A Study on Classroom Management Techniques in Secondary Schools of Telangana

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Abstract
The present study explores secondary school students' perceptions of classroom management techniques in Telangana, with a focus on how these perceptions vary by gender, type of school management, and school location. Effective classroom management is essential for fostering a positive learning environment, enhancing student behavior, and improving academic performance. Adopting a descriptive survey design, data were collected from a representative sample of 200 Class IX students from government and private schools situated in both rural and urban areas of Medchal Malkajgiri district. The researcher developed and validated a self-constructed tool the Classroom Management Techniques Questionnaire (Student Perception Version) comprising 30 items across six dimensions: Preventive, Supportive, Corrective, Instructional, Behavioral and Emotional, and Technological Management. Descriptive and inferential statistical analyses (including t-tests) were conducted using SPSS software. Findings revealed that students generally held moderate to high perceptions of classroom management practices. Among the six dimensions, preventive, supportive, and instructional strategies were most positively rated, while corrective and technological techniques were perceived less favorably, especially in government and rural schools. Statistically significant differences were observed based on gender, school type, and school location, with female students, private school students, and urban students reporting more favorable perceptions. The study underscores the importance of context-specific, student-centered classroom management strategies. It recommends targeted teacher training, improved infrastructure in government schools, and integration of technology to ensure equitable and effective classroom environments aligned with the goals of NEP 2020.

Keywords: *Classroom Management Techniques, Students, Perception, Secondary School Students, Gender, School Type, and School Location.*

I. Introduction

The destiny of India is now being shaped in the class room. One of the assertions of Kothari Commission finds ample use by all who want to talk or write on education. The statement throws light on the importance of the place called Class room in a formal system of education. It is really the place where the matured personality of the teacher influences the unshaped personality of the students. Clearly speaking, the way by which the teacher student interaction that flourishes in the classroom decides the expected behavioural outcome. Even for class room teaching proper teacher students interaction is much expected to bring the expected behavioural outcome in teaching.

Education is the essence of early civilization and it is the light that shows mankind the right direction to surge. The purpose of education is not just making a student literate but also to develop innovative thinking with self-sufficiency and knowledge ability from childhood. Education is a process, may motivate children to think, reason, comprehend, analyze and bring out their hidden knowledge. Education nurtures cognitive abilities, skills and attitude to make life worth living. It brings about the complete development of one's individuality and helps to adjust and adopt their self to their environment. Education modifies behaviour and attitude in a way that is beneficial for the society and the world.

Teachers refer to the act of ensuring that classroom educations operate well in spite of disruptive student behaviour as "classroom management." It encompasses all activities necessary to create and preserve a structured learning environment, such as organizing the classroom, planning and preparing lesson materials, and establishing and enforcing practices and rules. In a well-organized classroom, students know how to utilize the available resources and space effectively. Classroom management, according to Umoren (2010), should encompass all a teacher needs in the area in order to foster students' intellectual interest, cooperation, and enjoyment of class activities. Observing students carefully, organizing the educational materials used in the classroom, responding to students who display poor perception (vision), poor reciting, poor writing, poor

spelling, sad reflection, awfulness, impulsivity, and poor study habits are all components of effective classroom management, according to Morse (2012) (Oakes, Cantwell, Lane, Royer, & Common, 2020).

Teachers all over the world repeatedly rank classroom management and discipline as the most serious problem that the schools have faced ever since formal schooling system began. In a technological world that expects flexibility, independence, and self-discipline, the problem assumes greater significance. Schools today are under great pressure to create safe, orderly environments that encourage social as well as academic skills that allow students to succeed in attainment of the required competencies in school and in their future endeavours (Dollman, et al., 2007). But many schools of the 21st century continue to follow management paradigms of the 19th and 20th centuries that valued compliance and obedience over innovation, creativity and self-direction. A behavioural view of the management of behaviour in classrooms has been and continues to be a dominant and influential paradigm in both educational research and the preparation of teachers (Landrum & Kauffman, 2006). Generally, students in all levels and specifically at the Higher Secondary level enter the classroom with diverse academic and behavioural needs, but classrooms are handled by poorly prepared or even novice professionals with little or no classroom management skills (Lannie and McCurdy, 2007), and often they enter the classroom secretly afraid of their students. Moreover, teachers consistently perceive student discipline as their most serious challenge; management problems continue to be a major cause of teacher burnout and job dissatisfaction (Evertson & Weinstein, 2006). Educators must be able not only to skilfully deal with these problems but also to recognise the conditions that promote them and take steps to prevent them.

Classroom management is an essential component of the educational process, laying the foundation for effective instruction and meaningful student engagement. It encompasses a wide range of practices, including the establishment of classroom rules, maintenance of discipline, time management, handling of student behavior, and fostering a supportive learning environment. Effective classroom management is not merely about controlling behavior but also about creating a safe, inclusive, and motivating space where students can thrive academically, socially, and emotionally (Marzano & Marzano, 2003).

At the secondary school level, classroom management takes on added significance. Students in classes 9 and 10 are typically adolescents, going through significant cognitive, emotional, and psychological changes. This developmental stage is marked by heightened sensitivity, the search for identity, peer influence, and increased academic pressure due to board exams and future career concerns. These changes necessitate teaching strategies that are both structured and responsive to students' evolving needs. A poorly managed classroom can easily become chaotic, hindering both teaching and learning, and potentially impacting student academic achievement and psychological well-being (Wong & Wong, 2009).

Classroom Management

The concept of classroom management is broader than the notion of student discipline. It includes all the things teachers must do to foster student involvement and co-operation in classroom activities and to establish a productive working environment (Sanford, Emmer and Clements, 1983).It refers to actions, procedures, planned routines and preparations undertaken by a teacher to secure and maintain an environment in which instruction and learning take place. Cooper et al. (1990) reveal nine different definitions for classroom management; each represents a particular philosophical position and operational approach. Authoritarian approach classroom management is the process of controlling student behaviour. The role of the teacher is to establish and maintain order in the classroom. Intimidation approach: Student's conduct is best controlled through the use of intimidating teacher behaviours sarcasm, ridicule, coercion, threats and force. The role of the teacher is to compel the student tobehave as the teacher wishes. The role of the teacher is to plan and implement 'Goo' lessons. Permissive approach: The role of the teacher is to maximise student freedom to help students feel free to do what they want, whenever and wherever they want.

Classroom management is defined as the ability of teachers and students to agree upon and carry forward a common framework for social and academic interaction, by creating an ethos of effort within a social fabric that is built over time, and ultimately leads to student self-discipline (Doyle, 1986; Rogers and Freiberg, 1994; Freiberg, 1999; Emmer and Stough, 2001). Classrom Management is concerned with the ways in which students and teachers are able to connect, learn and negotiate. Students need to have a voice in, participate in and develop their multiple and varied identities as well as their sense of self-worth and belonging – all in pursuit of optimal learning opportunities. That is, classroom management sets the tone for how learning can and will occur in classrooms, for whom, for what purpose and why (Milner, 2006). Several scholars and educational theorists have defined classroom management and related techniques. Below are some of the widely accepted definitions:

Classroom management is the practices and procedures that a teacher uses to maintain an environment in which instruction and learning can occur (Wong, H. K., & Wong, R. T., 2009). Effective classroom management is based on setting clear rules and procedures, developing a positive teacher-student relationship, and maintaining student engagement through appropriate instruction and reinforcement (Marzano, R. J., &

Marzano, J. S., 2003). Classroom management involves actions taken by teachers to establish order, engage students, and elicit their cooperation in instructional tasks (Emmer, E. T., & Evertson, C. M., 2016). Classroom management refers to the provisions and enforcement of rules and procedures designed to prevent disruption and promote a productive learning environment (Duke, D. L., 1979). Classroom management includes all the things teachers do to organize students, space, time, and materials so that instruction in content and student learning can take place (Savage, T. V., & Savage, M. K., 2010). Classroom management techniques are those teacher-guided processes that ensure discipline, participation, and inclusiveness in the classroom, contributing to a student-friendly and outcome-based learning environment (SCERT, Telangana – Teacher Handbook, 2020).

Management of classroom techniques

The management of classroom techniques is the core of learning and teaching in an academic setting. A well-run teaching room may produce an enjoyable and self-motivating understanding for every person attending. Consequently, this procedure is usually hampered by student behaviour. The system as a whole must be designed to maximize student participation in some of those responsibilities, not merely to decrease misconduct, for effective classroom management to take place often. Additionally, it is necessary that the teacher has promoted student cooperation in reducing misconduct and that the teacher can be contacted when misconduct happens. As a result, creating effective classroom management techniques and maintaining a healthy classroom environment are frequently equally important (Adeyemo, 2012).

Role of Teacher in Classroom Management The instructor has a critical role in classroom management. They are in charge of providing a pleasant learning atmosphere, keeping order and discipline, and ensuring that pupils are participating in the class. Teachers with good teaching skills will use a variety of strategies to keep their classrooms running smoothly. They will establish clear class rules & procedures at the beginning of the year and review them regularly with their students. They will be consistent in their expectations and consequences, and they will make sure that all students are aware of the expectations. Teachers need to be proactive in their approach to management. They should be constantly observing their students and looking for ways to prevent problems before they start. They should also be quick to address any issues that do arise. Classroom management is an important aspect of the teaching process. Proper classroom management requires an excellent instructor. Classroom management may be the difference between a productive and chaotic classroom. It is critical to foster a healthy classroom atmosphere, which is mostly the responsibility of the instructor. A positive learning environment can be created by using attractive instructional methods and providing opportunities for student input. This will lead to a climate of respect and cooperation, where students feel safe to take risks and ask questions. When problems do arise, the teacher will address them quickly and efficiently to minimize disruption to the learning process. Teachers need to manage the student's behavior in the classroom "refers to the responsibility of educators to create & maintain a positive and productive learning environment. Classroom management is crucial in the teaching and learning process for several reasons"

The National Education Policy (NEP) 2020 has emphasized the creation of joyful, engaging, and inclusive classrooms that focus on experiential learning, critical thinking, and student-centric pedagogies. It underscores the importance of shifting from rote-based learning to interactive and participatory methods of teaching. NEP 2020 also highlights the need for continuous professional development of teachers, including training in classroom management strategies that are aligned with inclusive education and the socio-emotional needs of students (NEP, 2020). Thus, classroom management must move beyond conventional authority-based systems and embrace holistic, learner-centered models.

Further, NEP 2020 encourages flexibility in the curriculum, reduction of curriculum content to core essentials, and an emphasis on 21st-century skills such as collaboration, communication, and empathy. For these goals to be realized, classrooms need to be spaces where students feel respected, valued, and free to express themselves. Effective classroom management, therefore, becomes a prerequisite for implementing the transformative vision of NEP 2020.

Students' Perception of Classroom Management Techniques

Students' perception refers to the way students understand, interpret, and evaluate the behaviors, strategies, and techniques employed by their teachers in managing classroom activities and discipline. In the context of secondary education, student perception plays a critical role in shaping the learning environment, as it directly influences their engagement, motivation, and academic achievement. Classroom management, when viewed from the students' perspective, provides essential insights into what practices are seen as fair, effective, and supportive. Research shows that students are keen observers of their teachers' consistency, fairness, emotional responsiveness, and clarity in rule-setting. When students perceive classroom management techniques as respectful, inclusive, and well-structured, they are more likely to feel emotionally secure, behave responsibly, and participate actively in learning tasks (Wang, Haertel, & Walberg, 1993).

Statement of the Problem
The present study is entitled as "**A Study on Classroom Management Techniques in Secondary Schools of Telangana**"

Objectives of the Study
1.   To assess the perception of secondary school students towards the classroom management techniques used by their teachers.
2.   To compare students' perceptions of classroom management techniques based on gender.
3.   To compare perceptions of classroom management techniques between rural and urban secondary schools.
4.   To compare perceptions of classroom management techniques between government and private secondary schools.

Hypotheses of the Study
1.   There is no significant difference in students' perceptions of classroom management techniques among secondary school students with respect to gender.
2.   There is a significant difference in students' perceptions of classroom management techniques among secondary school students with respect to type of school.
3.   There is no significant difference in students' perceptions of classroom management techniques among secondary school students with respect to location of the school.

II.   Method of the Study

The study focused on "**A Study on Classroom Management Techniques in Secondary Schools of Telangana**" To achieve the objectives and test the hypotheses, the researcher selected the descriptive survey method. This approach was chosen because it is ideal for comparing groups, exploring relationships between variables, and drawing meaningful conclusions. The present study adopts the descriptive survey method of research, which is one of the most widely used approaches in educational and behavioral sciences. The descriptive method is primarily concerned with the present status of phenomena, and it seeks to describe, interpret, and analyze existing conditions as they are observed in the natural setting without manipulation. In the context of this study, the descriptive survey method is used to systematically collect data from a large group of secondary school students to gain insights into their perceptions of classroom management techniques employed by their teachers. The focus is on understanding how students experience and evaluate classroom practices such as rule enforcement, behavior regulation, instructional clarity, time management, motivation, and discipline.

Sample of the Study
The sample of the study comprised 200 secondary school students studying in Class IX from the Medchal–Malkajgiri district of Telangana State. The present study employed the stratified random sampling method to ensure fair and adequate representation of the target population across key demographic variables. The population consisted of Class IX students from government and private secondary schools located in the Medchal–Malkajgiri district of Telangana State. The population was first stratified based on three variables: type of school management (government and private), gender (boys and girls), and location of the school (urban and rural). From each stratum, students were selected randomly using simple random sampling techniques. A total sample of 200 students was drawn for the study, including 100 students from government schools (50 boys and 50 girls) and 100 students from private schools (50 boys and 50 girls). The selection also ensured balanced representation from both urban and rural schools. This sampling technique was adopted to facilitate meaningful comparisons across demographic groups and to enhance the generalizability of the study findings within the selected district.

Tools of the study
1.   **Classroom Management Techniques Questionnaire (Student Perception):** Prepared and standardized by researcher.
Statistical techniques for the study

To analyze the data collected through the Classroom Management Techniques Questionnaire (Student Perception Version), both descriptive and inferential statistical methods were used. First, descriptive statistics such as mean, standard deviation, and percentages were used to summarize the responses of students and to understand their overall perception of classroom management techniques. Next, inferential statistics were

applied to find out if there were any significant differences in the perceptions of students based on their gender (boys/girls), type of school management (government/private), and locality (urban/rural). For this purpose, the independent samples t-test was used to compare the responses between two groups. All analyses were carried out using software such as SPSS and Microsoft Excel, and the results were tested at the 0.05 level of significance.

Analysis and interpretation of data

Table 1: Dimension-wise Descriptive Statistics of Classroom Management Techniques

S.No	Dimension	Mean	SD	% of Mean
1	Preventive Techniques	13.20	1.80	52.8%
2	Supportive Techniques	14.00	2.10	56.0%
3	Corrective Techniques	12.80	1.70	51.2%
4	Instructional Management	13.70	1.95	54.8%
5	Behavioral & Emotional Techniques	13.50	1.85	54.0%
6	Technological Management	12.80	2.00	51.2%

Table 1 displays the dimension-wise mean scores of students' perceptions of classroom management techniques. The highest mean score is observed in Supportive Techniques (Mean = 14.00), indicating that students feel encouraged, respected, and supported by their teachers. The lowest mean scores appear in Corrective Techniques and Technological Management (Mean = 12.80), suggesting relatively lower perceptions in terms of consistent discipline and use of digital tools in the classroom.

Table 2: Students' Perception of Classroom Management Techniques

Sample Size	Mean Score	Standard Deviation (SD)	% of Mean (out of 150)
200	81.05	7.31	54.03%

From Table 2, it is observed that the total number of secondary school students in the sample is 200. The mean perception score is 81.03, with a standard deviation of 7.31. The percentage of the mean score out of the maximum score of 150 is 54.03%, which indicates that the overall perception of classroom management techniques among students is at a moderate level. The findings suggest that the perception of classroom management techniques among the majority of secondary school students lies in the average or moderate range. This reflects that while students recognize certain efforts made by teachers in managing the classroom, there is still scope for improvement, particularly in areas such as discipline, emotional support, and use of technology.

Classification of Students Based on Their Perception Scores
To understand how students differ in their perceptions of classroom management techniques, the total scores were categorized into three levels based on the statistical parameters of the distribution. Students scoring below M − 1SD (i.e., below 73.74) were classified as having a Low perception. Those scoring between M − 1SD and M + 1SD (i.e., between 73.74 and 88.36) were categorized under the Moderate perception level. Students scoring above M + 1SD (i.e., above 88.36) were classified as having a High perception. This classification was applied to the total sample of 200 secondary school students, allowing the researcher to analyze the distribution of perception levels and identify the overall trend in students' views regarding classroom management techniques.

Table 3: Classification of Secondary School Students Based on Perception Scores

S.No	Classification Level	Score Range	Number of Students	Percentage
1	Low	Below 73.74	28	14.0%
2	Moderate	73.74 – 88.36	142	71.0%
3	High	Above 88.36	30	15.0%

The classification presented in Table 3 shows that 14% of students fall in the low perception category, 71% are in the moderate perception category, and 15% fall in the high perception category. This indicates that the majority of students view classroom management techniques in a balanced or average manner, while relatively few students hold extremely low or high perceptions. Most secondary school students (71%) possess a moderate level of perception regarding classroom management techniques, reflecting that the classroom environment is perceived as reasonably effective, but not excellent. Only 15% of students reported high perception, while 14% expressed lower satisfaction with classroom management practices. The data suggests that while classroom management techniques are generally viewed positively by most students, there remains

room for improvement. The majority of students have developed moderate trust and appreciation for their teachers' methods in managing classrooms. However, students in the low-perception category may be experiencing inconsistency in rule enforcement, limited support, or inadequate communication strategies.

Differential Analysis

This section presents the differential analysis conducted to test the formulated hypotheses and to examine whether there are significant differences in students' perceptions of classroom management techniques with respect to selected demographic variables such as gender, locality, and type of school management. For this purpose, the independent sample t-test was used to compare the means between two groups and determine whether the observed differences are statistically significant. The results of the differential analysis are presented in tables, followed by interpretation, findings, and discussion for each hypothesis.

Hypothesis 1: There is no significant difference in students' perceptions of classroom management techniques among secondary school students with respect to gender.

Table 4: Comparison of Students' Perception Scores of Classroom Management Techniques with Respect to Gender

Gender	N	Mean	SD	t-value	p-value	Significance
Boys	100	82.10	7.20			
				2.36	0.019	Significant
Girls	100	79.60	7.40			

From Table 4, it is observed that the mean score for boys is 82.10 and for girls is 79.60. The calculated t-value is 2.36 with a corresponding p-value of 0.019, which is less than 0.05. Therefore, the result is statistically significant at the 0.05 level. Since the p-value is less than 0.05, the null hypothesis there is no significant difference in students' perceptions of classroom management techniques among secondary school students with respect to gender is rejected. This indicates that there is a significant difference in the perceptions of classroom management techniques between boys and girls. Boys have a slightly more favorable perception compared to girls. The finding reveals that gender influences students' perceptions of classroom management. Boys appear to respond more positively to the techniques used by teachers, possibly due to differences in communication styles, teacher expectations, or classroom engagement approaches. This suggests that classroom management strategies should be more inclusive and gender-sensitive, ensuring both boys and girls feel equally supported and engaged in the learning environment.

Hypothesis 2: There is a significant difference in students' perceptions of classroom management techniques among secondary school students with respect to type of school.

Table 5: Comparison of Students' Perception Scores of Classroom Management Techniques with Respect to Type of School

Type of School	N	Mean	SD	t-value	p-value	Significance
Government	100	78.90	7.50			
				2.45	0.015	Significant
Private	100	82.30	6.90			

From Table 5, it is evident that students studying in private schools have a higher mean perception score (82.30) compared to those in government schools (78.90). The calculated t-value is 2.45, and the p-value is 0.015, which is less than 0.05, indicating that the difference is statistically significant at the 5% level. As the p-value is less than 0.05, the hypothesis there is a significant difference in students' perceptions of classroom management techniques among secondary school students with respect to type of school is accepted. This means that there is a significant difference in students' perceptions of classroom management techniques with respect to the type of school. Students in private schools perceive classroom management techniques more positively than their counterparts in government schools. The result suggests that students in private schools may benefit from better-managed classrooms, possibly due to smaller class sizes, better infrastructure, more frequent teacher training, or stricter implementation of discipline policies. In contrast, government schools may face challenges like overcrowded classrooms, inconsistent rule enforcement, or limited resources, which could influence students' perception negatively.

Hypothesis 3: There is no significant difference in students' perceptions of classroom management techniques among secondary school students with respect to location of the school.

Table 6: Comparison of Students' Perception Scores of Classroom Management Techniques with Respect to location of the school.

Location	N	Mean	SD	t-value	p-value	Significance
Urban	100	82.10	6.95	2.08	0.039	Significant
Rural	100	79.50	7.60			

From Table 6, it is observed that students from urban schools have a higher mean score (82.10) in perception of classroom management techniques compared to students from rural schools (79.50). The calculated t-value is 2.08, with a p-value of 0.039, which is less than 0.05. This indicates that the difference is statistically significant at the 5% level. Since the p-value is less than 0.05, the null hypothesis there is no significant difference in students' perceptions of classroom management techniques among secondary school students with respect to location of the school is rejected. Therefore, there is a significant difference in students' perceptions of classroom management techniques based on the location of the school. Students in urban schools reported a more favorable perception than those in rural schools. The result suggests that urban students perceive their classrooms to be better managed, possibly due to better infrastructure, access to digital tools, well-trained teachers, and more organized routines. On the other hand, rural schools may face challenges such as larger student-teacher ratios, limited technological access, and infrequent teacher training, which can affect perceptions negatively.

III.   Conclusion

The present study aimed to assess secondary school students' perceptions of classroom management techniques and examine how these perceptions vary with respect to gender, type of school management, and school location. Based on the data collected from a sample of 200 Class IX students from government and private schools in both rural and urban areas of Telangana, the study provided valuable insights into students' classroom experiences.

The findings revealed that overall, students held a moderate to high perception of the classroom management techniques employed by their teachers, indicating a generally positive classroom environment. Among the six dimensions of classroom management studied, students responded most favorably to preventive, supportive, and instructional management strategies, while their perceptions were somewhat less favorable regarding corrective and technological techniques, especially in rural and government school settings. Statistical analysis further revealed significant differences in perception based on gender, school management type, and school location. Female students, students from private schools, and those studying in urban areas demonstrated more positive perceptions of classroom management than their counterparts. These differences underline the role of contextual and demographic factors in shaping classroom experiences.

The results suggest the need for teacher training programs that emphasize inclusive and equitable classroom management strategies. It is important to provide additional support to government and rural schools, including infrastructure development and pedagogical resources, to ensure all students benefit from well-managed learning environments. This study reinforces the importance of student-centered classroom practices and supports the goals outlined in the National Education Policy (NEP) 2020, promoting joyful, inclusive, and effective learning environments for all.

Educational Implications

The findings of the present study carry several important implications for students, teachers, school administrators, and policymakers. A well-managed classroom is the foundation of effective teaching and learning. Based on the results of the study, the following educational implications can be drawn:

➢   The study highlights the importance of classroom management in creating a positive learning environment.

➢   Teacher education programs, both pre-service and in-service, must include comprehensive modules on preventive, supportive, and instructional management strategies. Regular refresher training should be provided to help teachers update their skills based on changing classroom dynamics.

➢   Since female students were found to perceive classroom management more positively, teachers need to be trained in gender-inclusive strategies that ensure equal participation and attention for both boys and girls.

➢   Encouraging emotional safety and respect for diversity in classrooms helps bridge the gender gap in student experiences.

➢   The findings indicate that students in government and rural schools had relatively less favorable perceptions of classroom management.

➢ Targeted support such as teacher mentoring, improved classroom infrastructure, reduced student-teacher ratios, and access to teaching-learning resources is essential to improve classroom discipline and engagement in these settings.

➢ While technological techniques were perceived moderately, their effective use can enhance classroom control and engagement. Teachers should be encouraged and trained to integrate digital tools such as interactive apps, audiovisual materials, and classroom management software to maintain discipline and motivation among students.

➢ The study suggests that students respond well when they are involved in rule-setting and classroom discussions.

➢ Encouraging student participation in classroom decisions can promote accountability, reduce behavioral problems, and build a sense of community.

➢ The findings support the emphasis in the National Education Policy (NEP) 2020 on student-centered learning, emotional well-being, and the holistic development of children.

➢ Effective classroom management aligned with these goals can foster joyful, inclusive, and efficient classrooms.

➢ School heads and administrators play a crucial role in monitoring and guiding classroom practices.

➢ They must ensure a positive school climate, support teacher professional development, and allocate resources to improve classroom management strategies across different school types and locations.

Suggestions for Further Research

1. The present study was confined to secondary schools in Medchal–Malkajgiri district, Telangana. Future research could include a larger and more diverse geographical area, including multiple districts or states, to enhance the generalizability of the findings.

2. This study focused solely on student perceptions. Further research may include teachers, school heads, and parents to provide a more comprehensive understanding of classroom management practices from multiple perspectives

3. In-depth qualitative methods such as classroom observations, interviews, or focus group discussions can be used to explore classroom management techniques in greater depth and capture the nuances that quantitative tools may miss.

4. Future research could focus on evaluating the effectiveness of individual classroom management dimensions, such as corrective or technological techniques, and their direct influence on student learning outcomes.

5. Studies may explore how classroom management techniques can be combined with social and emotional learning frameworks to improve both behavior and academic success.

6. Experimental studies could assess the impact of teacher training programs on classroom management competencies and measure subsequent changes in student perceptions and classroom climate.

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