

# AN ANALYTICAL STUDY OF TEACHING AND LEARNING STRATEGIES FOR STUDENTS IN MULTICULTURAL CLASSROOMS IN GOVERNMENT SECONDARY SCHOOLS

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## ABSTRACT

The present study investigated the perception of secondary school students towards classroom management practices in Bihar. It also studied whether there is any significant difference in the perception of classroom management practices of secondary school students with regard to gender, type of school management and location of school. Good management of the classroom is very important to create a positive learning environment, improve student behaviour and increase academic success. A descriptive survey design was used to collect data from the representative sample of 300 students of Class IX from government and private schools located in rural and urban areas of Bihar. The researcher developed and validated a self-constructed tool, namely Classroom Management Techniques Questionnaire (Student Perception Version), consisting of 30 items in six dimensions: Preventive, Supportive, Corrective, Instructional, Behavioural and Emotional, and Technological Management. Descriptive and inferential statistics (including t-tests) were conducted with SPSS. Findings showed that students perceived classroom management practices on the whole as moderate to high. Among the six dimensions, preventive, supportive and instructional strategies were rated most positively while corrective and technological techniques were rated less positively, especially in government and rural schools. Significant differences were found in gender, school type, and school location. Female students, students from private schools and students from urban schools had more favourable perceptions. This study highlights the value of context-specific, student-centered approaches to classroom management. It recommends focused teacher training, better infrastructure in government schools and the use of technology to create equitable and effective classroom environments in line with the goals of NEP 2020.

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

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## 1. INTRODUCTION

Destiny of India is being made now in the class room. One of the assertions of Kothari Commission is in ample use by all who want to talk or write on education. The statement stresses the significance of the place called Class room in a formal system of education. It is indeed the place, where the matured personality of the teacher influences the unshaped personality of the students. It is quite clear, the way the teacher student interaction that thrives in the classroom determines the expected behavioural outcome. Even in classroom teaching, appropriate teacher-student interaction is highly expected to bring about the desired behavioural outcome in teaching. Education is the very essence of early civilisation and it is the light that shows mankind the right direction to surge ahead.

The purpose of education is not only to make 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, understand, analyse and bring out their hidden knowledge. Education builds cognitive capacity, skills and attitude to make life worth living. It results in the fullest development of one's individuality and aids

in adjusting and adapting one's self to his environment. Education can transform attitudes and behaviour in ways that benefit society and the world. Teachers call the process of maintaining the smooth operation of instructional activities in the face of disruptive student behaviour "classroom management." It includes all the things that teachers must do to create and maintain an orderly learning environment; for example, arranging the physical elements of the classroom, planning and preparing instructional materials, and establishing and enforcing procedures and rules.

In a well-run classroom, students know how to use the resources and space available to them. As Umoren (2010) has stated, classroom management should include everything that a teacher needs in the area to promote students' intellectual interest, cooperation, and enjoyment of class activities. Morse (2012) added that good classroom management entails observing students closely, organising the educational materials used in the classroom, and responding to students with poor perception (vision), poor reciting, poor writing, poor spelling, sad reflection, awfulness, impulsivity, and poor study habits (Oakes, Cantwell, Lane, Royer, & Common, 2020).

Classroom management and discipline are consistently rated by teachers globally as the most serious problem the schools have faced since the beginning of the formal schooling system. In a technological world that demands flexibility, independence and self-discipline, the problem looms larger. Schools today are under intense pressure to create safe, orderly environments that nurture both social and academic skills that enable students to achieve the competencies required for success in school and in future endeavours (Dollman, et al., 2007). But many 21st century schools still cling to 19th and 20th century management paradigms 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).

Students of all levels, particularly the higher secondary level, generally enter the classroom with a variety of academic and behavioural needs. But classrooms are managed by poorly prepared or even novice professionals with little or no classroom management skills (Lannie and McCurdy, 2007). They often enter the classroom secretly afraid of their students. Furthermore, student discipline is always the most serious problem that teachers face. Management problems continue to be a major source of teacher burnout and dissatisfaction with their jobs (Evertson & Weinstein, 2006). Educators must be able to skilfully deal with these problems, but also to recognise the conditions that lead to them and take measures to prevent them. Classroom management is a crucial part of the educational process because it is the foundation for effective instruction and meaningful engagement of students. This includes a variety of practices such as establishing classroom rules, discipline, time management, managing student behaviour, and creating a nurturing learning environment. Effective classroom management is not just about controlling behaviour but creating a safe, inclusive and motivating environment in which students can thrive academically, socially and emotionally (Marzano & Marzano, 2003). Classroom management is more important at the secondary school level. Students of grades 9 and 10 are usually in adolescence and are undergoing major cognitive, emotional and psychological changes. This is a stage of development characterised by increased sensitivity, searching for one's identity, peer influence and academic pressure due to board exams and concern about future career. Such changes require structured teaching strategies, but also those that are responsive to students' changing needs. A poorly managed classroom can easily become chaotic, disrupting teaching and learning, and possibly affecting student

academic achievement and psychological health (Wong & Wong, 2009).

Culturally responsive teaching is an educational approach that acknowledges and embraces the cultures of students, as well as their diverse languages and experiences, making learning more relevant and effective. It takes into account their culture and behaviour. Culturally responsive teaching is an educational practice that recognises the importance of students' cultural experiences and uses this knowledge to foster a more inclusive and effective classroom environment. The term culturally responsive teaching was put into the popular lexicon by Dr. Gloria Ladson-Billings in the early 1990s. This is a pedagogy that affirms and celebrates cultures, languages and experiences of learners and also links them to classroom learning to empower students to retain cultural integrity while being successful academically.

## 2. CLASSROOM MANAGEMENT

The notion of student discipline is more limited than the idea of classroom management. It is all that teachers have to do to involve the students in classroom activities and to create a productive working environment (Sanford, Emmer and Clements 1983). It is the actions, procedures, planned routines and preparation by a teacher to establish and maintain an environment in which instruction and learning can occur. Cooper et al. (1990) describe nine different definitions for classroom management. Each definition reflects a particular philosophical position and operational approach. Authoritarian approach Classroom management is the process of controlling the behaviour of students.

The teacher's job is to create and maintain order in the classroom. Intimidation approach Student's behaviour is best controlled by using intimidating teacher behaviours sarcasm, ridicule, coercion, threats and force. The teacher's job is to make the student do what the teacher wants. Teachers are responsible for planning and delivering 'Goo' lessons. Permissive approach The teacher's role is to maximise student freedom so that students feel free to do what they want when and where they want. Classroom management is the teachers' and students' ability to come to an agreement and to implement a common framework for social and academic interactions, by establishing an ethos of effort within a social fabric that is constructed over time, and ultimately results in student self-discipline (Doyle, 1986; Rogers and Freiberg, 1994; Freiberg, 1999; Emmer and Stough, 2001). Classroom Management is about 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 and their sense of self-worth and belonging – all in pursuit of optimal learning opportunities. Classroom

management helps establish the tone for how learning can and will take place in classrooms, for whom, for what purpose and why (Milner, 2006). Many scholars and education theorists have defined classroom management and related techniques. Here are a few of the generally accepted definitions:

Classroom management refers to the practices and procedures that a teacher uses to maintain a learning environment in which instruction and learning can take place (Wong, H. K., & Wong, R. T., 2009). The foundation of effective classroom management is built on the development of clear rules and procedures, a positive teacher-student relationship, and the use of appropriate instruction and reinforcement to engage students (Marzano, R. J., & Marzano, J. S., 2003). Classroom management refers to the actions that teachers take to create order, involve students and obtain their cooperation with instructional activities (Emmer, E. T., & Evertson, C. M., 2016). Classroom Management is the creation and enforcement of rules and procedure to avoid disruption and to create a productive learning environment (Duke, D. L., 1979). Classroom management is all that teachers do to organise students, space, time, and materials so that instruction in content and student learning can occur (Savage, T. V., & Savage, M. K., 2010). Classroom management techniques include teacher guided processes that maintain discipline, participation and inclusiveness in the classroom making it student-friendly and outcome based learning environment.

#### ***Management of classroom techniques***

Management of classroom techniques is the core of learning and teaching in an academic setup. A well-run classroom can make learning enjoyable and self-motivating for everyone who attends. As a result, this process is often disrupted by student behaviour. For the system to work well in classroom management, the whole system must be designed to maximise student participation in some of those responsibilities, not just reduce misconduct. It is also necessary that the teacher has promoted student cooperation in reducing misconduct and that the teacher can be contacted when misconduct happens. Hence, effective classroom management techniques and a conducive classroom environment are often of equal importance (Adeyemo, 2012).

The teacher's role in the classroom management The teacher is a major contributor to classroom management. They create a positive learning environment, maintain order and discipline and make sure that students are actively engaged in the class. Good teachers will use many different strategies to keep their classrooms running smoothly. Clear class rules and procedures will be developed at the beginning of the year and will be reviewed regularly with their students. They will be consistent with expectations and consequences. They will ensure that all students are aware of the expectations. Teachers need to take a proactive

approach to management. They should be ever vigilant, watching their students, thinking of ways to head off trouble before it even starts. They should also be quick in solving any problems that might occur. Effective classroom management is a critical component of teaching. An excellent instructor is necessary for proper classroom management.

Classroom management can be the difference between a productive or chaotic classroom. Creating a healthy classroom environment is very important and it is largely the teacher's responsibility. An attractive instructional method and student participation in input can create a positive learning environment. That will create a climate of respect and collaboration where students feel safe to take risks and ask questions. If problems do arise the teacher will deal with them quickly and effectively so as not to disrupt the learning process. The responsibility of teachers to create & maintain a positive and productive learning environment. Teachers need to manage the student's behaviour in the classroom. "Classroom management is essential in the teaching and learning process for several reasons" The National Education Policy (NEP) 2020 has laid emphasis on creating joyful, engaging and inclusive classrooms with a focus on experiential learning, critical thinking and student-centric pedagogies. It stresses the need to shift from rote-based learning to interactive and participatory modes of teaching.

NEP 2020 also highlights the need for continuous professional development of teachers including training on classroom management strategies in line with inclusive education and socio-emotional needs of students (NEP, 2020). Classroom management, therefore, needs to move from traditional authority-based systems to more holistic, learner-centred models. Furthermore, NEP 2020 stresses on the flexibility of the curriculum, shrinking the volume of the curriculum to its bare essentials, and emphasising 21st-century skills like collaboration, communication, and empathy. To achieve these goals, classrooms must be spaces where students feel respected, valued and free to express themselves. Thus, effective management of the classroom becomes a pre-requisite to implement the transformative vision of NEP 2020.

#### ***Students' Perception of Classroom Management Techniques***

Students' perception means the way students perceive, interpret and evaluate the behaviours, strategies and techniques which are used by their teachers for managing classroom activities and discipline. In the context of secondary education, student perception is a significant factor in the learning environment, as it directly affects their engagement, motivation, and academic achievement. From the students' perspective, classroom management provides valuable insight into what practices are perceived as fair, effective,

and supportive. Research shows students are keenly observant of how consistent, fair, emotionally responsive and clear their teachers are in setting rules. Those students who see classroom management techniques as respectful, inclusive and well-structured are more likely to feel emotionally secure, behave responsibly and actively engage in learning tasks (Wang, Haertel, & Walberg, 1993).

### 3. OBJECTIVES OF THE STUDY

- To find out the perception of secondary school students on the classroom management techniques used by their teachers.
- To compare the students' perception on the technique of classroom management according to the gender.
- To compare the perceptions on the strategies of classroom management in rural and urban secondary schools.
- To compare the perception of classroom management techniques among government and private secondary schools.

### 4. RESEARCH METHODOLOGY

The study was based on "An Analytical Study Of Teaching And Learning Strategies For Students In Multicultural Classrooms In Government Secondary Schools" The descriptive survey method was adopted by the researcher to achieve the objectives and test the hypothesis This method is suitable for group comparisons, the study of the relationship between variables, and the establishment of meaningful conclusions.

The present study is based on descriptive survey method of research which is one of the most commonly used methods in educational and behavioural sciences. The descriptive method is primarily concerned with the existing state of phenomena and seeks to describe, interpret and analyse existing conditions as they occur in the natural setting without manipulation.

This study adopts the descriptive survey method as it is a systematic way of collecting data from a large group of secondary school students to get insight into the perceptions of classroom management techniques used by their teachers. The emphasis is on students' experiences and judgements of classroom practices such as rule enforcement, regulation of behaviour, clarity of instruction, management of time, motivation and discipline.

#### Sample of the Study

Sample of the study was 300 secondary school students studying in Class IX from Bihar State. The stratified random sampling technique was used in this study to ensure the target population was fairly and adequately represented by the important demographic characteristics. The population comprised the Class IX students of Government and Private Secondary Schools. First of all, the population was stratified on the basis of three variables namely type of school management

(government and private), gender (boys and girls) and location of school (urban and rural). The simple random sampling techniques were used to select students randomly from each stratum. The present study selected a total sample of 300 students. 150 students selected from government schools (75 boys and 75 girls) and 150 students selected from private schools (75 boys and 75 girls). The selection was also careful to include urban and rural schools equally. This sampling strategy was selected to allow for meaningful demographic group comparisons and to enhance the generalisability of the study findings to the selected state.

#### Study tools

The data collected was analysed using descriptive and inferential statistical methods through the Classroom Management Techniques Questionnaire (Student Perception Version). Descriptive statistics such as mean, standard deviation and percentages were used to summarise the responses of students and to understand the overall perception of classroom management techniques. Then, inferential statistics was used to find out if there were significant difference in the perceptions of students based on gender (boys/girls), type of school management (government/private) and locality (urban/rural). To this end, the independent samples t-test was conducted to compare the responses from two groups. All the analyses were carried out using SPSS and Microsoft Excel software and the results were tested at 0.05 level of significance.

### 5. DATA ANALYSIS

**Table 1: Descriptive Statistics of Classroom Management Techniques in Dimensions**

| S.No | Dimension                         | Mean  | SD   | % of Mean |
|------|-----------------------------------|-------|------|-----------|
| 1    | Preventive Techniques             | 12.30 | 1.70 | 52.8%     |
| 2    | Supportive Techniques             | 15.00 | 3.10 | 56.0%     |
| 3    | Corrective Techniques             | 13.80 | 1.70 | 51.2%     |
| 4    | Instructional Management          | 14.70 | 1.95 | 54.8%     |
| 5    | Behavioral & Emotional Techniques | 14.50 | 1.85 | 54.0%     |
| 6    | Technological Management          | 13.80 | 2.00 | 51.2%     |

Table 1 presents the mean scores of students' perceptions on classroom management techniques dimension wise. The highest mean score is found in Supportive Techniques (Mean = 14.00) which shows that students feel encouraged, respected and supported by their teachers. The lowest mean scores are in Corrective Techniques and Technological Management (Mean = 13.80). This shows relatively lower perceptions in terms of consistent discipline and use of digital tools in the classroom.

**Table 2: Perceptions of Classroom Management Techniques by Students**

| Sample | Mean | Standard | % of Mean |
|--------|------|----------|-----------|
|--------|------|----------|-----------|

| Size | Score | Deviation (SD) | (out of 150) |
|------|-------|----------------|--------------|
| 300  | 81.05 | 7.31           | 50.0%        |

It can be observed from Table 2 that the sample consists of 300 secondary school students. The average perception score is 81.03, with a standard deviation of 7.31. The average score as a percentage of the maximum score of 150 is 50.0%. This indicates that the overall perception of classroom management techniques among students is moderate. The results show that the perception of classroom management techniques by the most part of secondary school students is average or moderate. This suggests that although students acknowledge some initiatives teachers have taken in classroom management, there is still room for improvement, especially in the domains of discipline, emotional support, and technology use.

#### **Classification of Students Based on Their Perception Scores**

The total scores were divided into three levels according to the statistical parameters of the distribution to see how students differ in their perceptions of classroom management techniques. Those students whose scores were below  $M - 1SD$  (below 73.74) were considered to have Low perception. The Moderate perception level was defined as those who scored between  $M - 1SD$  and  $M + 1SD$  (i.e. between 73.74 and 88.36). Students scoring above  $M + 1SD$  (i.e. above 88.36) were classified as High in perception. The classification was used for the total sample of 200 secondary school students and the researcher was able to study the distribution of perception levels and general trend of students' views on classroom management techniques.

**Table 3: Categorisation of Secondary School Students According to Perception Scores**

| S.No | Classification Level | Score Range   | Number of Students | Percentage |
|------|----------------------|---------------|--------------------|------------|
| 1    | Low                  | Below 73.74   | 42                 | 14.0%      |
| 2    | Moderate             | 73.74 – 88.36 | 213                | 71.0%      |
| 3    | High                 | Above 88.36   | 45                 | 15.0%      |

Table 3 shows that the classification of 14% of students is in the low perception category, 71% of students are in the moderate perception category, and 15% of students are in the high perception category. This means that the majority of the students have normal or average perception on the classroom management techniques and only few students have very low or very high perception. Most secondary school students (71%) have a moderate view of classroom management techniques. This suggests that the classroom

environment is perceived as being reasonably effective but not excellent. Only 15% of students reported high perception. Low satisfaction of classroom management practices was expressed by 14% of students. The data indicates that most students perceive classroom management techniques positively but there is room for improvement. Most of the students developed a moderate level of trust and appreciation for the methods that the teachers used to manage the classroom. However, students in the low perception category may be experiencing inconsistent rule enforcement, limited support, or poor communication strategies.

#### **Differential Analysis**

In this section the differential analysis is reported to test the formulated hypotheses and to see whether there are significant differences in students' perceptions of classroom management techniques with regard 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 of two groups to judge whether the observed differences are statistically significant. The results of the differential analysis are shown in tables. For each hypothesis, interpretation, findings and discussion are provided.

**Table 4: Comparison of Students' Perception Scores on Classroom Management Strategies by Gender**

| Gender | N   | Mean  | SD   | t-value | p-value | Significance |
|--------|-----|-------|------|---------|---------|--------------|
| Boys   | 150 | 82.10 | 7.20 | 2.36    | 0.019   | Significant  |
| Girls  | 150 | 79.60 | 7.40 |         |         |              |

From Table 4 it is observed that mean score of boys is 82.10 and girls is 79.60. The calculated t-value is 2.36 and the corresponding p-value is 0.019 ( $< 0.05$ ). Hence, the finding is significant at the .05 level. Since the p-value is less than 0.05, the null hypothesis is rejected. The null hypothesis is that there is no significant difference in students' perception of classroom management techniques among secondary school students based on gender. This indicates that there is a significant difference in the perception of classroom management techniques between boys and girls. Girls have a little less positive perception than boys. The result indicates that gender influences student perceptions of classroom management. There is some evidence to suggest that boys respond better to the approaches used by teachers. This may be related to differences in communication styles, teacher expectations or ways of engaging students in the classroom. This

implies that classroom management strategies should be more inclusive and gender sensitive, ensuring that boys and girls are equally supported and engaged in the learning environment.

**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     | 150 | 78.90 | 7.50 | 2.45    | 0.015   | Significant  |
| Private        | 150 | 82.30 | 6.90 |         |         |              |

From Table 5, it is clear that mean perception score of students studying in private schools (82.30) is higher than the students of government schools (78.90). The obtained t-value is 2.45, and p-value is  $0.015 < 0.05$ , indicating that the difference is statistically significant at 5% level. Since the p-value is less than 0.05, the hypothesis that there is 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 the students' perception of classroom management techniques in terms of the type of school. Private school students have more positive perception of classroom management techniques than government school students. The results suggest that private school students may benefit from better managed classrooms, possibly due to smaller class sizes, better facilities, more frequent teacher training, or more rigorous enforcement of discipline policies. On the other hand, government schools may have issues such as overcrowded classrooms, inconsistent rule enforcement or limited resources that can negatively affect students' perception.

**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    | 150 | 82.10 | 6.95 | 2.08    | 0.039   | Significant  |
| Rural    | 150 | 79.50 | 7.60 |         |         |              |

Table 6 shows that students from urban schools have a higher mean score (82.10) in perception of classroom management techniques than students from rural schools (79.50). The calculated t-value was 2.08 and the p-value was 0.039, which is less than 0.05. Thus, the difference is statistically

significant at the 5 % level. The p value is less than 0.05. Therefore, 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. The results show that the location of the school has a significant difference on the perceptions of students concerning the classroom management techniques. Students of urban schools had more positive perception than the students of rural schools. The result shows that urban students feel their classrooms are better managed, probably due to better infrastructure, access to digital tools, well-trained teachers and more organised routines. Rural schools, conversely, might have a higher number of students per teacher, limited access to technology and less frequent teacher training, which may affect perception negatively.

## 6. CONCLUSION

The present study was conducted to assess the perceptions of secondary school students towards classroom management techniques and to investigate the differences in these perceptions according to gender, type of school management and location of school. The study provided useful insights into students' classroom experiences. The data was collected from a sample of 300 Class IX students of government and private schools in rural and urban areas of Bihar. The results indicated that students' perception of classroom management techniques used by their teachers was moderate to high in general. This means that the classroom environment was positive in general. The students' responses were most favourable towards preventive, supportive and instructional management strategies and somewhat less favourable towards corrective and technological strategies of classroom management among the six dimensions studied. The perceptions of students were found to be less favourable particularly in rural and government school settings. Statistical analysis also indicated significant differences in perception based on gender, type of school management and school location. The female students, the students from private schools and the students studying in urban areas had positive perception of classroom management more than their counterparts. These differences suggest the importance of contextual and demographic factors in shaping experiences in classrooms.

The findings point to the need for teacher training programs on inclusive and equitable classroom management strategies. The government and rural schools require additional support in terms of infrastructure and pedagogical resources to ensure that all students benefit from well-managed learning environments. The study revalidates the

importance of student-centred classroom practices and is in line with the objectives highlighted in National Education Policy (NEP) 2020, to promote joyful, inclusive and effective learning environments for all.

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