THE ETHICS OF NURTURE: A PHD MIND AND AN EDUCATOR'S COMPASSION—29 YEARS SHAPING GENERATIONS AT HISD
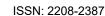
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ABSTRACT

This study offers a retrospective look at student conduct and administration, filtered through the lens of 29 years of teaching/employment experience in the Houston Independent School District (HISD). The author, was PhD candidate when moved to the United States for almost thirty Five years, draws on experiences mentoring and teaching thousands of students. The study highlights the need to develop respectful, student-centered learning environments that value both academic success and well-being. Notable findings are: how important it is to establish mutual respect in the class from day 1; how the individualized attention helps the unique needs of each child; and keeping consistent, fair rules to create a safe classroom. The paper also discusses the importance of practices such as learners' led discussion, using real life examples through case methods in order to motivate academic participation and enthusiasm among students. It also highlights some the importance of multidimensional perspectives, and thus it argues that cultural inclusiveness would enhance student participation and attendance. Such findings are considered in light of the current educational environment in which balancing discipline, empathy, and innovation is required to address behavior management issues that compete with academic achievement. The paper concludes with recommendations for practice providing advice to educators working in a wide range of school sites, including respectful relationships, student-centred learning and the promotion of lifelong learning. Readers will follow teachers and students who demonstrate that these dramatic outcomes are possible, and the book Unfortunately, much of this work is isolated, sometimes working at government policy, but rarely influencing local or state policies.

Keywords: *Student behavior, academic management, teacher-student relationships, individualized attention, cultural inclusivity, active engagement, classroom management, diverse school districts, emotional growth, lifelong learning.*

INTRODUCTION

The management of students' behavior and their academic performance are the pivot of every school again. In a high-demand, multicultural district like HISD, balancing discipline and academics is a delicate mix of discipline, empathy, cultural understanding, and pedagogical creativity. With 29 years observation and as a Was Phd Candidate , the author attempts to describe how these concepts were practiced for many decades, while gaining such confidence and cooperation among the students, school management etc (Zhu, & Chang, 2019).

It can generally be concluded that the classroom management may be considered as a systemic, structured concept used by teachers to stimulate the appearance and development of learning environment, which children have to pass through, attain and process different data and information in a measured way (Aydin & Karabay, 2020). This also establishes the theory of classroom management as a popular theory that impacts on education and forms a core underpinning to the success of education. It is no wonder if then classroom management is deemed appropriate by various educationists to observe various educational issues. Relationship between classroom management and students' academic achievement is one of the important issues in the field of classroom management. This matter is then considered to be very mandatory, so that it becomes the center of other scholars' attention in analyzing the theory which is the foundation of the theory, this theory is based on behaviorist theory, and it is believed that student behavior can be made by using reinforcement. A teacher should be the one to know about this sort of bias in an ideal situation. Knowing this inclination certainly provides a rationale for why teachers give praise, giveaways, and caporal punishment to control and ensure student behavior behavior, which is still glamorized (Everston & Emmer, 2017; Marzano & Pickering, 2003). Assumptions are definitely a good reason for scholars to want to learn about student behaviors and habits (and behaviors change over time of course). Once more: we seek any dimension of student behavior as an occasion for affirmation of lots of potentialities, especially as they relate to learning (Thi, & Nguyen, 2021).

This behaviorist assumption in turn serves as a rationale for teaching to use positive techniques as a concept for teaching students discipline. This tactic does, of course, work, so it may well inspire students to act in a manner that teachers decide they act in, in a way that a system of education approves of. The state policy network for more from the daily signal Teachers has a host of options when it comes to making students act favorable in the schoolhouse. Like by rewarding students who are doing the right thing and helping kids understand the consequences of their behavior. This strategy would probably be very helpful and is in accordance with the aim of establishing a good relationship between teachers and students (Kapur, 2018; Lopes & Oliveira, 2017). The teacher student relationship is the third strand that affects classroom management and learning. This also underscores the fact that learning objectives, the centerpiece of classroom management, serves the interests and aspirations of all stakeholders in the education platform. This is believed to be justified by Maslow's need theory in which it can also be hypothesized based of the theory that student's physiological and safety needs can be met at school feel safe there, because school are secure environment for students (Ihensekien & Joel, 2023; Maslow, 1943). The same is also appended to what teachers need so that in class it can run safely and smoothly, the teaching and learning process can reach the target. This implies an indissoluble connection between teachers' and students' demands (Sujarwo, & Herwin, 2023).

The relationship between teachers and students also cannot simply be established as needed, but it must be constructed and can be conditioned in order that students can receive the instructions proposed by the teachers in order that the transformation of knowledge takes place. In this regard, the teachers need to be model of behavior for learners and adopt a cooperative approach and with that of course learning gain a social dimension (Bandura, 1978). Shaping student behavior in accordance with what teachers want the rules and rule implementation to be is a challenging task and needs to be accomplished systematically. It is necessary for this systematic approach to exist so that teachers can internalize knowledge and a lot of values including morality that is necessary for students to live. One way to achieve and realize students needs become an essential support for teachers is by applying binding rules in guiding students' behaviors, such attitudes of students disrupt and hinder the achievement of the learning objectives. At the very least, explanations of the importance of classroom management in the literature have turned an argument that "classroom management matters" into the idea that a focus on classroom management is necessary to establish successes for students at any level that students are attending (Leckey et al., 2016; Stronge et al., 2011). In relation to success, it would appear that students can obtain it if they practice the rules, and protocols that has been fixed by the teacher, however the obligation that requires submission the domineering procedures of the order like policies of school discipline equates (Schunk, & DiBenedetto, 2021).

A story of classroom management significance The story for classroom management significance that can be applied and extracted from numerous previous studies suggest that this issue is very significant, therefore make many scholars want to do classroom management studies. At least in this case there are a few classifications of the studies associated with classroom management: The first one is a study related to the exploration of classroom management models, and included in this category is Kounin's study (1979), for example, where he attempts at identifying and establishing workable models that could be able to be hopefully utilized by teachers for managing their classroom (Kounin, 1979). The second is a research that explains how the proactive of classroom management taught in the form of the strategic steps teachers will

do. Indeed, this strategic maneuver is necessary in this case for predicting any potential complications, which could remain obstacles to the process and to the success of learning objectives (Everston & Emmer, 2017).

A further category of studies on student behavior management fits this description as well such work as that of Horner et al. (2010) and Bradshaw et al. (2017). These two experiments investigated and demonstrated the critical role of classroom management and operate well when controlling student behavior (Bradshaw et al., 2010; Horner et al., 2010). Furthermore, while a range of other existing studies and evidence substantiate the fact that classroom management has a relatively widespread effect on students and on educational achievement, few, if any studies have examined the degree to which classroom management's effects on student achievement are consistent across various levels of education (Saifullah, et al., 2023).

The underpinning of Classroom management being related to student achievement the relationship between classroom management and student achievement is based on theoretical assumptions that delineate classroom management as an important theoretical base for the teachers to materialize the strategies and methods required for accomplishing learning objectives and learners' targets within an educational system (Chalak & Fallah, 2019). Within this framework effective classroom management becomes a necessary condition, on the one hand, and an indispensable pre-condition as regards student success, on the other hand. This study extends this research by providing a systematic estimate of the extent to which the influence of classroom management on student learning is consistent across different educational levels and by exploring how differences in sample size to some extent influence the overall findings reported in previous studies (Ledezma, 2024).

In order to achieve these objectives, the paper is organized as follows: the introduction first provides a background to the present study and argues why it is academically and practically important. The second part discusses the theoretical structure of the analysis. The third part explains the research methods, which comprises the design and procedures of this meta-analysis. The fourth part contains the results of a systematic review of related literature. A critical reflection upon these results is provided in the fifth section to reveal main contributions and implications. Finally, the conclusion highlights the contributions and limitations of this study and some directions for future research (Ledezma, et al.,2024).

STATEMENT OF THE PROBLEM
Behavior in HISD schools, especially in urban areas such as HISD, is typically so challenging because of the wide variety of backgrounds, households and socio-economic challenges that students have to deal with. Educational success is sometimes hampered by behavior, and teachers have a hard time maintaining order while keeping students focused. The task is to know how those factors impact on students and how teachers interact in terms of managing behavior alongside teaching in order to create a harmonious, thriving educational space.

OBJECTIVES OF THE STUDY
1. To identify effective strategies for managing student behavior and promoting academic success in diverse classrooms
2. To explore the impact of cultural inclusivity and individualized attention on student engagement and performance
3. To provide recommendations for educators in diverse educational settings to foster academic and emotional growth

RATIONALE OF STUDY
This study is borne largely out of the author's thirty Five years of experience as an educator in one of the largest, most diverse school districts in the United States. The study hopes to achieve this objective by sharing her own experiences of student behavior management and academic teaching with a view to offer advice on effective techniques which are transferable to developing countries. Such understandings may offer a useful tool for new and current teachers (e.g., teaching culture and cultural diversity) and particularly for those teachers who are working in such multicultural urban school districts.

LITERATURE REVIEW
Exposure of student management in educational environments has evolved over the years. Highlight has been made by studies to positive teacher-student relationship building characterized by respect and empathy (Pianta, 2010). Additional research indicates that personalized learning strategies and discipline with consistency are essential to a balanced learning environment (Marzano, 2007). Scholars have also emphasized the significance of cultural responsiveness and high expectation in academic governance by promoting student-focused instruction that integrates diversity and academic rigor (Gay, 2010). Nevertheless, there is little scholarship in which longer term educator experiences are combined with particularization about how to lead behavior and educator focus in increasingly diverse, urban settings such as HISD (Leckey, 2016).

HOW CLASSROOM MANAGEMENT SHOULD BE UNDERSTOOD?
In sum, classroom management is presented as a significant concept and is not to be trivialized, even if sidelined in theories of education. The concept is highly significant in its place in the educational concept. One of these, not just

leading theories, is the idea of purpose of, classroom management that makes it possible for teachers to analyze and interpret tactical processes and strategies that can be employed to instruct the establishment of effective and a more productive learning environment and setting (Afiah, 2018; Aydin & Karabay, 2020). Since this notion is so central to the continuum of education, I feel justified in disambiguating how this notion should be understood so as to bring it closer to the study which is to be undertaken. In the present context, at minimum, seven ideas (related to the concept of classroom management) need to be clarified and expanded upon. One is that classroom management invests the teacher's work in the service of a good learning environment. Positive learning atmosphere can be achieved by always having clean, tidy and visually appealing classrooms. Furthermore, teachers should be able to supply materials of instruction and change the materials when it is needed (Wong & Wong, 2009).

Two, a teacher must use logical and fair classroom rules when employing effective classroom management. Nevertheless, such applies an acute communication emphasis with students, to which they can comprehend the different rules imposed with a clear, rational, and fair fashion (Marzano et al., 2005). Third, a teacher should have good time management and should use his time effectively. Because time is of the essence in teaching and learning, teachers must see to it that all activities meet the prescribed timetable. This involves scheduling time for lessons, group work and individual work (Emmer et al., 2006). Fourth, for learning to occur that is safe and effective, a teacher must have a classroom management plan for student behavior, both the good and the bad! Such knowledge ranges from the skill teachers need to have in applying positive reinforcement, the consequences of a good measure of appropriate caporal punishment and restorative punishment practices deemed useful in addressing student behavior problems (Jones & Jones, 2016).

Fifth, for effective classroom management, clear and open communication among teachers and students as well as among students is highly significant. Teachers in this case need to be open to the student's voice and take in their constructive feedback as well (Charles, 2014). Six, one of the ways that can be done through classroom management is using student – centered learning. In this instance, this methodology engages students in effective teaching and learning. Teacher and Instructor On the first type of interaction pattern, the teacher only serves as a medium/guidance for students to discover and comprehend ideas instead of as a direct provider of information (Lemov, 2010). Adaptability and Flexibility Teachers need to be flexible; they have to be able to adapt to different settings and to different student needs. This also involves adjusting classroom control techniques and teaching practice to the students in the class room (Emmer et al., 2006). And lastly, they get along with the students, which enable a positive classroom environment. In such case, educators should take an empathetic approach, focus on students' differences, and accept diversity in the classroom (Jones & Jones, 2016). These eight dimensions are the very least for knowing what classroom management is. Furthermore, several stories and interpretations of that dimension reveal that the notion of "classroom management" encompasses systematic and consistent procedures to make student behavior congruent with education's well-integrated aims and thus to facilitate desirable academic outcomes.

Moreover there are other further management dimensions including 'vision of appropriate management' which, again, is considered to influence the learning experience. In this context, education 'appropriate management' refers to the creativity and strategy invested in combining the pedagogical objectives, the cognitive development and the relevance of the context. This is done 'to optimize the use of resources' (Biggs & Tang, 2011; Reigeluth, 1999), 'enhance student engagement in a broader range of learning outcomes' (Hattie, 2009), 'emphasize the value of lifelong engagement in learning' (Kolb, 2023). This implies that in principle, this approach to management thinking can provide a way of dealing with the intricacy of education in which a number of elements can be dealt with including variations; the limitations of school systems and the demands of society (Freire, 1970). More specifically, there are at least several dimensions of 'suitable management' that are believed to potentially influence the teaching and learning process strongly, which are: 1) Pedagogical structure, which is one pedagogical dimension focuses in the use of teaching strategies that are relevant for the intended learning goals. These dimensions are: (1) 'constructive alignment', which provides a consistency between learning and assessment, as well as educational outcomes (Biggs & Tang, 2011); (2) active learning approach, where this approach is resolved in two useful approaches, problem-based learning, collaborative exercises, for increasing critical thinking. Furthermore, Ledezma (2024), explains mathematical modeling in this situation by means of applying real-world problems for abstract principles, step-by-step, and as difficulty increases, knowledge and safety grows (Ihensekien, et al.,2023).

Second, for cognitive development, tailor made management, in this case, habituates focuses on 'scaffolding' which means providing a structured support in incremental level and 'met cognitive' in which the concern promotes self-regulation thinking thoughts of the students and enhances problem solving skill of the students (Vygotsky et al., 1980). In mathematical modelling, scaffolding is: 1. prompts students to initially identify different problems and choose the variables, (2) leads students to self-assess and reflect on the model process they buildGrammar._16._built. Connected by another dimension, or dimension, other concepts that can account for the propelling elements in the teaching-learning process is the one that states the authors of Ledezma et to the. (2024), at least 4 (four) things to be believed that affecting the teaching and learning process, i.e: pedagogy, cognition, context, and assessment (Ledezma et al., 2024). Such dimensions can be discovered and applied via task assignments to climate change data analysis or resource optimization

in Industry. This procedure appears to allow for improvement in learning to be applied in some manner that is realistic and has meaning.

STUDENT ACHIEVEMENT: CONCEPTS AND DETERMINANTS

Academic performance is student`s performance level accomplished in learning process. Typically, this accomplishment is quantified by generic level tools, such as marks, examinations, and standardized. At the conceptual level student achievement incorporates multiple dimensions such as academic knowledge, skills, and abilities that students developed through instruction (Darling-Hammond, 2000). Such a meaning would then stimulate the interest of researchers to investigate the influences on student science achievement. It is defining interest because it could inform us about factors that plausibly have an impact on students' achievement, which can be used as a model for policy stakeholders in order to build policies that could be implemented in schools. Researchers have identified a number of variables presumed to affect student attainment writing at a variety of levels of schooling. Schools can have an impact on student achievement without being too entangled with the social background and social context in which a student was born and raised. In reaction to this, individual schools developed a wide range of learning criteria. Some schools are putting effort to the quality of lecturers that contribute to the motivation factor that support student's performance (Wan Yusoff & Mansor, 2016). There are some schools with strong focus on teacher quality and teacher quality more than other schools. Such focus is premised on the belief that for educators, the key capital will be good teachers' qualifications, which will enable them to construct differentiated pedagogical approaches to different levels and types of students (Darling-Hammond, 2000). There are other variables that play into student performance, too, and the teacher qualification factor is just one among many. Researchers have empirically identified at least three variables that are reasonably assumed to influence student success (Havik, & Westergård, 2020).

The first is the personal features of a student. This factor consists of two types: (1) intrinsic motivation—where this factor indicates a tendency towards higher levels of achievement because they learn to learn for pleasure and interest; and (2) extrinsic motivation—like appreciation or recognition—which in their most routine form may lead students to strive to achieve a single success (Ryan & Deci, 2000). Internal factors intelligence and general cognitive ability are also part of this category. Both intelligence and memory ability, as we can deduce from the results of the learning process, show a relationship with cognitive ability, as students who present good intelligence and cognitive ability usually demonstrate much more positive results than those with less cognitive ability (Mayer et al., 2011). It is also important to note that this internal variable does not simply grow, but has to rely on suitable constructive learning. In this regard, good learning strategies can enhance students' academic performance such as time planning, taking notes and reading properly. Because this effective learning model/strategy not only defines the level of students' knowledge intake but it is the potential of getting higher grades as well (Wittrock, 1986). The second is external factors, such as parental support, the quality of schools and teachers and peer pressure. Parental support is reflected through parents' direct and indirect involvement, employing their own socioeconomic capital, and creating a home environment in line with the child's progress which can largely contribute in supporting the child's school performance (Sujarwo & Herwin, 2023).

Quality of schools and teachers are important also. The quality education develops play vital roles on a teacher, approaches and innovations that are key means of motivating learners to achieve their optimal (Darling-Hammond, 2000). The pressure of peers is included as one of those external factors. In this context, peers may have a substantial impact on student achievement with a peer support system that operates as a co-agent of academic achievement (Ryan, 2001). Last there are psychological variables, such as stress, anxiety and self-efficacy. Stress; anxiety both are stressors has also been known to affect academic achievement. When the student is low in stress and anxiety, he may experience all processes of learning much more pleasurably. These low stress, low anxiety learning situations, of course, can promote achievement. On the other hand, self-efficacy, which is high level of self-confidence, a positive perception of themselves in the academic field (Schunk & DiBenedetto, 2021; Suldo & Shaffer, 2008). When it is positive and sufficient, such confidence can propel students to succeed (Herman, et al.,2022).

STUDENTS LEARNING BEHAVIOR

In the context of this research, Wesche (1979) describe learning behaviour as "the overt activities and mental processes which individuals go through in learning new information, skills or behaviour." It involves all of these things, including focus, memory, the ability to solve problems, critical thinking, and information processing. Behaviour of learning may be influenced by motivation, context, past experience, and individual differences. Students' good learning behaviors can help to form an interactive classroom in which students can get involved in their courses and cultivate their ability (Abhirami & Devi, 2022; Nambiar et al., 2017; Wang et al., 2009). In order to develop positive student learning behavior, teacher should enhance quality of teaching and learning activity alongside with ideal classroom management strategy. Students' learning behavior in class has an ultimate effect on learning performance and achievement (Bambaeeroo & Shokrpour, 2017; Blazar & Kraft, 2017; Canivez et al., 2006). The approach to promote good learning behavior must be based on several factors that impact on students engagement, motivation, and success in their academic learning journey (Caruth, 2018; Hsieh, 2014; Raza et al., 2020; Rodríguez et al., 2019). When students display positive learning behaviors, they are more likely to succeed in school (Khurshid, 2014; Leland, 2015; Morgan, 2014; Rai & Chunrao, 2016).

Kulinna et al. (2006) concerning students' learning behavior, for example, attributed positive classroom transfers not to certain individual characteristics of teachers, but rather to preferred teaching strategies. A Disruptive Learning Behaviour Instrument (2003) was constructed with six factors: aggression, compliance, disturbing others, engagement, harmful behaviour and self-management. Subsequently, Canivez et al. (2006) constructed an SLB questionnaire with four factors —(1) Competence Motivation, (2) Learning Attitude, (3) Attention/ Effort, and (4) Strategy / Flexibility. They developed 29 indicators for students' learning activities, which were divided into subscales of competence motivation (10 items), attitude towards learning (8 items), attention/persistence (7 items), and strategy/flexibility (4 items). The Canivez et al. instrument was used in the current investigation. (2006) since it has been widely validated where constructs are reliably measured. The instrument covers each component of an SLB in detail so that it can serve the research questions efficiently(Hong, et al.,2023).

RESEARCH GAP

Although there is an extensive literature on student behavior and academic control, there are few in depth (longitudinal) studies from the viewpoint of teachers, experienced over three or more decades within a concrete school district like HISD. The majority of research tends to consider isolated interventions or to be of short duration, providing insufficient insight into how these principles are developed and success maintained over the long-term in a multitude of educational contexts.

RESEARCH METHODOLOGY

This study utilizes reflective qualitative research, tapping the author's observations and experiences from 29 years of teaching in HISD. Evidence was collected from personal reflections, student feedback and long term observations of student results. The approach was reflexive, seeking to combine direct knowledge from years of practice with existing pedagogic theories.

DATA ANALYSIS

The data were analyzed by using thematic coding and student behavior patterned and academic supervision strategies were identified. Throughout, key themes emerged such as the value of developing respectful teacher-student associations, the contribution of personalized attention to student preparation, and the impact of consistent and fair rules on instructional effectiveness and student learning, and the benefit of both culturally relevant practices and student attention practices for engaging learners in the instructional network (Ho, et al., 2017). This thematic analysis further illuminated how these tenets worked in practice, being manifest in various ways over time and accommodating for the changing population of students in a changing educational environment.

Table 1 *Qualitative Data Analysis of Student Behavior and Academic Management*

Theme	Description	Impact on Behavior	Impact on Academic Achievement	Source of Data
Building Respectful Relationships	Establishing mutual respect from day one was crucial for effective classroom management.	Promoted positive behavior and trust.	Created an environment conducive to learning.	Personal reflections from 29 years of teaching.
Individualized Attention	Tailoring approaches to each student's needs led to better behavioral outcomes and academic achievement.	Reduced disruptive behavior and improved focus.	Improved individual academic performance due to personalized attention.	Student feedback, class discussions, and longitudinal observations.
Consistency and Fairness	Consistent application of rules and fair treatment helped create a safe and predictable classroom environment.	Ensured stability and safety, reducing classroom chaos.	Maintained a structured environment where students could thrive academically.	Direct observations of classroom behavior patterns over time.
Active Engagement	Student-led discussions and real-world examples contributed significantly to higher levels of academic participation and enthusiasm.	Increased engagement, leading to improved academic outcomes.	Led to higher participation and understanding of academic content.	Lesson planning reflections and student surveys.
Cultural Inclusivity	Making content relatable to the diverse cultural backgrounds of students increased engagement and academic success.	Enhanced student connection to content, fostering inclusion and belonging.	Made academic material more accessible and relevant, boosting performance.	Analysis of student engagement and academic performance across different cultural backgrounds.

FINDINGS

The findings of the study identify a number of important actions that led to long-lasting effects of behavior management and academic performance among students. Of the emergent themes, Building Respectful Relationships was the most important. The writer noted that the building of respect on the initial day of class was essential to managing a classroom successfully. By fostering a climate of trust and respect, students felt that their input was valued and were more likely to comply in accordance with both academic and behavioral expectations. And from this foundation of respect it was that much easier to discipline when need be, because the students also understood that the teacher's motivations were rooted in caring and not simply in forcing them to adhere to his or her will(Horner, et al., 2010).

Understanding that each student brings to the classroom a unique set of experiences, ways of learning, and emotional needs, the teacher was able to adapt appropriately and make stronger connections with students. Such a personalized approach to education not only succeeded in minimizing behavioral problems, but also led to better educational outcomes since students felt supported in their learning process (Gregory, & Korth, 2016).

The importance of Consistency and Fairness in the management of the classroom was thus also emphasized in the study. Consistent in her discipline, and fair to all students, the author's willingness to follow established rules fostered a safe and predictable classroom. They knew the rules from day one and had no doubt rules would be applied fairly. Such a level of uniformity also helped to reduce the distraction, conflict with the teachers, and did help to provide the discipline the students required to comprehend their academic works. It also promoted a perception of fairness which urged students to interact with the learning activity as they were not threatened of being treated unjustly (Everston, & Emmer, 2017).

Another driving part of the writer's philosophy of academic management was Active Engagement. Recruiting in-classroom and real-life examples and student facilitated discussions, was helpful in increasing levels of academic engagement and participation. Empowerment Students were empowered through opportunities to engage in discussions and apply their learning to real-life situations. Not only was it this approach more contextual to learning, it also made students active participants in their development of subject interest (Chalak, & Fallah, 2019).

Finally, the Author highlighted the relevance of Cultural Inclusivity in the classroom. The teacher engaged students and raised their academic achievement by relating content to their varied cultural experiences. Emphasizing the need to value and integrate students' cultural experiences into lesson plans resulted in students being able to see themselves in the material, which helped them feel included and to perform well academically. This cultural understanding also helped to bridge gaps in understanding and for learning to be more significant and relatable for students from a variety of backgrounds (Ebimiere, et al., 2020).

Taken together, the findings highlight the importance of relational strategies—respectful relationship, individualized attention, consistency, active engagement and cultural inclusivity— in promoting positive student behavior and academic achievement. The results provide support to the notion that a teacher' capacity to cater for the unique needs of their students and foster a structured, inclusive, and engaging classroom affects the conditions for behavioral as well as academic growth (Borenstein, et al., 2022).

DISCUSSION

Although much about managing student behavior has stayed the same, the approach to addressing these issues must adapt in response to changing classroom dynamics. Teachers need to develop and maintain respect, guidelines, and be willing to meet the diverse needs of students as they change. The success of these strategies in the author's classes seems to suggest a long-term success based on well-maintained focus on the emotional and academic growing of students (Bradshaw, et al., 2017).

Classroom management is a heady term--but it's an important heady term. Given the complexity and significance of this notion, very little research has attempted to examine the extent of its impact and implementation in different domains of education. Student achievement is one of such important aspects affected by this classroom management. Several previous research indicates that implementation of active classroom management can result in a statistically significant impact with diverse variables on students' achievement (Aliakbari & Bozorgmanesh, 2015; Djigic & Stojiljkovic, 2011; Ebimiere et al., 2020). In the range of levels of education involved, the meta-analysis study also known the relevance of the impact of instructive practices, that the classroom management have influence on the academic performance, of the schools also because the behavior of teachers. The score of combined effect value calculated by meta-analysis approach was 0.4066, accounting for 40.6% of the weight of classroom management factors influencing student achievement in different educational levels (Aydin, & Karabay, 2020).

Why it is that classroom management has a predictable impact on students' achievement? The relationship between classroom management as a concept and student achievement is consistent in its dimension which this concept represents and, when viewed in the context of learning and the impact on various levels of effectiveness and success of the teaching/learning process and to the student success that schools, parents, and teachers expect. Marzano et al. (2003), in

this regard, pointed out that classroom management may serve as the foundation for student success and alternatively, is indeed a manifestation of the primary aim of classroom management as making safe, comfortable and organised learning context. This is in part why it is assumed that well-run classes facilitate and contribute positively to the learning process, and why student engagement is a key factor in achieving much greater success in the classroom (Marzano et al, 2003). Emmer and Stough (2001) also described that classroom management is helpful in eradicating the disturbances and distractions (Emmer & Stough, 2001). By internalizing the classroom management definition, teachers can work to minimize distraction and maximize learning time. Emmer and Stough (2001) opine that the absence of distractions in the classroom, and during the process of teaching and learning, is a pre-requisite for the achievement of students (Afiah, 2018).

Pianta et al. (2012) also pointed out that positive interaction between teachers and students is a dimension of classroom management that can help students to fulfill their goals. From an empirical perspective, such interaction has substantive implications for the academic achievement of students (Pianta et al., 2012). Positive relationships that teachers developed with students affect not only teachers' self-efficacy, but also students'. Their teachers will appreciate and support them. Besides, classroom behavior and students' discipline can be controlled and managed using classroom management ideas other than this. This is another key support that is good for student success. Which, in translation: namely that positive behavior, coupled with consistent discipline, creates achievement-oriented students. The study of Wang et al. (1993) found that one of the most important factors in encouraging students' orientation to achieve is the use of good classroom management (Wang et al., 1993). Researches, to further uncover the elements of classroom management, cannot be detached from the fauceir which are considered to be the base, and which are believed to foster student´s success. Although the particular studies identified were not named, it appears that one of these studies may have been a study conducted to examine the relationship of classroom management and student achievement, such as the present study (Aliakbari, & Bozorgmanesh, 2015).

Djigic and Stojiljkovic (2011) also found that a comfy, safe and friendly classroom climate and atmosphere as a product of effective and positive teacher-students interactions has been constantly shown to stimulate students' achievement (Djigic & Stojiljkovic, 2011). This is consistent with at least six roles that a teacher can assume (Crosby and Harden, 2000) which include the information provider, the model, the facilitator, the assessor, the planner, and the resource material builder (Crosby & Harden, 2000). Their teaching role is thus inhabited and operationalized through classroom organization. If the teacher can manage to fit into these 6 (six) basic roles successfully, the teacher is no more just one who pours content and materials into students' heads, but a very powerful helper for the student to do well. In such cases, teachers' intention will be reinforced by students if they succeed in forging a strong, positive, and meaningful relationship with the students. Talebi et al. (2015) concurred as well and were able to confirm that a friendly school environment as between teachers and students plays a vital role in students' success (Talebi et al., 2015).

One important point that can be underscored from the current study, more specifically the present research, is that classroom management is particularly important in any setting in any educational level for student achievement. This point, in addition to the World War years, reinforces the continuity of the prominence of classroom management from the year to year, or even the century to century, and has the world of education develop, the more this point cannot be sedated by any education's aspirations or ideas that seem new innovation (Djigic, & Stojiljkovic, 2011).

CONCLUSION

Effective control is much more than just controlling and managing students' behavior; it is more about establishing relationships, being persistent, and showing concern for each student's individual reality and promise. Looking back on the writer's 29 years in the Houston ISD, it becomes clear that when all is said and done, great teaching is a lot more than having a lesson plan and saying what's on it. It demands the kind of knowledge of students as human beings that only a teacher can possess, that comes from knowing them up close, from their various histories and experiences and emotional requirements in life.

Throughout her career, the author showed, with great success, that teaching is based on the conviction that every child can learn and grow, but that it takes compassion, patience, and commitment to make it happen. By showing the importance of creating respectful teacher-student relationships and giving kids personal attention and implementing fair consistent classroom rules the author teaches in order for students to feel safe and secure. These were learning environments that were not just academically rich but were also good for the soul of our children at Primary level and the only way our children will be successful in the long term.

In addition, the research demonstrates the impact of cultural inclusivity in facilitating learning access and active participation. The writer made lessons more relevant by linking public school content to students' cultural backgrounds and life experiences. This model created a setting where students of all backgrounds were visible, valued, and encouraged to take part in their education.

In short, the author's 29-year experience teaches that successful classroom management and leadership is not merely a matter of rule enforcement, or teaching English and the subjects associated with it. Instead, they're all about fostering a site of learning that speaks to the whole student—emotionally, socially, and intellectually. Educators who value empathy, consistency, cultural inclusivity and care can turn classrooms into environments where students thrive academically and grow emotionally equipped for future obstacles. The lasting consequences of such a tactic are not just palpable in the academic success achieved by the students, but also in the intense loyalty and respect that the students feel for their teachers— a lasting legacy of inspired teaching.

RECOMMENDATIONS

In light of the results of this study, the following are recommended for educators in multicultural school districts:

Foster Respectful Relationships: Educators primarily should be looking to build positive relations with the young people in their care from that very first day. One way to do this is by caring about where students are coming from, how they are doing, and what they have lived. By establishing trust, we are setting the tone for a positive classroom culture in which students feel accepted and motivated, which in turn contributes to improved conduct and superior academic performance.

Implement Consistent and Fair Rules: Yet another valuable suggestion is to establish unvarying and proper rules for the class. Clear expectations should be set at the beginning of the school year and maintained throughout it. This fosters an organized and consistent space in which students know what's being asked of them, and can do so in a manner of safety and stability. In addition to being fair, an approach that treats all students equally thus fomenting respect while minimizing friction.

Adopt a Student-Centered Approach: It is also important to be student-centered in how you teach. Customizing education to suit each child's particular needs, especially children from underprivileged or immigrant families, has enormous effect, not just academically, but also in terms of behavior. Considering this student variation in need and teaching approach can assist all students to feel involved and supported in their process of learning.

Embrace Cultural Inclusivity: Cultural inclusivity is also one of the recommendations. Teachers need to strive to include diverse voices in their lessons so that academic content is accessible and stimulating to students from a wide range of cultural backgrounds. What it is doing is not only helping students feel a deeper connection to course material, it is working to create an inclusive classroom for everyone where everyone feels seen and heard.

ENCOURAGE LIFELONG LEARNING

And, lastly, it is important to instill a desire for lifelong learning in our students. To inspire curiosity and grit, teachers should set high expectations and provide students with the support needed to rise to academic challenges. When challenged to push their limits and are convinced that they can succeed, students will gain a love for learning that transcends the classroom and will take with them into the future.

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