



Original Article

The Correlation Among Classroom Management Strategies, Language Learning Strategies, and Student Engagement

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Abstract:

This research has explored the correlation among classroom management strategies, language learning strategies, and student engagement in English language education. The research involved 139 English Education students at Universitas Muhammadiyah Kalimantan Timur, conducted with a quantitative approach and a descriptive-correlational design. Data were collected through structured questionnaires that measured classroom management practices, student engagement (behavioral, emotional, and cognitive), and language learning strategies. The data have been analyzed using descriptive statistics, Pearson correlation, and regression analysis through SPSS. The results have shown strong and statistically significant correlations between classroom management and both student engagement ($r = 0.638$) and language learning strategies ($r = 0.660$). Student engagement also correlated significantly with language learning strategies ($r = 0.598$). Moreover, regression findings indicated that student engagement and learning strategies jointly accounted for 52.8% of the variation in classroom management. These findings have emphasized the interconnectedness of the three variables and confirmed that effective classroom management plays a vital role in promoting student engagement and enhancing language learning outcomes. The research has contributed both theoretically and practically to English language teaching by highlighting the importance of strategic instructional planning and classroom management in creating engaging and successful learning environments.

Keywords: Academic Achievement, Classroom Management, English Language Learning, Student Engagement, Teaching Strategies



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Introduction

Classroom management is a significant aspect of education globally since it has a great influence on students' learning and performance in school. Effective classroom management techniques assist in the provision of a positive learning environment,

ensuring that students are motivated and can focus on their academic work. The way teachers handle student behavior, time, and the classroom can have a direct influence on students' engagement and academic achievement. It has been proven that a structured classroom, with established rules and daily routines, can enhance students' motivation, which supports their overall academic achievement ([Thi & Nguyen, 2021](#)). Additionally, the way teachers manage classroom interactions and learning activities can influence students' selection of learning strategies, calling for effective teaching approaches to facilitate both motivation and achievement ([Anggarista & Wahyudin, 2022](#)).

According to [Prawita & Nasution, \(2024\)](#) School management involves various tasks that teachers carry out to encourage student engagement, prevent disruptive behavior, and foster a supportive social and emotional classroom environment. A well-managed classroom creates the foundation for an effective learning process, where students can develop understanding, stay organized, and interact meaningfully with their peers. To achieve this, teachers implement strategies that promote positive behavior, minimize disruptions, and ensure that every student feels safe and treated fairly ([Ismail, 2023](#)). When classroom management is effective, students become more engaged, learning becomes more structured, and their social and emotional development is better supported. Moreover, by incorporating positive reinforcement, school management not only motivates students to participate actively in lessons but also enables a clearer and more accurate assessment of their learning progress.

Student engagement refers to the degree of motivation, enthusiasm, and involvement exhibited by students in classroom activities. It encompasses both their active participation and their cognitive and emotional commitment to the learning process ([Diniatulhaq et al., 2020](#)). Enhancing student engagement requires the implementation of effective classroom management strategies, including the establishment of a supportive learning environment, the integration of active learning methodologies, and the promotion of collaborative learning. These approaches facilitate a more interactive and stimulating educational experience and contribute to sustained student focus and academic achievement. Consequently, the adoption of well-structured school management practices is imperative in fostering an environment conducive to meaningful student participation and overall learning success.

Academic success and language acquisition are profoundly influenced by the degree of student engagement in English language instruction. Higher levels of active participation in classroom activities enhance students' opportunities to develop their speaking, listening, reading, and writing skills with greater fluency. To foster such engagement, effective classroom management is essential, as it creates an environment conducive to active learning. A well-structured and supportive classroom atmosphere enables students to participate more confidently and take linguistic risks, which are critical for language development ([Agustin et al., 2021](#)). Therefore, the implementation of effective classroom management strategies plays a pivotal role in facilitating student engagement and, consequently, improving language learning outcomes.

This research enhances understanding of classroom management's impact on student engagement in English language learning, emphasizing the intrinsic connection between student engagement and language skill acquisition.

This research aids practitioners in creating interactive classroom learning processes, utilizing effective classroom management strategies to serve diverse needs, increase motivation, and promote active participation in second language learning.

The classroom will be engaged and well-organized through the use of classroom

management techniques. Additionally, studying English will be more interesting and less stressful. They are less likely to make mistakes and have more chances to practice speaking, listening, reading, and writing. Students can gain confidence and develop practical language skills in such an atmosphere, which will help them both in the classroom and in their daily lives.

Based on the background provided, the two relevant research objectives are this research are to analyze the classroom management strategies for student engagement in English language learning and identify the relationship between student engagement and academic success in English language learning.

Classroom Management in Language Learning

Classroom management is part of effective instruction since it results in a conducive learning environment by preventing negative behavior and establishing positive behavior among the learners. For this objective to be attained, the instructors apply methods that include handling distractions, maximizing instructional minutes, monitoring learner behavior, as well as following evident rules and procedures ([Hofman, 2023](#)). Classroom management encompasses various methods that teachers employ to provide an efficient, respectful, and productive learning environment. Organizing the physical classroom layout, developing rules and routines, supervising student behavior, and establishing caring relationships between students and teachers are some of the fundamental classroom management practices. With proper strategies, it is possible to create an environment that will support learning and enhance concentration and motivation among students during the learning process.

Behavior Management strategies involve structured techniques to motivate positive student behavior, reduce disruptions, and design effective learning environments, ultimately improving the overall educational experience and outcomes for all students ([Anggraeni et al., 2023](#)). These methods can involve establishing expectations, issuing consistent consequences, using positive reinforcement, and building positive teacher-student relationships. Through the delivery of a well-organized and nurturing classroom atmosphere, behavior management leads to students becoming self-managed, more concentrated, and more actively involved in learning. Moreover, well-implemented behavior management methods lead to an even more respectful and inclusive learning setting in which all students feel secure, respected, and encouraged to succeed.

Instructional management refers to planning lessons and activities to enhance clarity, pacing, and student understanding. It involves establishing clear learning objectives, well-structured lesson plans, adjusting the pace of instruction based on students' understanding and incorporating active involvement strategies, and continuous assessment and feedback to guide instruction ([Goldman et al., 2022](#)). Additionally, ongoing assessment and real-time feedback are essential for informing instruction. The ability to measure and build students' retention of learning has been a key concern in education for many years, and one of the key reasons for successful instructional management is that teachers know their student's needs, which provides a vigilant and hospitable classroom environment, which in turn leads to learning by students and a way for students to remember what they learned for long periods. This kind of instruction not only generates student interest and comprehension but also reinforces long-term retention of knowledge.

Emotional and social support are essential elements in augmenting student

engagement and ensuring a good learning environment within the classroom. Through emotional support, teachers promote students' sense of worth and understanding, which can easily increase their interest and involvement in class activities. On the other hand, social support is the creation of close relationships among the students and between the students and teachers, thereby encouraging a greater sense of community to enable peer interaction and group work ([Diniatulhaq et al., 2020](#)).

Classroom management styles have evolved with traditional methods emphasizing discipline and control through teacher power and organization. Modern approaches are based on cooperation, student engagement, and fostering an inclusive environment for students that encourages autonomy, problem solving, and positive interactions to promote a better learning experience ([Agbaria, 2020](#)). These shifts highlight the importance of teachers' self-efficacy and emotional intelligence in creating a well-managed and supportive classroom environment.

Traditional Strategies of classroom management are probably perceived according to an authoritarian style: rules, consequences, and commands from the teacher's side. This is a compliance and order-based approach, but to some extent, it might be reducing students' autonomy from motivation. Decisive Discipline is an example of that which is all about planning out (in the classroom) what the rules are, fair consequences for breaking those rules, and positive reinforcement to keep students in line and have an orderly, respectful classroom ([Premachandran et al., 2024](#)).

Modern instructional strategies, such as the Word Wall (WW) method, have significantly enhanced students' conceptual understanding and academic performance at the elementary school level ([Ullah & Iqbal, 2020](#)). The WW approach, under which important vocabulary terms and concepts are displayed on classroom walls, promotes student involvement and reinforces the retention of classroom ideas. It not only assists with the growth of vocabulary and the development of critical thinking skills but also increases the engagement of the students by making learning more interactive and visual. Students identify that Word Walls are an effective method for enhancing learning motivation, improving reading, and the developing of a vocabulary bank. Through their research, they show how Word Walls results in a more dynamic classroom, where students engage more in class discussions, listen more to peers, and implement newly acquired concepts more successfully ([Irawan, Wahyuni, 2023](#)). By integrating such methods into the learning process, teachers can establish a more effective and supportive learning environment that enhances learning outcomes and long-term academic success.

Student Engagement in English Language Learning

The student engagement construct in English language learning is multifaceted, comprising behavioral, cognitive, and emotional components. All these factors play a critical role in establishing a complete and fruitful learning process. Cognitive engagement is how the learners think about, learn from, and engage with the lessons. It incorporates analysis, problem-solving, and relating new ideas to what is already known. Cognitively engaged learners actively employ strategies in their mind to learn and apply the subject elsewhere ([Derakhsan, Fathi et al., 2022](#)). As an example, in English language learning, cognitive involvement might involve students analysing grammatical structures, creating meaning from context, or applying vocabulary to new sentences. This type of involvement supports individual learning and contributes to a healthy class climate by encouraging intellectual curiosity and collaboration.

Classroom behavioral participation is most significant and influenced largely by

classroom management, as highlighted by research ([Anggraeni et al., 2023](#)). Class management, such as organizing sitting patterns, making the instructional method more engaging, and creating an environment adequate for learning by students, influences learners significantly and activates them during their classes with good participation. Good management practices, such as well-planned seating arrangements that facilitate pair work, varied learning styles, and establishing a friendly and supportive environment, play a crucial role in fostering student motivation ([Gaffar, 2025](#)). This shows the importance of teachers adopting whole-classroom management approaches in a bid to guarantee behavioral engagement and promote learning success.

Emotional engagement in English language learning means students' level of interest, level of participation, and level of interest in the learning process. It is related to the aspects that they enjoy the language learning process, interaction with classmates/peers, and emotional feelings towards the lesson. Emotionally engaged students tend to be motivated, tend to learn and remember easily, and have a positive attitude toward English learning. This emotional engagement can be built through methods such as positive reinforcement, which leads to the creation of an encouraging and motivating learning environment. If they are emotionally invested and valued in the process, students will tend to stay interested and enjoy learning English ([Ismail, 2023](#)). In addition, emotional intelligence plays a crucial role in fostering engagement because it enhances students' degree of emotional regulation and positive engagement with others, which reflects on their higher motivation and academic success ([Estrada et al., 2021](#)).

There are several determinants impacting the participation of students in learning English, among them being effective classroom management. When teachers apply systematic and supportive classroom management behavior, they create a learning atmosphere that supports student engagement and motivation, thereby leading to increased participation in learning activities. In addition, more than one instructional mode that caters to a range of learning styles can engage the interest and participation of students. The content that is being taught is also relevant, and students are encouraged to contribute when they see the connection between learning English and real-world application. Furthermore, the opportunity to engage with fellow students by interacting in group activities can enhance participation because the students learn from one another in an active learning environment. Lastly, positive and timely feedback assists students in taking joy in improvement, which encourages them to study more intensively ([Prawita & Nasution, 2024](#)). Through the consideration of all these factors, teachers can enhance the learning process and make it more participative and successful for English learning students

Classroom Management and Student Engagement

Management strategies play a significant role in student motivation, engagement, and academic performance. [Li et al., \(2019\)](#) determined that autonomy-supportive teaching practices, where students are provided with choices and enabled to learn independently, enhance intrinsic motivation by fostering a sense of competence and ownership. On the other hand, controlling practices, such as strictly imposed excessive mentoring, lower motivation through the creation of a pressured environment that stifles creativity and self-determination. The research highlights how a balance between structure and flexibility can foster student participation and commitment to learning.

Furthermore, cooperative learning management approaches, including peer instruction and group work, have enhanced motivation by fostering social interaction

and building a sense of belonging within the student body. These approaches enable students to get along with one another, exchange ideas, and work together on tasks, thereby enhancing their overall learning experience and fostering a good classroom environment ([Agustin et al., 2021](#)). These strategies work and should be considered by those teachers who would like to build the classroom as a welcoming and pleasant place for everyone.

Several research have explored the impact of classroom management on student engagement and academic performance. The previous study about the effects of classroom management styles on students' motivation and academic achievement in learning English from [Prawita & Nasution, \(2024\)](#) revealed that different classroom management styles affect students' English learning motivation and academic achievement in various ways. The Authoritative style is the most positively influential, significantly engaging students, especially when lessons are delivered fluently. Another previous research study found a significant correlation between classroom management strategies and teacher performance, with high ratings in aspects like motivation, physical aspects, teacher-learner interaction, rules, and feedback correlated with improved performance ([Naadat, 2024](#)). Moreover, the research entitled Using Positive Reinforcement to Increase Student Engagement in the Classroom was conducted by [Ismail, \(2023\)](#) The study results indicated that 75% of the survey responses suggested that positive reinforcement is essential for increasing student engagement in the classroom. The findings support the notion that positive reinforcement effectively involves students in the learning process, enhancing their academic performance, behavior management, and social-emotional learning.

In addition, the research ([Agustin et al., 2021](#)) The result of the study showed a significant positive correlation of language learning strategies usage on the academic achievement of students from the English Department as reflected in their Grade Point Average (GPA), $r = 0.368$ ($p = 0.023$). This says that the more language strategies the student employs, in general terms, to better their GPAs. The mean GPA of the participants is 3.46, showing that students are doing relatively well academically. The study highlighted the impact of certain strategies, such as visualizing words, for example, just to aid retention and understanding. These results point to the necessity of teachers to include language learning strategies in their pedagogy for academic achievement.

Moreover, most research in this area focuses on English language learning, and this loses focus on how these learning and management strategies can be adapted across subjects and learning levels. These shortcomings suggest that the research findings are not universally transferable, and additional research needs to be conducted to verify whether these approaches can be applied across all learning settings.

This research shows a positive correlation between language learning strategies and academic achievement, but it does not provide sufficient insight into the specific mechanisms used to influence student performance. An understanding of the cognitive and affective processes involved in the application of these strategies could be of great benefit to teachers.

Therefore, the research objective of this journal is to identify the correlation among classroom management strategies, language learning strategies, and student engagement.

Methods

This research applied a quantitative research design to examine the correlation

among classroom management strategies, language learning strategies, and student engagement. Therefore, there were three variables, namely classroom management strategies, language learning strategies, and student engagement.

The population of this research consisted of students majoring in English Education at the Universitas Muhammadiyah Kalimantan Timur (UMKT). The sample was selected using a total sampling method, which means that 139 students in the English Education program were included in the study. This approach ensures a comprehensive population representation while remaining feasible due to the manageable population size.

The data for this research were collected through a systematic survey questionnaire to assess classroom management practices and learners' engagement in learning English. The survey is going to have three main sections: the first section, classroom management strategies, targeting specific areas of the research concern. As a quantitative method, survey research allowed researchers to efficiently characterize the traits, beliefs, actions, and viewpoints of a sizable population ([Ghanad, 2023](#)).

Data for this research was collected through an online questionnaire on Google Forms to comprehensively assess classroom management techniques along with the engagement of students learning English. The questionnaire has 17 carefully prepared questions, and the questionnaire will be divided into three sections. The questionnaire was adapted from [Naadat \(2024\)](#).

The data collected from the surveys was combined and analysed through statistical software, namely SPSS, to analyze the descriptive statistics for summarizing the demographic variables and answering the first research question. Inferential statistics in the form of regression analysis were used to determine the strength and significance of the correlation among classroom management strategies, language learning strategies, and student engagement, as the research question.

Descriptive statistics is a basic aspect of statistical analysis, offering techniques for summarizing and arranging data for easier understanding. It entails measures like central tendency (mean, median, mode) and dispersion (range, variance, standard deviation) that describe the general features of a dataset ([Cooksey, 2020](#)). At the same time, correlation analysis is applied to examine connections among two or more variables, frequently quantified by Pearson's correlation coefficient for linear correlation or Spearman's rank correlation for non-parametric statistics. Correlation amongst variables is significant to study in the majority of areas of science since it provides a method for detecting the probable association without suggesting causation ([Kurnia Sari & Hanifah Rahmani, 2024](#)).

The classroom Management Strategies variable evaluates several classroom management techniques used by the teachers. statements regarding their teachers' management behaviors, e.g., setting clear expectations, facilitating communication, and having a positive classroom environment, will be scaled by the respondents.

The Student Engagement questionnaire consists of the student engagement in the English learning process. This section includes behavioral, emotional, and cognitive engagement. These items will measure class activity participation, compliance with class rules, homework, and overall enjoyment during the learning experience. For all these questions as well, responses will be assessed on a Likert scale.

The language learning strategies section examined the language learning strategies instructors adopt. This cover queries about applying language learning

methods, encouraging the use of English in the class, the availability of materials, and integrating various language skills in the curriculum. Respondents rated how much they agreed with these statements using the same Likert scale.

The instruments related to those variables were used as a Likert scale (1 = Strongly Disagree to 4 = Strongly Agree) to collect the data.

Results

Based on the validity test results presented in the table below, it can be concluded that all statement items in the research instrument for the three main variables, Classroom Management, Student Engagement, and Language Learning, are valid. This is based on the correlation value of each item to the total construct score (Corrected Item-Total Correlation), which is compared to the r-table value of 0.16 (with $N = 139$ and $\alpha = 0.05$). All correlation values obtained are well above the r-table value, which indicates that each question item can measure the intended construct precisely.

The validity test results for the Classroom Management instrument, as presented in Table 1, demonstrate that all five items are valid based on the corrected item-total correlation (R-value) compared to the R-table value of 0.16 (with $N = 139$ and $\alpha = 0.05$). the R-values range from 0.72 to 0.85, suggesting that each item consistently aligns with the concept of classroom management.

Table 1 Validity Classroom Management

Statement	R-Value	R-table	Decision
My teacher sets clear expectations and rules for behavior in the classroom	0,72	0,16	Valid
My teacher encourages open communication and feedback from students	0,80	0,16	Valid
My teacher provides guidance and support while maintaining control	0,81	0,16	Valid
My teacher fosters a positive and respectful classroom environment	0,85	0,16	Valid
My teacher balances discipline with understanding and flexibility	0,75	0,16	Valid

Table 2 Validity of Student Engagement

Statement	R-Value	R-table	Decision
I am active in class activities, discussion, and group work	0,61	0,16	Valid
I follow the class rules and instructions during class	0,74	0,16	Valid
I completed my assignment on time	0,68	0,16	Valid
I enjoy actively participating in class	0,56	0,16	Valid
I collaborate with my friends during group activities	0,74	0,16	Valid
I stay focused and attentive during the lesson	0,63	0,16	Valid

I try hard to understand the lesson	0,56	0,16	Valid
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The validity test results for the Student Engagement instrument, as shown in Table 2, indicate that all seven items are valid. This conclusion is based on the comparison of the R-value (corrected item-total correlation) for each item with the R-table value of 0.16 (at $N = 139$, $\alpha = 0.05$). Since all items have R-values exceeding this threshold, they are considered statistically valid. Meanwhile, the validity test results for the Language Learning instrument, as presented in Table 3, confirm that all five items are valid. The decision is based on the comparison between the R-values (corrected item-total correlation) and the R-table value of 0.16 (with $N = 139$ and $\alpha = 0.05$). All items have R-values that exceed the threshold, indicating a statistically significant relationship between each item and the overall construct being measured.

Table 3 Validity of Language Learning

Statement	R-Value	R-table	Decision
My teacher uses language learning techniques like reading comprehension and vocabulary comprehension	0,82	0,16	Valid
My teacher encourages using English during the lesson	0,66	0,16	Valid
My teacher provides resources, for example, dictionaries, language apps, to support language learning	0,62	0,16	Valid
My teacher helps students improve their language skills while studying this subject	0,81	0,16	Valid
My teacher integrates language skills (Speaking, writing, reading, and listening) into lessons for English subject	0,76	0,16	Valid

Table 4 Reliability Test

No	Reliability Statistics	Cronbach's Alpha	N of Items
1	Classroom Management	0,80	5
2	Student Engagement	0,75	7
3	Language Learning	0,78	5

The reliability analysis of the research instruments, Classroom Management (CM), Student Engagement (SE), and Language Learning (LL) was conducted using Cronbach's Alpha. The results indicated that each construct had good reliability, with CM showing high reliability ($\alpha = 0.804$), SE showing acceptable reliability ($\alpha = 0.759$), and LL also showing acceptable reliability ($\alpha = 0.789$). These values suggested that the instruments used in the study were overall reliable, as respondents provided consistent responses to the items within each variable. Since all alpha values were above 0.70, the instruments were considered reliable for the research. For the table of reliability for this research was used (Guilford, 1954).

Table 5 Normality Test

One-Sample Kolmogorov-Smirnov Test

			Unstandardized Predicted Value
N			139
Normal Parameters ^{a,b}	Mean		16.4028777
	Std. Deviation		1.73577801
Most Extreme Differences	Absolute		.110
	Positive		.096
	Negative		-.110
Test Statistic			.110
Asymp. Sig. (2-tailed)			.000 ^c
Monte Carlo Sig. (2-tailed)	Sig.		.060 ^d
	99% Confidence Interval	Lower Bound	.054
		Upper Bound	.066

The results of the normality test using the One-sample Kolmogorov-Smirnov Test show that the data's Unstandardized Predicted Value has 139 samples. The results of the Monte Carlo test show a significance level of 0,060, with a 99% confidence interval between 0.054 and 0.066. Because the p-value of the Monte Carlo test is greater than 0.05 ($p = 0,060$), it can be concluded that the data has a normal distribution statistically.

Table 6 Correlations Test

		CM	SE	LL
CM	Pearson Correlation	1	.638**	.660**
	Sig. (2-tailed)		0,000	0,000
SE	N	139	139	139
	Pearson Correlation	.638**	1	.598**
	Sig. (2-tailed)	0,000		0,000
LL	N	139	139	139
	Pearson Correlation	.660**	.598**	1
	Sig. (2-tailed)	0,000	0,000	
N		139	139	139

The results of the Pearson correlation analysis showed a significant relationship between the three main variables in the study: classroom management (CM), student engagement (SE), and language learning (LL). The correlation between CM and SE was

0.638, indicating a positive and significant relationship at the 0.01 significance level ($p = 0.000$). This meant that as classroom management improved, the level of classroom mastery also increased. Additionally, the correlation between CM and LL was 0.660, showing that the teacher's ability to manage the class positively contributed to the language learning process and outcomes. The correlation between SE and LL was 0.598, indicating that students' learning experiences had a positive and significant relationship with language instruction. All correlations among the variables fell into the strong category and were statistically significant at the 0.01 level, suggesting that the relationships among classroom management, student engagement, and language learning significantly influenced the educational process in this study.

Table 7 Regression Test

Model Summary ^b				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.727 ^a	0,528	0,521	1,65311

The regression analysis results indicated that student engagement and language learning affected classroom management. The analysis showed that the regression model was statistically significant ($p = 0.000$), meaning that these two variables did influence classroom management. The R Square value of 0.528 showed that 52.8% of the variation in classroom management (CM) was explained by student engagement (SE) and language learning (LL) combined, while other factors explained the remaining 47.2%.

The research found a strong and positive correlation between classroom management strategies, language learning strategies, and student engagement. Effective classroom management increases student engagement by creating a structured, supportive, and motivating learning environment. This will increase students' participation, focus, and enthusiasm in classroom activities. The study also found that classroom management positively influences the adoption of language learning strategies, indicating that well-organized instruction helps students adopt more effective learning methods. Correlation analysis confirmed that the three variables were significantly related. In addition, regression analysis revealed that student engagement and language learning strategies together explained more than half of the variation in classroom management. The findings highlight the interconnectedness of the three factors and their collective importance in improving English language learning outcomes.

Discussion

This research had a broader scope and a stronger analytical approach compared to the other two studies. It comprehensively examined the relationship among three closely related variables: classroom management, language learning strategies, and student engagement. Using a quantitative approach with Pearson correlation and linear regression analysis, the study found significant relationships between the variables, with high correlation values such as CM and LL at 0.660 and CM and SE at 0.638 ($p < 0.01$). Furthermore, the regression results showed that 52.8% of the variance in classroom management was explained by student engagement and language learning strategies, indicating the strength of the model

used. This demonstrated that the study not only revealed the relationships among variables but also explained the individual contributions of each variable statistically.

In contrast, the previous research ([Thi & Nguyen, 2021](#)) “The Effects of Classroom Management Styles on Students’ Motivation and Academic Achievement in Learning English,” focused on comparing classroom management styles and their influence on student motivation and academic performance. Although the findings showed that the authoritative style had the most positive impact, the analytical method used was not as comprehensive and did not include regression tests to measure the predictive power of each variable. Similarly, the previous research ([Naadat, 2024](#)) “Extent in the Implementation of Classroom Management Strategies and Performance of Elementary Teachers” focused more on the relationship between classroom management strategies and teacher performance. This study did not directly involve language learning or student engagement variables, making its scope narrower than the main research. Another previous research ([Ode Juniati & Talib, 2022](#)) “The Correlation Between Teachers’ Classroom Management and Students’ Learning Motivation in English” found a positive correlation between classroom management and students’ learning motivation ($r = 0.574$, $p = 0.001$) in class XI students of SMAN 1 Lingsar. Although the result was significant, the correlation found was in the moderate category, and the scope of the variables studied was still limited to two components only.

Overall, compared to the other three studies, this research appears superior because it not only covers a wider range of variables relevant to English language learning but also uses robust statistical analysis to show the relationship and influence of the variables more precisely. This research offers a more in-depth theoretical and practical contribution to improving the quality of learning through effective classroom management strategies.

Conclusion

This research aimed to examine the interrelationships among Classroom Management (CM), Student Engagement (SE), and Language Learning (LL) within the context of English language education. The comprehensive statistical analysis, encompassing validity, reliability, normality, correlation, and regression testing, yielded robust results that provide both theoretical and practical contributions to the field of educational research.

All instrument items for the three main variables were found to be statistically valid, as indicated by their Corrected Item-Total Correlation values well above the critical r -table threshold of 0.16 (with $N = 139$, $\alpha = 0.05$). The highest R -value was 0.85 for Classroom Management, further confirming construct alignment. Moreover, Cronbach’s Alpha values for each variable exceeded 0.70 CM (0.80), SE (0.75), and LL (0.78)—indicating good internal consistency and reliability of the instruments used. These results affirm that the survey items were effective in measuring the intended constructs.

The normality test, conducted using the One-Sample Kolmogorov-Smirnov method with Monte Carlo simulation, produced a p -value of 0.060, which is greater than 0.05. This indicates that the dataset’s distribution approximates a normal curve, thus validating the assumptions necessary for parametric statistical analyses such as correlation and regression.

The Pearson correlation analysis revealed strong and statistically significant

positive relationships among all three variables. Specifically: Classroom Management and Student Engagement ($r = 0.638$, $p < 0.01$); Classroom Management and Language Learning ($r = 0.660$, $p < 0.01$); Student Engagement and Language Learning ($r = 0.598$, $p < 0.01$)

These correlations suggest that as classroom management practices improve, both student engagement and language learning outcomes also increase. The strongest relationship was observed between CM and LL, implying that well-managed classrooms provide a more conducive environment for language acquisition.

Regression results demonstrated that Student Engagement and Language Learning collectively explain 52.8% of the variance in Classroom Management ($R^2 = 0.528$, $p = 0.000$). This high percentage indicates a substantial predictive relationship, where improvements in SE and LL significantly contribute to enhanced classroom management practices. This finding confirms that students who are more engaged and utilize effective learning strategies are likely to benefit from and contribute to a more effectively managed classroom environment.

Finally, the research concludes that effective classroom management serves as a foundational pillar for improving student engagement and enhancing language learning outcomes. The results provide empirical support for educational stakeholders, particularly English language educators, to prioritize structured, engaging, and strategy-focused classroom environments. These findings advocate for an integrated approach in educational planning where classroom control, student involvement, and learning methodologies are viewed as mutually reinforcing elements.

Suggestion

Based on the findings and conclusions of this research, the following suggestions are proposed to enhance the effectiveness of classroom management, improve student engagement, and support language learning in educational settings. Educational institutions should provide continuous professional development for teachers, focusing on effective classroom management strategies. Training programs should emphasize techniques such as clear classroom procedures, positive reinforcement, time management, and conflict resolution. These practices were shown to correlate strongly with both student engagement and language learning outcomes in this research.

Since student engagement was found to significantly influence classroom management and language learning, teachers should adopt student-centered teaching methods, such as project-based learning, cooperative tasks, and interactive discussions. Encouraging active participation increases students' emotional and cognitive investment in learning, making them more responsive and motivated in class.

Teachers should explicitly teach and model effective language learning strategies, including vocabulary-building techniques, self-monitoring skills, and metacognitive strategies. Integrating these into lesson planning will not only improve language acquisition but also reinforce positive classroom behaviors and engagement. Promoting peer collaboration through group activities, peer assessments, and discussions can significantly enhance both engagement and language skills. Teachers should create a classroom culture that values mutual respect, open communication,

and shared learning goals.

Educators should adopt formative assessments that go beyond academic achievement to measure engagement and participation. Using tools like learning journals, reflective checklists, and classroom observation rubrics can help monitor and improve the classroom learning climate more effectively. While this research explains 52.8% of the variance in classroom management through student engagement and language learning, there remains 47.2% influenced by other variables. Future research should explore additional factors such as: teacher self-efficacy, parental involvement, technological integration, school leadership, and policy frameworks

Incorporating these variables may provide a more comprehensive understanding of what drives effective classroom management. This research used a cross-sectional design. Future studies should consider longitudinal approaches to track how the relationships among classroom management, student engagement, and language learning evolve. Experimental designs could also help establish causal relationships, especially in interventions involving teacher training or curriculum enhancements. As this research was conducted in a specific setting with $N = 139$ participants, it is suggested that future research be replicated in different educational levels (e.g., primary, secondary, tertiary) and across varied cultural and institutional contexts. This will help validate the generalizability of the findings.

By applying these suggestions, stakeholders in education can take meaningful steps toward creating more engaging, well-managed, and effective classrooms that promote sustained language learning success.

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