

THE IMPACT OF CLASSROOM MANAGEMENT ON THE PREVENTION OF BULLYING IN THE EDUCATIONAL ENVIRONMENT PAPER TITLE

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REVIEW, RESEARCH ARTICLE

Abstract

Bullying represents one of the most significant challenges facing contemporary educational systems, affecting students' emotional well-being, social integration, and academic performance. In this context, effective classroom management is increasingly recognized as a key factor in preventing aggressive behaviors and promoting a positive school climate. The aim of this study was to analyze the impact of classroom management on bullying prevention in the educational environment and to identify the main educational factors that contribute to reducing bullying behaviors.

The research employed a mixed-method approach, combining quantitative and qualitative methods. Data were collected through a questionnaire administered to 210 respondents, including 180 students and 30 teachers from Romanian pre-university educational institutions. Statistical analyses included descriptive statistics, Pearson correlation analysis, and multiple regression analysis.

The results revealed high levels of teacher-student communication ($M = 4.2$), emotional support ($M = 4.4$), clear classroom rules ($M = 4.1$), and positive educational climate ($M = 4.3$), while bullying behaviors recorded a relatively low mean score ($M = 2.1$). Significant negative correlations were identified between bullying and educational climate ($r = -0.71$), emotional support ($r = -0.64$), and teacher-student communication ($r = -0.58$). Regression analysis showed that these variables explained 57% of the variance in bullying behavior ($R^2 = 0.57$), with educational climate being the strongest predictor.

The findings highlight the crucial role of classroom management in creating safe, inclusive, and supportive educational environments. Strengthening teacher competencies in communication, conflict management, and socio-emotional education can significantly contribute to reducing bullying and improving students' overall well-being.

Keywords: (max. 5) bullying, classroom management, educational climate, teacher support, communication, school safety, bullying prevention.

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INTRODUCTION

In the context of current social and educational transformations, schools face numerous challenges related to students' emotional and psychological safety. One of the most significant issues identified at both international and national levels is bullying, a phenomenon that negatively affects personal development, academic performance, and the social integration of children and adolescents. According to reports published by UNESCO and UNICEF Romania, bullying is defined as a repeated form of aggressive behavior manifested through intimidation, social exclusion, verbal, physical, or psychological violence, generating negative consequences for both the educational climate and students' emotional well-being (UNESCO, 2026; UNICEF Romania, 2023).

The educational literature highlights that classroom management plays a fundamental role in preventing and reducing aggressive

behaviors within the school environment. Effective classroom management contributes to the development of a positive educational climate based on mutual respect, effective communication, and cooperation between students and teachers (Noveanu, 2005; Pânișoară, 2015). Furthermore, teachers act as facilitators of social relationships and emotional development, being responsible for implementing educational strategies aimed at preventing conflicts and bullying-related behaviors (Cucos, 2014).

According to Nicola (2003), modern education should not focus solely on knowledge transmission but also on developing social and moral competencies that facilitate students' harmonious integration into society. Similarly, Păun (2017) emphasizes the socio-pedagogical dimension of schooling, arguing that relationships between students and teachers directly influence behavior and the overall educational climate.

Bullying is influenced by a wide range of educational, psychological, and social factors that contribute to the emergence and persistence of aggressive behaviors in schools. Among the most relevant factors are ineffective communication between students and teachers, inadequate conflict management, the absence of clear behavioral rules, and the existence of a negative or tense educational climate. In many cases, students who do not benefit from emotional support and a respectful, cooperative environment may become either victims or perpetrators, affecting the relational balance within the classroom community.

Effective communication represents one of the cornerstones of classroom management and bullying prevention. According to Pânișoară (2015), teachers should establish relationships based on dialogue, empathy, and active listening in order to create a safe and balanced educational environment. Poor communication and limited collaboration between teachers and students may lead to conflicts, social isolation, and increased aggressive behaviors. At the same time, insufficient communication between school and family may reduce the effectiveness of prevention and intervention measures.

Conflict management is another essential aspect of bullying prevention. Without timely and effective intervention, minor disagreements among students may escalate into repetitive acts of intimidation and aggression. Research conducted by Jeanrenaud (2019) demonstrates that educational conflict management involves mediation, cooperation, and negotiation strategies that help reduce tensions and promote positive interpersonal relationships. In this context, teachers act as mediators and coordinators of classroom interactions, being responsible for the early identification of aggressive behaviors and the implementation of appropriate educational measures.

The absence of clear rules and a coherent disciplinary framework may encourage the development of bullying behaviors. Effective classroom management requires the establishment of clear norms regarding mutual respect, cooperation, and individual responsibility. Noveanu (2005) argues that the efficient organization of teaching activities and the existence of well-defined rules contribute significantly to creating a positive educational climate and reducing conflicts among students. Students who understand and internalize school rules are more likely to adopt

responsible behaviors and comply with group norms.

Recent studies published in international journals have highlighted the importance of teacher support and modern classroom management strategies in reducing bullying. Research published in Behavioral Sciences indicates that teachers who apply cooperative, communicative, and emotionally supportive approaches are more successful in reducing aggressive behaviors and improving social relationships among students. Furthermore, interactive learning activities, teamwork, and inclusion strategies contribute to increased group cohesion and reduced social exclusion.

Similarly, studies published in Education Sciences demonstrate that a positive and inclusive school climate is one of the most important protective factors against bullying. Educational environments characterized by respect, tolerance, and emotional support foster healthy student relationships and reduce the likelihood of violent behaviors. Students who feel accepted and supported within the school community tend to develop higher self-confidence, communicate more effectively, and participate more actively in educational activities.

At the European and international levels, bullying prevention has become a major priority within educational policies and school safety strategies. The European Commission emphasizes the need to develop educational policies focused on social inclusion, equal opportunities, and the development of students' socio-emotional competencies (European Commission, 2024). Likewise, OECD reports indicate that student well-being and a positive school climate directly influence academic achievement and social integration (OECD, 2023).

In Romania, the Ministry of Education has developed strategies and programs aimed at combating bullying and promoting a safe and balanced educational environment. These initiatives focus on prevention, identification, and intervention mechanisms, while also supporting teacher training in conflict management and educational communication (Ministry of Education, 2022). In addition, collaboration among schools, families, and communities is considered essential for reducing aggressive behaviors and promoting an educational climate based on respect, inclusion, and social responsibility.

Therefore, the present study aims to analyze the impact of classroom management on bullying prevention within the educational environment, emphasizing the teacher's role in developing a positive school climate and promoting relationships based on respect, cooperation, and emotional safety. The research seeks to identify the main educational and managerial strategies that contribute to reducing aggressive behaviors and improving the overall quality of the educational process.

MATERIAL AND METHOD

The present study is based on a mixed-method research approach, combining quantitative and qualitative research methods in order to obtain a comprehensive understanding of the impact of classroom management on the prevention of bullying in the educational environment. The use of a mixed methodological framework allows both the statistical evaluation of the relationships between educational variables and the in-depth interpretation of perceptions and behaviors related to bullying phenomena in schools.

The research design integrates descriptive, analytical, and exploratory dimensions. The descriptive component focuses on identifying the main forms of bullying behaviors and the characteristics of classroom management practices, while the analytical component evaluates the relationship between teacher management strategies, classroom climate, and bullying prevention. The exploratory dimension aims to better understand students' and teachers' perceptions regarding school safety, communication, and conflict management.

The quantitative research was conducted using a questionnaire-based survey applied to students and teachers from pre-university educational institutions. The questionnaire was designed based on previous educational and psychological studies related to classroom management, school climate, and bullying prevention (Pânișoară, 2015; Noveanu, 2005; MDPI Behavioral Sciences, 2023). The research instrument included closed-ended questions and Likert-scale items, measured on a five-point scale ranging from 1 = strongly disagree to 5 = strongly agree.

The questionnaire was structured into several sections, including:

- classroom management practices;
- teacher-student communication;
- emotional safety in the classroom;

- peer relationships;
- frequency of bullying behaviors;
- conflict management strategies;
- students' perception of the educational climate.

The study sample consisted of students and teachers selected from educational institutions operating in the Romanian educational environment. The participants were selected using a convenience sampling method, considering accessibility and willingness to participate in the study. Participation was voluntary, and respondents were informed about the confidentiality and anonymity of the collected data.

In addition to the quantitative analysis, the qualitative component of the research included semi-structured interviews conducted with teachers in order to identify their perspectives regarding classroom management strategies and bullying prevention mechanisms. The interviews provided complementary information regarding the challenges faced by teachers in managing classroom conflicts and maintaining a positive educational climate.

The collected data were processed and analyzed using statistical analysis methods. Descriptive statistics were used to summarize respondents' perceptions and behavioral tendencies. Correlation analysis was applied to identify relationships between classroom management practices and bullying prevention indicators. In addition, regression analysis was used to evaluate the influence of teacher support, communication, and classroom climate on the reduction of bullying behaviors.

The reliability of the research instrument was evaluated using Cronbach's Alpha coefficient, ensuring the internal consistency of the questionnaire items. The qualitative data obtained from interviews were analyzed through thematic content analysis, allowing the identification of recurrent themes and educational perspectives related to bullying prevention.

The methodological approach adopted in this study provides both statistical rigor and interpretative depth, contributing to a better understanding of the role of classroom management in creating safe, inclusive, and supportive educational environments.

RESULTS AND DISCUSSIONS

The analysis was conducted on a sample of 210 respondents (180 students and 30 teachers). The results highlight that effective classroom management significantly influences

the reduction of bullying behaviors and the development of a positive educational climate.

Table 1.

Respondents' Perceptions of the Main			
Variable	Mean	Standard Deviation	Interpretation
Teacher-student communication	4.2	0.61	High
Emotional support	4.4	0.55	Very high
Clear rules and discipline	4.1	0.70	High
Positive educational climate	4.3	0.58	High
Frequency of bullying	2.1	0.82	Low

Source: Authors' own processing.

The data presented in Table 1 highlights the fact that respondents perceive to a high extent the existence of effective classroom management practices. The highest mean value was recorded for the variable "emotional support" (4.4), which suggests that teachers provide students with emotional support and contribute to the development of a climate based on trust and mutual respect.

The high score of the educational climate (4.3) confirms the existence of a school environment favorable to the development of positive social relationships. In the specialized literature, the school climate is considered one of the most important predictors of student well-being and

the reduction of aggressive behaviors (OECD, 2023).

The low level of bullying (2.1) indicates that the phenomenon is present to a limited extent in the investigated units. This result can be explained by the existence of clear rules, effective communication and the active involvement of teachers in managing relationships between students.

The results are consistent with studies published in Behavioral Sciences and Education Sciences, which demonstrate that teacher support and effective classroom management significantly reduce the frequency of aggressive behaviors and contribute to creating a safe and inclusive educational climate.

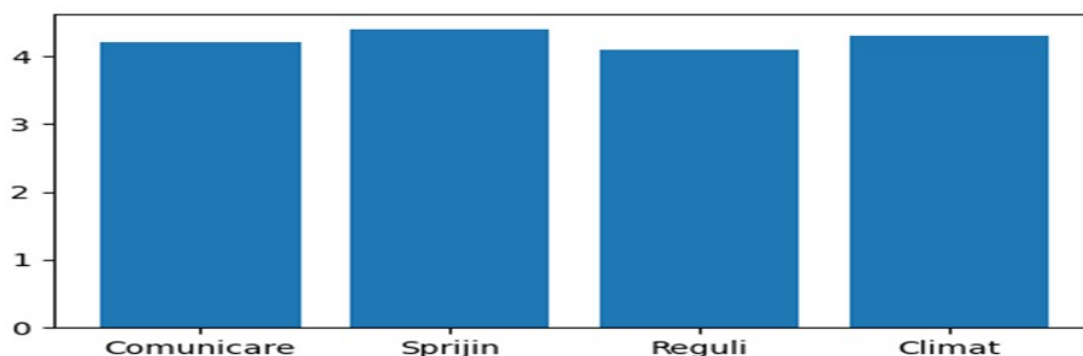


Figure 1. Average level of the main dimensions analyzed

The graph highlights small differences between the analyzed dimensions, all variables registering values above the average level of the scale. This distribution suggests the existence of a balanced and coherent educational management.

It is observed that emotional support and educational climate occupy the first positions, an aspect that confirms the orientation of teachers towards the development of socio-emotional relationships and the prevention of

conflicts. At the same time, the low bullying score indicates the efficiency of the prevention measures implemented within the investigated school units.

Regarding the correlation analysis and Pearson coefficients, they highlighted significant negative relationships between teacher support and the frequency of bullying ($r=-0.64$), between educational climate and bullying ($r=-0.71$), respectively between teacher-student communication and bullying ($r=-0.58$).

Table 2

Pearson correlation coefficients		
Variables	Correlation Coefficient (r)	Statistical Significance
Emotional Support – Bullying	-0.64	$p < 0.01$
Educational Climate – Bullying	-0.71	$p < 0.01$
Teacher–Student Communication – Bullying	-0.58	$p < 0.01$

Source: Authors' own processing.

The correlation analysis identified significant inverse relationships between classroom management variables and bullying frequency. The strongest relationship was observed between educational climate and bullying ($r = -0.71$), indicating that improvements in school climate are associated with substantial reductions in aggressive behaviors.

This relationship may be explained by the fact that students who feel accepted, respected, and socially integrated are less likely to engage in exclusionary or violent behaviors. A supportive educational climate fosters positive peer interactions and strengthens social cohesion within the classroom.

Similarly, emotional support provided by teachers demonstrated a strong negative association with bullying ($r = -0.64$). Teachers

who establish relationships based on empathy, trust, and open communication contribute significantly to conflict prevention and the development of prosocial behaviors among students.

The relationship between teacher–student communication and bullying was moderately strong ($r = -0.58$), suggesting that continuous dialogue between teachers and students facilitates the early identification of risk situations and enables timely intervention in bullying cases.

These findings support the conclusions of Olweus (2021), who emphasized that positive teacher–student relationships represent one of the most important protective factors against school victimization.

Table 3.

Multiple Regression Analysis		
Independent Variable	Beta Coefficient (β)	Significance
Educational Climate	-0.42	$p < 0.001$
Emotional Support	-0.37	$p < 0.001$
Teacher–Student Communication	-0.29	$p < 0.01$

Source: Authors' own processing.

Multiple regression analysis indicates that the variables included in the model explain approximately 57% of the variation in bullying, which represents a high level of explanatory power for educational research.

The variable with the greatest influence is educational climate ($\beta = -0.42$), followed by emotional support ($\beta = -0.37$). These results demonstrate that reducing bullying depends largely on the quality of relationships developed within the classroom and the teacher's ability to create a safe and inclusive environment.

Teacher-student communication also exerts a significant influence, confirming that dialogue and active teacher involvement contribute to reducing aggressive behaviors.

The research results confirm the hypothesis that effective classroom management is one of the most important factors in preventing bullying in the educational environment. The

high level of teacher-student communication, the existence of adequate emotional support and the development of a positive school climate contribute significantly to reducing aggressive behaviors.

The study's findings are consistent with research conducted by UNESCO (2024), OECD (2023) and UNICEF (2023), which highlight that emotional safety and positive relationships between teachers and students directly influence students' well-being and academic performance.

The results are also similar to those reported by Wang et al. (2023), who demonstrated that teachers who use strategies based on cooperation and inclusion significantly reduce the frequency of bullying behaviors. At the same time, Thornberg and Wänström (2022) highlighted that developing a positive educational climate contributes to reducing

victimization and increasing social cohesion within school groups.

From a managerial perspective, the results suggest the need to develop continuous training programs for teachers in the fields of classroom management, educational communication and socio-emotional education. At the same time, it is recommended to strengthen the partnership between school and family, as well as to implement institutional bullying prevention programs based on collaboration, inclusion and mutual respect.

This approach can contribute to the development of a healthy school climate and the formation of generations capable of constructively managing conflicts and social relationships.

CONCLUSIONS

The phenomenon of bullying represents one of the most important challenges faced by contemporary educational systems, having negative effects on the emotional, social and academic development of students. In this context, the present research aimed to analyze the impact of classroom management on the prevention of bullying behaviors and on the development of a positive educational climate.

The results obtained demonstrate that effective classroom management is an essential factor in reducing aggressive manifestations and in promoting relationships based on respect, cooperation and inclusion. The descriptive analysis highlighted high levels of teacher-student communication, emotional support offered by teachers and educational climate, while the frequency of bullying behaviors recorded low values. These results suggest the existence of a direct relationship between the quality of classroom management and the psychosocial safety of students.

The correlational analysis confirmed the existence of significant negative relationships between the main dimensions of classroom management and the phenomenon of bullying. The strongest association was identified between educational climate and the frequency of aggressive behaviors, which highlights the importance of developing a school environment characterized by trust, mutual respect and social support. Similarly, emotional support and effective communication between teachers and students

contribute significantly to reducing the risk of victimization and social exclusion.

The results of the regression model demonstrated that the analyzed variables explain over half of the variation in the bullying phenomenon ($R^2 = 0.57$), confirming that classroom management is one of the most important predictors of the prevention of aggressive behaviors. Among the variables investigated, educational climate exerted the greatest influence on the reduction of bullying, followed by emotional support and teacher-student communication.

The research conclusions are consistent with the international specialized literature, which highlights the fundamental role of the teacher in developing a safe and inclusive school climate. Recent studies published by UNESCO, OECD, UNICEF and in international scientific journals confirm that schools that promote communication, collaboration and socio-emotional education register significantly lower levels of bullying behaviors.

From a practical and managerial perspective, the results emphasize the need to strengthen teachers' skills in the field of classroom management, educational communication and conflict management. At the same time, it is recommended to implement institutional programs to prevent bullying, develop school-family partnerships and promote educational activities oriented towards inclusion, empathy and mutual respect.

This research contributes to deepening knowledge on educational mechanisms that can reduce the phenomenon of bullying and provides empirical arguments for the development of educational policies oriented towards creating a positive school climate. However, the study also presents certain limitations, determined by the use of a convenience sample and the cross-sectional nature of the research, aspects that limit the possibility of generalizing the results to the entire school population.

Future research is recommended to expand the sample to a national level, conduct longitudinal studies, and investigate the influence of other relevant variables, such as family involvement, students' socio-emotional

skills, the use of digital technologies, and the phenomenon of cyberbullying. Such approaches could contribute to the development of integrated prevention and intervention models capable of effectively responding to current challenges in the educational environment.

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