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An Overview of Student Behavior and Classroom Management: A Bibliometric Discourse on Productions, Themes, and Future Directions

Sonia Lobo

Abstract

Background/purpose. In the ever-evolving landscape of education, student behavior and classroom management have always been subjects of concern for both scholars and academicians. Given the lack of in-depth summaries in the literature, the bibliometric analysis employed in the present study aims to conduct a detailed exploration of the literature. Thus, providing an overview of trends, patterns, and knowledge gaps in the domain.

Materials/methods. A pool of 747 articles extracted from the Scopus database was analyzed using RStudio and VOSviewer software. Various bibliometric techniques, including production analysis, journal analysis, citation analysis, and influential author analysis, were conducted.

Results. The findings of the study reveal that studies on student behavior and classroom management have increased significantly over time, especially in the past two decades. The significant contribution to literature originates from the developed Western countries. Additionally, terms such as classroom discipline, psychological aspect, and behavioral disorder are trending topics within the domain.

Conclusion. The study presents a detailed, data-driven overview of the evolution and thematic focus of student behavior and classroom management work, which has not been explored adequately in the literature. The findings serve as a guide for educators, policymakers, and researchers, offering a roadmap for future research.

1. Introduction

The classroom atmosphere serves as a medium through which students not only acquire knowledge but also develop essential life skills by engaging in interactions with peers and teachers. The influence of the classroom climate in nurturing the young minds is undoubtedly enormous. The classroom environment sets the tone for shaping students' academic, social, and emotional development (Emmer & Sabornie, 2015). In a classroom setting, the efficiency of the teaching-learning process is profoundly influenced by the behavioural dynamics. A behavioural view of classroom management has been dominant and continues to be an influential paradigm in both educational research and the preparation of teachers (Landrum & Kauffman, 2013; Anderson, 2014). The issue of disruptive student behaviour is a significant challenge for modern-day teachers (Cooper et al., 2018; Tanase, 2023). This problem is not only affecting the academic milieu but also impacting the emotional and professional well-being of educators. Teachers in modern times are facing tremendous pressure in dealing with an expanding variety of student behavioural disorders. These behavioural issues range from mild disobedience to severe emotional and conduct disorders. Unless taken care of and managed correctly, these problems lead to increased teacher stress, job dissatisfaction, and emotional trauma, which eventually will affect the quality of education provided. Besides the disruptive behavior of the students, their behavior also encompasses a positive dimension. Positive attitudes, such as respect for teachers and peers, attentiveness, cooperation, and active engagement in class, also significantly contribute to fostering a constructive classroom environment. As a result, understanding student behavioural spectrum in terms of patterns and causes, and adopting effective management strategies associated with it, is vital for developing supportive educational policies and procedures. It may also help in designing effective teacher training programmes. In this sense, the concept of classroom management, which highlights the approaches adopted by teachers that help maintain classroom order, engage students, and establish a favorable learning climate, has become an inalienable research field in education. Classroom management is defined as a systemic, planned approach employed by teachers to promote the development of the learning environment required for students to receive a variety of information and knowledge measurably (Aydin & Karabay, 2020). In essence, classroom management involves proficiency in approaches such as communication, disciplinary actions, relationships between teachers and students, and lesson planning (Mahmoud & Bawaneh, 2025). Skillful classroom management makes the intellectual work possible (LePage et al., 2005). Effective classroom management involves creating and maintaining a learning-supportive climate, rather than solely controlling students' behaviour (Evertson & Harris, 1992). The students feel secure, build strong relationships with their teachers, stay motivated, and show better academic, behavioral, and social performance when classrooms are well-managed (Korpershoek et al., 2016; Schonert-Reichl, 2017).

The origins of the concept of classroom management and student behaviour theories can be found in psychology, primarily in the work of early thinkers such as Freud, who discussed unconscious motivation (Strachey, 1962). Later, educational psychologists such as Porter focused on observable behaviours and socialisation processes among students (Porter, 2020). Traditional methods of classroom management relied on reactive approaches to student misbehaviour, whereas modern-day techniques have highlighted the adoption of proactive strategies in handling student misconduct (Oliver et al., 2011; Malik, 2020; Zoder-Martell et al., 2022). Classroom management has evolved from strict discipline to more inclusive, proactive, and student-centred models. The scholars acknowledge that effective classroom management strategies are essential to enrich teaching and learning experiences for students in 21st-century education (Babadjanova, 2020).

Over the years, enormous research has emerged exploring and emphasizing various aspects of student behaviour and classroom management. However, despite the volume of work available, the intellectual structure of this expanding field has not been comprehensively delineated and

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synthesised. To fulfil this aim, a bibliometric analysis serves as a valuable approach to evaluate the evolution of scholarly work, identify trends and patterns in the domain, and highlight research gaps. The current research aims to provide a comprehensive bibliometric review of studies focused on student behaviour and classroom management issues. The study will answer the following research questions:

RQ1: What is the research and publication trend in the area of student behavior and classroom management?

RQ2: Who are the prominent voices in the area of student behavior and classroom management?

RQ3: What are the key scholarly works that have significantly shaped the field of student behavior and classroom management?

RQ4: What are the core themes and current trends in the arena of student behavior and classroom management?

RQ5: What are the future opportunities for research in the field of student behavior and classroom management?

The findings will provide a profound understanding of the development and direction of research in this critical sector of education, serving as a helpful resource for future investigations and policy formulation.

2. Literature Review

Disruptive behavior in the educational system has been a concern for several years (Oliver et al., 2011). Literature highlights a range of studies on student behavioral concerns, prompting necessary actions to address the issues. For instance, Friedman (1995) conducted a study on students' behavioural patterns leading to teachers' burnout. The results revealed that teachers were mainly affected by students' disrespect and inattentiveness. Further, Ghazi et al. (2013) reported 23 types of disruptive behaviors in the classroom, including students trying to gain power in the classroom, entering the classroom hurriedly with a screaming sound, sleeping during teaching, chatting with one another during teaching, ignoring the teacher's direction, using rough language with other students, and the teacher. Moreover, research conducted by Vongvilay et al. (2021) explored descriptive behaviors, such as aggression and goofing off, among students. The common causes of disruptive behavior include classroom atmosphere, the relationship between teacher and the student, the influence of peers, and individual factors such as low academic achievement (Kaplan et al., 2002; Shin & Ryan, 2017; Blank & Shavit, 2016; Romi & Freund, 1999)

Teachers often reach out for assistance to deal with student disruptive behavior and classroom management. Furthermore, managing student conduct can consume a significant amount of a teacher's time and energy, detracting from instructional activities. A productive learning environment and the promotion of social and academic growth depend on efficient classroom management. Therefore, good classroom management is essential for both teacher retention and successful educational outcomes. Behavioural, emotional-cognitive, and preserving a positive student-teacher relationship are among the effective classroom management interventions that have been covered in the research (Nelson, 1996; Wangdi & Namgyel, 2022; Zoder-Martell et al., 2022; Musser et al., 2001). Planning lessons, creating routines, laying out explicit rules, and employing positive reinforcement are all important components of classroom management (Collier-Meek et al., 2019; Herman et al., 2022). Improved student engagement and achievement are associated with evidence-based practices like behavior-specific praise, frequent schedule references, and high response rates (Skiba et al., 2016). For long-term improvement, research also highlights the significance of teacher training programs, school-wide strategies, and functional assessments (Retuerto et al., 2020).

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Despite the interventions and remedial measures in classroom management, the topic continues to present various new challenges in today's evolving educational system. The dynamics of student behaviour have changed as a result of the post-pandemic learning shift, rising mental health concerns, expanding cultural and social diversity, the development and application of artificial intelligence (AI) in education, and the use of digital tools (Usher et al., 2021; Bantjes et al., 2022; Schachner et al., 2021; Chiu et al., 2024). AI is specifically altering classroom practices by facilitating personalised learning and creativity and streamlining administrative duties. At the same time, it has also introduced new challenges for the teaching fraternity. For scholars and academicians, these shifts have complicated the identification of clear directions for future research, emphasizing the necessity of a more thorough and methodical analysis of current research trends in student behavior and classroom management to understand better and improve classroom management techniques.

3. Methodology

Bibliometric analysis has gained popularity over recent years due to the invention of a variety of analytical tools. These tools have enabled the quantitative analysis of scientific literature. The bibliometric analysis helps to understand development and trends within a specific field, identify effective research, and review academic productivity. Many software tools, such as VOSviewer, Bibliometrix, SciMat, RStudio, Gephi, Bibexcel, and Leximancer, are available for performing bibliometric analysis. The current study utilizes bibliometric techniques such as RStudio and VOSviewer. To address the research questions, the relevant data were extracted from the Scopus database, which was then subjected to a data preprocessing procedure as outlined below:

3.1. Database and Keywords

Firstly, data on the central theme of student behaviour and classroom management were exported from the Scopus database. The Scopus database was chosen for its broad coverage across the social sciences. It has the most comprehensive advanced search list of bibliographies and abstracts and is better designed for conducting bibliometric analysis (Zhang et al., 2024; Falagas et al., 2008; Nwagwu, 2007). In the present study, the Scopus database was found to have an edge over the Web of Science, as it provided a broader range of articles on the current topic. The literature across the years was taken into account, comprising 1181 articles. The research query in Table 1 served as a foundation for capturing a broad scope of literature. An initial dataset of 1181 studies was obtained on 8th September 2025. The criteria that guided the selection of these studies are highlighted below:

- Articles were narrowed down to journals to ensure the quality factor.
- Publications were limited to those available in the English language.
- No restrictions were levied on the timeframe to ensure a comprehensive collection of literature.

Table 1. Research Query Used to Retrieve Literature

Research Query
TITLE-ABS-KEY ("student behavior" OR "student misbehavior" OR "disruptive behavior" OR "problem behavior" OR "behavioral challenges" OR "classroom discipline" OR "student conduct")
AND
TITLE-ABS-KEY ("classroom management" OR "behavior management" OR "teacher strategies" OR "teacher intervention" OR "teacher response" OR "teacher stress" OR "classroom challenges")

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3.2. Data Cleaning & Final Study Selection

Ensuring data quality through cautious data cleaning is key to obtaining meaningful and credible bibliometric insights (Goyal & Soni, 2024). To screen the literature and finalize the selection of relevant studies, the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) flow diagram was utilised. The PRISMA Statement has gained prominence in recent years, as most studies have employed this framework to screen and select the literature (Gokhale et al., 2020; Goyal & Soni, 2023; Alsharif et al., 2021). The PRISMA model outlines a straightforward, methodological process for including and excluding sources in literature reviews. The first set of articles (n = 1181) was manually reviewed and filtered according to the PRISMA flow chart, resulting in the selection of 747 studies, as shown in Figure 1.

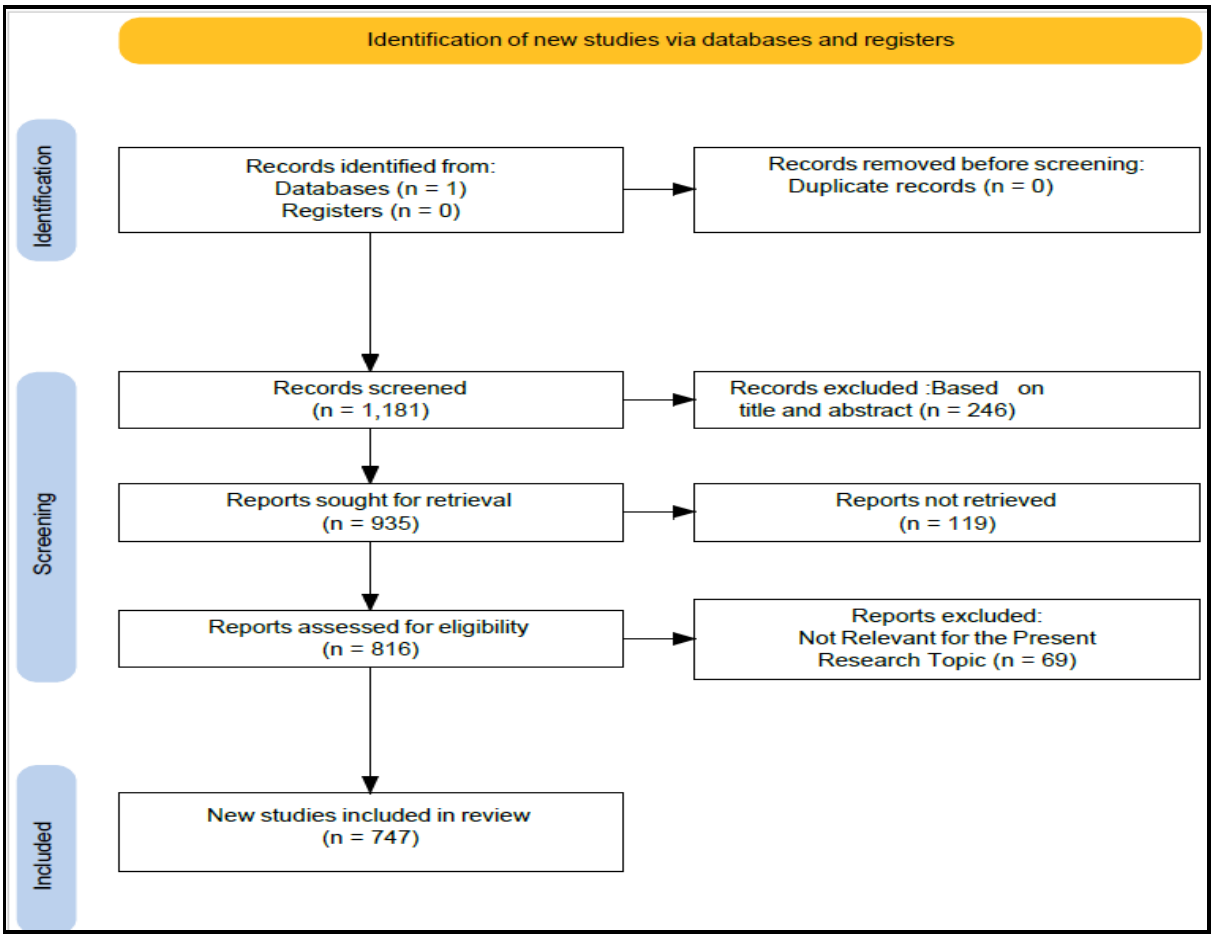

Figure 1. PRISMA 2020 Flow Diagram Illustrating the Selection Process of the Final Article Pool

4. Results

4.1. Annual Scientific Production Trend

The annual trend in scientific publications is depicted in Figure 2. The first publication appeared in 1936. Several decades thereafter, the scientific work on the issue was relatively scarce, with occasional publications until the early 2000s. A noticeable rise is observed starting from 2007, with a substantial surge in research output between 2015 and 2018. The year 2018 marked the peak of production, with nearly 70 articles published. Thereafter, a slight decline in publications is observed between 2019 and 2021. However, the topic gained momentum again in 2022 before experiencing a subtle downturn in 2023. Furthermore, in 2024, the scientific output increased significantly, indicating sustained research activity. The overall trend reflects a surge in research production over the past two decades, suggesting growing global interest in the topic.

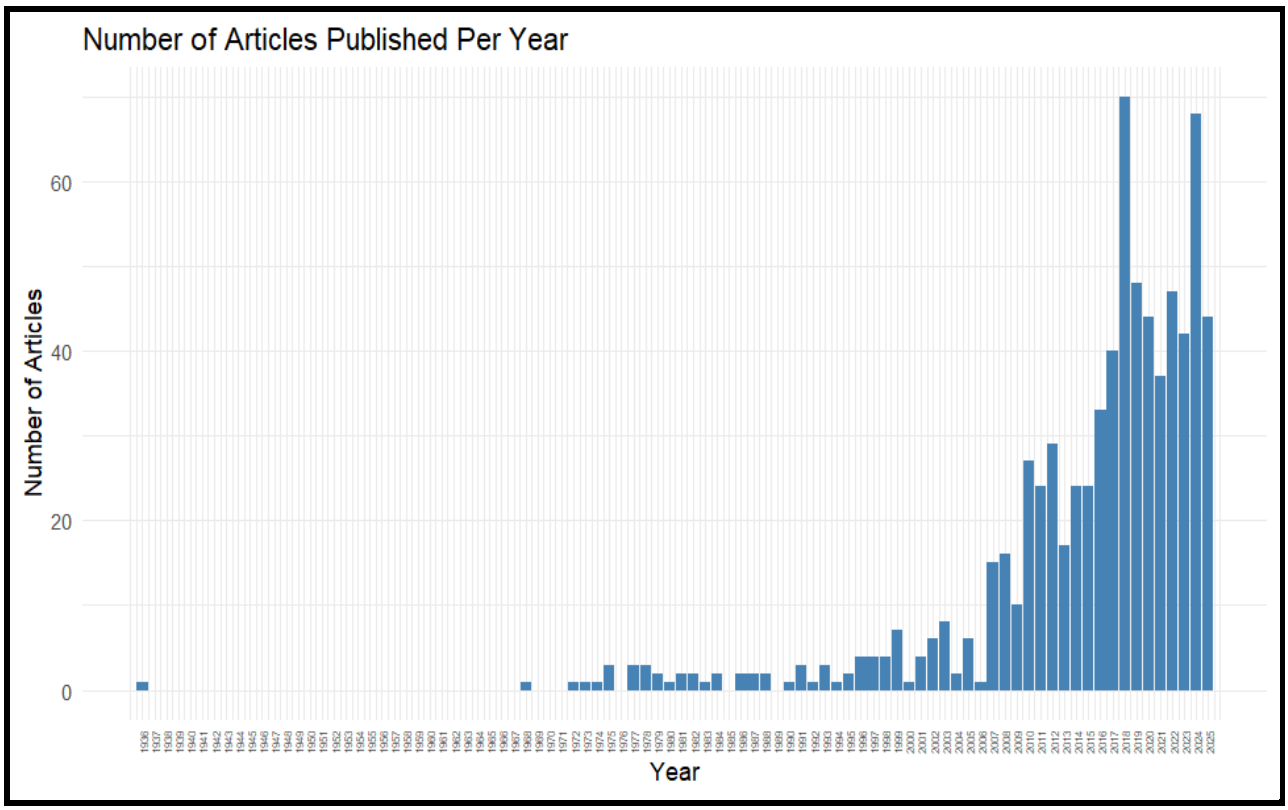

Figure 2. Annual Scientific Production Trend

4.2. Annual Citation Trend

The average citation trend is portrayed in Figure 3. The line chart represents the mean total citations per article. A gradual increase from 1936 is observed in average citations, reaching a maximum mean of 194 citations per article in 1968. This data indicates that 1968 saw increased interest in studying student behaviour and classroom management.

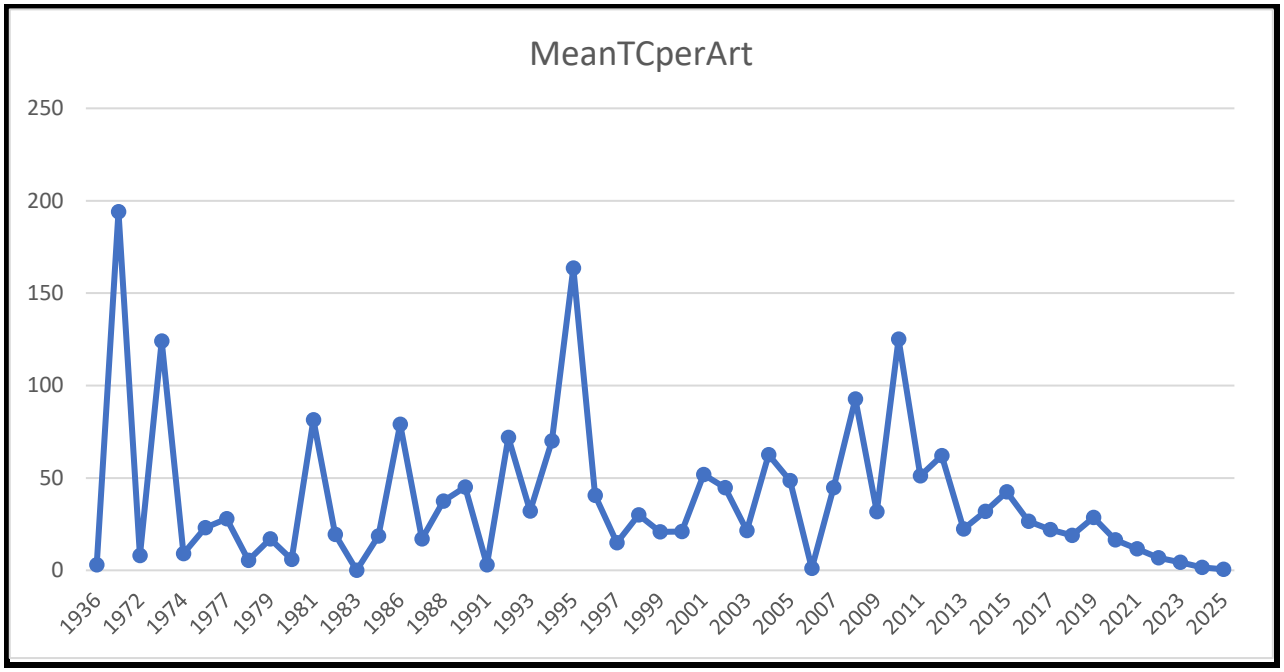

Figure 3. Average Citations Statistics

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A noteworthy fact is that the study performed by Thomas et al. (1968) in the initial year titled "Production and elimination of disruptive classroom behavior by systematically varying teachers' behavior" has received a total of 194 citations as of September 2025. This seminal work established a foundation for research on student behaviour and classroom management, opening new opportunities for further exploration in this field. Furthermore, the years 1973, 1995, and 2010 saw an increase in the mean total citations per article.

4.3. Top Sources and Institutional Affiliations

According to Table 2, among the influential journals that disseminate knowledge of the current research topic worldwide, the Journal of School Psychology leads with 22 research articles. The other prominent contributions to the research output have come from Psychology in the Schools (21 articles), Educational Leadership (20 articles), Journal of Behavioral Education (20 articles), and Education and Treatment of Children (17 articles). Further, in terms of affiliations, the University of Virginia is positioned at the top of the table with 48 article publications, followed by the University of Missouri, the University of Florida, Ohio University, and Brigham Young University with 45, 31, 30, and 28 publications, respectively.

Table 2. Top Five Sources & Institutional Affiliations Publishing Studies in the Present Research Domain

Journals	No of Articles	Affiliation	No of Articles
Journal of School Psychology	22	University of Virginia	48
Psychology in The Schools	21	University of Missouri	45
Educational Leadership	20	University of Florida	31
Journal of Behavioral Education	20	Ohio University	30
Education and Treatment of Children	17	Brigham Young University	28

4.4. Country Scientific Output

Subsequently, an analysis of the top countries dominating in the research output in the domain under investigation was conducted. The results are illustrated in Table 3. The United States of America is the leading contributor, with 1276 publications, far exceeding the output of other nations. Australia is in second place with 166 publications. The other significant contributors are the United Kingdom (78), the Netherlands (59), and China (47). The distribution indicates the supremacy of the share held by developed Western countries in driving the research in this field. Furthermore, a close examination of the bibliometric analysis reveals that the subject has been investigated across a broad geographic arena, with scholarly contributions from 58 distinct countries. Figure 4 illustrates the country's scientific production.

Table 3. Top Five Contributory Countries in Scientific Research Output

Si No	Country	Frequency	Number of Contributing Countries in the Research Field
1	United States of America	1276	
2	Australia	166	
3	United Kingdom	78	58
4	Netherlands	59	
5	China	47	

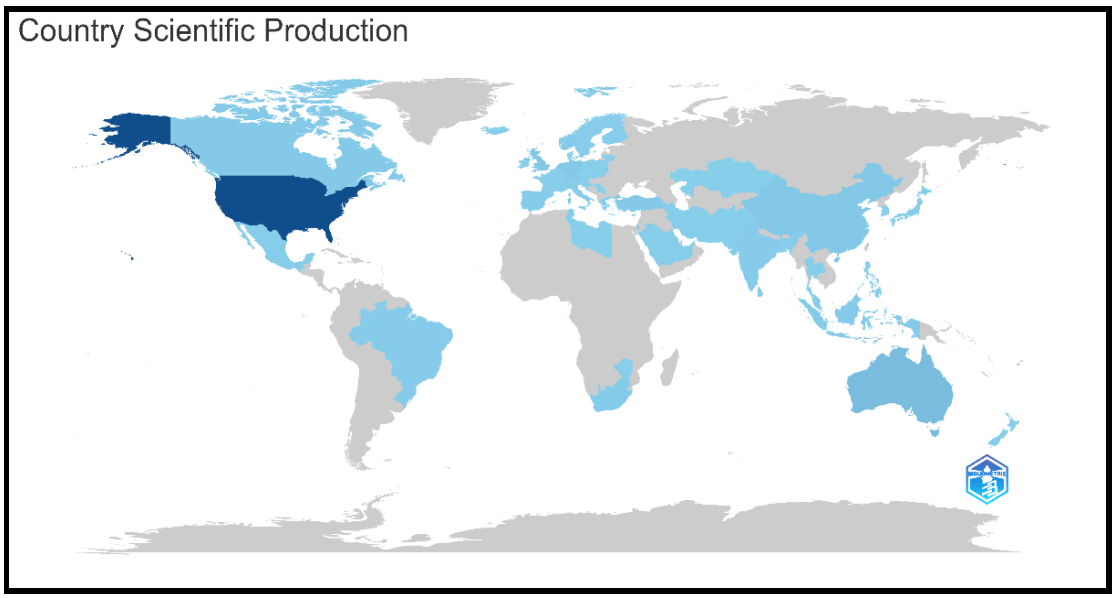

Figure 4. Country's Scientific Production

4.5. Subject-Wise Dispersion of Research Publications

The dispersion of research publications across various academic subject areas is presented in Figure 5. The research topic has been examined across a wide range of academic disciplines, covering 18 subject areas. The Social Sciences dominate the research domain, accounting for the largest share with 479 articles, which represent 64.1% of the total publications. With the growing complexity of classroom dynamics and the evolving expectations from educational institutions, student behavior and classroom management have emerged as critical areas of concern in contemporary education. As a result, related research has predominantly focused on social sciences, followed by psychology and education. This trend highlights a growing societal and academic emphasis on understanding student conduct, promoting effective classroom strategies, and supporting teachers in managing behavioral challenges. It reflects a broader recognition of the impact that well-managed classrooms have on both teaching effectiveness and student learning outcomes.

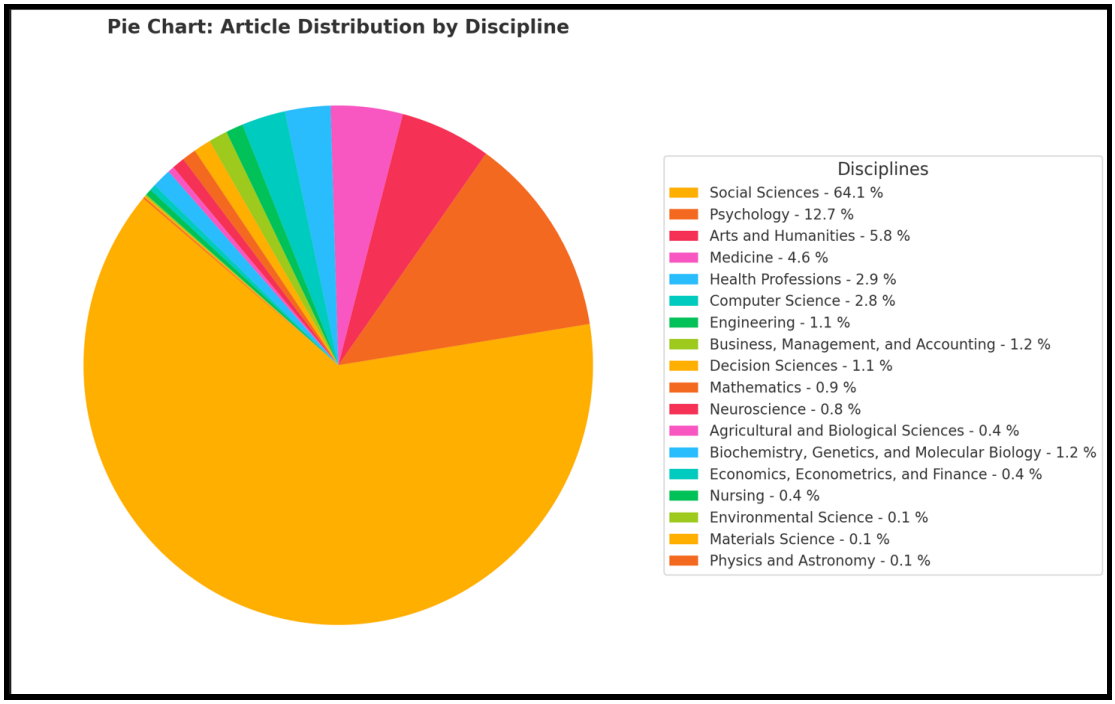

Figure 5. Distribution of Articles by Subject Area

4.6. Prominent Voices in the Research Domain

The leading authors in the domain under study are presented in Table 4. Bradshaw CP leads with 17 articles, followed by Reinke WM with 15, Herman KC with 13, and Caldarella P with 11. Also, Pas ET, Lewis R, Debnam KJ, Macsuga-gage AS, Owens JS, and Wills HP have substantially contributed to spreading knowledge of student behavior and classroom management around the globe.

Table 4. Leading Authors by Publication Count

Authors	Articles
Bradshaw CP	17
Reinke WM	15
Herman KC	13
Caldarella P	11
Pas ET	9
Lewis R	8
Debnam KJ	7
Macsuga-gage AS	7
Owens JS	7
Wills HP	7

4.7. Most Impactful Publications

The seminal works in the zone of student behaviour and classroom management are presented in Table 5. Gregory et al.'s (2010) study on "The achievement gap and the discipline gap: Two sides of the same coin?" published in the year 2010 in the journal Educational Researcher, has grabbed the attention of scholars worldwide with a total of 898 citations, and with the overall citations per year count of 56.13. Moreover, the author Gregory A. has emerged as a leading and productive scholar in the field, with many of her publications receiving considerable academic recognition through high citation counts.

4.8. Three-Field Plot & Geometric Distribution of Citations

The visual representation in Figure 6 illustrates three components of the three-field plot. The authors (AU), the country they are associated with (AU_CO), and the keywords (KW_Merged) used in their study. The grey lines establish the link between the countries, authors, and keywords. The figure shows the significant author contribution from the USA. It can be interpreted that authors such as Herman KC, Wills HP, Reinke WM, and Bradshaw CP are some key contributors in this field. Classroom management, human, student, psychology, and schools are some of the prominent terms linked with authors and the countries they are affiliated with. Additionally, the USA holds the top position in citations (8247 citations), followed by Canada in the second place (2286 citations) (Figure 7).

4.9. Word Cloud

Figure 8 presents the word cloud indicating the most frequently occurring and influential terms in literature. The word cloud indicates that classroom management, student behavior, and disruptive

behavior are dominant themes, suggesting that recent research in this domain has focused on managing students' behavior in learning environments. The presence of demographic terms such as male, female, and child further suggests interest in behavioral patterns across different student groups.

Table 5. Seminal Works in the Sphere of Student Behaviour & Classroom Management

Title	Authors	Year of Publication	Total Citations	TC per Year
The achievement gap and the discipline gap: Two sides of the same coin?	Gregory, A., Skiba, R. J., & Noguera, P. A.	2010	898	56.13
Teacher wellbeing: The importance of teacher–student relationships.	Spilt, J. L., Koomen, H. M., & Thijs, J. T.	2011	696	46.40
School climate and social–emotional learning: Predicting teacher stress, job satisfaction, and teaching efficacy.	Collie, R. J., Shapka, J. D., & Perry, N. E.	2012	685	48.93
A meta-analysis of the effects of classroom management strategies and classroom management programs on students' academic, behavioral, emotional, and motivational outcomes.	Korpershoek, H., Harms, T., de Boer, H., van Kuijk, M., & Doolaard, S.	2016	395	39.50
Self-reported and actual use of proactive and reactive classroom management strategies and their relationship with teacher stress and student behaviour	Clunies-Ross, P., Little, E., & Kienhuis, M	2008	319	17.72

4.10. Trending Topics

Table 6 showcases trending topics in the central theme of student behaviour and classroom management. Classroom discipline is currently a trending topic, with a frequency of 15, suggesting strong academic interest in managing student behavior effectively. Various studies have been conducted, with a recent focus on disciplinary approaches to address issues related to classroom management (Ullah et al., 2025; Lopes & Oliveira, 2017). Followed by the terms classroom discipline, methodology, and psychology, the aspects of behavioural disorder and child behaviour disorders have gained more prominence in recent years, reflecting a growing academic focus on understanding the underlying causes and management strategies for student behaviour in classroom settings.

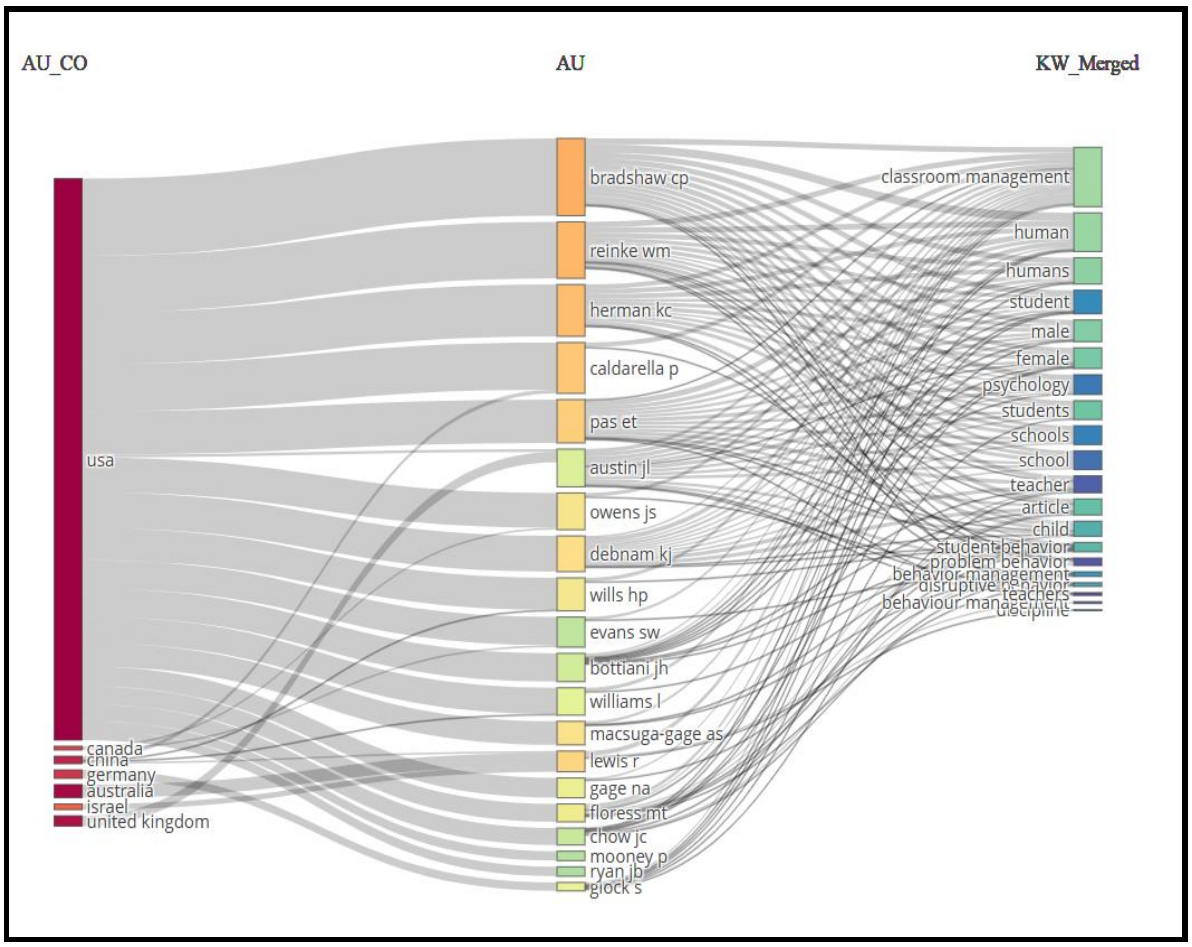

Figure 6. Three-Field Plot

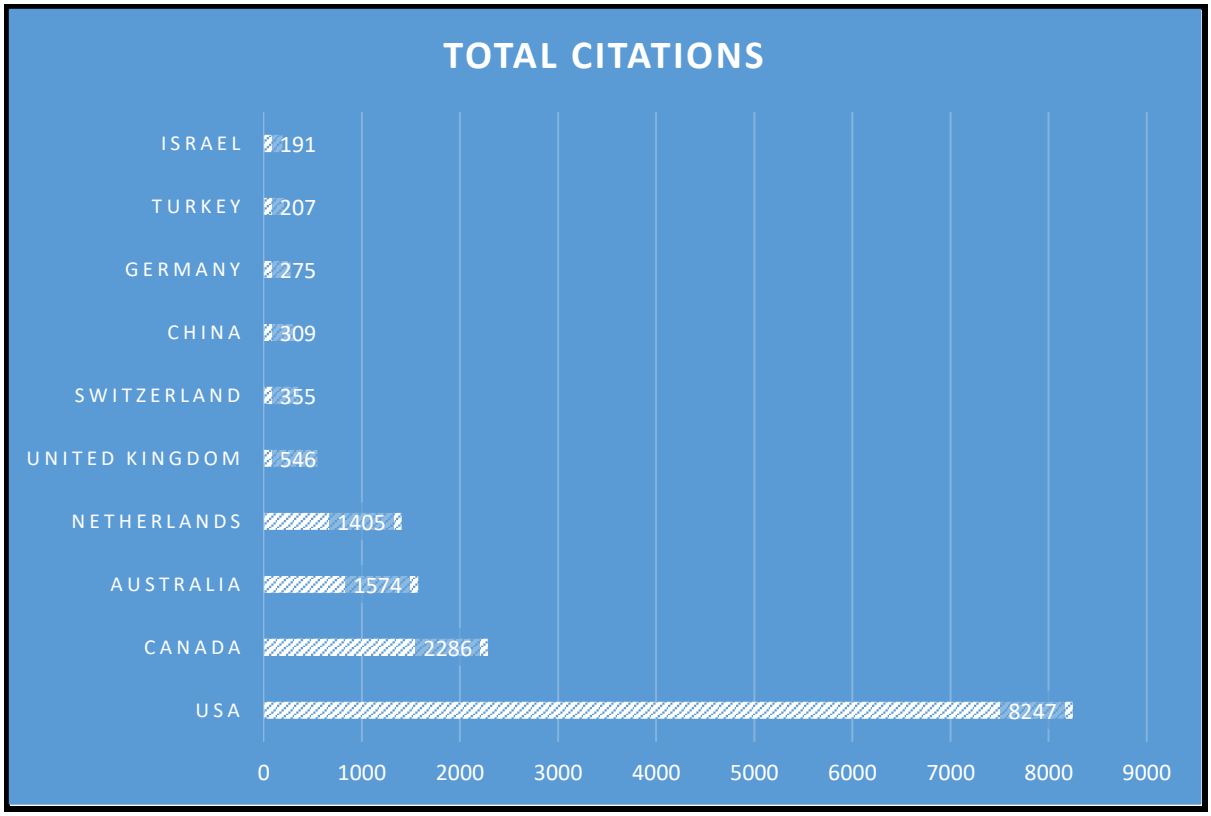

Figure 7. Most Cited Countries

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Figure 8. Representation of Top Recurring Keywords Based on Word Cloud Analysis

Table 6. Trending Topics

Term	Frequency
Methodology	8
Psychological Aspect	12
Behavior Disorder	11
Child Behavior Disorders	9
Self-Monitoring	5
Attention Deficit Disorder	5
Gender	5
Classroom Discipline	15
Decision Making	8

4.11. Thematic Map (Co-word Analysis)

A thematic map visually portrays the structure and development of research themes within a field. A strategic thematic map was constructed, according to the approach discussed by Cobo et al. (2011). Figure 9 shows the thematic map explaining the relationship between themes in a field of research in terms of development and relevance. Development Degree (Density) in the plot refers to the extent to which a theme is developed within a research area. Themes occurring higher on this axis are more specialized. The Relevance (Centrality) indicates how central or connected a theme is

with the rest of the research field. Themes that appear further right are more fundamental or core to the domain. In Figure 9, there are a few motor themes such as human, humans, and male, indicating these themes are well-developed, exhibiting high centrality and density. Li et al. (2023) established the link between the themes of classroom and human, showing that human behaviour in the classroom is measurable, interpretable, and actionable when paired with advanced multimedia and AI tools. Similarly, Dreves & Jovanovic (1998) found that the association between classroom communication and apprehension held among male and female students, with male students being less apprehensive.

Furthermore, in the niche theme segment, no dominant themes appear, suggesting that there are currently no highly specialized but isolated themes in this field. Moreover, in the emerging or declining theme quadrant, themes such as classroom environment, problem behaviour, and Chinese education are visible, indicating these themes are developed but less central. These themes are either emerging areas gaining attention or declining areas losing their relevance. The last quadrant speaks about the basic themes. Themes such as classroom management, student behaviour, and discipline are grouped under the basic themes, indicating they are foundational to the field but not yet fully developed in methodology or nuance. In the middle zone, transversal themes are found. Themes belonging to this zone, such as at-risk students, school psychology, student behavior/attitude, interventions, self-management, and behavior(s), suggest that they are developing or supporting moderately central themes and gaining structure.

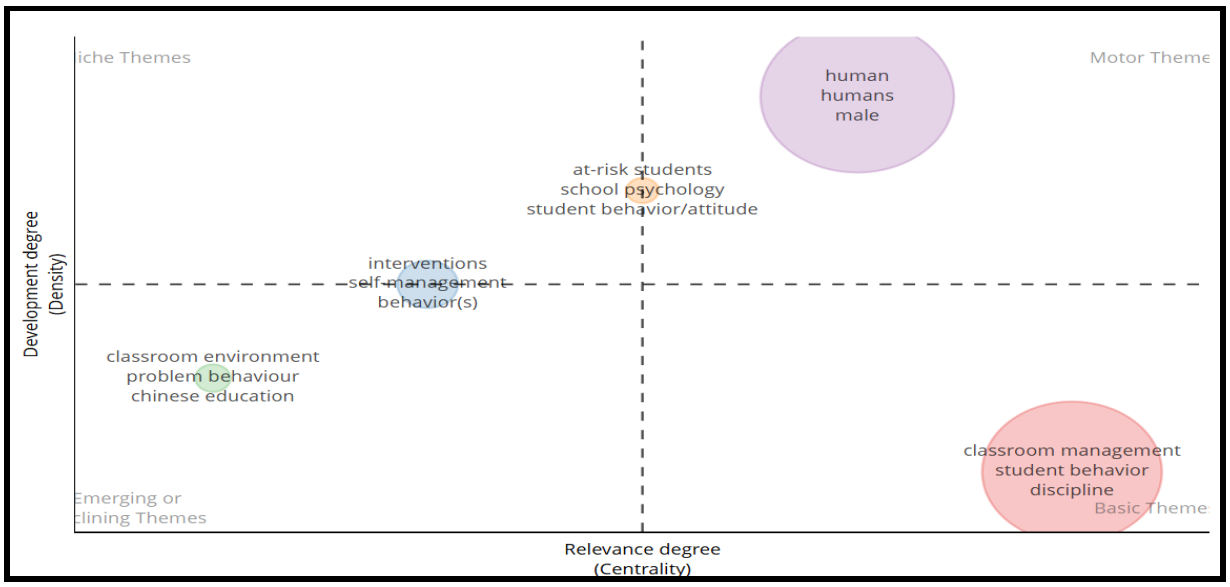

Figure 9. Thematic Map

4.12. Co-occurrence Network

VOSviewer software was used to create and display the keyword co-occurrence network map. It portrays the keywords that have frequently appeared together and are interconnected. These correlated keywords are connected through various lines representing their association. Figure 10 presents the co-occurrence analysis of the author's keywords. For the construction of the keyword map, 127 keywords occurring more than five times within the database were selected. This process resulted in the formation of six distinct clusters, with the three most substantial and prominent represented by red (59 keywords), green (20 keywords), and blue (18 keywords). The most frequently appearing key terms in the red cluster (bottom left corner) contain classroom management, behavior management, classroom discipline, classroom behavior, and disruptive behavior. The studies in this cluster have focused on the relationship between the students' classroom behaviour and strategies/methods adopted to manage the classroom effectively. The green cluster (in the right

corner) consists of keywords such as human, child, male, female, social behavior, and education. This finding highlights that the research in this cluster has explored developmental and behavioral patterns through a gendered lens. The blue cluster (upper right) comprises keywords such as student, teacher, self-concept, self-monitoring, and performance feedback. The study's emphasis in the cluster is laid on the role of teacher-student interactions, particularly through performance feedback in shaping students' self-concept, self-monitoring, and overall academic behavior.

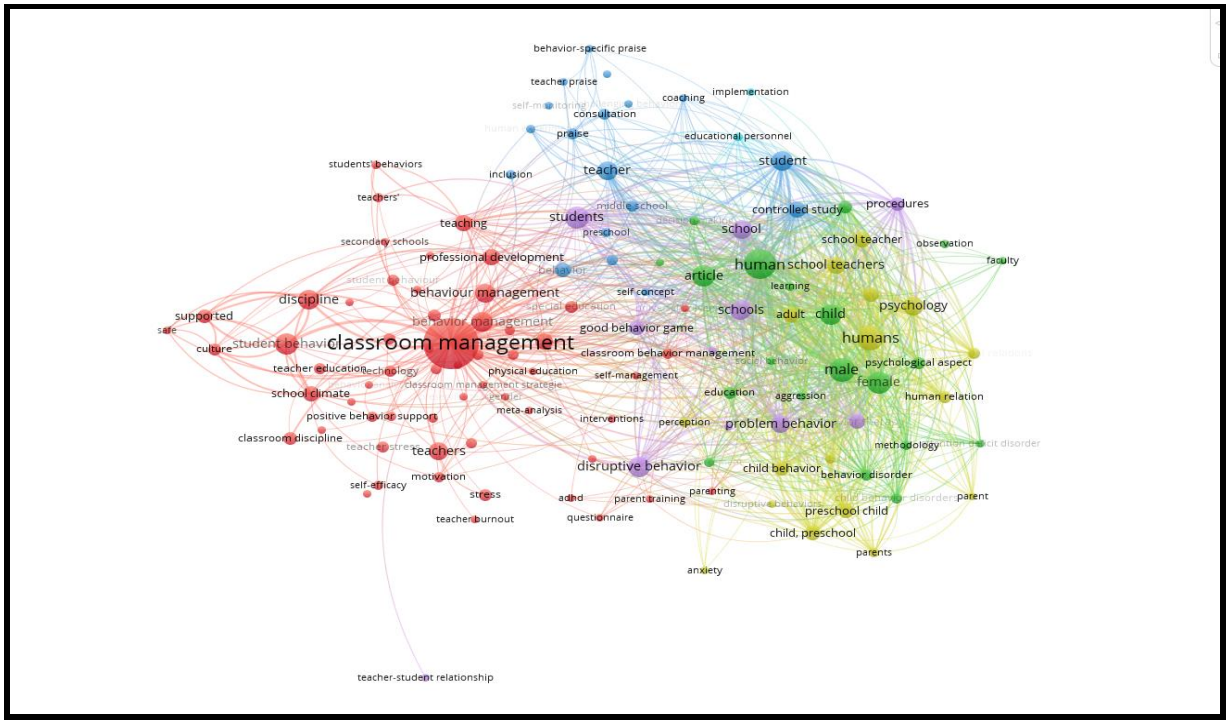

Figure 10. Co-occurrence Network

4.13. Co-citation Analysis

In bibliometric analysis, Co-citation analysis is used to quantitatively express the relationship between two documents, based on the frequency with which other documents cite them together. The concept of co-citation was initially proposed by Small (1973). A co-citation map consists of nodes and edges. Nodes represent the journal articles, and the co-occurrence of nodes and articles is represented by edges on the map's reference list of papers. If two studies, A and B, are cited by study C, it may be concluded that they are associated and have a stronger relationship. It is a renowned and extensively used technique by academicians (Fahimnia et al., 2015; Xu et al., 2018; Goyal & Soni, 2024). The VOSviewer software was used to conduct a co-citation analysis of 66 articles, resulting in the identification of five discrete clusters (red, green, blue, yellow, and purple), each comprising studies with at least 8 citations. The red cluster is the thickest, containing 23 research articles, and is primarily focused on classroom management. Following the red cluster, the green cluster covers 17 studies, predominantly addressing student behavioral analysis. Then, the blue bunch encompasses 15 studies that primarily focus on challenges teachers face in maintaining effective learning environments while managing their well-being. Furthermore, the yellow cluster comprises five papers concentrating on the students' misbehavior and teachers' burnout. Finally, the smallest cluster, shown in purple, contains three studies centered on topics such as discipline, creative thinking, and decision-making. Figure 11 depicts the co-citation analysis of the leading 66 articles.

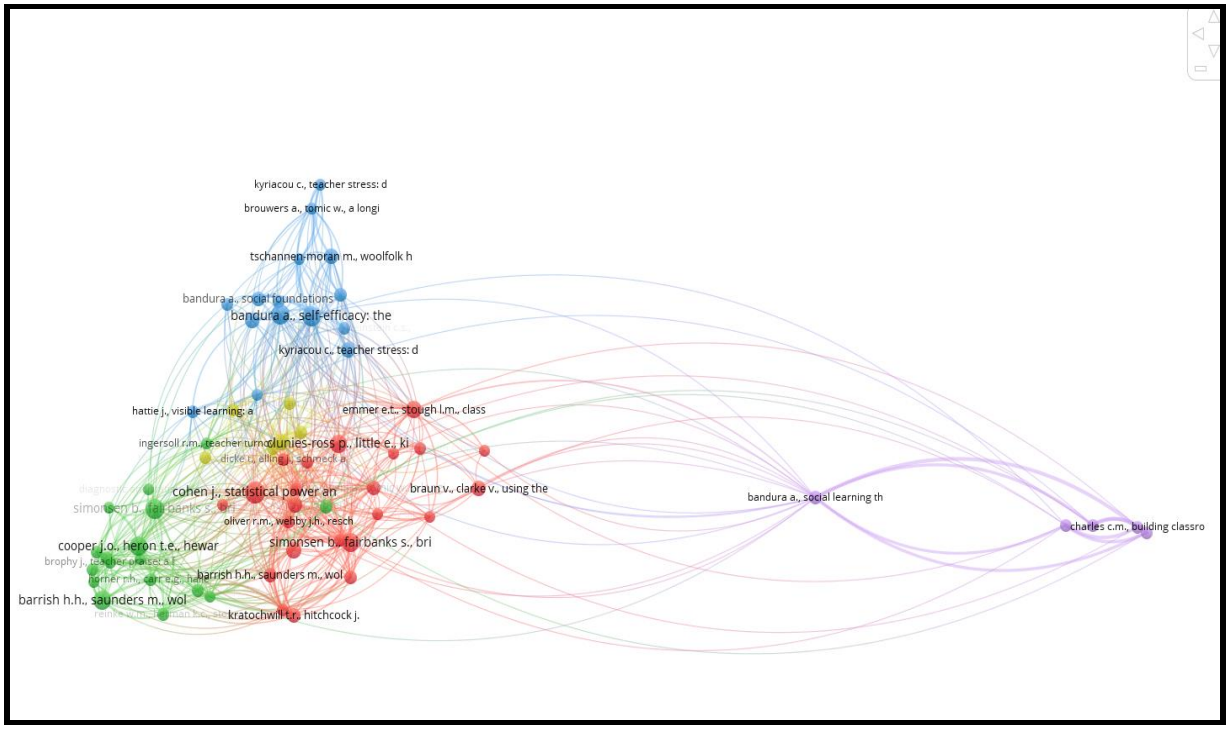

Figure 11. Co-citation Network

5. Discussion

The present bibliometric investigation has illuminated key aspects of research related to student behavior and classroom management. The study has disclosed trends, themes, and other vital aspects shaping the field of student behavior and classroom management through the lens of bibliometric analysis. In response to the first research question on research and publication trends, the annual publication statistics showed a substantial increase in research on student behavior and classroom management, especially over the past two decades. This trend indicates the continued relevance of the topic among scholars and educators and suggests that it will remain a key focus of future research. This discovery is supported by Gonzlez-Zamar et al. (2020), who emphasised that effective classroom management remains a fundamental challenge worldwide. Addressing the second research question, the study identified Bradshaw CP, Reinke WM, and Herman KC as key contributors to the research domain. Furthermore, research on the subject area is primarily conducted within the social sciences. Moreover, examining the most cited articles, most influential journals, and most prominent voices provides essential perspectives for novice researchers venturing into this discipline.

Examining the examination of prolific universities and countries reveals the global distribution of research efforts in this area. The productivity of scholars and institutions in the United States of America is especially noteworthy. This finding aligns with the study by Zhang et al. (2025), which identified the United States as the leading contributor in the bibliometric analysis of classroom engagement. Such evidence highlights the international alliance and diverse perspectives, strengthening the study of student behavior and classroom management. Additionally, research output from the developed Western countries is higher. This discovery suggests a disparity in global scholarly contributions, highlighting the need to promote and encourage research from underrepresented regions.

Concerning the third research question, which aimed to identify the key scholarly works influencing the resaerch area, the article titled “The achievement gap and the discipline gap: Two sides of the same coin?” published in 2010 in the journal Educational Researcher, grabbed the attention of scholars worldwide with a total citation count of 898 and with a total citations per year

count of 56.13. This rich body of research has been cited by several authors, including Craig & Martin (2025) and Da'as (2025), in recent times, indicating the sustained scholarly relevance and influence of this publication in shaping ongoing research related to discipline reform.

Additionally, the word cloud analysis indicated that the most frequently occurring and influential terms in the literature are classroom management, student behavior, and disruptive behavior. This observation closely aligns with previous studies that identified these themes as central in educational research and pedagogy, particularly in the work of Oliver et al. (2011) and Retuerto (2020). Further, the trending topics in the domain revolve around classroom discipline, psychological aspects, and behavior disorders. In support of this key outcome, a growing body of scholarly interest is evident in these areas in recent times, as validated by the studies of Ullah et al. (2025), Wang et al. (2020), and Zuhra et al. (2022).

With regard to the fourth research question on core themes and trends, thematic mapping has facilitated a rich conceptual understanding of the research domain's thematic structure and trends. The thematic map reveals that human, humans, and male are motor themes in the sense that they are well-developed and central themes, while core topics like classroom management and student behaviour remain foundational yet underdeveloped. Emerging themes such as classroom environment and problem behaviour indicate shifting research interests and potential future directions. Moreover, co-occurrence analyses highlight relationships between keywords that co-occur and are linked to each other. Among the five clusters formed, the red cluster appeared denser, with 59 keywords documenting the concept of classroom management. Following the red cluster, the green cluster with 17 keywords focused on student behavioral analysis has garnered significant interest among scholars in recent years. Lastly, the co-citation analysis has accentuated the most commonly co-cited references in the current literature. The discoveries point to the studies concerning classroom management, behavioral analysis, challenges teachers face in maintaining effective learning environments, student misbehavior, teachers' burnout, creative thinking, and decision-making.

This segment addresses the fifth research question, exploring future research opportunities in the field of student behavior and classroom management. Student behavior and the hurdles teachers face in maintaining effective learning environments are major global concerns (Utilova et al., 2024), with far-reaching implications leading to teacher burnout, stress, organizational effectiveness, and student academic performance. In modern times, the causes of disruptive student behavior are attributed to factors such as excessive smartphone use, inattentiveness, fear of specific subjects, verbal sparring with teachers, lack of motivation, and unattractive teaching methods (Nguyen & Tran, 2024; Zuhra et al., 2022). The teachers, in turn, face various obstacles, including insufficient training, overcrowded classrooms and heavy workloads, reliance on reactive strategies, and emotional and professional stress (Stevenson et al., 2020; Karasova & Nehyba, 2023; Baker, 2005). To tackle these problems, it is essential to design and apply comprehensive approaches that equip teachers with practical classroom management skills, foster student motivation, and create a positive and inclusive atmosphere conducive to learning. Scholars have presented various intervention strategies, including proactive, student-centered approaches, setting clear expectations and routines, and providing comprehensive teacher training (Villaruel & Gallardo, 2024; Närhi et al., 2015; Karasova & Nehyba, 2023). Also, creating an environment where students are encouraged to express themselves, incorporating socio-emotional learning, and using restorative measures rather than punishments may result in harmony in the classroom. Moreover, emphasis could be laid on ongoing professional development and collaboration among educators to help teachers embrace the essential skills needed to handle today's diverse and dynamic classrooms effectively. Furthermore, as the concepts of classroom management and the interest of students have been increasingly transformed by the technological growth in the areas of learning analytics, artificial intelligence (AI), educational data

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mining, and IoT-aided interventions, the possibility of incorporating the extended reality technology and real-time monitoring to provide adaptive and personalized intervention is becoming an apparent issue of interest. This experience is likely to positively impact academic performance, acquisition, and motivation, especially in higher education.

6. Conclusion

Student behavior and classroom management are vital components of the teaching-learning process that directly affect the academic performance and overall classroom atmosphere. The bibliometric analysis conducted in the present study offers a comprehensive overview of research trends, key themes, and evolving directions in the field of student behavior and classroom management. A pool of 747 articles from the Scopus database, screened using the PRISMA model, was used for bibliometric analysis. The present study explores the annual publication trend, annual citation statistics, influential authors, papers, universities, countries, and scientific production, along with other bibliometric techniques, to provide a temporal overview of the literature related to the subject under investigation over the years. In the last two decades, the number of annual publications has increased, indicating growing interest and relevance in the topic. The study has identified that the developed Western countries account for the largest share of publications, highlighting a disparity in global contribution. Furthermore, the study has identified well-developed motor themes, including human, humans, and male. The core themes, such as classroom management and student behaviour, remain foundational yet underdeveloped. Thus, it presents an opportunity for further exploration in future studies.

7. Suggestion

The study has some limitations. It has relied completely on the Scopus database and only includes articles published in the English language. Future research could expand to multiple databases and incorporate diverse languages to provide a more comprehensive overview of the literature. Additionally, performing a meta-analysis and systematic literature review may help synthesize the vast literature and present the crucial research gap. Moreover, given cultural and geographic differences in student behavior and classroom management, there is a heightened need to conduct cross-cultural and equity analyses, shedding light on how linguistic, cultural, and socioeconomic factors influence the effectiveness of classroom management approaches, especially in low-resource or non-Western contexts.

Declarations

Author Contributions. Sonia Lobo: Conceptualization, Data curation, Formal analysis, Investigation, Methodology, Administration, Resources, Software, Validation, Visualization, Writing – original draft, Writing – review & editing

Conflicts of Interest. The author has no competing interests to disclose.

Ethical Approval. As there were no human participants or use of personal data, ethical approval did not apply to this study.

Data Availability Statement. The data for the bibliometric analysis were sourced from publicly accessible academic databases, with Scopus selected as the primary source.

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