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THE EFFECTIVENESS OF CLASSROOM MANAGEMENT STRATEGIES ON STUDENTS' ACADEMIC ACHIEVEMENT IN PHNOM PENH, CAMBODIA

Seam Chanthoul
The University of Cambodia, Cambodia
Email: seamchanthoul1@gmail.com

Abstract: Effective classroom management is widely recognized as a key factor in improving students' academic achievement; however, empirical evidence from the Cambodian secondary education context remains limited. This study aimed to examine the relationship between classroom management strategies, particularly instructional supervision, and student academic achievement in a private secondary school in Phnom Penh, Cambodia. A quantitative descriptive survey design was employed involving 45 secondary school teachers. Data were collected using an online questionnaire and analyzed using Pearson correlation with SPSS at the 0.01 significance level. The findings revealed a significant positive relationship between classroom management strategies and student academic achievement ($r = 0.538$, $p < 0.01$). Instructional supervision was also positively associated with student engagement ($r = 0.527$, $p < 0.01$) and student self-efficacy ($r = 0.413$, $p < 0.01$), indicating that effective classroom management contributes to creating supportive learning environments that foster active participation, confidence, and improved academic performance. These findings highlight the importance of strengthening teachers' classroom management competencies through continuous professional development and integrating classroom management and instructional leadership into teacher education programs.
Keywords: Classroom Management Strategy, Instructional Supervision, Student Academic Achievement, Student Engagement, Student Self-Efficacy

Abstrak: Manajemen kelas yang efektif diakui sebagai salah satu faktor penting dalam meningkatkan prestasi akademik siswa, namun bukti empiris dari konteks pendidikan menengah di Kamboja masih terbatas. Penelitian ini bertujuan untuk menganalisis hubungan antara strategi manajemen kelas, khususnya supervisi instruksional, dengan prestasi akademik siswa pada sebuah sekolah menengah swasta di Phnom Penh, Kamboja. Penelitian menggunakan pendekatan kuantitatif dengan desain survei deskriptif yang melibatkan 45 guru sekolah menengah. Data dikumpulkan melalui kuesioner daring dan dianalisis menggunakan uji korelasi Pearson dengan bantuan SPSS pada taraf signifikansi 0,01. Hasil penelitian menunjukkan adanya hubungan positif yang signifikan antara strategi manajemen kelas dan prestasi akademik siswa ($r = 0{,}538$; $p < 0{,}01$). Supervisi instruksional juga memiliki hubungan positif dengan keterlibatan siswa ($r = 0{,}527$; $p < 0{,}01$) dan efikasi diri siswa ($r = 0{,}413$; $p < 0{,}01$). Temuan ini menunjukkan bahwa manajemen kelas yang efektif mampu menciptakan lingkungan belajar yang kondusif sehingga mendorong partisipasi aktif, meningkatkan kepercayaan diri siswa, dan memperbaiki prestasi akademik. Oleh karena itu, penguatan kompetensi guru dalam manajemen kelas melalui pengembangan profesional berkelanjutan serta integrasi materi manajemen kelas dan kepemimpinan instruksional dalam program pendidikan guru menjadi sangat penting.
Kata Kunci: Manajemen Kelas, Supervisi Instruksional, Prestasi Akademik Siswa, Keterlibatan Siswa, Efikasi Diri Siswa
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INTRODUCTION

Cambodia seeks to reach upper-middle-income status by 2030 and industrial status by 2050. Cambodia has committed to achieving these objectives. Accomplishing the Sustainable Development Goals (SDGs) and participating in a variety of international development initiatives emphasize the importance of educational quality in this regard. Cambodia's national goals will be pursued through this effort. The academic performance of students' achievement was also a topic of discussion among interested stakeholders. The Ministry of Education, Youth, and Sport (MoEYS) has added more focus areas on recognizing the obstacles and factors that influence students' academic success. The Cambodian Education Sector Support Project (CESSP) provides basic education at the national level and supports the implementation of the Education Strategic Plan (ESP) 2014-2018, in line with the National Strategic Development Plan (NSDP) for 2014 to 2018 (Soeung, 2020).

According to an Australian study, teachers regularly experience unproductive behaviors such as chatting and inattention, and fail to engage pupils in learning. Effective classroom management, on the other hand, requires more than just establishing a sense of order or control; it also entails fostering positive teacher–student relationships and understanding instructional strategies and environmental modifications. In addition, research has summarized eight evidence-based classroom management strategies: a: physical arrangement, b: expectations, c: routines, d: specific praise for specific behaviors, e: active supervision, f: opportunities to respond, g: reminders regarding behavior, and h: consistent response. Physical layout refers to how the classroom is set up to make it as conducive to learning as possible (Hepburn et al., 2021).

Similarly, the study demonstrates that teachers play a crucial role in enhancing educational quality by planning lessons that engage students and provide academic knowledge. Additionally, finding the right people to become teachers, developing them into successful teachers, and ensuring that the system can provide the greatest possible education for every child. The ultimate goal for any teacher is to improve students' ability levels and to prepare them in all aspects of their development (Meak, 2021).

Furthermore, Student engagement is typically viewed as a multi-faceted construct that includes cognitive (self-regulated learning, deep learning strategies, and investing cognitive effort in academic tasks), emotional (sense of belonging, positive emotional reactions to teachers and peers, and interest in learning activities), and behavioral components (participation in academic and class activities, persistence, and the absence of disruptive behavior) (Burić & Frenzel, 2021).

Background of the Study

Cambodia is a small country with a turbulent recent history. In its endeavor to socially construct a classless communist society, the Khmer Rouge, led by Pol Pot, massacred nearly two million people and wiped-out Cambodia's intellectual elite. Phnom Penh, the nation's capital and once regarded as Asia's gem, has deteriorated into a shadow of its former glory. Millions of dollars from donors have flowed into Cambodia in recent decades, and through foreign investment, the country has achieved the remarkable feat of having a consistently expanding Gross Domestic Product (GDP) for nearly two decades. The World Bank ranked Cambodia as the world's sixth-fastest-expanding economy as a

result of these results. While Cambodia has recovered from its recent period of great suffering and is prospering economically, it is still experiencing the aftereffects of its tragic past in some areas. The country's poor educational system is one of the most crucial consequences of the Khmer Rouge period. Cambodia still spends only 2.6 percent of its GDP on education, and many schools, particularly in the provinces, lack both human and technological resources, resulting in an educational system that lags behind its ASEAN counterparts (Corrado & Tungjan, 2019).

Classroom management is commonly characterized as the teacher's actions to maintain order and engage students, with a focus on classroom discipline. Effective classroom management enables pupils to focus on their work, fostering more effective instruction and motivated learning. As a result, we focused on students' perceptions of their teachers' abilities to prevent classroom disruptions as an important aspect of classroom management in this study (Lazarides et al., 2021).

Research Gaps

From previous studies, we can draw several significant insights into pupils' academic performance in relation to classroom management. A range of classroom management strategies is also developed to help students achieve their learning objectives. The effects of classroom management techniques on students' academic achievement, however, have not been thoroughly studied. Ravet and Mtika (2021) also note that few studies have been conducted in Cambodia. Consequently, the goal of this study is to identify these issues in the topic. To fill these gaps, a study of the effectiveness of classroom management strategies on students' academic achievement in Phnom Penh, Cambodia, was conducted.

Statement of Problems

Due to the effects of the secondary national test and the transition to higher education, educators are concerned about students' low performance in high school. Early identification and classification of student performance levels provide a warning and a plan for enhancing underwhelming student performance, as well as in other administrative settings. The Cambodian Ministry of Education, Youth and Sport (MoEYS) is working to improve the performance of underperforming students who are more likely to fail exams, drop out of school, and retake courses. Various analysis methods for educational research have been developed to track teaching and learning activities and their beneficial outcomes, as well as to monitor and predict academic success (Sokkhey et al., 2020).

Research Objectives

The main purpose of this study is to investigate an efficient classroom management strategy and student academic achievement in Phnom Penh, Cambodia: (i) To determine how the use of classroom management strategies could affect students' academic achievement. (ii) Investigate how instructional supervision can improve students' engagement and student self-efficacy.

LITERATURE REVIEW

The literature review chapter will provide you with information from numerous studies on the topic. It provides you with a wealth of knowledge from previous research

projects, ensuring the study's foundation is strong enough to ensure reliability and validity. Finally, the concluding section will summarize the key points covered in this chapter.

Education System in Cambodia

Within a relatively short period, Cambodia has undergone profound political, social, economic, and ideological change. Following its 1953 declaration of independence from France, it suffered Buddhist socialism, a civil war (1970– 1975), and the incredibly destructive Khmer Rouge government (1975– 1979). Cambodia has experienced strong economic growth and political stability since the mid-1990s. All of Cambodia's educational services fall under the purview of the Ministry of Education, Youth, and Sports. Additionally, there are 24 Provincial Offices of Education and one Municipal Office, which are responsible for managing the District Offices of Education (DOEs). Throughout their academic pursuits, Cambodian students often take three different types of written exams: monthly tests, semester exams, and final exams. Most subjects have monthly tests that students take at school, prepared, observed, and graded by their subject teachers.

Additionally, students take twice-yearly semester exams. Each public school manages the five-day exam period. Grades 6, 9, and 12 semester exams are rigorously reviewed by POE/DOE staff. To advance to the next review level, students must maintain a cumulative score on school-based exams, such as semester exams and monthly assessments, and enroll in all required courses. Despite MoEYS requiring schools to implement Instruction for All, students in primary schools are advanced to the next evaluation regardless of their performance. Students in Grades 9 and 12 also take a two-day national exam to determine whether they advance to the next educational level. Going forward, they will each be referred to as the G9 exam and the G12 exam (Maeda, 2022).

Education Secondary Level in Cambodia

According to Babadjanova (2020), in the 21st Century, a new Minister took over the Ministry of Education, Youth, and Sports in 2013 and worked quickly to design and implement the new reform package. 1: Intensify comprehensive reform of public financial management. 2: Improve employee management 3: Reform of examinations 4: Establish a think tank to foster educational innovation. 5: Improve the quality of higher education. 6: Develop technical and soft skills. 7: Physical education and sports should be reformed. The number of measures included in this new Educational Reform Cycle eventually reached 15 discrete points, which included, among other things, support for independent public schools (also known as New Generation Schools) and teacher career routes. Many of these initiatives were fully implemented by 2014, ushering in a new wave of educational reform across the board.

Knowledge Management

Knowledge Management (KM) is the most common knowledge-based strategy, and it views scientific information as intellectual riches. Therefore, Taiwanese students must acquire knowledge through memorization of theory and facts for reproduction. Studies in pedagogy emphasize knowledge retention. After the emergence of the information economy, Knowledge Management was first introduced in the 1990s. Teachers can assist

students in retrieving, sharing, using, storing, and producing information by providing effective instructional supervision. In conclusion, Knowledge Management procedures equip teachers with the knowledge needed to act and communicate effectively (Chen, 2018).

Classroom Management Strategies

According to Bredenberg (2018), Classroom management helps improve learning and teaching processes, which are critical for both students and teachers. Every lesson can be systematic and influential with this action. Effective teachers have strong classroom management skills, whereas inexperienced or less effective teachers have chaotic classrooms full of children who are not working or paying attention. As a result, excellent strategies are required.

Type of Classroom Management Strategies

Teachers who practice good classroom management employ a variety of tactics to improve appropriate behavior and reduce inappropriate behavior, which vary depending on the behavior's complexity and severity. Maximizing structure, creating and reinforcing expectations, engaging kids, and noticing and responding to suitable and incorrect. Classroom management and academic education are inextricably intertwined, despite differences between classroom management practices and pedagogical practices. The value of competent classroom management in reducing behavioral issues has long been recognized (Gaias et al., 2019). It engages the students because they are all part of the same group. Effective teachers arrange furniture and equipment to maximize learning while minimizing distractions (Arshad et al., 2018).

Instructional Supervision

At the secondary level, it is necessary to oversee teachers' classroom instruction and learning to guide their instruction and motivate them through constructive criticism. In addition, supervision helps teachers hone their teaching techniques, enabling them to address student learning challenges with greater confidence. As a result, teachers can enhance their ability to teach in the classroom by delivering the material in a methodical and structured way, using language that is simple for students of all academic levels to understand, giving precise explanations with suitable examples, emphasizing the key points of the lesson by connecting it to the students' prior experiences, and being able to use teaching aids more skillfully to convey the material (Daud et al., 2018).

Student Academic Achievement

Student Engagement

The components of student involvement are cognitive, emotional, and behavioral engagement. Behavioral engagement describes the extent to which students participate in their education, including their involvement in learning activities. The main objective of cognitive engagement is the use of students' cognitive and self-regulation mechanisms in their learning processes. Emotional involvement is defined as the level of interest, boredom, happiness, sadness, worry, and other feelings experienced by students in relation to teachers, other students, learning, and school in general (Lei et a., 2018).

Student Self-Efficiency

Regarding Setyawati and Ricky, Self-efficacy is the conviction that one can plan out and carry out a sequence of appropriate actions to produce the desired outcome. A

person's level of self-efficacy can be determined by taking into account 3 factors: 1) Magnitude, which is correlated with the person's perception of the task's difficulty. 2: Strength, which has to do with how strongly and how weakly a person believes they can complete tasks. 3: Generality, which refers to the range of the task-confidence. In addition, Self-efficacy, or the sense of one's own competence, is crucial for learning achievement. Self-efficacy refers to evaluations of one's confidence and belief in one's ability to complete learning tasks and achieve learning objectives. Students' self-belief influences how they assess their own achievement, which in turn shapes how they set goals (Chhang & Forhad, 2020).

RESEARCH METHODOLOGY

Research Design

Quantitative research involves collecting and analyzing numerical data to describe, explain, or predict events (Abramson et al., 2018). Quantitative research methodologies include survey research, correlational studies, experimental or causal-comparative designs, and database analysis.

Questionnaires are the most commonly used instrument for data gathering because they consist of a series of open- or closed-ended questions on one or more variables (Borgobello, 2019). The questionnaire was developed based on questionnaires used in studies on classroom management strategies and student academic achievement.

Research Variable

There are two variables in this study: the independent and dependent variables.

Independent Variable

There is one independent variable: Classroom management strategy.

Dependent Variable

There is one dependent variable: Student academic achievement.

Research Population and Sampling

This study was conducted at a private school in Phnom Penh, Cambodia, as reported by Keo et al. (2022), as indicated by Stoker (1984), cited by Bassfar (2014), when the population is more than 100, the sample size is 45 with a ±10% precision level at a 95% confidence level. Therefore, the researcher selects 45 teachers as the sample, regardless of their educational background.

Demographic Profile

The demographic profile gathers data on respondents' age, academic qualifications, and years of teaching experience. The questionnaire was divided into two sections. Section 1: gathers data on classroom management strategies for managing students. Items for section 2 are framed as Likert-type questions, with responses ranging from 1 (Strongly disagree) to 5 (Strongly agree).

Student Academic Achievements Instrument

Likert scaling is a psychometric concept frequently employed in survey research, in which respondents rate a set of questions on a scale. It is a scalable way to respond positively or negatively to a remark; this scaling has been developed. Resils Likert, a psychologist, was born in 1932, and his mission was to provide a practical and effective way to describe human attitudes and the influences that shape them. The Likert scale was

named after him until this point. This scale is also regarded as a rating scale. For instance, if a respondent wished to reply to a Likert questionnaire item, they would provide a level of agreement or an order/ranking to a specific statement, which in turn has equivalent numerical values (Pimentel, 2019).

Pilot Study Procedures

Step 1

The researcher explains the questionnaires to

Step 2

The researcher briefly explains the objectives of data collection.

Step 3

The researcher asks teachers to consider the questionnaire paper, whether they have questions or not.

Step 4

The researcher collects the questionnaires

Step 5

The researcher checks the answers, asks the respondent for clarification when it is unclear, and edits if possible.

Reliability Test of Classroom Management On Student Achievement

Table 1. Reliability test

Variables	Cronbach's Alpha	Number of items
Classroom management strategies	0.723	N of Item: 20
Student academic achievement	0.692	N of Item: 8

Correlation

This research will use correlational research. Correlation studies are used to determine the relationship between the two variables. Classroom management strategy and student academic achievement (Ningrum & Matondang, 2017).

The characteristics of the correlation analysis are:

Table 2. Correlational research

0,90 < r < 1,00	Very high correlation
0,60 < r < 0,80	High correlation
0,40 < r < 0,60	Good correlation
0,20 < r < 0,40	Low correlation
0,00 < r < 0,20	Very low correlation

Correlation Coefficient

A correlation coefficient can be used to measure the degree of correlation between two or more random variables or observed data values. A correlation coefficient is

commonly used to quantify the similarity or relevance of evidence and can be employed in conflict resolution, reliability analysis of evidence, and classification (Jiang, 2018).

P – Value

According to Fraser (2019), Fisher (1922) introduced the p-value to give his analysis of scientific research data greater formality. Fisher was a well-known geneticist who was also developing as a mathematician and statistician, and he was closely associated with the intellectual milieu of the time. His p-value was calculated using a measure of divergence from expectations and defined as the probability that the observed deviation would have been as large or larger under the stated hypothesis. Later, Neyman and Pearson (1933) modified this method so that the hypothesis would be accepted unless there was an observable departure, with p less than 5% or another minor value.

One-Tailed and Two-Tailed P-Values

The p-value in many well-behaved cases is either one-tailed, lower-tailed, or upper-tailed, depending on the nature of the null hypothesis H_0 and, as previously indicated, its perhaps undefined alternative hypothesis H_0. The test statistic is specifically considered one-tailed if and only if all possible values that fall to a specific side of its observed value are deemed extreme under the null hypothesis H_0. If not, the test statistic is two-tailed, and its tails are combined to create an appropriate one-tailed p-value. Therefore, a two-tailed p-value should be recorded as being twice the acceptable one-tailed p-value if the test statistic's null sampling distribution is symmetric. Even yet, if the test statistic's null sampling distribution is asymmetric, it might not be fair to assign each tail the same probability. Furthermore, if the null sampling distribution is discontinuous, the two-tailed p-value obtained by doubling the correct one-tailed p-value might not even be equal to a probability that can be reached under it, and even worse, it might even be greater than one (Peskun, 2020).

FINDINGS AND DISCUSSION

Findings

In this chapter, the results of the questionnaires are reported. The findings, in particular, align with the order of the central research issues. 45 individuals participated in the study. Therefore, the findings of this investigation are accepted. In fact, a 100% response rate would be considered. The data have been assessed using SPSS's Correlation Coefficient and P-Value. This chapter discusses only the data findings to inform the analysis and discussion presented in the following chapter.

Demographic Data

Respondents' information regarding gender, marital status, age, and years of teaching experience is presented in the first part of the questionnaire to provide a clearer profile of the respondents in this research study.

Table 3. Gender, marital status, age, and teaching experience

Respondents	Description	N_0. of Respondents	Percentage%
Gender	Male	15	33
	Female	30	67
	Total	45	100

Marital Status	Single	22	49
	Married	23	51
	Total	45	100
Age	20-29	24	53
	30-39	17	38
	40-50	4	9
	Total	45	100
Teaching experience	3-5	18	40
	6-10	13	29
	11-15	14	31
	Total	45	100

Research Finding Based on Research Hypotheses

The relationship between the independent variable (IV), classroom management approach, and the dependent variable (DV), student academic achievement, is represented by the correlation coefficient.

There Is No Relationship Between Classroom Management Strategy (Instructional Supervision) and Student Academic Achievement (Student Engagement and Student Self – Efficiency)

Table 4. Correlation coefficient of classroom management strategy (instructional supervision) and student academic achievement (student engagement and student self - efficiency)

Variable	Correlation Coefficient	P-Value
Classroom Management Strategy (Instructional supervision) Student Academic Achievement (Student Engagement and Student Self-efficacy)	0.538	0.00
Note: Correlation is significant at the 0.01 level (1-tailed)		

As shown in Table 4, the Pearson correlation coefficient between classroom management strategy and student academic achievement was r = 0.538 with a p-value < 0.01. This result indicates a moderately strong positive and statistically significant relationship, suggesting that better classroom management strategies are associated with higher levels of student academic achievement. Therefore, the null hypothesis was rejected.

There Is No Relationship Between Classroom Management Strategy (Instructional Supervision) And Student Academic Achievement (Student Engagement)

Table 5. Correlation Coefficient classroom management strategy (Instructional Supervision) and student academic achievement (Student self - efficiency).

Variable	Correlation Coefficient	P-Value
Classroom Management Strategy (Instructional supervision) Student Academic Achievement (Student Engagement)	0.527	0.00

Note: Correlation is significant at the 0.01 level (1-tailed)

The Pearson correlation coefficient between classroom management strategy (instructional supervision) and student engagement was **r = 0.527** with a **p-value < 0.01**. This finding indicates a **moderately strong positive and statistically significant relationship**, implying that effective instructional supervision contributes positively to students' engagement in classroom learning. Therefore, the null hypothesis was rejected.

There Is No Relationship Between Classroom Management Strategy (Instructional Supervision) And Student Academic Achievement (Student Self-Efficiency)

Table 6. Correlation Coefficient: classroom management strategy (instructional supervision) and student academic achievement (student self-efficacy).

Variables	Correlation Coefficient	P-value
Classroom Management Strategy (Instructional supervision) Student Academic Achievement (Student Self-efficacy)	0.413	0.00

Note: Correlation is significant at the 0.01 level (1-tailed)

The Pearson correlation coefficient between classroom management strategy (instructional supervision) and student self-efficacy was r = 0.413 with a p-value < 0.01. The result indicates a moderate positive and statistically significant relationship, suggesting that improved classroom management strategies are positively associated with students' self-efficacy. Therefore, the null hypothesis was rejected.

Discussion

The Relationship Between Classroom Management Strategy (Instructional Supervision) and Student Academic Achievement (Student Engagement and Student Self-Efficacy)

The findings of this study demonstrate that classroom management strategy, particularly instructional supervision, has a statistically significant positive relationship with student academic achievement. The Pearson correlation coefficient (r = 0.538, p < 0.01) indicates that effective classroom management contributes to improving students' engagement and self-efficacy, which are essential determinants of academic success. This finding suggests that a well-managed classroom environment not only minimizes disruptive behavior but also creates learning conditions that encourage students to participate actively, develop confidence in their abilities, and achieve better academic outcomes.

These findings are consistent with the study of Adedigba and Sulaiman (2020), who reported a positive relationship between teachers' classroom management styles and pupils' academic performance (R = .613). Their findings indicate that effective classroom management provides an organized learning environment that supports students' concentration, motivation, and academic achievement. Similarly, Bal-Taştan et al. (2018) found a moderately significant positive relationship (r = .523, p < 0.01), confirming that

effective classroom management practices contribute significantly to improving students' academic performance.

The findings also reinforce the theoretical perspective that classroom management extends beyond maintaining discipline. It involves creating supportive learning environments through effective instructional supervision, clear classroom expectations, constructive feedback, and positive teacher–student interactions. Such conditions encourage students to become more actively engaged in learning while strengthening their confidence to accomplish academic tasks successfully. Consequently, classroom management serves not only as a behavioral control mechanism but also as a pedagogical strategy for improving overall learning outcomes.

The Relationship Between Classroom Management Strategy (Instructional Supervision) and Student Academic Achievement (Student Engagement)

The results indicate a moderately strong positive relationship between instructional supervision and student engagement ($r = 0.527$, $p < 0.01$). This finding suggests that students are more likely to participate actively in classroom activities when teachers effectively organize learning, monitor students' progress, provide timely feedback, and maintain a supportive classroom climate. Effective instructional supervision encourages students to become more attentive, motivated, and actively involved throughout the learning process.

These findings are consistent with Lekwa et al. (2019), who reported a strong positive relationship between instructional supervision and student engagement ($r = .70$, $p < .001$). Their study demonstrated that effective instructional strategies significantly increase students' behavioral, emotional, and academic engagement. Although the correlation coefficient obtained in the present study is slightly lower than that reported by Lekwa et al. (2019), it still indicates that instructional supervision plays an important role in promoting students' active participation in classroom learning.

The difference in the magnitude of the correlation may be influenced by differences in educational contexts, school environments, teacher characteristics, and student backgrounds. Since the present study was conducted in a private secondary school in Phnom Penh, Cambodia, contextual factors such as institutional policies, classroom culture, and available educational resources may contribute to variations in the strength of the relationship. Nevertheless, the findings consistently support the view that effective classroom management through instructional supervision is an important factor in fostering student engagement and ultimately enhancing academic achievement.

CONCLUSION

This study investigated the effectiveness of classroom management strategies, particularly instructional supervision, on students' academic achievement in a private secondary school in Phnom Penh, Cambodia. The findings revealed that classroom management strategy has a positive and statistically significant relationship with students' academic achievement. Specifically, instructional supervision was found to be positively

associated with both student engagement and student self-efficacy, indicating that effective classroom management contributes to creating a productive learning environment that supports students' active participation, confidence, and academic success.

These findings reinforce previous research suggesting that effective classroom management extends beyond maintaining classroom discipline. It also serves as an essential pedagogical strategy that promotes meaningful learning experiences through well-organized instruction, positive teacher–student interactions, and supportive classroom environments. Therefore, improving teachers' classroom management competencies should be considered an important component of educational quality improvement initiatives.

Despite these contributions, this study has several limitations. The research was conducted in only one private secondary school with a relatively small sample of teachers, limiting the generalizability of the findings to other educational contexts in Cambodia. Future studies are encouraged to involve larger and more diverse samples from different regions and school types while incorporating additional variables, such as school leadership, teaching experience, and classroom climate, to provide a more comprehensive understanding of factors influencing students' academic achievement.

Recommendations and Future Studies

The following are suggestions for the research's future directions and studies: 1) The efficiency of classroom management has a substantial impact on how well children learn and perform academically. Additionally, the researcher must ensure a positive learning atmosphere. 2) Researcher should consider their pupils as active participants in the classroom rather than as passive listeners to foster a sense of coordination among them. To achieve this, they should also be given modest tasks, such as remembering assessment forms.

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