



Vol. 4 No. 3 (March) (2026)

The Effect Of Classroom Management On Students' Class Participation At Secondary Level

Misha Bibi

MPhil Scholar, Department of Arts & Humanities, Superior University, Lahore;

Dr. Ismat Bano

Assistant Professor, Department of Arts & Humanities, Superior University, Lahore

Shafeeq ur Rehman

Lecturer, Department of Arts and Humanities Superior University

ABSTRACT

Education is the cornerstone of both individual and state development. This study investigates the relationship between classroom management and student participation at the secondary level in Sheikhpura, Pakistan. Utilizing a quantitative correlational research design, data were collected from 250 secondary school teachers selected via stratified random sampling from a population of 640. Reliability analysis confirmed excellent internal consistency, with Cronbach's alpha scores of 0.925 for classroom management and 0.953 for student participation. Descriptive and inferential statistics, including t-tests, ANOVA, Pearson Correlation, and Linear Regression, were applied using SPSS. The findings indicate a robust positive and significant relationship between the variables ($r = 0.813$, $p < 0.01$). Regression analysis ($F = 481.83$, $p < .001$) further confirms that classroom management significantly predicts student participation. The study concludes that instructional competence and relational management are critical for fostering active learning environments.

Keywords: *Classroom Management, Student Participation, Secondary Education, Instructional Management, Behavioral Control, Pakistan.*

Introduction

Education is the key to an individual and state development, and the very main starting point of the development process is the classroom. Classroom performance mainly relies on the effectiveness with which the classroom is administered which in the end determines quality of teaching and learning.

The subject of classroom management is significant in determining the academic performance, appetite and the urge of students to participate in learning activities. Not keeping order but establishing a sense of respect, cooperation and engagement. A managed classroom offers students some sense of order, predictability, and chances to engage in their own learning (Hasnanto, 2024).

Student involvement is normally low in Pakistan especially at the secondary level. The issues encountered in schools include overcrowding, inadequacy of teaching facilities, and incompetence of teachers. Students have been used to conventional lecture method of teaching and this has made them silent observers.

As much as the topic of general management is covered in world literature, a certain gap exists in the way these three dimensions, instructional, behavioral, and environmental,



Vol. 4 No. 3 (March) (2026)

operate within the environment of Pakistani secondary schools to fill the gap between passive and active learning.

Thus, this paper will explore the issue of the role of classroom management in student engagement, the strategies employed by teachers, and the aspects that affect their success.

Research Questions:

What management strategies do teachers use in their classrooms?

What factors influence the effectiveness of these classroom management strategies?

What is the relationship between classroom management and student participation?

To what extent does classroom management affect students' class participation?

Literature Review

Classroom management is a complicated process, which helps to create the positive, accommodating, and learning structure that can promote active learning and academic outcomes (Bhardwaj and Sharma, 2025). Classroom management is the conceptualization of modern pedagogical discourse, which predetermines teacher behaviors and strategies oriented at the most disruption-reducing and engagement-maximizing possible learning environment. It has been defined as a set of actions, plans and steps employed by educators to render the classroom activities to be simple, effective and productive. This is through setting clear expectations, providing a learning atmosphere, averting disruptive behaviour and encouraging interest in students. Rules and procedures do not close good management but openness and equalisation of authority and empathy by the teacher. It has one of its primary components known as instructional management that may be described as the ability of an educator to plan, structure, and provide lessons to ensure they are interesting to students, avoiding boredom and off-task behaviour (Abidin and Muhammad, 2024).

To a greater extent, behavioral management is focused on the discipline and the promotion of proper behavior with the help of clear expectations that will not be developed on the basis of punitive methods of reinforcement but on the principles of developing student self-regulation and intrinsic motivation (Lasmi et al., 2024). Classroom plan and seating plan are important as well due to the physical environment and classroom organization that are very essential in conducting teaching and bringing order.

Besides the physical and teacher-related aspects, the teacher-students relationship has remained one of the key predicates of engagement. Good climate decreases the affective filter and the students are able to risk, challenge and take part in discussions without the fear of being reprimanded (St-Amand et al., 2024). The active participation is the extrinsic manifestation of student interest and confidence; the extent of engagement of a student in the learning process either cognitively or emotionally (Nasir and Hossain, 2022).

At the secondary level where influences of the peers are high, a controlled environment where cooperation work is reinforced is required in the sustenance of the high levels of participation. In the long run, through effective management practices, the students will be at ease to express themselves and it is the suboptimal management that is characterized by chaos or seems to be violent in nature that will lead to the learner dissociation and passivity (Mahmoud and Bawaneh, 2025).



Vol. 4 No. 3 (March) (2026)

Methodology

The study design was a quantitative correlational research design. This was sufficient because the main objective of the research was to identify the association that exists between the independent variable of classroom management and the dependent variable of class participation among students.

The sample population of this study was made up of the totality of the teachers working in the secondary schools in Sheikhpura, comprising of a total of 640 teachers (254 male and 386 female). Under the framework that Krejcie and Morgan (1970) created, a population of 640 people will have a recommended sample size of 250. Stratified Random Sampling method was used in selecting the teachers of various schools (public and private). The stratification of schools was done according to the number of enrolled students and the achievement score to make the sample reflective of the population of the diversity in the district.

It was a descriptive study with a close ended questionnaire being conducted to collect the data. The questionnaire was divided into two parts: a demographic section and 48 statements that investigated the effectiveness of classroom management in relation to 5 points Likert scale (SA = Strongly agree to SD = Strongly disagree). Three professionals in the sphere helped to determine the content validity of the questionnaire. Cronbach Alpha was also computed to make sure that the scores were reliable, and the coefficients were obtained 0.925 and 0.953.

Table 3.1

Scale	Cronbach Alpha	Item No.
Classroom Management	0.925	20
Students Class Participate	0.953	27

Table 3.1 presents the reliability analysis results which indicate that both scales have a high level of internal consistency. The classroom management scale achieved a Cronbach's alpha of 0.925, indicating excellent reliability, while the students' classroom participation scale recorded a Cronbach's alpha of 0.953, also indicating excellent reliability.

Data were measured using Google form in order to achieve accuracy and confidentiality. The statistics were summed up and analyzed using SPSS software. The scores were summarized using descriptive statistics (Mean, Standard Deviation) and the t-tests and ANOVA were used to compare the demographic variables. The relationship and predictive effect of the variables were tested and predicted using Pearson Correlation and Linear Regression. Ethical considerations were taken into account; the participation was voluntary and informed consent was taken.

Results / Findings

Demographic Differences

The following table shows the frequencies, means, and standard deviation of the variable under study. Mean scores for every scale were obtained using summing and averaging items.



Vol. 4 No. 3 (March) (2026)

Table 4.1 Independent t-test regarding the gender difference

Gender	N	Mean	Std. Deviation	t	df	p-value
Male	101	165.04	27.294	-6.920	247	.000
Female	148	182.52	11.689			

The independent sample t-test revealed a significant difference between male and female respondents. Male participants ($M = 165.04$, $SD = 27.29$) scored lower than female participants ($M = 182.52$, $SD = 11.69$). The t-value of -6.920 with ($p = .000$) indicates that this difference is statistically significant. Therefore, it can be concluded that female respondents performed significantly better than male respondents

Table 4.2:

Independent t-test regarding the Institution difference

Institution	N	Mean	Std. Deviation	t	df	p-value
Private	118	179.55	16.532	2.959	247	.003
Public	131	171.66	24.330			

The independent sample t-test showed a significant difference between private and public institution respondents. Participants from private institutions ($M = 179.55$, $SD = 16.53$) scored higher than those from public institutions ($M = 171.66$, $SD = 24.33$). The t-value of 2.959 with ($p = .003$) indicates a statistically significant difference. Hence, respondents from personal establishments performed considerably better than the ones from public institutions.

Table 4.3 One Way ANOVA regarding Age difference

Age	N	Mean	SD	F	sig
18-25	51	158.921	.4596	.768	.000
26-40	71	176.140	.5384		
40-50	66	179.666	.9866		
51-60	52	184.192	.6650		
above 60	10	181.500	.9801		
Total	250	175.448	.2965		

The ANOVA consequences display a huge distinction in total scores across exceptional age organizations ($F = \text{zero}.768$, $p = 0.000$). Teachers elderly 18–25 years had the lowest suggest rating ($M = 158.92$), whilst the ones aged 51–60 years scored the very best ($M = 184.19$). This suggests that older teachers performed better than younger ones. The findings advocate that age has a large, refined effect on instructors' overall rankings, meaning revel in and maturity may also decorate overall performance.

Table 4.4 One Way ANOVA regarding teaching experience

Teaching Experience	N	Mean	SD	F	sig
Less than 1 year	104	168.48	.4619	7.769	.000
1-5 year	65	177.32	.6406		
6-10 year	43	183.25	.5620		



Vol. 4 No. 3 (March) (2026)

above 10 years	38	182.47	.3333
Total	250	175.44	.2965

The ANOVA outcomes display a good-sized difference in overall ratings throughout coaching enjoy stages ($F = 7.769$, $p = \text{zero}.000$). Teachers with less than 1 year of enjoy had the bottom imply score ($M = 168$.Forty eight), at the same time as people with 6–10 years of experience accomplished the highest imply rating ($M = 183.25$). The findings imply that instructors with extra years of revel in done better than those with fewer years. This shows that teaching enjoy has a fantastic and big impact on teachers’ typical overall performance and effectiveness.

Item Level Analysis

The following tables provide a detail look at specific management strategies and perception of respondent regarding motivational factors

Table 4.5 Data analysis at Items Level Classroom Environment & Organization

Item	N	Mean	SD
1. Students’ need and features can affect classroom management activities.	250	3.88	.897
2. Students’ seating arrangement can affect active teaching and learning process.	250	4.10	.842
3. Students’ different learning style can affect effective classroom management.	250	4.11	.819
4. Making lesson interesting and motivating can make classroom environment participative and managed	250	4.19	.855
5. The classroom layout supports effective learning and interaction.	250	4.13	.878

Table 4.5 indicate that students’ characteristics and classroom features play a major role in shaping effective classroom management. The mean score of 3.88 suggests that respondents moderately agree that students’ needs and individual features influence management practices. Seating arrangement ($M = 4.10$) and diverse learning styles ($M = 4.11$) were strongly endorsed as important factors for facilitating teaching and maintaining order. Items related to lesson engagement ($M = 4.19$) and supportive classroom layout ($M = 4.13$) received high agreement, indicating that an interesting lesson and well-designed environment significantly contribute to a participative and well-managed classroom. Overall, teachers perceive classroom organization and environment as essential components of effective management.

Table 4.6 Data analysis at Items Level Student Involvement and Motivation

Item	N	Mean	SD
1. The effect of student perspective towards the activity of classroom is high.	250	4.15	.892
2. Effective teachers’ communication with students can urge them to participate in classroom activities.	250	4.10	.798
3. Availability of technology	250	4.23	.793



Vol. 4 No. 3 (March) (2026)

improves classroom management.

4. Accessibilities of learning materials can increase level of student's participation and management.	250	4.13	.875
5. Allowing students to take part in discussion can positively influence on classroom environment.	250	4.00	.063

Table 4.6 show that student involvement and motivation are strongly perceived as essential elements of effective classroom management. Respondents notably agreed that scholars' perspectives substantially influence lecture room activities ($M = 4.15$). Teachers' effective conversation additionally encourages students' participation ($M = 4.10$), highlighting the price of positive instructor–student interplay. The highest mean score ($M = 4.23$) indicates that the availability of technology greatly enhances classroom management. Similarly, accessible learning materials ($M = 4.13$) were viewed as important for boosting participation. Allowing students to engage in discussions ($M = 4.00$) also contributes positively to the classroom environment, though with slightly more variability. Overall, student motivation, communication, resources, and technological support are seen as key factors in maintaining an effective classroom.

Table 4.7 Data analysis at Items Level Behavioral Control & Discipline

Item	N	Mean	SD
1. Teachers need to decide how to deal with their pupils' unusual behavior in class.	250	4.05	.769
2. Teachers can make instant decisions in critical situation in class.	250	4.08	.876
3. Teacher can prepare clear rules and regulations to control disruptive behavior .	250	4.18	.844
4. Teacher can communicate clear expectations for acceptable behavior in classroom.	250	4.22	.768
5. Teachers use their body language to reduce improper behavior.	250	4.17	.791

The results indicate that teachers place strong emphasis on establishing and maintaining discipline through proactive and strategic approaches. Respondents agreed that teachers must appropriately handle unusual student behavior in the classroom ($M = 4.05$). They also believe teachers can make timely decisions during critical situations ($M = 4.08$). High mean scores for preparing clear rules ($M = 4.18$) and communicating behavioral expectations ($M = 4.22$) show that structured guidelines are viewed as essential for minimizing disruptions. Additionally, teachers' use of body language to manage improper behavior ($M = 4.17$) is also strongly supported. Overall, the analysis indicates that clear expectations, brief selection-making, and non-verbal strategies are key components of effective behavioral manipulate in school rooms.



Vol. 4 No. 3 (March) (2026)

Table 4.8 Data analysis at Items Level Instructional and Strategic Management

Item	N	Mean	SD
1. Teachers can examine their classroom while teaching-learning procedure is going on.	250	4.20	.751
2. Teachers have to provide awareness for activities.	250	4.27	.758
3. Teachers need to adapt strategies based on classroom dynamics.	250	4.16	.785
4. Teachers use proximity control (moving near a student) to manage behavior.	250	4.20	.788
5. Teachers use routines to reduce downtime during transitions.	250	4.02	.857

Table four.8 display that instructors strongly understand the significance of effective educational and strategic practices for smooth classroom functioning. Respondents exceedingly agreed that instructors must monitor the classroom constantly during coaching–mastering activities (M = four.20). Providing clear cognizance and steering for study room activities received the best help (M = four.27), indicating its essential role in management. Adapting strategies in line with study room dynamics (M = four.Sixteen) also emerged as a vast requirement for effective training. The use of proximity manipulate to control conduct (M = 4.20) turned into strongly advocated as a practical technique. Although barely decrease, the suggest score for setting up exercises to lessen downtime (M = 4.02) nevertheless reflects trendy settlement. Overall, the results emphasize that energetic monitoring, strategic adaptability, clean steerage, and based routines help ensure powerful educational control.

Table 4.9 Data analysis at Items Level Encouragement & Motivation

Item	N	Mean	SD
1. I manage class in the way which creates encouraging environment in the classroom for productive learning.	250	4.20	.751
2. I motivate students in the classroom for learning.	250	4.27	.758
3. I equally encourage all students in class participation.	250	4.16	.785
4. I allow students to express their opinions freely.	250	4.20	.788
5. I engage students about topics related to issues in active discussion.	250	4.02	.857
6. I deeply observe and encourage students who participate in class discussion.	250	4.10	.826
7. I appreciate with good words, when students perform well in the class.	250	4.30	.755
8. In my class students respect each other's opinions.	250	4.24	.862
9. I encourage students to participate	250	4.23	.788



Vol. 4 No. 3 (March) (2026)

which remain quiet during lesson.

10. I encourage quiet students to participate more actively. 250 4.27 .814

11. I address barriers to student participation (e.g., shyness, language). 250 4.30 .731

The effects show sturdy agreement that teachers continually foster an encouraging and motivating school room environment. High suggest scores imply that teachers actively motivate students, admire their efforts, and make sure same participation opportunities. Allowing college students to proportion evaluations freely and attractive them in discussions also are broadly practiced strategies. Teachers further encourage quiet or hesitant students and address barriers such as shyness or language, demonstrating a supportive approach to inclusive participation. Overall, the findings reflect a highly positive and motivational classroom climate created by teachers.

Table 4.10 Data analysis at Items Level Classroom Environment & Organization

Item	N	Mean	SD
1. I make sure that classroom is clean and well managed before start lesson.	250	4.22	.830
2. I always organized my class that enhance learning and participation.	250	4.31	.779
3. I always give minimum amount of work to students that do not demotivate them.	250	4.21	.890
4. I always make proper seating arrangement in classroom for effective learning and participation.	250	4.24	.827
5. I always make sure that white board is visible to all students in classroom.	250	4.28	.823
6. I use a variety of teaching strategies and A.V aids to engage students.	250	4.16	.772
7. I can overcome on events which can cause distraction in classroom.	250	4.16	.768
8. Students stay on topic during lesson in my class.	250	4.12	.919
9. I use modern tools to increase students' engagement.	250	4.20	.810
10. I use non-verbal communications (eye contact, signal with hand etc) during lesson.	250	4.22	.787
11. I listen actively to students' concerns.	250	4.32	.832
12. I differentiate my management strategies based on class size.	250	4.13	.896

The findings indicate that teachers place strong emphasis on creating a well-organized and supportive classroom environment to enhance learning and participation. High mean scores show that teachers ensure cleanliness, proper seating arrangements, and clear



Vol. 4 No. 3 (March) (2026)

visibility of the whiteboard before teaching begins. They also adopt a variety of teaching strategies and audiovisual aids to keep students engaged. Active listening to college students' issues acquired one of the maximum ways ($M = 4.32$), reflecting a pupil-concentrated method. Overall, the results demonstrate that study room organization and teacher responsiveness notably make contributions to a effective mastering environment.

Table 4.11 Data analysis at Items Level Teacher–Student Relationship & Respect

Item	N	Mean	SD
1. I always communicate in lesson essay wording to make it understandable for students.	250	4.24	.791
2. I always build friendly relationship with my students.	250	4.28	.772
3. I always include my students to set rules and regulation for class.	250	4.16	.866
4. I involve parents, when necessary, in behavior management.	250	4.16	.873
5. I show respect for all students, regardless of their behavior.	250	4.29	.805
6. I believe mutual respect is key to a well-managed classroom.	250	4.24	.791

The outcomes display sturdy agreement that nice trainer–student relationships are critical for effective lecture room management. Teachers consistently use simple and clean language throughout lessons ($M = 4.24$) to make certain understanding. Building friendly relationships with students obtained one of the maximum suggest scores ($M = 4.28$), indicating its importance in developing a supportive surroundings. Teachers also contain students in putting classroom regulations ($M = 4.16$) and collaborate with parents when wished ($M = 4.16$), reflecting a participatory method to control. Showing admire to all college students regardless of their conduct ($M = 4.29$) and valuing mutual respect as key to a well-controlled classroom ($M = 4.24$) were strongly endorsed. Overall, the findings highlight that recognize, collaboration, and nice communication are primary to retaining harmony and subject within the school room.

Research Questions Analysis

To address the core objectives of the study, correlation and regression analyses were used to determine the relationship and effect of management on participation.

Research Question 1:

What management strategies do teachers use in their classrooms?

Table 4.12 Descriptive Statistics for Teachers' Classroom Management Strategies

Factor	Mean	Std. Deviation
1. Behavioral Control & Discipline	20.7080	3.05090
2. Instructional and Strategic Management	20.8560	2.97298



Vol. 4 No. 3 (March) (2026)

The findings display that teachers use a whole lot of school room management techniques at a high stage. The mean rating for Behavioral Control and Discipline turned into 20.70 (SD = 3.05), indicating common use of policies, discipline, and behavioral control techniques. Similarly, Instructional and Strategic Management recorded an average of 20.85 (SD = 2.97), showing sturdy use of planning, business enterprise, and engagement strategies., suggesting that teachers successfully combine behavioral and educational processes to hold properly managed school rooms

Research Question 2

What factors influence the effectiveness of these classroom management strategies?

Table 4.13 Descriptive Statistics for Effectives Classroom Management Strategies

Factor	Mean	Std. Deviation
1. Classroom Environment & Organization	20.4080	3.1625
2. Student Involvement and Motivation	20.6200	2.5387

The effects show that each elements Classroom Environment & Organization and Student Involvement and Motivation have excessive mean values, indicating their robust effect on study room control effectiveness. The mean score for Environment & Organization became 20.41 (SD = 3.16), suggesting that a effectively established and organized study room supports powerful management. Similarly, Student Involvement and Motivation had an average of 20.62 (SD = 2.54), showing that lively and influenced students contribute appreciably to smooth lecture room functioning. Overall, each element are critical, but scholar involvement shows a slightly better mean, indicating it can play a barely extra position in enhancing classroom control effectiveness.

Research Question 3: What is the relationship between classroom management on student participation?

Table 4.14 Pearson R correlation analysis regarding classroom management on student participation

		Classroom management	Student participation
Classroom management	Pearson Correlation	1	.813**
	Sig. (2-tailed)		.000
	N	250	250
Student participation	Pearson Correlation	.813**	1
	Sig. (2-tailed)	.000	
	N	250	250

** . Correlation is significant at the 0.01 level (2-tailed).

The correlation results show a robust high quality and great courting between study room control (IV) and scholar participation (DV). The Pearson correlation coefficient is $r = \text{zero}.813$, $p < .01$, indicating that school rooms with higher control are associated with better tiers of scholar participation. This sturdy correlation way that as teachers use more powerful management strategies, students come to be more engaged and energetic in magnificence activities. Overall, the findings advocate that powerful lecture room control



Vol. 4 No. 3 (March) (2026)

significantly enhances college students' magnificence participation.

Research Question 4

To what extent does classroom management affect students' class participation?

Table 4.15

Regression analysis regarding the effect of classroom management affect students' class participation

	Sum of Squares	df	Mean Square	F	Sig.
Regression	33322.726	1	33322.726	481.831	.000 ^b
Residual	17151.310	248	69.159		
Total	50474.036	249			

a. Dependent Variable: Student Participate

b. Predictors: (Constant), Classroom management

Regression results show that classroom management significantly predicts student participation ($F = 481.83, p < .001$). The model explains a large portion of the variation in student participation, as indicated by the large F-value and highly significant result. This means that effective classroom management increases student engagement and participation in classroom activities. Overall, classroom management has a strong and positive impact on student participation.

Discussion

The results of this research indicate that there is a strong positive correlation between classroom management and student participation ($r = .813$). This implies that the more a classroom is managed, the more the student participation levels. The higher the proximity control ($M = 4.20$) and communicating clear expectations ($M = 4.22$) in the classroom, the greater the psychological safety of the classroom is. This is in line with the result of Hasnanto (2024) who highlighted that a supervised classroom gives the students the sense of order and predictability, which are critical to the active learning process. Independent sample t-test indicated that female respondents ($M = 182.52$) were significantly higher than male respondents ($M = 165.04$). This could indicate that female teachers are embracing more democratic and encouraging managerial approaches. St-Amand, Smith, and Goulet (2024) argue that the degree of reciprocal respect and trust in a teacher-student relationship allow creating harmony in the classroom and making students feel freer to share their ideas.

Moreover, the distinction between the private ($M = 179.55$) and public institutions ($M = 171.66$) is quite significant, which may also hint at the idea that organizational resources in the private sector can help to organize it more effectively, which, again, corresponds to the research conducted by Hart, Poznanski, and Cramer (2025), which suggested that the organization of the classroom is sometimes more effective in terms of student involvement than the curriculum design does.

Findings of the ANOVA in the field of experience indicate that teachers who had experience of 6-10 years achieved the highest mean score ($M = 183.25$). This implies that there is a positive and significant effect of teaching experience on performance. This is in line with the research of Abidin and Muhammad (2024) who reported that



Vol. 4 No. 3 (March) (2026)

instructional management, i.e. the capacity to plan and administer lessons to ensure that the students are not bored is an aspect of education that is only developed through practice.

The mean scores of the two questions, which are: addressing barriers to participation and the other question being: appreciating with good words are high ($M = 4.30$) thus indicating that motivational support is one of the major drivers of engagement. This goes along with the view of Lasmi et al. (2024), who emphasized the importance of teacher practice in creating an environment of active and meaningful learning in a classroom.

Lastly, the regression analysis ($F = 481.83$) gives conclusive evidence that classroom management will be one of the major predictors of participation. Bhardwaj and Sharma (2025) also note that active participation and academic success are facilitated once the teachers go beyond the discipline and support students through an environment that fosters a sense of participation. This validates an aspect whereby in cases where teachers give explicit rules and encourage students by positive reinforcement, the level of participation skyrockets.

Conclusion

This paper finds that the central basis of encouraging student participation in the secondary level is classroom management. The strong positive association and the meaningful regression are the indications that the management is not a mere method of control of behaviors, but a significant teacher that determines the engagement of the learner.

The results indicate that education environments which are structured, proactively monitored, and have a good teacher-student relationship are a safe mental space, and students feel confident enough to ask questions and contribute ideas. The change in the discipline approaches, the old traditional and punitive models to the new models of contemporary management, is the necessary step towards changing students who are the passive observers into the active participants of their own learning process in the context of secondary education in Sheikhpura.

Implications

This research study provides a number of critical implications in educational practice and policy. In practice school leaders must understand that the performance of the teachers in the classroom is largely determined by the management skills; thus the emphasis of professional development programs must be placed on developing training in the soft management skills, like verbal appreciation and active listening. The study has educational implications in that the relational dimension of teaching, which is the development of the trust and mutual respect is as important as the pedagogical content knowledge.

In grounds of policy, the high performance difference between the private and the public institutions implies that the infrastructural facilities, as well as the teaching and learning ratio in the schools, should be taken into consideration so that the teachers in the public schools could be able to effect the effective strategies of environmental policies, including the proximity control and interactive seating designs in the schools.

In spite of these implications, this research is limited in a number of ways. The study was geographically narrowed down to the district of Sheikhpura and to both public and privately-owned secondary schools, which could limit the inference of the study to other provinces or other ruralurban settings in Pakistan. Methodologically, the research was based on self-reported information of teachers through questionnaires; this kind of



Vol. 4 No. 3 (March) (2026)

information could be affected by social desirability bias in which respondent could exaggerate his efficacy in management. Moreover, the participants were restricted to teachers and the opinions of students who are firsthand to suffer due to these management strategies were not included. Lastly, being a correlational study, it provides a good relationship between variables but does not conclusively show a longitudinal cause-and-effect relationship.

In turn, such recommendations and outlines to the next research are suggested. The secondary school teachers need to be proactive in embracing participatory management to reduce the passivity of the students, whereby positive reinforcement should be used instead of imposing controls. To improve the generalizability of the data, it is suggested that the geographic area should be increased to a provincial or national level in future research to increase the scope of the study. To overcome self-reporting bias, any future research will have to include a mixed-method design, with the use of focus groups and classroom observations to offer more of a comprehensive understanding of classroom dynamics. Moreover, longitudinal research is proposed on the effects of particular management interventions on both student academic performance and cognitive growth through multiple academic terms.

References

- Abidin, Z., & Muhammad, N. (2024). Effective classroom management as a quick solution to improve student participation and motivation in the learning process. *Zabags International Journal of Education*, 2(2), 83-97.
- Adsız, M., & Dinçer, S. (2025). The analysis of classroom management challenges faced by teachers in online classrooms. *TechTrends*, 69(2), 345-361.
- Ahmed, N., & du Plessis, P. (2024). The Role of Classroom Management in Enhancing Learners' Academic Performance: Teachers' experiences. *Studies in Learning and Teaching*, 5(1), 202–218. <https://doi.org/10.46627/silet.v5i1.364>
- Ali, S., Rehman, A., & Baig, S. (2020). Impact of classroom management practices on students' engagement at secondary level. *Journal of Educational Research*, 23(2), 112–128.
- Amalia, T., Naimah, N., Azizah, Y. L., Hidayatussa'adah, H., & Sadad, R. (2024). Analysing Classroom Management Strategies As the Main Pillar of Successful Student Learning Achievement. *Thawalib*, 5(2), 525–538. <https://doi.org/10.54150/thawalib.v5i2.495>
- aved, M. L., Faridi, M. Z., Ismail, A., & Latif, A. (2025). *Study the Classroom Management Practices at Secondary Level: Class Teacher Perception*. *IRASD Journal of Educational Research*, 6(1), 60–70. internationalrasd.org
- Azizah, M. A., Budiyo, A., Rozaq, A., & Hakim, A. R. (2025). Transforming Classroom Management as the Key to Increasing Student Learning Interest. *Urwatul Wutsqo: Jurnal Studi Kependidikan Dan Keislaman*, 14(1), 102-117.
- Bandura, A., & Walters, R. H. (1977). *Social learning theory* (Vol. 1, pp. 141-154). Englewood Cliffs, NJ: Prentice hall.
- Bhardwaj, S., & Sharma, I. (2025). Exploring the Effects of AI-Powered Personalized Classroom Management Strategies. In *AI Applications and Strategies in Teacher Education* (pp. 21-42). IGI Global.
- Cambay, D. J. D., Paglinawan, J. L. (2024). Classroom Management Strategies and School Environment on Student Engagement. *International Journal of Research and Innovation in Social Science*, VIII(XII), 1–13.



Vol. 4 No. 3 (March) (2026)

<https://doi.org/10.47772/ijriss.2024.8112>

- Chalak, A., & Fallah, R. (2019). Effect of Classroom Management and Strategies on Students' Achievement at Undergraduate Level. *Language Teaching Research Quarterly*, 11, 81-98.
- Croce, K. M., & Salter, J. (2022). Beyond the Walls: Establishing Classroom Expectations in a Virtual Classroom. *Frontiers in Education*, 7. <https://doi.org/10.3389/educ.2022.816007>
- Emiru, E. K., & Gedifew, M. T. (2024). The effect of teacher self-efficacy on learning engagement of secondary school students. *Cogent Education*, 11(1), 2308432.
- Franklin, H., & Harrington, I. (2019). A review into effective classroom management and strategies for student engagement: Teacher and student roles in today's classrooms. In *Journal of Education and Training Studies* (Vol. 7, p. 1). Redfame Publishing Inc.
- Frymier, A. B., & Houser, M. L. (2017). Student participation and engagement in the classroom. In *Handbook of Instructional Communication* (pp. 51-64). Routledge.
- George, D., & Mallery, P. (2003). *SPSS for Windows step by step: A simple guide and reference* (4th ed.). Boston: Allyn & Bacon.
- Haron, H., Al Abri, A., & Alotaibi, N. (2021). The use of WhatsApp in Teaching and Learning English During COVID-19: Students' Perception and Acceptance. *International Journal of Innovation, Creativity and Change*, 15(3), 1014-1033.
- Hart, K. C., Poznanski, B., & Cramer, E. D. (2025). Preparing teacher candidates in classroom Management prior to entering the teaching profession. *Journal of Emotional and Behavioral Disorders*, 33(1), 3-16.
- Hasanah, M., Arafat, Y., Barni, M., Raya, A. T., & Aprilianto, A. (2024). Teachers' Strategies for Managing Disruptive Behavior in The Classroom During The Learning Process. *Nazhruna*, 7(3), 628-645. <https://doi.org/10.31538/nzh.v7i3.7>
- Hasnanto, A. T. (2024). Effective Classroom Management to Create a Positive Learning Environment. *Journal Corner of Education, Linguistics, and Literature*, 4(001), 257-268. <https://doi.org/10.54012/jcell.v4i001.388>
- Haydon, T. F., Dillon, C., Kennedy, A. M., & Scott, M. N. (2021). Classroom Management. <https://doi.org/10.1093/med-psych/9780190068714.003.0019>
- Hussain, I., Saifi, I. L., Farooqi, A.-ul-H., Khakwani, S., & Parveen, A. (2022). *Classroom management practices and students' performance: A causal perspective of secondary level students*. *Journal of Social Sciences Advancement*, 3(3), 110-116. scienceimpactpub.com
- Karasova, J., & Nehyba, J. (2023). Student-centered teacher responses to student behavior in the classroom: A systematic review. *Frontiers in Education*, 8, 1-15. <https://doi.org/10.3389/educ.2023.1059899>
- Kausar, F. N., Akram, I., Gillani, I. G., & Asif, M. (2024). *Effect of Classroom Management Techniques on Students' Performance at Higher Secondary Level*. *IRASD Journal of Educational Research*, 5(1), 21-27. *iRASD Journals*
- Kumari, M., & Biswas, S. N. (2024). Classroom Management Strategies and Their Influence on Student Social Behavior. *International Journal of Humanities, Engineering, Science and Management* 5(1). <https://doi.org/10.59364/ijhesm.v5i1.272>
- Lasmi, H., Herlina, B., Basir, S., Kurnia, K., Fina, F., Nurfadilla, N., Monang, M. A., & Beautiful, B. (2024). The Role of Classroom Management in Improving the



Vol. 4 No. 3 (March) (2026)

- Academic Achievement of Students. *Journal La Edusci*, 5(4), 256–261. <https://doi.org/10.37899/journallaedusci.v5i4.1389>
- Mahmoud, E., & Bawaneh, A. K. (2025). Best practices of effective classroom management strategies supported by digital ICT in higher education. *International Journal of Evaluation and Research in Education*, 14(3), 2337-2345.
- McGuire, S. N., Meadan, H., & Folkerts, R. (2024, February). Classroom and behavior management training needs and perceptions: A systematic review of the literature. In *Child & Youth Care Forum* (Vol. 53, No. 1, pp. 117-139). New York: Springer US.
- Mithans, M. M., & Grmek, M. B. I. (2020). Relationships between student participation in the classroom and the classroom climate. 11(11), 217-232.
- Moukoro¹, I., Uberas, A. D., Cadelina, F. A., Saleem, M. U., Maryam, S., Almagharbeh, W. T., ... & Hidayatallah, Z. (2024). Integrating AI in Classroom Management: Improving Educational Efficiency and Teacher Workflows.
- Nasir, S., & Hossain, S. (2022). *What Really Matters in Secondary-Level Students' Classroom Participation: A Study from the Student's Perspective*. Teacher's World: Journal of Education and Research, 49(2).
- Naveed Kausar, F., Abid, S., & Javeed, K. (2022). *Effect of Classroom Management Techniques on Secondary Students' Performance in District Narowal*. Annals of Human and Social Sciences, 3(3), 168–178. ojs.ahss.org.pk
- Ningsih, D. A. P. A. (2021). Developing students' positive behavior through the implementation of positive reinforcement in efl class. 5(1). <https://doi.org/10.31949/JELL.V5I1.3118>
- Reichert, F., Chen, J., & Torney-Purta, J. (2018). Profiles of adolescents' perceptions of democratic classroom climate and students' influence: The effect of school and community contexts. *Journal of youth and adolescence*, 47(6), 1279-1298
- Safiullah, N., Nadeem, H. A., & Asma. (2023). *Impact of Classroom Management on Students' Academic Achievement at Secondary School Level in Peshawar*. Journal of Social Sciences Review, 3(2), 19–26. ojs.jssr.org.pk
- Saleem, A., Fida, F., & Muhammad, Y. (2025). Factor analysis of the classroom management attitude scale: Dimensions of teacher perspectives. *Indus Journal of Social Sciences*, 3(1), 169-181.
- St-Amand, J., Smith, J., & Goulet, M. (2024). Is teacher humor an asset in classroom management? Examining its association with students' well-being, sense of school belonging, and engagement. *Current Psychology*, 43(3), 2499-2514.
- Thoyibi, M., Hikmat, M. H., & Prasetyarini, A. (2021). Teachers' Perspective on Student's Right to Participation in Classroom Management. *Asian Journal of University Education (AJUE)*, 17(1), 63-73.
- Van Hai, N. (2022). Vietnamese English teachers' views on formative assessment management and suggestions to improve student motivation. *Linguistics and Culture Review*, 6(S1), 363–379.
- Vygotsky, L. S. (1978). 4-Vygotsky.
- Yousuf, M. M. (2023). Exploring Effective Classroom Management Techniques in English Teaching. *International Journal on Recent and Innovation Trends in Computing and Communication*, 11(11), 382–393. <https://doi.org/10.17762/ijritcc.v11i11.9772>
- Zaman, M. S., Iqbal, M. N., & Waheed, S. A. (2024). Exploring the role of teachers' professionalism in reducing aggression and fostering resilience among university



Vol. 4 No. 3 (March) (2026)

students. *Journal of Social and Organizational Matters*, 3(4), 132-147.
<https://doi.org/10.56976/jsom.v3i4.131>

Zaripova, S. (2025, January). CLASSROOM MANAGEMENT AND TEACHER'S APPROACH. In INTERNATIONAL CONFERENCE ON INTERDISCIPLINARY SCIENCE (Vol. 2, No. 1, pp. 34-38).

Zurbriggen, C. L., Hofmann, V., Lehofer, M., & Schwab, S. (2023). Social classroom climate and personalised instruction as predictors of students' social participation. *International Journal of Inclusive Education*, 27(11), 1223-1238.