

Instruction, Discipline, Motivation and Prevention as Profile of Classroom Management: Towards Steps in Building a Classroom System

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ABSTRACT

This study examined instruction, discipline, motivation, and prevention as profiles of classroom management among Master Teachers in secondary schools of General Trias City and used the findings as basis for proposed steps in building a classroom system. A descriptive-comparative-correlational design was employed with 35 Master Teachers purposively selected from secondary schools with Master Teacher positions. Data were gathered through a researcher-developed, expert-validated structured questionnaire using a four-point scale; the instrument obtained an overall Cronbach's alpha of .941. Frequency counts, weighted means, t-tests/analysis of variance, and Pearson correlation were used at the .05 level of significance. Most respondents were female, 36-45 years old, had less than five years of service as Master Teachers,

had bachelor's degrees with master's units, held the rank of Master Teacher I, and specialized in Mathematics. Instruction ($M = 3.66$), discipline ($M = 3.60$), motivation ($M = 3.60$), and prevention ($M = 3.70$) were all highly evident. No significant differences were found in instruction, discipline, or motivation across respondent profile variables. Prevention differed significantly by age ($F = 11.836$, $p < .001$), with teachers aged 36-45 recording the highest mean ($M = 3.8765$). All classroom-management dimensions were positively and significantly interrelated, with pairwise correlations ranging from $r = .336$ to $r = .740$ and overall associations reaching as high as $r = .921$. The results support an integrated classroom system built on instructional clarity, positive discipline, student motivation, preventive routines, evaluation, and collaborative support.

Keywords: *classroom management, instruction, discipline, motivation, prevention, Master Teachers*

INTRODUCTION

The classroom is a primary setting in which learners acquire academic knowledge and develop behavioral, social, and personal competencies. Classroom management therefore extends beyond maintaining order; it includes the organization of instruction, establishment of expectations, maintenance of discipline, support for motivation, and use of preventive strategies that reduce disruptions before they occur. Effective management creates conditions in which teachers can maximize instructional time and learners can participate in structured, supportive, and purposeful learning (Sprick et al., 2021; Cunningham et al., 2023).

Recent research consistently connects classroom management with learner engagement, behavior, and achievement. Putra and Yanto (2025) reported a positive overall effect of classroom management on student achievement across varied settings, while Jamba and Norbu (2023) found improved academic performance when classroom-management techniques supplemented instruction. He et al. (2024) further showed that teachers' behavior-management strategies positively influenced learning behavior, emphasizing feedback and teacher-student relationships as important contributors.

Effective classroom systems are multidimensional. Instruction provides clarity, structure, and guidance; discipline establishes boundaries and behavioral expectations; motivation sustains participation and persistence; and prevention anticipates problems through routines, reinforcement, monitoring, and proactive planning. Egeberg et al. (2021) found that effective classroom managers build positive relationships, establish clear boundaries, maintain high expectations, and engage students in learning. Similarly, Wilkins et al. (2023) identified caring, peer support, autonomy, expectations, and behavior management as practices associated with school connectedness.

Despite substantial literature on classroom management, the thesis identified a need to examine how these four dimensions operate together among Master Teachers in the secondary schools of General Trias City. Master Teachers are expected to model strong professional practice and often provide instructional leadership within schools, yet their management practices may vary according to age, sex, experience, educational attainment, rank, and learning area. The present study therefore described respondent profiles, assessed instruction, discipline, motivation, and prevention, tested differences across profile groups, examined relationships among the four dimensions, and translated the findings into proposed steps for building an integrated classroom system.

Literature Review

Instruction and Classroom Organization

Instructional clarity is a foundational component of classroom management because students are more likely to participate appropriately when tasks, routines, and expectations are explicit. High-quality classroom management supports instruction by reducing ambiguity, protecting learning time, and organizing the environment around clear goals (Sprick et al., 2021). Cunningham et al. (2023) likewise emphasize responsive classroom structures that integrate instructional and social-emotional support.

Empirical studies show that instructional practices and management are closely related. Jayme and Tantiado (2025) reported a strong positive association between effective classroom instruction and positive learner behavior, while Miito and Ahmed (2021) found that classroom organization, discipline, and instructional methods significantly predicted academic achievement. These findings support the view that instructional management is not separate from behavior management but functions as part of the same classroom system.

Teacher knowledge and preparation also influence the quality of classroom organization. Baier-Mosch and Kunter (2024) examined preservice teachers' classroom-management knowledge and showed that practical problem solving draws from both formal learning and prior school experience. This reinforces the importance of professional development that connects evidence-based principles with classroom application.

Discipline and Positive Behavior Support

Discipline in contemporary classroom management increasingly emphasizes proactive, consistent, and relationship-based approaches rather than purely punitive control. Maness (2021) identified positive reinforcement, behavior supports, clear expectations, relationships, planning, and consistent consequences as effective classroom-management strategies. Egeberg et al. (2021) similarly highlighted the importance of boundaries, expectations, and positive teacher-student relationships.

Harsh or aggressive approaches may undermine learning and well-being. Khatoon et al. (2021) reported that aggressive classroom-management strategies can contribute to fear, anxiety, conflict, and damaged teacher-student relationships. By contrast, Elkadi and Sharaf (2023) found that positive discipline was associated with improved student well-being and academic performance.

Philippine evidence likewise supports structured, responsive discipline. Dilabayan and Sambo (2024) found that planning and open communication with learners were positively associated with behavior, while Sorbeto et al. (2022) identified classroom discipline as an important predictor of academic outcomes. These findings justify examining discipline as a distinct but interconnected profile of classroom management.

Motivation, Engagement, and Relationships

Motivation is central to sustained classroom engagement because learners are more likely to persist when they experience supportive relationships, meaningful goals, and recognition of effort. He et al. (2024) showed that classroom behavior-management strategies can strengthen learning behavior, particularly through feedback and the teacher-student relationship. Wilkins et al. (2023) likewise emphasized connectedness, autonomy, fairness, and positive support.

Classroom management also influences how learners perceive their own competence and participation. Ahmed (2024) linked classroom-management approaches with social-skill development, while Tran Thi and Nguyen's study, as discussed in the thesis, showed that an authoritative approach combining structure and support positively affected motivation and academic performance. These findings support motivational strategies that balance clear expectations with relational support.

The source manuscript also frames motivation through the psychological needs for autonomy, competence, and relatedness. Within classroom management, these needs are supported when teachers provide meaningful choices, constructive feedback, structured opportunities for success, and caring relationships. Motivation therefore functions as both an outcome and a mechanism within effective classroom systems.

Prevention and Proactive Classroom Management

Preventive classroom management seeks to reduce disruptions before they occur through clear expectations, routines, active engagement, environmental organization, monitoring, and positive reinforcement. Sprick et al. (2021) characterize effective management as proactive and positive, while Potter (2023) highlights the importance of preventive strategies in teacher preparation.

Technology and physical organization can also support prevention. Rahadian and Budiningsih (2023) developed a classroom-management tool based on student learning styles, while Olges and Cohen (2025) explored optimized seating arrangements to reduce distraction. These studies illustrate how prevention can include both pedagogical and environmental design.

Prevention also depends on teacher experience, judgment, and adaptability. Sinclair (2024) identified patience, adaptability, relationships, routines, engagement, and differentiated instruction as key practices among effective educators. This is relevant to the present study because prevention was the only classroom-management dimension that showed a significant difference across one profile variable—age.

Integrated Classroom Management and Teacher Leadership

Classroom management is best understood as an integrated system rather than a set of isolated techniques. Küçükakın and Gölöğlu Demir (2021) synthesized classroom-management research around positive learning environments, physical environments, management of learning tasks, and motivation and engagement. Chow et al. (2023) also documented substantial variability in classroom-management measures, indicating the multidimensional nature of the construct.

Master Teachers occupy an important position in translating these dimensions into practice. Their professional role enables them to model effective instruction, discipline, motivational support, and preventive management and to share successful practices with colleagues. Mustafa et al. (2024) found high classroom-management performance across planning, instruction, assessment, and follow-up, reinforcing the value of a whole-system perspective.

The source manuscript is anchored in classroom-management and self-determination perspectives. Together, these perspectives support a classroom system in which rules, routines, instructional clarity, motivation, and proactive strategies function synergistically rather than independently.

Conceptual Framework

The study conceptualized classroom management through four interrelated profiles: instruction, discipline, motivation, and prevention. Respondent demographic characteristics—age, sex, years as Master

Teacher, educational attainment, position, and learning area—were examined as grouping variables for comparative analysis.

The framework further proposed that the four management dimensions should be examined for their interrelationships and then translated into practical steps for building a classroom system. The original Research Paradigm from the thesis is retained in Figure 1 immediately before the Methods section.

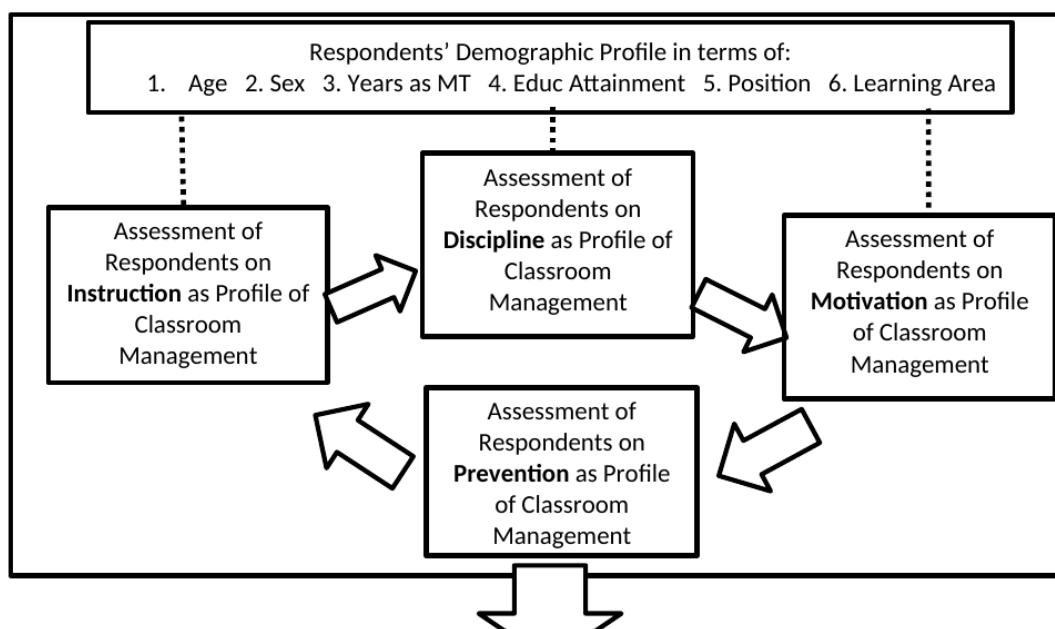


Figure 1. *Research Paradigm*

METHODS

Research Design

The study employed a descriptive-comparative-correlational research design. The descriptive component characterized the respondents and summarized the extent to which instruction, discipline, motivation, and prevention were evident as classroom-management profiles. The comparative component examined differences in assessment across demographic and professional groups, while the correlational component tested the relationships among the four management dimensions.

The design was appropriate because the study did not manipulate classroom conditions. Instead, it documented existing Master Teacher practices, compared group assessments, and examined the degree to which the classroom-management dimensions varied together.

Research Locale

The study was conducted in the Schools Division Office of General Trias City, focusing on secondary schools in the division. The source manuscript reported 12 junior and senior high schools in the division, of which eight had Master Teachers at the time of the study.

Participants and Sampling Technique

The participants were 35 Master Teachers from secondary schools in General Trias City. Purposive sampling was used because the study specifically required respondents occupying Master Teacher positions and

directly engaged in classroom-management practice. The sample represented multiple learning areas, ranks, age groups, educational backgrounds, and lengths of service.

Research Instrument

Data were gathered through a researcher-developed structured questionnaire based on a review of related literature and studies. The instrument used a four-point response scale and assessed instruction, discipline, motivation, and prevention as classroom-management profiles. The questionnaire underwent expert and colleague validation, with revisions incorporating comments from graduate-school professors and the proposal panel.

The instrument demonstrated strong internal consistency, with an overall Cronbach's alpha of .941 across 32 items. Mean scores were interpreted using the scale ranges specified in the thesis, where 3.51–4.00 indicated that the practice was highly evident.

Data Gathering Procedure

Permissions were obtained from the appropriate offices and participating schools before administration of the survey. The researcher personally coordinated data collection and informed the respondents about the purpose of the study.

Completed questionnaires were gathered, checked, encoded, and subjected to statistical treatment. The data collection process maintained confidentiality and used pooled results for reporting.

Data Analysis

Frequency counts and percentages were used to describe respondent profiles. Weighted means summarized the assessments of instruction, discipline, motivation, and prevention. T-tests and analysis of variance were used to determine significant differences across respondent profile groups, with follow-up comparisons used for the significant age effect in prevention.

Pearson's product-moment correlation coefficient was used to test relationships among the four classroom-management dimensions. Statistical decisions were evaluated at the .05 level of significance using SPSS; significance values below .05 were interpreted as evidence for rejecting the null hypothesis.

Ethical Consideration

The study emphasized voluntary participation, informed consent, privacy, confidentiality, and freedom from conflict of interest. Respondents were briefed about the study and informed that participation would not expose them to physical, psychological, or economic harm. They could decline to participate without providing an explanation.

Individual responses were kept anonymous and confidential, and only pooled results were reported. The source manuscript further stated that participants were adults, no vulnerable groups or minors were included, and consent was obtained before survey administration.

RESULTS AND DISCUSSION

Profile of the Master Teacher Respondents

The respondent profile showed that 24 of the 35 Master Teachers were female (68.6%), 17 were aged 36–45 years (48.6%), and 20 had served as Master Teachers for less than five years (57.1%). Fifteen respondents held a bachelor's degree with master's units (42.9%), 26 were Master Teacher I (74.3%), and Mathematics was the largest learning-area group with nine respondents (25.7%).

Table 1. *Selected Profile Characteristics of the Respondents*

Characteristic	Largest Category	Frequency	Percent
Sex	Female	24	68.6
Age	36–45 years old	17	48.6
Years as Master Teacher	Less than 5 years	20	57.1

Educational Attainment	Bachelor's degree with master's units	15	42.9
Position/Rank	Master Teacher I	26	74.3
Learning Area	Mathematics	9	25.7

Instruction as a Profile of Classroom Management

Instruction was assessed as highly evident, with a composite mean of 3.66 ($SD = .35$). The highest-rated practice was clarifying what students were expected to do ($M = 3.82$), followed by progressively granting students more responsibility ($M = 3.80$). The lowest-rated items still remained highly evident, including making expectations explicit, segmenting tasks, and keeping actions oriented toward responsibility and control (each $M = 3.57$).

The findings indicate that Master Teachers place strong emphasis on clarity, task structure, and responsibility. This is consistent with Egeberg et al. (2021), who found that effective classroom managers establish clear boundaries and expectations, and with Jayme and Tantiado (2025), who linked effective classroom instruction with positive learner behavior.

Discipline as a Profile of Classroom Management

Discipline also obtained a highly evident rating, with a composite mean of 3.60 ($SD = .35$). Monitoring and reinforcing positive behavior ranked highest ($M = 3.71$), followed by promoting positive behavior through immediate reinforcement ($M = 3.65$). Incorporating digital tools into discipline received the lowest mean ($M = 3.51$) but remained highly evident.

The pattern suggests that respondents favored proactive, positive, and structured disciplinary practices rather than purely punitive approaches. This aligns with Maness (2021), who identified positive reinforcement, expectations, relationships, and behavior supports as effective classroom-management practices, and with Elkadi and Sharaf (2023), who reported benefits from positive discipline.

Motivation as a Profile of Classroom Management

Motivation obtained a composite mean of 3.60 ($SD = .42$), interpreted as highly evident. Fostering commitment in personal relationships was rated highest ($M = 3.74$), followed by stimulating personal development and lifelong learning ($M = 3.68$). Helping students overcome personal challenges and setbacks received $M = 3.45$ and was interpreted as evident rather than highly evident.

These results highlight the relational dimension of motivation. The emphasis on supportive relationships is compatible with Wilkins et al. (2023) and He et al. (2024), both of whom identified teacher support, feedback, and connectedness as important influences on engagement and learning behavior.

Prevention as a Profile of Classroom Management

Prevention received the highest composite mean among the four dimensions ($M = 3.70$, $SD = .28$), indicating that preventive strategies were highly evident. Reinforcing positive behavior more than negative behavior ranked first ($M = 3.88$), followed by keeping lessons structured with strong pacing ($M = 3.85$) and building positive relationships with students ($M = 3.82$). Being consistent with consequences had the lowest mean ($M = 3.48$), although it remained evident.

The findings reflect a proactive orientation toward classroom management in which routines, positive reinforcement, engagement, and relationships are used to minimize disruptions. This is consistent with Sprick et al. (2021), Potter (2023), and Sinclair (2024), who emphasize proactive support, structure, and teacher adaptability.

Table 2. *Summary of Classroom-Management Profiles*

Dimension	Composite Mean	SD	Interpretation
Instruction	3.66	.35	Highly Evident
Discipline	3.60	.35	Highly Evident
Motivation	3.60	.42	Highly Evident

Prevention	3.70	.28	Highly Evident
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Differences in Classroom-Management Profiles

No significant differences were found in instruction, discipline, or motivation when respondents were grouped according to sex, age, years as Master Teacher, educational attainment, position/rank, or learning-area specialization. These results indicate a generally consistent pattern of practice across respondent groups.

Prevention was also consistent across sex, years of service, educational attainment, rank, and learning area. However, age produced a significant difference, $F = 11.836$, $p < .001$. Respondents aged 36-45 years had the highest prevention mean ($M = 3.8765$), followed by those aged 25-35 ($M = 3.7000$), while respondents aged 46-55 had the lowest mean ($M = 3.4667$). The finding suggests that mid-career Master Teachers reported stronger use of proactive preventive practices.

Table 3. *Summary of Significant and Non-Significant Group Differences*

Classroom-Management Dimension	Profile Variables	Result
Instruction	Sex, age, years as MT, education, rank, learning area	No significant differences
Discipline	Sex, age, years as MT, education, rank, learning area	No significant differences
Motivation	Sex, age, years as MT, education, rank, learning area	No significant differences
Prevention	Age	Significant: $F = 11.836$, $p < .001$
Prevention	Sex, years as MT, education, rank, learning area	No significant differences

Relationships Among Instruction, Discipline, Motivation, and Prevention

Pearson correlation analysis showed that all four classroom-management dimensions were positively and significantly related. Instruction was correlated with discipline ($r = .652$, $p < .001$), motivation ($r = .336$, $p = .048$), and prevention ($r = .592$, $p < .001$). Discipline was correlated with motivation ($r = .740$, $p < .001$) and prevention ($r = .583$, $p < .001$), while motivation was correlated with prevention ($r = .431$, $p = .010$).

The overall correlation results further emphasized the integrated nature of classroom management, with strong associations between the overall measure and instruction ($r = .775$), discipline ($r = .921$), motivation ($r = .801$), and prevention ($r = .763$), all $p < .001$. These findings support the study's conceptual premise that instructional clarity, discipline, motivation, and prevention reinforce one another rather than function as isolated practices.

Table 4. *Significant Correlations Among Classroom-Management Dimensions*

Variables	r	p-value	Interpretation
Instruction - Discipline	.652	< .001	Significant
Instruction - Motivation	.336	.048	Significant
Instruction - Prevention	.592	< .001	Significant
Discipline - Motivation	.740	< .001	Significant
Discipline - Prevention	.583	< .001	Significant
Motivation - Prevention	.431	.010	Significant

Proposed Steps in Building a Classroom System

The findings were translated into proposed steps that integrate classroom structure, instructional clarity, discipline management, motivation and engagement, preventive practices, evaluation and feedback, and collaboration and support. The proposed system emphasizes posting and consistently applying rules and routines, clarifying learning objectives and tasks, reinforcing appropriate behavior, using motivational strategies, anticipating disruptions, monitoring classroom climate, and sharing effective practices among teachers.

Table 5. *Proposed Steps in Building a Classroom System*

Key Result Area	Core Activity	Primary Indicator
Classroom Structure	Establish clear rules, routines, and procedures	Rules and routines are visible, consistent, and support smooth transitions
Instructional Clarity	Define objectives, provide clear instructions, and segment tasks	Students understand tasks and demonstrate less confusion
Discipline Management	Use positive reinforcement, consistent consequences, and monitoring	Reduced disruptive behavior and stronger adherence to norms
Motivation and Engagement	Use recognition, goal-setting, and relational strategies	High participation, enthusiasm, and lesson engagement
Preventive Practices	Anticipate disruptions and reinforce positive behavior	Fewer disruptions and earlier intervention
Evaluation and Feedback	Review the classroom system and provide feedback	Periodic review leads to appropriate adjustments
Collaboration and Support	Share best practices and involve students in classroom norms	Teacher collaboration and student participation increase

CONCLUSION

The study shows that Master Teachers in the secondary schools of General Trias City consistently demonstrate strong classroom-management practices across instruction, discipline, motivation, and prevention. Their instructional practices emphasize clarity and structure; their disciplinary approaches rely on positive, proactive strategies; their motivational practices support engagement and relationships; and their preventive practices prioritize reinforcement, routines, and structured lessons.

The absence of significant differences across most profile variables indicates that these practices are broadly shared among the respondents. The significant age difference in prevention suggests, however, that the use of proactive management strategies may vary across career stages, with teachers aged 36-45 reporting the strongest application.

The significant positive correlations among all four dimensions provide the clearest evidence for an integrated classroom-management system. Effective instruction, discipline, motivation, and prevention appear to reinforce one another. The proposed classroom system therefore organizes these dimensions into coordinated steps that can strengthen classroom structure, student engagement, behavior consistency, and learning conditions.

Recommendation

1. Schools should conduct professional-development activities, including In-Service Training and Learning Action Cell sessions, that explicitly integrate instruction, discipline, motivation, and prevention rather than address them as isolated classroom-management topics.
2. Master Teachers should implement structured motivational approaches using supportive relationships, goal-setting, recognition of achievement, and opportunities for learner responsibility.
3. School leaders should provide technical assistance that strengthens preventive practices, especially consistent consequences, positive reinforcement, predictable routines, and proactive classroom monitoring.
4. Teachers should use clear instruction and explicit expectation-setting as preventive discipline strategies that reduce confusion and minimize avoidable misbehavior.
5. Collaborative Expertise sessions or similar professional-learning platforms should be established so Master Teachers can share effective approaches for integrating instruction, discipline, motivation, and prevention.
6. Teachers should periodically review the effects of classroom-management strategies on learner engagement, behavior, and classroom climate and document reflections and needed adjustments in appropriate instructional records.

7. Future studies should include larger and more diverse teacher samples and may examine classroom-management practices in relation to direct student outcomes, school context, and leadership support.

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