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KEYWORDS	ABSTRACT
<p>Primary School Teachers, Classroom Management Practices, Quantitative Study</p>	<p>The classroom management in educational institutions comprises carrying out management strategies and goals while keeping students' progress in mind. Classroom management promotes interaction in both directions and reciprocal comprehension among students and teachers. This quantitative study examined the classroom management practices of the primary school teachers in Punjab, Pakistan, aiming to describe the importance of classroom management and to identify differences in practices based on gender and district. Thus, a sample of 300 teachers from Lahore and Multan districts was surveyed using a questionnaire. Data analysis involved t-tests and ANOVA. The findings revealed significant differences in practices between male and female teachers, with female teachers indicating more effective strategies. Additionally, teachers in Lahore exhibited better practices compared to those in Multan. No significant differences were found based on the teacher qualifications. The study concludes that effective classroom management is crucial for enhancing student learning &amp; recommends professional growth for teachers, along with policy considerations for class size and technology integration.</p>
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## INTRODUCTION

According to Farooq (2011), classroom management has evolved from traditional approach to more modern one. The focus has switched from retaining order as a response to inappropriate behavior to a more holistic strategy that prioritizes good classroom organization and management for learning. The paradigm shift requires reconsideration of teacher education programs. Effective classroom management requires a multisensory approach. It is part of the daily learning process that teachers

may use in diverse ways (DeFouw, Owens, Margherio & Evans, 2024). To support effective learning, the educational environment needs to be carefully monitored holistically. The classroom activities, student-teacher interaction, physical structure all contribute to effective classroom management (McCormack, 2001). A teacher has a significant influence on the lives of all students. Teachers begin instructing pupils throughout their most formative years. The teaching and learning occur when classroom management is effective. For efficient classroom management, it is vital to communicate the rules from outset so that everyone understands the do's and don'ts of class. A competent teacher makes classroom effective (Mazhar, Aslam & Ullah, 2023). To attain better results, these guidelines should be effective, clear, and equitable for everybody (Rogers, 2015). Classroom management has the significant impact on the classroom atmosphere because it improves the academic quality and student involvement.

The teachers who support a welcoming classroom climate are more effective than teachers who just determine the capacity of their authority. Organized classroom management has an impact on the effectiveness of teaching and learning. Classroom management is critical to the way information is conveyed in classroom (Mastul, 2017). The classroom management improves student involvement, learning quality, overall classroom climate. Individual differences in views and attitudes toward analyzing and comprehending student behavior lead to varying classroom management practices among teachers (Korpershoek, 2016). Teachers who prioritize building a successful atmosphere for learning through organized classroom management outperform those who prioritize authority and punishment (Romasasa, 2023; Yousef, 2012). The students' cognitive growth will improve if positive student-teacher relationships & increased classroom motivation are practiced. For active cognitive growth, critical thinking has been focused on being twenty-first-century skill in Pakistani context, diverse recent studies have focused on this aspect like secondary school science teachers' practices regarding critical thinking skills development (Jamil & Muhammad, 2019; Jamil, Muhammad & Qureshi, 2021b); critical thinking perceptions and practices by the teachers about critical thinking (Jamil et al., 2021a).

The science curriculum documents were explored by Jamil, Muhammad, Masood and Habib (2020), regarding critical thinking and textbook analysis for the development of the higher-order thinking (Jamil, et al., 2024; 2024a; 2024b; 2024c). Curriculum related to Physics, Chemistry, Biology, and mathematics focusing on these science subjects (Jamil, et al., 2024; 2024a; 2024b). Thus, effective classroom managers foster positive learning environment by refraining from using harsh language, threats, embarrassment, suspension or expulsion (Masrur, 2015). In this linking, it includes examining their strategies, techniques, and approaches to managing student behavior, organizing classroom activities, and ensuring that educational objectives are met. The proper classroom management allows teachers to focus more on the student learning. The graduates of teacher training institutions should have strong classroom management abilities. The classroom environment is rapidly evolving from traditional to technologically advanced, loaded with cutting-edge technologies. Teachers must not only supervise kids but successfully use cutting-edge technology. There is a change from a teacher-centered to a student-led approach. Teachers should be equipped with most effective approaches & skills for their job. Traditional classroom management practices need to be reviewed (Farooq, 2011).

### Objectives of study

1. To describe the importance of the classroom management at the primary level in the schools.
2. To find out primary school teachers' practices about classroom management on gender basis.
3. To find out primary school teachers' practices about classroom management on a sector basis.
4. To find out school teachers' practices about classroom management on a qualification's basis.

### Hypothesis of Study

1. There is no significant difference amid primary school teachers' practices about classroom management on a gender basis.
2. There is no significant difference amid primary school teachers' practices about classroom management on a sector basis.
3. There is no significant difference among primary school teachers' practices about classroom management on a qualification basis.

### LITERATURE REVIEW

Efficient classroom management requires captivating content, student responsibility, appropriate teaching models, effective education, and strong management skills. Classroom activities include engaging material, the experienced instructors, and successful teaching methods (Setyaningsih & Suchyadi, 2021). Effective classroom management involves arranging physical space, establishing rules and procedures, and encouraging active participation in class activities to foster the positive learning environment. Encouraging student involvement in classroom administration can foster a learning environment (Shawer, 2006). Classroom management refers to the abilities and practices used by instructors to ensure smooth, uninterrupted learning environment. Classroom management is creating a supportive environment for students to learn a specific set of knowledge and ideas. This includes providing resources, time, and motivation. This word refers to several classroom tasks, such as time management, resource allocation, and knowledge acquisition. The classroom experience is inextricably linked to these elements. A single individual can establish the learning environment (Kauffman, 2005). Instructors' perception of their work environment is influenced by both official unofficial connections, participant personalities & leadership styles. Physical environment plays a significant effect.

Establishing a supportive and demanding environment in the first session is crucial for the effective classroom management (Nagler, 2016). The classroom management strategies refer to the methods instructors use to establish the conducive learning environment, such as activities, upgrades, and regulations controlling student-teacher relations. The classroom management tactics fall into two categories: preventative and reactionary (Mulvahill, 2018). The effective classroom management requires rigorous planning and continual professional development for teachers. He emphasizes the importance of continuous training for all instructors, particularly new ones. New instructors with little classroom management training are more inclined to punish pupils for wrongdoing, leading to increased school failure rates (Hunter et al., 2023). Thus, the teachers who receive professional development and managerial training are effective in managing misbehaving students (Crockett, 2017). Discipline concerns are frequent source of frustration among instructors. Students frequently

arrive late, are not punctual, and are engaged in lessons. He feels that a well-prepared teacher who fosters creativity in the classroom may effectively address these difficulties. Continuous classroom management and duties require the considerable teacher commitment (Garrett, 2014). Establishing clear rules and conveying the consequences of breaking those rules to pupils can help to impact classroom behavior.

Similarly, rewarding good behavior and punishing bad behavior aims to promote positive behavior. Rewarding students positively impact both their academic & social behavior in classroom (Evertson & Weinstein, 2013). The effective classroom management is a combination of gentle yet effective measures to foster a positive learning environment and student satisfaction. Effective leadership requires self-confidence, capacity to influence others, and respect for children. Austerity is defined as adhering to established behavioral rules to protect learning and enjoyment (Banks, 2014). The classroom environment significantly impacts student learning & teacher effectiveness. Classroom teaching is major method for executing curriculum or syllabus. The quality of teacher instruction, and the classroom environment, can impact the secondary school learning outcomes. The classroom environment significantly affects the student comprehension and learning outcomes. The classroom environment that fits students' requirements leads to more relevant lessons while failing to do so might result in poor learning outcomes. Middle and high school instructors, as well as primary school teachers, struggle with classroom dynamics (Irshad, 2021). Effective classroom management is crucial for both teacher quality and student performance. The study aimed to analyze primary school teaching practices & develop effective classroom management practices to enhance student learning outcomes.

The classroom management's capacity to control disciplinary measures has an indirect effect on students' performance. The classroom management can address issues such as individual differences and bullying. Effective classroom management benefits both students and teachers by saving resources and improving learning opportunities (Evertson & Weinstein, 2013). Since, initial class became apparent, management of it has been a problem. Educators and administrators prioritize classroom management to foster an encouraging educational atmosphere and improve the student progress. Instructors are responsible for classroom management strategies (Mulvahill, 2018). This is a perfect opportunity for teachers to set norms and emphasize the significance of incorrect behavior. Certain educators employ traditional classroom management approaches. As class sizes increase, teachers face challenges in ensuring student success (Hunter et al., 2023). To improve classroom management skills, teachers should undergo the systematic preparation and ongoing professional development. He believes that both experienced & novice instructors require ongoing professional development. New teachers sometimes lack classroom management training, leading to reprimand rather than academic success for misbehaving students. Professional growth and training are vital for dealing with misbehavior in classroom, allowing teachers to better control situation (Sabornie & Emmer, 2014).

Different studies have been conducted on classroom management-related perspectives in recent years. For example, the impact of professional development on the teachers' supportive classroom management practice (Simonsen et al., 2020); need for classroom management for novice teachers

(Shank & Santiago, 2022); teachers' perspective upon classroom management (Özen & Yildirim, 2020); classroom management related self-efficacy regarding contexts from start to middle of the career (Lazarides et al., 2020). In the Pakistani context also, different studies have been conducted including teachers' perceptions about classroom management for the effective classroom manager (Zahid et al., 2022); teachers' self-efficacy beliefs about the classroom management (Saeed et al., 2022); virtual professional development has effect on the teachers' online classroom management practices (Naveed et al., 2022); elite school head teachers' beliefs and concerns about classroom management skills (Nasir et al., 2022); enhancement of classroom management skills through the critical reflection (Ashraf et al., 2022); strategies and challenges of the novice elementary school teachers (Saleem et al., 2020; Saleem, Muhammad, & Masood, 2021; Saleem, Muhammad, & Qureshi, 2021).

### RESEARCH METHODOLOGY

The research design involves making conclusions based on broad assumptions and using easy data gathering and analysis methodologies. Research is legitimate when its result is correct or true, and the research design is conceptual framework within which research is carried out. A scholar creates an action plan for his research that outlines the data collecting, measurement, and analysis process. Research design is not tied to any data-gathering technique/data type. When designing research, it recognize type of evidence as needed to respond to research question in suitable way (Khanday & Kanam, 2023).

This is a descriptive study that draws on quantitative research. The population of the study was all the primary school teachers of district Lahore and Multan. The study population provides necessary information to answer research questions. Moreover, 300 teachers were selected as a sample of the study by using a simple random sample technique. It is the most popular approach for picking a probability sample. Randomization ensures equal and independent selection for all elements in a population in simple all elements have an equal and independent likelihood of selection (Kummar, 2011). For data collection a questionnaire was developed after reviewing literature and 25 items were developed. Data was analyzed through SPSS by using the inferential statistic t-test and one-way ANOVA.

### FINDINGS OF STUDY

Table 1 Difference between Teachers' Practices about Classroom Management on Gender Basis

Gender	n	Mean	SD	t	df	P
Male	112	26.06	1.64	1.90	198	.058
Female	88	26.56	1.94			

The above table data revealed that there was a significant difference between male and female primary school teachers practices about classroom management as the mean score of female school teachers (M=26.56, SD=1.94) was better than the mean score of males (M=26.06, SD=1.64). The null

hypothesis was rejected, and it was concluded female teacher's practices in classroom management were better than males.

Table 2 Difference amid Teachers' Practices about Classroom Management on Sector Basis

District	n	Mean	SD	T	DF	P
Lahore	100	39.79	3.01	2.007	198	.046
Multan	100	38.99	2.60			

The table data revealed that there was significant difference between Lahore and Multan primary school teachers practices about classroom management as the mean score of Lahore school teachers (M=39.79, SD=3.01) was better than mean score of Multan (M=38.99, SD=2.60). The null hypothesis was rejected, and it was concluded Lahore teacher's practices in classroom management were better than Multan's.

Table 3 Difference in Teachers' Practices about Classroom Management on Qualification Basis

	Sum of Square	df	Mean of Square	f	P
Between Groups	36.77	3	12.25	1206	.309
Within Groups	1991.99	196	10.168		
Total	2029.75	199			

The table reveals that no significant difference ( $309 > 0.05$ ) among the primary school teachers based upon their qualifications. So, it is concluded that there is no significant difference between primary school teacher practices on the qualification basis as evident from the results shown in the table above.

## DISCUSSION

A variety of factors, both inside and outside the classroom, can impact the teaching and learning experience. The teacher is responsible for managing classroom and facilitating learning activities. Effective classroom management is vital for effective educational outcomes. The themes covered include how teachers manage student behavior, classroom capacity, and punishment. Classroom management refers to the procedures that ensure a conducive learning environment. The effective classroom discipline involves more than just addressing disruptive behaviors (Saleem, Muhammad, & Qureshi, 2021). This includes organizing and executing classroom activities & projects. Effective classroom management relies on teacher self-efficacy & attitudes. Effective classroom management involves motivating students through rules and feedback. Effective teaching relies upon teachers' ability to control classroom and organize instruction (Hall, 2004). Effective classroom management requires a variety of approaches to maintain discipline and foster a positive learning environment. Growing professionally in classroom management is essential for both older and novice teachers. Teachers face variety of regular occurrences in their classrooms, including responding to demands, executing the routine activities, and managing extraordinary occasions (Saleem, Muhammad, & Masood, 2021).

Teachers' daily activities include instruction, which is a routine in the classroom (Hammond, 2005). Classroom management, a relatively recent idea in education, emphasizes the teacher's role in the



teaching and learning. A recent study indicates that classroom management is a hard topic in the schools (Sezer, 2017). It asserts that when the teachers constantly implement procedures, they have greater control over the classroom. A successful classroom management plan includes the detailed lesson planning from start to finish using variety of processes. Some examples of classroom practices covered include admitting late students, making seating arrangements, collecting assignments, and telling pupils about day's lecture (Sasson, 2013). Classroom management refers to abilities, methods, and strategies teachers use to keep students organized, focused, attentive, and productive in class. Classroom management tactics aim to improve students' social behavior, academic participation, and success (Simonsen et al., 2010). Education officials and scholars are increasingly interested in efficient classroom management tactics utilized by successful teachers. Thus, the effective classroom management and strong management abilities are vital for delivering effective instruction (Hulac & Briesch, 2017).

### CONCLUSION

The teachers want their pupils to take part in productive endeavors throughout class to achieve positive outcomes. The meaningful involvement not only enhances academic performance but also shapes individual personalities. Effective classroom management is vital for teachers' performance in the classroom. To promote successful learning and training, teachers must establish classroom regulations and discipline. Training teachers in classroom management skills is crucial for fostering healthy and productive learning environment. Effective classroom management requires a variety of approaches to maintain discipline and foster a positive learning environment. The professional development in classroom management is essential for both older and novice teachers. Teachers in formal education use the classroom to showcase their skills and develop students. This place has a big yet silent impact on student achievement. An effective classroom plan typically includes 90% classroom management & 10% teaching new subjects (Sasson, 2013). Based on current study result it is concluded that female teachers' practices in classroom management were significantly better than male primary school teachers. While Lahore district practices about classroom management were better than district Multan. No difference was found among the teacher practices based on their qualification.

### Recommendation

The study suggests that effective classroom management strategies include establishing rapport over interactive discussion, determining rules for the class in consultation with students, teachers' passion for their classes, assigning roles to students in grades, and using body language. Based on research results it is suggested that the teacher pay more attention to classroom management and its practices. Policymakers, curriculum developers, school administrators, and teaching staff should be aware of adopting new technologies. Furthermore, classroom sizes should be regulated to meet international norms. The governmental bodies are suggested to provide in-service and pre-service training about the classroom management strategies and how to tackle the challenges regarding classroom management

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