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Research Article

The Impact of Online Classroom Management On Students' Learning Outcomes In Selected Universities In Beijing, China

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ABSTRACT

With the Internet and digital technology advancement, higher education's focus has shifted towards online learning for university students. Hence, conducting a comprehensive analysis of online classroom management's impact on university students' academic achievements is of immense importance in advancing the quality of higher education. This study adopted quantitative research methods and the application of a survey through the distribution of questionnaires to 400 students from six universities in Beijing. Data was analyzed using descriptive statistics and linear regression to answer the research questions. Online classroom management is at the medium level. The student learning outcome is at a high level. Studies indicate that the management of online classrooms significantly impacts learning outcomes and serves as a crucial determinant in predicting the academic achievements of college students. As an implication, this study offers suggestions for enhancing online learning for the betterment of students in higher education institutions.

Keywords: online classroom management, learning outcome, online education

Introduction

The emergence of online education signifies a profound and revolutionary change in higher education (Mohamed Hashim et al., 2022). Online education offers students a versatile learning approach that surpasses limitations imposed by geography (Jebraeily et al., 2020). Chinese higher education institutions enthusiastically embrace online learning platforms to provide various courses. Although online education has gained researchers' attention, substantial research gaps remain (Divjak et al., 2022). While studies in other countries have explored various aspects of online education, the complexity of online classroom management in Beijing requires more targeted research due to differences in cultural norms, teaching styles, and technology ecosystems. It is essential to analyze the connection between online classroom management and the attainment of learning outcomes to enhance the quality and effectiveness of online higher education in Beijing (Yu, 2022). Online classroom management is when teachers utilize online classroom management to maintain order, keep everyone on target, complete assignments, and provide academic results in an online course (Lohmann et al., 2021). This study on online classroom management for students in Beijing covers Time management, Conflict management, Meta-cognitive skills management, Course management, and Managing supportive interactions and behaviors. While much research has been conducted on online education in various parts of the world, there is a noticeable gap in studies explicitly targeting the intricacies of online classroom management in Chinese higher education. This study will fill this gap, contributing to the global body of knowledge and offering a comparative perspective that can inform practices in other regions.This study aims to gain insights into the influence of online classroom management in achieving desired learning outcomes. The findings will contribute to developing strategies to optimize online education in Beijing and other regions facing similar challenges. The following are the study's objectives:

1. To investigate the level of online classroom management in selected universities in Beijing.
2. To investigate the level of learning outcome in selected universities in Beijing.
3. To analyze the influence of online classroom management on learning outcomes in selected universities in Beijing.

Literature Review

Online Classroom Management

Classroom management is defined in education as a set of strategies and actions teachers take to create and maintain an environment conducive to learning (Stevenson et al., 2020). In a traditional classroom setting, classroom management includes setting classroom rules, managing student behavior, organizing classroom activities, and providing timely feedback (Egeberg et al., 2021). These strategies promote students' academic achievement and social development while reducing classroom disruptions and behavioral problems. The classroom management concept has been expanded in an online education environment. Online classroom management includes traditional classroom management tasks and Teachers need to master online teaching tools, design interactive course content, and stay connected with students through effective communication channels to ensure the smooth progress of the learning process The goal of online classroom management is still to provide students with a supportive and interactive learning environment to promote student engagement and academic success.

Online teaching has significant advantages in providing flexibility and access to resources, but it also faces challenges in management and interaction (Ferri et al., 2020)。 Buzu and Beschieru (2021) pointed out that although online teaching allows students to learn flexibly, teachers must adopt innovative and diverse methods to manage student behavior and engagement to ensure the effectiveness of online classes (Haftador et al., 2021). On the other hand, students' views on online classroom management are not always positive. Cole et al. (2021) showed that many students faced obstacles in the online learning process and believed that online classroom management was less effective, which indicates the need to improve management strategies for online teaching (Cole et al., 2021).

The learning outcomes for online education

Student learning outcome refers to students' grades and levels in their subjects and assignments. Learning outcomes also relate to the development level of a student's learning process, the development of a student's potential, and the comprehensive ability level to promote students' development (El-Sofany & El-Haggar, 2020). Educational success is enhanced when students have access to classroom management practices that motivate and encourage them to take charge of their learning. With the rapid proliferation of online classrooms within the modern educational system, it is becoming increasingly important to study how online classroom management techniques impact students' learning outcomes (Hew et al., 2020). Online learning outcomes can be defined as the changes in knowledge, skills, and attitudes students achieve in an online learning environment. These outcomes include academic performance and cognitive, behavioral, and emotional aspects (Wei et al., 2021). Online learning outcomes are usually measured by assessing students' knowledge mastery, improvement in learning skills, and changes in learning attitudes at the end of the course.

This research divides the learning outcome into three parts, namely cognitive outcome,
social outcome and self-growth outcomes. Cognitive outcomes refer to students' knowledge, understanding, and application improvements (Lim & Richardson, 2021). This includes the ability to deal with unfamiliar problems, creative thinking, analytical and critical thinking, a global perspective, and in-depth development in the field of study. For example, online courses' video explanations, interactive quizzes, and discussion boards can significantly improve students' cognitive outcomes (Jacob & Centofanti, 2024). Social outcomes focus on developing students' social skills and understanding (Howard & Gutworth, 2020). This includes communicating effectively with others, deepening understanding of others, getting along well with people of different cultural and ethnic backgrounds, collaborating with others, and developing leadership skills. Research shows that collaborative tools and social interactions in online learning environments can promote the development of students' social skills. (Sjølie et al., 2022). Self-growth outcomes involve students' personal development and growth. This includes managing time more effectively, learning new skills or knowledge independently, engaging in critical self-reflection, developing a lifelong learning mindset, and adhering to personal and professional ethics. Online learning provides a flexible learning environment that enables students to learn according to their needs and pace, promoting self-growth (Abou Said & Abdallah). Garrison, Anderson, and Archer (2000) pointed out that the role of teachers in online learning is not only to impart knowledge but also to guide and support learning (Archambault et al., 2022). Active teacher interaction and timely feedback can effectively improve students' learning motivation and participation.

Theoretical Framework of the Study

Online collaborative learning theory

Online Collaborative Learning (OCL) theory emphasizes the importance of participants working together via the Internet to enhance individual and collective knowledge. This approach to education expands the opportunities for cooperative learning, and the popularity of online interactive teaching continues to grow (Frania & Correia, 2022).

Harasim's OCL theory is grounded in the principles of networked learning and computer-mediated communication, emerging during the increasing use of constructivist learning methods and the expansion of the Internet. OCL combines various learning environments to enhance students' academic performance and guides teachers to improve classroom management. The OCL theory is a theoretical framework for understanding interactions, communication, and learning in online environments (Frania & Correia, 2022). Initially proposed by Harasim in 2007, it has become a vital tool for optimizing online learning experiences. Online collaborative learning posits that active participants interact, collaborate, and share information to facilitate their learning. The theory suggests that the most effective online learning is driven by collaborative interaction, utilizing specific tools and technologies to efficiently and accurately achieve educational objectives (Ng et al., 2022).

Bloom's taxonomy of educational goal

An American educational psychologist, Bloom, pioneered the Classification of Educational Objectives (Arievitch, 2020). This notion has been applied widely in education with the advent of online learning. According to Bloom, the cognitive domain's objectives include classroom knowledge, course content comprehension, knowledge application, assignment analysis, classroom management synthesis, and evaluation(West, 2023). The concept of "knowledge" alludes to learning and memory. The knowledge students get from online courses, and their personal development is referred to as experience in this study. Bloom's theory of educational goals classification has a guiding role in all education and teaching stages and has a deep theoretical foundation and practical value (McGrath & Willcutt, 2022). Therefore, Bloom's educational goal classification theory guides this research. Online learning accomplishment classification aims to determine if students' capabilities improved during online learning and how they differ from traditional education results.

Bloom's taxonomy of educational goals for online learning provides a structured framework for digital learning objectives and content creation (Goodsett, 2020). By dividing the learning process into specific levels of understanding, the taxonomy is a valuable tool for educators and educational technology developers to create effective online learning strategies and ensure that learners are exposed to various learning techniques.

Conceptual framework

Figure1, Conceptual framework

This Figure shows the impact of online classroom management (IV) on learning outcomes (DV). Online classroom management includes time management, conflict management, metacognitive skills management, course management, and management of supportive interactions and behaviors. These management strategies are designed to improve learning outcomes, specifically cognitive, social, and self-growth outcomes. The arrows in the Figure represent the impact of online classroom management as an independent variable (IV) on learning outcomes as a dependent variable (DV). The hypothesis is that online classroom management positively impacts the learning outcome.

Methodology

Research Design

This research employs a quantitative research method by applying a cross-sectional survey and using a questionnaire as the research instrument. Questionnaires were randomly distributed to the students online to obtain data, which were filled out and submitted online. The data collected were used to answer the research questions.

Population and Sampling

This study applied Multi-Stage Cluster Sampling, which consists of 2 stages that are Cluster Sampling and Proportional Stratified Random sampling. This study chooses 3 districts from 5 districts as the sample location. From each location, this study determined 2 universities.This study focuses on 6 universities.

Table 1 *The Data of the University Population*

University	Number of students	District
A	16500	Haidian District
B	16400	Haidian District
C	21000	Changping District
D	14800	Changping District
E	13000	Chaoyang District
F	15000	Chaoyang District
Total	96700	

From Table 1, these 6 universities have around 96700 students. The universities were selected based on the cluster sampling. In addition, a proportional stratified random sampling was also used to ensure the sampling representative was even. According to Krejcie and Morgan's model (Chuan & Penyelidikan, 2006), when the total number is about 100,000, 384 samples are needed. This study used a sample size of 400. Based on this sample number(N=400), the student sample size in 6 universities in Beijing has been decided using the proportional sampling technique. Table 2 shows the number of samples for these 6 universities.

Table 2 *The Number of Samples*

University	Number of students	Number of samples
A	16500	68
B	16400	68
C	21000	87
D	14800	61
E	13000	54
F	15000	62
Total	96700	400

This table2 shows the student population and sample size of the six universities. Specifically, the student population of each university ranges from 13,000 to 21,000, while the sample size of each university ranges from 54 to 87. There are a total of 96,700 students, and a total of 400 samples were drawn. This table can help us understand the representative sample distribution of each university in the study.

Instruments of the Study

The study questionnaire is divided into 3 sections. The first section is a demographic profile; the second section is online classroom management, which has five subsections (Time management, conflict management, meta-cognitive skills management, course management, and managing supportive interactions and behaviors) and 35 questions (Mohsen et al., 2022). The third section is student learning outcome, which consists of three subsections (Cognitive outcome, social outcome, and Self-growth outcomes) and 15 questions (Zhoc et al., 2020). All the items assessing learning outcomes were measured on a five-point Likert scale ranging from 'Strongly Disagree' to 'Strongly Agree.' The reliability of the questionnaire is calculated using the alpha method. The reliability score of each factor can be obtained in Table 3. It can be seen that the reliability of almost all the factors is above 0.8.

Table 3 *Reliability Analysis for Each Factor*

Variable	Dimension	Number	Alpha
	TE	6	0.943
	CT	3	0.881
OCM	MA	3	0.897
	CE	11	0.970
	MG	12	0.980
	CEO	5	0.953
LEO	SL	5	0.949
	SG	5	0.956

This study instrument's construct validity is ensured by factor analysis with EFA. The sum calculation of EFA was performed with the analysis function of SPSS, and the validity of the questionnaire was given. The validity of each part is shown in Table 4. The Kaiser–Meyer–Olkin's (KMO) validity scores are all over 0.7, and the significance score is 0, indicating that the validity of the questionnaire is excellent.

Table 4 *Sum Calculation of the EFA and Validity of the Questionnaire*

Variable	Number of KMO sample tangents	Approximate chi-square	Degree of freedom	Significance
OCM	0.751	4309.772	595	0
LEO	0.884	1612.217	105	0

Findings

The research questions were evaluated using descriptive analysis to know the current level of online classroom management and student learning outcomes of Beijing students in online courses. The research questions were assessed using regression to see the relationship between online classroom management and student learning outcomes of Beijing students in online classes.

The level of online classroom management in selected Beijing universities

Online classroom management has five subsections (Time management, conflict management, meta-cognitive skills management, course management, and managing supportive interactions and behaviors) and 35 questions. Question interpretation for Research Question 1 used descriptive analyses of frequencies and percentages (for individual items) and means and standard deviations (for dimensions within variables). In their study, for descriptive analysis, they leveled the practices based on the following mean values: 1- 2.99 = low, 3- 3.99 = moderate, and 4-5= high. Thus, this study also follows the same criteria to determine the level of practice (Hoque et al., 2020).

Table 5 Descriptive *Results of Online Classroom Management*

Item	Mean	S.D.	Remark
TE1	3.290	1.140	Medium
TE2	3.377	1.153	Medium
TE3	3.547	1.167	Medium
TE4	3.467	1.150	Medium
TE5	3.647	1.171	Medium
TE6	3.480	1.189	Medium
CT1	3.040	1.154	Medium
CT2	3.143	1.160	Medium
CT3	3.252	1.184	Medium
MA1	3.340	1.139	Medium
MA2	3.460	1.147	Medium
MA3	3.575	1.159	Medium
CE1	2.955	1.134	Low
CE2	3.070	1.195	Medium
CE3	3.215	1.226	Medium
CE4	3.123	1.205	Medium
CE5	3.315	1.235	Medium
CE6	3.132	1.187	Medium
CE7	3.143	1.184	Medium
CE8	3.127	1.210	Medium
CE9	3.132	1.208	Medium
CE10	3.095	1.146	Medium
CE11	3.163	1.231	Medium
MG1	3.385	1.136	Medium
MG2	3.450	1.158	Medium
MG3	3.638	1.170	Medium
MG4	3.553	1.151	Medium
MG5	3.730	1.158	Medium
MG6	3.545	1.147	Medium
MG7	3.510	1.161	Medium
MG8	3.643	1.165	Medium
MG9	3.518	1.146	Medium
MG10	3.535	1.148	Medium
MG11	3.510	1.161	Medium
MG12	3.635	1.168	Medium

Time Management (TE): This dimension is analyzed through six components, TE1 to TE6, with data collected from a sample of 400 participants. The scores within this dimension vary from 1.000 to 5.000, reflecting the full range of responses. The mean scores for TE components range from 3.290 to 3.647, with standard deviations ranging from 1.140 to 1.189. All components fall under the "Medium" remark, suggesting that students demonstrate moderate variability in their time management strategies within online classrooms.

Conflict Management (CT): Similar to Time Management, Conflict Management comprises three components, CT1 to CT3, with a sample size of 400 participants. The scores within this dimension also range from 1.000 to 5.000. The mean scores for CT components span from 3.040 to 3.252, with standard deviations ranging from 1.154 to 1.184. The "Medium" remark is consistent across all CT components, indicating moderate variability in students' conflict management strategies within the online learning environment.

Meta-cognitive Skills Management (MA): This dimension is assessed through MA1 to MA3, based on data from the same sample of 400 participants. The scores within this dimension, again, vary from 1.000 to 5.000. The mean scores for MA components range from 3.340 to 3.575, with standard deviations ranging from 1.139 to 1.159. As with the previous dimensions, the "Medium" remark suggests that students exhibit moderate variability in their utilization of meta-cognitive skills for learning in an online setting.

Course Management (CE): The Course Management dimension features eleven components, CE1 to CE11, and data from 400 participants. Scores within this dimension range from 1.000 to 5.000, but with varying mean scores, standard deviations, and remarks. Notably, CE1 stands out with a "Low" remark, indicating a need for improvement in this specific aspect of course management, while the other components maintain a "Medium" level of variability.

Managing Supportive Interactions and Behaviors (MG): The final dimension, Managing Supportive Interactions and Behaviors, includes twelve components, MG1 to MG12, with data from 400 participants. Similar to the previous dimensions, scores within MG span from 1.000 to 5.000, with mean scores varying from 3.385 to 3.730 and standard deviations from 1.136 to 1.170. The "Medium" remark characterizes all MG components, suggesting moderate variability in students' engagement with supportive interactions and behaviors in online classrooms.

In summary, this table provides a comprehensive overview of the central tendencies and variabilities within each dimension of online classroom management. The remarks offer valuable insights into the balance of variation within each dimension, helping identify areas where improvements may be needed, such as Course Management (CE1). These findings serve as the foundation for further analysis and understanding of effective online classroom management practices.

The level of the learning outcome in selected universities in Beijing

The learning outcomes consist of three parts: Cognitive outcome (CEO) , social outcome(SL), and Self-growth outcomes(SG).

Table 6 *Descriptive Results of Learning Outcome*

Item	Mean	S.D.	Remarks
CEO1	3.900	1.128	Medium
CEO2	3.985	1.119	Medium
CEO3	4.075	1.112	High
CEO4	4.048	1.101	High
CEO5	4.160	1.085	High
SL1	4.100	1.043	High
SL2	4.157	1.017	High
SL3	4.265	0.978	High
SL4	4.235	0.968	High
SL5	4.332	0.954	High
SG1	3.908	1.152	Medium
SG2	3.965	1.105	Medium
SG3	4.075	1.106	High
SG4	4.005	1.131	High
SG5	4.178	1.043	High

Table 6 presents a comprehensive summary of the central tendencies and variabilities within three pivotal dimensions of learning outcomes: Cognitive outcome (CEO), Social outcome (SL), and Self-growth outcomes

(SG). Each dimension encompasses multiple components, offering a nuanced perspective on the student's learning achievements.

Cognitive Outcome (CEO): This dimension is an integral aspect of learning outcomes, measuring the cognitive development achieved by students. The sample size consists of 400 participants whose responses ranged from 1.000 to 5.000. The mean score within CEO is 3.978, with a standard deviation of 1.111. Notably, CEO1 to CEO5 components reflect students' progress in cognitive abilities. The remarkable feature here is the observation of varying degrees of achievement: CEO3, CEO4, and CEO5 are characterized as "High," signifying that students have excelled in cognitive development, whereas CEO1 and CEO2 fall under the "Medium" category, reflecting moderate levels of cognitive outcome achievements.

Social Outcome (SL): The Social Outcome dimension evaluates the extent of social development resulting from educational experiences. As in CEO, the sample size comprises 400 students whose scores span from 1.000 to 5.000. The mean score for SL is 4.018, with a standard deviation of 1.002. Components SL1 to SL5 encompass various aspects of social development. Notably, all components in this dimension are categorized as "High," indicating that students have excelled in their social development, showcasing strong interpersonal skills and social growth.

Self-growth Outcomes (SG): The Self-growth Outcomes dimension gauges the extent to which students have experienced personal growth through their educational journey. Once again, the sample size is 400 students, with scores ranging from 1.000 to 5.000. The mean score for SG is 4.026, with a standard deviation of 1.112. Components SG1, SG2, and SG4 are categorized as "Medium," suggesting moderate self-growth. In contrast, SG3 and SG5 exhibit a "High" categorization, indicating that students have achieved significant personal growth throughout their educational experiences.

In summary, this table provides in-depth insights into the dimensions of learning outcomes. It captures the central tendencies and underscores the variability within these dimensions, shedding light on students' cognitive, social, and personal growth. These nuanced findings serve as a foundation for further analysis and interpretation, enabling educators and researchers to understand better and improve the educational process.

The relationship between online classroom management and learning outcomes in selected universities in Beijing

Table 7 ***Linear regression analysis results of OCM and LEO Dependent variable: LEO***

Linear regression analysis results of OCM and LEO

	Regression	95% CI	Collinearity Diagnostics	
			VIF	Tolerance
Constant	2.060** (12.568)	1.738 ~ 2.381	-	-
OCM	0.606** (12.650)	0.513 ~ 0.700	1.000	1.000
Sample	400			
R^2	0.287			
Adjusted R^2	0.285			
F	F (1,398)=160.016,p=0.000			

Dependent variable: LEO
D-W value: 1.760
** p<0.05 ** p<0.01 The t value is in the brackets*

D-W value: 1.760
** p<0.05 ** p<0.01 The t value is in the brackets*

As can be seen from Table 7 above, OCM is used as the independent variable, and LEO is used as the dependent variable for linear regression analysis. As can be seen from the above table, the model formula is LEO=2.060 + 0.606*OCM, and the model R-squared value is 0.287, which means OCM can explain 28.7% of the changes

in LEO. When the F test was performed on the model, it was found that it passed the F test (F=160.016, p=0.000<0.05), meaning that OCM will definitely impact LEO. The final detailed analysis shows that the regression coefficient value of OCM is 0.606 (t=12.650, p=0.000<0.01), which means that OCM will have a significant positive impact on LEO. The summary analysis shows that all OCMs will have a significant positive impact on LEO.

Table 8 *Linear regression analysis results (n=400))*

	Regression	95% CI	Collinearity Diagnostics	
			VIF	Tolerance
Constant	2.079** (12.703)	1.758 ~ 2.400	-	-
TE	0.070* (2.016)	0.002 ~ 0.137	1.240	0.806
CT	0.135** (4.267)	0.073 ~ 0.197	1.095	0.913
MA	0.083* (2.400)	0.015 ~ 0.150	1.253	0.798
CE	0.187** (5.831)	0.124 ~ 0.250	1.171	0.854
MG	0.133** (3.868)	0.066 ~ 0.201	1.236	0.809
Sample	400			
R^2	0.300			
Adjusted R^2	0.291			
F	*F* (5,394)=33.753,*p*=0.000			

Dependent variable: LEO
D-W value: 1.781
** p<0.05 ** p<0.01 The t value is in the brackets*

As can be seen from the above table 8, TE, CT, MA, CE, MG are used as independent variables, and LEO is used as the dependent variable for linear regression analysis. As can be seen from the above table, the model formula is: LEO=2.079 + 0.070*TE + 0.135 *CT + 0.083*MA + 0.187*CE + 0.133*MG, the model R-squared value is 0.300, which means TE, CT, MA, CE, MG can explain 30.0% of the changes in LEO. When the F test was performed on the model, it was found that the model passed the F test (F=33.753, p=0.000<0.05), which means that at least one of TE, CT, MA, CE, and MG will have an impact on LEO. In addition, for the model The multicollinearity test found that all VIF values in the model are less than 5, which means that there is no collinearity problem; and the D-W value is near the number 2, which means that there is no autocorrelation in the model and there is no correlation between the sample data relationship, the model is better.

The final detailed analysis shows:
The regression coefficient value of TE is 0.070 (t=2.016, p=0.044<0.05), which means that TE will have a significant positive impact on LEO.
The regression coefficient value of CT is 0.135 (t=4.267, p=0.000<0.01), which means that CT will have a significant positive impact on LEO.
The regression coefficient value of MA is 0.083 (t=2.400, p=0.017<0.05), which means that MA will have a significant positive impact on LEO.
The regression coefficient value of CE is 0.187 (t=5.831, p=0.000<0.01), which means that CE will have a significant positive impact on LEO.
The regression coefficient value of MG is 0.133 (t=3.868, p=0.000<0.01), which means that MG will have a significant positive impact on LEO. The summary analysis shows that TE, CT, MA, CE, and MG all significantly impact LEO.

Discussion

According to the summary analysis, online classroom management significantly positively affects students' learning outcomes. The words, expressions, gestures, and postures of teachers' online classroom management can make the classroom atmosphere active and coordinated (Martikainen, 2020). When the teacher's management language is weak, students learning are often lazy. In the teaching process, the achievement of each teaching goal and task is not only related to the teaching content and teaching situation; students' needs and experiences are closely linked, as well as teachers' attitudes and behaviors (Seufert et al., 2021). In other words, how to use one's personality charm to attract students is the most critical factor in the teaching process

Academic achievement motivation plays a vital role in promoting students' learning activities and improving their enthusiasm, initiative, and effectiveness of activities themselves (Kim et al., 2021). It drives and guides intellectual factors such as students' perception, memory, thinking, imagination, and creativity. It organizes and coordinates the ongoing information processing, enabling students to achieve predetermined teaching goals unconsciously. On the contrary, if the attitude and behavior of teachers make students feel depressed, distressed, and afraid, students will lack enthusiasm for learning, and students only want to get rid of this annoying learning environment as soon as possible. The management of teachers in this study significantly improved the classroom (Lazarides et al., 2020). It enhances the student's learning environment, creates a good learning atmosphere, stimulates learning motivation, and the students' achievements skyrocket.

There are theoretical implications of classroom management in online classrooms for teachers. The original intention of education is to create efficient classrooms, improve teaching quality, and improve students' academic achievement. The main battlefield of teaching is in the school. Good grades are inseparable from good classrooms, which must be intimate with good classroom management. Undoubtedly, the primary purpose of the research in this experiment is to verify the influence of teachers' online classroom management on students' learning outcomes in all aspects, to obtain how much influence their management has on academic achievement, and to establish an ideal management model to promote the overall quality of education. After analyzing the results, it is not difficult to see that due to the adoption of this teacher's online classroom management model, the student's learning atmosphere, learning motivation, learning efficiency, and learning results have also undergone specific changes in the classroom. The study provides evidence for the association of online classroom management with student learning outcomes. The present findings make some valuable contributions to the literature in the field of education, proving that online learning can be improved with good classroom management practices.

Conclusion

In conclusion, online classroom management has a significant influence on the learning outcomes of the study participants. Most students strongly agreed that their online course time is well managed; for Conflict Management, the teacher can manage the conflict well. For the Meta-cognitive Skills Management, most students can get the meta-cognitive skills. Most students think course management is good, and managing supportive interactions and behaviors helps them be selfmotivated and actively involved in learning, which eventually reflects positively in their learning outcome. Also, the majority of the students strongly agreed that there is a good relationship between them and their online teachers and between them and their fellow students. They decided that their online teachers are concerned about their mental and emotional well-being concerning their academic performance. In all the dimensions of learning outcome (Knowledge outcome, cognitive thinking, language organization, and expression skills), as revealed by the students, there are significant improvements. The existence and implementation of the various dimensions of online classroom management led to a substantial improvement in the student's academic and non-academic performances.

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