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**UNDERGRADUATE PROGRAM**

**DEPARTMENT OF NATIONAL AND FOREIGN LANGUAGE PEDAGOGY  
ENGLISH MAJOR**

**MODALITY: RESEARCH REPORT**

**THEME:**

**IMPACT OF CLASSROOM MANAGEMENT ON STUDENTS'  
PERFORMANCE AT UNIVERSITY LEVELS**

Research report before obtaining the bachelor degree in National and Foreign Language  
Pedagogy, English Major

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**PUJILÍ-ECUADOR  
2026**

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Pujilí, February 03, 2026



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## TUTOR'S ENDORSEMENT

In my capacity as a supervisor of the research report entitled “**IMPACT OF CLASSROOM MANAGEMENT ON STUDENTS' PERFORMANCE AT UNIVERSITY LEVELS**” and researched by **QUISHPE TAIPE JOSSELYN GABRIELA**, ID number **1753070612**, for obtaining the bachelor's degree in National and Foreign Language Pedagogy, English Major,

### I CERTIFY THAT:

This research report has been fully revised and has the requirements and merits to be submitted for evaluation by the assigned revision committee and its presentation and defense.

Pujilí, March 16, 2026



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## COMMITTEE APPROVAL


The research report entitled “**IMPACT OF CLASSROOM MANAGEMENT ON STUDENTS’ PERFORMANCE AT UNIVERSITY LEVELS**” has been revised, approved, and authorized for printing and binding before obtaining the bachelor’s degree in National and Foreign Language Pedagogy, English Major; this meets the substantive and formal requirements to hand in for the presentation and defense.

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## **GRATEFULNESS**

*I want to thank God for giving me another day of life, for giving me the wisdom and ability to establish a professional career. To the Technical University of Cotopaxi, for allowing me to study at your noble institution and for teaching me humanely. To my teachers for sharing their knowledge throughout my university studies, and I would especially like to thank Jorge Luis Rosero, M.Sc., for being my teacher in the classroom and my academic advisor on this project. Finally, to all the friends I have come to appreciate, I thank you for your support during this long process.*

*Gabriela Quishpe*

## **DEDICATION**

*I want to dedicate this project to my family, who have given me their support and love throughout this long process. Especially to my Ma., Rosita, for being the backbone of my education and professional development. To my father, for always lending me a hand in difficult times. And to my partner, Ariel, who has given me his unconditional love and supported me from day one in achieving my goals.*

*To all of them, thank you so much for allowing me to learn from every moment together. I love you with all my heart.*

*Gabriela Quishpe*

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**Authors:**

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**ABSTRACT**

Classroom management is essential for fostering a positive and productive learning environment, especially at the university level. Effective classroom management consists of teachers' actions taken in order to create an environment that supports and facilitates academic and social-emotional learning. Therefore, this study aimed to determine the impact of classroom management on the academic performance of second-cycle students in the English major of National and Foreign Languages Pedagogy. A quantitative descriptive approach was employed, involving 45 students at Cotopaxi Technical University. The survey comprised 18 questions, divided into three categories: academic, motivation, and interpersonal relationships, and was validated by three faculty members. The research revealed that classroom management strategies implemented by teachers are important for the teaching and learning process. For instance, in academic, establishing clear rules, including audiovisual materials, using real-life situations, providing feedback, and promoting academic performance. Moreover, in motivation, creating a friendly classroom atmosphere, and maintaining students' interest. Likewise, in interpersonal relationships, ensuring equitable participation, eliminating gender bias, and providing opportunities to ask. These strategies contribute to creating a conducive classroom environment that positively influences academic performance. That is why it is necessary to know how classroom management strategies and techniques employed by teachers can influence the teaching-learning process. It is concluded that the motivational classroom management strategies used by teachers show a low percentage of student perception, which allows us to determine an unfavorable influence on achieving academic objectives. In this way, the students' perceptions helped to conclude this study and demonstrate the importance of professional development, especially in the area of classroom management. This study concluded that classroom management strategies are fundamental in the development of students in cognitive, social, and emotional needs.

**Keywords:** Classroom Management, Strategies, Techniques, Performance, Learning Process.

## UNIVERSIDAD TÉCNICA DE COTOPAXI

### PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS MENCION INGLÉS

**TÍTULO:** IMPACTO DE LA GESTIÓN DEL AULA EN EL DESEMPEÑO DE LOS ESTUDIANTES A NIVEL UNIVERSITARIO

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#### RESUMEN

La gestión del aula es esencial para fomentar un entorno de aprendizaje positivo y productivo, especialmente en el ámbito universitario. Una gestión eficaz del aula consiste en las medidas que adoptan los profesores para crear un entorno favorable y que facilite tanto el aprendizaje académico como socioemocional. Por lo tanto, el objetivo de este estudio fue determinar el impacto de la gestión del aula en el rendimiento académico de los estudiantes de segundo ciclo de la carrera Pedagogía de los Idiomas Nacionales y Extranjeros mención Inglés. Se empleó un enfoque descriptivo cuantitativo, en el que participaron 45 estudiantes de la Universidad Técnica del Cotopaxi. La encuesta constó de 18 preguntas divididas en tres categorías: académico, motivación y relaciones interpersonales, la cual fue validada por tres miembros del cuerpo docente. La investigación reveló que las estrategias de gestión del aula implementadas por los profesores son importantes para el proceso de enseñanza y aprendizaje. Por ejemplo, en el aspecto académico, establecer reglas claras, incluir materiales audiovisuales, el uso de situaciones reales, proveer retroalimentación y el desarrollo académico. Además, en lo motivacional, crear un aula de clase amigable y mantener el interés de los estudiantes. Así mismo, en las relaciones interpersonales, promover una participación equitativa, eliminar prejuicios de género y proveer oportunidades de preguntar. Estas estrategias contribuyen a la creación de un aula adecuada, que influye de manera positiva en el desarrollo académico. Por esto, es necesario conocer cómo influyen las técnicas y estrategias de gestión del aula empleadas por los profesores dentro del proceso de aprendizaje. Se concluye que las estrategias del manejo del aula motivacionales empleadas por los docentes muestran un bajo porcentaje de la percepción de los estudiantes, lo que permite determinar una influencia desfavorable para lograr cumplir los objetivos académicos. Este estudio concluyó que las estrategias de gestión del aula son fundamentales para el desarrollo de las necesidades cognitivas, sociales y emocionales de los alumnos.

**Palabras clave:** Manejo del aula, Estrategias, Técnicas, Desempeño, Proceso de Aprendizaje.

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## 1. General Information

**Theme:** Impact of classroom management on students' performance at university levels

**Starting Date:**

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**Sponsoring Faculty:**

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**Sponsoring career:**

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Teacher professional development, school management, and learning communities.

## 2. Problem Statement

Classroom management refers to the set of strategies and practices that teachers use to create and maintain an environment conducive to learning, where students are engaged, and instruction can proceed effectively. According to Evertson and Weinstein (2006), “Classroom management consists of the actions teachers take to create an environment that supports and facilitates both academic and social–emotional learning.”

Despite their importance, teachers' classroom management practices have a significant influence on key aspects of academic performance, such as active participation, intrinsic motivation, and the consolidation of meaningful learning. In the majority of educational contexts, a traditional teaching method persists, characterized by one-way communication in which students assume a predominantly passive role and the teacher only transmits content. This process limits the way for interaction, critical reflection, and practical application of knowledge, factors widely recognized as important for the development of cognitive skills and improvement in academic performance.

In some cases, this dynamic leads to a lack of interest and active participation, which has a negative impact on motivation and academic results. When classes do not promote a dynamic, participatory, and close environment, students tend to perceive learning as an obligation rather than a meaningful process. Conversely, when teachers use participatory strategies, encourage dialogue, and show empathy, there is a higher level of commitment and better academic performance. The way classrooms are managed affects the students' goal achievements. Classroom structures, their management, and facilities provided enhance different patterns of motivations (Waters et al., 2003).

However, in some educational institutions, difficulties related to classroom management by teachers have been observed. Several studies indicate that the lack of proper classroom management strategies can affect students' academic performance. Additionally, it seeks to address the lack of evidence within this specific academic context, where the development of methods and pedagogical strategies is necessary for future teaching professionals.

Understanding this relationship will not only contribute to the improvement of instructional practices but also provide insights that may support curricular refinement and promote more effective learning environments for students.

Addressing this problem, the question arises: how does classroom management impact the academic performance of second-cycle students in the National and Foreign Languages Pedagogy English major?

### 3. Objectives

#### General Objective

- To determine the impact of classroom management in the academic performance of second-cycle students from National and Foreign Languages Pedagogy in the English major.

#### Specific Objectives

- To establish theoretical foundations to address the investigation problem.
- To identify the impact of classroom management strategies applied by teachers
- To define conclusions and recommendations

### 4. Activities and task system in relation to the objectives proposed.

Specific objective	Activities	Result of the activity	Verification Means
To establish theoretical foundations to address the investigation problem.	Bibliographic research	Theoretical framework	Theoretical framework
To identify the impact of	Process and analyze the results	Analyze and discuss the information	Analysis and discussion the information

classroom management strategies applied by teachers.			
To define conclusions and recommendations.	Analyze and discuss the information	Conclusions and recommendations	Conclusions and recommendations

## 5. Justification

Classroom management varies across colleges, schools, and institutions; teachers have their own ideas and strategies to adapt the standard approach. Besides, classroom management constitutes the most crucial element of instructional effectiveness, as it defines the structural and interpersonal conditions necessary for the learning process. Evertson and Weinstein (2006) said classroom management includes not only the regulation of student behavior but also the design of learning environments that promote academic development and socio-emotional well-being. Empirical evidence indicates that management practices such as articulating explicit expectations, organizing the physical and instructional space, and cultivating positive teacher–student interactions exert a significant influence on learners’ engagement and academic outcomes.

Some classroom management research has shown different strategies that can vary depending on factors such as course, age of the student, classroom measurements, the personality of the teacher, and the behavior of the students. Emmer and Sabornie (2015) further assert that classroom management is intrinsically connected to students’ motivational processes and the development of autonomous learning behaviors, underscoring that well-structured educational environments foster enhanced academic performance and more productive classroom dynamics.

This research is conducted to analyze the impact of classroom management at the university level. For the English teaching and learning process to be effective, it is important to be able to identify the right practices. Additionally, by examining classroom management strategies, it will be possible to determine how they impact discipline, motivation, and learners' academic results.

Therefore, this study aims to determine the impact of classroom management on the academic performance of second-cycle students from National and Foreign Languages Pedagogy, English major, to provide information that may help improve teaching practices and strengthen teaching–learning processes in higher education. The beneficiaries of this research are university instructors, as the findings will reinforce the understanding that classroom management strategies should be pedagogically meaningful and connect with students' cognitive and socio-emotional needs. Effective classroom management not only contributes to the establishment of a motivating and adequate learning environment but also includes a climate of psychological safety in which learners can feel respected, engaged, and willing to participate actively in the learning process. Consequently, the study emphasizes that classroom management is not an element or a procedural requirement, but also a dynamic that should be employed in effective pedagogy that directly impacts the student learning outcomes.

## **6. Scientific and Technical Foundation**

### **6.1 Background**

The education in the university context plays a fundamental role in the academic and professional development of students, as it seeks to constitute cognitive, social, and emotional competencies that enable them to respond and act to the demands of today's world. In this process, classroom management has become an important factor in ensuring an appropriate and effective learning environment. Good classroom management not only helps

maintain order, like a sitting arrangement and discipline, as well as good or bad behavior, but also promotes participation, motivation, and students' academic performance.

Throughout the bibliographic review, it became evident that several studies share similarities with the topic addressed in this research. It can be mentioned that Iqbal (2018) conducted descriptive research aimed at identifying the classroom management strategies used by the teachers and the impact of classroom management on the students' academic achievement. An adopted questionnaire was administered among randomly selected faculty members in some private universities in the Kingdom of Bahrain. Results revealed that the challenges that affect effective classroom management are the students' needs and characteristics, and the students' seating arrangement. Lastly, the perceived impact of classroom management on the students' academic achievement, teachers believe that classroom supervision is the process of establishing and maintaining a successful learning environment, which may lead students to succeed in class, and their roles in class affect students' academic success.

On the other hand, Miwari & Eleberi. (2020) developed research on the influence of teachers' classroom management strategies on students' academic performance. The main purpose of the study was to investigate teachers' classroom strategies and students' academic performance among senior secondary school students. Also, they determined two research questions and two null hypotheses were formulated to guide the study, while a descriptive survey research design was adopted. Also, they used Taro Yamen's model to determine a sample size of 380 from a population of 7,425 senior secondary school teachers. Findings showed that teachers in senior secondary schools in Rivers State use both preventive and reactive strategies for their classroom management, and these have a significant influence on students' academic performance. It was concluded that no matter how equipped with modern technologies the classroom might be, there is an unalloyed need for teachers as the highest authority in the classroom to be given professional training.

Imran et al. (2012) mentioned that their research was focused on the impact of classroom management on students' academic achievement at the university level in Punjab. The major

objectives of the study were to investigate students' perceptions about classroom management at the university level and to investigate the impact of classroom management on students' achievement. The instrument to collect data was a survey. The required information was collected from the students through a self-developed questionnaire. Apart from personal information, the questionnaire contained 35 closed-ended items on a five-point Likert scale and 2 open-ended items. The questionnaire was personally administered to 1800 students who were randomly selected. The collected data were analyzed by using frequencies, mean, standard deviation, t-test of independent samples, and regression analysis. It was concluded that there was a significant difference in the opinions of male and female students about classroom management.

According to Arshad et al. (2020), Classroom management plays a leading role in uplifting the teaching and learning process. It helps in producing a conducive learning environment where students can learn with ease and perform better academically. The study was a descriptive type survey in nature, so a self-developed questionnaire was used to collect the required information from the respondents. The population of the study comprised 3702 female teachers of public girls' secondary schools of the Sahiwal division. The simple random technique was adopted to select 160 teachers from the target population. The results of the study show that classroom management strategies enhanced students' learning, and classroom management strategies have a positive effect on improving students' learning. It was concluded that classroom management strategies have a great effect on the betterment of the classroom environment.

## **6.2 Theoretical Framework**

### **Classroom Management**

Classroom management is widely recognized as a core component of effective teaching, as it encompasses the practices, strategies, and organizational structures that enable a productive learning environment. According to Emmer and Sabornie (2020), classroom management

goes beyond maintaining discipline and focuses on creating conditions that facilitate both academic learning and students' social and emotional development. The multidimensional concept includes: establishing what you want to achieve in terms of behavior, understanding how to manage class time, creating order within the physical space, and building positive relationships between teachers and students. All these factors contribute to creating an environment in which students can interact meaningfully in the course.

According to Cando (2015), classroom management includes activities such as arranging seating in a circle or semicircle, organizing classroom materials, and controlling classroom activities like tasks, lessons, and evaluations. Also, discipline as disruptive behavior, using didactic resources like flashcards or audiovisual materials, and giving clear instructions. These aspects should be essential for ensuring an effective teaching–learning process. A key teaching skill is the ability to successfully manage the classroom, as it helps to foster a positive classroom environment that enhances student learning. In addition, teachers' attitudes play a crucial role in effective classroom management; a friendly and understanding attitude, rather than a strictly authoritarian one, encourages student participation and engagement, boosts their self-esteem, and helps maintain their attention during classroom activities.

Emmer and Sabornie (2020) said that classroom management is a dynamic pedagogical process shaped by teachers' decision-making and professional judgment. To address both individual and group needs, they mentioned that effective management requires proactive planning, consistency, and the implementation of strategies. In higher education, where learners present diverse learning styles, levels of autonomy, and classroom management become relevant for maintaining engagement and ensuring equitable learning opportunities.

Effective classroom management is increasingly important due to the diversity and autonomy of learners, requiring approaches that are flexible, inclusive, and aligned with academic expectations. Effective classroom management has become increasingly important due to the growing diversity of learners and the need to support student autonomy through inclusive and flexible teaching practices. In contemporary educational contexts, teachers are required

to implement strategies that respond to different learning needs while maintaining clear academic expectations. In this regard, Wang, Degol, and Ye (2021) argue that effective classroom management involves creating structured and supportive learning environments that foster student engagement, autonomy, and positive behavioral outcomes.

### **The Role of Classroom Management**

Classroom management plays a critical role in shaping the learning environment, influencing both academic outcomes and student behavior. Successful management of a classroom creates an organized but adaptable environment where rules are clear, routines can be anticipated, and exchanges are friendly (Emmer & Sabornie, 2020). Previous research indicates that if teachers manage classroom management practices correctly, disruptive behavior can be reduced, allowing more time to be spent on teaching content and promoting learning (Simonsen et al., 2019). It is essential to understand and employ effective management strategies to promote learner participation, create a supportive environment, and foster academic success.

Some theories of classroom management emphasize student participation rather than focusing exclusively on behavior control. For instance, Jones and Jones (2020) highlight that effective classroom management involves careful planning and the development of positive teacher–student relationships, which play a key role in preventing disruptive behavior. Similarly, Hughes and Kwok (2020) explain that teachers significantly influence students’ social–emotional relationships and can promote active participation, which contributes to reducing classroom conflicts. In addition, classroom management practices that acknowledge students’ backgrounds and promote equitable participation help create inclusive learning environments. In this regard, Carter et al. (2021) suggest that integrating culturally responsive and inclusive strategies into classroom management frameworks supports the development of positive and respectful classroom climates

In today's educational environment, classroom management's function goes beyond just discipline; it also includes encouraging self-control, independence, and emotional health.

Researchers who focus on self-determination theory contend that classrooms that meet students' psychological needs, such as feeling capable, having independence, and feeling connected, enhance intrinsic motivation, greater engagement, and improved academic results. (Ryan & Deci, 2020). Similarly, social aspects and behavioral order are ideas that reinforce effective management, restoring practices related to improving trust between students and teachers and reducing the use of disciplinary measures (Gregory et al., 2021). Taken together, recent research positions classroom management not only as a tool for reducing disruption but as a comprehensive framework for promoting equitable, supportive, and academically rich learning environments.

### **Elements of Classroom Management**

Classroom management is a multidimensional construct composed of several interrelated elements that collectively create an effective learning environment. Contemporary research emphasizes that classroom management extends beyond discipline to include the organization of instruction, the establishment of clear expectations, and the development of positive teacher–student relationships (Emmer & Sabornie, 2020). These factors combine to enhance teaching time, minimize disruptive behavior, and foster student engagement, making classroom management an essential aspect of effective teaching.

Establishing standards, rules, routines, and expectations is a fundamental element of good classroom management. Studies indicate that when expectations are explicitly taught, consistently reinforced, and aligned with classroom goals, students demonstrate higher levels of compliance and academic engagement (Simonsen et al., 2019). To reduce behavioral problems and uncertainty, routines should be established regarding task completion times and participation. Effective teachers proactively plan these structures to support learning rather than reacting to misbehavior after it occurs (Jones & Jones, 2016).

Another essential element is the quality of teacher–student relationships and classroom climate. In order for students to feel safe, valued, and motivated, and to encourage positive participation, it is necessary to create a supportive environment with respectful relationships.

(Hughes & Kwok, 2017). Furthermore, it is argued that inclusivity in communication promotes emotional support, equity, and mutual respect (Carter et al., 2019). Additionally, Responsibility among students and intrinsic motivation are enhanced by self-regulation and autonomy (Ryan & Deci, 2020). To foster students' academic and social-emotional development, a set of elements such as structure, relationships, and motivation is necessary for effective classroom management.

### **Classroom Management Strategies**

Classroom management strategies refer to the specific instructional and behavioral techniques used to regulate classroom functioning. Traditional strategies include establishing rules and procedures, monitoring student behavior, and applying consequences when necessary (Jones & Jones, 2020). However, contemporary approaches highlight positive and preventive strategies, such as promoting active participation, offering constructive feedback, and fostering collaborative learning environments.

Research on classroom management highlights that the implementation of clear expectations and positive behavioral reinforcement significantly contributes to reducing disruptive behaviors and increasing student engagement. In this regard, Marzano (2020) emphasizes that effective classroom management strategies such as establishing clear rules, reinforcing appropriate behavior, and building teacher credibility are closely associated with improved classroom climate and higher levels of academic engagement. Likewise, Wang and Degol (2021) argue that classroom management practices grounded in respectful communication, structured learning environments, and clearly defined instructional goals contribute to the development of supportive classroom climates that enhance both students' academic performance and socio-emotional well-being

### **Types of classroom management**

In educational research, several typologies of classroom management have been proposed. Preventive management focuses on designing routines, expectations, and physical

arrangements that discourage misbehavior before it occurs (Emmer & Sabornie, 2015). Supportive management involves guiding students during instruction through feedback, encouragement, and active monitoring to maintain engagement (Jones & Jones, 2012). Corrective management includes strategies for addressing inappropriate behaviors, such as redirection, restorative practices, and conflict resolution (Charles, 2014). Scholars also differentiate between authoritative, authoritarian, permissive, and democratic management styles, each influencing students' motivation and participation differently. Understanding these types enables educators to implement strategies that balance structure and autonomy

### **Classroom management styles**

Classroom management styles refer to the consistent patterns of beliefs and practices teachers use to organize instruction, regulate behavior, and interact with students. These styles range from teacher-centered to student-centered approaches, reflecting varying degrees of control, authority, and student autonomy (Emmer & Sabornie, 2020). It emphasizes that classroom management styles significantly influence classroom climate, student engagement, and academic achievement, positioning management style as a central component of effective pedagogy (Evertson & Weinstein, 2019).

Teacher-centered or authoritative/interventionist styles are characterized by clear rules, structured routines, and direct teacher control. These styles focus on behavioral theory and aim to reduce disruptive behaviors and increase the amount of time spent on classroom tasks. (Simonsen et al., 2019 However, students' intrinsic motivation and participation may be affected if supportive interactions are not balanced, as these practices are highly controlled. (Ryan & Deci, 2020). The result of a firm structure for classroom management is good interpersonal relationships, which would not be possible with rigid discipline.

In contrast, learner-centered or interactive/autonomy-promoting styles emphasize shared responsibility, collaboration, and the development of self-regulation. These approaches are consistent with humanistic and constructivist theories that focus on how students construct their own knowledge based on experience and are supported by recent research on motivation and engagement (Reeve, 2016). Additionally, relational and restorative management styles

have gained prominence, highlighting dialogue, mutual respect, and culturally responsive practices as essential for equitable classroom environments (Weinstein et al., 2021). Overall, contemporary research suggests that effective classroom management styles integrate structure, relationships, and autonomy to support both academic and socio-emotional development.

Scrivener (2012) suggests seven strategies to determine the use of a classroom arrangement, focusing on the aim of the class.

1. Classroom layout.

- a. Semi-circle or U: This allows teachers to have eye contact and communicate with each other.
- b. Tipped U: It reduces the angle of the desk, uses all the space of the classroom, but it can be considered informal. The purpose is the same as the semi-circle model.
- c. One large table: Pull all the tables together to form a large table, and sit all the learners around it. This may increase the feeling of cooperation on a single task.
- d. Zones: It is just for large classrooms with enough space. It consists of established tables or desks where a group with a specific function teacher will work with the students. Each zone has a specific activity or function.
- e. Full circle: This arrangement allows each student to see everyone and keeps the attention of learners with the person who is talking in the middle of the circle. (p. 7);

2. Seeing the room from a student's perspective.

- a. Previously, in a class, teachers should sit in students' desks and think about how students perceive the class. What can teachers do to improve? It can be useful to determine the classroom layout.
- b. Determine based on the perspective and the layouts, which layout is most effective for the activities that the teacher wants to develop. (p. 10);

3. Rearranging the classroom chaos

- a. Use the learners' ideas: Talk with learners about suggestions to define a strategy to rearrange with the least chaos possible, making learners feel that they can decide, which will generate more security and self-confidence.
- b. Rearrangement options: Present possible options and ask learners to select the best. The option selected will be considered a rule to follow every time the teacher asks for a rearrangement. (pp. 14-15);

#### 4. Sitting arrangements

- a. Mixed groups: To avoid the lack of attention between friends, selecting the sitting places mixing each student will help with the attention, and it will improve the team work with learners.
- b. Differentiated learning: Balanced groups with the learning level shouldn't consider discrimination; this arrangement aims to promote teamwork among learners, and help learners with low grades to improve their grades.
- c. Friendship: It will depend on the aim of the activity; the friendship arrangement will help in hard class activities that need good communication between team members.
- d. Learners' planning: It is a good technique to make students feel safe and secure. (p. 18);

#### 5. Teacher position

- a. Different teacher position: Walking and talking around the classroom will help to give clear instructions, reduce stress by showing a fluent environment, and make learners feel that the teacher is supporting each one.
- b. Standing or sitting? Everyone knows that a person has an energy limit; for that reason, it is good for teachers to rest, but it doesn't mean that the class will be free. Changes of tone and pace of talk to recover energy while the teacher is sitting or not is another way to give a rest. Finally, showing signals that the teacher is monitoring, whether

the teacher is sitting or not, asking or calling the attention of learners, shows that the teacher never stops controlling learners. (p. 21);

#### 6. Using a limited space

- a. Minimum move: In limited spaces, finding the most effective way to avoid the chaos and losing time is to work with the classmate next to each one.
- b. Use the front of the class: It refers to students going to the front and working there, to help the teacher monitor and allow learners to ask and work with classmates and teachers.
- c. Make the most of other available spaces: Use all the spaces; it doesn't mean that it is necessary to apply arrangements with the desk, learners can use all the spaces to develop the activities, or also teachers can use it to explain the activity. (p. 24);

#### 7. Improving the classroom environment.

Taking control of the atmosphere where learners will spend most of the time in the class, it is a responsibility of both learners and teachers. Also, consider the learners' view of the teacher, because it is important to consider the perspective that learners have about the teacher. Make a self-evaluation of the teacher's role. Finally, always maintain the respect of learners. Some techniques to achieve those aspects are:

- a. Putting yourself in the students' shoes: Similar to learners' views, understanding how they perceive the classroom environment is necessary to ensure that the learning environment is effective.
- b. Physical and environmental factors: Light, acoustics, noise, ventilation, and temperature are some factors to consider. It can represent that the performance of teachers and learners can be affected; for that reason, it is necessary to plan activities and be flexible to solve or keep in control those problems.
- c. Improving the room: Decoration, learners' work, and zones are some suggestions that teachers can follow to improve the perception of the room and establish that the

classroom is for a specific activity. Decorating the room with learners' work can motivate learners to study more because it shows that teachers value all the work. (pp. 29-20.31).

### **Classroom Management Techniques**

Classroom management techniques refer to the specific strategies teachers employ to organize instruction, guide student behavior, and create a productive learning environment. Research shows that effective techniques are proactive, where students are motivated to anticipate events without knowing if they will happen, rather than reactive, where students need to know that something is going to happen in order to act. These techniques focus on prevention, clarity, and consistency to support academic and behavioral outcomes (Korpershoek et al., 2020). Since 2020, studies have revealed that well-structured classroom management techniques by trained teachers contribute to increasing instruction time, improving student participation, and creating a more effective classroom environment, reinforcing their fundamental role in teaching.

One set of techniques for classroom management involves the establishment of clear expectations, routines, and monitoring practices. Teachers who clearly teach behavioral and academic expectations, reinforce positive behavior that wait to obtain, and use active supervision are more likely to reduce disruptions and sustain student attention (Simonsen et al., 2021). Additionally, techniques such as formative feedback, strategic seating arrangements, and scheduling help maintain lesson flow and minimize off-task behavior. These practices match with evidence-based models of classroom management that give importance to structure combined with a supportive teacher.

Another important category of classroom management techniques focuses on relational and motivational strategies. Some research underscores the effectiveness of techniques such as active listening and empathy, which promote positive teacher–student relationships (Weinstein et al., 2021). Autonomy-supportive techniques such as offering meaningful choices and encouraging self-regulation have also been shown to enhance intrinsic motivation and responsibility among students (Ryan & Deci, 2020). Together, these findings

suggest that effective classroom management techniques integrate structure, relationships, and motivation to create inclusive, engaging, and academically productive learning environments.

### **Academic performance**

Academic performance is the measurable outcomes associated with students' learning processes, reflected through grades, assessments, and the achievement of learning objectives. According to York, Gibson, and Rankin (2015), academic performance is constituted by factors, including cognitive skills, motivation, prior knowledge, and environmental conditions and pedagogy within the classroom.

In higher education, performance is not solely determined by students' individual abilities but is significantly shaped by the quality of instruction and the learning environment. Effective classroom management, through its influence on engagement, motivation, and instructional organization, contributes to improved academic outcomes (Liu et al., 2024).

### **Classroom management in academic performance**

A significant body of literature demonstrates a strong association between classroom management and academic achievement. Well-managed environments foster predictability, emotional safety, and clear instructional trajectories, all of which increase students' time-on-task and engagement (Stronge et al., 2011). Consistent management practices also help students develop self-regulation, responsibility, and intrinsic motivation, which contribute directly to academic success (Elias & Schwab, 2006). In university settings, effective management supports deeper learning processes such as critical thinking, collaborative problem-solving, and independent study habits, all of which positively influence performance outcomes.

### **Impact of classroom management**

The impact of classroom management goes beyond regulating behavior and significantly influences the classroom environment, student participation, and the overall quality of teaching. Recent studies highlight that positive and proactive management practices foster a

supportive learning environment in which students feel respected, safe, and motivated to participate actively (Evertson and Weinstein, 2023). When teachers set clear expectations, maintain consistent routines, and promote respectful interactions, students demonstrate higher levels of engagement, collaboration, and academic perseverance. These environments help reinforce a sense of belonging and increase confidence, which are essential factors for effective learning in diverse educational settings (Zhou and Brown, 2021).

Effective classroom management also plays a key role in improving teacher effectiveness and educational focus. Research conducted since 2020 suggests that well-managed classrooms allow teachers to devote more time to meaningful teaching, rather than dealing with disruptions, which translates into better academic outcomes (Simonsen et al., 2021). On the other hand, classrooms characterized by inconsistent or reactive management practices are associated with increased student stress, demotivation, and reduced learning opportunities (Korpershoek et al., 2020). These findings underscore that classroom management is a multifaceted process, encompassing both behavioral and pedagogical aspects, and directly impacting the quality of teaching, student well-being, and academic productivity.

### **Impact on academic performance**

Classroom management plays an important role in academic performance, especially in settings where students are expected to demonstrate independence and advanced cognitive skills. Effective management promises to improve academic performance by establishing structure, consistency, and supportive interaction factors that enable students to develop understanding and retention in the learning process (Stronge et al., 2011). When educators establish clear expectations, collaborative routines, and timely feedback, students are more likely to persist in academic tasks and achieve higher levels of academic performance. Hattie and Zier (2021) highlight that clear instructional expectations, feedback, and positive classroom interactions significantly enhance students' persistence and academic achievements. Consequently, classroom management is not merely a procedural component of teaching but a central determinant of academic outcomes.

## **Motivation**

Motivation is a fundamental psychological process that drives, guides, and sustains human behavior toward the achievement of specific goals. It refers to the set of internal and external forces that activate behavior, determine its direction, and regulate its intensity and duration. These forces include needs, interests, values, expectations, emotions, and environmental stimuli, which interact dynamically to influence the way people act and make decisions.

From a general perspective, motivation explains why people tend to initiate an action, why they maintain it over time, and why they abandon or modify it when faced with certain obstacles. This process not only influences the amount of effort a person is willing to invest when performing activities, but also the quality of performance and the level of commitment to their goals. In addition, motivation is closely related to learning, personal development, and personal fulfillment, as it encourages curiosity, exploration, and the constant pursuit of self-improvement.

In this sense, motivation plays an essential role in all areas of human life, including education, work, social relationships, and personal growth. Understanding its nature and functioning makes it possible to design more effective strategies to stimulate effort, strengthen perseverance, and promote individuals' overall development.

## **Motivation and Its Role in Learning Processes**

Motivation is a fundamental element of human behavior and plays a key role in learning processes. In general terms, it is defined as the set of internal and external factors that drive individuals to act, guide their behavior, and sustain it over time to achieve specific goals (Schunk, Meece, & Pintrich, 2014). In the educational context, motivation directly influences students' interest, effort, perseverance, and academic performance.

Numerous studies have shown that motivation is closely related to academic achievement and personal development, as it promotes autonomy, self-regulation, and commitment to

learning (Deci & Ryan, 2000; Zimmerman, 2008). In this regard, two main types of motivation are identified: intrinsic and extrinsic motivation. Intrinsic motivation refers to the desire to learn driven by personal interest, curiosity, or satisfaction, whereas extrinsic motivation is associated with external incentives such as grades, rewards, or social recognition (Ryan & Deci, 2020). Although both types are important, intrinsic motivation is more strongly associated with meaningful, lasting, and deep learning (Ausubel, Novak, & Hanesian, 2009).

In educational institutions, motivation plays an important role in dynamic and participatory learning environments geared toward developing skills and competencies. Motivated students show a greater willingness to participate in class, complete academic tasks, face challenges, and overcome difficulties, which translates into better academic results and greater personal satisfaction (Eccles and Wigfield, 2002). Conversely, lack of motivation can lead to disinterest, poor academic performance, absenteeism, and even dropping out of school (Tinto, 2012).

Teachers play an important role in developing student motivation. By using active teaching methodologies, engaging activities, varied teaching resources, and creating a respectful and supportive classroom environment, educators can stimulate or support student interest and participation in the classroom (Díaz Barriga and Hernández, 2010). Similarly, positive feedback, recognition of effort, and the promotion of autonomy significantly contribute to sustained motivation to learn.

Without a doubt, motivation is an essential component of the educational process, as it directly influences the quality of learning and students' overall development. Encouraging motivation in the classroom makes it possible to build a more inclusive, participatory, and effective educational experience focused on meaningful learning.

Motivation is a key concept in education, as it has a direct impact on student engagement, perseverance, and academic performance. Current theories view motivation as an active process that depends on both internal factors, such as personal interests, goals, and beliefs,

and external factors, such as teaching practices and the classroom environment (Schunk et al., 2020). Research highlights that motivated students are more likely to actively participate in learning tasks, employ effective learning strategies, and demonstrate resilience in the face of academic challenges, making motivation a key predictor of educational success (Hidi and Renninger, 2020).

Self-determination theory (SDT), which distinguishes between intrinsic and extrinsic motivation and emphasizes the role of basic psychological needs: autonomy, competence, and relatedness (Ryan and Deci, 2020). According to this theory, learning environments that support student autonomy, offer constructive feedback, and foster positive social relationships improve intrinsic motivation and deepen learning. Recent studies confirm that teaching practices that support autonomy are positively associated with higher levels of engagement, academic perseverance, and student well-being at all educational levels (Howard et al., 2021).

Furthermore, expectations and goals highlight how students' beliefs about their abilities and the value they assign to tasks influence their motivation. Eccles and Wigfield (2020) argue that students are more motivated when teachers provide them with meaningful learning activities that are aligned with their personal or academic goals. Some research also highlights the importance of teacher support and classroom climate in maintaining motivation, especially in higher education and diverse learning contexts (Froiland et al., 2022). Taken together, these theories suggest that motivation is not solely an individual trait, but rather a construct between students and teachers, and students' perceptions of relevance and competence.

### **Intrinsic motivation**

Intrinsic motivation is the internal drive that leads students to engage in learning activities out of interest, enjoyment, and personal satisfaction, rather than for external rewards. From the perspective of self-determination theory, intrinsic motivation is reinforced when the educational context satisfies the basic psychological needs for autonomy, competence, and relatedness (Ryan and Deci, 2020). Intrinsically motivated students show higher levels of

cognitive engagement and intelligence, academic persistence, and emotional well-being, contributing to deeper and more lasting learning outcomes (Howard et al., 2021).

In addition, Hidi and Renninger (2020) argue that intrinsic interest develops progressively when learning experiences are meaningful and relevant to students. In this regard, pedagogical practices such as constructive feedback, active participation, and the connection of academic content to real-life contexts play a key role in fostering intrinsic motivation across educational levels (Froiland et al., 2022).

### **Extrinsic Motivation**

Extrinsic motivation refers to engagement in learning activities driven by external factors such as grades, rewards, recognition, or avoidance of negative consequences. Within Self-Determination Theory, extrinsic motivation is viewed as existing along a continuum that ranges from externally regulated behaviors to more internalized forms, where external goals become personally valued by the learner (Ryan & Deci, 2020). Recent research indicates that extrinsic motivators can be effective in initiating student participation and sustaining effort, particularly in structured educational settings, when they are used in ways that support autonomy and competence rather than control (Howard et al., 2021). Furthermore, studies suggest that goal-oriented, meaningful assessment, and constructive feedback rewards improve engagement and academic performance without undermining intrinsic motivation when aligned with students' learning goals (Hidi et al., 2020; Froiland et al., 2022). Therefore, extrinsic motivation remains an important component of the learning process, especially when integrated with supportive teaching practices that promote internalization and long-term engagement.

### **Academic Achievement**

Academic achievement refers to the extent to which students attain learning objectives, typically measured through grades, test scores, and demonstrated competencies. Contemporary educational research conceptualizes academic achievement as a multifaceted outcome influenced by cognitive abilities, motivation, instructional quality, and contextual

factors within the learning environment (OECD, 2021). Since 2020, studies have emphasized that achievement is not solely determined by individual aptitude but also by the quality of teaching practices and the support structures embedded in classrooms and institutions (Schneider & Preckel, 2020).

The relationship between academic performance and classroom processes, such as participation, feedback, and effective teaching design. Hattie (2023) identifies clarity of teaching, formative assessment, and teacher-student relationships as high-impact factors that significantly improve student performance. The studies also focus on equity and inclusion in performance, pointing out that teaching must be culturally sensitive and that inclusive assessment practices help to reduce performance differences among diverse student populations (Darling-Hammond et al., 2020). Collectively, these perspectives suggest that academic achievement emerges from the interaction between individual learner characteristics and high-quality, supportive educational environments.

### **Interpersonal Relationships**

Interpersonal relationships are a fundamental component of educational contexts, as they shape social interaction, emotional development, and learning processes. In contemporary educational research, interpersonal relationships-particularly between teachers and students and among peers-are viewed as dynamic systems that influence classroom climate, engagement, and academic outcomes (Wentzel, 2020).

Relationships between teachers and students play a fundamental role in supporting students' academic and social-emotional development. Research based on attachment theory suggests that teachers who are understanding, respectful, and emotionally responsive improve students' sense of belonging and motivation, while strict teachers encourage disengagement (Zee and Koomen, 2020). Some research indicates that the relationships established between teachers and students are reflected in higher academic performance, greater commitment, and lower levels of behavioral problems at all educational levels (Longobardi et al., 2021). These

findings highlight the importance of relational practices, such as empathy, feedback that helps improve, and open communication, as fundamental elements of school environments.

Students' learning experiences and well-being are related to the relationships that develop within the educational context between students. Positive interactions between peers promote collaboration, social competence, and shared responsibility, which are particularly relevant in cooperative and student-centered learning environments (Farmer et al., 2020). Together, these perspectives suggest that interpersonal relationships are not peripheral but central to the development of supportive, effective, and equitable learning environments.

## **7. Methodology**

For the present study, the approach selected was the quantitative approach, based on the need to measure variables objectively and analyze numerical data to identify patterns and trends within the educational context. According to Creswell and Creswell (2023), “quantitative research is an approach for testing objective theories by examining the relationship among variables that can be measured using instruments” (p. 5), which supports the methodological orientation of this study. This study was descriptive, as it allows for the observation and description of reality as it occurs in its natural context. In this regard, Hernández-Sampieri and Mendoza (2022) state that descriptive research seeks to specify relevant properties, characteristics, and profiles of individuals, groups, or situations, which is pertinent to the analysis of the educational conditions addressed in this study.

The technique to collect data was the survey. The instrument was a questionnaire. The survey consisted of 18 closed-ended questions. Three subscales included in the questionnaire were academic aspects (6 items from 1 to 6), motivation in the classroom (6 items from 7 to 12), and interpersonal relations (6 items from 13 to 18). Closed-ended items were asked on a five-point Likert scale (from "strongly agree" to "strongly disagree"). The questions were taken from the questionnaires used in other similar research such as “Influence of Teachers’ Classroom Management Strategies (CMS) on Academic Performance of Students of Public Senior Secondary Schools in Rivers State” by MIWARI, Goodluck Uwaks & ELEBERI,

Bright Uzor, “Impact of Classroom Management on Students' Achievement at University Level” by Imran Latif Saifi, Muzaffar Hussain, Lubna Salamat, and Mohammad Iftikhar Bakht, “Influence of Classroom Management Strategies on Students' Learning”, for Dr. Zia Ahmad Qamar, Muhammad Arsha2, Dr. Gulzar Ahmad, and Saeed Ahmad, and "Classroom Management And Its Impact On The Student's Academic Achievement: Insights From The Faculty" by Yasir Iqbal.

The survey was validated by three faculty members from the Technical University of Cotopaxi. The questionnaire was conducted using Google Forms; 45 of 59 second-semester students of the National and Foreign Languages Pedagogy English major at the Technical University of Cotopaxi answered. To tabulate the data, tablets and graphics were used to help analyze the data more efficiently. And in the same way, present the results more concretely and concisely to establish conclusions.

## **8. Analysis and Discussion of Results**

The analysis of the information is shown and examined according to the sequence of the research inquiries, which are divided into three categories: academic, motivation, and interpersonal.

### **8.1 Academic**

This study analyzed and interpreted the data describing the students' main perceptions about classroom management strategies applied by teachers. The questionnaire consists of 6 questions focused on the academic category, and it was evaluated on a scale of 1. Strongly agree, 2. Agree, 3. Neutral, 4. Disagree, 5. Strongly disagree.

**Table I**  
**Academic**

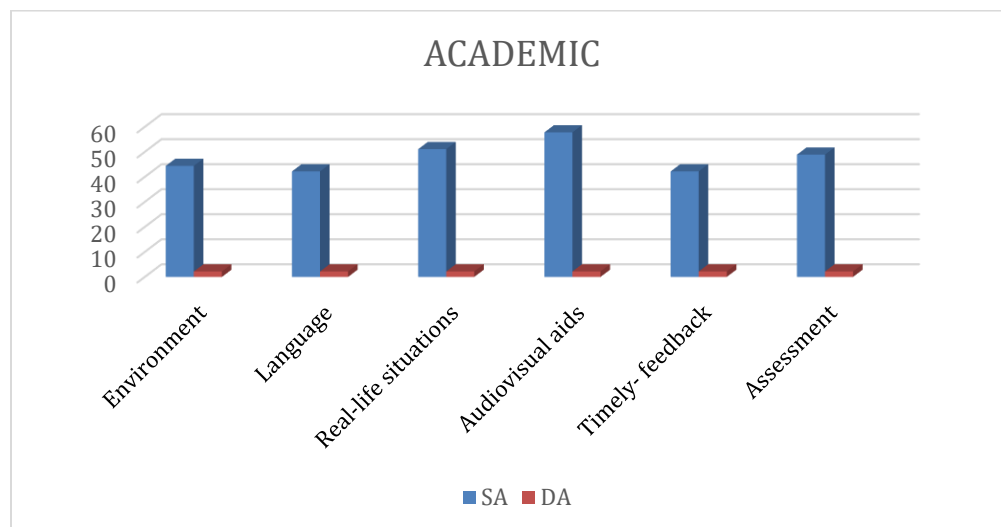
**Legend:** Strongly Agree, Agree, Neutral, Disagree, and Strongly Disagree

N°	Statements	SA%	A%	N%	DA%	SD%	P%
Q1	My teachers manage classes in a way that creates an encouraging environment for productive learning.	44,4	42,2	11,2	2,2	0	100
Q2	My teachers use clear and understandable language that supports academic achievement.	42,2	40	15,6	2,2	0	100
Q3	My teachers relate class topics to real-life situations through examples.	51,1	33,3	13,4	2,2	0	100
Q4	My teachers use audiovisual aids and resources to facilitate learning.	57,8	28,9	11,1	2,2	0	100
Q5	My teachers provide timely and constructive feedback to improve student performance.	42,2	37,8	17,8	2,2	0	100
Q6	My teachers conduct classroom assessments that promote academic achievement.	48,9	37,8	11,1	2,2	0	100
<b>TOTAL</b>		47,78	36,66	13,36	2,2	0	100

**Source:** Student survey

**Elaborated:** Researcher

**Graphic I: Academic**



**Source:** Student survey

**Elaborated:** Researcher

In Q1, 44.4% mentioned that teachers provide a stimulating environment for productive learning, while 2.2% disagreed. This indicates that the majority perceive an effort on the part of teachers to create a productive learning environment. On the other hand, a percentage reflects that there is a diverse perception regarding the classroom environment. In Q2, 42.2% of students say that teachers use clear and understandable language, while 2.2% of students disagree. These results show that there is a negative perception among a small proportion of students. However, the majority indicate that teachers use language that allows them to understand in class. In Q3, 51.1% of members of the sample stated that teachers use real-life examples to explain their lessons, while 2.2% of members of the sample disagreed. This information indicates that the majority of students have a positive perception of how teachers use real-life examples when developing lesson topics. In Q4, the results show that 57.8% stated that teachers use technology to improve the teaching and learning process; however, 2.2% disagreed with this perception. In Q5, 42.2% of students say that teachers provide adequate time and feedback to improve learning, while 2.2% have a different perception and disagree. In Q6, 48.9% of respondents indicate that teachers conduct classroom assessments that promote academic performance, with 2.2% disagreeing, implying that the way classroom assessments are conducted is not satisfactory.

### **Discussion**

In the motivation category, the strategies employed by teachers, such as the use of audiovisual aids and resources, and conducting classroom assessments, had a positive influence on the students to achieve the academic goals. On the other hand, the application of strategies such as the use of clear and understandable language, and providing the appropriate time and feedback by teachers is insufficient to develop the students' performance. This result coincides with that proposed by Hattie and Zier (2021), who highlight that clear instructional expectations, feedback, and positive classroom interactions significantly enhance students' persistence and academic achievements. This is because students learn meaningfully when pedagogical strategies are well employed and foster their interest.

## 8.2 Motivation

This study analyzed and interpreted the data describing the students' main perceptions about classroom management strategies applied by teachers. The questionnaire consists of 6 questions focused on the motivation category, and it was evaluated on a scale of 1. Strongly agree, 2. Agree, 3. Neutral, 4. Disagree, 5. Strongly disagree.

**Table II**  
***Motivation***

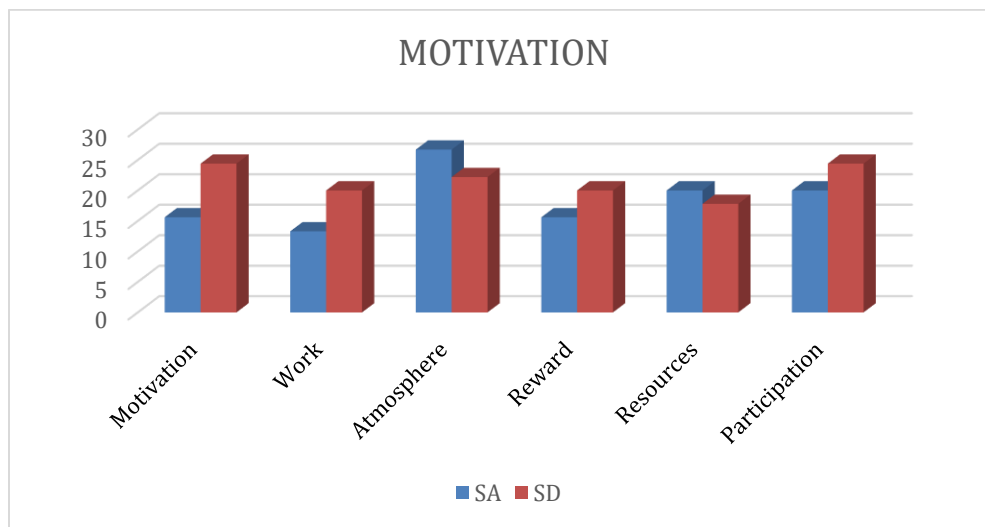
*Legend: Strongly Agree, Agree, Neutral, Disagree, and Strongly Disagree*

N°	Statements	SA%	A%	N%	DA%	SD%	P%
Q7	My teachers motivate students to learn.	15,6	33,3	24,5	2,2	24,4	100
Q8	My teachers assign an appropriate amount of work that does not demotivate students.	13,3	26,7	37,8	2,2	20	100
Q9	My teachers create a friendly and approachable classroom atmosphere.	26,7	24,4	26,7	0	22,2	100
Q10	My teachers reward or praise students for good performance and behavior.	15,6	40	20	4,4	20	100
Q11	My teachers use classroom resources in ways that increase student motivation.	20	40	17,8	4,4	17,8	100
Q12	My teachers encourage active participation to maintain students' interest in learning.	20	35,6	17,8	2,2	24,4	100
<b>TOTAL</b>		18.53	33,35	24.1	2,56	21,46	100

*Source: Student survey*

*Elaborated: Researcher*

### **Graphic II: *Motivation***



*Source: Student survey*  
*Elaborated: Researcher*

In Q7, 24.4% of members of the sample disagree with teachers' motivation to learn, while 15.6% have a positive perception of the motivation employed by teachers. In Q8, 20% of respondents have a negative perception of the amount of work that teachers assign to students, which demotivates them. However, 13.3% say that the work assigned is appropriate. In Q9, 26.7% of students say that teachers provide a friendly and accessible classroom, while 22.2% disagree. In Q10, the results show that 20% disagree that teachers reward or praise learning and behavior in the classroom, while 15.6% affirm that teachers do use these feedback techniques. In Q11, the results show that 20% agree with the use of resources to encourage student motivation by teachers, while 17.8% disagree. In Q12, 20% of students indicate that teachers promote active participation to maintain interest in the classroom, while 24.4% disagree with participation in the classroom.

## **Discussion**

The results obtained show that with regard to classroom management and the strategies used by teachers to motivate students, the respondents disagree. This allows us to identify that teachers make unfavorable use of strategies such as motivating students to learn, providing feedback, using resources, and encouraging participation. Eccles and Wigfield (2020) argue

that students are more motivated when teachers provide them with meaningful learning activities that are aligned with their personal or academic goals. This is because students respond to stimuli that teachers infer, which is why classroom management significantly influences students' emotional state.

### 8.3 Interpersonal

This study analyzed and interpreted the data describing the students' main perceptions about classroom management strategies applied by teachers. The questionnaire consists of 6 questions focused on the interpersonal relationships category, and it was evaluated on a scale of 1. Strongly agree, 2. Agree, 3. Neutral, 4. Disagree, 5. Strongly disagree.

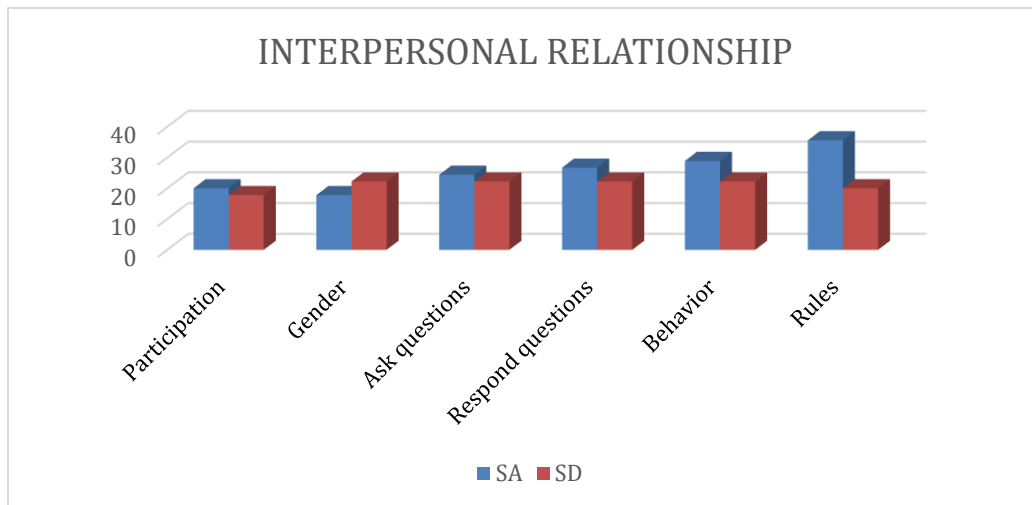
**Table III**  
*Interpersonal relationship*

*Legend: Strongly Agree, Agree, Neutral, Disagree, and Strongly Disagree*

N°	Statements	SA%	A%	N%	DA%	SD%	P%
Q13	My teachers encourage equal participation among all students.	20	31,1	26,7	4,4	17,8	100
Q14	My teachers work to eliminate gender bias in the classroom.	17,8	20	37,8	2,2	22,2	100
Q15	My teachers provide opportunities for students to ask questions.	24,4	37,8	13,4	2,2	22,2	100
Q16	My teachers respond to students' questions in a way that promotes positive interaction.	26,7	37,8	11,1	2,2	22,2	100
Q17	My teachers intervene appropriately when students show indiscipline or disruptive behavior.	28,9	22,2	20	6,7	22,2	100
Q18	My teachers ensure that I comply respectfully with classroom rules.	35,6	26,6	15,6	2,2	20	100
<b>TOTAL</b>		25,57	29,24	20,77	3,32	21,1	100

*Source: Student survey*

*Elaborated: Researcher*

**Graphic III: Interpersonal**

*Source: Student survey*

*Elaborated: Researcher*

In Q13, 20% mentioned that teachers promote equal participation among all students, but 17.8% disagree with regard to participation within the classroom environment. In Q14, 17.8% of students indicate that teachers take into account the elimination of gender bias within the classroom environment, while 22.2% of students disagree and believe that gender equality does not exist. In Q15, the results show that 24.4% affirm that teachers provide opportunities to ask questions, while 22.2% disagree. In Q16, 26.7% of the sample agree that teachers answer questions in a way that promotes positive interaction, while 22.2% have a negative perception. In Q17, the results show that 28.9% agree that teachers intervene appropriately when students display negative behavior, while 22.2% disagree. In Q18, 35.6% of students agree that teachers enforce established rules, while 20% believe that classroom rules are not enforced.

## Discussion

In interpersonal relationships, indicating that the strategies used by teachers are significant, equal participation, and insufficient in gender bias. For that reason, when teachers promote equal participation impact on students' academic achievement. Likewise, the interaction can be affected by gender in the classroom and foster a negative influence on students' learning

processes. Wentzel (2020) affirms that interpersonal relationships, particularly between teachers and students and among peers, are viewed as dynamic systems that influence classroom climate, engagement, and academic outcomes. This is because students need to feel safe and able to develop their critical thinking skills.

### **General Discussion**

As a final result of the analysis and discussion, it was concluded that the motivation category had the lowest percentage because students are not motivated by teachers in the assignment of work in the classroom, which can be a significant factor that demotivates students. Moreover, the interpersonal relationship category had a neutral percentage, because the strategies employed are effective for students and help maintain an appropriate classroom environment to conduct the teaching and learning process. While the highest category was academic, teachers used the audiovisual resources to create a creative environment for students in which classroom management influenced performance.

### **9 Research Impact**

This research project has an educational impact, as it offers a realistic view of the impact of classroom management in the academic context. In addition, it highlights the importance of understanding the positive use of strategies and techniques within educational environments. Furthermore, the study includes suggestions based on students' perceptions aimed at teachers as a way to enable them to improve their use of classroom management to meet their objectives and manage motivation, interpersonal relationships, and achieve adequate academic levels.

Furthermore, this project could provide the degree program with real data to consolidate its training processes. In addition, this study could be useful for other researchers who wish to continue investigating the impact that teachers have on students in the context of classroom development.

## 10 Conclusions and Recommendations

### Conclusions

- To conduct this research, various sources related to classroom management and its impact on the teaching-learning process were consulted. The literature review allowed for an understanding of the reality and relevance of classroom management strategies in the development of favorable educational environments, as well as their influence on student motivation, academic performance, and interpersonal relationships.
- The findings regarding the perspectives of second-semester students in the national and foreign language pedagogy English major indicate that classroom management strategies implemented by teachers are essential to the teaching and learning process. The consistent application of class topics to real-life situations, use audiovisual aids, create a friendly and approachable classroom atmosphere, use classroom resources, encourage active participation, intervene appropriately to disruptive behavior, and comply respectfully with classroom rules. These conditions positively influence student motivation, interaction, and academic performance, confirming that effective classroom management is a fundamental component for achieving better educational outcomes at the university level.
- The results showed that among the three categories, in motivation, there is a deficiency in the proper use of strategies that promote student motivation to achieve learning objectives. This demonstrates that a problem exists and must be addressed. Therefore, it is concluded that classroom management is a fundamental component of pedagogy. These results underscore the importance of ongoing professional development for teachers, particularly in classroom management, to strengthen teaching effectiveness, promote positive learning environments, and achieve high grades.

## Recommendations

Based on these findings:

- Teachers should maintain the classroom management practices they have been implementing that directly support academic achievement through clear and structured instructional communication, the integration of real-life examples to enhance meaningful learning, and the incorporation of audiovisual and multimedia resources. In addition, they could consider including gamification strategies, such as educational games, point systems, and interactive challenges, which can increase student engagement and motivation, thereby improving attention, participation, and overall academic performance in the classroom.
- It is recommended that teachers integrate and implement new motivational strategies that foster autonomy in students and also ensure balanced academic work by creating accessible classrooms. Additionally, teachers should promote the use of diverse teaching resources that respond to students' needs and learning styles, in order to improve academic performance and strengthen the teaching and learning process.
- It is recommended that teachers receive ongoing training on how to address students' gender issues to promote a balanced classroom environment in terms of equity. Professional development is an important element that directly influences behavior; reflective teaching practices and inclusive participation techniques are also recommended.

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