Iranian Journal of Educational Sociology

Journal Website

Article history:
Received 12 May 2026
Revised 11 October 2026
Accepted 18 October 2026
Initial Publication 18 October 2026
Final Publication 01 November 2026

Iranian Journal of Educational Sociology

Volume 9, Issue 6, pp 1-15

Quarterly Iranian Journal of Educational Sociology

E-ISSN: 2645-3460

The Effect of Educational Ethics and Classroom Management Style on Students' Academic Engagement in Arabic Courses: The Mediating Roles of Social Exchange Style and Academic Emotions among Secondary School Students in Kirkuk

Media. Najah Abdullah[1], Hassan. Ghalavandi[2*]

[1] PhD Student, Department of Education, Urmia University, Urmia, Iran
[2] Professor, Department of Education, Urmia University, Urmia, Iran

*** Corresponding author email address**: h.galavandi@urmia.ac.ir

A r t i c l e I n f o

Article type:
Original Research

How to cite this article:
Najah Abdullah, M. & Ghalavandi, H. (2026). The Effect of Educational Ethics and Classroom Management Style on Students' Academic Engagement in Arabic Courses: The Mediating Roles of Social Exchange Style and Academic Emotions among Secondary School Students in Kirkuk. *Iranian Journal of Educational Sociology*, *9*(6), 1-15.
https://doi.org/10.61838/kman.ijes.1587

© 2026 the authors. Published by Iranian Association for Sociology of Education, Tehran, Iran. This is an open access article under the terms of the Creative Commons Attribution-NonCommercial 4.0 International (CC BY-NC 4.0) License.

A B S T R A C T

Purpose: This study aimed to investigate the effects of educational ethics and classroom management style on academic engagement in Arabic courses, with emphasis on the mediating roles of social exchange style and academic emotions among secondary school students in Kirkuk.

Methods and Materials: This applied quantitative study employed a descriptive-correlational design based on structural equation modeling. The statistical population comprised 5,778 secondary school students studying Arabic in Kirkuk, from whom 368 students were selected through cluster random sampling based on the Krejcie and Morgan sampling framework. Data were collected using the Academic Engagement Scale developed by Fredricks et al., the Teacher Classroom Management Style Questionnaire, Golparvar's Academic Ethics Questionnaire, the Social Exchange Style Questionnaire, and the Academic Emotions Questionnaire developed by Pekrun et al. Descriptive statistics and inferential analyses were performed, and the hypothesized structural model was tested using AMOS version 23.

Findings: Structural equation modeling indicated an acceptable model fit, $\chi^2(265) = 1361.061$, $\chi^2/df = 4.051$, RMSEA = .065, CFI = .944, TLI = .912, IFI = .973, RFI = .942, and NFI = .915. Educational ethics significantly predicted academic engagement ($\beta = .436$, $p = .001$), social exchange style ($\beta = .367$, $p = .006$), and academic emotions ($\beta = .818$, $p = .002$). Classroom management style significantly predicted academic engagement ($\beta = .538$, $p = .001$), social exchange style ($\beta = .763$, $p = .001$), and academic emotions ($\beta = .763$, $p = .001$). Social exchange style ($\beta = .403$, $p = .001$) and academic emotions ($\beta = .344$, $p = .029$) also significantly predicted academic engagement. Significant indirect effects were found for educational ethics through social exchange style ($\beta = .148$, $p = .001$) and academic emotions ($\beta = .281$, $p = .001$), and for classroom management through social exchange style ($\beta = .307$, $p = .001$) and academic emotions ($\beta = .262$, $p = .001$).

Conclusion: Educational ethics and classroom management style contribute significantly to students' academic engagement in Arabic courses both directly and indirectly through relational and emotional mechanisms, highlighting the importance of ethical, well-managed, and emotionally supportive classroom environments.

Keywords: *Educational Ethics; Classroom Management Style; Academic Engagement; Social Exchange Style; Academic Emotions; Arabic Courses; Secondary School Students*

1. Introduction

Academic engagement has become a central construct in contemporary educational research because it reflects the extent to which students invest behavioral, emotional, and cognitive resources in learning activities and persist in the face of academic demands. In secondary education, engagement is particularly important because students experience increasing curricular complexity, heightened performance expectations, and greater psychological and social pressures that can either strengthen or weaken their connection to learning. Academic engagement is not merely equivalent to attendance or task completion; rather, it encompasses students' active participation in classroom activities, emotional connection to learning, and willingness to employ cognitive effort and self-regulatory strategies. These components are closely related to persistence, motivation, achievement, school connectedness, and adaptive learning behavior. Recent research has increasingly emphasized that engagement is shaped not only by individual student characteristics but also by the quality of the educational environment, including teachers' ethical conduct, classroom management practices, interpersonal exchanges, and the emotional experiences generated during instruction. Positive classroom processes can create conditions in which students feel secure, respected, fairly treated, and motivated to participate, whereas poorly managed or ethically inconsistent learning environments may contribute to disengagement, negative emotions, and reduced commitment to academic tasks (Khany & Barzan, 2025; Wang et al., 2025; Wilkins et al., 2023). This issue is especially relevant in language courses such as Arabic, where successful learning requires sustained attention, active participation, interaction, practice, and emotional willingness to communicate and engage with instructional content.

One of the potentially important determinants of students' engagement is educational ethics. Educational ethics refers to the principles, values, and standards that regulate responsible conduct in learning and teaching environments, including honesty, fairness, responsibility, respect for others, commitment to effort, avoidance of deception, and adherence to acceptable academic behavior. At the student level, ethical orientations may influence how learners approach assignments, examinations, classroom participation, collaboration, and academic responsibilities. At the teacher and institutional levels, ethical standards shape expectations regarding justice, consistency, respect, accountability, and appropriate use of authority. Research has shown that teachers' professional ethics may be associated with students' academic engagement and academic achievement because students are more likely to invest effort in educational settings that they perceive as legitimate, respectful, and morally coherent (Alilou, 2023). Moreover, the increasing complexity of contemporary educational environments has expanded the scope of academic ethics beyond traditional concerns such as cheating and plagiarism. The use of artificial intelligence, digital technologies, and automated learning tools has generated new ethical questions concerning authorship, responsibility, fairness, authenticity, and acceptable academic assistance (Alqarni, 2026; Farhi et al., 2023). In this context, students' commitment to ethical educational behavior may function as an important personal and social resource that strengthens their sense of responsibility and supports deeper academic involvement.

The importance of educational ethics is also evident in the development and enforcement of student codes of conduct. Ethical regulations in schools can clarify acceptable behavior, strengthen accountability, reduce ambiguity, and create a more predictable educational climate. However, codes of ethics are effective only when they are implemented consistently and perceived as fair, understandable, and relevant to students' actual experiences. Research on student ethical regulations has shown that the organization of ethical expectations can influence discipline, responsible behavior, and students' interactions with their educational environment (Eksely et al., 2023). Ethical conduct may therefore contribute indirectly to engagement by improving the quality of interpersonal relations and strengthening perceptions of reciprocity and fairness. It may also reduce forms of moral disengagement that allow individuals to rationalize irresponsible or harmful behavior. In school contexts, moral disengagement has been shown to interact with social support and collective classroom processes in shaping student behavior, indicating that ethical cognition is embedded within broader interpersonal and classroom systems rather than operating solely as an individual trait (Shi et al., 2025). Accordingly, educational ethics may be expected to influence engagement both directly and through relational and emotional mechanisms.

Classroom management style represents another major contextual factor that may shape students' engagement. Classroom management includes the strategies teachers use to organize instruction, regulate behavior, manage interpersonal interactions, establish expectations, maintain

E-ISSN: 2645-3460

order, and create a learning environment that supports effective participation. Contemporary views of classroom management extend beyond discipline and behavioral control. Effective management involves balancing structure and autonomy, creating clear routines, maintaining instructional momentum, responding appropriately to student behavior, and promoting respectful teacher–student relationships. Research has shown that positive classroom management strategies can enhance academic engagement, academic buoyancy, psychological well-being, and language learning outcomes, particularly in foreign-language educational contexts (Wang et al., 2025). Similarly, classroom management and the appropriate use of instructional media have been associated with increased student learning motivation, suggesting that well-organized classrooms facilitate both cognitive and motivational readiness for learning (Hd & Darmawan, 2024). These findings are especially relevant for Arabic instruction, which may require continuous interaction, explanation, correction, practice, and teacher guidance.

Classroom management style can also influence students' sense of belonging and connectedness to school. Management practices that emphasize supportive communication, inclusion, clear expectations, and respectful facilitation can strengthen students' perception that they are accepted and valued members of the classroom community (Wilkins et al., 2023). In contrast, excessive control, unpredictability, harshness, or weak instructional organization may create tension, reduce perceived autonomy, and undermine students' willingness to participate. Studies conducted in educational settings have indicated that classroom management style is related not only to academic engagement but also to psychological outcomes such as stress, anxiety, and aggression, highlighting the multidimensional influence of teacher management behavior (Khiyoun, 2023). In addition, the quality of classroom management depends partly on teachers' professional competence and decision-making. Research using video-based assessment has demonstrated that classroom management requires rapid interpretation of student behavior, pedagogical judgment, and context-sensitive decision-making, suggesting that effective management reflects a complex professional capacity rather than a simple set of disciplinary techniques (Weyers et al., 2024). Teachers' self-efficacy in classroom management is also relevant because teachers who feel more capable of managing classroom situations may be better able to maintain positive learning conditions and actively support student engagement (Zhang et al., 2025).

The emotional climate of instruction is another mechanism through which classroom management and educational ethics may influence academic engagement. Academic emotions refer to emotions directly associated with learning activities, classroom participation, achievement, and evaluation. They include positive emotions such as enjoyment, hope, and pride, as well as negative emotions such as anxiety, anger, shame, hopelessness, and boredom. According to the control-value perspective, students' academic emotions are shaped by their perceptions of control over learning and the value they assign to academic activities. Classroom practices that increase clarity, predictability, competence, and perceived value are therefore likely to foster more adaptive emotional experiences. Empirical evidence has shown that classroom management and instructional clarity are significantly related to students' academic emotions across different cultural settings, indicating that well-structured instructional environments can reduce negative emotions and promote more favorable emotional responses (Chen & Lu, 2022). Academic emotions are consequently not peripheral reactions to teaching but integral components of the learning process that can affect attention, motivation, strategy use, persistence, and engagement.

Among negative academic emotions, boredom is particularly important because it can lead students to disengage cognitively and behaviorally even when they remain physically present in the classroom. Research has shown that study interest, perceived autonomy support, and student enthusiasm are associated with class-related boredom, demonstrating that emotional responses depend strongly on the interaction between students' motivational characteristics and the learning environment (Cui et al., 2024). Teacher enthusiasm may also affect classroom emotional climate by communicating the value of learning and increasing students' willingness to participate. More broadly, teachers' own self-efficacy and enthusiasm have been identified as important factors in differentiated instruction, which requires teachers to respond flexibly to students' diverse learning needs (Kalinowski et al., 2024). Similar evidence from mentoring contexts indicates that educators' motivations can influence mentoring style and enthusiasm, suggesting that instructional relationships are shaped by teachers' internal motivational orientations as well as their formal pedagogical responsibilities (Kuhn et al., 2024). These findings support the view that academic

E-ISSN: 2645-3460

emotions may mediate the effects of educational ethics and classroom management on engagement by translating classroom experiences into affective responses that either encourage or inhibit academic involvement.

In addition to emotional processes, social exchange may provide an important relational explanation for students' engagement. Social exchange theory proposes that interpersonal relationships develop through patterns of reciprocity, fairness, perceived benefits, investments, expectations, and mutual obligations. Although originally developed within social and organizational psychology, social exchange theory has increasingly been applied to educational relationships because classrooms are social systems in which students continuously evaluate how they are treated, what they receive from others, what is expected of them, and whether interactions are fair and reciprocal. Contemporary scholarship tracing the development of social exchange theory has emphasized that human relations and exchange-based perspectives remain highly relevant for understanding cooperation, commitment, and reciprocal behavior in institutional settings (Muldoon et al., 2024). In educational contexts, students who perceive teachers as fair, supportive, and respectful may feel a stronger obligation to reciprocate by participating, complying with classroom expectations, and investing greater effort in learning. Conversely, relationships characterized by perceived unfairness, imbalance, or weak reciprocity may reduce commitment and increase psychological withdrawal.

The relevance of exchange mechanisms to educational development is also supported by broader research showing that social exchange processes help explain how individuals respond to institutional opportunities, interpersonal support, and perceived investments. For example, employability research has integrated signaling and social exchange mechanisms to explain how individual development is influenced by the interpretation of opportunities and reciprocal relationships (Akkermans et al., 2024). Although employability and secondary education represent different contexts, the underlying principle is transferable: individuals do not respond only to objective conditions, but also to the meaning they assign to exchanges and signals within their social environment. In classrooms, students may interpret teacher behavior, ethical consistency, encouragement, and management practices as signals of respect, investment, and fairness, which can influence whether they respond with stronger engagement. Social support has likewise been linked to academic enthusiasm and academic vitality through psychological mechanisms such as self-efficacy, showing that interpersonal resources can be converted into motivational outcomes through mediating processes (Luo et al., 2024). This supports the proposition that social exchange style may function as a mediator between classroom experiences and academic engagement.

Academic enthusiasm and engagement are also influenced by the technological and instructional conditions under which learning takes place. Studies of information and communication technology-based education have shown that the integration of technology can enhance academic enthusiasm when it supports interaction, accessibility, stimulation, and effective learning experiences (Tashtoush et al., 2023). The growing presence of generative artificial intelligence has similarly prompted investigation into how technological tools may support engagement, including among learners with disabilities, while simultaneously raising ethical and pedagogical concerns (Alqarni, 2026). Students' perceptions of the ethical use of tools such as ChatGPT demonstrate that technological innovation is increasingly intertwined with questions of academic responsibility, fairness, and integrity (Farhi et al., 2023). These developments reinforce the importance of studying educational ethics and engagement within a broad relational and emotional framework rather than treating them as isolated constructs.

For students learning Arabic at the secondary-school level in Kirkuk, these issues may have particular significance. Arabic instruction involves linguistic comprehension, grammar, reading, writing, vocabulary development, and classroom interaction, all of which require sustained cognitive effort and repeated participation. In such a context, students' engagement may depend heavily on whether they perceive the classroom as organized, fair, emotionally supportive, and socially reciprocal. A teacher who manages the classroom effectively may reduce uncertainty, encourage participation, and facilitate constructive interaction, while an ethical educational climate may strengthen trust and responsibility. These conditions may affect students' social exchange orientations by shaping their perceptions of fairness, individual benefit, reciprocity, tracking of interpersonal exchanges, and willingness to invest in academic relationships. At the same time, they may influence students' academic emotions by increasing enjoyment, hope, and confidence or by reducing boredom, anger, anxiety, and hopelessness. In turn, both social exchange style and academic emotions may determine the extent to which students participate behaviorally, connect emotionally, and invest cognitively in Arabic learning.

E-ISSN: 2645-3460

Despite the growing body of research linking classroom management, academic emotions, teacher ethics, social support, and engagement, several gaps remain. First, many studies examine these variables separately rather than integrating them within a single structural model. Second, research on academic engagement has often focused on general academic contexts, university populations, or foreign-language learners, whereas fewer studies have examined Arabic-course engagement among secondary school students in Kirkuk. Third, the mediating role of social exchange style has received comparatively limited attention in educational research, despite the theoretical relevance of reciprocity and fairness to classroom relationships. Fourth, academic emotions are often treated as outcomes of classroom conditions rather than as mechanisms through which these conditions influence engagement. Integrating educational ethics, classroom management style, social exchange style, academic emotions, and academic engagement within one model therefore provides a more comprehensive explanation of how educational and relational processes operate simultaneously.

Accordingly, the aim of the present study was to investigate the effects of educational ethics and classroom management style on students' academic engagement in Arabic courses, with social exchange style and academic emotions examined as mediating variables among secondary school students in Kirkuk.

2. Methods and Materials

This study employed a quantitative, applied, descriptive-correlational research design using structural equation modeling to investigate the direct and indirect relationships among educational ethics, classroom management style, social exchange style, academic emotions, and academic engagement among secondary school students enrolled in Arabic courses in Kirkuk. The study was specifically designed to determine the extent to which educational ethics and classroom management style, as the principal exogenous variables, were associated with students' academic engagement and to examine whether social exchange style and academic emotions mediated these relationships. Accordingly, academic engagement was considered the principal endogenous outcome variable, while social exchange style and academic emotions were modeled as mediating variables through which the effects of educational ethics and classroom management style could be transmitted. The target population consisted of all secondary school students studying Arabic in Kirkuk, with a total population of 5,778 students. Based on the sample size recommendations presented by Krejcie and Morgan (1970), a sample of 368 students was considered appropriate for a population of this size. The selection of a sample rather than a census approach was intended to reduce the time and cost of data collection, facilitate sample administration, and permit more direct management of the sampling units. Participants were selected using cluster random sampling. In this procedure, naturally occurring educational clusters were used as the primary sampling units, after which eligible students were randomly selected from the sampled clusters. Participation was voluntary, and the questionnaires were administered to students after the purpose of the study and the procedures for completing the instruments had been explained. The collected data were treated confidentially and used solely for research purposes.

Academic engagement was assessed using the Academic Engagement Scale developed by Fredricks, Blumenfeld, and Paris (2004). The instrument consists of 15 items and measures three major dimensions of engagement, namely behavioral engagement, emotional engagement, and cognitive engagement. Responses are recorded on a five-point Likert-type scale ranging from 1, indicating very low, to 5, indicating very high. Although the instrument permits examination of its three constituent dimensions, the total academic engagement score was considered the principal score for the present study because the primary objective was to assess students' overall level of engagement in Arabic courses. Previous psychometric evaluations have indicated acceptable reliability for this scale. Fredricks and colleagues reported an overall reliability coefficient of .86, while subsequent applications of the instrument have produced Cronbach's alpha coefficients around .66 in some student samples. These findings have generally supported the applicability of the scale for assessing multidimensional academic engagement across educational settings. In the present study, higher total scores represented stronger behavioral, emotional, and cognitive involvement in academic activities.

Classroom management style was measured using the Teacher Classroom Management Style Questionnaire developed by Amin Yazdi and Aali on the basis of the theoretical framework proposed by Wolfgang and Glickman and with reference to the Attitudes and Beliefs on Classroom Control questionnaire developed by Martin and colleagues. The questionnaire contains 25 items distributed across three domains of classroom management: instructional

E-ISSN: 2645-3460

management, people management, and behavior management. Of the 25 items, 13 assess instructional management, eight assess people management, and four assess behavior management. Responses are provided on a four-point scale ranging from 1 for never to 4 for always. Items 3, 4, 9, 12, 13, 15, 16, 17, 18, 19, 22, and 24 are reverse scored. The total score therefore ranges from 25 to 100. According to the theoretical scoring framework, higher scores indicate a more interventionist classroom management style, lower scores indicate a more non-interventionist style, and scores located around the midpoint represent an interactionist approach. The original instrument was designed as a self-report measure for teachers because it assesses their own classroom management practices. For the purposes of the present student-based study, the items were administered in a form appropriate for evaluating students' perceptions of the classroom management behaviors of their Arabic teachers, while preserving the conceptual content of the original dimensions. Previous research using the questionnaire reported a Cronbach's alpha coefficient of approximately .68 for the total 25-item instrument, indicating an acceptable level of internal consistency for research purposes.

Educational ethics was assessed using the Academic Ethics Questionnaire developed by Golparvar. This instrument contains eight items designed to assess adherence to ethical standards in educational and academic contexts, including reliance on personal effort, avoidance of benefiting unfairly from the work of others, avoidance of academic laziness, and rejection of unethical strategies for completing assignments and examinations. The items are scored on a seven-point Likert scale ranging from 1, completely disagree, to 7, completely agree. Items 3, 4, and 5 are reverse scored, whereas the remaining items are scored in the positive direction. The total score ranges from 8 to 56, with higher scores indicating stronger adherence to educational and academic ethical principles. Scores from 8 to 24 have been interpreted as reflecting a low level of academic ethics, scores from 24 to 40 as indicating a moderate level, and scores above 40 as representing a high level of academic ethics. Previous psychometric evaluations reported a two-week test-retest reliability coefficient of .64 and a Cronbach's alpha coefficient of .60 in the initial validation study, while later research reported alpha coefficients of approximately .70. Construct validity has also been supported through confirmatory factor analysis, with findings indicating that a one-factor model provides an acceptable representation of the scale and that the items load adequately on the underlying academic ethics construct. In the current study, the scale was used to represent students' educational ethics as a predictor of their academic engagement and of the proposed mediating processes.

Social exchange style was measured using the Social Exchange Style Questionnaire developed by Leybman and colleagues in 2011 and subsequently validated in Persian by Saffarinia. The questionnaire consists of 41 closed-ended items rated on a five-point Likert scale ranging from complete disagreement to complete agreement. The instrument assesses five dimensions of social exchange style, including benefit seeking, fairness, individualism, tracking or monitoring of exchanges, and overinvestment. The total possible score ranges from 41 to 205. Scores between 41 and 82 indicate a relatively low level of the measured social exchange characteristics, scores between 82 and 164 reflect a moderate level, and scores above 164 indicate a relatively high level. The Persian validation study supported the factorial validity of the instrument through principal component analysis with Varimax rotation and identified five interpretable factors with eigenvalues exceeding the specified retention criterion. The reported reliability coefficient for the total instrument was .84, indicating good internal consistency. In the proposed structural model, social exchange style was treated as a mediator because interpersonal reciprocity, fairness perceptions, and students' exchange orientations may influence the manner in which educational ethics and classroom management experiences are translated into stronger or weaker academic engagement.

Academic emotions were assessed using the Academic Emotions Questionnaire developed by Pekrun and colleagues. The instrument contains 75 items covering emotions experienced in three major academic contexts: classroom participation, learning activities, and examinations. The questionnaire distinguishes between positive and negative academic emotions. The positive-emotion dimension includes enjoyment, hope, and pride, whereas the negative-emotion dimension includes anger, anxiety, shame, hopelessness, and boredom. Each item is rated on a five-point Likert scale ranging from 1, never, to 5, always. Items 1 through 22 represent positive academic emotions, while items 23 through 75 measure negative academic emotions. Consequently, the total score for positive academic emotions can range from 22 to 110, whereas the total score for negative academic emotions can range from 53 to 265. The original developers established content validity through expert evaluations in educational

E-ISSN: 2645-3460

sciences and psychology, and subsequent validation studies demonstrated acceptable construct validity using confirmatory factor analysis. Research conducted with student populations has also shown satisfactory internal consistency, with Cronbach's alpha coefficients for the subscales generally ranging from .74 to .86. Other studies have reported even higher reliability estimates, including alpha coefficients of .94 for positive emotions and .97 for negative emotions, together with split-half coefficients of .89 and .91, respectively. These results indicate that the questionnaire provides a reliable multidimensional assessment of students' affective experiences in academic settings. In the present study, academic emotions were modeled as a mediator because emotional responses to learning, classroom interaction, and assessment may constitute an important psychological mechanism through which educational ethics and classroom management style influence students' engagement in Arabic learning.

Data analysis was conducted using both descriptive and inferential statistical procedures. After the questionnaires were collected, the data were coded, screened, and entered into the statistical software for analysis. Descriptive statistics, including frequency, percentage, mean, standard deviation, skewness, and kurtosis, were used to summarize participants' demographic characteristics and to describe the distributions of the principal study variables. Skewness and kurtosis indices were examined to evaluate the approximate normality of the observed variables before the structural analyses were conducted. Reliability of the study measures was evaluated using Cronbach's alpha coefficients. The hypothesized relationships among educational ethics, classroom management style, social exchange style, academic emotions, and academic engagement were subsequently examined through structural equation modeling using AMOS version 23. The measurement properties of the latent constructs were assessed before evaluation of the structural model, and the adequacy of model fit was examined using commonly reported indices such as the chi-square to degrees-of-freedom ratio, the comparative fit index, the Tucker-Lewis index, the root mean square error of approximation, and the standardized root mean square residual. Standardized path coefficients were estimated to determine the magnitude and direction of the direct effects of educational ethics and classroom management style on academic engagement and on the proposed mediators. The indirect effects of educational ethics and classroom management style on academic engagement through social exchange style and academic emotions were also examined to evaluate the hypothesized mediation mechanisms. Statistical significance was determined at the .05 level, and where appropriate, bootstrap confidence intervals were used to assess the significance of indirect effects because bootstrapping provides a more robust assessment of mediation than procedures relying solely on normal-theory assumptions.

3. Findings and Results

The final sample consisted of 368 secondary school students enrolled in Arabic courses in Kirkuk. Of the participants, 180 students (48.9%) were girls and 188 (51.1%) were boys, indicating an approximately balanced gender distribution with a slightly higher proportion of male students. Regarding grade level, 105 students (28.5%) were in Grade 10, 145 students (39.4%) were in Grade 11, and 118 students (32.1%) were in Grade 12. Thus, Grade 11 students constituted the largest proportion of the sample, followed by Grade 12 and Grade 10 students, respectively. The relatively balanced distribution across gender and secondary-school grade levels provided adequate representation of the target population for examining the proposed relationships among educational ethics, classroom management style, social exchange style, academic emotions, and academic engagement.

Table 1

Descriptive Statistics for the Main Study Variables

Variable	Mean	SD
Educational ethics	4.19	0.46
Classroom management style	4.21	0.38
Academic emotions	4.34	0.39
Social exchange style	4.18	0.48
Academic engagement	4.32	0.40

E-ISSN: 2645-3460

As shown in Table 1, the mean scores of all principal study variables were relatively high. Academic emotions had the highest mean score (M = 4.34, SD = 0.39), followed by academic engagement (M = 4.32, SD = 0.40), classroom management style (M = 4.21, SD = 0.38), educational ethics (M = 4.19, SD = 0.46), and social exchange style (M = 4.18, SD = 0.48). Examination of the dimensions of classroom management further showed mean scores of 4.19 (SD = 0.46) for behavior management, 4.08 (SD = 0.46) for people management, and 4.34 (SD = 0.53) for instructional management. For academic emotions, mean scores were 4.33 (SD = 0.42) for learning-related emotions and 4.34 (SD = 0.43) for classroom-related emotions. The dimensions of social exchange style yielded mean scores of 4.28 (SD = 0.55) for benefit seeking, 4.35 (SD = 0.55) for fairness, 4.36 (SD = 0.57) for individualism, 4.19 (SD = 0.62) for tracking, and 3.75 (SD = 1.09) for overinvestment. Finally, the mean scores of the academic engagement dimensions were 4.34 (SD = 0.51) for behavioral engagement, 4.24 (SD = 0.50) for emotional engagement, and 4.37 (SD = 0.54) for cognitive engagement. Overall, the descriptive findings indicated comparatively favorable levels of the study constructs among secondary school students participating in Arabic courses.

The assumptions required for the subsequent inferential analyses were examined before estimating the structural equation model. The Kolmogorov–Smirnov test showed that none of the principal study variables or their dimensions significantly deviated from a normal distribution, as all probability values exceeded .05. Specifically, the significance values were .200 for educational ethics, .095 for classroom management style, .091 for academic emotions, .077 for social exchange style, and .200 for academic engagement. Similar results were obtained for all corresponding dimensions, with significance values ranging from .052 to .200. These results indicated that the observed distributions were sufficiently consistent with normality and supported the use of covariance-based structural equation modeling. In addition, inspection of the descriptive indices indicated no problematic distributional irregularities, allowing the hypothesized structural relationships to be evaluated using AMOS.

Table 2

Correlations Among the Main Study Variables

Variable	1	2	3	4	5
1. Educational ethics	1				
2. Classroom management style	.48**	1			
3. Social exchange style	.37**	.76**	1		
4. Academic emotions	.82**	.76**	.56**	1	
5. Academic engagement	.44**	.54**	.40**	.34*	1

Table 2 shows that all principal variables were positively associated with academic engagement. Educational ethics was positively correlated with academic engagement (r = .44, p < .01), indicating that stronger adherence to educational ethical principles was associated with greater behavioral, emotional, and cognitive involvement in Arabic learning. Classroom management style also showed a comparatively strong positive association with academic engagement (r = .54, p < .01). Social exchange style was positively related to engagement (r = .40, p < .01), whereas academic emotions were also significantly associated with engagement (r = .34, p < .05). Educational ethics was positively associated with social exchange style (r = .37, p < .01) and strongly associated with academic emotions (r = .82, p < .01). Furthermore, classroom management style exhibited strong positive correlations with both social exchange style (r = .76, p < .01) and academic emotions (r = .76, p < .01). Taken together, the correlation pattern was consistent with the proposed structural model and provided preliminary support for testing the direct and mediated relationships among the study variables.

The structural equation model demonstrated an acceptable overall fit to the observed data. The chi-square statistic was significant, $\chi^2(265) = 1361.061$, $p < .001$, which is common in structural equation models estimated with moderately large samples because the chi-square test is sensitive to sample size. The relative chi-square value was $\chi^2/df = 4.051$. Although this value was higher than the more conservative criterion of 3.00, it remained within the broader acceptable range sometimes applied to complex structural models. More importantly, the incremental fit indices indicated satisfactory to very good model fit, with NFI = .915, RFI = .942, IFI = .973, TLI = .912, and CFI = .944. All of these indices exceeded the conventional .90 criterion. The

E-ISSN: 2645-3460

RMSEA was .065, which was below .08 and therefore indicated an acceptable approximation error. Considered collectively rather than relying solely on the chi-square statistic, these indices supported the adequacy of the proposed model and indicated that the hypothesized pattern of relationships between educational ethics, classroom management style, social exchange style, academic emotions, and academic engagement was reasonably consistent with the observed covariance structure.

Table 3

Standardized Direct and Indirect Path Coefficients in the Structural Model

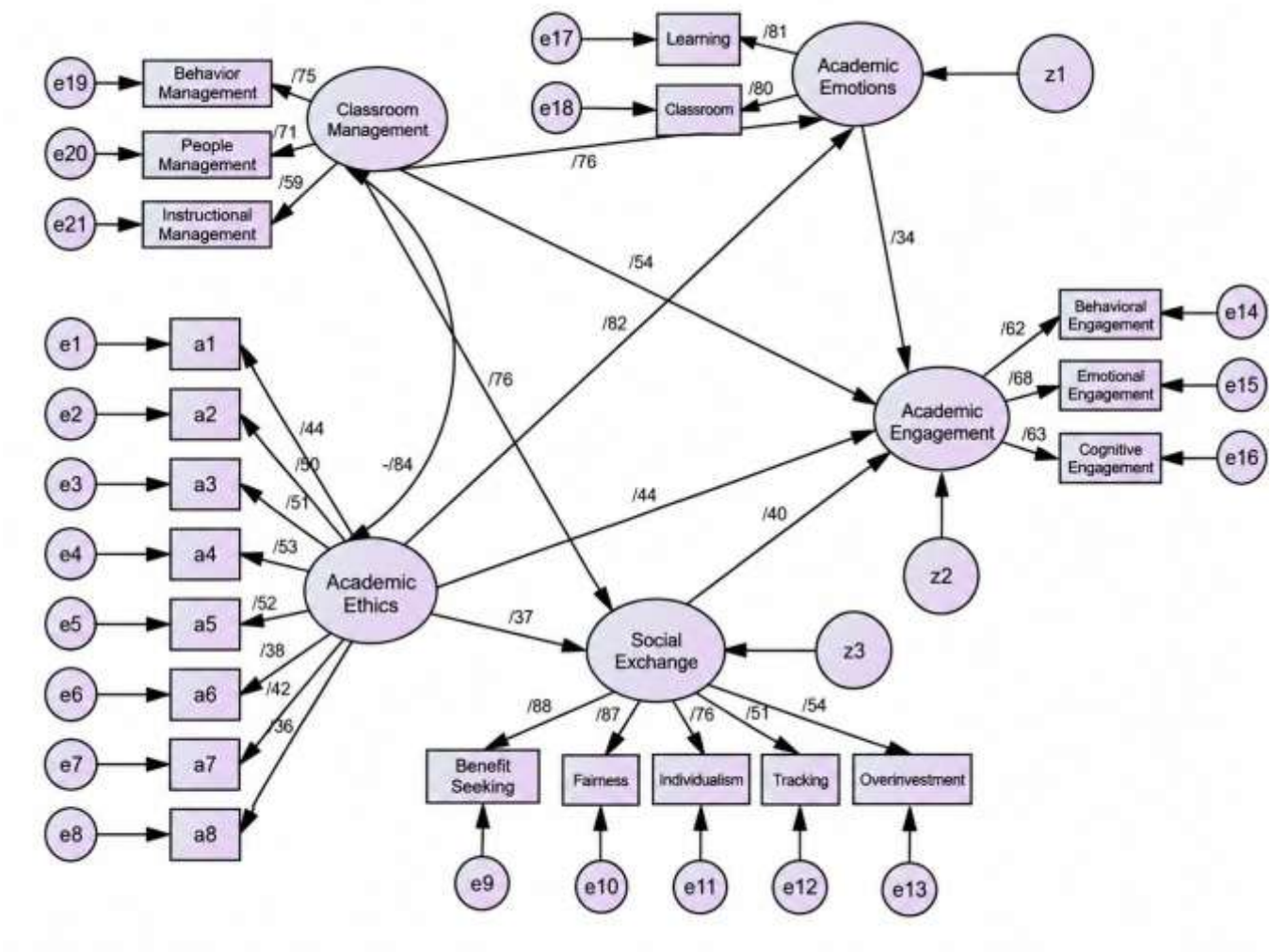
Structural Path	Standardized Coefficient	t	p	Result
Educational ethics → Academic engagement	.436	3.666	.001	Supported
Classroom management style → Academic engagement	.538	4.329	.001	Supported
Educational ethics → Social exchange style	.367	2.734	.006	Supported
Educational ethics → Academic emotions	.818	3.143	.002	Supported
Classroom management style → Social exchange style	.763	6.328	.001	Supported
Classroom management style → Academic emotions	.763	6.808	.001	Supported
Social exchange style → Academic engagement	.403	7.400	.001	Supported
Academic emotions → Academic engagement	.344	2.185	.029	Supported
Educational ethics → Social exchange style → Academic engagement	.148	—	.001	Supported
Educational ethics → Academic emotions → Academic engagement	.281	—	.001	Supported
Classroom management style → Social exchange style → Academic engagement	.307	—	.001	Supported
Classroom management style → Academic emotions → Academic engagement	.262	—	.001	Supported

As shown in Table 3, all hypothesized direct paths were statistically significant. Educational ethics had a positive direct effect on academic engagement (β = .436, t = 3.666, p = .001), indicating that higher educational ethics were associated with greater engagement in Arabic courses. Classroom management style also exerted a significant positive effect on academic engagement (β = .538, t = 4.329, p = .001), and its standardized coefficient suggested a stronger direct association with engagement than educational ethics. Educational ethics significantly predicted social exchange style (β = .367, t = 2.734, p = .006) and showed a particularly strong positive effect on academic emotions (β = .818, t = 3.143, p = .002). Classroom management style significantly predicted both social exchange style (β = .763, t = 6.328, p = .001) and academic emotions (β = .763, t = 6.808, p = .001). In turn, social exchange style positively predicted academic engagement (β = .403, t = 7.400, p = .001), and academic emotions also exerted a significant positive effect on academic engagement (β = .344, t = 2.185, p = .029). The indirect effects further supported the mediating role of both constructs. Educational ethics had a significant indirect effect on academic engagement through social exchange style (β = .148, p = .001) and through academic emotions (β = .281, p = .001). Similarly, classroom management style exerted a significant indirect effect on academic engagement through social exchange style (β = .307, p = .001) and through academic emotions (β = .262, p = .001). Because the direct effects of educational ethics and classroom management style on academic engagement remained significant alongside these indirect effects, the findings were consistent with partial mediation. Overall, classroom management style showed particularly strong relationships with the two mediating variables, whereas educational ethics demonstrated the strongest association with academic emotions, indicating that both interpersonal exchange processes and students' emotional experiences constituted important mechanisms linking the educational environment to academic engagement in Arabic courses.

E-ISSN: 2645-3460

Figure 1

Structural Equation Model of the Effects of Educational Ethics and Classroom Management Style on Academic Engagement Through Social Exchange Style and Academic Emotions



4. Discussion and Conclusion

The present study examined the effects of educational ethics and classroom management style on academic engagement in Arabic courses among secondary school students in Kirkuk, while also testing the mediating roles of social exchange style and academic emotions. The findings supported all of the hypothesized direct and indirect relationships. Educational ethics had a significant positive direct effect on academic engagement, classroom management style positively predicted academic engagement, educational ethics significantly predicted both social exchange style and academic emotions, and classroom management style was positively associated with both mediators. In turn, social exchange style and academic emotions significantly predicted academic engagement. The mediation analyses further showed that both social exchange style and academic emotions partially mediated the relationships of educational ethics and classroom management style with academic engagement. These findings suggest that students' engagement in Arabic learning is shaped not only by the ethical and managerial characteristics of the educational environment, but also by the relational and emotional processes through which students interpret and respond to that environment.

The significant positive effect of educational ethics on academic engagement indicates that students who display stronger commitment to ethical educational standards are more likely to become behaviorally, emotionally, and cognitively involved in their studies. This result is consistent with the argument that ethical conduct strengthens responsibility, persistence, fairness, and commitment to legitimate academic effort. Students who value academic honesty and responsibility may be more willing to invest

E-ISSN: 2645-3460

their own effort in classroom activities rather than relying on avoidance, shortcuts, or unethical strategies. The present finding is in line with previous evidence indicating that teachers' professional ethics and students' academic engagement are positively related to academic achievement (Alilou, 2023). It is also compatible with research emphasizing the importance of clear ethical regulations and student codes of conduct in promoting responsible educational behavior (Eksely et al., 2023). From this perspective, educational ethics may contribute to engagement by creating a stronger internal commitment to learning tasks and by increasing students' willingness to persist in academic activities even when they are difficult or time-consuming.

The relationship between educational ethics and engagement may also be interpreted in terms of contemporary ethical challenges in education. Academic environments increasingly expose students to technologies and resources that may blur the boundaries between legitimate assistance and inappropriate dependency. Research on students' perceptions of ChatGPT, for example, has shown that learners are aware of ethical concerns related to fairness, authenticity, and responsible use of artificial intelligence (Farhi et al., 2023). Similarly, recent work on generative AI in inclusive classrooms has emphasized that technological tools can improve engagement when they are used within appropriate pedagogical and ethical frameworks (Alqarni, 2026). The present findings therefore reinforce the view that educational ethics remain relevant even as the nature of academic work changes. In Arabic courses, where students may face demanding reading, writing, and grammatical tasks, ethical commitment can encourage genuine participation and personal effort, thereby supporting deeper engagement with the subject.

Classroom management style also had a significant positive effect on academic engagement, and its direct coefficient was stronger than that of educational ethics. This finding indicates that the way teachers organize instruction, regulate behavior, manage interpersonal relations, and establish classroom expectations has a substantial influence on students' willingness to participate in learning. This result is strongly aligned with previous studies showing that positive classroom management strategies enhance academic engagement, academic buoyancy, psychological well-being, and language achievement (Wang et al., 2025). It is also consistent with findings suggesting that classroom management and the effective use of instructional resources can strengthen students' motivation to learn (Hd & Darmawan, 2024). In a well-managed classroom, students are likely to experience greater predictability, clarity, and perceived competence, which can reduce unnecessary distraction and enable them to concentrate on academic tasks.

This result can also be understood through the broader concept of school connectedness. Classroom management practices that are supportive, respectful, and clearly structured can foster a stronger sense of belonging and connection to the learning environment (Wilkins et al., 2023). In contrast, inconsistent or excessively controlling classroom practices may create uncertainty and reduce students' willingness to participate. Previous research conducted with students in Iraq has also linked classroom management style and academic engagement with psychological outcomes such as stress, aggression, and anxiety (Khiyoun, 2023). The current findings extend this body of evidence by showing that classroom management is not only associated with engagement directly but also operates through social and emotional mechanisms. Effective classroom management may therefore be particularly important in Arabic courses because these classes often require sustained teacher-student interaction, participation, correction, and guided practice.

The significant positive effect of educational ethics on social exchange style suggests that ethical educational behavior is closely connected with how students perceive fairness, reciprocity, personal benefit, interpersonal monitoring, and investment in relationships. Social exchange theory proposes that individuals interpret social relationships in terms of reciprocal obligations and perceived fairness, and these interpretations influence commitment and participation. The present finding is compatible with contemporary discussions of social exchange theory emphasizing that cooperation and commitment emerge from patterns of reciprocal interaction rather than from isolated individual behavior (Muldoon et al., 2024). In an educational context, students who value fairness and ethical conduct may also be more likely to perceive classroom interactions through reciprocal standards, for example, responding positively when teachers invest effort, treat them fairly, and support their learning.

The relationship between educational ethics and social exchange style can also be linked to findings on moral and collective processes in classrooms. Research has shown that moral disengagement interacts with social support and classroom-level factors in shaping student behavior, suggesting that ethical and interpersonal processes are

E-ISSN: 2645-3460

closely intertwined (Shi et al., 2025). Similarly, the integration of signaling and social exchange mechanisms in developmental models demonstrates that individuals respond to the perceived meaning of support, investment, and opportunity (Akkermans et al., 2024). Applied to the present study, educational ethics may strengthen students' sensitivity to fair and reciprocal interaction, and this can increase their willingness to participate actively in the classroom. Thus, ethical behavior may affect engagement not only as an internal personal orientation but also by influencing the relational logic through which students interpret teacher and peer interactions.

Educational ethics also had a particularly strong positive effect on academic emotions. This was one of the strongest paths in the structural model, suggesting that ethical educational orientations are closely linked to students' emotional experiences in learning. Students who perceive their academic participation as honest, responsible, and personally meaningful may experience more positive emotions such as pride, hope, and enjoyment and fewer maladaptive emotions such as shame, frustration, or hopelessness. Ethical consistency can also reduce internal conflict and uncertainty, thereby making learning experiences more psychologically coherent. This finding is broadly compatible with research showing that students' academic emotions are shaped by the perceived quality of the instructional environment and by the degree to which students experience control and value in learning (Chen & Lu, 2022). Although previous research has focused more directly on classroom management and instructional clarity, the present findings suggest that ethical orientation may be another important antecedent of emotional experience.

Classroom management style also showed a strong positive effect on academic emotions. This result closely aligns with previous evidence that classroom management and instructional clarity are associated with students' emotional experiences in different cultural contexts (Chen & Lu, 2022). When teachers create orderly and understandable learning environments, students may feel greater control over academic demands, which can reduce anxiety and confusion and increase positive emotional responses. Research on class-related boredom has also shown that students' interest, perceived autonomy support, and enthusiasm are important predictors of emotional experience in class (Cui et al., 2024). The present findings suggest that classroom management may influence engagement partly because it creates the emotional conditions under which students become more willing to participate. In addition, teachers' self-efficacy and enthusiasm have been identified as important for responsive and differentiated instruction (Kalinowski et al., 2024), while educators' motivations have been linked to mentoring style and enthusiasm (Kuhn et al., 2024). Together, these studies support the interpretation that effective classroom management is inseparable from the emotional climate created by teachers.

The significant effect of social exchange style on academic engagement further confirms the importance of relational processes in students' academic behavior. Students who perceive educational interactions as fair, reciprocal, and worth investing in are more likely to respond with stronger participation and commitment. This is consistent with social exchange theory, which assumes that individuals increase their investment in relationships when they perceive the exchange as balanced and beneficial (Muldoon et al., 2024). The result is also consistent with research showing that social support can enhance academic enthusiasm and vitality through mediating psychological mechanisms such as self-efficacy (Luo et al., 2024). In the context of Arabic instruction, students who feel that their efforts are recognized and reciprocated by teachers and peers may be more willing to ask questions, participate in exercises, complete assignments, and remain cognitively involved in the learning process.

Academic emotions also significantly predicted academic engagement. This result supports the idea that emotional experience is not simply an outcome of learning but an active determinant of students' willingness to participate. Positive emotions can increase attention, persistence, curiosity, and cognitive investment, whereas negative emotions such as boredom, anxiety, and hopelessness may reduce sustained engagement. The present finding is consistent with research showing that classroom-related boredom is influenced by interest, autonomy support, and enthusiasm (Cui et al., 2024), and with studies indicating that supportive classroom environments are associated with stronger cognitive and emotional engagement (Khany & Barzan, 2025). The result also complements evidence that ICT-based instruction can increase academic enthusiasm when technology is used in ways that stimulate participation and engagement (Tashtoush et al., 2023). Taken together, these findings reinforce the importance of considering emotions as an integral mechanism through which educational experiences are translated into academic behavior.

The mediation results provide perhaps the most important contribution of the study. Social exchange style significantly mediated the relationship between educational ethics and

E-ISSN: 2645-3460

academic engagement, indicating that ethically oriented students may become more engaged partly because they develop more constructive perceptions of reciprocity, fairness, and interpersonal exchange. Academic emotions also mediated the relationship between educational ethics and engagement, suggesting that educational ethics can influence students' affective responses to learning, which in turn influence engagement. Because the direct effect of educational ethics remained significant, the pattern is consistent with partial rather than complete mediation. This means that educational ethics appear to influence engagement both directly and through social and emotional pathways.

A similar pattern was observed for classroom management style. Social exchange style significantly mediated the effect of classroom management on academic engagement, which suggests that students interpret teachers' management practices relationally. When classroom management is perceived as organized, fair, respectful, and supportive, students may respond with greater reciprocal investment in the educational process. Academic emotions also significantly mediated the classroom management-engagement relationship, showing that effective management promotes engagement partly by creating more favorable emotional experiences. These results align with studies demonstrating that positive classroom management is associated with academic engagement and well-being (Wang et al., 2025), that classroom management and instructional clarity shape academic emotions (Chen & Lu, 2022), and that classroom management competencies depend on complex professional decision-making (Weyers et al., 2024). They are also compatible with research linking principal instructional leadership and teacher self-efficacy to student engagement and classroom management processes (Zhang et al., 2025). Overall, the current study extends previous findings by integrating relational and emotional mediators into one structural model and demonstrating that classroom management can affect engagement through multiple simultaneous mechanisms.

The findings should nevertheless be interpreted in light of several limitations. First, the study used a cross-sectional correlational design, which limits the extent to which causal relationships can be inferred from the observed path coefficients. Although structural equation modeling permits simultaneous estimation of theoretically specified relationships, it does not establish temporal causality. Second, the study relied primarily on self-report questionnaires, which may be affected by social desirability, response styles, and common-method variance. Third, the sample was limited to secondary school students in Kirkuk and focused specifically on Arabic courses, which may restrict the generalizability of the findings to students in other regions, educational systems, age groups, or subject areas. Fourth, the study did not include potentially relevant contextual variables such as teacher experience, school type, socioeconomic status, class size, instructional resources, or students' prior achievement, all of which may influence engagement. Finally, the measurement of some constructs using total scores may have concealed more nuanced relationships among their individual dimensions.

Future research should employ longitudinal or prospective designs to examine how educational ethics, classroom management, social exchange processes, academic emotions, and engagement change over time and to establish stronger evidence regarding temporal ordering. Experimental or quasi-experimental studies could also evaluate whether interventions designed to improve classroom management, ethical climate, or emotional support produce measurable changes in engagement. Future studies may benefit from collecting data from multiple sources, including students, teachers, classroom observers, and school records, in order to reduce reliance on self-report measures. Comparative research across schools, cities, regions, and subject areas would help determine whether the present model is stable across different educational contexts. Researchers may also examine the mediating and moderating roles of variables such as academic self-efficacy, perceived autonomy support, teacher support, school connectedness, motivation, and digital learning conditions. Finally, future analyses could model the dimensions of academic emotions, social exchange style, classroom management, and engagement separately to identify more specific pathways among positive emotions, negative emotions, relational exchange patterns, and forms of student involvement.

From a practical perspective, schools should support Arabic teachers in developing classroom management practices that combine clear structure with respectful interaction, consistent expectations, and opportunities for active student participation. Professional development programs can emphasize not only behavioral management but also instructional organization, interpersonal fairness, emotional support, and constructive feedback. Schools should also strengthen educational ethics by explicitly teaching academic responsibility, honesty, fairness, and appropriate use of learning resources, while ensuring that

E-ISSN: 2645-3460

ethical expectations are applied consistently. Teachers can promote positive academic emotions by designing lessons that are understandable, appropriately challenging, interactive, and relevant to students' interests and by reducing unnecessary sources of anxiety and boredom. Because social exchange processes were an important mediator, teachers should cultivate reciprocal classroom relationships in which students perceive that their effort, participation, and concerns are acknowledged. These strategies may be especially useful in Arabic courses, where sustained practice and interaction are essential for learning, and where a well-managed, fair, and emotionally supportive classroom climate can strengthen students' behavioral, emotional, and cognitive engagement.

Authors' Contributions

Authors equally contributed to this article.

Declaration

In order to correct and improve the academic writing of our paper, we have used the language model ChatGPT.

Transparency Statement

Data are available for research purposes upon reasonable request to the corresponding author.

Acknowledgments

We hereby thank all participants for agreeing to record the interview and participate in the research.

Declaration of Interest

The authors report no conflict of interest.

Funding

According to the authors, this article has no financial support.

Ethical Considerations

All procedures performed in studies involving human participants were under the ethical standards of the institutional and, or national research committee and with the 1964 Helsinki Declaration and its later amendments or comparable ethical standards.

References

Akkermans, J., Tomlinson, M., & Anderson, V. (2024). Initial employability development: introducing a conceptual model integrating signalling and social exchange mechanisms. *European Journal of work and organizational psychology*, *33*(1), 54-66. https://doi.org/10.1080/1359432X.2023.2186783

Alilou, M. (2023). *Examining the relationship of teachers' professional ethics and students' academic engagement with primary school students' academic achievement* First International Conference on Psychology, Social Sciences, Educational Sciences, and Philosophy, Babol.

Alqarni, T. M. (2026). Teachers' Perceptions of Generative AI in Inclusive Classrooms: Enhancing Engagement for Students with Learning Disabilities. *Universal Access in the Information Society*, *25*(1), 22. https://doi.org/10.1007/s10209-025-01301-8

Chen, X., & Lu, L. (2022). How classroom management and instructional clarity relate to students' academic emotions in Hong Kong and England: A multi-group analysis based on the control-value theory. *Learning and Individual Differences*, *98*, 102183. https://doi.org/10.1016/j.lindif.2022.102183

Cui, G., Zhou, J., Zhang, H., Hong, T., & Hu, Y. (2024). The influence of study interest, perceived autonomy support, and student enthusiasm on class-related boredom of English majors. *Sage Open*, *14*(1), 21582440241228915. https://doi.org/10.1177/21582440241228915

Eksely, S. P., Handriani, Y., & Marselina, V. (2023). Optimizing Regulations in the Code of Ethics for Students: A Case Study of a SMKN in Palangkaraya City. *Asian Journal of Applied Education (Ajae)*, *2*(1), 1-16. https://doi.org/10.55927/ajae.v2i1.2166

Farhi, F., Jeljeli, R., Aburezeq, I., Dweikat, F. F., Al-shami, S. A., & Slamene, R. (2023). Analyzing the students' views, concerns, and perceived ethics about chat GPT usage. *Computers and Education: Artificial Intelligence*, 100180. https://doi.org/10.1016/j.caeai.2023.100180

Hd, A. A., & Darmawan, D. (2024). The Influence of Classroom Management and the Use of Learning Media on Increasing Student Learning Motivation. *Hikmah*, *20*(2), 372-382. https://doi.org/10.53802/hikmah.v20i2.336

Kalinowski, E., Westphal, A., Jurczok, A., & Vock, M. (2024). The essential role of teacher self-efficacy and enthusiasm for differentiated instruction. *Teaching and Teacher Education*, *148*, 104663. https://doi.org/10.1016/j.tate.2024.104663

Khany, R., & Barzan, P. (2025). The influence of classroom environment on cognitive and emotional engagement. *Journal of Cognition, Emotion & Education*, *14*(1), 1-20. https://www.ceejournal.com/article_226245.html

Khiyoun, H. (2023). *The effect of classroom management style and academic engagement on stress, aggression, and anxiety among accounting and auditing students in Iraq* Al-Mustafa International University].

Kuhn, C., Hagenauer, G., Gröschner, A., & Bach, A. (2024). Mentor teachers' motivations and implications for mentoring style and enthusiasm. *Teaching and Teacher Education*, *139*, 104441. https://doi.org/10.1016/j.tate.2023.104441

Luo, Q., Ahmadi, R., & Izadpanah, S. (2024). Exploring the Mediating Role of Self-efficacy Beliefs Among EFL University Language Learners: The Relationship of Social Support with Academic Enthusiasm and Academic Vitality. *Heliyon*. https://doi.org/10.1016/j.heliyon.2024.e33253

Muldoon, J., Gould, A. M., & Joullié, J. E. (2024). Past is prologue: from human relations to social exchange theory. *Qualitative Research in Organizations and Management: An*

E-ISSN: 2645-3460

International Journal. https://doi.org/10.1108/QROM-07-2023-2556

Shi, L., Wu, Y., & Zhou, Y. (2025). The Role of Moral Disengagement and Classroom Collective Efficacy in Social Support and Bystander Behavior of Elementary School Students: A Multilevel Moderated Mediation Analysis. *School Psychology*, *40*(4), 462-471. https://doi.org/10.1037/spq0000639

Tashtoush, M. A., AlAli, R., Wardat, Y., Alshraifin, N., & Toubat, H. (2023). The impact of information and communication technologies (ICT)-based education on the mathematics academic enthusiasm. *Journal of Educational and Social Research*, *13*(3), 284. https://doi.org/10.36941/jesr-2023-0077

Wang, W., Khasawneh, M. A. S., Sarabani, L., & Ismail, S. M. (2025). Investigating the Influence of Positive Classroom Management Strategies on Academic Buoyancy, Academic Engagement, Psychological Well-Being and Language Achievement: Visions from EFL Learners. *European Journal of Education*, *60*(3), e70149. https://doi.org/10.1111/ejed.70149

Weyers, J., Kramer, C., Kaspar, K., & König, J. (2024). Measuring pre-service teachers' decision-making in classroom management: A video-based assessment approach. *Teaching and Teacher Education*, *138*, 104426. https://doi.org/10.1016/j.tate.2023.104426

Wilkins, N. J., Verlenden, J. M., Szucs, L. E., & Johns, M. M. (2023). Classroom management and facilitation approaches that promote school connectedness. *Journal of School Health*, *93*(7), 582-593. https://doi.org/10.1111/josh.13279

Zhang, N., Siaw, Y. L., & Jiang, N. (2025). The Relationship between Principal Instructional Leadership and Teacher Self-Efficacy in Student Engagement and Classroom Management: A Cross-Sectional Study in China. *Frontiers in psychology*, *16*, 1589958. https://doi.org/10.3389/fpsyg.2025.1589958

E-ISSN: 2645-3460