teachers are key to creating a high-quality learning environment that promotes student achievement and personal growth Sathanam, V. (2022).

The concept of classroom management has been extensively explored, with various researchers offering unique interpretations and perspectives.

Özcan (2017) defines classroom management as “an ongoing interaction between teachers and their students” In essence, classroom management encompasses the teacher's deliberate efforts to establish and sustain an optimal learning environment, facilitating effective instruction and student success.

Other researchers defined classroom management according to their perspective as following:

1. Classroom management refers to the actions taken by teachers to establish and maintain a positive and productive learning environment." (Marzano, 2003, p. 1)
2. "Classroom management is the process of creating and maintaining a well-organized, respectful, and safe learning environment." (Wong & Wong, 2009, p. 3)
3. "Classroom management involves the planning, organization, and implementation of strategies to create an environment that supports academic achievement and social growth." (Evertson & Weinstein, 2006, p. 4)
4. "Classroom management is the ability of the teacher to create an environment that promotes social, emotional, and academic growth." (Jones, 2006, p. 4)
5. "Classroom management involves the use of strategies, techniques, and procedures to establish and maintain a well-organized and respectful classroom environment." (Burden, 2006, p. 12)
6. "Classroom management is a comprehensive approach that encompasses the planning, organization, and delivery of instruction, as well as the management of student behavior." (Marzano & Marzano, 2003, p. 15)

From the previous definitions we can establish that Classroom management refers to the strategies teachers use to maintain a productive learning environment, despite potential disruptions. The primary goal of a classroom management is to facilitate open communication between the teacher and the students, rather than simply imparting the teacher's ideas. Teachers must acknowledge the significant influence of external factors, such as media, on their students in order to have good classroom management. As leaders, teachers must guide interactions to meet the diverse needs of their learners, fostering a dynamic and inclusive learning space (Burden, P. R. 2006).

While teachers need a deep understanding of their subject matter, it is not enough to guarantee effective teaching and successful learning. To be truly effective, teachers must also understand their students' learning styles and interests. Moreover, having a comprehensive knowledge of motivational strategies is crucial, as it enables teachers to make informed choices tailored to specific situations, ultimately enhancing student motivation and learning outcomes. (Aldermann, 2004, p. 15).

Literature Review on Classroom Management

Quality classroom management is essential for effective teaching and learning. While numerous researchers have explored classroom management (Charles & Senter, 2005; Goh, 2005; Manning & Bucher, 2013; Marzano, 2009; Myint et al., 2005; Froyen and Iverson's (1999) analysis stands

out. They identified four key components: content management, conduct management, covenant management, and time management.

Content management: Froyen and Iverson (1999) stated that the teacher's ability to manage the learning environment, including space, materials, and equipment, main purpose is to facilitate student learning. This involves creating a positive and comfortable atmosphere where students can receive and share knowledge. Effective content management requires teachers to be competent in knowledge and skills, and to choose management styles that match their instructional goals and students' characteristics (Emmer & Stough, 2001).

Conduct management: refers to the skills teachers use to address and resolve discipline problems in the classroom (Froyen & Iverson, 1999). This includes strategies such as acknowledging responsible behavior, correcting irresponsible behavior, and using reinforcement systems. Conduct management is essential for creating an orderly and task-oriented learning environment.

Covenant management: focuses on the classroom as a social system, where teachers must manage interpersonal relationships to create a positive learning environment (Froyen & Iverson, 1999). A warm and caring environment can lead to a friendly and encouraging classroom, where students can socialize and learn efficiently (Wubbels et al., 2006). By establishing a positive classroom environment, teachers can promote student learning and achievement.

Time management is a crucial component of classroom management, significantly impacting teachers' efficiency and students' learning outcomes. Effective time management involves creating habits and strategies to achieve specific goals and tasks. It encompasses skills such as planning, allocating, setting goals, delegating, monitoring, organizing, scheduling, and prioritizing (Khan, Khan, & Majoka, 2011). In classroom settings, time management strategies include creating daily schedules, setting learning goals, prioritizing student activities, and setting time limits for tasks and assignments. By mastering time management, teachers can enhance their teaching efficiency and career prospects (Forsyth, 2007).

Research questions

Q1/ To what extent does the classroom management effect the learning process?

Q2 / Does the classroom management help the teacher to execute the lesson more efficiently?

Q3/ Does the classroom management help in creating warm social learning environment?

Research objects

This research aims at reviewing some recent studies to give more clear perspective on the important role of the classroom management through answering the research questions.

Methodology

This study employed a systematic review method called meta-synthesis method due to the fragmented and diverse nature of existing research on classroom management in higher education. This method involved analyzing and synthesizing data from previous studies rather than collecting new information. According to Willig C., Wirth L (2018) A meta-synthesis brings together qualitative data to form a new interpretation of the research field. It helps to generate new theories or an explanatory theory of why the intervention works or not. It creates a hypothesis for future testing or comparison with trial outcomes. Meta-syntheses are best designed to re-interpret meaning across many qualitative studies.

Zimmer (2006) defines meta-synthesis as a qualitative study that analyzes and synthesizes findings from multiple qualitative studies on a related topic. The sample for meta-synthesis is selected from qualitative studies that are relevant to the research question. This study employs the seven-step method of Sandelowski and Barroso (2006). Meta-synthesis is a form of systematic review that synthesizes qualitative research findings from individual studies to generate new interpretations and advance a field of knowledge.

This research utilizes Sandelowski and Barroso's (2007) seven-stage model to synthesize qualitative studies, providing a deeper understanding and integrated insights on the topic. The

model facilitates the identification, selection, and critical evaluation of primary research findings Ehteshami, M., Golzari, Z., & Fathi, L. (2022), which is summarized in Figure 1.

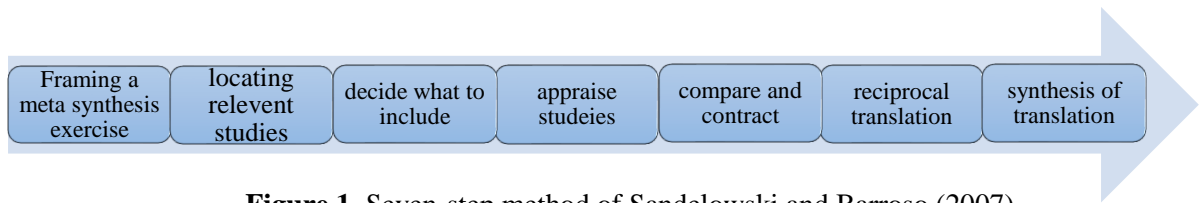


Figure 1. Seven-step method of Sandelowski and Barroso (2007).

Results and discussion

The researcher analyzed and reviewed some of the studies in a form of a table as shown in table 1 by extracting the conclusion from the previous studies.

Table 1 studies analysis and reviewing.

Study	Main point of focuses	Anaclasis and conclusion
<p>Alderman, M. (2004). Motivation for achievement: possibilities for teaching and learning.</p> <p>Wubbels, T., Brekelmans, M., den Brok, P., & Van Tartwijk, J. (2006). An interpersonal perspective on classroom management in secondary classrooms in the Netherlands.</p> <p>Goh, S. C. (Ed.). (2005). Classroom Management: Creating Positive Learning Environment. Singapore Person Education South Asia Pvt. Ltd.</p>	<p>Correcting Behavioral Problems</p>	<p>Effective classroom management can prevent major disruptions and address minor behavioral issues before they worsen. Seemingly insignificant problems, like talking during lessons, can be distracting and potentially escalate into more serious issues that hinder student learning.</p> <p>Effective classroom management also supports mental health by reducing stress and creating a more positive and productive learning environment.</p>
<p>Emmer, E. T., & Stough, L. M. (2001). Classroom management: a critical part of educational psychology, with implications for teacher education. Educational Psychologist, 36(103-112).</p> <p>Grapragasem, S., Krishnan, A., Joshi, P. L., Shubashini, K., & Azlin, A. (2015). Lecturers' perception of classroom management</p>	<p>Establishing a Learning Culture</p>	<p>Effective classroom management helps students stay on task. When students are focused on learning, educators can devote their attention to teaching their planned lessons, providing individualized attention as needed without behavioral interruptions. In a well-managed classroom, students tend to feel more at ease and engaged, which fosters stronger connections with their peers and teachers. This, in turn, promotes social-emotional learning, relationship-building, and academic success. Well-managed classrooms promote a safe and healthy environment for both students and teachers. By adhering to established policies and procedures, students are less likely to engage in behavior that could harm others or damage property.</p>

<p>Sathanam, V. (2022). Classroom management.</p> <p>Ehteshami, M., Golzari, Z., & Fathi, L. (2022). Designing a model of professional development courses for faculty members of Farhangian University with a flipped learning approach</p>	<p>Building Relationships</p>	<p>Well-managed classrooms promote a safe and healthy environment for both students and teachers. By adhering to established policies and procedures, students are less likely to engage in behavior that could harm others or damage property. Effective classroom management also supports mental health by reducing stress and creating a more positive and productive learning environment.</p> <p>Effective classroom management fosters a sense of belonging among students, celebrating their diverse cultures, ethnicities, backgrounds, and abilities. This, in turn, creates a collaborative learning environment where students can learn from one another and from their instructors.</p>
--	-------------------------------	---

Conclusion

Effective classroom management has numerous benefits, including reducing disruptions and behavioral problems, creating a focused learning environment, fostering a positive learning culture, building strong relationships between students, teachers, and peers, ensuring health and safety, clarifying expectations and routines, encouraging accountability and responsibility among students, and promoting diversity, inclusion, and a sense of belonging, ultimately creating a collaborative learning environment.

Compliance with ethical standards

Disclosure of conflict of interest

The authors declare that they have no conflict of interest.

References

1. Alderman, M. K. (2004). Motivation for achievement: Possibilities for teaching and learning (2nd ed.). Lawrence Erlbaum Associates.
2. Augusta University. (n.d.). Why is classroom management important? Retrieved June 3, 2025, from <https://www.augusta.edu/online/blog/why-is-classroom-management-important>
3. Burden, P. R. (2006). Classroom management: Creating a positive learning environment. John Wiley & Sons.
4. Charles, C. M., & Senter, G. W. (Eds.). (2005). Elementary classroom management. Pearson Education.
5. Ehteshami, M., Golzari, Z., & Fathi, L. (2022). Designing a model of professional development courses for faculty members of Farhangian University with a flipped learning approach: A meta-synthesis study. Iranian Evolutionary and Educational Psychology, 4(4), 13–31. <https://doi.org/10.52547/ieepj.4.4.13>
6. Emmer, E. T., & Stough, L. M. (2001). Classroom management: A critical part of educational psychology, with implications for teacher education. Educational Psychologist, 36(2), 103–112. https://doi.org/10.1207/S15326985EP3602_5
7. Evertson, C. M., & Weinstein, C. S. (2006). Classroom management as a field of inquiry. In C. M. Evertson & C. S. Weinstein (Eds.), Handbook of classroom management: Research, practice, and contemporary issues (pp. 3–15). Routledge.
8. Forsyth, P. (2007). Successful time management. Kogan Page.
9. Froyen, L. A., & Iverson, A. M. (1999). Schoolwide and classroom management: The reflective educator-leader (3rd ed.). Prentice-Hall.

10. Goh, S. C. (Ed.). (2005). Classroom management: Creating positive learning environment. Pearson Education South Asia.
11. Grapragasem, S., Krishnan, A., Joshi, P. L., Shubashini, K., & Azlin, A. (2015). Lecturers' perception of classroom management: An empirical study of higher learning institutions in Malaysia. *International Journal of Higher Education*, 4(4), 137–146. <https://doi.org/10.5430/ijhe.v4n4p137>
12. Jones, F. H. (2006). Tools for teaching. Fredric H. Jones & Associates.
13. Khan, K., Khan, M. S., & Majoka, M. I. (2011). Gender difference in classroom management strategies at secondary level. *International Journal of Contemporary Research in Business*, 3(3), 580–588.
14. Manning, M. L., & Bucher, K. T. (2013). Classroom management: Models, applications, and cases (5th ed.). Pearson Education.
15. Marzano, R. J. (2003). Classroom management that works: Research-based strategies for every teacher. Association for Supervision and Curriculum Development.
16. Marzano, R. J. (2009). Classroom management that works: Research-based strategies for every teacher. Pearson Education.
17. Marzano, R. J., & Marzano, J. S. (2003). The key to classroom management. *Educational Leadership*, 61(1), 6–13.
18. Myint, S. K., Lourdasamy, A., Quek, C. L., & Angela, F. L. (Eds.). (2005). Classroom management: Facilitating teaching and learning. Pearson Education South Asia.
19. Özcan, M. (2017). Effective classroom management strategies for educational practice. In S. Scatolini, G. Milton, & Y. Hanouna (Eds.), *Inclusiveness because we can: Aspects of discourses and praxes of inclusion, with a focus on education* (pp. 107–117). Euro-Khaleeji Research and Publishing House.
20. Sathanam, V. (2022). Classroom management. V. Sathanam.
21. Wong, H. K., & Wong, R. T. (2009). The first days of school: How to be an effective teacher. Harry K. Wong Publications.
22. Wubbels, T., & Levy, J. (2007). Do you know who is in your class? Seating arrangements as a tool for classroom management. *School Leadership and Management*, 27(1), 17–33. <https://doi.org/10.1080/13632430601092287>
23. Wubbels, T., Brekelmans, M., den Brok, P., & van Tartwijk, J. (2006). An interpersonal perspective on classroom management in secondary classrooms in the Netherlands. In C. M. Evertson & C. S. Weinstein (Eds.), *Handbook of classroom management: Research, practice, and contemporary issues* (pp. 1161–1191). Lawrence Erlbaum Associates.

Disclaimer/Publisher's Note: The statements, opinions, and data contained in all publications are solely those of the individual author(s) and contributor(s) and not of **CJHES** and/or the editor(s). **CJHES** and/or the editor(s) disclaim responsibility for any injury to people or property resulting from any ideas, methods, instructions, or products referred to in the content.