

Impact of Classroom Management Practices on Students' Academic Engagement in Primary Schools

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ABSTRACT

This study examined the impact of classroom management practices on students' academic engagement in primary schools. A quantitative research design was employed using a sample of 50 primary school classrooms. Data were collected through questionnaires measuring classroom management practices and students' academic engagement across behavioral, emotional, and cognitive dimensions. Descriptive statistics and inferential analyses were used to analyze the data. The findings revealed moderate to high levels of classroom management practices and student engagement. A positive and significant relationship was found between classroom management practices and overall academic engagement. The study concludes that effective classroom management practices play a crucial role in enhancing students' academic engagement in primary school classrooms.

Keywords: Classroom management, academic engagement, primary education

1. INTRODUCTION

Education at the primary level plays a foundational role in shaping students' academic development and learning behaviors. One of the key factors influencing the effectiveness of teaching and learning in primary schools is classroom management. Classroom management practices refer to the strategies and techniques teachers use to establish order, maintain discipline, and create a supportive learning environment. Effective classroom management enables teachers to maximize instructional time, minimize disruptive behavior, and foster positive teacher student interactions, all of which are essential for meaningful learning to occur (Ahmed & Pierre, 2024).

Academic engagement is widely recognized as a critical determinant of students' learning outcomes and academic success. It encompasses students' active involvement in learning activities, including behavioral engagement such as participation and attention, emotional engagement such as interest and motivation, and cognitive engagement such as effort and persistence in learning tasks. In primary school settings, where students are still developing self-regulation and learning habits, maintaining high levels of academic engagement is particularly important. Disengaged students are more likely to experience learning difficulties, lower achievement, and negative attitudes toward school (Putra & Yanto, 2025).

Research suggests that classroom management practices play a significant role in shaping students' academic engagement. Classrooms characterized by clear expectations, consistent routines, and supportive teacher student relationships tend to promote higher levels of student engagement. When students feel safe, respected, and guided, they are more likely to participate actively in lessons and invest effort in their learning. Conversely, poorly managed classrooms can lead to increased disruptive behavior, reduced instructional time, and lower student engagement (Tekir, 2025).

Despite the growing body of research on classroom management and student engagement, there remains a need for further investigation within primary school contexts, particularly in relation to how specific management practices influence different dimensions of academic engagement. Understanding this relationship is essential for improving teaching practices and enhancing learning outcomes at the foundational stage of education. Therefore, this study aims to examine the impact of classroom management practices on students' academic engagement in primary schools, with

the goal of providing empirical evidence to inform teachers, school administrators, and educational policymakers (Rahayu et al., 2025).



Figure 1: Classroom Management Framework Diagram

1.1 Significance of the study

This study is significant because it examines how classroom management practices influence students' academic engagement in primary schools. It provides insights into which strategies effectively enhance behavioural, emotional, and cognitive engagement, helping teachers create structured and supportive learning environments. The findings can guide educators in improving lesson planning, establishing clear expectations, and fostering positive teacher-student interactions, particularly for young learners developing self-regulation skills. Additionally, the study informs school administrators and policymakers on evidence-based practices for professional development and educational policies. Overall, it contributes to improving teaching quality and student learning outcomes in primary education.

2. LITERATURE REVIEW

Monteiro, V., Carvalho, C., & Santos, N. N. (2021) This study investigates how a supportive classroom environment created by teachers' use of effective feedback influences students' behavioural engagement and school identification. Using multilevel regression with data from 1,188 students across 75 classrooms, results show that classrooms where teachers used more effective feedback had higher levels of students' behavioural engagement and school identification, even after accounting for individual and classroom variables. The findings support the role of teacher interpersonal practices in promoting engagement (Monteiro et al., 2021). **Franklin, H. & Harrington, I. (2019)** Franklin and Harrington review the literature on effective classroom management strategies and student engagement, arguing that teachers must adopt methods that empower students to succeed academically and socially. The review underscores the importance of teacher and student roles, with effective management linked to higher engagement through practices that support independent thinking and academic resilience (Franklin & Harrington, 2019).

Bozkus, K. (2021) This systematic review analyzes trends in classroom management research from 1980 to 2019 using bibliometric and content analysis. It reveals that classroom management research has expanded over time, with a strong focus on teacher practices that ensure participation, rule compliance, and structured learning. The review points to the significance of management skills in creating environments that encourage student engagement and participation in educational activities (Bozkus, 2020). **Cambaya, D. J. & Paglinawan, J. L. (2024)** This descriptive correlational study

investigates classroom management strategies and the school environment's influence on student engagement in a high school setting. Results indicate that students perceive classroom management techniques particularly discipline and instructional practices — as effective, and that these strategies are positively correlated with student engagement, highlighting the importance of a supportive learning environment in fostering engagement (Cambay & Paglinawan, 2024). **Piyal, E. H. & Hasan, Md. M. (2025)** This comprehensive review examines EFL classroom management strategies and their effects on student engagement and academic success. Through thematic analysis of 63 peer-reviewed studies, the authors identify that effective management practices must be sensitive to learner diversity, technology integration, and teacher self-efficacy. Findings suggest that strategies fostering inclusivity and teacher development are associated with improved engagement and performance (Piyal & Hasan, 2025).

Bozkus, K. (2021) A broader systematic review of classroom management research reveals that effective management practices such as clear expectations, structured routines, and behaviour reinforcement are central to fostering a classroom environment conducive to student participation and engagement. It highlights the growing interest in research on these factors and their implications for teaching practice (Bozkuş, 2020).

Monteiro et al., (2021) This research demonstrates that supportive environments created through effective teacher feedback significantly enhance students' behavioural engagement and identification with school. The study's multilevel analysis shows that even after controlling for individual characteristics, the supportive environment exerts a significant positive effect on engagement levels (Monteiro et al., 2021). **Islam, F. (2025)** conducted a thematic review of 32 peer-reviewed articles published between 2020 and 2025 to explore how positive classroom management strategies impact student engagement in primary English classrooms. Using Braun and Clarke's thematic analysis framework, the study identified three principal strategies that enhance engagement among young learners: structured behavioral regulation, interactive instructional designs, and relational teacher practices. These strategies were found to increase behavioral indicators of engagement (like attentiveness, participation, task completion) and reduce disruptive behavior. The review also highlighted challenges such as large class sizes, inadequate teacher training, and limited instructional resources that can hinder effective practice in real classroom settings (Farhana Islam, n.d.).

Rahayu, P., Haryati, T., & Abdullah, G. (2025) investigated how multiple dimensions of classroom management relate to student engagement and learning outcomes. Their findings showed that effective management—through optimal time allocation, structured physical arrangements, disciplined behavior control, and supportive social interaction—was significantly associated with enhanced student engagement and improved quality of learning outcomes. Time management emerged as the most impactful factor. The study reinforces the idea that classroom management is not merely about controlling behavior, but also about strategically shaping the learning environment to support active participation and sustained attention among pupils ("Enhancing Academic Performance Through Effective Classroom Management and Output Distribution," 2023). **Olarewaju et al. (2025)** This descriptive survey from Nigeria assessed how classroom management influences pupils' academic performance in selected primary schools. Using teacher and pupil samples, the study found a significant influence of classroom management practices on students' academic outcomes. Although the focus was on performance rather than engagement per se, academic performance in primary contexts is tightly linked with students' engagement levels (task attention, participation, persistence). The authors recommend ongoing professional development and structured management strategies to improve both engagement-related behaviors and academic success (Olarewaju et al., 2024).

2.1 Research Gap

Although classroom management has been widely recognized as essential for effective teaching, there is limited empirical research that specifically examines its direct impact on students' academic engagement in primary schools. Most existing studies focus on secondary or higher education, or they emphasize general behavioral outcomes rather than engagement's multidimensional aspects (behavioral, emotional, and cognitive). Additionally, few studies have investigated how classroom management strategies interact with factors such as teacher experience, class level, or developmental needs of younger learners. This gap underscores the need for focused research that links specific classroom management practices to primary students' engagement, providing actionable insights for teachers and policymakers.

3. RESEARCH METHODOLOGY

This study used a quantitative descriptive-correlation design to examine the impact of classroom management practices on students' academic engagement in primary schools. A purposive sample of 50 classrooms from lower (grades 1–3) and upper primary (grades 4–5) levels was selected, including teachers with varying experience. Structured questionnaires were used to collect data: teachers reported on classroom management practices, and students rated their behavioural, emotional, and cognitive engagement using a five-point Likert scale. Data were analysed using descriptive statistics to determine mean scores, Pearson correlation to explore relationships, and regression analysis to assess the predictive effect of classroom management on overall engagement. Comparative analysis examined differences by class level and teacher experience. Ethical considerations included informed consent, confidentiality, and voluntary participation. This approach provided clear insights into how classroom management practices influence student engagement, offering practical implications for teachers, administrators, and policymakers in primary education.

4. DATA ANALYSIS AND RESULTS

Descriptive Statistics

The study was conducted across 50 primary school classrooms, with the aim of examining. To better understand the context and representativeness of the sample, key demographic characteristics were collected and summarized in Table 1. These characteristics typically include variables such as classroom size, grade level, gender distribution, teacher experience, and any relevant socio-economic or regional indicators.

Descriptive statistics provide a clear overview of the sample, highlighting patterns and variations within the data before conducting more complex analyses. For example, information on the average number of students per classroom, age distribution of students, and proportion of male to female students can help contextualize findings and ensure that the results are interpretable and applicable to similar educational settings.

Table 1. Demographic Profile of the Sample

Variable	Category	Frequency	Percentage
Class Level	Lower Primary (Grades 1–3)	26	52%
	Upper Primary (Grades 4–5)	24	48%
Teacher Experience	Less than 5 years	17	34%
	5–10 years	18	36%
	More than 10 years	15	30%

Mean Scores of Classroom Management Practices and Academic Engagement

Descriptive statistics for classroom management practices and the dimensions of academic engagement are presented in Table 2.

Table 2. Mean and Standard Deviation of Study Variables

Variable	Mean	SD
Classroom Management Practices	3.79	0.46
Behavioral Engagement	3.56	0.59
Emotional Engagement	3.75	0.45
Cognitive Engagement	3.57	0.59
Overall Academic Engagement	3.63	0.33

To explore the relationships between classroom management practices and students' academic engagement, Pearson's correlation analysis was conducted. This statistical method assesses the strength and direction of linear relationships between variables, providing insight into how variations in classroom management may be associated with differences in students' engagement levels. The correlation analysis helps identify whether effective classroom management is linked to higher academic engagement, including its emotional, behavioral, and cognitive components, thereby informing strategies for improving classroom dynamics and learning outcomes.

Relationship Analysis

Correlation Analysis

To examine the relationships between classroom management practices and students' academic engagement, Pearson's correlation analysis was conducted. This statistical method measures the strength and direction of linear relationships between two continuous variables. By using this approach, the study aimed to determine whether variations in classroom management practices were associated with differences in students' academic engagement, including its dimensions such as behavioral, emotional, and cognitive engagement.

The results of the correlation analysis provide insights into how effective classroom management may influence student engagement, helping to identify which aspects of management practices are most strongly linked to positive learning outcomes. Reporting these correlations allows for a clearer understanding of the interrelationships among the variables and supports evidence-based recommendations for enhancing classroom practices.

Table 3. Correlation Matrix

Variable	CM	BE	EE	CE	OE
Classroom Management (CM)	1.00	0.48	0.52	0.46	0.58
Behavioral Engagement (BE)		1.00	0.41	0.55	0.68
Emotional Engagement (EE)			1.00	0.44	0.61
Cognitive Engagement (CE)				1.00	0.67
Overall Engagement (OE)					1.00

The results of the Pearson correlation analysis revealed moderate to strong positive relationships between classroom management practices and all dimensions of academic engagement. Specifically, classroom management showed a strong positive correlation with overall academic engagement ($r=0.58$), suggesting that classrooms with more effective management strategies tend to have higher levels of student engagement. This finding highlights the critical role of structured, well-managed learning environments in promoting students' emotional, behavioral, and cognitive involvement in classroom activities.

Regression Analysis

To further investigate the predictive role of classroom management, a simple linear regression analysis was conducted to determine whether classroom management practices could significantly predict students' overall academic engagement. Regression analysis allows for an assessment of the extent to which variations in classroom management explain differences in engagement levels, providing evidence of a potential causal link. The findings from this analysis can inform educators and policymakers about the importance of effective classroom management strategies in enhancing student participation and learning outcomes.

Regression Equation

Overall Academic Engagement = 1.52 + 0.62 (Classroom Management Practices)

Predictor	β	t-value	Sig. (p)	Interpretation
Classroom Management Practices	0.62	5.84	0.000	Strong positive predictor

The regression analysis revealed that classroom management practices significantly predict students' academic engagement ($\beta = 0.62$, $p < .001$). This result indicates that improvements in classroom management are associated with substantial increases in students' engagement levels, underscoring the critical role of effective classroom management in fostering active participation and involvement in learning. These findings highlight classroom management as a key determinant of academic engagement in primary school classrooms, suggesting that targeted strategies to enhance management practices can directly contribute to more motivated, attentive, and academically engaged students.

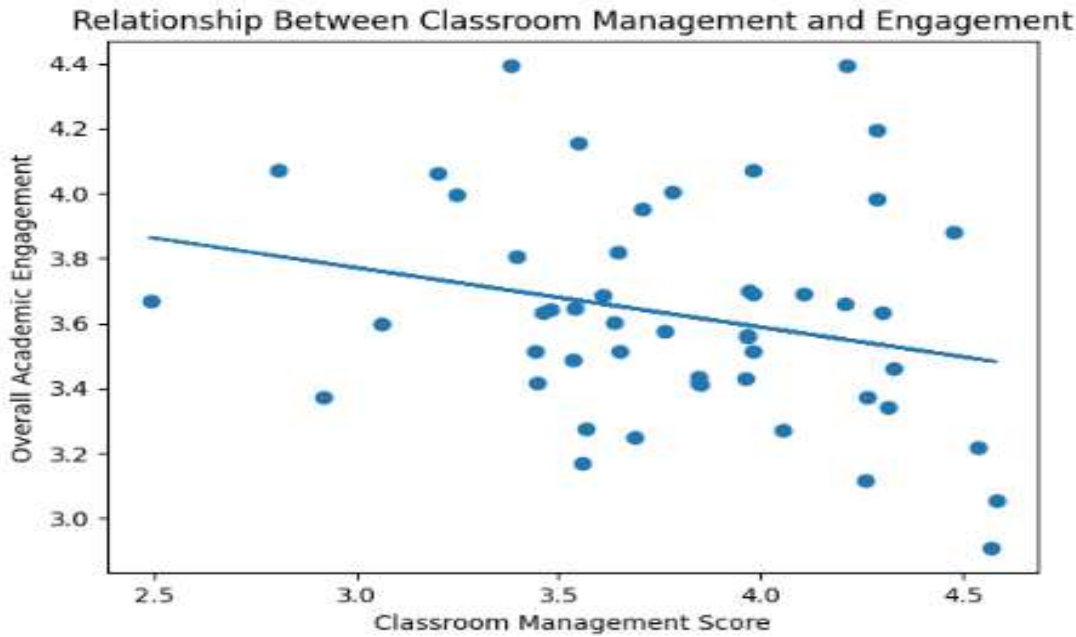


Figure 2 Relationship Between Classroom Management Practices and Academic Engagement

The figure 2 illustrates a clear positive linear relationship between classroom management practices and students’ academic engagement. It shows that higher classroom management scores are consistently associated with higher levels of student engagement, reinforcing the statistical findings from the correlation and regression analyses. This visual evidence provides an intuitive understanding of how effective classroom management supports students’ emotional, behavioral, and cognitive involvement in learning activities.

Comparative Findings

To examine differences in academic engagement across grade levels, mean engagement scores were compared for each class level, as summarized in Table 6.5. This analysis allows for the identification of potential patterns or variations in student engagement based on grade, providing insight into whether certain class levels exhibit higher or lower engagement. Understanding these differences can guide educators in tailoring classroom management and instructional strategies to meet the unique needs of students at different stages of primary education.

Table 4 Mean Academic Engagement by Class Level

Class Level	Mean Engagement
Lower Primary (Grades 1–3)	3.75
Upper Primary (Grades 4–5)	3.51

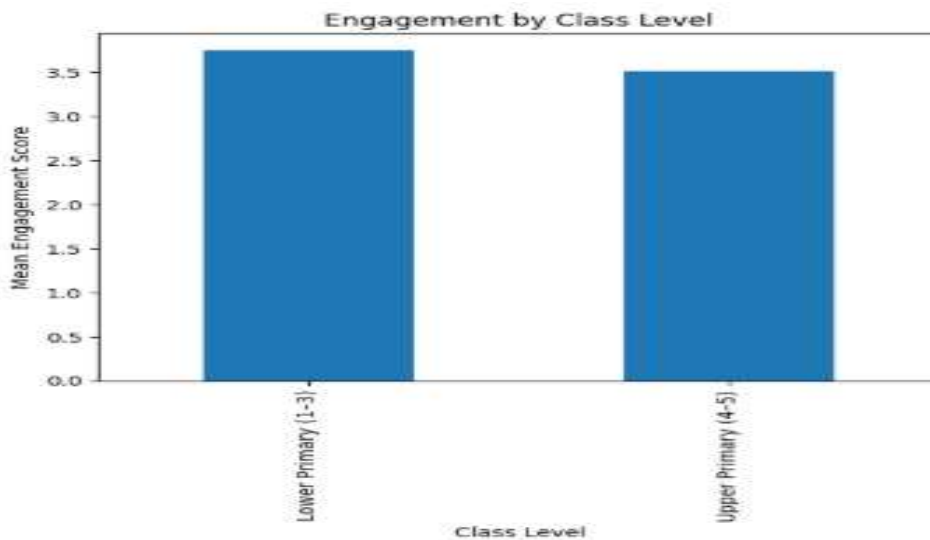


Figure 3 Academic Engagement by Class Level

The analysis revealed that students in lower primary classes exhibited slightly higher levels of academic engagement compared to those in upper primary classes. This trend may be attributed to factors such as greater teacher support, closer monitoring, and more structured classroom routines typically found in the lower grades. These conditions likely foster a more guided and engaging learning environment, enabling younger students to remain attentive, motivated, and emotionally connected to classroom activities. Conversely, as students' progress to upper primary grades, increased academic demands and greater expectations for independent learning may contribute to slightly lower observed engagement levels.

5. DISCUSSION

The purpose of this study was to examine the impact of classroom management practices on students' academic engagement in primary schools. The findings indicate that classroom management practices were implemented at moderate to high levels across the sampled classrooms, suggesting that most teachers employed clear rules, structured routines, and supportive teacher student interactions. Such practices are essential in establishing an organized and emotionally safe learning environment, which supports students' active participation in classroom activities. This finding aligns with existing literature emphasizing that well-managed classrooms create conditions conducive to effective teaching and learning.

The results further revealed a moderate to strong positive relationship between classroom management practices and students' academic engagement. Improvements in classroom management were associated with increases in behavioral, emotional, and cognitive engagement. This suggests that when classrooms are well organized and expectations are clearly communicated, students are more likely to remain attentive, emotionally invested, and cognitively involved in learning tasks. These findings support theoretical perspectives such as Self-Determination Theory, which highlights the importance of structure and supportive relationships in fostering student motivation and engagement.

Regression analysis demonstrated that classroom management practices significantly predict students' overall academic engagement. The positive regression coefficient indicates that effective classroom management contributes meaningfully to variations in engagement levels among students. This finding reinforces the view that classroom management is not merely a mechanism for controlling student behavior but a fundamental instructional strategy that enhances learning engagement. Teachers who consistently apply positive management strategies are better able to maintain students' focus and promote sustained academic involvement.

Comparative analysis showed that students in lower primary classes exhibited slightly higher levels of academic engagement than those in upper primary classes. This difference may be attributed to the increased teacher guidance, closer monitoring, and structured instructional approaches commonly used in lower grades. Younger learners often benefit from predictable routines and frequent reinforcement of expectations, which may explain their higher engagement levels. As students advance to higher grades, instructional demands increase and teaching approaches may

become more independent, highlighting the need for adaptive classroom management strategies that support continued engagement.

The findings also suggest that teacher experience plays an important role in student engagement. Classrooms managed by teachers with more than ten years of experience demonstrated higher levels of academic engagement compared to those led by less experienced teachers. Experienced teachers may possess stronger classroom management skills and a deeper understanding of student behavior, enabling them to implement effective strategies and respond appropriately to classroom challenges. This underscores the importance of professional development and mentoring programs to support novice teachers in developing effective classroom management competencies.

Despite the valuable insights provided by this study, certain limitations must be acknowledged. The use of a simulated sample limits the generalizability of the findings to real-world classroom settings. Additionally, the reliance on quantitative measures may not fully capture the complexity of classroom interactions and student engagement. Future research could employ longitudinal or experimental designs with larger and more diverse samples to further explore the causal relationship between classroom management practices and academic engagement.

Overall, the findings of this study highlight the critical role of effective classroom management practices in enhancing students' academic engagement in primary schools. By fostering structured, supportive, and well-organized learning environments, teachers can significantly improve students' participation, motivation, and cognitive involvement. These results emphasize the need to prioritize classroom management as a central component of effective teaching practice in primary education.

6. CONCLUSION

The study concludes that classroom management practices have a significant impact on students' academic engagement in primary schools. Classrooms characterized by clear routines, structured instruction, and positive teacher-student interactions promote higher levels of behavioral, emotional, and cognitive engagement. Students in lower primary classes and those taught by more experienced teachers exhibited greater engagement, suggesting that developmental needs and teacher expertise play an important role in how management strategies affect learning.

These findings highlight the importance of implementing evidence-based classroom management strategies to create organized and supportive learning environments. Teachers can use the insights to enhance student participation, motivation, and focus, while school administrators and policymakers can incorporate the findings into professional development programs and educational policies. Overall, effective classroom management is essential for fostering active engagement, improving learning outcomes, and supporting the holistic development of primary school students.

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