

**CLASSROOM MANAGEMENT PRACTICES ADOPTED BY TEACHERS FOR
PROMOTING ACADEMIC ENGAGEMENT IN PUBLIC SECONDARY SCHOOLS IN
ANAMBRA STATE**

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Abstract

The study examined teacher's use of appropriate teaching methods and effective communication skills as classroom management practices for promoting student's academic engagement in Anambra State. Two research questions guided the study while two hypotheses were tested at 0.05 alpha level. A descriptive survey research design was adopted for the study. The population of the study comprised of 1072 male and 6176 female teachers making 7,248 in the 267 schools in the six education zones of Anambra State. A sample size of 487 made up of 64 male and 423 female teachers in government owned secondary schools in the selected Education Zones was drawn using multistage sampling procedure. A researcher-developed questionnaire titled Teachers' Classroom Management Practices for Promoting Students' Academic Engagement in Secondary School (TCMPPSAESS) was used for data collection. The instrument was validated by three experts. The reliability of the instruments was established using Cronbach alpha method. The reliability of instrument coefficients obtained was an overall index of 0.986. In answering the research questions and testing the hypotheses, descriptive (mean and standard deviation) and inferential (t-test) statistics were used. The findings revealed among others that teachers' use of appropriate teaching methods, and effective use of communication skills promote students' academic engagement. The study concluded that both female and male teachers' use of appropriate teaching methods, and effective use of communication skills as classroom management practices promote students' academic engagement in Anambra State and thus recommended among others that curriculum planners should propose more effective strategies that would continue to enhance teachers' classroom management practices for better engagement of students academically in Anambra State.

Keywords: *Teacher, Classroom Management Practices, Academic Engagement*

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Effective teaching that enhances academic engagement requires a blend of expertise in subject matter, a deep understanding of students' needs, and an ability to build trust and rapport. Teachers set expectations, provide motivation, and guide students through both academic and personal challenges. By fostering mutual respect, open communication, and trust, teachers can create a secure and motivating environment that encourages students' to invest more deeply in their studies. In this sense, the teacher's role in managing the classroom is not simply a matter of organization but also one of fostering an atmosphere of respect and engagement. To create such an environment, teachers employ classroom management strategies that go beyond organizing the physical setup of the classroom. Classroom management, a key responsibility of teachers, encompasses the strategies, routines, and procedures that teachers establish to create an organized and productive learning environment. Hence, effective classroom management ensures that students understand expectations, adhere to rules, and engage meaningfully with the curriculum (Nwankwo, Omebe and Anikeze, 2019). Beyond simply maintaining order, classroom management is about optimizing conditions for learning by structuring the classroom in a way that minimizes distractions and promotes respectful and constructive interactions.

In addition, teachers establish routines that help students transition smoothly between activities, manage group dynamics, and cultivate an atmosphere conducive to active participation and learning. In agreement with the assertion above, Osakwe (2018) refers to classroom management practices as the tactics or methods adopted by teachers to ensure decorum in the classroom and thus create a healthy and conducive atmosphere for teaching and learning. Studies by Emmer and Sabornie (2015), and Nwankwo, et al (2019) show that when teachers

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successfully implement effective classroom management practices, students are less likely to be distracted or disruptive; which enhances focus and engagement. This structured environment is particularly crucial in secondary schools, where students often face more complex academic and social dynamics. By effectively managing these dynamics, teachers create a supportive framework within which students can focus on their studies and thrive academically. Classroom management practices, in particular, include a wide range of strategies that teachers use to establish order and support students' engagement. These may include among others appropriate teaching methods and use of effective communication skills. Employing these practices aid teachers to create a classroom atmosphere that promotes not only academic focus but also a sense of belonging and accountability.

Although teachers create friendly classroom environment where students effectively engage in the teaching and learning process without compromising the rules of classroom Emmanuel (2020) stipulated that the teachers should use a wide range of methods to teach in order to make the class interesting. By implication appropriate teaching methods cater to different learning styles and keep students actively involved in the learning process especially when students come from diverse backgrounds and have different learning preferences, the use of varied teaching methods can enhance student engagement by making lessons more interesting and accessible to all learners.

Also, another relevant aspect of classroom management practices which foster students' engagement is teachers' effective use of effective communication skills. Enefu, Obaka, Okaforcha and Haruna (2019) mentioned that communication is a central aspect of the teacher-

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student relationship and has a significant impact on students' academic engagement. Teachers who communicate clearly, listen actively, and provide constructive feedback can create a positive learning environment where students feel valued and understood.

From the diverse relevance of classroom management practices Zulfiqar, Gavrishyk, Gilani and Asghar (2025) posited that there is no statistically significant difference between male and female teachers in terms of classroom management practices and student academic engagement. However, male teachers are generally better at managing the classroom, probably because they are more adept at enforcing discipline and controlling disruptive behaviours (Shaukat, and Iqbal, 2017). Female teachers' efforts in classroom management practice appear more intrusive than those of male teachers. This intrusiveness according to Zulfiqar, et al., (2025) may reflect different strategies in maintaining classroom order and addressing disruptive behaviour.

However, despite the recognize importance of classroom management practices for promoting students' academic engagement gender notwithstanding, many factors can contribute to students' disengagement in secondary school in Anambra state. Students' disengagement in Anambra state seems to stem from various interconnected factors, including absenteeism, lack of interest in the subject, insufficient support, and personal challenges, include inappropriate teaching methods and ineffective communication skills and an ineffective classroom management. More so, poor classroom management practices exacerbate these issues; classrooms' lacking structure or fairness can lead students to feel uncertain or mistrustful, often resulting in disruptive behavior and a diminished learning experience. Therefore, this study aims

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to examine teachers' use of appropriate teaching methods and effective communication skills as classroom management practices for promoting students' academic engagement in secondary schools in Anambra State.

Statement of the problem

There is increasing pressure on educational systems to employ effective classroom management practices that foster students' academic engagement and overall success. Despite the well-documented benefits of positive classroom management strategies in enhancing student learning, many teachers still face challenges in maintaining a conducive learning environment in secondary schools. This issue is particularly prevalent in Anambra State, where classroom disruptions, lack of student motivation, and inconsistent discipline practices continue to hinder academic engagement. Numerous teachers classroom management practices have been identified by scholars which include enforcing rules, fostering positive relationships, and using appropriate instructional methods, play a critical role in ensuring students remain engaged and focused.

However, it seems that many secondary school teachers struggle to implement these practices effectively, which may be due to accommodating the various practices within a classroom, inadequate training, lack of professional development, or other structural limitations within the school system. This raises concerns about how well current classroom management practices align with the goal of promoting active academic engagement among students. This problem is particularly troubling because ineffective use of appropriate teaching methods and communication skills as classroom management practice can lead to decreased student participation, lower academic performance, and increased behavioural issues. Without proper identification and accommodation of classroom management practices, students may become

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disengaged, leading to higher dropout rates and a decline in educational quality, absenteeism, lack of interest in the subject, insufficient support, personal challenges, and ineffective classroom management. Given this backdrop, the study looks at teachers' use of appropriate teaching methods and effective communication skills as classroom management practices for promoting students' academic engagement in Anambra State.

Purpose of the Study

The main purpose of this study was to examine classroom management practices adopted by teachers for promoting academic engagement in public secondary schools in Anambra State. Specifically, this study determined:

1. Teachers' use of appropriate teaching methods for promoting students' academic engagement in secondary school in Anambra State.
2. Teachers' use of effective communication skills for promoting students' academic engagement in secondary school in Anambra State.

Research Questions

The following research questions guided the study:

1. What are the appropriate teaching methods for promoting students' academic engagement in public secondary school in Anambra State?
2. What are the effective communication skills for promoting students' academic engagement in public secondary school in Anambra State?

Hypotheses

The following hypotheses were tested at 0.05 level of significance:

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1. There is no significant difference in the means response ratings of female and male teachers on their use of appropriate teaching method in promoting students' academic engagement in public Secondary School in Anambra State.
2. There is no significant difference in the mean response ratings of female and male teachers on their use of effective communication skills in promoting students' academic engagement in public Secondary School in Anambra State.

Methods

This study adopted the descriptive survey research design. The study was carried out in Anambra State, Nigeria which is one out of five states in the South-East of Nigerian with six Education Zones namely: Aguata, Awka, Nnewi, Onitsha, Ogidi and Otuocha. The population of the study comprises of 1072 male and 6176 female teachers making 7,248 teachers in the 267 public secondary schools in the six education zones of Anambra State. The sample size for the study was 487 teachers in selected public secondary schools in Anambra State. This comprised of 64 male and 423 female teachers. The sample was drawn using multistage sampling procedure. A researcher-developed questionnaire title Teachers' Classroom Management Practices for Promoting Students' Academic Engagement in Secondary School (TCMPPSAESS) was the instrument used for data collection. The instrument was subjected to face validation by three experts to scrutinize the items in terms of relevance, suitability, clarity of instrument and content coverage. The reliability of the instrument was established using Cronbach Alpha Method. The reliability coefficients obtained was an overall index of 0.986. The researcher together with the five research assistants used the direct approach for data administration and retrieval. The arithmetic mean was used to answer the research questions and t-test was used to test the hypotheses.

Research Question 1: What are the appropriate teaching methods for promoting students’ academic engagement in public secondary school in Anambra State?

Table 1: Descriptive analysis of the appropriate teaching methods for promoting students’ academic engagement N - 487

<i>S/N</i>	In order to engage students academically in the class through appropriate teaching methods, I:	<i>Female</i>			<i>Male</i>		
		<i>X</i>	<i>SD</i>	<i>Decision</i>	<i>X</i>	<i>SD</i>	<i>Decision</i>
14.	Use play way method	3.32	.86	Agree	2.98	.88	Agree
15.	Use supervised activity method	3.44	.92	Agree	3.17	.83	Agree
16.	Use storytelling method,	3.32	.83	Agree	3.11	.88	Agree
17.	Use demonstration method	3.41	.81	Agree	3.14	.96	Agree
18.	Use pictorial method,	3.49	.81	Agree	3.06	.81	Agree
19.	Use individualized method	3.31	.77	Agree	3.25	.82	Agree
20.	Use problem solving method	3.29	.79	Agree	3.08	.82	Agree
21.	Use team teaching method	3.19	.91	Agree	3.00	.82	Agree
	Mean of means	3.35	.78	Agree	3.09	.82	Agree

Field Survey, 2025

Results in Table 1 show the views of both the female and male teachers of the selected government owned secondary schools in Anambra state. The results revealed that the respondents rated all the eight items as appropriate teaching methods for promoting students’ academic engagement in secondary school. The mean and standard deviation scores for the eight items as responded by female teachers ranged from 3.19 to 3.49 and .77 to .92 while the response for male teacher ranged from 2.98 to 3.25 and .81 to .96 respectively. The female and male teachers’ weighted mean rating and standard deviation scores of 3.35 and .75, 3.09 and .82 showed that to engage students academically in the class teachers use appropriate teaching methods.

Research Question 2: What are the effective communication skills for promoting students’ academic engagement in public secondary school in Anambra State?

Table 2: Descriptive analysis of effective communication skills for promoting students’ academic engagement N - 487

S/N	In order to engage students academically in the class through consistent disciplinary, I:	Female			Male		
		X	SD	Decision	X	SD	Decision
32.	Listen actively when students are talking	3.28	.76	Agree	3.17	.83	Agree
33.	Explain concepts clearly	2.87	.89	Agree	3.11	.86	Agree
34.	Provide feedback promptly in the class	3.35	.85	Agree	3.14	.96	Agree
35.	Foster an open dialogue with students	3.19	.89	Agree	3.25	.82	Agree
36.	Present information in an accessible manner	3.33	.99	Agree	3.08	.82	Agree
	Mean of means	3.21	.80	Agree	3.15	.83	Agree

Field Survey, 2025

From Table 2 it was revealed that both the female and male teachers of the selected government owned secondary schools in Anambra state agreed on all the five items as effective communication skills for promoting students’ academic engagement in secondary schools. The mean and standard deviation scores for the five items as responded by the female teachers ranged from 2.87 to 3.35 and .76 to .99 while the responds for male teachers ranged from 3.08 to 3.25 and .82 to .96 respectively. The female and male teachers’ weighted mean rating and standard deviation score of 3.21 and .80, 3.15 and .83 showed that verbal instructional activities promote students’ academic engagement in secondary school in Anambra State.

Null Hypothesis 1: There is no significant difference in the means response ratings of female and male teachers on their use of appropriate teaching method in promoting students’ academic engagement in public Secondary School in Anambra State.

Table 3: t-test Analysis Mean Ratings of female and male teachers’ use of appropriate teaching method in promoting students’ academic engagement in secondary school

SEX	N	X	SD	df	t-cal	t-crit	Decision
Female	423	3.35	.78	485	-2.39	2.588	Retained
Male	64	3.09	.82				

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Data in Table 3 showed independent t-test of mean difference between female and male teachers in public secondary schools in selected Education Zones in Anambra State on the use of appropriate teaching method in promoting students' academic engagement in secondary school. Since the calculated t-value of -2.39 was less than the critical t-value of 2.588 at .05 levels of significance and 485 degree of freedom, the null hypothesis of no significant difference was therefore retained. This indicates that there was no significant difference between the female and male teachers' opinions on the use of appropriate teaching method in promoting students' academic engagement in secondary school.

Null Hypothesis 2: There is no significant difference in the mean response ratings of female and male teachers on their use of effective communication skills in promoting students' academic engagement in public Secondary School in Anambra State

Table 4: t-test Analysis Mean Ratings of female and male teachers' on effective use of communication skills in promoting students' academic engagement in secondary school

SEX	N	X	SD	df	t-cal	t-crit	Decision
Female	423	3.21	.80	485	-.509	2.588	Retained
Male	64	3.15	.83				

Result from table 4 shows an independent t-test of mean difference between female and male teachers in public secondary schools in selected Education Zones in Anambra State on effective use of communication skills in promoting students' academic engagement in secondary school was revealed. Since the calculated t-value of -0.509 was less than the critical t-value of 2.588 at .05 levels of significance and 485 degree of freedom, the null hypothesis of no

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significant difference was therefore retained. This indicates that there was no significant difference between the female and male teachers' opinions on effective use of communication skills in promoting students' academic engagement in secondary school.

Discussion of Findings

The findings of the study were discussed under the following subheadings:

Teachers' Use of Appropriate Teaching Method for Promoting Students' Academic Engagement

The findings of the study revealed that the respondents agreed that use of appropriate teaching methods promote students' academic engagement in secondary school in Anambra State. The findings indicated that use play way method, supervised activity method, storytelling method, demonstration method, pictorial method, individualized method, problem solving method and team teaching method are appropriate teaching methods for promoting students' academic engagement. The findings of the study agree with Nwachukwu, Ndifreke and Okoro, (2021) who stated that some methods of teaching employed by teachers in the classroom are viz: play way method, supervised activity method, demonstration, excursion method, assignment method, pictorial method, storytelling method and drama method. The findings of the study is line in with Nwankwoala (2021) assertion that incorporating a variety of teaching methods ensures that no student is left behind and that each learner has a chance to engage with the material in a way that suits their strengths and Chukwu and Adolphus (2022) who highlighted that by variety in teaching methods keeps students interested and curious, making learning an exciting and stimulating experience.

The findings of the study is further in relation to appropriate teaching methods for

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promoting students' academic engagement conforms to Ayodele (2020) position that when teachers employ a range of instructional strategies, including lectures, discussions, group work, multimedia presentations, and hands-on activities, they cater to the diverse learning styles present in the classroom, thus increasing students' motivation to participate and engage with the content. The finding of the corresponding null hypothesis revealed that there was no significant difference in the independent T-test of the mean of female and male teachers' use of appropriate teaching methods for promoting students' academic engagement in secondary school in Anambra State. The findings of the current study contradicts the assertion of Ahmed, et al, (2018) who asserted that compared to male teachers, female teachers had superior classroom management abilities on most criteria of classroom management and the study of Sun et al. (2020) who reported that male teachers in the UK were more likely to employ a direct instruction method to teaching than female teachers, who were more likely to adopt a cooperative approach. However, it corroborate the study of Nazim, et al (2023) which found out that gender didn't affect the teaching method as classroom management practice of teachers. By implication, both female and male teachers have no different opinion on the use of appropriate teaching methods for promoting students' academic engagement in secondary school in Anambra State.

Teachers' Effective Use of Communication Skills for Promoting Students' Academic Engagement

The findings of the study revealed that the respondents agreed that effective use of communication skills promote students' academic engagement in secondary school in Anambra State. From the findings, it was shown that listening actively when students are talking, explaining concepts clearly, and providing feedback promptly in the class, fostering an open

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dialogue with students, and presenting information in an accessible manner are effective use of communication skills for promoting students' academic engagement in secondary school. The findings of the study is in line with Okafor (2020), assertion that non-verbal cues, such as body language, facial expressions, and eye contact, can enhance communication by conveying enthusiasm and support for students' learning efforts. The findings of the study also support the views of Enefu, et al. (2019), and Eze (2015) who mentioned that effective communication helps create a dynamic learning environment where students feel encouraged to participate, ask questions, and share their ideas and teachers who are skilled in adjusting their communication style to meet the needs of diverse learners can enhance students' comprehension and interest in the subject matter. More so, when students feel safe to communicate and express themselves, they are more likely to engage actively in learning activities and share their perspectives, leading to deeper learning and collaboration among peers.

The finding of the related hypothesis showed that there was no significant difference in the independent T-test of the mean of female and male teachers' effective use of communication skills in promoting students' academic engagement in secondary school in Anambra State. The finding ascertained that there was no significant difference between female and male teachers' opinions on effective use of communication skills in promoting students' academic engagement in secondary school. The findings of the study contradict Salavera & Usan, (2021); Lee & Mccabe, (2021) who opine that male and female teachers may exhibit different communication style that students observe and imitate based on societal norms and expectations and that male teachers are often perceived as more authoritative, which can lead to compliance through intimidation, while female teachers may use more nurturing communication, fostering a

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supportive environment that mitigates disruptive behaviours respectively. The fact that there was significant difference between female and male teachers' opinions on effective use of communication skills in promoting students' academic engagement is in accordance with Adewale, Tahir, Ashiru, & Sanni, (2025) who conducted an independent samples t-test to compare the effective communication for managing students' disruptive behaviours between male and female teachers in secondary schools and found out that there was no statistically significant difference in the effective communication for managing students' disruptive behaviours between male teachers. By implication, when teachers communicate clearly and effectively, students are more likely to understand the material being taught, which increases their motivation and engagement in academic activities.

Conclusion

Based on the findings, the study concluded that the use of appropriate teaching methods and effective communication skills are classroom management practices adopted by teachers for promoting students' academic engagement in public secondary schools in Anambra State. The study also established that female and male teachers' have significant difference in their use of appropriate teaching methods and effective use of communication skills in promoting students' academic engagement.

Recommendations

Based on the findings of the study, the following recommendations were made:

1. Curriculum planners should propose more effective strategies that would continue to enhance teachers' classroom management practices for better engagement of students academically.

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2. Government at all levels, in collaboration with school administration should examine implemented teacher and students communication skills within school community and ensure that public outcry of obvious misconduct of and teacher and students are handled following due process.

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