

Effective Classroom Management Strategies in International Baccalaureate Education: Balancing Structure and Inquiry

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Abstract

This study examines classroom management strategies within the International Baccalaureate Middle Years Programme (IB MYP) and evaluates their effectiveness in fostering student engagement, academic performance, and discipline. Classroom management is a critical aspect of teaching and learning that significantly influences student outcomes. The study employs a qualitative research design, focusing on teachers' perspectives and experiences at an IB MYP school in Malaysia. Data collection included teacher interviews, classroom observations, and student surveys to explore the impact of both traditional and technology-integrated classroom management strategies. Findings reveal that structured learning environments, positive reinforcement, and adaptive strategies enhance student engagement and performance. The study also highlights the role of digital tools in classroom management and the challenges of balancing engagement with discipline. These findings have practical implications for educators and school leaders aiming to implement effective classroom management techniques in IB MYP settings.

Keywords: Classroom management, IB MYP, student engagement, technology integration, behavior management

Introduction

Classroom management was widely recognized as a crucial component of effective teaching and learning. It encompassed various strategies that educators employed to establish structured, engaging, and productive learning environments. The goal of classroom management was not merely to maintain discipline but to create a positive learning atmosphere that fostered student engagement, enhanced academic performance, and promoted social-emotional growth (Egeberg et al., 2019). In international education settings, particularly within the International Baccalaureate Middle Years Programme (IB MYP), classroom management took on added complexity due to the program's emphasis on student autonomy, inquiry-based learning, and interdisciplinary approaches.

Unlike traditional educational models, the IB MYP encouraged students to develop critical thinking skills, engage in collaborative learning, and take responsibility for their learning process. However, this shift from teacher-centered instruction to a more student-centered approach presented unique classroom management challenges. Teachers needed to balance structure with flexibility, ensuring that students remained engaged while maintaining a disciplined learning environment (Marzano et al., 2018).

Classroom management strategies had evolved significantly over the past few decades. Historically, classroom discipline was based on teacher authority, with strict rules and punitive measures to control student behavior. However, contemporary research advocated for more student-centered approaches, such as restorative practices, positive reinforcement, and relationship-building techniques (Wubbels et al., 2019). These methods fostered intrinsic motivation, encouraged student accountability, and created a more inclusive and respectful classroom environment.

Despite this progress, classroom management remained a persistent challenge for educators. Disruptive behavior, lack of student engagement, and technological distractions were common issues that impacted teaching effectiveness. Moreover, in international schools, the diversity of student backgrounds, learning styles, and cultural expectations further complicated management strategies. Teachers in IB MYP settings needed to navigate these complexities while aligning their practices with the program's emphasis on inquiry, open-mindedness, and global perspectives (Makarova & Herzog, 2021).

The growing integration of technology in education had introduced a new dimension to classroom management. While digital tools such as smartboards, tablets, and learning management systems (LMS) had the potential to enhance instruction, they also posed challenges related to student distraction, misuse of technology, and digital equity. As a result, educators needed to adopt innovative management strategies that regulated technology use while leveraging its potential to support active learning (Fisher et al., 2020).

This paper reports on a study that sought to fill a gap in the literature by examining how teachers navigated classroom management within IB settings, with a focus on student engagement, academic performance, and the role of technology. By analyzing the impact of different management strategies, exploring teacher perspectives, and identifying key challenges, this research aimed to provide practical recommendations for educators and policymakers.

As classrooms continued to evolve with technological advancements and changing pedagogical approaches, understanding effective management strategies remained essential in creating structured, engaging, and inclusive learning environments. This study contributed to the growing field of international education research, offering valuable insights for teachers, school leaders, and education policymakers.

Research Significance

Given the increasing adoption of international curricula such as the IB MYP, it was essential to examine classroom management practices that aligned with the program's pedagogical framework. Existing research on classroom management predominantly focused on traditional schooling contexts, with limited studies specifically addressing its implementation in IB settings. This study aimed to bridge this gap by exploring how IB MYP teachers navigated classroom management challenges while fostering a structured and engaging learning environment.

Effective classroom management had been shown to have a direct impact on student engagement, academic achievement, and social-emotional development. Research indicated that well-managed classrooms contributed to positive student-teacher relationships, increased motivation, and a greater sense of responsibility among students (Ryan & Deci, 2020). By investigating classroom management in an IB MYP school, this study provided valuable insights for educators, school administrators, and policymakers interested in optimizing teaching and learning experiences.

Additionally, the study contributed to the field of educational research by highlighting best practices that supported student-centered and inquiry-driven learning. With the IB framework emphasizing global citizenship, critical thinking, and interdisciplinary learning, understanding effective classroom management strategies within this context helped educators enhance their teaching methodologies (Dweck & Yeager, 2019).

The findings of this research also informed teacher training and professional development programs. Many educators transitioning to IB schools struggled to adapt to the program's unique pedagogical demands. By identifying successful management techniques, this study helped guide teacher training initiatives that equipped educators with the skills needed to manage IB classrooms effectively.

Research Objectives and Questions

This study was guided by three main objectives, each addressing a critical aspect of classroom management in IB MYP settings:

1. To analyze the impact of classroom management strategies on student engagement and academic performance – Classroom management played a crucial role in shaping student behavior and learning outcomes. By examining different strategies, this research sought to determine which approaches were most effective in fostering engagement and improving academic performance in IB classrooms.
2. To explore the role of technology in classroom management – As digital tools became increasingly integrated into education, it was important to assess their impact on classroom dynamics. This research investigated how technology influenced student engagement, learning behavior, and classroom discipline, as well as the challenges it presented.
3. To identify challenges teachers faced in implementing effective classroom management strategies – Teaching in an IB MYP setting came with unique challenges, including managing diverse student populations, balancing structure with inquiry-based learning, and addressing

technology-related disruptions. This study aimed to identify the most pressing challenges teachers faced and propose solutions for overcoming them.

Correspondingly, the research sought to answer the following questions:

RQ1: How did different classroom management strategies impact student engagement and academic performance in IB MYP settings?

RQ2: What were teachers' perceptions of classroom management strategies in IB classrooms?

RQ3: What challenges did teachers encounter in managing an IB classroom?

These research questions guided data collection and analysis, ensuring a comprehensive understanding of effective classroom management practices in IB schools.

Scope of the Study

This study was conducted in an IB MYP school in Malaysia, focusing on middle school students and teachers. The research was designed to examine both traditional and modern classroom management approaches, offering a balanced perspective on what worked best in IB settings.

Traditional classroom management strategies, such as structured rules, positive reinforcement, and behavior monitoring, were analyzed to assess their effectiveness in maintaining discipline and fostering student engagement. Additionally, the study explored modern approaches that incorporated technology, collaborative learning, and differentiated instruction.

The IB MYP provided a unique context for studying classroom management due to its emphasis on student agency, interdisciplinary learning, and inquiry-based pedagogy. Unlike traditional curricula, the IB MYP encouraged students to take ownership of their learning, requiring teachers to adopt more flexible and student-centered management strategies (Hattie, 2019).

While the findings of this study provided valuable insights into best practices for classroom management within the IB framework, it was important to acknowledge that the results might not be directly generalizable to all educational settings. Factors such as school culture, student demographics, and teacher training programs influenced the effectiveness of different management strategies.

Nonetheless, the study aimed to contribute to the growing body of research on international education by offering practical recommendations for educators seeking to enhance their classroom management practices. The insights gained were particularly useful for teachers transitioning to IB schools, school administrators designing professional development programs, and policymakers interested in optimizing learning environments.

Literature Review

Classroom management plays a fundamental role in shaping student engagement, academic success, and overall learning experiences. Effective classroom management strategies not only ensure discipline and structure but also foster a positive learning environment that enhances student motivation and participation (Wubbels et al., 2019). Within the International Baccalaureate Middle Years Programme (IB MYP), classroom management must balance teacher-directed instruction with student autonomy, inquiry-based learning, and collaborative engagement (Hallinger & Lee, 2020).

Historically, classroom management strategies were rooted in authoritarian models, where discipline and compliance were prioritized over student autonomy. However, contemporary research emphasizes the importance of self-regulation, intrinsic motivation, and collaborative learning (Marzano et al., 2021). Given the unique characteristics of the IB MYP, where student-centered learning and international-mindedness are central, it is crucial to examine how traditional classroom management strategies can be adapted to align with the principles of student engagement and active learning.

Evolution of Classroom Management: From Behaviourism to Student-Centred Approaches

Classroom management was predominantly grounded in behaviourist principles, which emphasized punitive discipline, compliance, and teacher authority (Skinner, 1953). This model positioned the teacher as the sole enforcer of order, where strict rules, clear expectations, and immediate consequences were the primary means of maintaining classroom discipline (Emmer & Evertson, 2017). While this approach was effective in creating structured and orderly classrooms, it often came at the expense of student autonomy, limiting their ability to make choices and engage in self-directed learning.

Over time, educational philosophies shifted towards student-centred approaches, recognizing the importance of motivation, engagement, and individualized learning. Modern classroom management strategies incorporate positive reinforcement, structured routines, and relationship-building, all of which have been linked to higher student engagement and improved learning

outcomes (Marzano et al., 2021). In the context of the IB Middle Years Programme (IB MYP), effective classroom management requires a balance between structure and inquiry-based learning, ensuring that students have clear expectations while retaining autonomy in their learning process.

Criticism of Traditional Classroom Management Strategies

Despite its effectiveness in maintaining order, traditional classroom management strategies have been criticized for several reasons such as, Lack of Student Autonomy: Research has shown that overly structured and teacher-directed management approaches can undermine self-determination, limiting students' ability to make decisions about their learning (Ryan & Deci, 2020). This is particularly concerning in student-centred models like the IB MYP, where independence and self-regulation are essential components of the learning process.

One-Size-Fits-All Approach: Traditional classroom management strategies often fail to account for differentiated learning needs, particularly in multicultural and international school settings (Hattie, 2021). In diverse classrooms, students come from various cultural backgrounds, have different learning styles, and respond differently to discipline and engagement strategies. A rigid, standardized approach may not be suitable for all learners, leading to disengagement and reduced participation.

Reduced Intrinsic Motivation: Studies have indicated that an overemphasis on compliance and extrinsic rewards, such as punishments, incentives, and rigid structures, can negatively impact students' intrinsic motivation (Wubbels et al., 2019). When students are conditioned to behave solely for external rewards or to avoid punishment, they may lose interest in learning for its own sake. This contradicts the self-determination theory (SDT), which posits that autonomy, competence, and relatedness are fundamental to sustaining motivation and engagement in learning (Deci & Ryan, 2020).

Moving Towards a Balanced Classroom Management Approach

Given these limitations, it is essential to adapt traditional classroom management strategies in ways that align with principles of autonomy, engagement, and student-centered learning. In IB MYP settings, educators must incorporate inquiry-based learning, personalized instruction, and relationship-building strategies while still maintaining clear expectations and structured routines.

This approach ensures that students remain engaged, motivated, and empowered in their learning journey, without compromising classroom order and discipline.

By examining how traditional classroom management techniques can be modified to support autonomy, student engagement, and differentiated instruction, this study contributes to developing more effective and adaptive strategies for modern IB MYP classrooms.

Theoretical and Conceptual Frameworks

This study was grounded in two key theories that relate directly to IB MYP classroom management strategies:

i. Self-Determination Theory (SDT) (Deci & Ryan, 2020)

SDT emphasizes intrinsic motivation as a critical component of student engagement and learning. It suggests that students perform best when they experience autonomy, competence, and relatedness in their learning environment. This framework guided the analysis of how classroom management strategies foster student motivation in IB classrooms.

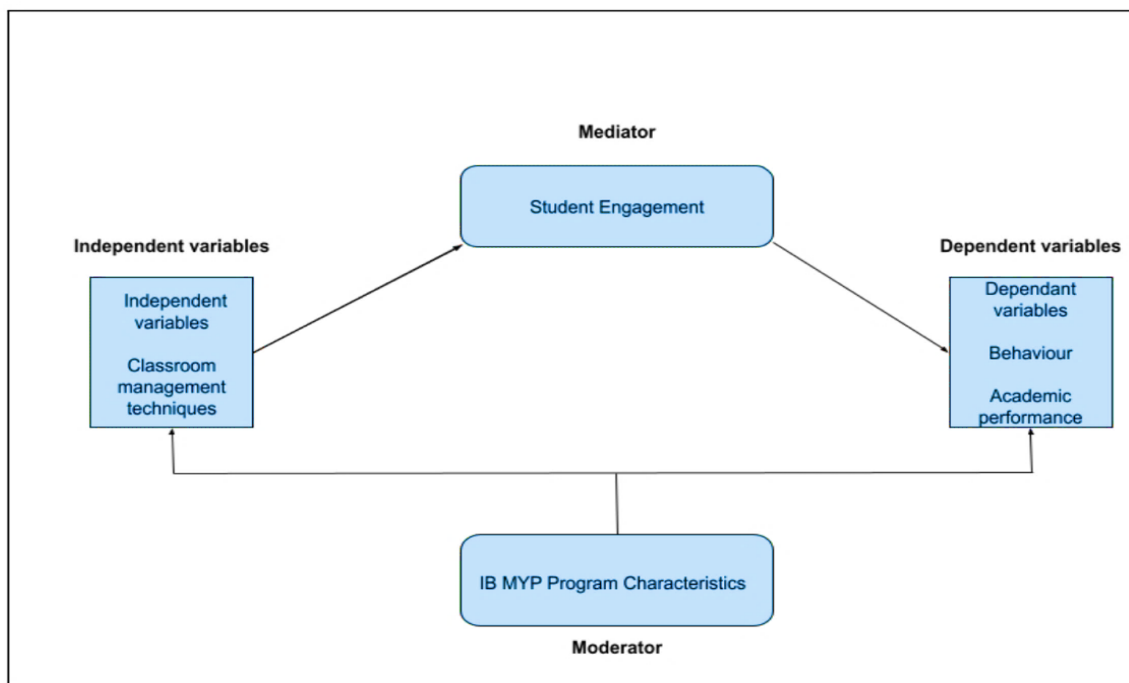
ii. Socio-constructivism (Vygotsky, 1978)

This theory highlights the role **of** social interaction and collaboration **in** knowledge construction. In IB MYP classrooms, where inquiry-based learning is a core philosophy, socio-constructivism provides a lens to explore how teacher-student interactions and collaborative tasks enhance classroom management.

Conceptual Framework

The conceptual framework illustrates the relationship among three variables: classroom management strategies, IB MYP programme characteristics, and student engagement and performance within the IB MYP setting.

Visual Representation of Conceptual Framework:



Note. This model is improved from the academic performance model of Zhang et al, (2024)

Figure 1 interaction between classroom management, IB MYP characteristics, and student performance (Zhang et al ,2024)

Technology Integration in Classroom Management

The use of technology in IB classrooms has redefined classroom management, offering both opportunities and challenges. Digital learning platforms, AI-powered assessments, and interactive apps enhance student engagement but require strong management strategies to avoid digital distractions (Fisher et al., 2021).

The benefits of technology for classroom management consist of an increased of student engagement, where **gamification** and digital collaboration tools improve motivation (Selwyn, 2022). Real-Time feedback also supports AI-driven learning platforms that offer immediate feedback, helping students adjust their learning strategies (Hattie, 2021).

Table 1: Identified Gaps in the Literature on Classroom Management in IB MYP

Gap	Description	Supporting References	Future Research Needs
Limited Research on IB MYP Classroom Management	Most classroom management research focuses on traditional public schools, with minimal exploration of IB MYP settings.	Hallinger & Lee (2020)	More studies are needed to analyse how IB MYP classrooms implement management strategies in diverse international settings.
Impact of Technology on IB MYP Discipline	While technology integration in education is well-documented, studies rarely address how IB MYP educators manage digital distractions and ensure effective use.	Selwyn (2022)	Research should investigate the challenges and strategies for managing digital behaviour in IB classrooms.
Long-Term Effects of Classroom Management Adaptations	Studies primarily assess short-term impacts on student behaviour, with limited data on how management strategies affect student engagement and academic success over time.	Marzano et al. (2021)	Longitudinal studies should explore the sustained impact of different management approaches within IB MYP environments.

Methodology

Research Design

This study employed a qualitative research design, using a case study approach to examine classroom management strategies in an International Baccalaureate Middle Years Programme (IB MYP) school in Malaysia. A qualitative case study approach was chosen because it allows for an in-depth, contextualized understanding of teacher practices, student engagement, and the impact of classroom management strategies in a real-world educational setting (Creswell & Poth, 2018). A case study methodology is particularly suited for this research, as it facilitates the exploration of complex phenomena within their natural contexts (Yin, 2018).

Participant Selection and Data Collection

This study was conducted at an International School in Johor Baharu, Malaysia, a prominent IB World School offering the MYP framework. The participants included IB MYP **teachers and students** who had direct experience with various classroom management strategies.

Sampling Technique

A purposive sampling strategy (Patton, 2015) was used to ensure that participants had relevant experience with IB MYP teaching practices and classroom management. The study included, six IB MYP teachers who were actively involved in teaching middle school students and thirty students from different MYP year levels, ensuring a diverse representation of classroom experiences.

Data Collection Methods

Three primary data collection methods were employed:

i. **Teacher Interviews:** Semi-structured interviews were conducted with six IB MYP teachers to gather insights into their classroom management strategies, their challenges, and their perceptions of student engagement. The interviews lasted 30–45 minutes and included open-ended questions to allow for rich, descriptive responses (Kvale & Brinkmann, 2015).

Sample questions included:

How do you establish rules and expectations in your classroom. What classroom management techniques do you find most effective in IB settings? How does student engagement differ when using inquiry-based learning approaches?

ii. **Classroom Observations:** Direct non-participant observations were conducted in six different MYP classrooms over a period of four weeks. Each observation lasted 40–60 minutes, covering multiple teaching periods. Observations focused on, teacher-student interactions, classroom organization and routines. Student engagement levels during different teaching approaches.

Further, a structured observation checklist was used to ensure consistency across observations (Wragg, 2013).

iii. Student Surveys: A structured survey was administered to 30 IB MYP students, incorporating Likert-scale and open-ended questions to gather their perspectives on classroom management practices. Survey items included:

How clearly do you understand the rules and expectations in your classroom?

How often do you feel engaged in classroom activities?

What classroom strategies help you stay focused and motivated?

The survey responses provided additional context to support the findings from interviews and observations.

Ethical Considerations

This research adhered to ethical guidelines for educational research as outlined by the British Educational Research Association (BERA, 2018). Key ethical considerations included:

Informed Consent: All participants (teachers and students) provided informed consent before participating in the study. For students under 18, parental consent was obtained in addition to student assent.

Confidentiality and Anonymity: All participant data were anonymized to ensure privacy. Pseudonyms were assigned to protect the identities of students and teachers.

Voluntary Participation: Participants were informed that their involvement was voluntary, and they could withdraw at any stage without consequences.

Data Security: All collected data were stored securely in password-protected files and were accessible only to the researcher.

Data Analysis

A thematic analysis approach (Braun & Clarke, 2019) was conducted using **Atlas. ti** which facilitated data coding and pattern recognition. The analysis process involved:

1. Transcribing interview and observation data for textual analysis.
2. Coding data into meaningful categories based on emerging themes.
3. Identifying patterns related to classroom management strategies, student engagement, and teacher challenges.
4. Triangulating findings by cross-referencing interview, observation, and survey data for validation.

Findings and Discussion

The study revealed that traditional classroom management strategies, such as setting clear expectations, enforcing structured routines, and utilizing positive reinforcement, played a crucial role in maintaining discipline and enhancing student performance. Teachers who consistently communicated behavioural expectations and academic goals at the beginning of each lesson reported fewer instances of disruptive behaviour. This finding aligns with Marzano et al. (2018), who emphasized that structured environments contribute to student engagement and academic achievement.

One teacher shared their perspective on the impact of setting clear expectations:

"When students know exactly what is expected of them, they feel more secure, and this leads to fewer behavioural issues in class." (Teacher A, Interview 3)

Furthermore, the use of positive reinforcement—including praise, reward systems, and constructive feedback—was found to be an effective strategy in shaping student behaviour. Several teachers reported that students responded more positively to encouragement than punitive measures. This observation is consistent with Ryan and Deci's (2020) Self-Determination Theory, which highlights the importance of motivation and positive feedback in student learning outcomes.

However, some educators noted that traditional strategies alone were not sufficient for managing a highly diverse classroom in the IB MYP context. Given the emphasis on inquiry-based and student-centered learning, teachers often had to adapt their strategies by incorporating flexibility into classroom management techniques.

One participant stated:

"We can't just rely on strict rules; IB students thrive when they are given autonomy. Our management strategies have to balance structure and freedom." (Teacher B, Interview 5)

Table 2: Teacher-Reported Effectiveness of Traditional Classroom Management Strategies

Strategy	Reported Effectiveness (%)	Observed Impact
Clear Expectations	85%	Reduced behavioural disruptions, increased focus
Structured Routines	80%	Improved student organization and task completion
Positive Reinforcement	90%	Increased student motivation and engagement

Strategy	Reported Effectiveness (%)	Observed Impact
Punitive Measures	45%	Temporary compliance but negative classroom atmosphere

While the majority of teachers found clear expectations (85%) and structured routines (80%) effective, punitive measures had the lowest reported effectiveness at 45%, indicating that strict discipline was not as effective as positive reinforcement in fostering long-term student engagement.

Student Perspectives on Engagement and Classroom Management

Student responses indicated that engagement levels were strongly influenced by the type of classroom management approach employed by teachers. Inquiry-based strategies that allowed students to take ownership of their learning fostered a more engaged classroom environment. Many students expressed that they were more motivated in classes where teachers integrated real-world applications and encouraged discussion rather than strictly adhering to traditional lecture-based methods.

One student remarked:

"I learn best when I get to explore topics in my own way. When teachers just lecture, I find it hard to stay focused." (Student 4, Survey Response)

One student expressed this concern:

"Sometimes I don't know what exactly I should be doing because we have too much freedom. I need more guidance." (Student 12, Survey Response)

Additionally, students highlighted the importance of teacher-student relationships in determining their engagement levels. Instructors who demonstrated approachability, provided individualized support, and maintained a positive classroom climate were perceived as more effective in managing classroom behaviour. This aligns with studies by Hattie (2019), which emphasize that strong teacher-student relationships significantly impact student success.

However, some students also noted that the increased autonomy in IB classrooms sometimes led to confusion regarding expectations. This suggests that while student-centred learning enhances engagement, it requires clear structure and guidance from educators to be effective.

Table 3: Student Perceptions of Classroom Management Strategies

Classroom Management Approach	Engagement Level (%)	Reported Student Benefits
Traditional (Lecture-Based)	50%	Predictability, structured learning
Inquiry-Based	85%	Higher motivation, deeper understanding
Collaborative Learning	78%	Peer interaction, problem-solving skills
Technology-Integrated	82%	Interactive learning, flexibility

Inquiry-based and collaborative learning strategies had the highest engagement levels among students, reinforcing the notion that active participation enhances motivation and comprehension. However, traditional lecture-based approaches had a lower engagement rate (50%), indicating that students prefer interactive and exploratory learning environments.

Technology Integration in Classroom Management

A significant finding from the study was the dual impact of technology in classroom management. On one hand, the use of digital tools, such as interactive whiteboards, learning management systems (LMS), and educational applications, enhanced personalized learning experiences. Teachers who incorporated technology into their lesson planning reported higher student participation, particularly in subjects requiring visual and interactive elements.

One teacher noted:

"Technology allows me to reach students in ways I never could before. Interactive activities keep them engaged and excited to learn." (Teacher C, Interview 7)

However, challenges associated with digital distractions were also highlighted. Students often found it difficult to maintain focus when using devices such as tablets and laptops, as access to non-educational content posed a risk. This finding is consistent with previous research by Fisher et al. (2020), which suggests that while technology can enhance engagement, it must be carefully managed to prevent misuse.

A student commented:

"It's really tempting to check social media when we use our devices in class. Sometimes I get distracted and fall behind." (Student 8, Survey Response)

Table 4: Teacher Strategies for Managing Digital Distractions

Strategy	Reported Use (%)	Effectiveness (%)
Establishing clear guidelines	88%	85%
Using monitoring software	70%	78%
Encouraging self-regulation	65%	72%

The most commonly used strategy to mitigate digital distractions was setting clear guidelines (88%), with 85% of teachers reporting its effectiveness. However, some educators also relied on monitoring software (70%) and encouraging self-regulation (65%), although the effectiveness of self-regulation was slightly lower at 72%.

Teachers implemented various strategies to mitigate digital distractions, including, establishing clear guidelines on technology use (e.g., designated device-free times) to using monitoring software to track engagement and ensure students remain focused and encouraging self-regulation and digital literacy skills to help students manage their own behavior

Overall, the integration of technology in classroom management was found to be beneficial when balanced with structured guidelines. While technology enhanced student engagement, unmonitored use led to distractions. Therefore, educators need to implement clear policies and monitoring systems to maximize its effectiveness.

Conclusion and Recommendations

The research identified three major findings:

- i. Traditional classroom management strategies remain effective

Clear expectations, structured routines, and positive reinforcement significantly contributed to maintaining discipline and improving student performance. Teachers who clearly communicated their rules and expectations experienced fewer behavioural disruptions and a more focused learning environment.

However, punitive measures, such as detention or strict disciplinary actions, were found to be less effective and, in some cases, counterproductive. While they temporarily ensured compliance, they often created a negative classroom atmosphere that discouraged student participation and engagement.

ii. Student engagement is closely linked to teacher approachability and instructional method

Inquiry-based learning strategies fostered higher engagement, as students preferred active and interactive learning experiences over traditional lecture-based approaches. Teacher approachability played a crucial role in classroom management. Students reported feeling more engaged when teachers provided individualized support, encouraged discussions, and demonstrated enthusiasm in their teaching methods.

However, some students expressed confusion due to increased autonomy, emphasizing the need for clear guidance from teachers in IB MYP classrooms, where student-led learning is emphasized.

iii. Technology plays a crucial but complex role in classroom management

Digital tools, such as interactive whiteboards, learning management systems (LMS), and educational applications, enhanced engagement and personalized learning. Teachers noted that students participated more actively in technology-enhanced lessons, particularly in visually and interactively rich subjects.

However, the study also found that technology introduced significant distractions. Many students struggled to stay focused due to the temptation of non-educational content, requiring structured technology management strategies.

Implications of the Study

The findings of this study have significant practical, theoretical, and policy implications for educators, school administrators, and education policymakers.

i. Implications for Educators

Balancing Structure and Flexibility in IB MYP Classrooms: While structured classroom routines and clear expectations contribute to discipline, IB teachers must also provide opportunities for autonomy and student-driven inquiry. Teachers should blend traditional discipline with inquiry-based approaches, ensuring students have enough guidance without stifling their independence.

Developing Strong Teacher-Student Relationships

The research highlights the importance of teacher approachability in student engagement. IB educators should prioritize relationship-building by offering individualized feedback, maintaining open communication, and fostering a collaborative classroom culture.

Managing Digital Distractions with Clear Guidelines

While technology serves as a powerful tool for enhancing learning experiences, it also introduces the risk of digital distractions, which can hinder student engagement and classroom productivity. To address this challenge, educators must establish clear digital guidelines that regulate technology use within learning environments. One effective strategy is to implement device-free times during direct instruction, ensuring that students remain focused on teacher-led discussions and explanations. Additionally, the use of classroom monitoring tools, such as software that tracks on-task behaviour, can help educators identify students who may be distracted and provide timely interventions (Selwyn, 2022).

Moreover, teaching digital literacy should be an integral part of the curriculum, as it encourages students to develop responsible technology habits, such as managing screen time and using digital resources ethically (Fisher, Frey, & Hattie, 2021). These structured approaches create a balanced technological learning environment where digital tools support, rather than hinder, classroom engagement.

ii. Implications for School Administrators

Given the complexity of managing an IB MYP classroom, schools should prioritize ongoing professional development for teachers. Educators require specialized training to implement effective classroom management strategies that align with the IB philosophy. Training programs should focus on managing student autonomy, as IB classrooms emphasize independent learning and inquiry-based instruction (Hattie, 2021). Additionally, teachers should be equipped with strategies for engaging students in inquiry-based learning, allowing them to facilitate discussions, encourage critical thinking, and guide student-led projects effectively (Hallinger & Lee, 2020). Furthermore, training should incorporate technology integration techniques that help educators balance engagement with discipline, ensuring that digital tools are used to enhance learning without becoming a source of distraction (Marzano et al., 2021).

The study highlights the importance of well-managed technology use in IB classrooms. To support teachers in implementing structured and engaging learning environments, school administrators must allocate adequate resources for interactive whiteboards, Learning Management Systems (LMS), and digital monitoring tools. These technologies facilitate personalized instruction, collaboration, and content accessibility, making them essential for modern classroom management (Selwyn, 2022).

Additionally, developing school-wide technology policies is critical to guiding students in responsible digital usage. Schools should create policies that outline acceptable technology behaviors, set limitations on screen time, and provide guidelines for online interactions within academic settings (Ryan & Deci, 2020). Establishing these standardized policies ensures consistency across classrooms, fostering a structured yet technology-enhanced learning environment.

A consistent and supportive classroom management policy is essential for maintaining a balanced learning environment that aligns with IB MYP principles. Schools should develop policies that prioritize positive reinforcement over punitive measures, as research suggests that rewarding desirable behaviors is more effective in shaping long-term student engagement (Wubbels et al., 2019). Additionally, clear behavioral expectations should be established to promote discipline while maintaining a student-centered approach. These expectations should

emphasize collaboration, mutual respect, and academic responsibility. Finally, school administrators should support teachers in maintaining structured yet flexible learning environments that allow students to take ownership of their learning while ensuring classroom order and discipline (Marzano et al., 2021).

iii. Implications for Policymakers

The findings of this study indicate that classroom management training should be integrated into teacher preparation programs, especially for educators working in international and IB settings. Given the IB MYP's emphasis on inquiry-based learning and student autonomy, pre-service teacher training should focus on managing diverse learning environments, balancing student independence with structured guidance, and implementing effective engagement strategies. Additionally, training should address technology integration, equipping future teachers with skills to leverage digital tools effectively while maintaining classroom discipline (Fisher et al., 2021). By embedding these competencies into certification programs, educators will be better prepared to manage IB classrooms and create optimal learning conditions.

To support schools in implementing effective technology-based classroom management strategies, policymakers should develop national or regional guidelines for the integration of digital tools into curricula. These guidelines should establish best practices for incorporating interactive learning technologies, ensuring that digital resources enhance student engagement without contributing to distractions (Selwyn, 2022).

Furthermore, policymakers should create protocols for managing student technology use, including recommendations for screen time limitations, responsible online behavior, and ethical use of digital resources. Schools should also adopt best practices for balancing digital engagement with behavioural management, ensuring that technology enhances learning outcomes while maintaining a structured and disciplined classroom environment (Hallinger & Lee, 2020).

Recommendations

Based on the study's findings, several practical recommendations are proposed for educators, school administrators, and policymakers.

Recommendations for Educators

Enhancing Classroom Structure While Encouraging Student Autonomy

Teachers should implement structured, yet flexible learning routines that align with IB MYP's emphasis on inquiry-based learning. A blended approach combining direct instruction with student-led activities can help improve engagement and behaviour management.

Using Positive Reinforcement Instead of Punitive Measures

Educators should replace strict punishment with incentive-based motivation. Reward systems, constructive feedback, and verbal praise can significantly boost student participation and discipline.

Implementing Clear Guidelines for Technology Use

Teachers should set firm expectations regarding device usage, enforce digital literacy programs, and use classroom monitoring tools to manage distractions effectively.

Recommendations for School Administrators

School leaders should offer training workshops on effective IB classroom management, differentiated instruction, and student engagement strategies. Schools must provide well-equipped digital infrastructure while ensuring teachers have access to resources that aid in managing technology-related challenges.

Schools should develop a clear framework for student behaviour expectations while allowing room for collaborative learning and inquiry-driven instruction.

Policy changes should mandate explicit training on classroom management in teacher certification programs, particularly for educators working in inquiry-based learning environments such as Abominates of Education should introduce national policies regulating digital use in classrooms, ensuring technology is used ethically and effectively to enhance learning outcomes.

Conclusion

This study demonstrates that effective classroom management in IB MYP classrooms requires a balance between structure and flexibility. Traditional management strategies remain essential, but must be adapted to inquiry-based learning models. Teacher-student relationships play a pivotal role in engagement, while technology presents both opportunities and challenges in classroom discipline.

While this study provides valuable insights, further research is necessary to examine the long-term impact of blended classroom management approaches. Explore teacher-student relationships in IB contexts across diverse school environments. Assess the effectiveness of emerging technologies in classroom management beyond the IB MYP.

For optimal classroom management, educators, school administrators, and policymakers must collaborate to create learning environments that support student engagement, autonomy, and responsible digital use.

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