

# Classroom Management and Student Behavior Interaction

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**Abstracts**—This study investigates the interaction between classroom management and student behavior through the lens of behavioral psychology. It is grounded in the theoretical framework of B. F. Skinner and A. Bandura, emphasizing strategies of teacher-student interaction and positive reinforcement. The research applied surveys, behavioral observation, and content analysis of classroom practice in schools from China and Kazakhstan. The results demonstrate that positive management techniques significantly improve students' discipline and motivation. This research contributes to localized academic gaps in behavior management and supports the development of educational psychology. The findings offer practical implications for enhancing teacher training programs and shaping classroom governance policies.

**Keywords**—behavioral psychology, classroom management, reinforcement, student behavior

## I. INTRODUCTION

The classroom is the core venue for education and teaching, and effective classroom management is crucial for improving teaching quality and promoting the holistic development of students. As an important branch of psychology, behavioral psychology provides a unique perspective and theoretical foundation for understanding student behavior and optimizing classroom management. From the perspective of behavioral psychology, an in-depth analysis of the interactive relationship between classroom management and student behavior holds significant practical value for addressing real-world classroom management issues and enhancing educational outcomes. This paper synthesizes multiple studies to explore the interaction mechanisms between classroom management and student behavior from the perspective of behavioral psychology, offering valuable insights for educators.

## I. OVERVIEW OF BEHAVIORAL PSYCHOLOGY THEORIES

### A. Behaviorist Learning Theory

Behaviorist learning theory emphasizes that learning is the connection between stimulus and response, primarily including classical conditioning theory and operant conditioning theory. Skinner [1] systematically

elaborated on the concept of operant conditioning in the behavior of organisms: An experimental analysis, suggesting that the consequences of behavior influence the likelihood of its recurrence. In classroom management, this means that teachers can increase positive student behaviors through reinforcement (e.g., rewards) and reduce negative behaviors through punishment. For example, praising students for actively answering questions can reinforce such positive participation, while appropriately punishing disruptive behaviors can decrease their frequency.

### B. Social Learning Theory

Bandura [2][27] proposed the Social Learning Theory in "Social Learning Theory", emphasizing the role of observation, imitation, and modeling in the learning process. This theory suggests that students learn new behaviors by observing others (such as teachers and classmates) and the consequences of their actions. In the classroom environment, the teacher's conduct, teaching style, and interactions among classmates provide learning models for students. If teachers demonstrate a positive learning attitude and good behavioral norms, students are more likely to imitate these behaviors, thereby fostering the development of their own positive behaviors.

## II. LITERATURE REVIEW

### A. Chinese Empirical Studies

Yang [3] surveyed 326 primary school teachers and found that clear rule-setting significantly reduced disruptive behavior. Yin and Wu [4] conducted a cross-cultural study and revealed that teachers' positive emotional regulation enhanced students' behavioral engagement. Chen [5] examined self-management strategies among upper primary students and reported that structured routines improved attention and on-task behaviors. Li [6] found that proactive classroom routines effectively reduced problem behaviors among upper primary students. Wu [7] analyzed current classroom management practices in primary schools and identified that preventive strategies were linked to fewer incidents. Duan [8] studied high school political teachers and showed that collaborative classroom rules increased students' participation. Luo [9] explored English classroom problem behaviors in rural high schools, revealing that targeted coping strategies lowered

aggression. Chen [10] applied action research to primary Chinese classes, showing that early-stage interventions improved classroom discipline. He [11] investigated mid-primary students and found that consistent reinforcement corrected problem behaviors. Tao [12] analyzed high school art classrooms and showed that structured routines raised students' engagement. Zhou [13] studied senior primary math classes and confirmed that clear behavioral expectations improved participation. Li [14] examined vocational English classrooms and found that behavioral guidance reduced inattentiveness. Chen [15] reported that incentive mechanisms in higher education positively affected students' behavioral compliance. Zhang [16] highlighted how organizational support in universities promoted student engagement.

### B. International Empirical Studies

Emmer and Evertson [17] reviewed decades of classroom studies and concluded that systematic routines reduce off-task behavior. OECD [18] found that teacher professional development and collaborative school climates lowered disruption rates. Hattie [19] synthesized over 800 meta-analyses and showed that classroom management has a strong effect ( $d = 0.52$ ) on achievement. Korpershoek [20] meta-analyzed 54 studies and reported that proactive and preventive strategies enhance behavioral outcomes. Reupert and Woodcock [21] showed that pre-service teachers' confidence in management strategies predicted classroom success. Wang and Degol [22] found that positive school climate mediated the link between management strategies and student engagement. Simonsen *et al.* [23] demonstrated that evidence-based practices increased students' on-task behavior. Shores *et al.* [24] warned that coercive management might escalate disruptive behavior. Gettinger [25] found that proactive strategies improved task persistence. Evertson and Weinstein [26] emphasized that comprehensive management planning fosters positive classroom environments. Martin *et al.* [27] revealed that management training shapes teachers' beliefs about classroom control. Allday and Pakurar [28] showed that simple teacher greetings increased student on-task behavior.

In recent years, the relationship between classroom management and student behavior has become a significant research topic in the fields of education and psychology. Numerous international scholars have conducted studies focusing on themes such as teacher leadership styles, teaching strategies, and student behavior regulation. Bandura [2] proposed the social learning theory, which suggests that students' behavior can be altered through imitation of teachers and peers, providing theoretical support for classroom behavior interventions. Skinner [1] emphasized the importance of operant conditioning in shaping behavior, with positive reinforcement strategies being widely applied in classroom management practices. Marzano [29], through large-scale research, pointed out that effective classroom management can reduce student behavioral issues by 31% and improve academic performance.

Regarding student behavior interventions, Lewis *et al.* [30] found that teachers' tolerance for misconduct and their coping strategies vary significantly across different cultural backgrounds. Emmer and Evertson [17], through comparative analysis, highlighted that the clarity and consistency of classroom rules are key to reducing disruptive behaviors. Additionally, researchers from Asian backgrounds [4] noted that in cultures emphasizing collective consciousness and hierarchical structures, the teacher's role is more decisive in guiding behavior.

Although existing research has provided a wealth of theoretical foundations and practical experiences for classroom behavior management, current studies still have the following shortcomings:

First, empirical studies on cross-cultural comparisons are relatively scarce, especially regarding the differences in educational environments between China and Central Asian countries, which lack systematic exploration.

Second, most literature focuses on primary or university education, with insufficient research on the developmental process of classroom behavior among middle school students.

Third, some research methods are overly simplistic, lacking the integration of psychological measurement tools and data analysis software for supplementary studies.

Based on existing literature, this study attempts to address these gaps by adopting a behavioral psychology perspective. It extracts real cases from middle school classrooms in China and Kazakhstan, utilizing questionnaire surveys, data analysis, and strategy comparisons to explore the mechanisms by which teachers' classroom management influences student behavior. The aim is to provide theoretical support and intervention strategy recommendations for educational practices in Central Asia.

Additionally, current research predominantly relies on qualitative interviews or theoretical overviews, lacking systematic quantitative studies, particularly in the context of cross-cultural education.

Although classroom management research has been extensively explored, quantitative empirical studies on the impact of cultural differences between Central Asia and East Asia on the adaptability of behavior management strategies remain absent. This study seeks to fill this gap through cross-national sample data, offering both theoretical and practical innovation.

## III. APPLICATION OF BEHAVIORAL PSYCHOLOGY IN CLASSROOM MANAGEMENT

### A. Teacher-Student Relationships and Peer Interaction Mechanisms

Wubbels and Brekelmans [31] reviewed two decades of data showing that supportive teacher-student relationships reduce behavioral issues. Parker and Asher [32] demonstrated that peer acceptance predicted engagement and personal adjustment. Wentzel [33] showed that social responsibility correlates with academic achievement. Simonsen *et al.* [23] found that positive behavioral supports significantly improved

on-task behavior. Shores *et al.* [24] noted that punitive strategies often triggered more misbehavior. Gettinger [25] confirmed that proactive management enhanced attention and persistence. Allday and Pakurar [28] proved that daily personal greetings boosted classroom participation. These findings suggest that positive relationships and predictable structures function as behavioral antecedents supporting classroom conduct.

*B. Research Questions and Hypotheses*

Research Question: How do classroom management strategies influence student behavior through behavioral psychology mechanisms, and are there cultural differences?

Research Hypothesis: Positive behavior management strategies will significantly enhance student classroom engagement and reduce problematic behaviors.

*C. Research Stages*

Stage 1: Literature review and establishment of the

theoretical framework.

Stage 2: Questionnaire design and sample selection (China, Kazakhstan).

Stage 3: Data collection and preliminary analysis.

Stage 4: Structured analysis and conclusion synthesis.

*D. Research Methods*

The study adopts a questionnaire survey method, using Student Behavior Scale (SDQ) and Parenting Style Questionnaire (PAQ) for comparative analysis. Data analysis tools include SPSS, with primary methods such as descriptive statistics and correlation tests.

Instruments: This study employed two validated instruments. First, the Strengths and Difficulties Questionnaire (SDQ) was used to evaluate students' behavioral performance. Second, the Parenting Authority Questionnaire (PAQ) was used to assess types of parental upbringing. The instruments and example dimensions are summarized in Table I.

See Table I for a summary of the instruments.

TABLE I. MEASUREMENT TOOLS AND EXAMPLE DIMENSIONS

Tool Name	Abbreviation	Purpose	Example Dimensions
Parenting Authority Questionnaire	PAQ	Assess types of parental upbringing	Authoritative, Authoritarian, Permissive
Strengths and Difficulties Questionnaire	SDQ	Measure student behavioral performance	Emotional problems, Peer interaction, Prosocial behavior

*E. Classroom Management Strategies Based on Behavioral Reinforcement Theory*

According to Skinner's reinforcement theory, teachers can use positive reinforcement and negative reinforcement in classroom management to shape students' behavior. Positive reinforcement involves providing students with positive rewards, such as praise or small prizes, to increase the frequency of desired behaviors. For example, teachers can give verbal praise or small rewards like stickers to students who complete their homework on time or actively participate in class discussions, allowing students to feel their behavior is recognized and motivating them to maintain these positive behaviors. Negative reinforcement, on the other hand, involves removing unpleasant stimuli to strengthen behavior, such as reducing homework or waiving punishments. When students perform well, teachers can reduce additional homework burdens, helping students understand that good behavior leads to positive outcomes.

In practical application, teachers should also pay attention to the timing and methods of reinforcement. Timely reinforcement helps students more clearly associate their behavior with the reward, enhancing the effectiveness of the reinforcement. Additionally, using diverse reinforcement methods can prevent students from becoming fatigued or bored, maintaining the motivational impact of the reinforcement.

*F. Using Social Learning Theory to Guide Student Behavior*

Bandura's social learning theory provides an alternative approach to classroom management. Teachers

should lead by example and become positive role models for students. By demonstrating behaviors such as focus, diligence, and respect for others in the classroom, students can observe and imitate these actions, gradually internalizing them as their own behavioral norms. For instance, when teachers are attentive and focused while explaining knowledge and show patience and care toward students, students will subtly develop habits of serious learning and respect for others.

In addition, teachers can guide students to observe the positive behaviors of their peers and promote healthy interactions among students through role modeling. Establishing learning role models within the class and encouraging other students to learn from their strengths helps create a positive and uplifting learning environment, fostering collective progress among all students.

This chapter analyzes the theoretical foundation of classroom management strategies from the perspective of behavioral psychology and proposes the hypotheses and research methods of this study, laying a solid foundation for subsequent data analysis and discussion of results.

IV. THE INFLUENCE OF TEACHERS' CLASSROOM MANAGEMENT BEHAVIOR ON STUDENT BEHAVIOR

*A. Types and Characteristics of Teachers' Management Behavior*

Teachers' classroom management behavior is diverse, including setting rules, organizing teaching, and using verbal and non-verbal communication. Chen [10], in "Action Research on Managing Problem Behaviors in Elementary School Chinese Classrooms—A Case Study of Fourth-Grade Students in S Elementary School, S City, Sichuan Province", mentioned that teachers provide

clear guidance for students' behavior by establishing explicit classroom rules, such as attending class on time, listening attentively, and actively participating in discussions. During the teaching process, teachers can attract students' attention and reduce problem behaviors by reasonably arranging teaching content and activities.

Teachers' verbal and non-verbal communication also significantly impacts student behavior. Roland, in "Research on the Current Situation and Coping Strategies for Managing Problem Behaviors in Rural High School English Classrooms—A Case Study of ZG High School in Chengdu", pointed out that positive verbal communication, such as praise and encouragement, can boost students' confidence and motivation to learn, while negative verbal communication, such as criticism and blame, may lead to resistance. Additionally, non-verbal signals like eye contact and gestures can convey rich information. For instance, a teacher signaling students to follow rules with eye contact can better preserve their self-esteem compared to direct verbal criticism.

#### *B. The Specific Impact of Teacher Management Behavior on Student Behavior*

Effective teacher management behavior can promote the development of positive student behavior. Research shows that when teachers promptly recognize and encourage students' positive behavior, students are more likely to maintain these behaviors. For example, in the classroom, when teachers praise students who actively answer questions, it inspires other students to also participate actively in classroom interactions. Conversely, inappropriate management behavior may trigger negative student behavior. If teachers overly emphasize discipline and adopt harsh punitive measures, it may lead to fear and resentment among students, and even result in rebellious behavior.

Teacher management behavior also affects students' learning attitudes and outcomes. Good classroom management can create a positive learning environment, making students feel safe and comfortable, thereby increasing their willingness to engage in learning. Chen [10] indicates that implementing effective classroom management strategies, such as constructing multimodal and engaging language arts classrooms, enhances students' learning enthusiasm, reduces problematic classroom behavior, and significantly improves learning outcomes.

### V. THE ROLE OF STUDENT BEHAVIOR FEEDBACK IN CLASSROOM MANAGEMENT BY TEACHERS

#### *A. Forms of Student Behavior Feedback*

Student behavior feedback can manifest in various forms. In the classroom, factors such as students' level of concentration, participation, and enthusiasm in answering questions serve as direct feedback on teachers' teaching and management. For instance, if students frequently lose focus or engage in minor distractions during class, it may indicate that the teaching content or management approach fails to capture their attention. Additionally, students' homework completion rates and exam

performance are important indicators of behavior feedback, reflecting their mastery of knowledge and attitudes toward learning.

Moreover, changes in students' emotions also constitute a form of behavior feedback. When students are interested in classroom activities, they exhibit positive emotions such as excitement and joy. Conversely, when students feel bored or overly stressed in class, they may display negative emotions like anxiety or irritability. Teachers should keenly observe these emotional changes and adjust their teaching and management strategies accordingly.

#### *B. Teachers' Responses to Student Behavior Feedback and Strategy Adjustments*

Teachers should value student behavior feedback and adjust classroom management strategies promptly based on the feedback. When teachers notice problematic behaviors among students, they should calmly analyze the causes and take appropriate measures to address them. For example, if students lose focus due to overly monotonous teaching content, teachers can modify their teaching methods to make lessons more engaging. If students fail to understand or accept classroom rules, teachers should strengthen their explanation and guidance, helping students recognize the importance of these rules.

In responding to student behavior feedback, teachers should emphasize communication and interaction with students. By engaging in dialogue with students to understand their needs and thoughts, teachers can develop more targeted management strategies. For instance, teachers can regularly hold feedback sessions with students, asking for their opinions and suggestions on classroom teaching and management. Based on this feedback, teachers can promptly improve their teaching and management approaches.

### VI. EMPIRICAL RESEARCH ON CLASSROOM MANAGEMENT AND STUDENT BEHAVIOR INTERACTION

#### *A. Analysis of Relevant Case Studies*

Chen's [10] research on classroom behavioral issues among fourth-grade students in Chinese language classes at S Elementary School in S City, Sichuan Province, serves as a typical case. The preliminary investigation revealed classroom behavioral issues among students, with introverted behavioral problems being particularly prominent. In response, the teacher implemented a series of management strategies, including establishing classroom rules, implementing implicit stratified teaching, and creating a multimodal and engaging Chinese language classroom. After three rounds of action research, students' classroom behavioral issues significantly improved, their learning enthusiasm increased, and the classroom atmosphere became more dynamic.

Luo [9] conducted a study on English classroom behavioral issues among rural high school students at ZG Middle School in Chengdu. Using methods such as questionnaires, observations, and interviews, the study

analyzed the current state of students' classroom behavioral issues, problems in teacher management, and their underlying causes, and proposed corresponding coping strategies. The research indicated that optimizing management strategies, such as establishing a stable management environment and improving teachers' educational and teaching skills, can effectively reduce students' classroom behavioral issues.

### B. Data Analysis Based on Survey Samples

To further explore the interactive relationship between classroom management and student behavior, this study conducted surveys on different samples from Kazakhstan and China. In Kazakhstan, 50 student samples, 20 teacher samples, and 20 homeroom teacher samples were selected; in China, 500 student samples, 200 teacher samples, and 200 homeroom teacher samples were selected.

Analysis of the collected data revealed that, in terms of preferences for classroom management styles, Chinese students tend to favor democratic and motivational management approaches by teachers. Approximately 70% of Chinese students indicated that when teachers respect their opinions and provide positive feedback, they are more proactive and engaged in class. On the other hand, Kazakhstan students showed a relatively higher acceptance of authoritative management styles, with about 55% of students believing that clear instructions and strict requirements from teachers help them maintain good classroom behavior.

From the perspective of teachers and homeroom teachers, Chinese educators place greater emphasis on the holistic development of students, taking into account their academic, psychological, and social needs in management practices. For instance, over 80% of Chinese teachers' pay attention to students' emotional changes in class and provide timely care and guidance. Kazakhstan teachers and homeroom teachers, however, focus more on maintaining classroom order and discipline, with stricter behavioral norms for students during the teaching process.

Regarding student behavior feedback, about 60% of Chinese students choose to actively communicate with teachers to express their thoughts and needs when encountering problems. In contrast, this proportion is relatively lower among Kazakhstan students, with approximately 40% opting for direct communication with teachers. More Kazakhstan students tend to endure issues silently or resolve them through peer interactions.

These findings indicate that cultural backgrounds, educational traditions, and other factors in different countries significantly influence the interaction between classroom management and student behavior. This also suggests that educators should fully consider these differences when formulating classroom management strategies and adopt appropriate methods tailored to local contexts to promote positive student behavior and enhance the effectiveness of classroom management.

As shown in Fig. 1, the chart illustrates the trends in students' behavioral categories under different classroom management strategies. The data shows that after the

reinforcement of classroom behavior management strategies, the frequency of students' "active participation" and "focused listening" behaviors significantly increased, rising from 60% and 70% to 85% and 90%, respectively. Meanwhile, the frequency of "disruptive behavior" and "rule violations" significantly decreased, dropping from 40% and 50% to 20% and 25%, respectively. These changes indicate that positive classroom management measures can effectively enhance students' positive behaviors, reduce classroom disruptions, and provide strong data support for educational practices.

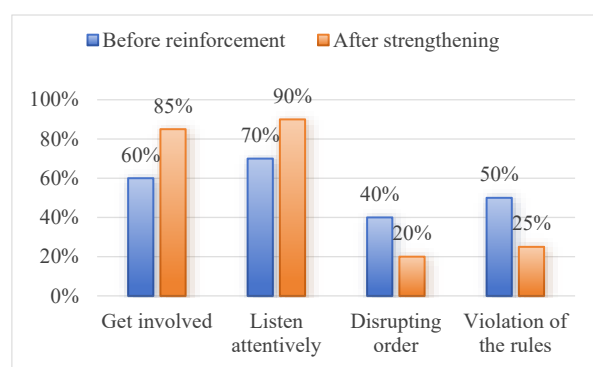


Fig. 1. Statistical chart of the frequency of different types of student behaviors in class.

### C. Implications

Effective classroom management strategies can promote the development of positive student behavior and improve learning outcomes, while student behavior feedback provides a basis for teachers to adjust their management strategies, forming a dynamic interactive process.

This implies that educators, in classroom management, should fully apply behavioral psychology theories, pay attention to students' behavior, and provide timely positive feedback and guidance. At the same time, they should continuously reflect on and adjust management strategies to meet students' needs and changes, create a positive classroom atmosphere, and promote students' holistic development.

## VII. FACTORS INFLUENCING CLASSROOM MANAGEMENT AND STUDENT BEHAVIOR INTERACTION

### A. Individual Differences Among Students

Individual differences among students are one of the key factors influencing classroom management and student behavior interaction. Students differ in aspects such as learning abilities, personality traits, and interests, which lead to varying behaviors in the classroom. For example, students with lively personalities may exhibit more active participation in class but could also disrupt classroom order due to excessive activity. On the other hand, introverted students may tend to remain quiet and show lower enthusiasm for classroom interaction.

Additionally, students' learning motivation and self-management abilities also affect their responses to classroom management. Students with strong intrinsic

motivation for learning are more likely to voluntarily follow classroom rules and actively engage in learning activities. In contrast, students with weaker self-management skills may require more supervision and guidance from teachers.

#### *B. Teacher's Personal Factors*

Teachers' professional competence, teaching experience, and management style significantly influence classroom management and student behavior interaction. Teachers with high professional competence and rich teaching experience are better able to grasp teaching content and meet students' learning needs, employing effective teaching methods and management strategies to capture students' attention and promote the development of positive behaviors.

A teacher's management style also affects student behavior. A democratic management style can create a relaxed and harmonious classroom atmosphere, encouraging students to actively participate in discussions and interactions. In contrast, an authoritarian management style may make students feel oppressed, leading to negative behaviors or rebellious attitudes.

#### *C. Classroom Environmental Factors*

The classroom environment includes both physical and psychological aspects. Physical factors, such as classroom layout and seating arrangements, can influence student behavior. A well-organized classroom layout and seating arrangement can promote interaction and communication among students, enhancing their learning enthusiasm. For example, dividing students into small groups for learning can help cultivate their teamwork and communication skills.

Psychological factors, such as classroom atmosphere and teacher-student relationships, have an even greater impact on student behavior. A positive classroom atmosphere can make students feel relaxed and happy, boosting their motivation to learn. On the other hand, a tense and oppressive atmosphere may cause students to experience anxiety, fear, and other negative emotions, affecting their learning outcomes and behavior. A good teacher-student relationship can enhance students' trust and respect for the teacher, making them more willing to accept the teacher's management and guidance.

### VIII. CLASSROOM MANAGEMENT OPTIMIZATION STRATEGIES BASED ON BEHAVIORAL PSYCHOLOGY

#### *A. Reinforcing Positive Behavior and Shaping Good Behavioral Habits*

Teachers should apply the behavior reinforcement theory to promptly identify and reinforce students' positive behaviors. In the classroom, specific and sincere praise should be given for students' good performance, allowing them to clearly understand which behaviors are being recognized. For example, when a student takes the initiative to help a classmate solve a problem, the teacher can commend the student's helpful spirit and encourage other students to follow their example. Additionally, teachers can establish appropriate reward mechanisms,

such as small red flowers or point cards, to reward outstanding students and motivate them to maintain positive behaviors consistently.

To help students develop good behavioral habits, teachers can establish clear behavioral norms and use demonstrations and explanations to help students understand and adhere to them. In daily teaching, teachers should lead by example and serve as role models for students. For instance, teachers should be punctual, listen attentively, and use their own behavior to influence students.

#### *B. Utilize Role Models to Guide Student Behavior Imitation*

According to social learning theory, teachers should fully leverage the role of role models. In addition to being role models themselves, teachers can also establish exemplary students within the class to encourage others to emulate their positive behaviors. For example, regularly selecting "Classroom Star" or "Progress Star" to recognize outstanding students and inviting them to share their learning experiences and methods can inspire other students' motivation and desire to imitate.

Teachers can also use multimedia resources to showcase examples of excellent learning behaviors and moral conduct, guiding students through observation and learning. For instance, playing videos about diligent study and mutual support can inspire and educate students during the viewing process.

#### *C. Address Student Needs and Build Positive Teacher-Student Relationships*

Understanding students' needs is key to optimizing classroom management. Teachers should pay attention to students' learning, emotional, and social needs, providing personalized support and assistance. During the teaching process, teachers can set differentiated learning goals and tasks based on students' abilities and levels, allowing every student to experience the joy of success in learning.

Building positive teacher-student relationships is an essential guarantee for promoting positive student behavior. Teachers should respect students' individuality and differences, care for each student, and establish relationships of trust and respect. When students feel the care and support of their teachers, they are more willing to follow classroom rules and actively participate in activities. Teachers can enhance their relationships with students through daily interactions and one-on-one conversations after class to better understand their lives and learning situations.

The optimization strategies proposed in this chapter provide practical pathways for educational practice and offer directions for further deepening behavior guidance theories in future research.

### IX. CONCLUSION

Behavioral psychology theories provide strong theoretical support for classroom management and the analysis of student behavior interactions. By applying behaviorist learning theory and social learning theory,

teachers can adopt effective management strategies to shape positive student behaviors and reduce the occurrence of problematic behaviors. Teachers' classroom management actions directly influence student behavior, while students' behavioral feedback prompts teachers to continuously adjust their management strategies, forming a dynamic process of mutual influence and promotion.

Factors influencing classroom management and student behavior interactions are multifaceted, including individual differences among students, teacher-related factors, and classroom environment factors. To optimize classroom management, educators should fully consider these factors and adopt targeted measures. Strengthening positive student behaviors, using role models to guide students, addressing student needs, and establishing good teacher-student relationships are effective strategies for improving classroom management outcomes and promoting students' holistic development.

Future research can further explore the comprehensive application of different behavioral psychology theories in classroom management and how to develop more personalized and precise classroom management plans based on students' characteristics and needs. Additionally, integrating modern educational technology to explore new classroom management models and methods can help adapt to the ever-changing educational environment, create higher-quality learning environments for students, and promote their healthy growth and overall development.

#### X. RESEARCH INNOVATION AND PRACTICAL VALUE

This study, from the perspective of behavioral psychology, systematically compares the mechanisms by which classroom management models in Chinese and Kazakhstan middle schools influence student behavior, filling a gap in the existing literature regarding empirical analysis of the Central Asian educational environment. By employing standardized questionnaire tools (SDQ and PAQ) and SPSS quantitative analysis methods, the research enhances its scientific rigor and data persuasiveness.

Theoretically, this study provides an empirical foundation for the adaptability of behavioral psychology theories in cross-cultural educational environments. Practically, it offers classroom management strategy recommendations based on student behavioral characteristics for primary and secondary school teachers in Central Asia, directly guiding improvements in teaching quality and students' self-management abilities.

#### XI. RESEARCH LIMITATIONS AND FUTURE PROSPECTS

Although this study conducts an in-depth analysis of the interaction between classroom management and student behavior from the perspective of behavioral psychology, certain limitations remain. In terms of research methods, while integrating various literature studies, the empirical research is relatively insufficient, lacking large-scale survey and experimental data support,

which may affect the generalizability of the findings. Regarding research content, the focus is primarily on certain theories of behavioral psychology, with insufficient integration and expansion of other related theories, failing to comprehensively address the complex relationship between classroom management and student behavior interaction. Additionally, the study rarely explores differences in classroom management and student behavior interaction across different subjects, educational stages, and cultural contexts, limiting the applicability of the findings.

Future research can proceed in the following directions: First, strengthen empirical research by collecting richer data through large-scale surveys and experimental studies to validate and refine theoretical findings, thereby improving the generalizability and reliability of the conclusions. Second, further expand the research content by integrating more psychological theories, such as cognitive psychology and developmental psychology, to analyze the mechanisms of classroom management and student behavior interaction from multiple perspectives and explore more comprehensive and effective management strategies.

Third, focus on differences across subjects, educational stages, and cultural contexts, conducting targeted studies to provide more practically relevant recommendations for classroom management in various scenarios. Finally, in line with the trend of educational informatization, investigate how modern technological tools can be utilized to optimize classroom management, promote positive student behavior development, and enhance the quality of education and teaching.

#### CONFLICT OF INTEREST

The author declares no conflict of interest.

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