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A Study of Classroom Management Techniques for Promoting Students' Psychological Well-Being and Reinforcement Learning Achievement

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ABSTRACT

The purpose of this study examines the Classroom Management Techniques for Promoting Students' Psychological Well-Being and Reinforcement Learning Achievement, learning strategies that benefit students' Psychological Health, Motivation and Academic Achievement through the implementation of Reinforcement Theory. Specifically, positive reinforces or rewards such as verbal praise, individualized incentives, constructive feedback, and positive interpersonal interactions between teachers/students; were assessed as they related to student engagement, discipline, and Learning Attitudes. This study assessed 206 participants across various disciplines to determine the extent that students relied on Reinforcement-based Classroom Management Strategies. The majority of the participants were female (74.3%) therefore providing insight into the perceptions of Reinforcement-based Strategies among a gender-imbalanced group of academically diverse respondents. The study also included an interdisciplinary sample with Computer-Related Majors as the largest cohort of respondents. Descriptive analysis (Means and Standard Deviations) of the data supported the effectiveness of Reinforcement Theory-based Practices in promoting Positive Learning Behaviors. Reliability analysis for the instruments utilized in this study Established via a Cronbach's Alpha coefficient of 0.859 demonstrating adequate reliability. In conclusion, Classroom Management Strategies using Positive Reinforcement are beneficial in providing Psychological Well-Being and Reinforcement Learning Achievement for students; however, results are limited due to the limited sample size and subsequent representation of participants across various educational settings.



INTRODUCTION

The foundation of all successful teaching and learning is founded upon effective classroom management which contains two subcomponents: content management and conduct management. Content management refers to the teacher's organizational ability to organize their classroom space, instructional materials, time, and the way their students are able to move freely from one place to another. Conduct, on the other hand, are the procedure and interpersonal skills that teachers utilize to prevent, manage and resolve behavioral problems. Together, these components provide the framework for creating an ever-growing and dynamic social system within the classroom, whereby careful planning, organization, direction and coordination of resources become necessary to meet educational objectives (Ojimba, 2024).

Effective classroom management not only minimizes disruptive behavior but also fosters a supportive learning environment that promotes students' moral, emotional, intellectual, and social development. Teachers play a pivotal role in guiding students toward positive behavioral and academic outcomes, particularly in contemporary and higher education contexts (Evertson & Weinstein, 2006; Iloka, 2025). Positive reinforcement—defined as the presentation of a reward following a desired behavior to increase the likelihood of its recurrence—is a central concept in behaviorist learning theories (Diedrich, 2010). In educational settings, positive reinforcement encourages students to consistently engage in appropriate and productive behaviors. Conversely, negative reinforcement involves the removal of an aversive stimulus to strengthen desirable behavior. When applied appropriately, these reinforcement strategies help reduce misconduct while fostering self-regulation, motivation, and constructive learning habits (Crosby et al., 2006).

Benefits of Effective Classroom Management

Classroom management helps to achieve the instructional goals of all students, providing an opportunity for students to learn in a meaningful way and to create a positive classroom climate for all students to engage in and reach their academic potential. Students who are engaged in a well-managed classroom have psychological safety; and they are able to fully engage in the learning process (Abonyi, 2022).

On the other hand, classroom management that is not managed effectively leads to an environment of chaotic behaviour, monotonous lessons, repetitive infractions, and failure of students to meet their learning goals. This type of classroom environment impacts both the ability of the teacher to effectively instruct students and the ability of students to achieve academically, creating a negative disposition toward education for students (Nonyem & Chimaa, 2020).

As classroom management forms a key component of the educational process, it is a very important part of the philosophy of education but is sometimes overlooked and is poorly understood. By developing a strong theoretical base, educators can select and apply specific strategies that will create a productive, inclusive, and foster a psychologically safe and supportive environment for the student learning experience (Afiah, 2018; Aydin & Karabay, 2020).

Classroom Management as a Strategic Need

Teachers need to implement structured approaches for managing both positive and negative student behavior to create a safe, organized, and effective learning environment for their classrooms. Strategies that teachers should use when managing both positive and negative student behavior will include the following: Positive Reinforcement, Knowledge of Disciplinary Consequences, and Restorative Practices that address behavioral concerns in a positive way (Jones & Jones, 2016).

Additionally, it is important that Teachers develop positive relationships with their Students. Teachers who display Empathy towards their Students, respect the differences between them and appreciate the diversity of their Classroom, will have a large impact on the Psychological Well Being and Sense of Belonging of their Students. These types of Teacher–Student Relationships positively influence Student Motivation, Student Engagement, and Student Learning Outcomes based on Reinforcement (Jones & Jones, 2016).

In addition to creating positive Teacher–Student Relationships, the use of Scaffolding will also support Student-Reinforcement Learning by assisting the Students in identifying Problems, making Decisions, and reflecting on their own Learning. The Teaching and Learning Processes are influenced by many interrelated factors which shape Students’ experiences when Reinforcement Learning, including Pedagogy, Cognition, Context, and Assessment (Ledezma et al., 2024).

Understanding Classroom Rules and Expectations

A strong foundation of positive reinforcement begins with creating a clearly defined set of rules and expectations within the classroom. To support this foundation, teachers have established effective reinforcement strategies by developing behavior contracts that outline the expected behaviors, rewards for demonstrating those behaviors, and consequences for not demonstrating those behaviors. Behavior contracts clearly define student responsibilities, encourage student accountability, and give students control over their choices and the results of their choices. For teachers to maintain credibility with students and to establish a predictable behavioral environment, it is important that they consistently enforce the classroom rules and consequences.

In addition to helping students develop strategies to change their unacceptable behaviors, teachers should also help them identify the reasons behind their unacceptable behaviors. Helping students to think critically about their behaviors and their academic performance encourages students to be more accountable for their future behaviors and academic performance. Students' ability to independently evaluate themselves will lead to improved self-regulation, increased responsibility, and continued personal growth (Briesch et al., 2015).

Positive Reinforcement and Psychological Well-Being

Positive reinforcement is valuable in supporting student psychological health and well-being because it encourages motivation, self-efficacy, and emotional security. Employing positive reinforcement strategies effectively enhances the feeling of psychological safety to create a more engaged learning environment where children feel more comfortable and confident to participate and share in the process of education. Many of the same positive reinforcement strategies that help students develop their academic and communication skills help them also develop interpersonal relationships and collaboration skills (Engelbrecht et al., 2020). When teachers use positive reinforcement techniques consistently, they help improve classroom management and help their students achieve higher levels of academic success; however, many teachers do not take advantage of positive reinforcement techniques, even with the substantial research indicating benefits associated with their consistent use, because educators do not receive adequate training on the use of positive reinforcement and/or do not have sufficient time to incorporate the techniques into their instructional practices or because of other barriers to their implementation (Okaforcha, 2021; Adinna & Onyekwelu, 2021).

Challenges in Classroom Management

Research shows Secondary Schools typically have excessive amounts of turbulence-related to discipline issues, Student disruptions, and Classroom disorganization. The turbulence negatively affects Students’ Academics and Engagement Levels and creates an Environment of Disconnection amongst Students and Teachers. Teachers take formal Training about how to use Classroom Management Strategies to manage their Classes; however, many Teachers are unable to use the Strategies effectively in their Classrooms (Enwezor & Ezeaku, 2025).

Rationale of the Study

Effective classroom management greatly influences the productivity of a student's learning environment. To keep their students engaged, responsible, mentally healthy and academically successful, today's educators must use positive reinforcement as an additional classroom management method. There are obstacles to implementing positive reinforcement to adequately meet the needs of all students.

This study investigates how using positive reinforcement in conjunction with structured classroom management improves the behavior, motivation, mental health and academic performance of students

trained in positive reinforcement. Through this investigation, this study identifies strategies and resources that can be used by educators to develop supportive and responsive classroom environments.

Research Objectives

1. To examine the impact of reinforcement strategies on students' academic achievement and psychological well-being.
2. To analyze the effectiveness of differentiated classroom management techniques in integrating reinforcement learning strategies.

Research Questions

1. What role do reinforcement strategies play in improving students' academic performance and psychological well-being?
2. How effective are differentiated classroom management techniques in incorporating reinforcement learning strategies?

RESEARCH METHODOLOGY

Research Design

This study achieve an understanding of the effects of reinforcement-based management practices in the classroom, a mixed-method research design will be used which integrates both quantitative and qualitative approaches.

Sample

Participants will be both teachers and students selected from elementary and secondary schools. Using purposive sampling, different levels of teaching experience for the teachers and various student demographics will be represented by the selected sample. Approximately 5-10 teaching individuals from each School or District, with a student count of 100-150 each, will comprise the sample.

Methods of Quantitative Data Collection

- Pre- and post-intervention surveys measuring student engagement and behavior
- Review of academic records to assess changes in achievement
- Behavior tracking sheets and teacher logs documenting disciplinary incidents

Data Analysis

Data analysis find patterns related to reinforcement strategies, the quantitative data were evaluated using descriptive statistics of frequencies, percentages, means, standard deviations, and ranking. The qualitative data from interviews and focus groups were analyzed using thematic analysis to find common themes related to classroom management, reinforcement practice, student motivation, and psychological well-being.

Table 1 *Gender Distribution of Respondents*

Gender	Frequency	Percent
Male	53	25.7
Female	153	74.3
Total	206	100.0

Table 1 shows effective techniques for classroom management as part of a student's reinforcement learning program, data on genders were collected from the participants. According to Table 1, the number of female participants (153) is much higher than the number of male participants (53) in this case; therefore, females comprise a majority of the total study sample (approximately 74.3% of total sample). Males comprise approximately 25.7% of total study sample. Thus the study sample contains a significant number of females, suggesting that the gender distribution in this study sample reflects a significant gender imbalance (i.e. significantly fewer males than females). As such, the imbalance may limit generalizing the findings from this study beyond those populations that contain a sufficient number of male participants, thus limiting the overall validity of the study as well.

Table 2 *Distribution of Respondents by Academic Discipline*

Subject	Frequency	Percent
Education	12	5.8
Pak Study	10	4.9
Computer	70	34.0
Physics	22	10.7
Psychology	26	12.6
Economics	14	6.8
English	28	13.6
Others	24	11.7
Total	206	100.0

Table 2 shows the respondents' distribution according to academic disciplines in the study on reinforcement learning plans and efficient classroom management strategies. "Computer" constitutes the largest proportion (34.0%) of participants, indicating strong representation of individuals with a background in the computer field. Other significant disciplines include "Psychology" (12.6%) and "English" (13.6%), suggesting that the research collected input from many different areas of academia. In contrast, Academic disciplines such as "Education," "Pak Studies," "Economics," and "Physics" represent much lower proportions of participants (from 4.9% to 10.7%). The remaining 11.7% of responses fall into the "Other" category, indicating a wide variety of academic disciplines were represented in the research. This distribution of categories illustrates the interdisciplinary nature of this research and provides broader perspectives on classroom management strategies across multiple types of disciplines.

Objective 1: To investigate the impact of reinforcement on academic achievement among students.

Table 3 *Impact of Reinforcement on Academic Achievement (Objective 1)*

Statements	N	Mean	Std. Deviation	Ranking
Positive reinforcement offering special rewards for completing assignments can motivate students to stay focused	206	3.9806	1.07277	1
By using positive reinforcement we can foster a love for learning and inspire students to explore new ideas and concepts	206	3.7476	1.11503	2
Offering rewards or incentives as a form of positive reinforcement reinforces positive behaviour and encourage students to repeat those actions	206	3.5631	1.22311	3
Giving students treats or privileges can make them excited to behave well	206	3.1553	1.38815	4

Table 3 show Statements about the application of positive reinforcement strategies in education are shown in the data. With a mean score of 3.9806 and a standard deviation of 1.07277, Statement 1, "Positive Reinforcement Offering Special Rewards for Completing Assignments Can Motivate Students to Stay Focused," was ranked top (1). With a mean score of 3.7476 and a standard deviation of 1.11503, Statement 2, "By Using Positive Reinforcement We Can Foster a Love for Learning and Inspire Students to Explore New Ideas and Concepts," was ranked second (2). With a mean score of 3.5631 and a standard deviation of 1.22311, Statement 3, "Offering Rewards or Incentives as a Form of Positive Reinforcement Reinforces Positive Behavior and Encourages Students to Repeat Those Actions," was ranked third (3). With a mean score of 3.1553 and a standard deviation of 1.38815, Statement 4, "Giving Students Treats or Privileges Can Make Them Excited to Behave Well," was ranked lowest (4).

Objective 2: To examine the effectiveness of differentiated classroom management approaches in incorporating reinforcement strategies.

Table 4: Effectiveness of Classroom Management in Reinforcement Strategies

Statements	N	Mean	Std. Deviation	Ranking
Positive reinforcement in education fosters a growth mindset, empowering students to believe in their ability to improve	206	4.0194	1.13465	1
Positive reinforcement giving students support and cheering them on helps them stay strong and keep going	206	3.7767	1.26439	2

Table 4 show the information includes claims on how positive reinforcement in the classroom helps pupils and cultivates a growth mentality. With a mean score of 4.0194 and a standard deviation of 1.13465, Statement 1, "Positive Reinforcement in Education Fosters a Growth Mindset, Empowering Students to Believe in Their Ability to Improve," was ranked highest (1). With a mean score of 3.7767 and a standard deviation of 1.26439, Statement 2, "Positive Reinforcement Giving Students Support and Cheering Them on Helps Them Stay Strong and Keep Going," was ranked second (2).

Table 5 Reliability Analysis

	N	Percentage	Overall Reliability
Cronbach's Alpha Reliability	34	85.0	.859
	6	15.0	
	40	100.0	

Table 5 demonstrate that the Cronbach's Alpha reliability analysis of the study's instrument was carried out. There were 40 responders in the whole sample. Among those surveyed, an incomplete response by six subjects (15.0%) occurred. A total of thirty-four subjects (85.0%) completed the reliability component. The internal consistency and reliability of the scale were measured with a Cronbach's Alpha Coefficient of .759, indicating that all items on the scale measured the same underlying construct and that the measure can be reliably used for more research.

DISCUSSION

The results suggest the importance that positive reinforcement strategies have on student engagement, academic focus, and psychological resilience. Reward-based systems and positive feedback had strong correlations with developing growth mindset and improving learning behaviours. The advantages of having an interdisciplinary sample strengthen the study, however, gender imbalance may have affected the diversity of perspectives represented by the sample.

CONCLUSION

This study has demonstrated that positive reinforcement based classroom management stimulates students' psychological well-being, motivation, and achievement in reinforcement learning. Insuring that classroom management is organized, providing emotional support, and providing consistent reinforcement can lead to positive academic and emotional outcomes. Future research should ensure that demographic samples are more balanced in order to improve generalization.

Recommendations

1. Customize reinforcement strategies to align with students' individual learning needs.
2. Combine both material-based and verbal forms of reinforcement.
3. Provide teachers access to on-going professional development.
4. Use data collection methodologies to adjust reinforcement strategies.
5. Build inclusive, respectful and growth-oriented classroom environments.
6. Use gamified/digital form of reinforcement.
7. Increase collaboration between families and teachers.

8. Reinforcement practices should have equity and inclusiveness.
9. Encourage group-based reinforcement programs.
10. Future studies should include a balanced distribution of demographics.

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