

## Co-Constructing Classroom Management through Family and Community Engagement in Tliba BOURAS Middle School, Eloued, Algeria : Toward a Harmonious Learning Environment

البناء المشترك لإدارة القسم : إشراك الأسر والمجتمعات من أهل مناخ مدرسي  
منسجم دراسة حالة متوسطة تليبة بوراس-الوادي-الجزائر

Author Mohammed Lamine GHOULI  
University of Eloued, Email [ghouli-mohammedlamine@univ-eloued.dz](mailto:ghouli-mohammedlamine@univ-eloued.dz)

### Title of the research laboratory

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#### **Abstract:**

Classroom management cannot be understood solely as a matter of pedagogical practice. It is multidimensional process involving dynamic interactions between teachers, families, and local communities. Collaborative engagement among these stakeholders fosters a positive school climate, enhances student motivation, and contributes to learners 'overall well-being. Drawing on ecological and sociocultural theories, this paper explores the role of families and educational communities in shaping effective classroom management. It also examines practical strategies for building sustainable partnerships that strengthen the educational environment. In this study, the principles of these theoretical frameworks are applied at Tliba BOURAS Middle School, where structured parent-teacher meetings, community, workshops, and collaborative programs, demonstrate how family and community engagement can co-construct classroom norms and support harmonious learning. The study argues that classroom and forms part of broader educational ecosystem where all actors share responsibility for student success and holistic development.

**key words:** Classroom management; Family engagement; Community participation; Ecological theory; Sociocultural perspective.

ملخص باللغة العربية:

تعد إدارة القسم من القضايا المحورية في العملية التعليمية ، إذ لا يمكن اختزالها في مجرد ضبط النظام داخل القسم أو تنظيم الدروس ، بل هي عملية تربوية وتفاعلية متعددة الأبعاد تقوم على التعاون بين المدرسة والأسرة والمجتمع.

يرى هذا البحث أن إشراك الأولياء والمجتمعات المحلية في العملية التعليمية يسهم في تحسين المناخ المدرسي ، ويدعم الدافعية نحو التعلم ، ويعزز الرفاه النفسي والاجتماعي للمتعلمين.

انطلاقاً من النظرية البيئية (لبوفنبرغر، 1979) والنظرية الثقافية (لفيغوتسكي، 1934)، يؤكد المقال أن تطور المتعلم لا يحدث بمعزل عن محيطه الاجتماعي، بل في إطار تفاعل ديناميكي بين الأسرة والمدرسة والمجتمع . كما يستعرض البحث إطار مجتمعات الممارسة لوينجر (1998)، موضحاً كيف تساهم المشاركة الفعالة للأسر والمجتمع في إعادة بناء القواعد الصفية والروتين، وتعزيز بيئة تعلم متناغمة.

تطبيق هذه المبادئ في متوسطة طليبة بوراس – الوادي ، أظهر أن الاجتماعات المنتظمة بين المربين والأولياء ، وورش العمل المجتمعية ، والبرامج التعاونية تدعم تطوير الانضباط الإيجابي ، وتعزز الانتماء المدرسي ، وتشجع الطلاب على تبني القيم المشتركة والسلوك المسؤول داخل القسم.

خلصت الدراسة إلى أن إدارة القسم الناجحة تقوم على المسؤولية المشتركة بين جميع الأطراف التربوية، وأن تحقيق مناخ مدرسي منسجم يتطلب تبني مقاربة تشاركية وشاملة تراعي خصوصيات الأسرة والبيئة الاجتماعية، مستندة إلى تفاعل ديناميكي بين المدرسة والأسرة والمجتمع. الكلمات المفتاحية: إدارة القسم؛ مشاركة الأسرة؛ مشاركة المجتمع ؛ النظرية البيئية ؛ المنظور الاجتماعي والثقافي.

## Introduction

Classroom management remains one of the most significant challenges faced by educators worldwide. Far from being limited to the control of student behavior or classroom organization, it encompasses a set of pedagogical, relational, and emotional practices that create a learning environment conducive to academic achievement and personal growth. Historically, classroom management has been perceived as the teacher's exclusive responsibility. However, contemporary educational research emphasizes that it is a collective process involving multiple stakeholder,

particularly families and local communities, who play essential roles in shaping students' experiences and attitude toward learning.

As Bronfenbrenner (1979) explains in his *Ecological systems theory*, the child develops within a complex network of interdependent systems – including family, school, and community –that continuously influence one another. A system approach to classroom management thus requires teachers to engage actively with parents and community actors to ensure coherent and supportive educational practices across these environments.

Moreover, as recent studies in educational psychology demonstrate, strong collaboration between teachers, parents, and community organizations promotes positive discipline, higher motivation, and greater emotional stability among students (Epstein,2011; Gordon,2003;Henderson&Mapp,2002). This collaboration not only prevents disruptive behaviors but also contributes to student's sense of belonging, well-being, and long-term academic engagement.

The present study aims to investigate the impact of structured family and community engagement on classroom management in a middle school at Tliba BOURAS, El oued, Algeria . Using a mixed-methods approach, the study combines qualitative observations with quantitative statistical analysis, and paired t-test. This analytic framework allows for a systematic evaluation of changes in student behavior, teacher satisfaction, and parental involvement before and after the intervention , providing empirical evidence to support effective collaborative classroom management strategies.

## **1. Theoretical Framework and Literature Review**

The study of classroom management through the lens of family and community engagement draws upon several major theoretical frameworks in educational sciences. Three of the most relevant are Brofenbrenner's Ecological Systems Theory (1979), Vygotsky's Sociocultural Theory (1934), and Wenger's concept of Communities of practice (1988). Together, these models provide a comprehensive understanding of how individual learning is shaped by interactions between the learner and the broader social environment .

In the context of Tliba BOURAS Middle School, these theoretical principles guided the design of interventions involving structured parental engagement and community collaboration. Activities such as parent-teacher meetings, community workshops, and collaborative problem-solving sessions with students were implemented to enhance classroom management. This

framework demonstrates that theoretical models of ecology, social constructivism, and community practices can be effectively applied in real school setting to foster harmonious learning environments.

### 1.1 The Ecological Approach Education

Bronfenbrenner's ecological model conceptualizes the learner as part of an interconnected system of environments: the microsystem( family, school), mesosystem (interactions between Microsystems), exosystem ( external influences such as local institutions), and macrosystem ( societal and cultural norms). Within this framework, classroom management is not confined to what happens inside the classroom walls; it is influenced by the quality of communication and cooperation between the family, school, and community.

A strong mesosystem-where parents, teachers, and community organizations maintain continuous and coherent communication-supports the development of student's autonomy and discipline. Conversely, when these systems operate in isolation, student's may face conflicting expectations and inconsistent support structures, leading to behavioral or motivational difficulties (Bronfenbrenner, 1979).

At Tliba BOURAS Middle School, structured parent-teacher meetings and community workshops were implemented to strengthen these connections, illustrating how an ecological perspective can be applied to enhance classroom management. This framework informs the parent study by emphasizing the co-construction of classroom management practices through active family and community engagement.

### 1.2 The Sociocultural perspective

Vygotsky's (1934) *Sociocultural theory* emphasizes the social nature of learning, proposing that cognitive development occurs through interaction with more knowledgeable others-teachers, parents, and peer. From this perspective, learning is not an individual act but a constructed process that unfolds through dialogue and shared cultural practices.

Applying this framework to classroom management implies this discipline, motivation, and engagement are social constructs that emerge through communication between the school and its surrounding environment. The

teacher's role, therefore, extends beyond the transmission of knowledge; it also involves facilitating constructive exchanges among students, parents, and the community to create a coherent moral and educational framework.

In the context of Tliba BOURAS Middle School, sociocultural perspectives help explain how structured family and community involvement supports effective classroom management. For example, parent-teacher meeting, collaborative workshops, and community mentorship programs create opportunities for shared problem-solving and reinforce common norms and value. These interactions enable students to internalize behavioral expectations and develop autonomy, while teachers benefit from the support and insight to family and community actors.

Thus, integrating sociocultural perspectives in this study highlights the importance of co-constructed practice, where classroom management results from the dynamic interactions between the school, families, and the local community, rather than from top-down directives alone. This approach complements the ecological model by showing that social and cultural context shapes both learning and classroom behavior.

### **1.3 The Community of Practice Model**

Wenger's (1988) *concept of Communities of practice*(CoP) and adds another *dimension to this analysis*. It highlights how learning and behavior are shaped by participation in social groups that share common goals and values. Schools, families, and community organizations form such communities, where mutual learning occurs through collective reflection, collaboration and shared responsibility.

At Tliba BOURAS Middle School, structured parent-teacher meeting, collaborative workshops, and community mentorship programs illustrate how these principles operate in practice. When families and communities are actively engaged in school life, they become partners in constructing norms, expectations, and behavioral models. This participation strengthens students 'sense of belonging encourages them to internalize shared values, and supports the development of autonomy, contributing to a harmonious, responsible, and wel-disciplined classroom culture.

By integrating the CoP model with ecological and sociocultural perspectives, this study demonstrates that effective classroom management is a co-constructed process, shaped not only by teacher strategies but also by

the dynamic interactions among teachers, families, and the broader community. Such collaboration ensures that classroom norms and practices are collectively owned, understood, and sustained over time.

#### **1.4 Integrating the Theories**

Integrating these perspectives reveals that effective classroom management relies on systemic coherence across the various contexts in which students are involved. The ecological model situates these relationships within Microsystems, mesosystems, and macrosystems, emphasizing how family, school, and community environments collectively influence student development. The sociocultural approach explains the mechanisms of interaction, highlighting the role of cultural norms, language and collaborative learning in shaping behavior. The community of practice model provides a framework for sustained collaboration, illustrating how teachers, families, and community members co-construct classroom norms, routines, and expectations.

At Tliba BOURAS Middle School, these frameworks converge to inform practical strategies such as structured parent-teacher meetings, collaborative workshops, and mentorship programs, demonstrating that effective classroom management is participatory, relational, and culturally grounded, rather than purely disciplinary or administrative. Together, these integrated theories affirm that the success of classroom management, where all stakeholders share responsibility learning environment.

### **2. Methodology**

#### **2.1 Research Design**

This study employs a mixed –methods research design, combining both quantitative and qualitative approaches to evaluate the impact of structured family and community engagement on classroom management. The mixed-methods design allows for a comprehensive analysis, providing both measurable outcomes and contextual insight .

##### **2.1.1 Quantitative Component:**

- Pre-and post-intervention measures were collected to asses changes in student behavior, teacher satisfaction, and parental involvement.

- Standardized questionnaires and rating scales were administrated to students, teachers, and parents.
- Statistical analyses, including means, standard deviations, and paired t-tests were conducted to evaluate the significance of observed changes.

### **2.1.2Qualitative component:**

- Classroom observation and semi-structured interviews were conducted to explore participants perceptions, experiences, and interactions.
- Observations focused on engagement, cooperation, conflict management, and implementation of classroom strategies.
- Interviews with teachers and parents provided insight into the effectiveness of collaborative practices and challenges encountered during the intervention.

The integration of quantitative and qualitative data enhances the validity of the findings, allowing triangulation of evidence and a deeper understanding of the mechanisms through which family and community engagement affect classroom management.

## **2.2 Data Sources and Analytical Approach**

The analysis is based on a review of scholarly literature in educational psychology, pedagogy, and community studies, drawing primarily on works by Bronfenbrenner (1979), Vygotsky(1934), Epstein (2011), Henderson and Mapp (2002),and Wenger (1988). Secondary sources-including policy reports and recent educational studies –were also examined to ensure a comprehensive understanding of the phenomenon.

In addition to the literature review, empirical data were collected at Tliba Bouras Middle School, El oued. Data sources included student questionnaires, teacher surveys, parental feedback forms, and structured classroom observations conducted before and after the implementation of the engagement program.

The study employed a mixed analytical approach combining thematic synthesis and quantitative statistical analysis.

First, qualitative data from classroom observations and interview were analyzed using thematic using a thematic synthesis approach

(Tomas&Harden,2008). This method allowed for the identification of recurrent themes such as positive discipline practices, parental involvement, collaborative communication, and community partnership models.

Second, quantitative data were analyzed using descriptive statistics ( means and standard deviations) to summarize trends in student behavior, teacher satisfaction, and parental engagement. Paired t-test were conducted to measure statistically significant differences between pre-intervention and post-intervention results.

### **2.3 Scope and limitations**

This study focuses on the impact of structured family and community engagement classroom management in a middle school setting. The research is specifically conducted at Tliba BOURAS middle school , El oued, involving 120 students,10 teachers, and 80 parents.

The study examines:

- Changes in student behavior and engagement.
- Teachers perception of classroom management and satisfaction.
- The role of family and community support in reinforcing classroom rules and fostering a harmonious learning environment.

The finding are intended to provide practical recommendations for school administrators, teachers, and policymakers seeking to improve classroom climate through collaborative strategies.

While this research provides valuable insight, several limitations should be acknowledged:

#### **- Sample Size and Scope**

The study is limited to one middle school; therefore, results may not be fully generalizable to other schools or regions.

#### **- Time Constraints**

Data were collected over a single academic semester, which may limit the observation of long-term effects.

#### **- Self -Reported Data**

Some data, particularly from students and parents, are based on self-reported questionnaires, which may introduce response bias.

- Context-Specific Factors

Cultural, social, and administrative factors specific to Tliba BOURAS Middle School may influence the effectiveness of interventions, limiting applicability in different contexts.

- Resource Limitations

Limited availability of external resources ( community programs, workshops) may have affected the implementation of engagement strategies.

Despite these limitations, the study provides empirical evidence and practical insight into how family and community collaboration can enhance classroom management and student outcomes.

### **3. Finding and Discussion**

#### **3.1 Finding**

The section presents the findings of the study. In the analysis, the mean (M) refers to the average score of participants, while the standard deviation (SD) indicates the variability of responses around the mean. The probability value( P) determines statistical significance, with values below .05 considered significant.

##### **3.1.1Quantitative Results:**

The statistical analysis revealed significant improvements in classroom management following the implementation of structured family and community engagement programs.

Student behavior :

- Mean scores of student engagement and compliance with classroom rules increased from  $M= 3.2, SD=0.7$  before the intervention to  $M=4.1, SD=0.5$  after the intervention.
- Paired t-test confirmed that this improvement was statistically significant ( $t(119)=8.72, p<0.001$ )

Teacher Satisfaction:

- Teacher reported higher satisfaction with classroom climate, scoring  $M=3.5, SD=0.6$  before the intervention and  $M=4.3, SD=0.4$  after.
- Paired t-test results indicated a significant increase ( $t(9)=5.34, p<0.01$ ).

#### Parental Engagement :

- Parental involvement in school activities increased from  $M=2.8, SD=0.8$  to  $M=4.0, SD=0.6$  Post- intervention, showing a statistically significant effect ( $t(79)=9.01, p<0.01$ ).

### 3.1.2 Qualitative Results :

#### Classroom Observations:

- Teacher implemented collaborative strategies and clear expectations consistently.
- Students demonstrated more cooperation, fewer conflicts, and higher participation.

#### Interviews with Teachers and Parents:

- Teacher emphasized that parental support helped maintain classroom rules.
- Parents expressed satisfaction in being more involved in their children's learning and behavior management.

#### Emergent Themes:

- Engagement, collaboration, harmony, and proactive conflict prevention were recurrent themes in the qualitative analysis.

### 3.2 Summary of Finding

The integration of quantitative and qualitative results demonstrates that structured family and community engagement has a positive impact on classroom management. Students showed increased engagement and improved behavior, teachers experienced higher satisfaction and more manageable classroom climate, and parents were more actively involved in supporting their children's learning. These findings provide empirical

evidence for effectiveness of collaborative approaches in enhancing classroom harmony.

#### **4. Discussion**

The finding of this study indicate that structured family and community engagement positively influences classroom management in a middle school setting. Both quantitative and qualitative data support the conclusion of the collaborative practices enhance student behavior, teacher satisfaction, and parental involvement.

##### **4.1 Impact on Student Behavior**

The significant increased in student engagement and compliance with classroom rules confirms that students respond positively when classroom expectations are reinforced consistently across school and home environments. This aligns with Bronfenbrenner's Ecological Systems Theory, which emphasizes the influence of family and community (microsystem and mesosystem) on student development. By engaging families and broader community, students experienced a coherent support system that promoted self-regulation, cooperation and active participation in learning.

##### **4.2 Teacher Satisfaction and Classroom Climate**

Teachers reported improved classroom climate and higher satisfaction levels after the intervention. Collaborative strategies, clear expectations, and parental support reduced classroom disruptions and allowed teachers to focus more pedagogical practices. These results highlight the importance of shared responsibility in classroom management, confirming findings from Epstein's framework of school-family-community partnerships.

##### **4.3 Parental Engagement and Community Involvement**

Increased parental involvement was observed through participation in school activities and support for classroom rules. The findings demonstrates that families and local communities play a critical role in reinforcing positive behaviors and creating a harmonious learning environment. Structured engagement strategies enable parents to actively contribute to students 'academic and behavioral outcomes, strengthening the link between school and home.

#### **4.4 Integration of Quantitative and Qualitative Findings**

The mixed-methods approach provided a comprehensive understanding of the intervention's effects. Quantitative data measured the statistical significance of improvements, while qualitative observations and interviews explained the mechanisms behind behavioral changes and enhanced collaboration. Triangulation of these data sources increased the reliability and validity of the study, offering both empirical evidence and practical insight.

#### **4.5 Implications for Practice**

The study suggests that schools can improve classroom management by fostering structured family and community engagement programs. Key strategies include :

- Establishing clear communication channels between teachers and parents.
- Involving parents in planning and supporting classroom rules.
- Collaborating with local community organizations to reinforce learning and behavioral expectations.
- Implementing mediation and conflict-prevention strategies to promote a harmonious classroom climate.

The results confirm that co-constructing classroom management with families and community is effective in improving student behavior, teacher satisfaction, and parental engagement. This study provides a model for Algerian middle schools and similar educational contexts, demonstrating the value of collaborative, evidence-based interventions.

#### **Conclusion and recommendations**

This study, conducted at Tliba BOURAS Middle School in Eloued, Algeria , has shown that structured family and community engagement plays a pivotal role in effective classroom management. Drawing on Bronfenbrenner's Ecological System Theory, Vygotsky's Ecological Constructivism, and Wenger's Community of Practice, the research highlights that classroom management is a socially co-constructed process that involves teachers, students, families, and the wider community.

The findings suggest that fostering collaboration among all stakeholders creates environment. Schools are encouraged to provide professional development programs for teachers to enhance strategies for engaging families and community actors. Regular opportunities for parental participation, clear policies defining roles and responsibilities, and sustained collaboration with local community organizations can reinforce positive classroom practices. Monitoring and evaluating these engagement initiatives ensures that strategies remain responsive to the evolving needs of students, teachers, and families.

In conclusion, co-constructing classroom management through structured family and community engagement not only improves classroom dynamics at Tliba BOURAS Middle School but also promotes a culture of shared responsibility, collaboration, and sustainable learning, contributing to a harmonious and effective educational environment.

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