

## THE CONTRIBUTION OF CLASSROOM MANAGEMENT AND TEACHERS' SOCIAL SUPPORT TO STUDENTS' ACADEMIC RESILIENCE

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### Abstract

Academic resilience has become a crucial construct in understanding students' capacity to persist and adapt in the face of increasing academic demands and learning challenges. Learning environments that are both well managed and socially supportive are assumed to play a vital role in fostering such resilience, yet empirical evidence integrating these factors remains limited. This study aims to examine the contribution of classroom management and teachers' social support to students' academic resilience within formal school settings. A quantitative correlational research design was employed, involving students as respondents selected through stratified random sampling. Data were collected using standardized questionnaires measuring classroom management, teachers' social support, and academic resilience, and were analyzed using descriptive and inferential statistical techniques. The results indicate that both classroom management and teachers' social support significantly contribute to students' academic resilience, with teachers' social support emerging as the stronger predictor. Structured classroom environments and supportive teacher-student relationships were found to jointly enhance students' persistence, adaptability, and coping strategies when facing academic difficulties. These findings suggest that academic resilience is shaped by the interaction of managerial and relational dimensions of teaching. The study concludes that fostering resilient learners requires not only effective classroom organization but also sustained social support from teachers, underscoring the importance of holistic pedagogical practices in contemporary education.

**Keywords:** Academic Resilience, Classroom Management, Learning Environment, Teachers' Social Support



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## INTRODUCTION

Education systems across the world are increasingly confronted with complex academic, social, and emotional demands placed upon students (Golis, 2025). Rapid curricular changes, heightened performance expectations, technological acceleration, and diverse classroom compositions have intensified the pressures students experience during their learning processes. These conditions have made academic success no longer dependent solely on cognitive ability, but also on students' capacity to adapt, persist, and recover from academic challenges. Within this context, academic resilience has emerged as a critical construct for understanding how students sustain engagement and achievement despite adversity.

Academic resilience refers to students' ability to maintain or regain academic functioning when faced with stressors such as academic failure, learning difficulties, socio-emotional pressures, or environmental constraints (Dang et al., 2025). This capacity is not an innate trait, but a dynamic process shaped by interactions between individual characteristics and contextual factors within the school environment. Schools therefore function not only as instructional spaces but also as social ecosystems where resilience can be nurtured or undermined through daily pedagogical practices and interpersonal relationships.

Teachers occupy a central position in shaping these ecosystems, particularly through their classroom management practices and the social support they provide to students. Classroom management establishes the structural and emotional climate of learning, while teachers' social support contributes to students' sense of belonging, safety, and motivation (Tai, 2025). Understanding how these two dimensions interact to influence students' academic resilience is essential for strengthening educational practices that promote both achievement and psychological well-being.

Despite growing recognition of academic resilience as a key determinant of student success, many educational settings continue to prioritize academic outcomes without sufficient attention to the classroom conditions that enable resilience to develop (Majcík & Obrovská, 2025). Classroom management is often approached narrowly as behavioral control rather than as a holistic system that regulates learning environments, emotional safety, and student autonomy. This limited perspective reduces its potential contribution to students' adaptive capacities when confronting academic challenges.

Teachers' social support, including emotional encouragement, instrumental assistance, and academic guidance, is frequently discussed as a desirable pedagogical attribute, yet it remains inconsistently integrated into classroom practices. In many cases, social support is treated as an informal or secondary aspect of teaching rather than as a structured resource that systematically influences students' coping strategies and perseverance (Abdullah et al., 2025). This disconnect weakens the capacity of schools to respond effectively to students experiencing academic stress or disengagement.

Empirical research has also tended to examine classroom management and teacher support as separate variables, leaving their combined influence on academic resilience insufficiently explored (Li, 2025). This fragmentation obscures how structural classroom organization and relational teacher behaviors jointly shape students' responses to academic adversity. As a result, educators and policymakers lack comprehensive evidence-based guidance on how to design learning environments that simultaneously promote order, support, and resilience.

This study aims to examine the contribution of classroom management to students' academic resilience by analyzing how structured, supportive, and well-regulated learning environments facilitate students' adaptive responses to academic challenges (Çakır et al., 2025). Attention is given to classroom routines, behavioral expectations, instructional clarity,

and emotional climate as mechanisms through which management practices influence resilience-related outcomes.

The study also seeks to investigate the role of teachers' social support in fostering academic resilience, focusing on emotional, informational, and instrumental dimensions of support provided during the learning process (Suri & Orsini-Jones, 2025). Emphasis is placed on how teacher–student relationships contribute to students' confidence, motivation, and persistence when encountering academic difficulties.

An additional objective involves analyzing the combined effects of classroom management and teachers' social support to determine whether their interaction produces a stronger influence on academic resilience than either factor alone (Vlček et al., 2025). This integrative approach is intended to generate a more nuanced understanding of how structural and relational aspects of teaching converge to strengthen students' capacity for sustained academic engagement and success.

Existing literature on academic resilience has predominantly emphasized individual-level factors such as self-efficacy, motivation, grit, and metacognitive strategies (Urbaniak et al., 2025). While these studies provide valuable insights, they often underrepresent the contextual role of classroom environments as active contributors to resilience development. This imbalance limits the explanatory power of resilience models within real-world educational settings.

Research on classroom management has largely focused on behavioral outcomes, student discipline, and instructional efficiency, with limited attention to its psychological implications for resilience. Similarly, studies on teachers' social support frequently examine its effects on motivation or engagement without explicitly linking it to students' capacity to recover from academic setbacks (González-Martín et al., 2025). The absence of an integrated analytical framework has resulted in fragmented findings that fail to capture the complexity of classroom dynamics.

A notable gap therefore exists in empirical investigations that simultaneously examine classroom management and teachers' social support as interconnected predictors of academic resilience (Gcabashe, 2025). Few studies have explored how structured classroom environments and supportive teacher relationships operate together to create resilience-enhancing conditions. Addressing this gap is essential for advancing theory and practice related to resilience-oriented education.

The novelty of this study lies in its integrative examination of classroom management and teachers' social support as complementary contributors to students' academic resilience (Val & Quintas-Hijós, 2025). Rather than treating these variables as isolated pedagogical components, the study conceptualizes them as mutually reinforcing dimensions of the classroom environment that shape students' adaptive capacities in meaningful ways.

This research also introduces a contextualized perspective on academic resilience by situating it within daily classroom interactions and management practices (Daltry et al., 2025). By shifting the focus from individual traits to relational and structural classroom factors, the study offers a more ecologically valid understanding of how resilience is cultivated in authentic educational contexts.

The findings of this study are expected to provide significant theoretical and practical contributions to the fields of educational psychology and classroom pedagogy. Insights generated may inform teacher training programs, classroom management frameworks, and school policies aimed at fostering resilient learners (Darul Ihsan et al., 2025). Strengthening academic resilience through intentional classroom design and supportive teaching practices holds substantial implications for improving educational quality and student well-being in increasingly demanding learning environments.

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## RESEARCH METHOD

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The following sections detail the systematic approach used to examine the contribution of classroom management and teachers' social support to students' academic resilience.

### **Research Design**

This study employed a quantitative correlational research design to examine the relationship between classroom management, teachers' social support, and students' academic resilience (Franco et al., 2025). The design was selected to identify the magnitude and direction of these relationships without manipulating the learning environment, utilizing a cross-sectional approach to capture data at a single point in time. The conceptual framework positioned classroom management and teachers' social support as independent variables ( $X_1$  and  $X_2$ ), while academic resilience functioned as the dependent variable ( $Y$ ). This design allows for a systematic statistical analysis to determine the relative contribution of each environmental factor to a student's capacity to persist through academic challenges.

### **Research Target/Subject**

The primary objective of this research is to identify the predictive relationships among the variables and determine how much classroom structure and teacher assistance contribute to student resilience. The study targets the generation of empirical evidence to inform pedagogical practices and educational policies. By understanding these contributions, the research aims to provide a basis for creating resilience-oriented classroom environments that support students' ability to adapt and recover from academic stressors.

The population for this study consisted of secondary school students who frequently encounter transitional challenges and academic pressures. To ensure proportional representation across grade levels and academic streams, a stratified random sampling technique was employed. This strategy reduced sampling bias and increased the generalizability of the findings by including students from multiple classes with varied instructional styles and teacher-student interactions. Participation was strictly voluntary, and only students providing informed consent were included in the final sample.

### **Research Procedure**

The research procedures were initiated by obtaining approval from educational authorities and coordinating with school administrators (Fachrudin et al., 2025). Data collection was conducted in a classroom setting under the supervision of the researcher or trained assistants to ensure confidentiality and anonymity. After the questionnaires were completed, the researchers performed a thorough check for completeness and coded the data for analysis (Tan et al., 2024). The final procedural step involved screening the data for missing values and outliers using statistical software to maintain the accuracy and integrity of the regression and correlation results.

### **Instruments, and Data Collection Techniques**

Data were collected using standardized self-report questionnaires measured on a Likert-type scale. The classroom management instrument focused on organization and clarity of rules, while the social support scale captured emotional and instrumental assistance (Barua & Urme, 2025). Academic resilience was measured using a scale adapted specifically for educational stressors. Prior to the main data collection, all instruments underwent validity and reliability testing, including internal consistency measures to ensure that each scale provided stable and accurate results.

### **Data Analysis Technique**

The study utilized descriptive and inferential statistical analysis processed through statistical software (Wilks et al., 2025). Primary analysis involved correlation and multiple regression to test the research hypotheses and determine the significance of the independent

variables' contribution to the dependent variable. These techniques enabled the researcher to identify the strength of the relationship between the supportive learning climate and students' adaptive coping strategies.

## RESULTS AND DISCUSSION

The descriptive analysis revealed that students generally reported moderate to high perceptions of classroom management, teachers' social support, and academic resilience. Mean scores indicated that classroom management was perceived as well-structured, with students acknowledging clear classroom rules, organized learning activities, and consistent teacher supervision. Teachers' social support showed slightly higher mean values, reflecting students' recognition of emotional encouragement, academic guidance, and teacher availability. Academic resilience scores suggested that most students demonstrated a positive capacity to persist and adapt when facing academic challenges.

The descriptive findings suggest that students perceive their learning environments as generally supportive and structured. High mean scores for classroom management imply that teachers effectively organize classroom activities and maintain learning discipline, which contributes to a stable academic environment. Such conditions are essential for reducing uncertainty and anxiety that may hinder students' learning processes.

Teachers' social support emerged as a salient factor, with students reporting frequent encouragement and responsiveness from teachers. This finding underscores the relational dimension of teaching, where emotional and academic support serves as a buffer against academic stress. Elevated academic resilience scores align with these conditions, indicating that students are better equipped to cope with setbacks in supportive and well-managed classrooms.

An examination of score distributions indicated that the data approximated a normal distribution for all variables. Skewness and kurtosis values fell within acceptable statistical thresholds, supporting the assumption of normality. This pattern suggests that students' perceptions of classroom management, teacher support, and resilience were balanced across low, moderate, and high levels.

The frequency distribution showed that a majority of students clustered within the moderate-to-high range for all constructs. Few extreme values were observed, indicating limited response bias or measurement distortion. These distributional characteristics provide a sound basis for conducting parametric statistical analyses and strengthen the reliability of subsequent inferential findings.

Further analysis revealed consistency between students' reported experiences and theoretical expectations. Students who perceived stronger classroom management also tended to report higher levels of academic resilience. This descriptive pattern suggests a functional relationship between structured learning environments and students' adaptive capacities.

Similarly, higher levels of perceived teachers' social support were associated with increased resilience scores. The data indicate that emotional reassurance and instructional assistance contribute to students' confidence in managing academic difficulties. These descriptive trends informed the inferential analysis conducted to statistically verify the strength and significance of these relationships.

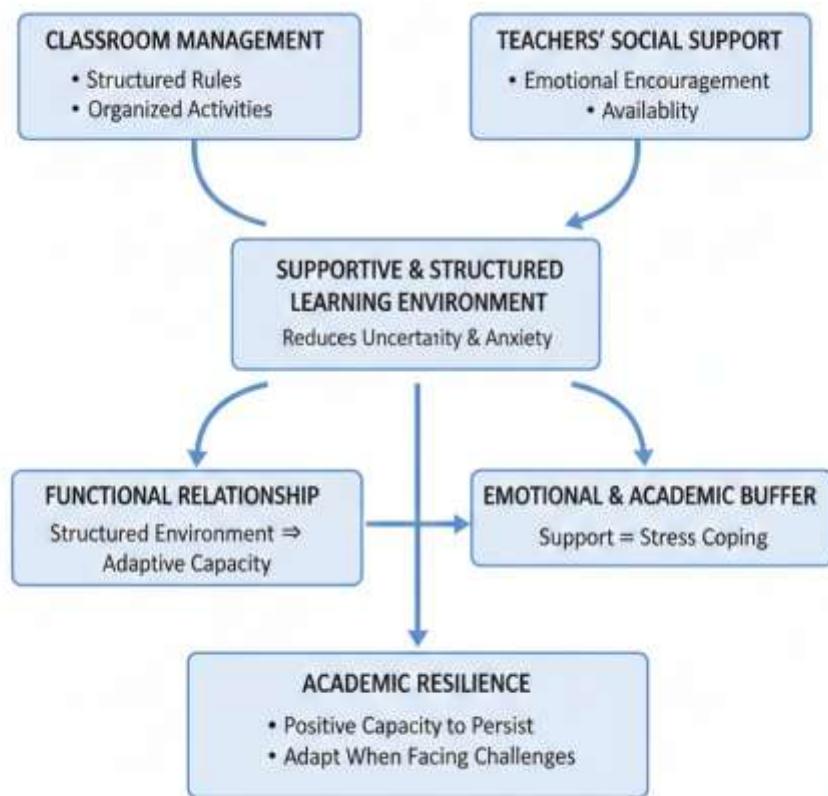


Figure 1. Conceptual Framework: Factors Influencing Academic Resilience

Inferential analysis was conducted using multiple regression techniques to assess the contribution of classroom management and teachers' social support to academic resilience. The results indicated that the overall regression model was statistically significant, demonstrating that the independent variables collectively explained a meaningful proportion of variance in academic resilience.

Classroom management showed a significant positive effect on academic resilience, indicating that structured classroom environments contribute to students' persistence and adaptability. Teachers' social support also demonstrated a statistically significant positive effect, with a stronger standardized coefficient than classroom management. These findings confirm that both variables independently and jointly contribute to students' academic resilience.

The regression coefficients revealed that teachers' social support was the stronger predictor of academic resilience, suggesting that relational factors play a critical role in students' adaptive responses to academic challenges. Classroom management remained a significant predictor, highlighting the importance of instructional structure and behavioral regulation.

The absence of multicollinearity issues confirmed that classroom management and teachers' social support function as distinct yet complementary predictors. The inferential findings provide robust empirical evidence that resilience is shaped by both environmental structure and interpersonal support within classroom settings.

Correlation analysis revealed positive and significant relationships among all study variables. Classroom management was moderately correlated with academic resilience, indicating that improved classroom organization is associated with higher student resilience. Teachers' social support demonstrated a stronger correlation with academic resilience, reinforcing its central role in students' coping mechanisms.

The relationship between classroom management and teachers' social support was also positive, suggesting that teachers who manage classrooms effectively are more likely to

provide consistent social support. This interrelationship highlights the integrated nature of pedagogical practices that combine structure and care within effective teaching environments.

The observed relationships indicate that classroom management and teachers' social support reinforce each other in shaping students' learning experiences. Structured classrooms provide predictability and security, while social support fosters emotional safety and motivation. Together, these factors create a learning environment conducive to resilience development.

The strength of the relationships underscores the importance of holistic classroom practices. Students appear more resilient when they experience both clear expectations and supportive teacher interactions. These findings emphasize that resilience is not solely an individual attribute but an outcome of sustained classroom interactions.

Qualitative case descriptions drawn from selected classrooms illustrated how classroom management and teacher support operate in practice. Students from classrooms characterized by clear routines and consistent behavioral expectations reported greater confidence in handling academic pressure. Observations indicated that such classrooms fostered active engagement and reduced anxiety during challenging learning tasks.

Students in classrooms where teachers provided regular encouragement, individualized feedback, and emotional reassurance demonstrated higher levels of persistence following academic setbacks. These case-based insights complement the quantitative findings by illustrating how supportive teaching behaviors translate into resilient learning dispositions.

The case descriptions revealed that effective classroom management reduces cognitive and emotional overload by minimizing disruptions and ambiguity. Students in these environments were better able to focus on learning tasks and recover from mistakes without fear of negative judgment.

Teachers' social support emerged as a critical catalyst for resilience in these cases. Emotional affirmation and constructive feedback enabled students to reinterpret academic difficulties as opportunities for growth. These qualitative patterns reinforce the statistical findings and provide contextual depth to the quantitative results.

The results demonstrate that classroom management and teachers' social support significantly contribute to students' academic resilience. Structured learning environments and supportive teacher-student relationships function as key resources that enable students to adapt and persist in the face of academic challenges.

The findings highlight the necessity of integrating managerial and relational dimensions of teaching to foster resilient learners. Academic resilience emerges as a product of intentional classroom design and meaningful social interaction, underscoring the role of teachers as both instructional managers and sources of psychosocial support.

The findings of this study demonstrate that classroom management and teachers' social support both make significant contributions to students' academic resilience. Quantitative results indicate that students who experience well-structured classroom environments and consistent instructional organization tend to show stronger persistence, adaptability, and recovery when facing academic challenges. These results confirm that resilience is closely associated with the quality of classroom conditions rather than being solely an individual attribute.

Teachers' social support emerged as a particularly strong predictor of academic resilience. Students who perceived higher levels of emotional encouragement, academic guidance, and teacher responsiveness reported greater confidence in managing academic difficulties. This suggests that supportive teacher-student relationships function as a critical protective factor in students' academic lives.

The combined influence of classroom management and teachers' social support explained a substantial proportion of variance in academic resilience. The interaction between structural and relational classroom elements indicates that effective teaching practices operate

holistically rather than in isolation. Academic resilience appears to be cultivated through the integration of order, clarity, and care within daily classroom interactions.

Case-based observations reinforced the quantitative findings by illustrating how structured routines and supportive teacher behaviors shape students' coping strategies. Students in classrooms characterized by consistency and emotional support demonstrated greater willingness to engage with challenging tasks and recover from academic setbacks. These patterns provide contextual depth to the statistical results and strengthen their interpretive validity.

The findings align with prior research emphasizing the role of classroom environments in shaping students' adaptive learning outcomes. Studies on classroom management have consistently shown that clear expectations, structured routines, and effective behavioral regulation enhance students' engagement and academic persistence. The present findings extend this literature by explicitly linking classroom management to academic resilience rather than general achievement or behavior.

Research on teachers' social support has similarly highlighted its influence on student motivation, engagement, and emotional well-being. The stronger predictive power of teacher support observed in this study is consistent with findings that emphasize the centrality of teacher-student relationships in fostering adaptive learning behaviors. This study contributes by positioning social support as a resilience-building mechanism rather than merely an affective resource.

Differences emerge when compared with studies that prioritize individual traits such as grit or self-efficacy as primary determinants of resilience. The present findings suggest that contextual classroom factors may exert equal or greater influence than personal attributes. This challenges resilience models that underemphasize environmental contributions and reinforces the need for more ecologically grounded frameworks.

Contrasts also appear with research that treats classroom management and social support as separate domains. The integrative approach adopted in this study demonstrates that these factors are interrelated and mutually reinforcing. This distinction adds conceptual clarity by showing that resilience is best understood through the interaction of structural and relational classroom processes.

The results signal that academic resilience is not a fixed personal capacity but a dynamic outcome shaped by daily classroom experiences. Students' ability to persist academically reflects the quality of instructional organization and relational support embedded within their learning environments. This finding redefines resilience as a shared responsibility between students and educators.

The prominence of teachers' social support indicates that emotional and interpersonal dimensions of teaching are not secondary to academic instruction. Teacher behaviors that communicate care, encouragement, and availability serve as psychological anchors that help students navigate academic adversity. These findings highlight the moral and relational dimensions of teaching as central to educational effectiveness.

The significance of classroom management underscores that structure functions as a form of emotional regulation for students. Predictable routines and clear expectations reduce uncertainty and cognitive overload, allowing students to focus on learning rather than coping with chaos. Resilience therefore emerges within environments that balance control with support.

The findings collectively suggest that resilient learning cultures are intentionally designed rather than incidentally produced. Classrooms that integrate structure and care foster adaptive mindsets that extend beyond immediate academic tasks. This reflection positions resilience as an educational outcome that can be systematically cultivated through pedagogical design.

The findings carry important implications for classroom practice by emphasizing the need for teachers to integrate management strategies with relational support (Al-Adwan et al., 2025). Effective classroom management should be reconceptualized as a resilience-enabling practice rather than solely a disciplinary tool. Teachers who establish structured yet supportive environments contribute directly to students' adaptive capacities.

Implications for teacher education programs are equally significant. Training initiatives should emphasize socio-emotional competencies alongside instructional skills (Bernier et al., 2025). Developing teachers' ability to provide emotional support, constructive feedback, and academic guidance is essential for fostering resilience-oriented classrooms.

School leadership and policy frameworks can benefit from these findings by prioritizing classroom climate as a key indicator of educational quality (Miftah et al., 2025). Evaluation systems that recognize relational teaching practices alongside instructional effectiveness may better capture the conditions that support student resilience. Such alignment can promote more holistic accountability models.

The findings also suggest implications for student support systems within schools. Interventions aimed at strengthening academic resilience should focus not only on student skills but also on classroom environments (Ko et al., 2025). Supporting teachers in creating structured and caring classrooms may yield sustainable improvements in student outcomes.

The observed influence of classroom management can be explained through its role in reducing environmental stressors (Serçe et al., 2025). Structured classrooms minimize ambiguity and disruption, which allows students to allocate cognitive resources toward learning and problem-solving. Reduced environmental stress creates conditions conducive to adaptive coping.

The strong effect of teachers' social support can be attributed to its impact on students' sense of belonging and self-worth. Supportive teacher behaviors validate students' efforts and normalize academic struggle, which enhances students' willingness to persist despite difficulties (Soni & Banwet, 2025). Emotional safety appears to function as a foundation for resilience development.

The interaction between classroom management and social support reflects the complementary nature of structure and care (Boonyasana et al., 2025). Structure provides predictability, while support offers reassurance and guidance. Together, these elements form a secure learning environment that encourages risk-taking and persistence.

Developmental factors also help explain the findings, as students are particularly sensitive to relational cues from authority figures (Mokano & Letuma, 2025). Teachers serve as significant role models whose behaviors shape students' academic self-concept. The convergence of management and support therefore amplifies their collective influence on resilience.

Future research should explore longitudinal designs to examine how classroom management and teachers' social support influence academic resilience over time. Understanding the developmental trajectory of resilience may clarify whether these factors have cumulative or time-sensitive effects (Bauersfeld et al., 2025). Longitudinal data could strengthen causal interpretations.

Further studies may also incorporate qualitative methods to capture students' lived experiences of classroom environments more deeply (Argüello-Gutiérrez et al., 2025). Narrative and observational approaches can reveal nuanced processes through which structure and support are internalized by students. Such insights may inform more context-responsive pedagogical models.

Research extending to diverse educational contexts, including elementary, inclusive, and faith-based schools, would enhance the generalizability of these findings (Muweesi et al., 2025). Cultural norms and institutional values may shape how classroom management and

social support are enacted. Comparative studies can illuminate contextual variations in resilience-building practices.

Practical initiatives should focus on professional development programs that integrate classroom management with relational pedagogy. Schools may pilot resilience-oriented classroom frameworks that emphasize consistency, empathy, and instructional clarity (Shamir-Inbal et al., 2025). Such initiatives represent a forward-looking application of the study's findings to educational improvement.

## CONCLUSION

The most salient finding of this study is that teachers' social support emerged as a stronger and more consistent predictor of students' academic resilience than classroom management, while both variables demonstrated statistically significant contributions. This result indicates that resilience is shaped not only by structured and well-managed classroom environments but also, and more importantly, by the quality of relational interactions between teachers and students. The evidence suggests that emotional encouragement, instructional guidance, and teacher responsiveness play a decisive role in enabling students to persist, adapt, and recover when confronted with academic challenges, highlighting the relational foundation of resilient learning.

The primary contribution of this research lies in its conceptual integration of classroom management and teachers' social support within a unified explanatory framework of academic resilience. Rather than treating managerial and relational dimensions of teaching as separate pedagogical domains, the study demonstrates how these elements operate synergistically to cultivate adaptive academic behaviors. This integrative perspective advances existing resilience theories by repositioning resilience as a contextually constructed outcome shaped by classroom ecology, thereby offering a more holistic conceptualization that bridges educational psychology and instructional practice.

Several limitations should be acknowledged to contextualize the findings and inform future research. The cross-sectional design restricts causal inference and limits understanding of how classroom management and social support influence resilience over time. The reliance on self-reported data may also introduce response bias, as students' perceptions can be shaped by subjective experiences. Future studies are encouraged to employ longitudinal or mixed-methods designs, incorporate classroom observations, and examine diverse educational contexts to deepen understanding of the developmental processes through which resilient academic dispositions are formed.

## AUTHOR CONTRIBUTIONS

Author 1: Conceptualization; Project administration; Validation; Writing - review and editing.

Author 2: Conceptualization; Data curation; Investigation.

## CONFLICTS OF INTEREST

The authors declare no conflict of interest.

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