

The Impact of Utilizing an Authoritative Approach on Classroom

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Abstract

The application of varied classroom management styles plays a crucial role in enhancing both teaching effectiveness and student learning outcomes. Each educator brings a distinct instructional approach to the classroom. In contemporary educational settings, a growing concern is students' lack of attention, which often results in reduced comprehension. This study aims to explore the effectiveness of the authoritative teaching style in maintaining classroom discipline while simultaneously fostering student engagement. Employing a quantitative descriptive methodology, the study analysed and synthesized data using a structured quantitative approach. Findings indicate that the authoritative style supports the development of student autonomy and accountability by recognizing individual differences and allowing self-expression within clearly defined boundaries. By encouraging active participation in classroom discussions, collaborative decision-making, and cooperative learning activities, this approach nurtures essential competencies such as communication and problem-solving. Moreover, it contributes positively to students' academic performance, engagement, adaptability, and overall well-being, thereby preparing them for real-world challenges. The results underscore that an authoritative teaching strategy, which balances structured guidance with student interaction, cultivates an inclusive and supportive classroom environment. Consequently, investigating classroom management techniques such as authoritative instruction is imperative for creating a motivating and participatory learning atmosphere that promotes both academic achievement and social development.

Keywords: *Authoritative approach; Classroom management styles.*

Introduction

The authoritative approach to classroom management effectively balances teacher authority with active student participation. Within this framework, students are encouraged to collaborate and engage meaningfully in learning activities, provided they adhere to established rules and guidelines (Fenner, 2021). This teaching style has been widely examined, particularly in the context of primary education. Authoritative educators implement structured and constructive pedagogical strategies within a supportive and disciplined environment (Walker, 2009). As defined by McCaslin and Good (1992), the authoritative style encompasses a harmonious blend of warmth and discipline, characterized by clearly articulated expectations and consistent positive reinforcement.

Empirical evidence supports the effectiveness of this approach. For example, Baker, Clark, Crowl, and Carlson (2009) found that an authoritative teaching style is positively associated with both behavioural and academic success among primary school students. Likewise, Carlson (2009) reported that students exposed to authoritative teaching tend to excel academically and demonstrate positive interpersonal relationships with peers.

Comparative research in classroom management consistently reveals that teachers who adopt an authoritative approach are more effective than those who rely on permissive or authoritarian styles (McCaslin & Good, 1992). This method emphasizes student voice, sets clear and consistent objectives, recognizes individual circumstances, and celebrates student efforts. The early years of elementary education are pivotal for a child's cognitive and social development. Conversely, poor classroom management practices can lead to disruptions, reduced academic achievement, and in some cases, peer victimization (Kloo, Thornberg, & Wänström, 2023). Consistent with prior findings, McCaslin and Good (1992) affirmed that authoritative instruction supports positive school adaptation across diverse student populations by combining warmth with firm control.

These findings underscore the necessity of exploring teaching strategies that enhance student behaviour and academic outcomes. Research by Blazar (2015, 2017) highlights the substantial influence of upper-elementary teachers on students' learning enjoyment, classroom behaviour, and mathematics self-efficacy. Authoritative teachers are typically firm yet fair, maintaining clear rules while respecting student input. They are receptive to feedback from students regarding classroom procedures and are willing to revise rules when appropriate to improve the learning environment (Continental Press, 2023).

Moreover, the consistent enforcement of disciplinary measures contributes to fairness and justice in the classroom, fostering an inclusive and positive atmosphere conducive to learning (Noguera, 2003; Gulnaz, 2023). The authoritative style is thus distinguished by its capacity to encourage student participation within a framework of structured expectations, effectively balancing control and autonomy (Carlson, 2009). Despite possessing content expertise, many teachers continue to encounter significant challenges related to classroom discipline (Wiseman & Hunt, 2008). Key management issues identified in the literature include violence, lack of family support, emotional and social difficulties, motivation, discipline, and barriers faced by students in inclusive or special education settings (Sieberer, 2015).

This study argues that teacher behaviour plays a pivotal role in shaping students' sense of empowerment. Focusing on student engagement and participation, the research aims to assess the impact of authoritative teaching on classroom behaviour. Through the use of empirical data, the study will explore how this pedagogical style influences students' prosocial behaviour, disciplinary outcomes, self-efficacy, and academic performance.

Literature Review

Classroom Management

Effective teaching begins with strong classroom management (Fenner, 2021). It forms the foundation for delivering efficient and impactful instruction. Classroom management strategies generally fall into four categories: authoritative, permissive, indulgent, and authoritarian. These approaches vary in terms of teacher control and student involvement. While some methods emphasize strict regulation with minimal student participation, others adopt a more inclusive and less controlling stance. Effective classroom management reduces the need for disciplinary interventions by establishing clear, consistent rules and appropriate consequences. This contributes to a safer and more conducive learning environment.

A well-managed classroom not only enhances student achievement but also minimizes stress for both teachers and learners (Wong et al., 2014). It fosters a setting where academic growth thrives by emphasizing rule clarity, behavioural expectations, and constructive feedback. As

noted by McNeese State University (2022), such strategies promote positive learning outcomes and increase the likelihood of desirable student behaviour.

Emmer et al. (2003) highlight essential elements of classroom management, including establishing and consistently enforcing rules, designing classroom layouts that support instructional goals, and beginning the school year with a proactive management focus. A structured classroom minimizes distractions and allows teachers to concentrate on delivering content rather than managing disruptions. In this environment, students also acquire vital social and emotional skills such as collaboration, communication, and problem-solving.

According to Kratochwill et al. (2014), classroom management significantly influences students' academic environments, affecting both their academic outcomes and emotional development. Research consistently shows that effective classroom management reduces disruptive behaviours, including aggression, and promotes a productive learning atmosphere (Thi & Nguyen, 2021; Wahl, 2023).

Authoritative Approach

The authoritative approach is widely recognized as an effective classroom management strategy. Defined by Hakim and Mayasari (2018), it entails shaping, regulating, and assessing students' behaviour based on clearly established norms that foster student growth. This method strikes a balance between teacher authority and student involvement. While students are expected to comply with classroom rules, they are also encouraged to collaborate and engage actively in the learning process (Fenner, 2021).

Authoritative teachers consider students' individual circumstances when setting expectations and consequences, and they consistently offer praise for appropriate behaviour and academic achievement. This approach nurtures mutual respect between students and teachers and contributes to students becoming more socially competent and responsible (Continental Press, 2023).

Furthermore, authoritative teachers build genuine relationships with students, both in and outside the classroom, resulting in increased motivation, participation, and academic improvement (Fenner, 2021). According to Yunita (2023), this model parallels authoritative parenting, emphasizing clear expectations and open communication, with the ultimate goal of fostering independent thinking and decision-making skills (Thi & Nguyen, 2021).

Student Discipline

Discipline is fundamental to achieving educational goals. Students must develop disciplined study habits to meet learning objectives and cultivate consistency (Ismiyanti, 2018). A disciplined classroom environment promotes better focus, minimizes disruptions, and improves overall instructional outcomes (Nugraheni, 2019; Setiawan, 2020).

Students who internalize the value of discipline tend to exhibit higher responsibility and accountability, which translates to improved academic performance (Fenner, 2021). Through dialogue and compliance with school policies, they also gain a deeper appreciation for the role of rules in maintaining harmony and collective well-being (Hidayat et al., 2017).

Student Self-Efficacy

Self-efficacy refers to an individual's belief in their capacity to complete tasks and achieve goals. It is closely associated with self-confidence and motivation (Begum et al., 2024). According to Bandura (1997), individuals with high self-efficacy are more likely to engage in tasks and persevere through challenges.

Academic self-efficacy is a student's confidence in their ability to succeed in academic tasks such as exams and assignments (Zajacova et al., 2005; Zimmerman, 1995; Schunk, 1991). It plays a pivotal role in learning and achievement. When students believe in their abilities, they are more inclined to embrace challenges and remain committed to their studies (Yunita, 2023; Ilyas, 2022). The authoritative classroom environment nurtures this belief by offering consistent encouragement and structured support.

Academic Achievement

The authoritative teaching approach characterized by high expectations and supportive guidance has been found to enhance both behavioural and academic outcomes (Kuntsche et al., 2006). Academic goals serve as benchmarks for student progress and motivation (Pathways to Advancement, 2024). Classroom management practices directly impact students' academic success by promoting engagement, minimizing disruptive behaviour, and encouraging personal responsibility (Thi & Nguyen, 2021; Bassey, 2012; SAKIRUDEEN et al., 2017). Wang (2009) emphasizes that teachers must possess effective classroom management skills to influence academic performance positively. These strategies foster a learning environment that supports instructional goals, thereby boosting student achievement (Baker, 2000).

Obeying Rules and Regulations

Students should understand both the rationale and benefits of adhering to classroom rules. This understanding fosters self-awareness and strengthens compliance (Hidayat et al., 2017). Teachers can cultivate discipline by involving students in the creation of classroom norms, thereby instilling a sense of responsibility and ownership (Anggraeni, 2018). The application of an authoritative management style supports the development of such discipline and enhances the educational process (Oktavia, 2017).

Conflict Resolution Skills

Conflict is a natural part of human interaction and occurs within classrooms as well. While often perceived negatively, conflict can present valuable learning opportunities (Wanasek, 2023). Teaching students constructive conflict resolution equips them with vital skills such as empathy, communication, and problem-solving.

An authoritative approach nurtures students' ability to think critically and creatively when faced with conflict (Hendri, 2019). Rather than imposing punishments, teachers can empower students to take responsibility for resolving issues, which enhances their engagement and investment in the learning process (Agus, 2015).

Standardized Test Scores

Classrooms with strong management practices tend to yield higher standardized test scores. Students in such settings are able to focus more effectively and engage meaningfully during

study sessions (Linsin, 2024). Standardized test results influence curriculum development, teacher evaluations, and classroom culture. While they assess student learning, they also reflect the broader quality of instruction and school policies (Baker, 2010).

Teachers who adopt an authoritative approach foster a supportive and motivating environment, which increases students' willingness to participate actively in learning, potentially boosting academic outcomes (Anggraeni, 2017).

Performance on Formative Assessments

Authoritative teachers encourage student involvement in formative assessments through constructive feedback and positive reinforcement. This method increases student motivation and helps them better understand their learning progress (Anggraeni, 2017). The attentive and supportive nature of this approach has been associated with improved academic performance (Nyarko, 2011; Mayseless et al., 2003).

Levels of Involvement and Participation

An authoritative classroom fosters student engagement through well-defined expectations and active learning strategies. Teachers guide discussions, group work, and collaborative projects while maintaining clear behavioural standards (The Four Common Classroom Management Styles). Students managed with this approach become more capable, independent, and accountable.

Hypothesis Development

An authoritative approach to classroom management is believed to positively influence student behaviour by fostering discipline and consistency. According to Ismiyanti (2018), students must cultivate a disciplined attitude to succeed academically, particularly when educators employ a consistent and structured approach. Discipline is a critical element in establishing an effective learning environment (Nugraheni, 2019). Authoritative teachers, who maintain high expectations while also providing support and understanding, tend to involve students in setting goals and determining fair consequences for rule violations (Fenner, 2021). This participatory and structured style fosters responsibility and accountability among students. Hence, the first hypothesis is proposed:

H1: Student discipline has a positive influence on the authoritative approach.

The effectiveness of authoritative teaching—characterized by a balance of high expectations and strong support—has been substantiated by prior studies, which link this approach to positive behavioural and academic outcomes (Kuntsche et al., 2006). Research by Thi and Nguyen (2021) further emphasizes the role of classroom management in shaping students' behaviour and academic performance. According to Bassey (2012), effective classroom management enhances student engagement, reduces disruptive behaviours, and promotes academic responsibility, ultimately leading to improved academic performance (Sakirudeen et al., 2017). Moreover, clearly organized instructional strategies facilitate learning and academic advancement (Ndiana, 2009). Therefore, the second hypothesis is:

H2: Student academic achievement has a positive influence on the authoritative approach.

Existing literature also demonstrates a significant correlation between authoritative classroom practices and students' academic self-efficacy. Aldhafri et al. (2020) found that authoritative approaches not only set clear boundaries but also foster student autonomy. This balance supports the development of academic self-efficacy—students' belief in their capacity to succeed (Yunita, 2023). Alnafea and Curtis (2017) confirmed the mediating role of self-efficacy, noting that students with higher self-efficacy respond more positively to authoritative teaching. Ilyas (2022) emphasized that students with strong self-efficacy are more motivated, engaged, and open to constructive feedback, enhancing the impact of an authoritative classroom approach. Thus, the third hypothesis is:

H3: Student self-efficacy has a positive influence on the authoritative approach.

The authoritative approach in classroom management is characterized by a balance between teacher authority and student engagement. It promotes rule compliance while encouraging active student participation and collaboration (Fenner, 2021). As emphasized by Thi and Nguyen (2021), understanding classroom management is a critical aspect of teacher training. Authoritative teachers invite students to contribute to the creation of classroom expectations, thereby acknowledging their interests and individual learning needs. They are responsive, nurturing, and maintain a firm but respectful relationship with their students ("Which of the 4 Different Types of Classroom Management Styles Is Best?", 2022). This approach fosters a structured yet inclusive learning environment. Hence, the fourth hypothesis is proposed:

H4: The authoritative approach has a positive influence on overall classroom management.

Research Methodology

This study employed a quantitative approach with a descriptive research design to explore the impact of an authoritative approach on elementary classroom management. The foundation of this research includes a literature review, which served as the basis for identifying relevant empirical studies and theoretical underpinnings. As defined by Punch (1988), quantitative research focuses on the collection and statistical analysis of numerical data, enabling objective evaluation. Babbie (2016) further characterizes the quantitative method as one that emphasizes measurable evidence, employing instruments for systematic data collection.

According to Bryman (2002), quantitative research progresses through a structured sequence involving theoretical formulation, hypothesis development, research design, sampling, data collection, data analysis, and conclusion drawing. In line with Sugiyono (2018), after gathering the data, statistical techniques are applied to derive reliable and unbiased insights. Sources of data may include secondary data analysis, direct observations, or structured questionnaires (Nasution, 2017).

The model developed for this study (see Figure 1) investigates the effects of implementing an authoritative approach in classroom management. The model is anchored on three primary constructs: student discipline, academic achievement, and self-efficacy. These constructs serve as key indicators of the effectiveness of the authoritative classroom management approach.

The first dimension, student discipline, emerges through structured classroom rules and expectations enforced by the teacher. Authoritative teachers not only explain rules but also clearly articulate the consequences of misbehaviour, taking into account students' individual

circumstances (Fenner, 2021). This approach promotes a moral foundation and behavioural accountability among students.

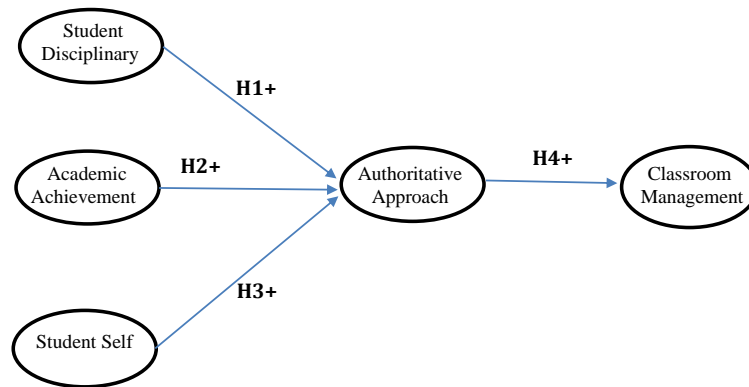


Figure 1.
Research Framework

The second construct, academic achievement, aligns with existing studies suggesting that effective classroom management directly influences both student behaviour and learning outcomes (Thi & Nguyen, 2021). Bassey (2012) notes that well-managed classrooms facilitate greater student engagement, reduce disruptive behaviour, encourage academic responsibility, and ultimately enhance student performance (Sakirudeen et al., 2017).

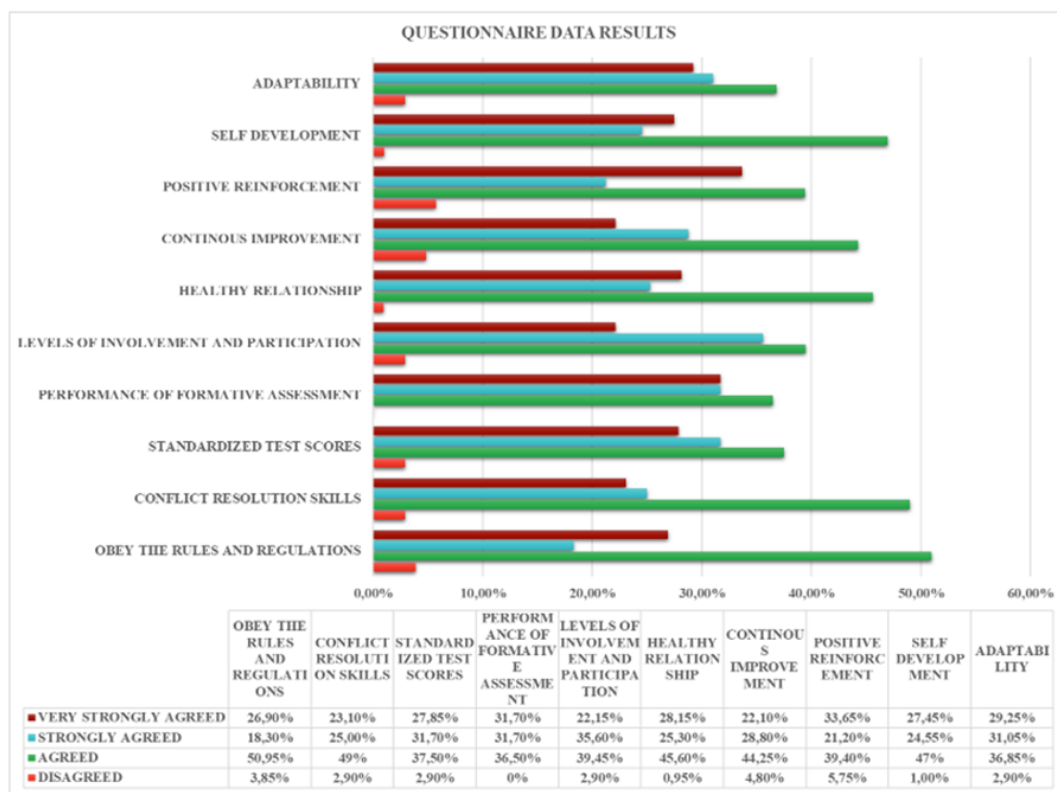


Figure 2.
Research Results

The third component, self-efficacy, is particularly significant as it pertains to students' belief in their capabilities to perform academic tasks. Ilyas (2022) argues that students with high self-efficacy are more motivated, responsive to feedback, and proactive in learning - qualities that are effectively cultivated within an authoritative classroom environment.

Figure 2 outlines the research subjects and the indicators integrated within the model. The authoritative approach is operationalized through ten indicators across the three constructs, functioning as subcomponents that elaborate on each dimension. These indicators establish a cohesive structure, helping illustrate how each element contributes to the overall classroom management framework.

For student discipline, two indicators are emphasized: rule adherence and problem-solving. These reflect students' ability to understand and internalize classroom norms while also developing conflict resolution skills. As Hidayat et al. (2017) highlight, structured behavioural expectations enhance student compliance and self-awareness. Furthermore, students exposed to constructive discipline develop interpersonal competencies such as empathy, communication, and effective conflict management (Wanasek, 2023).

Academic achievement is assessed through indicators such as performance in standardized assessments and classroom engagement. Anggraeni (2017) suggests that students who perceive teacher support are more inclined toward active participation, which contributes positively to learning outcomes.

Self-efficacy, the final construct, encompasses indicators related to interpersonal relationships and continuous improvement. According to Kenny and Walsh Blair (2012), positive peer and teacher relationships significantly influence students' academic success and emotional well-being. Smith (2017) emphasizes the importance of positive reinforcement in nurturing self-confidence and long-term motivation, both of which are hallmarks of authoritative teaching.

Additionally, classroom management indicators include self-development and environmental adaptability. These indicators reflect the broader impact of authoritative strategies in fostering not only academic success but also students' professional and social preparedness. As Hawthorne (2023) posits, adaptable students are better equipped to face post-educational challenges in diverse environments.

To validate the proposed model and hypotheses, data were collected through questionnaires distributed among a varied sample comprising teachers, students, parents, and school staff. This purposive sampling ensured diversity in respondent backgrounds and experiences, thereby enriching the data quality. Equal representation across these stakeholder groups allowed for comprehensive insights into how different educational participants perceive the authoritative approach.

The responses gathered through this instrument were analysed quantitatively using statistical methods appropriate to the research objectives. The results of this analysis are discussed in the following sections, assessing whether the findings substantiate the original hypothesis regarding the effectiveness of an authoritative classroom management style.

A total of 52 valid responses were collected over the course of a one-week data collection period using structured research questionnaires. The responses were then categorized and tabulated for analysis, as presented in the accompanying percentage chart.

The original questionnaire utilized six Likert-type response options: Highly Disagree, Disagree, Agree, Strongly Agree, Very Strongly Agree, and Extremely Agree. For the purpose of data analysis and clarity of presentation, the responses were consolidated into four main categories: Disagree, Agree, Strongly Agree, and Very Strongly Agree.

The figure 2. reflects the distribution of responses across ten key indicators, which serve as the study's analytical benchmarks. These indicators were carefully developed based on an extensive review of relevant literature and the theoretical framework supporting this research.

The objective of this study was to evaluate whether the indicators formulated in the research instrument are consistent with the empirical data collected and aligned with the theoretical assumptions and hypotheses proposed. The subsequent analysis draws upon these ten indicators to assess the implementation and effectiveness of the authoritative classroom management approach.

Conclusion

In summary, the authoritative approach to classroom management has proven to be a highly effective strategy for fostering a safe, inclusive, and supportive learning environment. Empirical evidence suggests that such an approach positively influences students' academic performance, self-efficacy, and behavioural regulation. These outcomes are reflected in key classroom activities, including adherence to rules and regulations, conflict resolution, performance on standardized assessments, completion of formative evaluations, the quality of peer and teacher relationships, continuous personal growth, reception of positive reinforcement, and adaptability.

This management style is characterized by clearly defined expectations, consistent rule enforcement, constructive teacher-student interactions, and a balanced emphasis on teacher authority and student participation. The findings of this study supported by positive respondent feedback that affirm that prior experiences with effective classroom management significantly shape students' perceptions and behaviours. Thus, the data robustly supports the initial hypothesis that the authoritative model contributes meaningfully to improved learning environments.

Moreover, the authoritative approach enhances positive teacher-student relationships by fostering mutual respect, warmth, and empathy. Such dynamics cultivate a learning atmosphere where students feel accepted, valued, and empowered to actively engage in academic and social activities. As a result, students are more likely to set ambitious goals, remain academically motivated, and pursue excellence with confidence.

By maintaining a structured yet nurturing environment, authoritative educators promote both academic achievement and holistic development. This approach instils a sense of ownership and self-regulation among learners, contributing not only to their intellectual growth but also to their emotional and social well-being. Ultimately, the authoritative model facilitates an educational climate where all students can thrive - academically, socially, and personally - through an ethos grounded in respect, collaboration, and encouragement.

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