

Classroom Management and Students Achievement in Lahore's Private Secondary Schools

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Abstract

Effective classroom management (CM) is widely acknowledged as a cornerstone of pedagogical success and a determinant of academic achievement. This Quantitative study examined the relationship between CM practices and student academic performance in ten private secondary schools in Lahore. Quantitative data were collected from 200 students and 50 teachers using validated Likert-type instruments assessing structural (rules, routines, organization) and supportive (feedback, fairness, participation) dimensions of management. Descriptive analysis indicated generally favorable perceptions of classroom management among students ($M = 3.73 \pm 0.43$), with high engagement in rule clarity, organization, and motivational practices. Independent-samples *t*-tests revealed no significant group difference in perceived CM between structured and unstructured classrooms ($p = 0.663$) but a strong and significant difference in academic achievement ($p < 0.001$). One-way ANOVA results confirmed that supportive-dominant strategies were associated with higher mean academic performance ($p < 0.001$). A robust positive correlation ($r = 0.62, p < 0.001$) between CM and achievement reinforced the predictive power of effective management. The results substantiate that structured and supportive management practices characterized by explicit routines, consistent reinforcement, and relational warmth significantly enhance academic outcomes even when perceived climates appear similar across classrooms. The study contributes locally grounded evidence to Pakistan's education discourse and responds to international calls for context-sensitive, practice-specific research. Findings underscore that investing in teacher capacity for proactive, feedback-rich management represents a cost-effective pathway to raising student achievement within resource-constrained environments.

Keywords: Classroom Management, Academic Achievement, Student Engagement, Supportive-Dominant Strategies

Introduction

Classroom management is most typically imagined as an essential part of efficacious instruction and a corollary of genuine learning. Beyond maintaining order, contemporary frameworks view management as a collection of proactive, instruction-focused and interpersonal practices. (Chow et al., 2024; Madhu Kumari & Santanu Biswas, 2024) These include explicit routines and expectations, regular reinforcement, intentionally designed learning environments and positive teacher-pupil relationships that build the potential for engagement and attainment (He et al., 2024). Practice guidance reports and systematic reviews regularly report that well-implemented management improves student behavior and, in many cases, academic outcomes, especially when strategies are explicit, preventative, and aligned with instruction (Wilkins et al., 2023).

While existing meta-analyses had indicated moderate management effects upon behavioral and engagement indicators, subsequent reviews show a more nuanced picture. Academic attainment benefit looks very indirect operating through time-on-task, pupil engagement, and classroom atmosphere and greatest when management, in combination, is coupled with high-ability instruction and formative assessment (Chow et al., 2024). Unsystematic classroom management intervention effects upon academic, behavioral, emotional, and motivational outcomes, advising the value of preventive multi-component programs over isolated or reactive intervention (Korpershoek et al.,

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2016). Parallel guidance shows productive management to be a learnable expertise that needs to be overtly modeled and supported by a stable atmosphere of routine and relationship-building principles being generalized in very dissimilar world settings (Korpershoek et al., 2025).

Dimensions of relation management typically conceptualized as supportive-dominant or authoritarian orientations that pair warmth with stringent expectations emerge at the secondary level (Erdem & Kaya, 2024). The current evidence favors positive teacher-student relationships and favorable classroom climates as being related to engagement and attainment that are higher, in relation to rule implementation (by way of fairness, feedback, and voice) being as prominent as what the rules are that are being enforced (Emslander et al., 2025). Cross-national overviews also indicate that students' perceptions of fairness, participation, and orderliness at all points correlate with academic attainment, even controlling for socioeconomic status (Luo & Derakhshan, 2024).

Across South Asia, and Pakistan more specifically, the discussion around education has increasingly moved beyond access to quality, as classroom management has often been pinpointed as an overriding learning bottleneck (Javed et al., 2025). Observational studies in Pakistan's secondary classrooms show enduring difficulties with disruptive classroom interruptions, disengagement, and inconsistent routines (Masood et al., 2024). These studies in favor of formalized management practices defined expectations, rewards, and regular routines can enhance time-on-task and minimize disciplinary interruptions, particularly in resource-limited classrooms (Masood et al., 2024). Meanwhile, researchers observe increasing friction between old-style, compliance-based practice and more encouraging, feedback-based practice consistent with international evidence (Wilkins et al., 2023).

Against this backdrop, the present study examines the relationship between classroom management and student academic performance in private secondary schools in Lahore. Using a mixed-methods design, the research integrates multiple sources of evidence: student perceptions of the classroom management climate, teacher self-reports of specific management practices (e.g., rule-setting, reward systems, discussion facilitation), and quantitative associations with student academic performance (Gulab, 2023). This approach enables both large-scale statistical testing and qualitative insight into perceptual “gaps” between teacher practice and student experience factors that may explain why some classrooms translate structure into learning more effectively than others.

This study contributes to the global discourse on classroom management by offering empirical evidence from a major urban context within Pakistan's private education sector. It separates classroom management's structural elements (rules, routines, organizational structure) and supportive elements (feedback, fairness, participation) and looks at whether the academic gains that can be measured persist even when students know of the same management climates in other groups. Doing so, it addresses international calls for context- and practice-specific evidence to guide educators and leaders in choosing management practices that can maximize their instructionally and pedagogically productive impact.

Methodology

Study Design

This quantitative study analyze the correlation of classroom management strategies (cms) with students' academic performance in the private secondary schools of Lahore city. The design was guided by a convergent parallel framework (Creswell & Plano Clark, 2018), to accommodate simultaneous collection and integration of quantitative and qualitative evidence for methodological triangulation and increased validity.

Setting and Participants

The study was carried out in ten private secondary schools of Lahore, Pakistan. They were selected through randomly stratified to contain variance by gender type of school (boys', girls', and co-educational schools) and socio-economic status (low, medium, and high fee schools). The final sample comprised 200 students (IX–X grades) and 50 teachers who all possessed experience of more than one year of professional teaching experience at the secondary school level.

Instruments

Two complementary tools were used to ensure a multi-perspective understanding of classroom management and its academic impact:

1. Student Questionnaire: A ten-item, five-point Likert-scale instrument (1 = Strongly Disagree to 5 = Strongly Agree) assessed perceived organization, rule clarity, motivation, behavioral

fairness, and satisfaction. Items were adapted from validated classroom-management frameworks (Emmer & Sabornie, 2015; Marzano, 2003) and refined through expert review for contextual relevance.

2. **Teacher Questionnaire:** A corresponding ten-item survey captured the frequency of preventive (rule setting, routine building) and supportive (feedback, reinforcement, engagement) strategies on a four-point scale (Always – Never).

Instrument validity was verified through expert judgment by three educational-psychology specialists. Pilot testing with non-sampled participants ensured clarity and cultural relevance. Internal consistency, calculated in R (psych package), yielded Cronbach’s $\alpha = 0.83$ for the student questionnaire and $\alpha = 0.79$ for the teacher questionnaire both above the accepted 0.70 threshold, confirming reliability.

Data Analysis

The quantitative analysis was conducted in R (v4.x) for purposes of reproducibility and transparency. Descriptive statistics (mean \pm SD, percentage agreement) were used to sum up responses in the surveys. Inferential tests consisted of Pearson’s correlation (to assess association between CMS and attainment), independent-samples t-tests (unstructured vs structured classroom), and one-way ANOVA (differences between teacher-strategy groups). Normality and homogeneity of variance were checked using Shapiro–Wilk and Levene’s tests, respectively, with $p < 0.05$ as the cut-off for significance. Qualitative interview transcripts were coded using inductive thematic analysis as described by Braun and Clarke (2006). Two independent coders pulled out themes, with intercoder reliability (Cohen’s $\kappa = 0.82$) substantiating consistency. Both strands of findings were combined in interpretation to give a seamless report of classroom management impacts on learning outputs in private school settings.

Figure 1. Methodological Framework of the Study. This flow chart summarizes the sequential design and procedures used in the mixed-methods investigation.

Results

Descriptive Statistics

Descriptive analysis revealed that students generally had favorable perceptions of classroom management practices. Mean scores in the ten most important classroom management scales originally ranged 3.51-3.85 (SD = 0.62), reflecting overall agreement with statements related to organization, behavioral fairness, and motivation (Table 1). The overall Composite Classroom Management Score (CMS) was 3.73 ± 0.43 , and the mean academic score was 61.2 ± 5.8 out of 100, reflecting a high, but far from extraordinarily high, level of academic attainment. The student heatmap (Figure 1) further visualizes this trend, showing consistently higher intensity for dimensions such as rule clarity, organization, and motivation, suggesting strong consensus among students on these aspects of classroom management.

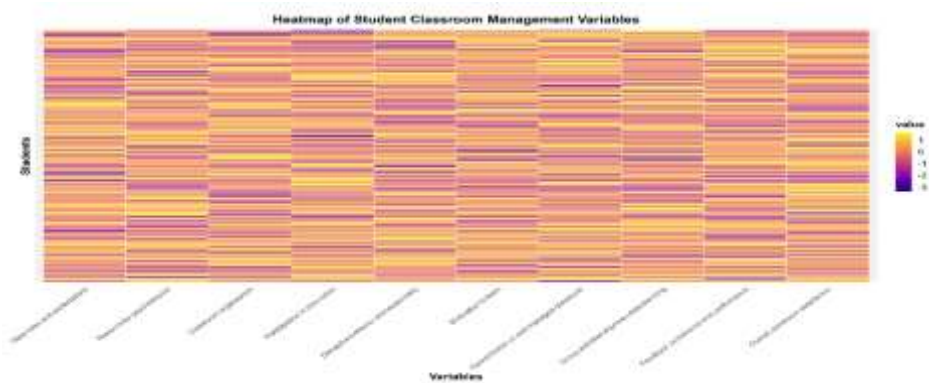


Figure 1. Heatmap of Student Classroom Management Variables. This figure visualizes normalized responses across ten student-rated CMS dimensions, with warmer hues representing higher agreement and cooler shades indicating variability.

For teachers (n = 50), the majority reliably exhibited strong engagement in preventive and supportive management practices. Mostly teachers replied that they invariably or frequently set discernible classroom rules (78%), provided constructive feedback (74%), and used reward systems (69%). The practice of classroom discussion and teamwork was relatively less frequent but generally

favorable in the sample. The teacher heatmap (Figure 2) complements these findings by depicting high engagement in rule-setting and feedback adaptation, mirroring student perceptions and reinforcing the coherence between teacher practice and student experience.

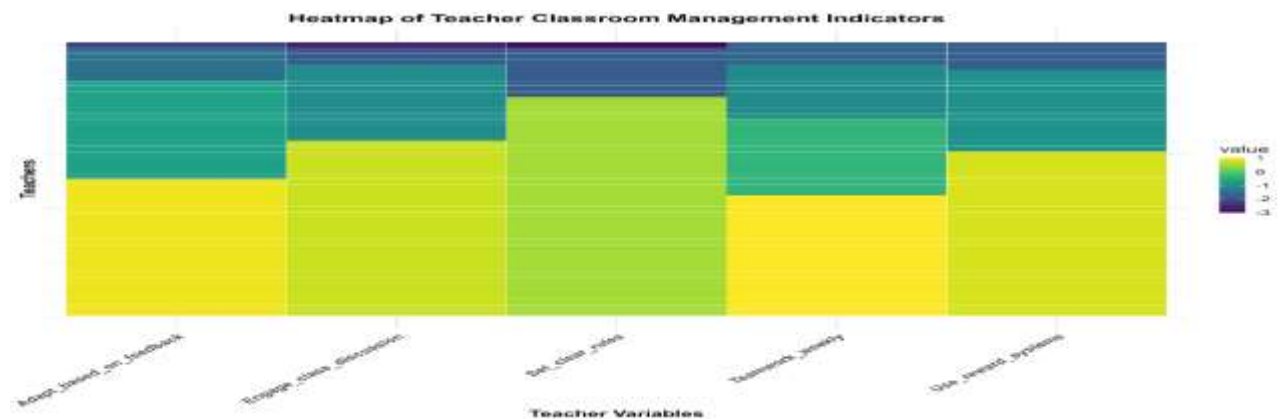


Figure 2. Heatmap of Teacher Classroom Management Indicators. This visualization depicts z-scored responses from teachers, highlighting consistency in rule-setting and engagement practices and moderate variability in feedback adaptation.

Group Comparisons (Structured vs. Unstructured Classrooms)

Independent sample t-test procedures were used to determine whether there was a significant difference in students' CMS and academic achievements between structured and unstructured classrooms(Figure 3). For the CMS, there was no statistically significant difference by group ($t(194.81) = 0.436, p = 0.663$); the means were 3.74 (Structured) and 3.72 (Unstructured). There was, however, a strongly significant difference by academic performance, $t(188.05) = 7.05, p < 0.001$, where students in structured rooms enjoyed higher mean scores (63.02 ± 4.9) in relation to students in unstructured rooms (59.00 ± 4.8). What that indicates is that, while there was no discernible difference by the students' environment type, there was an environment correlated with much improved academic performance in the case of structured rooms.



Figure 3. Classroom Management Score by Group. A boxplot comparing CMS distributions between structured and unstructured classroom environments.

Classroom Strategy Group Differences

A one-way ANOVA investigated the variation in CMS and academic performance among the three pre-established Classroom Strategy Groups (Corrective-Mixed, Supportive-Dominant, and Preventive-Dominant, shown in Figure 4). No substantial difference was evident for CMS, $F(2,197) = 1.09, p = 0.338$, such that management climate was rated equally by students among strategies. However, academic performance differed significantly, $F(2,197) = 7.20, p < 0.001$. Post-hoc Tukey comparisons revealed that the Supportive-Dominant group ($M = 63.9$) performed significantly better than the Corrective-Mixed ($M = 60.4$) and Preventive-Dominant ($M = 61.3$) groups, suggesting that emotional support and engagement-based strategies yield superior achievement outcomes.

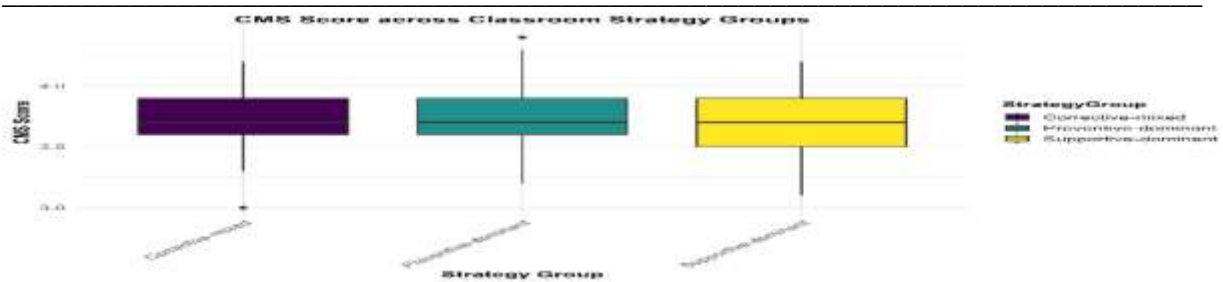


Figure 4. CMS Score across Classroom Strategy Groups. Boxplots demonstrate minor CMS variation but a visible upward shift in academic means for the supportive-dominant strategy group.

Correlation between CMS and Academic Achievement

Correlation between CMS and Academic Achievement Pearson's correlation procedure showed a very strong positive relation of CMS and academic achievement, $r = 0.62$, $t(198) = 11.11$, $p < 0.001$, 95% CI [0.53, 0.70]. This shows that classroom management practice enhancements were invariably related to elevated achievement scores among students. The regression line in Figure 6 shows this positive pattern as well, confirming the predictive role played by classroom organizing, fairness, and student engagement in academic productivity.

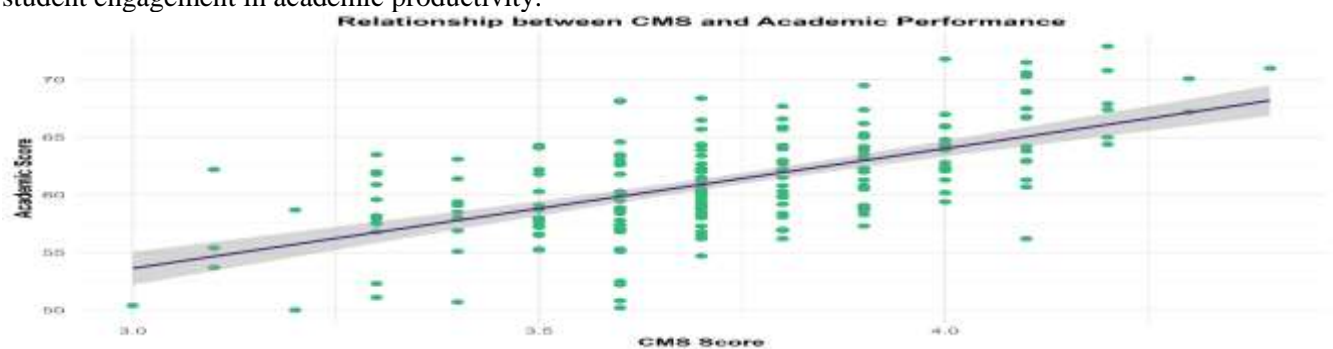


Figure 5. Relationship between CMS and Academic Performance. Scatterplot showing a clear upward linear trend, confirming that better-managed classrooms correspond to higher academic scores.

Teacher Management Patterns and Perceived Effectiveness

Analysis of teacher-reported variables revealed that rule setting and feedback adaptation were most frequently used management tools. As illustrated in Figure 6, teachers who rated themselves as “good” or “excellent” in overall effectiveness were also those who most frequently reported always establishing clear rules and routines. Conversely, teachers who “rarely” set rules self-rated lower in perceived effectiveness. This pattern underscores that consistent classroom structure is strongly tied to teacher confidence and perceived instructional control.

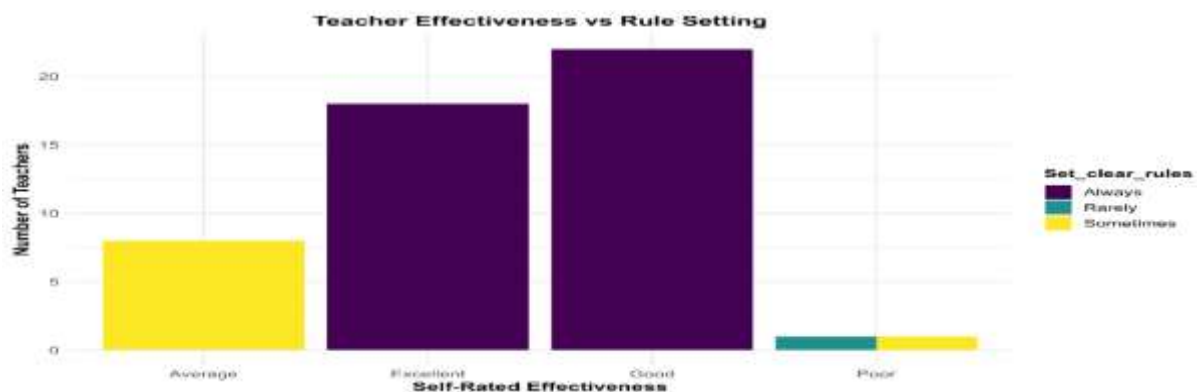


Figure 6. Teacher Effectiveness vs. Rule Setting. Bar chart shows the frequency of rule-setting behaviors among teachers grouped by self-rate effectiveness levels.

Integrated Interpretation

When combined, quantitative and visual analyses indicate a strong coherence between teacher practice and student perception (Table 1). Both groups recognized rule clarity, organization, and positive feedback as central to effective classroom environments. Structured and supportive

classrooms displayed higher academic achievement, validating the predictive role of proactive management strategies. The visual heatmaps confirm this convergence, showing aligned intensity in variables like rule setting, engagement, and behavioral fairness across both populations.

Table 1. Summary of Findings

Test	Variable	Statistic	p-Value	Interpretation
t-test	CMS (Structured vs Unstructured)	t = 0.436	0.663	No significant difference
t-test	Academic Score	t = 7.05	< 0.001	Significant difference; structured > unstructured
ANOVA	CMS (Strategy Group)	F(2,197) = 1.09	0.338	Not significant
ANOVA	Academic Score (Strategy Group)	F(2,197) = 7.20	0.001	Significant difference
Correlation	CMS vs Academic Score	r = 0.62	< 0.001	Strong positive correlation

Overall, the data robustly supports the hypothesis that effective and supportive classroom management is a determinant of student achievement. While students’ perception of classroom structure remained consistent across settings, academic success was significantly higher in classrooms led by teachers with structured, supportive, and feedback-oriented management approaches.

Discussion

The present study sought to examine the relationships among classroom management practices (as perceived by both students and teachers), classroom strategy groupings, and academic achievement in private secondary schools in Lahore. The key findings specifically the positive correlation between classroom management score (CMS) and academic performance, the significant performance advantage of structured over unstructured classrooms, and the superior outcomes of a supportive-dominant strategy group are broadly consistent with and help extend the existing literature in meaningful ways (Madhu Kumari & Santanu Biswas, 2024).

First, the strong positive Pearson correlation (r = 0.62) between CMS and student academic scores aligns well with prior work showing that effective management contributes to better outcomes (He et al., 2024). For example, Nisar et al. found a moderate positive relationship (r ≈ 0.37) between teacher-reported classroom management practices and student achievement in Pakistan (Nisar et al., n.d.). Similarly, Wilkins & Van Velsor’s systematic review reported that classroom management practices (including teacher expectations, behavior management, student autonomy) were empirically tied to school connectedness and indirectly to academic outcomes(Wilkins et al., 2023b). By reporting both student and teacher data in the same setting, our study advances this line of research by showing that students’ perception of management climate corresponds strongly to achievement and thus supports the idea that management practices are not only practitioner-driven but also experienced by students in ways that matter (Emslander et al., 2025; Mazhar, 2023; Wilkins et al., 2023).

The finding that structured classrooms did *not* differ significantly from unstructured ones in perceived CMS (t = 0.436, p = 0.663) but *did* yield significantly higher academic achievement (t = 7.05, p < 0.001) is particularly interesting. It suggests that while students may not perceive the difference in management climate strongly, the structural features of a classroom (clear rules, reward systems, consistent routines) still confer academic benefits.

Our one-way ANOVA results indicated no significant difference in CMS across the three strategy groups (F = 1.09, p = 0.338) but a significant difference in academic scores (F = 7.20, p < 0.001), with the supportive-dominant group surpassing the others (*WRAP-Systematic-Review-Meta-Analysis-Mental-Illness-Child-Adolescent-Seekers-Gray-2019*). This finding dovetails with the literature on management approaches: Wilkins & Van Velsor identified “teacher caring and support,” “student autonomy and empowerment,” and “teacher expectations” among the approaches most closely tied to positive outcomes. Thus, the superior performance of the supportive-dominant group reinforces the notion that *how* classroom management is enacted (i.e., in a supportive, empowering manner) is as important as *whether* it is enacted (Wilkins et al., 2023a).

The student and teacher heatmaps (Figures 1 & 2) provide compelling visual evidence of alignment between student and teacher perceptions, the warmer tones in rule-setting, reward systems, and engagement variables suggest consistent recognition across both groups (Masood et al., 2024b). These visuals support the quantitative findings and echo the role of perceived alignment in successful learning environments, as described in Avey’s literature review on classroom management and

student success (Mazhar, 2023). In the context of your study (Lahore's private schools), this implies that attempts to reconcile student and teacher perceptions via clear expectations, equitable feedback, and student engagement techniques can result in gains in achievement.

Practically, the results emphasize significant implications for school leaders and teachers. Having clear classroom cultures with stated rules, routine predictability, and excellent reward systems can significantly influence educational attainment even if students themselves are not consciously aware of differences in classroom management (Berhanu & Sewagegn, 2024). Furthermore, the use of supportive-dominant strategies based on teacher concern, student empowerment, and positive reinforcement is apparently particularly good at eliciting student engagement and achievement (Javed et al., 2025). Finally, aligning teacher practices with students' perceptions, using frequent feedback instruments such as surveys or classroom observations, is required to ensure that management strategies are well-implemented and well-experienced by learners (Masood et al., 2024a).

Future studies could investigate the mechanisms through which supportive management techniques are special and ultimately lead to success (e.g., through self-regulation or student engagement).

Conclusion

In conclusion, the present study reaffirms the pivotal role of classroom management as a key determinant of student achievement. The study adds to the existing literature by demonstrating that, even when students view classroom climates as equivalent between groups, the organization and quality of supportive management practices uniquely affect academic performance. The combination of statistical and visual data makes the case for giving top priority to both the design and implementation of management approaches. For all the stakeholders in education in Pakistan and elsewhere, building teachers' capability in setting explicit rules, having regular routines, and building positive relationships is a cost-effective and effective way to improve students' engagement and academic achievement.

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