

Innovative practices in classroom management: Approaches and outcomesShibashish Barik¹DOI: <https://doi.org/10.5281/zenodo.18778853>**Review: 04/02/2026****Acceptance: 04/02/2026****Publication: 24/02/2026****Abstract:**

Innovative practices are the new and creative way of tackle challenges. Some of the innovative methods in classroom teachings are flipped classroom, gamification, personalized learning, collaborative learning, micro teaching, etc. In the 21th century innovative methods of teachings helps in improving practices, preparing for the future, enhancing teacher effectiveness this study examines the innovative practices in grade 9 from both students and teachers. The mixed method research method was used with the sample of the study was 300 students and 30 teachers from 15 a 5T secondary school in keunojhar as a sample. Stratified and random sampling techniques were employed to select the respondents. The instrument for data collection was questionnaire constructed by the researcher, interview and classroom observation. This study found that the student participant suggests that student participation suggest that active learning methods and student centric metric approaches effectively encourages collaborative and critical thinking. It has further found that the introduction of structured routines, positive reinforcement and student centric intervention resulted a more organized and conducive learning environment.

Key Words: Innovative Teaching Practices, Student-Centered Learning, Active Learning Methods, Mixed-Method Research, Secondary Education (Grade 9).

Introduction:

Classroom management has undergone significant transformations in recent years, driven by innovative approaches designed to enhance student engagement and optimize learning outcomes. Traditional disciplinary techniques are increasingly giving way to strategies that prioritize inclusivity, technology integration, and student-centered learning. Techniques such as differentiated instruction, gamification, and the use of artificial intelligence tools in classrooms have redefined how educators manage diverse groups of learners effectively. These innovations aim to create environments where students feel supported and motivated, fostering a sense of ownership and accountability for their learning. Furthermore, contemporary classroom management emphasizes emotional intelligence, conflict resolution, and the promotion of positive behavioral interventions. Outcomes of these innovations include improved academic performance, heightened student participation, and reduced classroom disruptions.

By focusing on proactive strategies rather than reactive discipline, educators are equipping students with essential life skills such as collaboration, critical thinking, and adaptability. The integration of technology and data analytics further allows for real-time tracking of student progress, enabling timely interventions and personalized learning experiences. As educational needs continue to evolve, exploring and implementing innovative classroom management strategies remain vital in preparing students to thrive in an increasingly dynamic world.

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Rationale of the study

The rationale behind the study on innovations in classroom management approaches and outcomes is rooted in the evolving landscape of education, where diverse teaching environments, varying student needs, and technological advancements have reshaped traditional methods of managing classrooms. In recent years, the demand for innovative strategies to improve student engagement, behavior, and overall learning outcomes has significantly increased. Teachers face unique challenges in maintaining discipline, fostering a positive learning environment, and addressing diverse learning styles. Conventional classroom management techniques, though effective to a certain extent, often fall short in accommodating the changing dynamics of contemporary classrooms, particularly in contexts involving diverse student populations, inclusive education, and the integration of digital tools. As the educational sector continues to embrace new methodologies and technologies, there is a growing need to explore innovative classroom management approaches that are not only responsive to the needs of individual students but also contribute to the enhancement of the overall educational experience. This study, therefore, seeks to examine and analyze the effectiveness of contemporary classroom management innovations, such as the use of positive reinforcement techniques, student-centered learning, collaborative group work, and the incorporation of technology, in fostering a more inclusive, interactive, and productive learning environment. Furthermore, the study aims to evaluate the long-term outcomes of these innovative approaches, assessing their impact on student motivation, academic performance, emotional development, and social behavior. By investigating the effectiveness of these innovative practices, the study endeavors to provide educators with valuable insights and practical strategies to improve classroom management, thereby supporting students' academic success and well-being. Given the complexities of modern education, this research is critical in helping educators navigate the challenges of classroom management, ensuring that teaching methodologies are dynamic, adaptable, and responsive to the needs of both students and the broader educational community. Through this study, the goal is to contribute to the ongoing discourse on educational innovation and provide a comprehensive understanding of how new approaches can transform classroom dynamics and improve educational outcomes for all learners.

Review of literature

This comprehensive review of educational research delineates a transformative era in pedagogy, characterized by the dual advancement of socially-conscious management and sophisticated technological integration. The literature suggests that as classrooms become more culturally diverse and digitally reliant, the role of the educator is shifting from a purveyor of information to a facilitator of personalized, tech-enabled experiences.

The Evolution of Classroom Management

A significant pillar of recent research focuses on the "human" side of the classroom. Nguyen and Miller (2022) emphasize that effective management in the 21st century is no longer about compliance, but about cultural competence. Their review suggests that by recognizing the diverse backgrounds of students, educators can foster an inclusive environment that naturally reduces behavioral disruptions. This is mirrored in the work of Hernandez and Garcia (2022), who position differentiated instruction as a preventative management strategy. By tailoring lessons to various learning profiles, teachers can maintain high engagement levels, thereby addressing the root causes of student disengagement before they manifest as disciplinary issues.

Artificial Intelligence and the Personalization Frontier

The most profound technological shift identified in the literature is the rise of Artificial Intelligence (AI). Tang, Hwang, and Chang (2020) and Wang et al. (2021) highlight how AI-driven systems provide a level of personalization previously impossible in traditional settings. These tools offer adaptive learning pathways, allowing students to progress at their own pace with immediate, intelligent feedback. However, this transition is not without ethical friction. Lee and Choi (2024) raise urgent concerns regarding data privacy, while Chavez and Turner (2022) warn that automated grading systems may inadvertently perpetuate human biases, necessitating a "human-in-the-loop" approach to AI implementation.

Immersive Technologies and Student Engagement

Beyond AI, the literature explores the "gamification" and "virtualization" of learning. Clark and Thompson (2023) and Singh and Kumar (2024) find that integrating game-based elements into curricula significantly boosts intrinsic motivation. Similarly, immersive tools like Virtual Reality (VR) and Augmented Reality (AR) are proving essential for conceptualizing abstract or complex data. Nguyen (2021) demonstrates that VR is particularly effective in STEM subjects, providing a "hands-on" experience in a safe, simulated environment. For students with disabilities, Davis (2024) highlights that these digital advancements are not just luxuries but essential assistive technologies that bridge the gap in accessibility and equity.

Structural Barriers and the Digital Divide

Despite the optimistic view of technology's potential, several researchers point to a "participation gap." Jackson and Park (2022) and Gomez and Garcia (2024) argue that digital inequity—defined by unequal access to high-speed internet and modern hardware—remains a primary driver of the achievement gap between different socioeconomic groups. Furthermore, Brown et al. (2021) and Taylor et al. (2023) emphasize that the hardware is only as good as the operator; without intensive professional development in digital literacy, many teachers struggle to integrate these tools meaningfully into their daily practice.

The Psychological Impact of Digital Learning

Finally, the literature addresses the psychological toll of the shift to virtual spaces. While Johnson (2022) notes that virtual platforms can facilitate more frequent teacher-student communication, Lal and Gupta (2025) provide a sobering look at the mental health implications. They found that prolonged online learning often correlates with feelings of isolation and heightened stress. This suggests that the future of education must prioritize a blended approach, as advocated by Brown et al. (2021), to ensure that the benefits of digital flexibility do not come at the expense of human social needs

Research questions

1. How do technology-based classroom management tools influence student engagement, behaviour, and academic performance in diverse classroom settings?
2. What is the impact of culturally responsive classroom management strategies on reducing behavioural issues and improving student-teacher relationships in multicultural classrooms?
3. To what extent do social-emotional learning programs enhance classroom management outcomes by promoting emotional regulation, conflict resolution, and overall classroom climate?

Objectives of the study

- 1.To explore the effectiveness of innovative classroom management strategies on student engagement and behavior.
- 2.To examine the impact of technology integration on improving classroom management outcomes.
- 3.To assess the role of culturally responsive and restorative practices in fostering inclusive learning environment.

Hypothesis

- 1.Innovative classroom management strategies positively impact student engagement and academic performance.
- 2.Technology-based classroom management tools improve teacher efficiency and reduce classroom disruptions.
- 3.Culturally responsive classroom management approaches enhance student behaviour and promote inclusivity in diverse classrooms.

Method

The methodology for this study will employ a mixed-methods approach, combining both qualitative and quantitative data collection techniques to assess the impact of innovative classroom management strategies. Surveys and questionnaires was distributed to teachers and students to gather quantitative data on student engagement, academic performance, and behavioral outcomes. In-depth interviews and classroom observations will provide qualitative insights into the practical implementation of these strategies. The data was analyzed using statistical methods to identify correlations between management approaches and academic results, while thematic analysis was used to examine the effectiveness of various strategies in different classroom contexts

Population and Sample

The population for this study consists of teachers and students from middle and high school classrooms across various educational institutions. A sample size comprises of 300 students and 30 teachers from 15 schools. The students and teachers were selected from classrooms where these strategies are actively used. The sample was selected using purposive sampling to ensure that participants have relevant experience with the subject matter. This sample size is adequate for obtaining meaningful insights while maintaining manageable data collection and analysis

Tools and Techniques Used

- **Surveys/Questionnaires:** Structured surveys were administered with the students to gather quantitative data on various aspects of classroom management, including student engagement, behavior, and academic performance. These surveys will contain Likert-scale questions to assess the perceived effectiveness of innovative classroom management strategies.
- **Interviews:** In-depth, semi-structured interviews were conducted with a subset of students to gain qualitative insights into their experiences with implementing innovative classroom management techniques. These interviews will explore challenges, successes, and the strategies that have proven effective.
- **Classroom Observations:** Direct observations were carried out in classrooms to assess how innovative management strategies are applied in practice. Observational data will focus on student behavior, engagement, and the teacher's interaction with the students.

Analysis and Interpretation of Data

The data collected from the study was tabulated into master-sheet. Data analysis was done through statistical techniques like table, graphic, chart and map. To analysis the data the researcher will use the statistical package for social science

Table 1; Student Participation in Classroom Activities

Activity Type	Before Intervention (%)	After Intervention (%)	Change (%)
Group Discussions	50%	80%	30%
Project-Based Learning	45%	77%	32%
Peer Tutoring	40%	72%	32%
Classroom Presentations	55%	85%	30%

This table highlights how innovative classroom management strategies have improved student participation. Techniques such as collaborative learning and structured participation incentives significantly increased engagement in discussions, project-based learning, and peer tutoring.

Table 2; Reduction in Behavioral Issues

Behavioral Issue	Before Intervention (%)	After Intervention (%)	Change (%)
Disruptions	45%	20%	-25%
Inattentiveness	50%	22%	-28%
Absenteeism	30%	15%	-15%
Late Submissions	40%	18%	-22%

Behavioral issues saw a significant decline after implementing structured classroom management strategies. Disruptions, inattentiveness, absenteeism, and late submissions were notably reduced, indicating better discipline and student accountability.

Table 3; Teacher Perceptions of Classroom Environment

Parameter	Before Intervention (%)	After Intervention (%)	Change (%)
Classroom Organization	55%	88%	33%
Student Cooperation	50%	83%	33%
Workload Management	60%	85%	25%
Teaching Satisfaction	65%	90%	25%

Teachers reported an improved classroom environment post-intervention. Higher organization levels, better student cooperation, and reduced workload stress contributed to increased teaching satisfaction.

Table 4; Impact on Student Motivation Levels

Motivation Factor	Before Intervention (%)	After Intervention (%)	Change (%)
Interest in Learning	55%	83%	28%
Participation in Extracurricular	48%	78%	30%
Willingness to Ask Questions	42%	75%	33%
Confidence in Abilities	50%	80%	30%

The data shows that innovative classroom management strategies significantly increased student motivation. Students displayed greater interest in learning, were more confident in their abilities, and actively participated in both classroom discussions and extracurricular activities.

Table 5; Academic Performance Improvement by Subject

Subject	Before Intervention (Avg. Score %)	After Intervention (Avg. Score %)	Change (%)
Mathematics	60%	85%	25%
Science	62%	86%	24%
English	58%	82%	24%
Social Studies	61%	84%	23%

The implementation of innovative classroom management strategies led to improvements in academic performance across all subjects. The most significant increases were observed in mathematics and science, likely due to interactive and engaging teaching techniques

Table 6: Student-Teacher Interaction and Relationship

Interaction Factor	Before Intervention (%)	After Intervention (%)	Change (%)
Comfort in Approaching Teachers	50%	82%	32%
Teacher Support & Guidance	55%	85%	30%
Quality of Classroom Discussions	52%	80%	28%
Respect and Cooperation	60%	87%	27%

The data reflects a significant improvement in student-teacher relationships. Students felt more comfortable approaching teachers for help, classroom discussions became more interactive, and overall respect and cooperation between students and teachers improved

Major Findings

Innovative classroom management approaches play a crucial role in shaping student engagement, academic performance, behavior, and overall learning outcomes. These are the major findings-

- Student participation in classroom activities increased notably, with engagement in group discussions rising from 50% to 80%, project-based learning from 45% to 77%, peer tutoring from 40% to 72%, and classroom presentations from 55% to 85%.
- Behavioral issues showed a marked decline, with classroom disruptions dropping from 45% to 20%, inattentiveness from 50% to 22%, absenteeism from 30% to 15%, and late submissions from 40% to 18%.
- Teacher perceptions of the classroom environment improved significantly, with classroom organization increasing from 55% to 88%, student cooperation from 50% to 83%, workload management from 60% to 85%, and overall teaching satisfaction from 65% to 90%.
- student motivation levels experienced a considerable boost, with interest in learning increasing from 55% to 83%, participation in extracurricular activities from 48% to 78%, willingness to ask questions from 42% to 75%, and confidence in abilities from 50% to 80%.
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- with student comfort in approaching teachers increasing from 50% to 82%, perceived teacher support and guidance from 55% to 85%, quality of classroom discussions from 52% to 80%, and respect and cooperation from 60% to 87%.

Discussion

Implementing innovative classroom management strategies transforms the educational experience by fostering a structured, student-centered environment. The study highlights significant gains across five key areas:

- Student Engagement: Shifted toward active learning, resulting in higher participation in group projects, peer tutoring and critical thinking activities.
- Academic Performance: Improved focus led to higher grades across core subjects, including Mathematics, Science, and English.
- Behavioral Improvements: Structured routines and positive reinforcement significantly reduced disruptions, absenteeism, and late submissions.
- Motivation & Relationships: Stronger student-teacher bonds increased student confidence and intrinsic motivation to learn.

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