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# Analysis of the Causes of Weakness of Classroom Management Efficiency and the Exploration of the Optimization of the Relationship between Teachers and Students

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**ABSTRACT**

This study systematically analyzes the mechanisms behind weakened classroom management efficacy and proposes optimization pathways for teacher-student relationships. Grounded in classroom management theory, educational environment structure analysis theory, and instructional interaction relationship construction theory, the research comprehensively examines structural causes in educational environments, curriculum systems, and teaching institutions to reveal the underlying logic of diminished classroom management effectiveness. It constructs a framework for restoring classroom management efficacy through three key dimensions: enhancing teachers 'professional competencies, improving students' learning behaviors, and elevating interaction quality. The study emphasizes the synergistic effects of building instructional knowledge systems, optimizing classroom behavior norms, and strengthening interactive support systems. A comprehensive strategy is proposed, focusing on professional competency enhancement, learning behavior regulation, and relationship quality improvement. This approach aims to reconstruct classroom order structures, strengthen learning participation frameworks, and optimize interactive support systems, thereby providing theoretical foundations and practical insights for restoring classroom management efficacy, optimizing classroom ecosystems, and improving teaching quality.

**KEYWORDS**

Classroom management effectiveness; Weakening causes; Teacher-student relationship

## 1 Introduction

The weakening of classroom management effectiveness has become a critical issue affecting teaching order stability, learning behavior standardization, and teacher-student relationship coordination. Against the backdrop of diversified educational environments, complex curriculum systems, and evolving teaching systems, classroom management systems face structural tensions and functional weakening. This study analyzes the underlying mechanisms of classroom management effectiveness decline from three dimensions—educational environment structure, curriculum system structure, and teaching system structure—within the theoretical framework of classroom management. It clarifies the joint impact of external environmental pressures, internal teaching structure contradictions, and institutional operational lag on classroom management effectiveness. Based on this, the research constructs pathways for enhancing teachers' professional capabilities, mechanisms for improving student learning behaviors, and strategies for elevating teacher-student interaction quality. The study aims to explore theoretical logic and practical approaches for reconstructing classroom management effectiveness through three core components: integration of teaching knowledge systems, establishment of learning behavior regulation systems, and optimization of interactive support systems. This provides a systematic research framework for building high-quality classroom ecosystems.

## 2 Theoretical Definition of Weak Classroom Management Efficiency

The weakening of classroom management efficacy manifests as a comprehensive decline in teaching organizational structures, instructional behavior regulation mechanisms, and learning process monitoring systems. This phenomenon is characterized by reduced goal attainment, diminished teaching order stability, and deteriorated teacher-student interaction quality. Its core features include structural limitations in teachers 'instructional management capabilities, insufficient responsiveness in student learning behavior regulation systems, and decreased coordination in classroom operation mechanisms. Within theoretical frameworks such as instructional management, educational psychology, and curriculum and pedagogy, classroom management efficacy is recognized as a critical ability for teachers to optimize learning processes through the application of instructional rule construction mechanisms, learning behavior regulation mechanisms, and classroom situational adaptation mechanisms. When there is a systemic decline in the internalization level of instructional rules, the selection of teaching strategies, and classroom situational responsiveness, a state of weakened classroom management efficacy emerges. Additionally, behavioral regulation theory, learning motivation theory, and social interaction theory all emphasize that weakened classroom management efficacy is typically accompanied by ambiguous learning goal orientation, disorderly learning behavior norms, and delayed interactive

feedback mechanisms. These factors lead to structural impairments in teachers' instructional organization capabilities, learning process guidance abilities, and classroom atmosphere regulation skills, ultimately affecting the stability, coherence, and effectiveness of teaching activities.

## 3 Analysis of the Causes of Weak Classroom Management Efficiency

### 3.1 Structural Causes of Educational Environment

The structural causes of educational environments primarily stem from the imbalance in three key components within the classroom ecosystem: the allocation of teaching resources, the organization of learning spaces, and the support of campus culture. This imbalance systematically weakens classroom management effectiveness in three critical areas: situational adaptability, behavioral regulation, and process support. Firstly, the hierarchical disparities in teaching resource distribution create efficiency gaps between physical facilities, digital learning support systems, and instructional media applications. This results in insufficient instrumental support for teachers in organizing instruction, regulating learning activities, and reconstructing classroom scenarios, thereby reducing their instructional control capabilities. Secondly, functional mismatches in learning space configurations lead to suboptimal arrangements of seating layouts, interactive zones, and learning pathways. These deficiencies fail to meet diverse learning needs, causing decreased student engagement, disrupted attention allocation, and increased classroom management challenges. Furthermore, structural gaps in campus culture—particularly in learning norms, classroom behavior constraints, and educational value guidance—weaken the internalization of learning behaviors. Students exhibit insufficient awareness of learning rules and inadequate self-regulation abilities, further exacerbating classroom management burdens. Essentially, these structural causes manifest as systemic deficiencies in external support systems during teaching operations. Their cumulative impact progressively weakens classroom management effectiveness, ultimately resulting in significant deterioration of feedback mechanisms, regulatory systems, and situational support functions within classroom management frameworks.

### 3.2 Structural Causes of the Curriculum System

The structural causes of curriculum systems primarily manifest as imbalances in the structural design and operational mechanisms of three key components: curriculum objectives, content frameworks, and implementation systems. This imbalance results in systemic weakening of classroom management effectiveness across three dimensions: goal orientation, content organization, and process regulation. Firstly, the curriculum objectives system suffers from unclear hierarchical categorization of learning goals and an imbalanced knowledge-ability-emotional structure. This structural imbalance prevents teachers from establishing stable instructional guidance during classroom goal conversion, leading to reduced logical coherence in learning activity design and diminished goal-driven motivation in student learning behaviors. Secondly, structural overload or fragmentation in curriculum content systems creates systemic deficiencies in knowledge presentation methods, difficulty gradients of learning tasks, and activity pathways. This complexity increases instructional organization complexity and elevates students' cognitive load, ultimately compromising classroom management effectiveness. Additionally, mismatches between teaching method structures, evaluation frameworks, and classroom activity designs in implementation systems result in disjointed task assignments, fragmented learning activities, and disjointed feedback generation. These gaps weaken classroom rhythm management, learning behavior regulation, and instructional interaction organization. The structural causes of curriculum systems typically constrain teaching strategy selection, delay learning behavior response mechanisms, and weaken classroom activity functions. This creates systemic contraction in knowledge construction pathways, learning activity trajectories, and interactive regulation chains, becoming a key endogenous factor contributing to weakened classroom management effectiveness.

### 3.3 Structural Causes of Teaching System

The structural causes of teaching system deficiencies primarily stem from systemic flaws in three key areas: teaching management protocols, classroom operation frameworks, and evaluation mechanisms. These deficiencies undermine the stability, coordination, and operational effectiveness of classroom management systems. Firstly, ambiguous institutional constraints in defining teaching responsibilities, allocating classroom management authority, and regulating teaching behaviors lead to insufficient institutional support for teachers in curriculum planning, activity organization, and classroom behavior management. This results in unclear management boundaries and reduced applicability of strategies. Secondly, structural mismatches between classroom scheduling, standardized teaching procedures, and actual instructional needs create disruptions in pacing control, activity transitions, and process continuity, ultimately diminishing classroom management efficiency. Thirdly, evaluation systems with monotonous assessment methods, outdated performance metrics, and lack of feedback mechanisms fail to motivate students' self-regulation or provide

teachers with actionable improvement data. This lack of data-driven guidance weakens both the strategic objectives and operational strategies for classroom management optimization. At its core, these structural issues arise from inadequate regulatory constraints and imbalanced implementation chains within the institutional framework, which collectively limit the functional operation of classroom management systems and create institutional drivers for weakened management effectiveness.

## 4 Strategies for Optimizing the Teacher-Student Relationship in Classroom Management

### 4.1 Improvement of Teachers' Professional Competence

The enhancement of teachers 'professional competencies serves as a crucial foundation for reconstructing classroom management effectiveness and optimizing teacher-student relationships. At its core, this involves improving teachers' professional support capabilities in classroom organization, learning behavior regulation, and learning environment creation through three key dimensions: advancing pedagogical knowledge systems, reconstructing teaching strategy frameworks, and strengthening instructional regulation systems. First, teachers should deepen their pedagogical knowledge systems by integrating curriculum knowledge, instructional knowledge, and learner knowledge. By establishing a cognitive framework based on disciplinary logic, learning patterns, and teaching strategies, they can accurately grasp the structural connections of learning content, thereby laying a solid cognitive foundation for classroom management. Second, teachers need to master the combined application of classroom management strategies, learning motivation strategies, and learning behavior guidance strategies through optimized teaching strategy systems. By employing tiered instruction, cooperative learning, and task-driven learning approaches, they can organize classroom activities in a structured and sequential manner, enhancing the controllability of teaching processes. Additionally, teachers should strengthen their classroom situation diagnosis, learning behavior monitoring, and classroom order management capabilities within instructional regulation systems. Through the application of learning behavior diagnostic techniques, classroom order maintenance techniques, and learning feedback adjustment techniques, they can achieve real-time responsiveness and precise regulation in classroom management. Simultaneously, teachers should improve their emotional management, communication guidance, and relationship coordination skills to create a stable, supportive, and secure classroom atmosphere, gradually strengthening teacher-student relationships through trust structures, respect structures, and cooperative structures. Finally, the improvement of teachers' professional ability not only enhances the management efficiency of teachers in classroom organization, teaching implementation and learning control, but also provides the core power for the reconstruction of classroom management system, and lays the key foundation for the recovery, stability and optimization of classroom management efficiency system.

### 4.2 Improvement in students' learning behaviors

The improvement of students 'learning behaviors is a critical factor in enhancing classroom management efficiency and optimizing teacher-student interaction structures. Its core lies in strengthening learning motivation, training learning strategies, and building internalized learning discipline mechanisms, thereby enabling students to develop stable learning behavior patterns with self-regulation capabilities, autonomous learning abilities, and classroom participation skills. First, reinforcing students' learning motivation structure serves as a crucial prerequisite for behavioral improvement. By establishing goal-oriented support systems, learning meaning construction systems, and achievement feedback systems in classrooms, students can develop clear learning objectives, positive value perceptions, and sustained motivation, thereby strengthening the intrinsic drive for learning behaviors. Second, optimizing students' learning strategy systems is an essential approach to improving learning quality. Through training in learning plan formulation, resource utilization, and process monitoring, students can master information processing strategies, task management techniques, and metacognitive regulation strategies. This enables them to adopt structured, planned, and controllable learning patterns during task execution, reducing disruptive behaviors that interfere with classroom order. Additionally, building internalized learning discipline mechanisms ensures stable classroom management. By cultivating cognitive systems of learning rules, behavioral norms, and self-discipline mechanisms, students internalize external behavioral standards as self-regulatory requirements. This allows them to consciously follow learning rules, maintain learning states, and preserve cooperative order during classroom activities, thereby minimizing the need for external interventions in classroom management. Meanwhile, students should enhance their self-management skills in learning emotion regulation. By training in emotion recognition, transformation, and stabilization strategies, they can improve emotional consistency in classroom participation, thereby boosting the continuity of learning behaviors and the coordination of classroom interactions. Ultimately, the improvement in students' learning behaviors not only enhances classroom learning efficiency and quality but also strengthens the self-management support mechanism within the classroom management system. This shift transforms classroom management from external control to internal self-discipline,

achieving stable teaching order, smooth teaching processes, and a harmonious teaching atmosphere.

### 4.3 Improvement in the Quality of Teacher-student Interaction

Enhancing the quality of teacher-student interactions is a crucial pathway to improve classroom management effectiveness and foster a positive learning environment. The core approach involves optimizing interaction structures, refining communication mechanisms, and reconstructing classroom relationships to boost the effectiveness, responsiveness, and constructiveness of classroom exchanges. This transforms interactive processes into valuable teaching resources that facilitate learning, regulate behavior, and optimize emotional well-being. First, optimizing teacher-student interaction structures requires establishing an interactive system guided by teaching objectives, learning tasks, and situational needs. By enhancing teachers' questioning strategies with thought-provoking elements, refining feedback strategies with targeted approaches, and improving evaluation strategies with directional guidance, interactions can serve knowledge construction, cognitive development, and emotional support functions, thereby deepening and elevating the quality of classroom engagement. Second, refining communication mechanisms necessitates creating a coordinated system of verbal, non-verbal, and emotional communication. Standardizing instructional language, strengthening feedback protocols, and optimizing motivational language enable students to receive clear behavioral guidance, timely learning feedback, and positive emotional support during the learning process. Simultaneously, effective use of non-verbal cues like eye contact, facial expressions, and behavioral cues enhances communication consistency and coherence. Additionally, improving interaction quality relies on reconstructing classroom relationships. By building a teacher-student relationship system based on respect, trust, and cooperation, students develop a sense of security, belonging, and participation, which increases responsiveness and collaboration in learning behaviors while reducing external resistance to classroom management. Meanwhile, teachers should implement differentiated and tiered interaction strategies during classroom engagement, ensuring all students—regardless of their learning foundations, styles, or needs—receive tailored support. This approach prevents imbalanced participation and marginalization. Ultimately, enhanced teacher-student interaction not only strengthens the classroom management system's adaptive capacity but also transforms the classroom into a collaborative space for knowledge construction, learning behaviors, and emotional support. This synergy elevates overall classroom management effectiveness and fosters a thriving learning ecosystem.

## 5 Conclusion

The weakening of classroom management effectiveness stems from multidimensional structural factors, requiring systemic solutions that integrate theoretical framework reconstruction, behavioral system optimization, and relational structure rebuilding. Through comprehensive analysis of structural pressures in educational environments, inherent contradictions in curriculum systems, and institutional limitations in teaching practices, this study reveals the underlying mechanisms driving this decline. It proposes integrated optimization strategies through three key pathways: enhancing teachers 'professional competencies, fostering students' learning behaviors, and improving teacher-student interactions. These strategies aim to achieve structural transformation in classroom management—shifting from external control to internal regulation, from one-way management to two-way interaction, and from institutional-driven approaches to relationship-driven models. The research demonstrates that improving classroom management effectiveness requires coordinated support from three pillars: strengthening pedagogical knowledge systems, establishing mechanisms for internalizing learning behaviors, and elevating the quality of teacher-student interactions. This synergy will optimize classroom ecosystems, stabilize teaching order, deepen learning engagement, and provide actionable pathways and theoretical foundations for continuous improvement of classroom management systems.

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