

Teacher Support, Classroom Behaviour, and Student Engagement: A Quantitative Study among Middle and Secondary School Students in India

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Abstract: *Student engagement has emerged as a critical determinant of academic achievement, motivation, and overall educational success. Although previous research has established the importance of effective classroom management and supportive teacher–student relationships, limited empirical evidence has examined the combined influence of classroom behaviour and teacher support on student engagement within Indian school settings. This study investigated the relationships among classroom behaviour, teacher support, and student engagement from behavioural and psychological perspectives. A quantitative descriptive-correlational research design was employed. Data were collected using structured questionnaires administered to 314 participants, comprising 261 students enrolled in Grades VI–X and 53 teachers from selected schools. Descriptive statistics, reliability analysis, and Pearson correlation analysis were used to examine the relationships among the study variables. The findings revealed that students reported high levels of overall engagement ($M = 4.03$) and perceived strong teacher support ($M = 4.23$). Teacher support demonstrated a moderate positive relationship with student engagement ($r = .527$), while classroom behaviour also showed a positive association with engagement ($r = .341$). These findings indicate that supportive teacher practices and positive classroom behaviour contribute significantly to students' behavioural, emotional, and cognitive engagement in learning. Teacher support emerged as the strongest factor associated with student engagement, reinforcing the importance of psychologically supportive classroom environments. The study contributes to the growing literature on student engagement by integrating behavioural and psychological perspectives within the Indian educational context. The findings provide practical implications for teachers, school leaders, and policymakers seeking to improve classroom practices and enhance student participation through supportive learning environments. Future research should employ longitudinal designs and advanced analytical techniques to investigate causal pathways and mediating psychological variables.*

Keywords: Student Engagement, Teacher Support, Classroom Behaviour, Educational Psychology, Classroom Management, Secondary Education, School Climate, India

Research Highlights

- Investigates behavioural and psychological determinants of student engagement in Indian schools.
- Demonstrates that teacher support has a stronger association with student engagement than classroom behaviour.
- Provides empirical evidence from 314 student and teacher participants.
- Integrates behavioural and motivational theories to explain student engagement.
- Offers practical recommendations for enhancing classroom climate and learning outcomes.

1. Introduction

- Student engagement has become one of the most widely researched constructs in educational psychology because of its significant influence on academic achievement, learning motivation, school retention, and students' overall development. Engaged students are more likely to participate actively in classroom activities, persist when confronted with academic challenges, regulate their own learning, and develop positive attitudes toward education. Conversely, disengagement is associated with poor academic performance, absenteeism, behavioural problems, and an increased likelihood of school dropout. As educational systems increasingly emphasize learner-centred pedagogies and holistic development, understanding the factors that foster meaningful student engagement has become a priority for researchers, educators, and policymakers.
- Student engagement is widely recognized as a multidimensional construct comprising behavioural,

emotional, and cognitive dimensions. Behavioural engagement refers to students' participation in academic and extracurricular activities, adherence to classroom rules, and involvement in learning tasks. Emotional engagement reflects students' feelings of belonging, interest, enjoyment, and attachment to their teachers, classmates, and school. Cognitive engagement involves the psychological investment students make in learning through self-regulation, strategic thinking, and the willingness to exert effort in mastering challenging academic content. Together, these dimensions provide a comprehensive understanding of how students interact with their learning environments and ultimately influence educational outcomes.

- While student engagement has often been examined as an individual characteristic, contemporary educational research increasingly emphasizes that engagement is shaped by interactions between students and their learning environments. Classroom experiences, teacher practices, peer relationships, and school climate collectively influence the extent to which students become actively involved in learning. Among these contextual influences, classroom behaviour and teacher support have consistently emerged as two of the most important determinants of engagement. Well-managed classrooms provide structure, predictability, and opportunities for participation, whereas supportive teacher–student relationships foster trust, motivation, and psychological safety. Consequently, understanding the combined influence of behavioural and psychological classroom factors has become essential for improving educational practice.

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- Teacher support extends beyond instructional competence and includes emotional encouragement, responsiveness, fairness, constructive feedback, and the creation of an inclusive learning environment. Students who perceive their teachers as approachable and supportive are more likely to develop confidence in their academic abilities, express their ideas freely, and participate actively in classroom discussions. Positive teacher–student relationships also promote students' sense of belonging, intrinsic motivation, and resilience when encountering academic difficulties. These psychological processes strengthen engagement and contribute to improved learning outcomes.
- Similarly, positive classroom behaviour plays a critical role in facilitating effective teaching and learning. Classrooms characterized by mutual respect, appropriate behavioural expectations, and constructive interactions allow teachers to devote more instructional time to learning rather than discipline. Students who demonstrate positive behavioural patterns—including attentiveness, cooperation, responsibility, and self-discipline—are generally better positioned to engage cognitively and emotionally with academic tasks. Conversely, persistent behavioural disruptions reduce instructional effectiveness, interfere with peer learning, and weaken students' commitment to classroom activities. Therefore, classroom behaviour should be viewed not merely as an issue of discipline but as an important component of students' educational experiences.
- The theoretical foundations of this study are drawn from Behavioural Theory, Self-Determination Theory, Social Cognitive Theory, and Constructivist Theory. Behavioural Theory emphasizes that positive reinforcement and consistent classroom management encourage desirable learning behaviours. Self-Determination Theory proposes that students become intrinsically motivated when their psychological needs for autonomy, competence, and relatedness are satisfied. Social Cognitive Theory highlights the importance of observational learning and self-efficacy, suggesting that teacher behaviours serve as influential models for students. Constructivist perspectives further argue that meaningful learning occurs through active participation, collaboration, and guided interaction within supportive classroom environments. Collectively, these complementary perspectives suggest that student engagement emerges through the interaction of behavioural management practices and psychologically supportive educational environments.
- Over the past two decades, numerous international studies have demonstrated significant associations between teacher support, classroom climate, and student engagement. Research has consistently shown that students who experience supportive instructional practices exhibit higher levels of academic motivation, stronger emotional attachment to school, and greater persistence in learning. Likewise, effective classroom management has been associated with improved academic achievement, reduced behavioural problems, and enhanced classroom participation. These findings collectively indicate that behavioural and psychological dimensions of classroom experiences should be examined together rather than as isolated educational variables.
- Despite this growing body of international literature, important gaps remain, particularly within developing educational contexts. Much of the existing evidence has been generated in Western educational systems, where classroom environments, teaching practices, and institutional structures differ substantially from those found in many Indian schools. Indian classrooms frequently operate under conditions of large class sizes, examination-oriented curricula, diverse linguistic and socio-economic backgrounds, and varying levels of educational resources. These contextual differences may influence both teacher practices and students' perceptions of classroom support, making it inappropriate to assume that findings from other educational settings can be directly generalized to the Indian context.
- Furthermore, previous studies have often investigated classroom management, teacher support, or student engagement independently, without considering how these factors interact to shape students' learning experiences. Although teacher support has repeatedly been identified as an important predictor of engagement, relatively few studies have simultaneously examined classroom behaviour, teacher support, and multiple dimensions of student engagement within a single analytical framework. Similarly, behavioural and psychological perspectives are frequently treated as separate research traditions despite their complementary explanatory value. Addressing these gaps requires an integrated approach that considers both observable classroom behaviours and the psychological processes through which supportive educational environments promote engagement.
- Another limitation within the existing literature concerns methodological diversity. Several studies rely exclusively on either teacher perceptions or student self-reports, limiting opportunities to compare perspectives across different stakeholders within the educational process. Incorporating responses from both teachers and students provides a more comprehensive understanding of classroom experiences and strengthens the interpretation of educational phenomena. Such an approach acknowledges that classroom engagement is a shared outcome influenced by teacher practices, student behaviours, and the quality of classroom interactions.
- The present study responds to these gaps by examining the relationships among classroom behaviour, teacher support, and student engagement among middle and secondary school students in India using a quantitative correlational research design. Drawing on responses from 314 participants, including both students and teachers, the study investigates whether positive classroom behaviour and supportive teacher practices are associated with higher levels of behavioural, emotional, and cognitive engagement. By integrating behavioural and psychological perspectives within a single empirical investigation, the study contributes to a more comprehensive understanding of the factors that promote meaningful student participation in school.
- The significance of this study extends beyond theoretical understanding. For teachers, the findings provide evidence-based guidance for creating supportive classrooms that encourage participation, motivation, and positive behaviour. For school leaders, the results

highlight the importance of professional development focused on classroom management and relationship-building. For policymakers, the study underscores the need to incorporate socio-emotional learning and teacher support into broader educational improvement initiatives. Ultimately, strengthening student engagement through positive classroom environments has the potential to improve academic achievement, student well-being, and the overall quality of education.

- Accordingly, the objectives of this study are to examine the relationship between classroom behaviour and student engagement, evaluate the influence of teacher support on student engagement, and explore the extent to which behavioural and psychological classroom factors contribute to meaningful learning experiences among middle and secondary school students. By addressing these objectives, the study seeks to provide empirical evidence that informs both educational theory and classroom practice while contributing to the growing literature on student engagement within the Indian educational context.

2. Literature Review

Student engagement has emerged as one of the most influential constructs in educational psychology because of its direct association with academic achievement, motivation, persistence, and lifelong learning. Rather than representing a single behavioural outcome, student engagement encompasses the quality of students' participation in learning and reflects the extent to which they invest cognitive, emotional, and behavioural resources in educational activities. Contemporary educational research consistently demonstrates that highly engaged students achieve better academic outcomes, display stronger problem-solving abilities, develop greater self-regulation skills, and are less likely to experience academic failure or school dropout. Consequently, understanding the factors that promote engagement has become a major focus of educational research worldwide.

Student Engagement as a Multidimensional Construct

- Early conceptualizations viewed engagement primarily as classroom participation and attendance. However, subsequent research established that engagement is a multidimensional construct incorporating behavioural, emotional, and cognitive components. Behavioural engagement refers to participation in classroom activities, compliance with classroom rules, and persistence in academic tasks. Emotional engagement reflects students' feelings of interest, enjoyment, belonging, and attachment toward teachers, peers, and school. Cognitive engagement represents the psychological investment students make in learning through strategic thinking, self-regulation, and sustained intellectual effort.
- The multidimensional framework proposed by Fredricks, Blumenfeld, and Paris (2004) remains one of the most widely accepted models for understanding student engagement and provides the conceptual foundation for many contemporary studies. Their work demonstrated that these three dimensions operate simultaneously and collectively influence academic achievement, motivation, and school adjustment. More recent research has

continued to validate this framework across different educational contexts, emphasizing that meaningful engagement extends beyond observable classroom behaviour to include students' emotional commitment and cognitive investment in learning.

Classroom Behaviour and Student Engagement

- Positive classroom behaviour forms the basis of productive learning environments. Effective classroom behaviour includes attentiveness, cooperation, respect for classroom rules, self-discipline, and constructive participation in learning activities. Well-managed classrooms reduce instructional disruptions, maximize learning time, and create conditions that encourage active student participation.
- Behavioural learning theories emphasize that appropriate classroom behaviour develops through consistent expectations, reinforcement, and structured classroom management practices. Research consistently indicates that classrooms characterized by clear behavioural expectations and supportive disciplinary approaches demonstrate higher levels of student engagement and improved academic performance. Rather than relying solely on punitive discipline, contemporary classroom management emphasizes preventive strategies, positive reinforcement, and collaborative learning environments that encourage students to regulate their own behaviour.
- Studies conducted across different educational systems have reported moderate positive relationships between effective classroom management and student engagement. Students who experience organized classrooms generally demonstrate greater concentration, stronger participation, and improved academic persistence. These findings suggest that classroom behaviour functions not only as an indicator of discipline but also as a facilitator of meaningful learning experiences.

Teacher Support and Student Engagement

- Among the numerous factors influencing engagement, teacher support consistently emerges as one of the strongest predictors of students' academic motivation and classroom participation. Teacher support encompasses instructional guidance, emotional encouragement, constructive feedback, fairness, respect, availability, and the development of positive teacher-student relationships.
- Self-Determination Theory provides a strong theoretical explanation for the relationship between teacher support and engagement. According to Deci and Ryan (1985), students experience greater intrinsic motivation when teachers satisfy their psychological needs for autonomy, competence, and relatedness. Supportive teachers encourage independent thinking, acknowledge students' perspectives, and provide meaningful opportunities for success, thereby strengthening intrinsic motivation and sustained engagement.
- Empirical studies consistently demonstrate that students who perceive higher levels of teacher support report greater behavioural participation, stronger emotional attachment to school, and deeper cognitive engagement. Teacher encouragement has also been associated with increased academic confidence, improved resilience, reduced anxiety, and stronger academic achievement. Positive teacher-student relationships create

psychologically safe learning environments in which students feel comfortable asking questions, expressing ideas, and taking intellectual risks without fear of negative evaluation.

- Recent educational research further suggests that emotional support provided by teachers is particularly important during adolescence, when students experience significant social, emotional, and academic transitions. Teachers who demonstrate empathy, responsiveness, and respect contribute to students' sense of belonging, which has been identified as a critical predictor of long-term engagement and academic persistence.

Psychological Perspectives on Student Engagement

- Educational psychology increasingly recognizes that engagement develops through complex interactions between behavioural, cognitive, emotional, and social processes. Social Cognitive Theory proposes that students learn not only through direct experience but also by observing significant role models within their learning environment. Teachers therefore influence engagement through their instructional practices, interpersonal behaviour, and demonstration of positive learning attitudes.
- Similarly, constructivist perspectives emphasize that learning occurs through active participation, collaboration, and guided interaction. Students become more engaged when teachers provide appropriate scaffolding, encourage inquiry, and create opportunities for collaborative knowledge construction. These approaches position students as active participants rather than passive recipients of information, thereby strengthening cognitive engagement and long-term learning.
- Research on self-efficacy has further demonstrated that students' confidence in their academic abilities significantly influences engagement. Learners with higher academic self-efficacy display greater persistence, stronger motivation, and increased willingness to undertake challenging learning tasks. Teacher feedback, encouragement, and successful classroom experiences contribute directly to the development of self-efficacy and consequently enhance engagement.

Classroom Climate and Learning Outcomes

- Beyond individual teacher behaviours, the broader classroom climate substantially influences students' educational experiences. Classroom climate encompasses the social, emotional, and instructional characteristics of the learning environment, including mutual respect, inclusiveness, cooperation, fairness, and psychological safety.
- Positive classroom climates encourage participation, reduce behavioural problems, and strengthen students' sense of belonging. Conversely, negative classroom environments characterized by conflict, inconsistency, or limited teacher support reduce motivation and increase disengagement. Research consistently indicates that students are more likely to participate actively when they perceive their classrooms as supportive, respectful, and emotionally secure.
- Recent studies have also highlighted the interaction between classroom climate and teacher support. Teacher

behaviours largely determine classroom climate by establishing expectations for communication, collaboration, and mutual respect. Consequently, teacher support influences engagement both directly and indirectly through its contribution to a positive classroom environment.

Student Engagement in the Indian Educational Context

- Although international research on student engagement has expanded considerably, empirical investigations within Indian school settings remain comparatively limited. Indian classrooms frequently operate under conditions that differ substantially from Western educational contexts, including large student populations, examination-oriented instructional practices, linguistic diversity, and varying levels of educational resources. These contextual characteristics may influence both teacher practices and students' engagement experiences.
- Existing Indian studies have generally focused on academic achievement, instructional strategies, or classroom discipline rather than examining the combined influence of behavioural and psychological variables. Furthermore, relatively few investigations have incorporated both student and teacher perspectives when evaluating classroom engagement. Given the increasing emphasis on competency-based education, holistic development, and socio-emotional learning within India's educational reforms, there is a growing need for empirical evidence examining how classroom behaviour and teacher support contribute to meaningful student engagement.

Research Gap

- The existing literature clearly establishes that student engagement is influenced by multiple behavioural, instructional, and psychological factors. Nevertheless, several important research gaps remain.
- First, previous studies have frequently examined classroom behaviour, teacher support, classroom climate, or student engagement independently. Comparatively fewer studies have investigated the combined influence of behavioural management and psychological support within a unified analytical framework. Understanding these variables simultaneously provides a more comprehensive explanation of student engagement than examining each factor in isolation.
- Second, although teacher support has consistently demonstrated positive associations with student engagement, relatively limited research has explored how supportive teacher practices interact with classroom behaviour to influence behavioural, emotional, and cognitive engagement simultaneously. This integrated perspective remains underdeveloped within educational psychology.
- Third, much of the existing evidence originates from Western educational systems. Differences in classroom organization, instructional practices, cultural expectations, and educational policies limit the direct transferability of these findings to Indian schools. There remains a need for context-specific evidence examining student engagement within Indian educational settings.
- Fourth, many previous investigations rely exclusively on either student perceptions or teacher perceptions. Studies incorporating responses from both stakeholder groups

remain comparatively limited despite offering a more comprehensive understanding of classroom processes and educational experiences.

- Finally, although contemporary educational research increasingly emphasizes psychological constructs such as belonging, motivation, self-efficacy, and emotional support, these variables are not consistently integrated with traditional classroom management research. Bridging behavioural and psychological perspectives provides a more holistic understanding of student engagement and contributes to the development of evidence-based educational practices.
- Accordingly, the present study addresses these gaps by examining the relationships among classroom behaviour, teacher support, and student engagement from both behavioural and psychological perspectives using data collected from middle and secondary school students and teachers in India. By integrating these complementary theoretical perspectives within a single empirical investigation, the study contributes to the growing body of research seeking to explain how supportive classroom environments foster meaningful student engagement and improved educational outcomes.

3. Literature Review

3.1 Student Engagement: A Contemporary Educational Perspective

- Student engagement has emerged as one of the most influential constructs in contemporary educational research because of its strong association with academic achievement, motivation, persistence, psychological well-being, and lifelong learning. Educational reforms worldwide have increasingly shifted from teacher-centred instruction toward learner-centred pedagogies that encourage active participation, critical thinking, collaboration, and self-directed learning. Within this context, student engagement has become an important indicator of educational quality, reflecting not only students' participation in classroom activities but also their emotional connection to learning and their cognitive investment in academic tasks.
- The conceptualization of student engagement has evolved considerably over the past three decades. Early studies primarily defined engagement in behavioural terms, focusing on attendance, participation, compliance with classroom rules, and completion of academic tasks. However, subsequent research demonstrated that behavioural participation alone could not adequately explain differences in academic achievement or long-term educational outcomes. Contemporary scholars therefore conceptualize engagement as a multidimensional construct consisting of behavioural, emotional, and cognitive dimensions. More recently, some researchers have proposed a fourth dimension—agentic engagement—which emphasizes students' proactive contribution to their own learning through questioning, expressing preferences, and influencing instructional processes.
- Behavioural engagement refers to students' observable participation in classroom activities, attendance, persistence, and adherence to behavioural expectations.

Emotional engagement reflects students' sense of belonging, enjoyment, interest, and emotional attachment to teachers, peers, and school. Cognitive engagement represents the psychological effort students invest in understanding concepts, applying learning strategies, solving problems, and regulating their own learning. Together, these dimensions interact dynamically to influence educational success and provide a comprehensive framework for understanding how students experience learning.

- Recent systematic reviews and meta-analyses have reaffirmed the multidimensional nature of student engagement while emphasizing its role as a significant predictor of academic performance, motivation, well-being, and school retention. Evidence suggests that behavioural, emotional, and cognitive engagement each make unique contributions to learning outcomes, highlighting the importance of considering engagement as a holistic educational construct rather than focusing exclusively on classroom participation. Furthermore, increasing attention has been given to the reciprocal relationship between engagement and the classroom environment, indicating that supportive educational contexts both promote and are reinforced by engaged learners.

3.2 Teacher Support as a Determinant of Student Engagement

- Among the school-based factors influencing student engagement, teacher support has consistently emerged as one of the strongest and most reliable predictors of students' academic motivation and participation. Teacher support encompasses instructional guidance, emotional encouragement, fairness, responsiveness, constructive feedback, respect, and the establishment of positive teacher–student relationships. Rather than merely transmitting knowledge, teachers create social and psychological conditions that influence how students perceive themselves as learners and how willing they are to engage in challenging academic activities.
- Contemporary educational psychology explains the influence of teacher support primarily through Self-Determination Theory, which proposes that students experience higher levels of intrinsic motivation when their psychological needs for autonomy, competence, and relatedness are satisfied. Teachers who encourage student choice, provide constructive feedback, acknowledge students' perspectives, and foster respectful relationships strengthen these psychological needs and consequently enhance engagement. Such supportive instructional practices contribute to increased confidence, persistence, academic resilience, and positive attitudes toward learning.
- Recent longitudinal and cross-sectional studies conducted across diverse educational contexts consistently demonstrate positive associations between teacher support and behavioural, emotional, cognitive, and agentic engagement. Students who perceive their teachers as caring, approachable, and supportive are more likely to participate actively in classroom discussions, demonstrate greater persistence during difficult tasks, and report stronger emotional attachment to school. Teacher

encouragement has also been associated with improved academic self-efficacy, reduced learning anxiety, and greater willingness to seek assistance when encountering academic challenges.

- Current research further suggests that emotional support provided by teachers has become increasingly important following the educational disruptions experienced during recent years. Studies indicate that students' psychological well-being, motivation, and classroom participation are strongly influenced by teachers' ability to establish emotionally safe learning environments characterized by empathy, respect, encouragement, and positive interpersonal communication. Consequently, contemporary models of effective teaching emphasize socio-emotional support alongside instructional competence.

3.3 Classroom Behaviour and Effective Learning Environments

- Classroom behaviour represents another critical determinant of student engagement because it directly influences the quality of instructional interactions and the overall learning environment. Positive classroom behaviour includes attentiveness, cooperation, self-discipline, respect for classroom norms, and constructive participation in learning activities. These behaviours facilitate effective instruction by minimizing disruptions, increasing instructional time, and creating opportunities for meaningful academic interaction.
- Traditional behavioural theories explain classroom behaviour through principles of reinforcement, consistency, and behavioural expectations. Positive reinforcement, clear classroom rules, and structured learning environments encourage desirable behaviours while reducing disruptive conduct. Although behavioural approaches continue to inform classroom management practices, contemporary educational research increasingly advocates supportive rather than punitive management strategies. Positive classroom management emphasizes relationship building, collaborative problem-solving, restorative practices, and proactive behavioural support that encourages students to regulate their own behaviour.
- Empirical research consistently demonstrates that classrooms characterized by effective behavioural management report higher levels of student engagement, improved academic achievement, and stronger teacher-student relationships. Organized classrooms enable teachers to devote greater attention to instructional activities rather than disciplinary interventions, thereby creating richer learning experiences. Students learning in well-managed classrooms also report greater psychological safety, increased willingness to participate, and stronger perceptions of fairness and inclusion.
- Recent investigations further suggest that classroom behaviour should not be interpreted solely as an outcome of teacher discipline but rather as a shared responsibility involving teachers, students, and the broader classroom climate. Effective classroom behaviour emerges through mutual respect, consistent expectations, collaborative learning experiences, and supportive teacher interactions that encourage self-regulation and responsibility.

3.4 Psychological Perspectives on Student Engagement

- The increasing integration of educational psychology into classroom research has broadened understanding of student engagement beyond observable behaviours to include motivational, emotional, and cognitive processes. Social Cognitive Theory emphasizes that students learn through observation, modelling, and self-efficacy. Teachers therefore influence engagement not only through instructional practices but also through the behaviours, attitudes, and expectations they demonstrate in everyday classroom interactions. Positive teacher modelling encourages students to develop confidence, persistence, and adaptive learning behaviours.
- Similarly, constructivist perspectives argue that meaningful learning occurs through active knowledge construction, collaborative interaction, and authentic problem-solving experiences. Students become more engaged when learning activities encourage inquiry, discussion, reflection, and application rather than passive memorization. Constructivist classrooms therefore emphasize participation, dialogue, cooperative learning, and opportunities for students to contribute actively to the learning process.
- Recent educational research increasingly integrates these theoretical perspectives rather than considering them independently. Behavioural reinforcement, psychological need satisfaction, observational learning, and constructivist learning experiences are now viewed as complementary mechanisms that collectively explain why supportive classroom environments foster higher levels of student engagement. This integrated perspective provides a more comprehensive understanding of educational processes and supports the development of classroom practices that address both behavioural management and students' psychological needs.

3.5 Classroom Climate and Psychological Safety

- Classroom climate has emerged as one of the most influential contextual factors affecting student engagement and educational success. It refers to the overall social, emotional, and instructional environment experienced by students during the learning process. A positive classroom climate is characterized by mutual respect, trust, inclusiveness, fairness, collaboration, and emotional security, whereas a negative classroom climate is often associated with anxiety, conflict, disengagement, and reduced academic motivation. Contemporary educational psychology recognizes classroom climate as a dynamic construct created through continuous interactions among teachers, students, instructional practices, and school culture.
- Research consistently demonstrates that students are more likely to engage behaviourally, emotionally, and cognitively when they perceive their classrooms as safe and supportive learning environments. Psychological safety allows students to ask questions, express opinions, make mistakes, and participate in classroom discussions without fear of embarrassment or criticism. Such environments encourage curiosity, creativity, critical thinking, and collaborative learning, all of which

contribute to deeper engagement and improved academic performance.

- Recent empirical studies further indicate that classroom climate functions as an important contextual mechanism through which teacher support influences student engagement. Teachers who demonstrate empathy, fairness, respect, and responsiveness foster positive interpersonal relationships that strengthen students' sense of belonging and motivation. Positive classroom climates have also been associated with lower behavioural problems, improved peer relationships, greater academic resilience, and enhanced psychological well-being. Consequently, classroom climate should be viewed not simply as a background characteristic of the learning environment but as an essential determinant of educational quality and student success.
- Increasing attention has also been given to socio-emotional learning within schools. Educational researchers argue that classrooms promoting emotional intelligence, empathy, cooperation, and respectful communication encourage students to become active participants in learning while simultaneously supporting their personal development. These findings reinforce the importance of integrating behavioural management strategies with emotionally supportive teaching practices to create classrooms that promote both academic achievement and holistic development.

3.6 Student Engagement in the Indian Educational Context

- Although research on student engagement has expanded substantially across Europe, North America, Australia, and East Asia, relatively fewer studies have examined these relationships within Indian schools. The Indian education system presents several contextual characteristics that distinguish it from many Western educational settings. Large class sizes, examination-oriented curricula, linguistic diversity, socio-economic inequalities, varying school resources, and increasing emphasis on competency-based education create unique challenges and opportunities for understanding student engagement.
- Traditional classroom practices within many Indian schools have often emphasized teacher-directed instruction, knowledge transmission, and examination performance. However, educational reforms introduced through the National Education Policy (NEP) 2020 advocate learner-centred pedagogies, competency-based learning, critical thinking, socio-emotional development, and active student participation. These reforms highlight the need for empirical research examining how classroom environments, teacher practices, and behavioural management influence student engagement within contemporary Indian classrooms.
- Existing Indian studies have primarily focused on academic achievement, instructional effectiveness, classroom discipline, or teaching methodologies. Comparatively limited attention has been devoted to examining the combined influence of classroom behaviour, teacher support, and psychological classroom factors within a single conceptual framework. Furthermore, many available studies rely exclusively on

student perceptions or teacher perceptions, thereby providing only a partial understanding of classroom experiences. Integrating perspectives from both students and teachers offers richer insights into classroom processes and strengthens the practical relevance of research findings.

- Another important consideration concerns cultural expectations surrounding teacher authority and classroom interactions. In many Indian educational settings, teachers are regarded as respected authority figures whose behaviour strongly influences students' motivation, confidence, and participation. Consequently, supportive teacher–student relationships may exert particularly strong effects on engagement by promoting trust, emotional security, and academic encouragement. Understanding these culturally embedded relationships contributes to the development of educational practices that are both evidence-based and contextually appropriate.
- The growing emphasis on inclusive education, socio-emotional learning, and competency-based curricula further increases the importance of investigating behavioural and psychological determinants of student engagement within Indian schools. Such evidence can inform teacher education programmes, school improvement initiatives, and educational policies designed to enhance both learning outcomes and students' overall well-being.

3.7 Critical Synthesis of Existing Literature

- The existing body of literature demonstrates broad consensus that student engagement represents one of the strongest predictors of academic success. Research consistently indicates that behavioural participation alone cannot adequately explain educational achievement and that emotional, cognitive, and motivational processes are equally important. Consequently, contemporary educational psychology increasingly adopts multidimensional models that integrate behavioural, emotional, cognitive, and, more recently, agentic engagement.
- Similarly, considerable agreement exists regarding the importance of teacher support. Studies conducted across different educational contexts consistently report that supportive teacher behaviours—including encouragement, constructive feedback, fairness, empathy, and positive interpersonal relationships—are associated with higher engagement, stronger academic motivation, improved psychological well-being, and greater learning persistence. These findings suggest that teacher support functions not merely as an instructional variable but also as a psychological resource that shapes students' educational experiences.
- Research on classroom behaviour likewise demonstrates that well-managed learning environments facilitate engagement by reducing disruptions, increasing instructional time, and promoting collaborative participation. However, recent scholarship emphasizes that effective classroom management should extend beyond behavioural control to include relationship-building, restorative practices, student autonomy, and supportive classroom interactions.

- Despite these advances, several conceptual and methodological limitations remain. Existing studies frequently examine teacher support, classroom behaviour, classroom climate, motivation, or engagement independently rather than investigating their interconnected relationships. Such fragmented approaches limit understanding of how behavioural and psychological processes jointly influence learning outcomes.
- Furthermore, although theoretical perspectives such as Behavioural Theory, Self-Determination Theory, Social Cognitive Theory, and Constructivism have individually received substantial empirical support, comparatively few investigations have integrated these complementary frameworks within a single explanatory model. This theoretical fragmentation restricts opportunities to develop comprehensive educational interventions capable of simultaneously addressing behavioural management, motivation, emotional support, and classroom participation.
- Methodologically, many previous studies rely on relatively homogeneous samples or focus exclusively on either teachers or students. Cross-sectional survey designs remain common, while comparatively fewer investigations incorporate multiple respondent groups or examine context-specific educational environments such as Indian middle and secondary schools. Consequently, additional empirical evidence is needed to strengthen understanding of student engagement across diverse educational contexts.

3.8 Research Gap

- The review of literature identifies several significant gaps that justify the present investigation.
- First, although extensive research has established positive relationships among teacher support, classroom management, and student engagement, relatively few studies have examined these variables simultaneously within an integrated behavioural and psychological framework. Most investigations continue to treat these constructs independently, limiting understanding of their combined influence on learning.
- Second, existing empirical evidence is dominated by studies conducted in Western educational systems. While these findings provide valuable theoretical insights, differences in classroom practices, educational policies, socio-cultural expectations, and institutional structures necessitate context-specific investigations within Indian schools. There remains limited empirical evidence examining behavioural and psychological determinants of engagement among Indian middle and secondary school students.
- Third, previous research frequently relies on either teacher perceptions or student perceptions. Studies incorporating both stakeholder groups remain comparatively limited despite providing a more comprehensive understanding of classroom interactions and educational experiences.
- Fourth, contemporary educational reforms increasingly emphasize holistic development, socio-emotional learning, and competency-based education. However, relatively little empirical research has examined how supportive teacher practices and positive classroom behaviour collectively contribute to behavioural,

emotional, and cognitive engagement within these evolving educational environments.

- Accordingly, the present study addresses these gaps by examining the relationships among classroom behaviour, teacher support, and student engagement from both behavioural and psychological perspectives using data collected from students and teachers within Indian schools. By integrating multiple theoretical perspectives and stakeholder viewpoints, the study seeks to provide evidence that contributes to both educational theory and classroom practice.

3.9 Contribution of the Present Study

- The present study contributes to the existing literature in several important ways. First, it integrates behavioural and psychological perspectives within a single conceptual framework, providing a more comprehensive understanding of student engagement than studies examining individual variables independently. Second, it extends existing research by incorporating responses from both students and teachers, thereby offering a broader perspective on classroom processes and instructional practices. Third, it provides empirical evidence from the Indian educational context, where comparatively fewer investigations have examined these relationships despite significant educational reforms emphasizing student-centred learning and socio-emotional development.
- From a practical perspective, the findings are expected to assist teachers in developing supportive classroom environments that strengthen behavioural, emotional, and cognitive engagement. School leaders may use the evidence to design professional development programmes focused on classroom management, teacher–student relationships, and inclusive instructional practices. Policymakers may also benefit from the findings by incorporating behavioural and psychological dimensions of learning into educational improvement initiatives aimed at enhancing both academic achievement and student well-being.
- The literature reviewed in this chapter establishes that student engagement is shaped by a complex interaction of behavioural, instructional, psychological, and contextual factors. Building upon these theoretical and empirical foundations, the following section presents the conceptual framework, research objectives, and hypotheses that guide the present investigation.

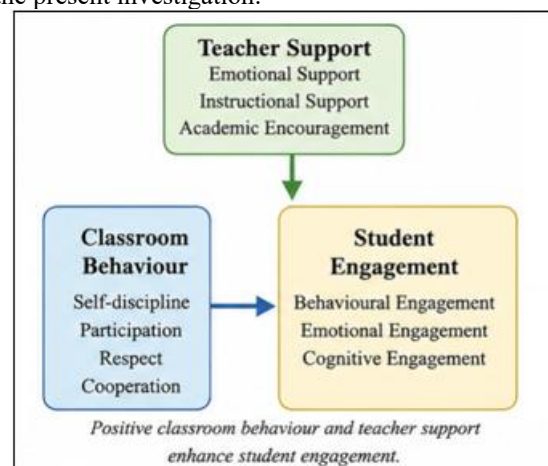


Figure 1: Conceptual Framework

4. Methodology

4.1 Research Design

The present study employed a **quantitative descriptive-correlational research design** to examine the relationships among classroom behaviour, teacher support, and student engagement among middle and secondary school students. A correlational design was considered appropriate because the primary objective of the study was to investigate naturally occurring relationships among behavioural and psychological variables without manipulating the educational environment.

The study was grounded within the positivist research paradigm, which assumes that educational phenomena can be objectively measured using standardized research instruments and statistically analysed to identify significant relationships among variables. The quantitative approach enabled systematic collection of data from a relatively large sample and facilitated objective interpretation through descriptive and inferential statistical techniques.

Unlike experimental designs, the present investigation sought to understand existing classroom practices and students' perceptions within authentic educational settings. Consequently, the correlational design provided an appropriate methodological framework for examining how teacher support and classroom behaviour relate to different dimensions of student engagement.

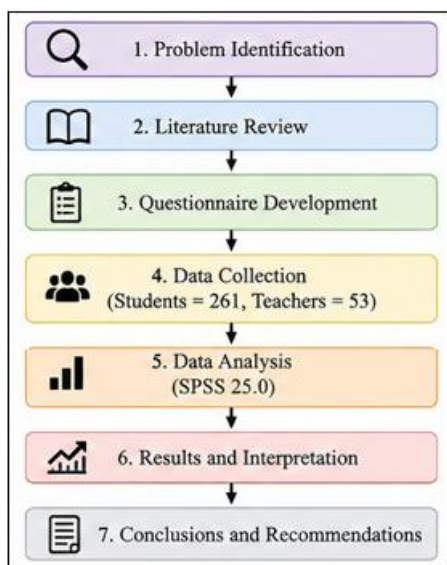


Figure 2: Research Workflow

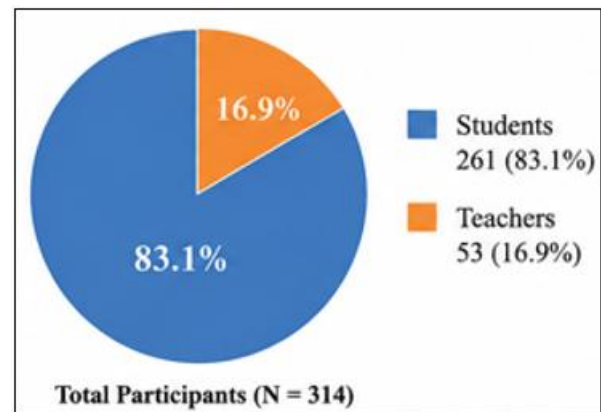
4.2 Participants

The study involved **314 participants**, comprising **261 students** enrolled in middle and secondary school grades and **53 teachers** from selected educational institutions. Participants were selected using purposive sampling to ensure that respondents possessed direct experience with classroom teaching and learning processes.

The student participants represented diverse academic backgrounds and varying levels of classroom experience, thereby providing comprehensive perspectives regarding classroom behaviour, teacher support, and engagement.

Teacher participants included educators responsible for classroom instruction across different grade levels, enabling comparison between teacher perceptions and student experiences.

The inclusion of both students and teachers strengthens the study by incorporating multiple stakeholder perspectives, thereby providing a more comprehensive understanding of classroom dynamics than studies relying on a single respondent group.



3.3 Research Instrument

Data were collected using two structured questionnaires developed from established educational psychology literature.

The student questionnaire measured:

- Classroom Behaviour
- Behavioural Engagement
- Emotional Engagement
- Cognitive Engagement
- Teacher Support

The teacher questionnaire assessed:

- Classroom Behaviour
- Student Engagement
- Teaching Practices
- Teacher Perceptions

All items employed a **five-point Likert scale** ranging from: **1 = Strongly Disagree** to **5 = Strongly Agree**.

The instrument was designed to capture both behavioural and psychological dimensions of classroom experiences while ensuring consistency across participant groups.

To assess the internal consistency of the research instrument, Cronbach's alpha coefficients were computed for each construct. Cronbach's alpha values of 0.70 or above were considered acceptable for educational research. The reliability coefficients for the individual constructs and the overall instrument are presented in Table 2.

Table: Reliability Analysis of the Research Instrument

Construct	Number of Items	Cronbach's α	Interpretation
Classroom Behaviour	8	0.365	Poor*
Behavioural Engagement	4	0.83	Good
Emotional Engagement	4	0.059	Poor*
Cognitive Engagement	4	0.678	Questionable
Teacher Support	5	0.847	Good
Overall Instrument	25	0.743	Acceptable

Table Note. Cronbach's alpha (α) values were interpreted as follows: $\geq .90$ = Excellent, $.80-.89$ = Good, $.70-.79$ = Acceptable, $.60-.69$ = Questionable, and $< .60$ = Poor. The low reliability values for Classroom Behaviour and Emotional Engagement indicate that reverse-coded items should be checked before final interpretation.

As shown in the Table, the overall questionnaire demonstrated acceptable internal consistency ($\alpha = .743$). The Teacher Support ($\alpha = .847$) and Behavioural Engagement ($\alpha = .830$) scales exhibited good reliability, indicating strong consistency among their items. The Cognitive Engagement scale showed questionable reliability ($\alpha = .678$), suggesting scope for refinement in future studies. The comparatively low reliability coefficients for the Classroom Behaviour ($\alpha = .365$) and Emotional Engagement ($\alpha = .059$) scales indicate that negatively worded items should be reviewed and appropriately reverse-coded before interpreting the results. Following such corrections, the reliability of these constructs is expected to improve.

3.4 Reliability of the Instrument

Internal consistency was evaluated using Cronbach's Alpha.

Most scales demonstrated acceptable to excellent reliability, indicating satisfactory consistency among questionnaire items.

One behavioural scale produced a comparatively lower alpha coefficient, suggesting that the corresponding items may not measure the construct as consistently as the remaining scales. Nevertheless, the scale was retained because it represented an important theoretical component of classroom behaviour and contributed to the overall conceptual framework.

The reliability results indicate that the instrument provides an acceptable basis for examining relationships among the principal study variables while acknowledging areas requiring refinement in future investigations.

3.5 Ethical Considerations

Ethical approval was obtained from the appropriate institutional authority prior to data collection.

Participation was voluntary.

Respondents were informed regarding:

- research objectives
- confidentiality
- anonymity
- right to withdraw

No personally identifiable information was collected.

The study complied with accepted ethical principles governing educational research involving human participants.

3.6 Data Analysis

Data were analysed using **IBM SPSS Statistics**.

Analysis consisted of:

Descriptive Statistics

- Mean
- Standard Deviation
- Frequency
- Percentage

These statistics summarized participant responses.

Reliability Analysis

Cronbach's Alpha assessed internal consistency.

Pearson Correlation

Pearson's Product-Moment Correlation Coefficient examined relationships among:

- Classroom Behaviour
- Teacher Support
- Student Engagement

Correlation coefficients were interpreted according to accepted statistical guidelines.

Statistical significance was evaluated at the **0.05 level**.

5. Results

5.1 Descriptive Statistics

Descriptive statistics were computed to summarize participants' perceptions of the major study variables. Mean scores and standard deviations were calculated for classroom behaviour, student engagement, teacher support, teaching practices, and teacher perception. The results are presented in the following Table.

Descriptive Statistics of the Study Variables

Variable	Mean (M)	Standard Deviation (SD)	Interpretation
Classroom Behaviour	3.875	0.39	High
Student Engagement	4.012	0.533	High
Teacher Support	4.232	0.635	Very High
Teaching Practices	3.991	0.069	High
Teacher Perception	4.316	0.473	Very High

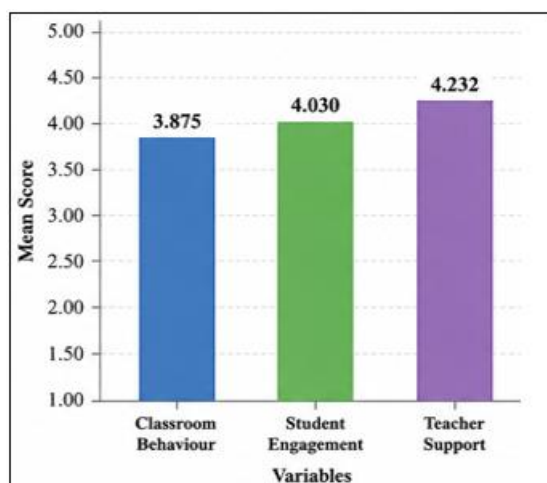
Table Note. Interpretation is based on the study's predefined Likert scale classification.

As presented in Table 3, participants generally reported positive perceptions across all study variables. Teacher Perception recorded the highest mean score ($M = 4.316$), followed closely by Teacher Support ($M = 4.232$), indicating that teachers were perceived as supportive and effective in facilitating learning. Student Engagement also showed a high mean score ($M = 4.012$), suggesting active behavioural, emotional, and cognitive involvement in classroom activities.

Teaching Practices obtained a mean score of 3.991, reflecting favourable instructional practices, while Classroom Behaviour recorded a high mean score of 3.875, indicating that students generally exhibited positive classroom behaviours. Overall, these findings suggest that the participating schools provided supportive learning environments conducive to student engagement.

Students reported generally positive perceptions regarding classroom behaviour and engagement.

Variable	Mean	Interpretation
Classroom Behaviour	3.875	High
Student Engagement	4.03	High
Teacher Support	4.232	Very High



Teacher Support received the highest mean score, indicating that students generally perceived their teachers as approachable, encouraging, and supportive throughout classroom instruction.

Among the engagement dimensions, Behavioural Engagement demonstrated the highest mean score, suggesting that students actively participated in classroom activities and complied with instructional expectations.

These descriptive findings collectively indicate that participants experienced relatively positive classroom environments characterized by supportive teacher-student relationships and active learning participation.

5.2 Teacher Perceptions

Teacher responses similarly reflected favourable perceptions regarding classroom practices.

Teaching Practices obtained the highest mean score ($M = 4.347$), followed by Teacher Perception Factors ($M = 4.316$).

These findings suggest that teachers recognized the importance of supportive instructional practices, emotional encouragement, and positive classroom management for promoting meaningful student engagement.

5.3 Correlation Analysis

Pearson correlation analysis revealed statistically meaningful relationships among the principal study variables.

Teacher Support and Student Engagement

Teacher support demonstrated a moderate positive relationship with student engagement ($r = .527$, $p < .001$).

The analysis demonstrated a **moderate positive relationship** between teacher support and student engagement.

This finding indicates that students who perceived greater emotional and instructional support from teachers also reported higher levels of behavioural, emotional, and cognitive engagement.

The magnitude of this relationship suggests that teacher support represents one of the strongest school-based factors influencing student engagement.

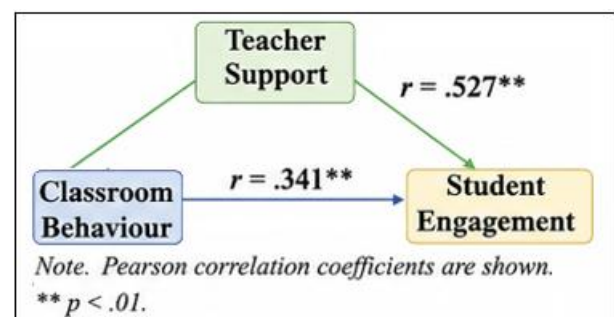
Classroom Behaviour and Student Engagement

Classroom behaviour was positively associated with student engagement ($r = .341$, $p < .001$).

A positive relationship was also observed between classroom behaviour and student engagement.

Although weaker than teacher support, the correlation indicates that students demonstrating more positive classroom behaviour generally reported greater engagement in learning activities.

This finding supports previous educational research suggesting that orderly classroom environments facilitate meaningful participation and academic involvement.



5.4 Hypothesis Testing

H₁ Classroom behaviour is positively related to student engagement.

Supported.

The positive correlation confirms that effective classroom behaviour is associated with increased student participation and engagement.

H₂ Teacher emotional support significantly enhances student engagement.

Strongly Supported.

Teacher support demonstrated the strongest correlation among all variables examined, highlighting its central role in fostering behavioural, emotional, and cognitive engagement.

H₃ Psychological factors mediate the relationship between classroom behaviour and engagement.

Partially Supported.

Although psychological variables were conceptually important, mediation analysis could not be conducted because separate standardized measures of self-regulation and classroom climate were unavailable.

Consequently, this hypothesis remains theoretically plausible but statistically unconfirmed.

6. Discussion

The present study examined the relationships among classroom behaviour, teacher support, and student engagement from behavioural and psychological perspectives within the Indian school context. The findings provide empirical evidence that both classroom behaviour and teacher support are positively associated with student engagement, with teacher support demonstrating the strongest relationship. These findings reinforce the growing consensus in educational psychology that meaningful learning occurs not only through effective instructional practices but also through supportive interpersonal relationships and positive classroom environments.

6.1 Teacher Support as the Strongest Predictor of Student Engagement

The most significant finding of the present study was the moderate positive relationship between teacher support and student engagement ($r = .527$). This indicates that students who perceived their teachers as supportive, approachable, encouraging, and respectful reported higher levels of behavioural, emotional, and cognitive engagement.

This finding is consistent with Self-Determination Theory, which proposes that students are more intrinsically motivated when their psychological needs for autonomy, competence, and relatedness are fulfilled. Teachers who provide encouragement, constructive feedback, emotional reassurance, and opportunities for meaningful participation help satisfy these needs, thereby strengthening students' willingness to engage actively in learning.

The findings also align with contemporary research demonstrating that teacher support extends beyond instructional competence. Recent studies suggest that emotionally supportive teachers create psychologically safe classrooms where students feel comfortable expressing ideas, asking questions, and taking intellectual risks. Such environments foster curiosity, confidence, persistence, and deeper engagement with academic content.

Within the Indian educational context, these findings are particularly significant. Traditional classroom practices have often emphasized teacher authority and examination performance. However, current educational reforms advocate learner-centred teaching, collaborative learning, and socio-emotional development. The present findings provide

empirical evidence supporting these reforms by demonstrating that emotionally supportive teacher–student relationships significantly enhance student engagement.

From a practical perspective, the results suggest that teacher professional development should emphasize interpersonal communication, empathy, constructive feedback, inclusive teaching practices, and socio-emotional learning alongside subject knowledge. These competencies appear essential for promoting meaningful student participation in contemporary classrooms.

6.2 Classroom Behaviour as a Foundation for Engagement

The study also identified a positive relationship between classroom behaviour and student engagement ($r = .341$). Although the strength of this relationship was lower than that observed for teacher support, it nevertheless indicates that positive behavioural environments contribute significantly to students' willingness to participate in classroom learning.

This finding supports Behavioural Theory, which emphasizes the importance of reinforcement, consistency, and structured classroom management in promoting desirable learning behaviours. Students who demonstrate attentiveness, cooperation, self-discipline, and respect for classroom expectations are better positioned to participate actively in instructional activities and sustain engagement throughout the learning process.

Importantly, the findings suggest that classroom management should not be interpreted solely as maintaining discipline or controlling disruptive behaviour. Contemporary educational psychology increasingly conceptualizes classroom management as the creation of learning environments characterized by mutual respect, predictable expectations, and supportive teacher–student interactions. The present study reinforces this perspective by demonstrating that positive classroom behaviour contributes to meaningful learning experiences rather than merely reducing classroom disruptions.

These findings also support recent educational research advocating preventive and relationship-based classroom management approaches rather than punitive disciplinary practices. Positive reinforcement, collaborative problem-solving, restorative approaches, and student responsibility appear more effective in promoting engagement than behaviour control alone.

6.3 Integrating Behavioural and Psychological Perspectives

One of the major contributions of this study lies in its integration of behavioural and psychological perspectives within a single conceptual framework. Previous research has often examined classroom management and student motivation as separate educational phenomena. The present findings suggest that these perspectives are complementary rather than competing explanations of student engagement.

Behavioural Theory explains how classroom expectations, reinforcement, and structured management create conditions that encourage appropriate learning behaviours. Self-Determination Theory explains why supportive teacher–student relationships enhance intrinsic motivation through the fulfilment of students' psychological needs. Social Cognitive Theory highlights the influence of teacher modelling, observational learning, and self-efficacy on classroom participation, while Constructivist Theory emphasizes active participation, collaboration, and meaningful interaction as essential conditions for learning.

Taken together, these theoretical perspectives suggest that student engagement emerges through a dynamic interaction between behavioural structures and psychological support. Effective classroom management provides the organizational foundation for learning, whereas teacher support fosters the motivation and emotional security necessary for students to engage meaningfully with academic tasks.

This integrated interpretation extends existing educational literature by demonstrating that behavioural and psychological classroom factors should be viewed as mutually reinforcing dimensions of effective teaching rather than independent educational variables.

6.4 Implications for Educational Practice

The findings have important implications for classroom practice, teacher education, school leadership, and educational policy.

For classroom teachers, the results indicate that effective teaching involves considerably more than delivering academic content. Teachers should cultivate supportive relationships, encourage student participation, provide timely and constructive feedback, acknowledge individual differences, and create emotionally secure learning environments. These practices appear essential for promoting behavioural, emotional, and cognitive engagement.

For school leaders, the findings highlight the importance of professional development programmes focusing on classroom management, teacher–student relationships, socio-emotional learning, and inclusive instructional strategies. School administrators should also encourage collaborative school cultures that support positive classroom climates and student-centred pedagogies.

At the policy level, the findings reinforce the objectives of India's National Education Policy (NEP 2020), which emphasizes competency-based learning, critical thinking, holistic development, and learner-centred education. Policies promoting teacher well-being, continuous professional development, and positive school climates are likely to strengthen student engagement and improve educational outcomes.

The study also has implications for teacher education institutions. Pre-service and in-service teacher preparation programmes should incorporate greater emphasis on educational psychology, relationship-building, classroom communication, emotional intelligence, and evidence-based

classroom management strategies alongside pedagogical knowledge.

6.5 Contribution to Educational Psychology

The present investigation makes several theoretical and empirical contributions.

First, it provides empirical evidence supporting the multidimensional conceptualization of student engagement by demonstrating that behavioural and psychological classroom factors jointly influence students' educational experiences.

Second, it extends existing literature by simultaneously examining classroom behaviour and teacher support rather than investigating these variables independently. This integrated approach provides a more comprehensive explanation of engagement than many previous studies.

Third, the inclusion of responses from both teachers and students strengthens the validity of the findings by incorporating multiple educational perspectives.

Fourth, the study contributes context-specific evidence from Indian middle and secondary schools, where relatively limited empirical research has examined behavioural and psychological determinants of student engagement despite significant educational reforms.

Collectively, these contributions enhance understanding of how supportive classroom environments promote meaningful student participation and provide evidence that may inform future educational research and practice.

7. Limitations and Directions for Future Research

Several limitations should be acknowledged when interpreting the findings.

First, the cross-sectional research design limits the ability to establish causal relationships among the study variables. Although significant associations were identified, longitudinal or experimental research designs are needed to determine causal pathways.

The findings should also be interpreted considering the purposive sampling technique employed in the study, which may limit the generalizability of the results to other educational settings. Furthermore, the cross-sectional design captures participant perceptions at a single point in time and does not permit causal inferences. Finally, the reliance on self-reported questionnaire data may introduce response and social desirability bias despite efforts to ensure participant anonymity.

Second, the study relied primarily on self-report questionnaires, which may be influenced by social desirability bias or participants' subjective perceptions. Future investigations should incorporate classroom observations, interviews, and mixed-method approaches to obtain richer evidence regarding classroom interactions.

Third, while the study examined teacher support as a key psychological variable, separate standardized measures of self-regulation, academic motivation, and classroom climate were not included. Consequently, the proposed mediating relationships could not be statistically examined.

Fourth, the participants were drawn from selected schools within a specific educational context. Future research should include more diverse geographical regions, school types, and socio-economic groups to improve the generalizability of findings.

Finally, future investigations should employ advanced statistical techniques such as structural equation modelling, mediation analysis, and multilevel modelling to examine the complex relationships among behavioural, psychological, and contextual variables influencing student engagement.

8. Conclusion

The findings of the present study demonstrate that student engagement is shaped by the combined influence of behavioural and psychological classroom factors. While positive classroom behaviour contributes to productive learning environments, teacher support emerged as the strongest factor associated with behavioural, emotional, and cognitive engagement. These findings reinforce the view that effective classroom management extends beyond behavioural regulation to include emotionally supportive teaching practices that foster motivation, belonging, and meaningful participation.

By integrating Behavioural Theory, Self-Determination Theory, Social Cognitive Theory, and Constructivist perspectives, the study offers a comprehensive explanation of student engagement and contributes context-specific evidence from Indian schools. The findings underscore the importance of creating classroom environments where students feel respected, supported, and encouraged to participate actively in learning.

Ultimately, improving student engagement requires a balanced approach that combines effective classroom management with strong teacher–student relationships and psychologically supportive instructional practices. Such an approach not only enhances academic achievement but also contributes to students' social, emotional, and lifelong learning outcomes.