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Effect of Classroom Management Strategies on Students' Behavioral Outcomes at University Level

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Abstract

Classroom management strategies play a vital role in shaping students' behavioral outcomes by fostering discipline, cooperation, and a positive learning environment. Effective strategies not only reduce disruptive behavior but also enhance students' social-emotional growth and academic engagement. The objective of the study was to find out the relationship and Effect of Classroom Management Strategies on Students' Behavioral Outcomes. The present research utilized a quantitative design through the survey method. The study population included all 39 universities in Lahore, encompassing both public and private institutions. A multistage sampling strategy was applied. A structured questionnaire served as the primary research tool. To establish content validity, the questionnaire was reviewed by a panel of educational experts and university professors, who assessed the items for clarity, relevance, and alignment with the study objectives. The reliability of the instrument was tested using Cronbach's Alpha, with results exceeding the standard threshold of 0.70 across all subscales, ensuring internal consistency. The collected data were coded and analyzed using the Statistical Package for the Social Sciences (SPSS). Both descriptive statistics (mean and standard deviation) and inferential statistics (linear regression and Pearson correlation) were employed to examine the relationships. The findings of the study revealed that there was highly significant relationship and Effect of Classroom Management Strategies on Students' Behavioral Outcomes at university level.

Keywords: Classroom Management Strategies, Students' Behavioral Outcomes, university level

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Introduction

Classroom management plays a central role in shaping students' behavioral outcomes, as effective strategies foster a supportive learning environment, reduce disruptions, and promote academic success. Teachers' perceptions of these strategies are vital, since their implementation largely determines how students engage, behave, and develop social-emotional skills (Emmer & Sabornie, 2015). A variety of approaches have been developed over time, each offering unique methods to address behavioral challenges and create a structured classroom climate. One widely studied approach is Positive Behavior Support (PBS), which emphasizes proactive strategies to prevent misbehavior by teaching and reinforcing positive behaviors. Research shows that PBS not only reduces disruptive conduct but also improves the overall classroom climate (Sugai & Simonsen, 2012). Another effective strategy is Assertive Discipline, where teachers set clear expectations and consistently enforce rules. By establishing firm boundaries, assertive discipline helps reduce ambiguity and ensures that students understand the consequences of their actions (Canter & Canter, 2001).

In addition, Cooperative Learning Structures have been shown to positively influence students' behavior by fostering collaboration, peer accountability, and mutual respect. When students are engaged in structured group tasks, they are less likely to engage in disruptive behaviors and more likely to exhibit prosocial interactions (Gillies, 2016). Similarly, the establishment of Rules and Procedures provides a framework for behavioral expectations. Teachers who clearly define and teach these rules tend to experience fewer disruptions and improved classroom order (Marzano, 2003). Proximity Control is another subtle yet powerful strategy in which teachers manage student behavior through physical presence and movement in the classroom. Studies suggest that proximity reduces off-task behavior by signaling teacher awareness and creating a nonverbal form of discipline (Garrahy et al., 2005). Meanwhile, reinforcement-based strategies like the Token Economy System are used to encourage positive behavior by providing students with tangible rewards that can be exchanged for privileges. Research highlights the effectiveness of token economies in reducing disruptive behavior, particularly among younger and at-risk students (Filcheck & McNeil, 2004).

Behavior modification can also be achieved through Behavior Contracts, where teachers and students collaboratively agree on behavioral goals and consequences. Such contracts promote accountability and student ownership of behavior (Kern & Clemens, 2007). Finally, the Responsive Classroom Approach integrates academic and social-emotional learning by emphasizing teacher-student relationships, positive community building, and proactive classroom structures. Evidence indicates that this approach enhances student cooperation, reduces disciplinary referrals, and improves overall behavior (Rimm-Kaufman & Chiu, 2007). Taken together, these classroom management strategies reflect diverse perspectives on behavior regulation, ranging from structured rule enforcement to collaborative and relational approaches. Teachers' perceptions of their effectiveness provide valuable insights into how these strategies shape behavioral outcomes in different contexts. Understanding these perceptions is essential for designing professional development programs and guiding schools toward adopting evidence-based classroom management practices.

Classroom management has long been considered a central component of effective teaching, directly influencing not only academic achievement but also students' social and

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behavioral development. Teachers' perceptions of management strategies are particularly important, since their attitudes and beliefs shape how consistently and effectively these practices are implemented. Research indicates that when teachers view management strategies as effective, they are more likely to adopt them with fidelity, leading to positive behavioral outcomes among students (Emmer & Sabornie, 2015). The diversity of approaches to classroom management, ranging from structured reinforcement systems to relationship-centered methods, reflects the complexity of addressing student behavior in diverse learning contexts. Positive Behavior Support (PBS) is one of the most widely recognized frameworks for promoting positive student behavior. Teachers who adopt PBS generally report reductions in disciplinary incidents and increased classroom harmony (Sugai & Simonsen, 2012). The proactive nature of PBS, which focuses on teaching desired behaviors and reinforcing them through positive acknowledgment, is perceived by teachers as a sustainable strategy that minimizes punitive measures. For many educators, PBS is effective because it shifts the emphasis from punishment to prevention, fostering a climate of mutual respect and accountability.

Another approach frequently perceived as impactful is Assertive Discipline. This strategy requires teachers to establish clear rules, communicate expectations explicitly, and apply consistent consequences when rules are broken. Teachers often appreciate assertive discipline for the structure and authority it provides, particularly in classrooms with frequent behavioral challenges (Canter & Canter, 2001). However, while some educators view it as empowering, others perceive it as overly rigid and potentially detrimental to teacher-student relationships if not balanced with positive reinforcement (Lewis et al., 2008). These differing perceptions highlight the importance of teacher style and context in determining the effectiveness of assertive discipline. In contrast, Cooperative Learning Structures emphasize collaboration, peer accountability, and shared responsibility. Teachers report that cooperative learning reduces off-task behaviors by engaging students in meaningful tasks that require cooperation and mutual support (Gillies, 2016). Many educators perceive these structures as promoting prosocial skills, such as empathy and communication, alongside academic growth. Yet, challenges exist, as some teachers find that without proper scaffolding, cooperative learning may lead to uneven participation or conflict among students (Johnson & Johnson, 2009).

The establishment of Rules and Procedures is another foundational strategy that teachers consistently value. Teachers often perceive clear rules as essential for setting boundaries and ensuring consistency in student behavior (Marzano, 2003). When rules are collaboratively created with students, teachers note an increase in student ownership and compliance. However, perceptions differ depending on classroom culture; some teachers feel that too many rules can restrict student autonomy, while others believe that structured guidelines are necessary for creating an orderly learning environment (Evertson & Weinstein, 2011). Proximity Control is perceived by many teachers as a subtle but effective strategy. By moving closer to students who may be off-task, teachers can nonverbally manage behavior without disrupting instruction. Research shows that teachers find this approach particularly useful in preventing escalation and maintaining a calm classroom environment (Garrahy et al., 2005). Teachers often favor proximity control because it communicates awareness and attentiveness, reinforcing the idea that students' actions are observed and monitored in real time.

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Reinforcement-based methods such as the Token Economy System are frequently used in classrooms, especially with younger students. Teachers perceive token economies as effective in motivating students to exhibit positive behavior, as the tangible rewards provide immediate reinforcement (Filcheck & McNeil, 2004). However, some teachers express concerns about over-reliance on extrinsic motivation, noting that token economies may limit intrinsic behavioral regulation in the long run (Deci & Ryan, 2000). Thus, teacher perceptions reflect both the effectiveness of token systems in short-term management and the need for careful integration with intrinsic motivational strategies. Behavior Contracts represent another strategy that many teachers view as effective, especially with older or at-risk students. These contracts formalize expectations and provide students with a sense of ownership over their behavior. Teachers often appreciate behavior contracts because they encourage accountability and open communication between students and teachers (Kern & Clemens, 2007). Perceptions are largely positive when contracts are developed collaboratively; however, teachers also note that the success of this strategy depends heavily on consistency in monitoring and enforcing the agreements.

Finally, the Responsive Classroom Approach has gained attention as a holistic method integrating academic and social-emotional learning. Teachers perceive this approach as highly effective in fostering a positive classroom culture by building strong teacher-student relationships and emphasizing proactive strategies (Rimm-Kaufman & Chiu, 2007). Teachers using responsive classroom practices often report reductions in behavior problems, improved peer relationships, and higher levels of student cooperation. The approach is particularly valued for its balance between structure and relational warmth, aligning classroom management with broader goals of student development. Overall, teachers' perceptions of classroom management strategies highlight both the strengths and limitations of each approach. While structured methods like assertive discipline and token economies are valued for clarity and consistency, relationship-centered strategies such as cooperative learning and responsive classroom practices are praised for promoting long-term behavioral and social growth.

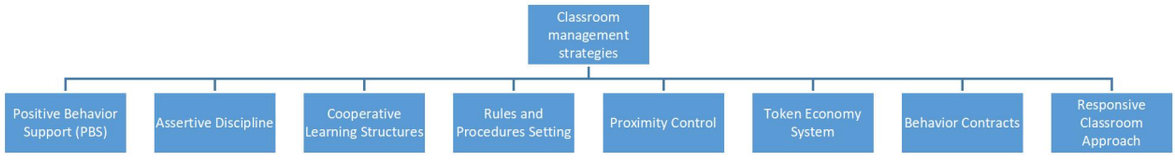

Figure 1: Classroom Management Strategies

Objectives

- To find the level of classroom management strategies and students' behavioral outcomes.
- To investigate the effect of classroom management strategies on students' behavioral outcomes.
- To determine the relationship between classroom management practices and students' behavioral outcomes.

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Research Design and Methodology

The present research utilized a quantitative design through the survey method. The study population included all 39 universities in Lahore, encompassing both public and private institutions. A multistage sampling strategy was applied. At the first stage, stratified sampling was used to categorize universities into two strata: public and private. In the second stage, universities were chosen proportionally from each stratum, with 4 public and 4 private universities selected randomly. In the final stage, 50 students were randomly selected from each university. Out of the 39 universities, a representative sample of 400 students was drawn, balancing feasibility and accuracy. A structured questionnaire served as the primary research tool. The questionnaire consisted of two parts. The items on classroom management strategies were adapted from Kausar, Siddique, & Bilal (2022); Kausar, Bashir, Hussain, & Ahmad (2024); and Kausar, Abid, & Javeed (2022), while items on students' behavioral outcomes were taken from Ng et al. (2024).

All items were rated on a five-point Likert scale ranging from "Strongly Disagree" to "Strongly Agree." To establish content validity, the questionnaire was reviewed by a panel of educational experts and university professors, who assessed the items for clarity, relevance, and alignment with the study objectives. Recommendations from experts were incorporated to improve the instrument. Construct validity was confirmed through factor analysis during the pilot phase. A pilot study was carried out on 40 respondents (excluded from the main study). The reliability of the instrument was tested using Cronbach's Alpha, with results exceeding the standard threshold of 0.70 across all subscales, ensuring internal consistency. The collected data were coded and analyzed using the Statistical Package for the Social Sciences (SPSS). Both descriptive statistics (mean and standard deviation) and inferential statistics (linear regression and Pearson correlation) were employed to examine the relationships.

Data Analysis and Interpretations

Table 1: ***Positive Behavior Support (PBS) (N=400)***

Items	M	S.D
Clear behavioral expectations are communicated to students and consistently reinforced in my classroom.	4.53	.633
Positive reinforcement (e.g., praise, rewards) is regularly used to encourage appropriate student behavior	3.44	1.399
Preventive strategies are applied to minimize disruptions before they escalate into behavioral issues.	3.96	.992
Students are actively involved in creating and understanding classroom rules and expectations.	4.08	1.023
Data (e.g., observations, behavior records) is used to monitor and improve students' behavioral progress.	4.04	1.014

The findings presented in Table 1 highlight the effectiveness and implementation of Positive Behavior Support (PBS) strategies within the classroom. The item "Clear behavioral expectations are communicated to students and consistently reinforced" received the highest mean score (M = 4.53, SD = .633), suggesting that teachers prioritize clarity and consistency in guiding student behavior. This reflects a strong foundation for creating structured and predictable learning environments. Similarly, involving students in the process of developing and understanding classroom rules (M = 4.08, SD = 1.023) and the use of behavioral data for monitoring progress (M = 4.04, SD = 1.014) indicate that

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participatory and evidence-based approaches are valued in classroom management. Preventive strategies to reduce disruptions before escalation were moderately applied (M = 3.96, SD = .992), showing that teachers recognize the importance of proactive management but may require additional support to strengthen these practices. Interestingly, the lowest mean score was recorded for the use of positive reinforcement (M = 3.44, SD = 1.399), indicating variability in its application and suggesting that teachers may underutilize rewards and praise as tools for promoting desirable behaviors. Overall, the results imply that while expectations, student participation, and data-driven monitoring are well-embedded, there is room for improvement in enhancing reinforcement techniques and preventive strategies to fully realize the potential of PBS in fostering positive behavioral outcomes.

Table 2: ***Assertive Discipline (N=400)***

Items	M	S.D
I clearly communicate classroom rules and expectations to my students at the beginning of the term.	3.87	1.046
I regularly reinforce positive behavior by acknowledging and praising students' efforts.	3.87	1.112
I believe that maintaining firm and fair discipline helps create a supportive learning environment.	3.96	1.024
I feel confident in addressing disruptive behaviors without escalating conflict.	4.39	.616
I consistently apply rewards and consequences to encourage positive student behavior.	4.37	.594

The results in Table 2 indicate that teachers generally hold positive perceptions regarding the use of assertive discipline strategies in classroom management. The mean score of 3.87 for clearly communicating classroom rules and expectations suggests that teachers regularly emphasize clarity in setting behavioral standards at the start of the term. Similarly, reinforcing positive behavior through acknowledgment and praise also recorded a mean of 3.87, indicating that recognition of student effort is consistently practiced, though with some variation as reflected in the higher standard deviation (SD = 1.112). The belief that firm and fair discipline contributes to a supportive learning environment showed a slightly higher mean of 3.96, reinforcing teachers' understanding of the role of structured discipline in fostering positive classroom climates. Interestingly, the highest mean score was recorded for teachers' confidence in addressing disruptive behaviors without escalating conflict (M = 4.39, SD = .616). This highlights that teachers feel equipped with the skills to manage challenges effectively while maintaining a constructive environment. Likewise, the application of rewards and consequences to promote positive behavior also demonstrated a strong mean score (M = 4.37, SD = .594), reflecting consistency in implementing reinforcement strategies. Collectively, these findings suggest that assertive discipline practices are widely embraced, with teachers demonstrating confidence, fairness, and consistency in managing student behavior. This underscores the effectiveness of assertive discipline in promoting both order and a supportive classroom environment.

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Table 3: ***Cooperative Learning Structures (N=400)***

Items	M	S.D
I regularly use cooperative learning structures (e.g., think-pair-share, jigsaw, group projects) to promote student interaction in my classroom.	4.25	.592
Cooperative learning strategies help my students develop teamwork and communication skills.	4.17	.727
I believe that cooperative learning enhances students' critical thinking and problem-solving abilities.	4.40	.630
I face challenges in managing classroom time effectively when implementing cooperative learning activities.	3.96	1.069
Cooperative learning structures positively influence students' academic achievement and social development.	4.41	.603

The results presented in Table 3 highlight teachers' perceptions of cooperative learning structures in fostering student engagement and achievement. The findings show strong agreement among teachers regarding the effectiveness of cooperative learning, with high mean values across most items. Teachers reported frequent use of cooperative learning strategies such as think-pair-share, jigsaw, and group projects (M = 4.25, S.D = .592), indicating that these methods are regularly integrated into classroom practices to enhance interaction. They also strongly agreed that cooperative learning strategies help students develop essential teamwork and communication skills (M = 4.17, S.D = .727). Teachers perceived cooperative learning as particularly effective in enhancing students' critical thinking and problem-solving abilities (M = 4.40, S.D = .630), suggesting that such strategies contribute meaningfully to higher-order learning. The highest mean score was recorded for the statement on cooperative learning's positive influence on academic achievement and social development (M = 4.41, S.D = .603), reflecting strong consensus on its overall benefits for holistic student growth. However, teachers also acknowledged challenges, particularly in managing classroom time effectively when implementing cooperative learning (M = 3.96, S.D = 1.069). The higher standard deviation in this item suggests variation in teachers' experiences, with some finding it more difficult than others to balance time and classroom management during group activities.

Table 4: ***Rules and Procedures Setting (N=400)***

Items	M	S.D
I clearly communicate classroom rules and expectations to my students at the beginning of the academic year/term.	4.46	.612
I consistently reinforce rules and procedures to ensure students understand acceptable behavior.	4.43	.562
I involve students in discussions when setting classroom rules to increase their ownership and responsibility.	4.41	.572
I believe that having clear rules and procedures helps reduce classroom disruptions.	3.83	1.097
I regularly review and adjust classroom rules and procedures to meet the evolving needs of my students.	4.28	.635

The results in Table 4 highlight teachers' strong emphasis on establishing and maintaining classroom rules and procedures as an essential classroom management strategy. The highest mean score (M = 4.46, S.D = .612) indicates that teachers place strong importance on clearly communicating classroom rules and expectations at the beginning of the

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academic year or term, suggesting that clarity at the outset is seen as a foundation for effective management. Similarly, reinforcing rules consistently (M = 4.43, S.D = .562) and involving students in rule-setting discussions (M = 4.41, S.D = .572) also scored highly, reflecting teachers' recognition of student engagement and shared responsibility in fostering a disciplined classroom environment. Moderate scores were observed for the belief that rules reduce disruptions (M = 3.83, S.D = 1.097), indicating that while most teachers agree with this principle, variability in responses suggests that some may find rules less effective in minimizing behavioral issues. Additionally, regularly reviewing and adjusting rules (M = 4.28, S.D = .635) scored positively, showing teachers' willingness to adapt procedures based on students' evolving needs.

Table 5: ***Proximity Control (N=400)***

Items	M	S.D
I use my physical presence in the classroom to minimize disruptive behavior.	4.33	.602
Proximity control is an effective strategy I rely on to manage classroom discipline.	4.31	.616
My movement around the classroom creates a sense of accountability among students.	4.35	.594
I deliberately position myself near students who are off-task to redirect their behavior.	4.48	.592
Walking around the classroom helps me maintain students' attention and focus on learning tasks.	4.21	.632

The findings presented in Table 5 highlight the role of proximity control as a highly effective classroom management strategy. The mean scores, all above 4.20, demonstrate that teachers consistently use their physical presence to regulate student behavior and enhance classroom discipline. The highest mean (M = 4.48, S.D = .592) was reported for the statement "I deliberately position myself near students who are off-task to redirect their behavior", indicating that teachers find this approach particularly successful in reducing distractions and maintaining student focus. Similarly, the item "My movement around the classroom creates a sense of accountability among students" (M = 4.35, S.D = .594) reflects the strong belief that teacher mobility fosters responsibility and attentiveness. Furthermore, the results show that using physical presence (M = 4.33, S.D = .602) and relying on proximity as a discipline strategy (M = 4.31, S.D = .616) are both widely practiced and perceived as effective. Slightly lower but still significant was the role of walking around the classroom to sustain attention (M = 4.21, S.D = .632), which suggests that while effective, this strategy may require complementary approaches to sustain long-term engagement. Overall, the high mean values with relatively low standard deviations indicate a strong consensus among teachers that proximity control not only minimizes disruptive behavior but also helps sustain a positive and focused learning environment.

Table 6: ***Token Economy System (N=400)***

Items	M	S.D
The use of a token economy system helps me reinforce positive student behavior effectively.	4.33	.637
Managing and tracking tokens in the classroom is practical and feasible for me as a teacher.	3.84	1.082
The token economy system encourages students to take responsibility for	4.31	.615

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their actions.		
Implementing a token economy system improves overall classroom discipline and order.	4.29	.630
Students in my class show increased motivation when tokens are linked to rewards.	4.24	.654

The findings presented in Table 6 highlight teachers' positive perceptions regarding the effectiveness of the token economy system in managing classroom behavior. The highest mean score (M = 4.33, SD = .637) indicates that teachers strongly believe the system is effective in reinforcing positive student behavior. Similarly, the item reflecting students' responsibility (M = 4.31, SD = .615) and the improvement of classroom discipline and order (M = 4.29, SD = .630) further confirm that the token economy is viewed as a valuable strategy for promoting accountability and maintaining structure. Moreover, teachers observed that linking tokens to rewards significantly enhances student motivation (M = 4.24, SD = .654), suggesting that students respond positively to extrinsic reinforcement. However, the relatively lower mean score for the practicality of managing and tracking tokens (M = 3.84, SD = 1.082) indicates some challenges in implementation. The higher standard deviation in this item also reflects variation in teachers' experiences, with some finding the system manageable while others possibly struggle with its application in diverse classroom settings. Overall, the results demonstrate that while the token economy is effective in motivating students and improving discipline, its successful implementation requires feasible management strategies to ensure consistency and sustainability in practice.

Table 7: ***Behavior Contracts (N=400)***

Items	**M**	**S.D**
I believe behavior contracts are effective in encouraging students to take responsibility for their actions.	4.20	.678
Implementing behavior contracts requires additional time and effort that affects my classroom routine.	4.30	.591
I find that behavior contracts improve students' motivation and self-regulation.	3.76	1.129
Behavior contracts help in creating clear expectations between teachers, students, and parents.	4.19	.657
I regularly use behavior contracts to manage recurring behavioral challenges in my classroom.	3.87	1.034

The results in Table 7 highlight teachers' perceptions of behavior contracts as a classroom management strategy. Overall, the findings suggest that teachers generally view behavior contracts positively, particularly in terms of setting clear expectations and promoting accountability. The highest mean score (M = 4.30, SD = .591) indicates that many teachers feel the implementation of behavior contracts demands additional time and effort, which can affect classroom routines. This reflects a practical concern, suggesting that while behavior contracts are beneficial, they may require extra planning and follow-up from teachers. Teachers strongly agreed that behavior contracts encourage students to take responsibility for their actions (M = 4.20, SD = .678) and help establish clear expectations among teachers, students, and parents (M = 4.19, SD = .657). These findings indicate that behavior contracts are effective tools for clarifying roles and responsibilities in the learning environment. Moreover, the mean score for improving students' motivation and self-

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regulation (M = 3.76, SD = 1.129) suggests a moderately positive view, though the higher standard deviation reflects variability in teacher experiences regarding this outcome. Finally, the use of behavior contracts to address recurring behavioral challenges was rated moderately high (M = 3.87, SD = 1.034), showing that while many teachers employ this strategy, its application may vary depending on classroom context and student needs. Overall, the results indicate that teachers recognize the effectiveness of behavior contracts in fostering responsibility, accountability, and communication, though time demands and mixed experiences with student motivation present notable challenges.

Table 8: ***Responsive Classroom Approach (N=400)***

Items	M	S.D
I use *morning meetings* to build a sense of community and strengthen teacher–student relationships.	4.15	.643
I integrate both academic and social-emotional learning in my daily teaching practices.	4.40	.592
I regularly use positive teacher language (encouragement, reinforcement) to support student growth and behavior.	4.38	.592
I provide students with opportunities for choice and autonomy to promote responsibility and engagement.	4.26	.681
I believe that creating clear, consistent expectations helps students feel safe and respected in the classroom.	4.02	1.162

The results presented in Table 8 highlight teachers' perceptions and practices regarding the implementation of the Responsive Classroom Approach. The mean values across all items indicate a generally high level of agreement, suggesting that teachers consistently apply key components of this approach in their classrooms. The highest mean score was observed for the integration of both academic and social-emotional learning (M = 4.40, SD = .592), reflecting teachers' strong commitment to addressing the holistic development of students. Similarly, the regular use of positive teacher language (M = 4.38, SD = .592) shows that teachers prioritize encouragement and reinforcement as essential strategies for fostering student growth and positive behavior. Providing students with opportunities for choice and autonomy also received a high mean score (M = 4.26, SD = .681), indicating that teachers recognize the value of student agency in promoting responsibility and engagement. Morning meetings, with a mean score of 4.15 (SD = .643), further underscore the emphasis placed on community-building and strengthening teacher–student relationships. The lowest mean, though still relatively high, was reported for creating clear and consistent expectations (M = 4.02, SD = 1.162). The higher standard deviation here suggests variability among teachers in consistently applying this practice, possibly due to contextual differences in classroom environments.

Table 9: ***Students' Behavioral Outcomes (N=400)***

Items	M	S.D
My students demonstrate respect towards teachers and peers during classroom activities.	3.81	1.229
Students in my class actively participate in activities that promote social and moral values.	3.92	1.141
My students demonstrate honesty and integrity in academic and social interactions.	4.42	.693
Students show motivation and a positive attitude towards learning	4.55	.599

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tasks.		
My students resolve conflicts with peers in a constructive and respectful manner.	4.55	.599
Students in my class display self-discipline and remain focused during lessons.	4.45	.684
My students exhibit cooperation and teamwork during group activities.	4.49	.613
Students show responsibility by completing assigned tasks on time.	4.40	.596
My students are able to manage their emotions effectively in challenging situations.	4.15	.765
Students in my class follow established rules and routines consistently.	4.23	.760

The findings presented in Table 9 highlight that teachers generally perceive their students as demonstrating positive behavioral outcomes across multiple dimensions. The highest-rated items were related to motivation and constructive conflict resolution, with both recording mean scores of 4.55 (SD = .599). This indicates that students are highly motivated toward learning tasks and show strong skills in managing peer conflicts in respectful and solution-oriented ways. Similarly, cooperation during group activities (M = 4.49, SD = .613) and self-discipline in maintaining focus during lessons (M = 4.45, SD = .684) also received high ratings, suggesting that collaborative learning environments and structured classroom routines contribute to strong behavioral development. Honesty and integrity in both academic and social interactions (M = 4.42, SD = .693) and responsibility in completing tasks on time (M = 4.40, SD = .596) further reflect positive moral and ethical orientations among students. Emotional management (M = 4.15, SD = .765) and consistency in following classroom rules (M = 4.23, SD = .760) were rated slightly lower compared to other outcomes, pointing to areas where students still face challenges in regulating emotions and adhering to routines under pressure. Meanwhile, respect toward teachers and peers (M = 3.81, SD = 1.229) and participation in activities promoting social and moral values (M = 3.92, SD = 1.141) received relatively lower ratings. The higher standard deviations for these items also suggest greater variation in student behavior across classrooms. These findings imply that while students excel in motivation, discipline, and teamwork, further efforts may be needed to strengthen respect, value-based participation, and emotional regulation through targeted behavioral interventions and structured guidance.

Table 10: ***Effect of Classroom Management Strategies on Students' Behavioral Outcomes (N=400)***

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	28.717	1	28.717	278.419	.000[b]
	Residual	41.051	398	.103		
	Total	69.768	399			

a. Dependent Variable: Students' Behavioral Outcomes

b. Predictors: (Constant), Classroom Management Strategies

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Table 11: ***Effect of Classroom Management Strategies on Students' Behavioral Outcomes (N=400)***

Coefficients[a]						
		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
(Constant)		1.423	.171		8.331	.000
Classroom Management Strategies		.659	.039	.642	16.686	.000

a. Dependent Variable: Students' Behavioral Outcomes

The results of the ANOVA (Table 10) reveal that classroom management strategies have a statistically significant effect on students' behavioral outcomes, as indicated by the large F-value ($F = 278.419$, $p < .001$). The regression model accounts for a substantial proportion of the variance in students' behavioral outcomes, suggesting that effective classroom management is a key determinant of student behavior in educational settings. The relatively small residual variance indicates that the model is a strong fit, with classroom management strategies explaining a considerable portion of the changes in student behavior. Further confirmation is provided by the regression coefficients in Table 11. The unstandardized coefficient ($B = .659$) demonstrates that for every one-unit increase in classroom management strategies, students' behavioral outcomes improve by .659 units. The standardized beta value (.642) highlights a strong positive relationship between the two variables, making classroom management one of the most influential predictors of student behavioral outcomes. The high t-value ($t = 16.686$, $p < .001$) further affirms the robustness and significance of this relationship. Taken together, these findings emphasize that structured and effective classroom management strategies significantly enhance students' behavioral outcomes by fostering discipline, reducing disruptions, and creating a conducive learning environment. This underscores the critical role of teachers' management practices in promoting positive student behaviors and overall classroom harmony.

Table 12: ***Effect of Classroom Management Strategies (factors) on Students' Behavioral Outcomes (N=400)***

ANOVA[a]						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	32.233	8	4.029	42.220	.000[b]
	Residual	37.123	389	.095		
	Total	69.356	397			

a. Dependent Variable: Students' Behavioral Outcomes

b. Predictors: (Constant), Responsive Classroom Approach, Positive Behavior Support (PBS), Rules and Procedures Setting, Cooperative Learning Structures, Token Economy System, Proximity Control, Assertive Discipline, Behavior Contracts

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Table 13: ***Effect of Classroom Management Strategies (factors) on Students' Behavioral Outcomes (N=400)***

Coefficients[a]

	Unstandardized Coefficients		Standardized Coefficients		
	B	**Std. Error**	**Beta**	**t**	**Sig.**
(Constant)	1.187	.186		6.399	.000
Positive Behavior Support (PBS)	.017	.028	.027	10.613	.000
Assertive Discipline	-.018	.026	-.038	-5.700	.004
Cooperative Learning Structures	-.098	.043	-.134	-2.296	.022
Rules and Procedures Setting	.076	.042	.085	6.810	.071
Proximity Control	.196	.049	.220	4.021	.000
Token Economy System	.325	.064	.337	5.115	.000
Behavior Contracts	.180	.061	.199	2.960	.003
Responsive Classroom Approach	.042	.040	.054	3.051	.004

a. Dependent Variable: Students' Behavioral Outcomes

The ANOVA results (Table 12) demonstrate that classroom management strategies collectively have a statistically significant effect on students' behavioral outcomes, with the regression model explaining a substantial proportion of variance ($F = 42.220$, $p < .001$). This confirms that the use of structured management approaches by teachers significantly contributes to shaping and improving students' behavior in the classroom setting. The high F-value indicates a strong overall model fit, suggesting that the predictors jointly play an important role in influencing behavioral outcomes. The coefficients analysis (Table 13) provides further insight into the relative contributions of each classroom management strategy. Among the predictors, the Token Economy System ($B = .325$, $p < .001$) emerged as the strongest positive contributor to students' behavioral outcomes, indicating that the use of rewards and reinforcements is highly effective in promoting desired behaviors. Similarly, Proximity Control ($B = .196$, $p < .001$) and Behavior Contracts ($B = .180$, $p = .003$) were also found to have significant positive effects, highlighting the value of teachers' physical presence, monitoring, and formal agreements in regulating behavior. Positive Behavior Support (PBS) ($B = .017$, $p < .001$) and the Responsive Classroom Approach ($B = .042$, $p = .004$) also contributed positively, though with smaller effect sizes, reflecting their role in fostering supportive and respectful classroom environments.

Conversely, some strategies demonstrated negative effects on behavioral outcomes. Assertive Discipline ($B = -.018$, $p = .004$) and Cooperative Learning Structures ($B = -.098$, $p = .022$) were negatively associated with student behavior, suggesting that overly rigid discipline practices or poorly managed cooperative activities may hinder behavioral improvements. Rules and Procedures Setting ($B = .076$, $p = .071$) showed a positive but statistically non-significant effect, indicating that while establishing rules is important, its independent contribution to behavioral outcomes is limited without complementary strategies. Overall, the results emphasize that positive reinforcement strategies such as token economies, proximity control, and behavior contracts are the most effective

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classroom management practices for improving students' behavioral outcomes. In contrast, strategies relying heavily on strict discipline or cooperative methods without adequate structure may negatively affect behavior. These findings underscore the importance of adopting balanced, student-centered approaches that prioritize reinforcement, monitoring, and supportive environments in managing classroom behavior effectively.

Table 14: ***Relationship between Classroom Management Strategies and Students' Behavioral Outcomes (N=400)***

Correlations

		Classroom Management Strategies	Students' Behavioral Outcomes
Classroom Management Strategies	Pearson Correlation	1	.642**
	Sig. (2-tailed)		.000
	N	400	400
Students' Behavioral Outcomes	Pearson Correlation	.642**	1
	Sig. (2-tailed)	.000	
	N	400	400

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

The correlation results presented in Table 14 highlight a strong and statistically significant positive relationship between classroom management strategies and students' behavioral outcomes ($r = .642$, $p < .01$). This indicates that effective classroom management practices contribute substantially to shaping positive student behavior. In other words, when teachers employ structured, consistent, and student-centered management approaches, learners are more likely to demonstrate discipline, cooperation, and active participation in class activities. The large sample size ($N = 400$) further strengthens the reliability of these findings, confirming that the influence of classroom management extends beyond individual contexts to broader educational settings. These results underscore the critical role of teachers' management skills not only in maintaining order but also in fostering a supportive environment that promotes desirable behavioral outcomes among students.

Table 15: ***Relationship between Classroom Management Strategies (factors) and Students' Behavioral Outcomes (N=400)***

Correlations

		(PBS)	AD	CLS	R&PS	PC	TES	BC	RCS	SBO
(PBS)	Pearson Correlation	1								
	Sig. (2-tailed)									
AD	Pearson Correlation	.516**	1							
	Sig. (2-tailed)	.000								
CLS	Pearson Correlation	.669**	.653**	1						
	Sig. (2-tailed)	.000	.000							

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R&PS	Pearson Correlation	.688	.668	.683**	1				
	Sig. (2-tailed)	.079	.175	.000					
PC	Pearson Correlation	.620**	.622**	.603**	.501**	1			
	Sig. (2-tailed)	.000	.000	.000	.000				
TES	Pearson Correlation	.664**	.617**	.473**	.539**	.565**	1		
	Sig. (2-tailed)	.001	.000	.000	.000	.000			
BC	Pearson Correlation	.654**	.609**	.520**	.510**	.590**	.796**	1	
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000		
RCA	Pearson Correlation	.605**	.422**	.527**	.616**	.522**	.574**	.617**	1
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	
SBO	Pearson Correlation	.658**	.643**	.699**	.459**	.511**	.630**	.600**	.434**
	Sig. (2-tailed)	.001	.004	.000	.000	.000	.000	.000	.000

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

Positive Behavior Support= (PBS), Assertive Discipline=AD, Cooperative Learning Structures=CLS, Rules and Procedures Setting=R&PS, Proximity Control=PC, Token Economy System=TES, Behavior Contracts=BC, Responsive Classroom Approach=RCA, Students' Behavioral Outcomes=SBO

The correlation results presented in Table 15 reveal a significant and positive relationship between various classroom management strategies and students' behavioral outcomes (SBO). Among the strategies, cooperative learning structures ($r = .699$, $p < 0.01$) demonstrated the strongest correlation with students' behavioral outcomes, suggesting that collaborative and interactive learning environments are highly effective in promoting positive student behavior. Similarly, positive behavior support ($r = .658$, $p < 0.01$) and assertive discipline ($r = .643$, $p < 0.01$) were also strongly associated with desirable behavioral outcomes, indicating that structured reinforcement and consistent disciplinary approaches contribute meaningfully to student conduct. The analysis further highlights the role of token economy systems ($r = .630$, $p < 0.01$) and behavior contracts ($r = .600$, $p < 0.01$), both of which emphasize extrinsic motivation and accountability, in enhancing student behavior. Proximity control ($r = .511$, $p < 0.01$) and rules and procedures setting ($r = .459$, $p < 0.01$) also showed moderate positive relationships with behavioral outcomes, reflecting that clear expectations and teacher presence support classroom order. The responsive classroom approach ($r = .434$, $p < 0.01$) revealed the weakest but still significant positive association, suggesting that while socio-emotional approaches are valuable, their impact may depend on consistent implementation and contextual adaptation. Overall, the findings confirm that a combination of structured, motivational, and interactive strategies is essential for fostering positive student behavior. The results emphasize that no single strategy alone is sufficient; rather, an integrated approach that blends cooperative learning, reinforcement systems, and clear expectations produces the most effective behavioral outcomes.

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DISCUSSION

The findings of this study provide clear evidence that classroom management strategies play a pivotal role in shaping students' behavioral outcomes. The results from Tables 10 through 15 consistently highlight that effective management practices, whether in the form of reinforcement systems, cooperative learning structures, or proximity control, contribute significantly to fostering discipline, motivation, and positive conduct among students. This aligns with previous research indicating that classroom management is one of the strongest predictors of both student achievement and behavioral adjustment (Marzano, Marzano, & Pickering, 2003; Simonsen et al., 2008). The regression analysis (Table 11) demonstrated that classroom management strategies significantly predict students' behavioral outcomes, with a large effect size and strong standardized coefficients. This finding is consistent with Wang, Haertel, and Walberg's (1993) meta-analysis, which identified classroom management as a foundational factor influencing student learning and behavior. Importantly, the significant beta values for strategies such as token economy systems, behavior contracts, and proximity control suggest that reinforcement-based approaches are particularly effective. These results support Skinner's (1953) principles of operant conditioning, which emphasize reinforcement as a mechanism for sustaining desired behavior, and align with more recent evidence that token economies improve engagement and reduce disruptive conduct (Filcheck & McNeil, 2004).

The correlation results (Tables 14 and 15) further emphasize the importance of cooperative learning structures, which demonstrated the strongest association with students' behavioral outcomes ($r = .699$). This suggests that peer collaboration, when structured effectively, not only enhances academic achievement but also nurtures prosocial behaviors such as teamwork, respect, and conflict resolution. Johnson and Johnson (2009) argue that cooperative learning fosters interdependence and mutual accountability, thereby promoting both social and behavioral growth. The present findings reinforce these claims, highlighting the dual academic and behavioral benefits of collaborative instructional practices. Interestingly, assertive discipline also showed a strong correlation with behavioral outcomes ($r = .643$), though regression analysis suggested a negative predictive effect when isolated. This may indicate that while structured discipline creates order, overreliance on rigid approaches without complementary supportive strategies could diminish their effectiveness. This aligns with Lewis, Romi, Qui, and Katz's (2005) findings that overly strict discipline may foster compliance but also risks undermining intrinsic motivation if not balanced with positive reinforcement and student involvement. Similarly, cooperative learning structures, despite their strong correlations, displayed a negative regression coefficient, suggesting that their effectiveness depends heavily on classroom context and teacher skill in implementation. Poorly managed group activities may inadvertently increase off-task behavior, as noted by Gillies (2016), underscoring the need for professional development in cooperative learning facilitation.

The results also highlight the significance of the Responsive Classroom Approach ($r = .434$) and Positive Behavior Support ($r = .658$), both of which emphasize socio-emotional learning and proactive support. These findings are consistent with evidence that student-centered approaches contribute to long-term behavioral improvements by addressing the social-emotional needs of learners (Rimm-Kaufman & Chiu, 2007; Sugai & Horner, 2006). However, the relatively weaker correlation of responsive classroom practices compared to reinforcement-based strategies suggests that their impact may be more gradual and

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context-dependent, requiring sustained implementation across the school environment to achieve maximal outcomes. Taken together, these findings support a growing body of literature that classroom management is not a singular construct but rather a combination of strategies that function most effectively when integrated. Reinforcement mechanisms such as token economies and behavior contracts provide immediate behavioral regulation, while cooperative learning and responsive approaches build long-term prosocial skills. The balance between assertiveness and support, as highlighted by Emmer and Sabornie (2014), appears critical in ensuring that classroom management promotes not only compliance but also the development of self-discipline, motivation, and responsibility. In summary, the study's findings confirm that effective classroom management is multifaceted, requiring a blend of proactive reinforcement, structured expectations, and collaborative practices. These results underscore the importance of teacher training in diverse management strategies and suggest that interventions should prioritize integration rather than reliance on a single method. Aligning with prior literature, this research contributes empirical evidence that classroom management strategies are central to cultivating positive behavioral outcomes and fostering environments conducive to both academic and social-emotional development.

CONCLUSION

The conclusion of this study highlight the significant role of classroom management strategies in shaping students' behavioral outcomes. The results demonstrated that strategies such as cooperative learning structures, positive behavior support, assertive discipline, token economy systems, and behavior contracts have the strongest influence on student behavior, fostering motivation, accountability, teamwork, and self-discipline. Proximity control and rules and procedures setting also contributed positively, showing the importance of teacher presence and clear expectations in maintaining order and guiding student conduct. Although the responsive classroom approach showed comparatively weaker associations, it still played a meaningful role in promoting socio-emotional development and creating a respectful classroom climate. Overall, the study confirms that effective classroom management is not dependent on a single method but rather on the integration of multiple strategies that complement each other. Structured reinforcement techniques, interactive learning opportunities, and consistent behavioral expectations together create an environment where students are more likely to engage positively and demonstrate desirable behaviors. These findings underscore the importance of adopting balanced and flexible classroom management practices that address both academic and behavioral dimensions, ultimately leading to improved learning environments and holistic student development.

RECOMMENDATIONS

- Teachers should adopt a combination of classroom management strategies instead of relying on a single approach to address diverse student needs.
- Cooperative learning structures should be encouraged to build teamwork, peer support, and positive social interaction among students.
- Positive behavior support and assertive discipline should be implemented consistently to establish a fair and respectful classroom environment.
- Rules and procedures must be clearly communicated and reinforced to provide students with structure and predictability.

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- Proximity control should be used as an effective tool to prevent disruptions and maintain student focus during lessons.
- Token economy systems and behavior contracts can be applied to promote accountability and motivate students toward desired behaviors.
- Teachers should integrate responsive classroom approaches to enhance students' socio-emotional skills and classroom relationships.
- Professional development programs should train teachers in evidence-based management strategies to strengthen classroom practices.
- School leadership should provide resources and support for implementing diverse strategies tailored to student needs.
- Future research should explore long-term effects of integrated classroom management strategies on both behavioral and academic outcomes.

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