

Role of Effective Classroom Management Skills of Teacher on Student's Learning at Primary Level

Role of Effective Classroom Management Skills of Teacher on Student's Learning at Primary Level

Aleena Chaudhry

Lecturer, National University of Modern Languages, Islamabad. Pakistan

Email: aleenachaudhry@numl.edu.pk

Dr. Zia Ur Rehman

Lecturer, Department of Education, Shifa Tameer-e-Millat University, Islamabad, Pakistan.

Email: zia.doe@stmu.edu.pk

Rubina Kousar

PhD scholar, National University of Modern Languages, Islamabad. Pakistan.

Email: Rubinakousar2007@gmail.com

Received on: 23-01-2024

Accepted on: 27-02-2024

Abstract

The current study was about Role of effective classroom management skills of teacher on student's learning at primary level. The study focused on to assess the impact of effective classroom management skills of teacher on student's learning at primary level. For this purpose, researcher use quantitative research design to collect data from female teachers of Islamabad Model School (1-V) NO.2 I-/10-1, Islamabad. A self-developed closed-ended questionnaire was developed by the researcher to collect data with a target population of 30 female teachers. Convenient sampling technique was used to collect data. For sampling 100% target population were taken as sample size. Simple percentage formula was used by the researcher to analyze the data. Based on the gathered data and its findings Most of the female teachers were strongly agreed that effective classroom management skills have a positive impact on student's learning. Based on the findings the study recommends that school Principal should constantly organize seminars and workshops for teachers to get them trained for effective classroom management skills.

Keywords: Classroom Management Skills, Student's Learning, Primary Level.

Role of Effective Classroom Management Skills of Teacher on Student's Learning at Primary Level

1. INTRODUCTION

Classroom management is the process that an instructor takes to create and maintain a learning environment that is conducive to successful instruction. These actions include decisions about structure, organization, and course activities that support students by managing their expectations and behavior. Children at desks in a classroom. One child raises her hand establishing procedures, like having children raise their hands when they want to speak, is a type of classroom management technique. It is a difficult aspect of teaching for many teachers. In 1981, the US National Educational Association reported that 36% of teachers said they would probably not go into teaching if they had to decide again. A major reason was negative student attitudes and discipline. According to Moskowitz & Hayman (1976), once a teacher loses control of their classroom, it becomes increasingly more difficult for them to regain that control

Classroom management is crucial in classrooms because it supports the proper execution of curriculum development, developing best teaching practices, and putting them into action. Classroom management can be explained as the actions and directions that teachers use to create a successful learning environment; indeed, having a positive impact on students achieving given learning requirements and goals. Also research from Berliner (1988) and Brophy & Good (2018) shows that the time a teacher must take to correct misbehavior caused by poor classroom management skills results in a lower rate of academic engagement in the classroom. From the student's perspective, effective classroom management involves clear communication of behavioral and academic expectations as well as a cooperative learning environment.

Effective Classroom Management skills include building a community and a safe classroom, involving students in rule-making, having clear communication channels, being fair, knowing students personally, addressing conflict amicably, having positive classroom routines, being authentic, and partnering with guardians. Some of the techniques were Students in colleges and universities admire teachers who have positive personal relationships with them. They're also more compliant in the classroom for teachers with whom they have a good rapport. Students capture information better when it's conveyed in various formats instead of one. These can include visual presentations such as graphs and PowerPoint presentations, group work, and takeaway assignments. The passion and enthusiasm shown by teachers rubs off on students too. Therefore, teachers should always try to be their most excited selves in classrooms to encourage active student participation and response. Teachers should prepare thoroughly for every class they plan to attend during the day. They should review and improve their notes regularly to make them as easy to understand and enjoyable as possible for students. Teachers should get to know their students better in social environments rather than only within campus corridors. For example, they can organize trips and outdoor team-building skills where they can interact with students personally. Floress et al. (2018)

Teachers should implement a technology-off policy to prevent students from being distracted while in class. The only exception would be laptops for note-taking, but smartphones and other gadgets should be turned off until the end of the lesson. Teachers can use various classroom management skills to inspire compliance among students. It starts with having a solid classroom management plan that outlines the methods and techniques for running a classroom and each lesson. From there, teachers can also upgrade their classroom

Role of Effective Classroom Management Skills of Teacher on Student's Learning at Primary Level

management skills through a degree in education and apply these additional 20 strategies to manage their classrooms better.

Teachers should implement universal classroom management skills for the best chance of succeeding at managing their classrooms. The most effective way for teachers to instill good student behavior is by leading through actions, not words. That's because students' minds are still developing, so they learn more from experiences. Therefore, doing simple things like avoiding electronic use, talking politely, and respecting everyone in the class can have a significant impact on molding better student behavior.

Teachers can manage classrooms better by involving students in rule-making, documenting the rules, and setting consequences for breaking them. Teachers should also reward good behavior and talk more positively about students. Most humans, from employees to students, comply better to set rules when involved in decision-making. Teachers can use this classroom management technique to ensure willful rather than forced compliance with classroom rules throughout the calendar year. For the rules to work, students should be able to see them every time they enter the classroom. Teachers should create professional charts with all rules typed and stick them in a visible place to ensure they remain on top of each student's mind.

Teachers should reward good behavior from the entire class or students from time to time to encourage more of it. Rewards can include special parties, outdoor activities during free time, or treats. Bad behavior should never go unchecked in a classroom or students will become hardheaded. Instead, teachers should have creative ways to deal with bad behavior, such as unwarranted class disruptions, to show others that such behavior isn't acceptable. Kwok et al. (2021)

Classroom management establishes and sustains an orderly environment for student's learning. Creates opportunities for meaningful academic learning and fosters social and emotional growth, reduces negative behaviors and increases the amount of time actually devoted to the lesson. A student-teacher relationship in the classroom management skills is a positive relationship between the teacher and the student in efforts to gain trust and respect from each other. This relationship may consist of getting to know your students better, providing choice and encouraging the students to become stronger learners every day.

1.1 RATIONALE OF THE STUDY

The rationale of the study is to understand the Role of effective classroom management skills of teachers on student's learning at the primary level. Effective Classroom management skills refer to a teacher's ability to create an environment that fosters effective learning, collaboration, and student engagement. The researcher will provide the key factors that contribute to successful classroom management and its effects on students' learning. This information can then be used to develop strategies and interventions to improve teaching practices, ensuring that students receive the best possible education. Understanding the relationship between classroom management skills and student learning is essential because a well-managed classroom can positively affect student behavior, motivation, and overall academic achievement. On the other hand, insufficient classroom management can lead to distractions, disengagement, and a decline in learning outcomes.

The study may explore various aspects of effective classroom management, such as establishing clear expectations, creating a positive learning environment, managing

Role of Effective Classroom Management Skills of Teacher on Student's Learning at Primary Level

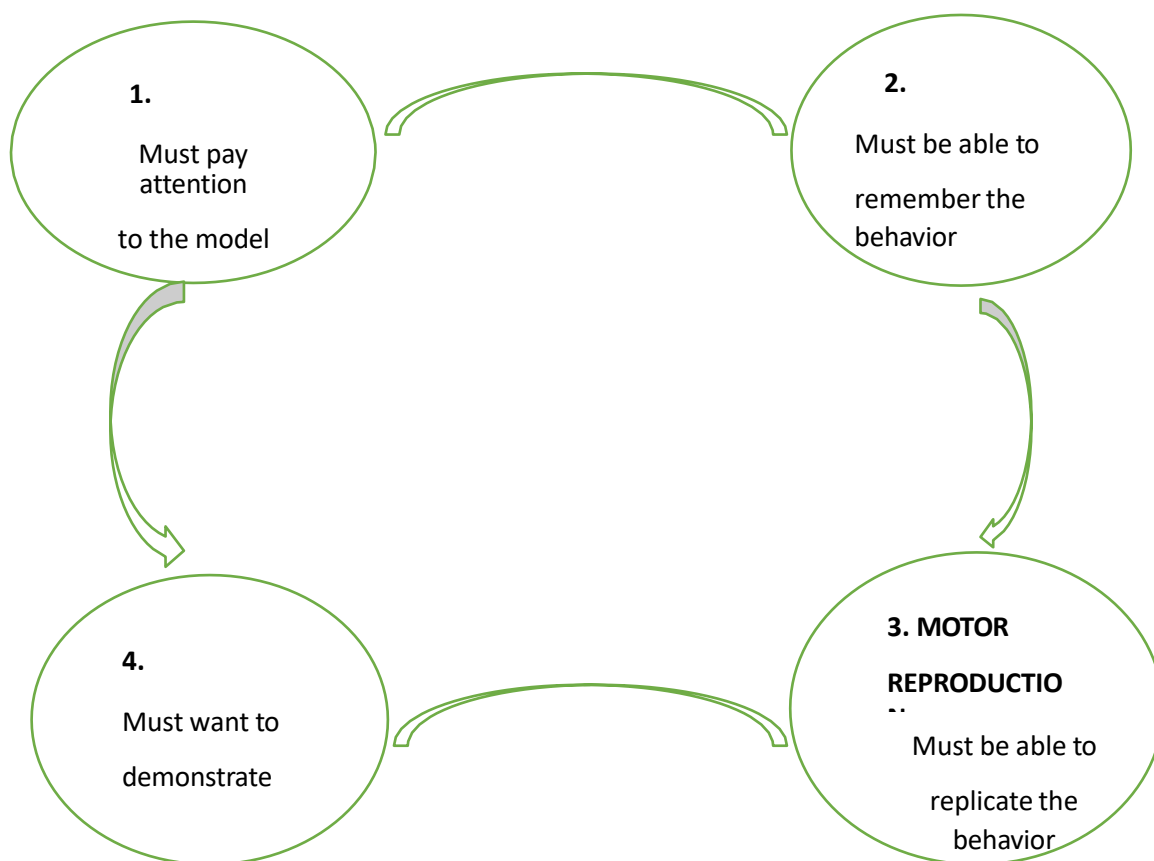
classroom disruptions, and promoting student participation. By examining these elements, researchers can provide valuable insights to teachers, school administrators, and policymakers, helping them develop evidence-based resources, training programs, and policies that enhance classroom management techniques and maximize student learning. Freeman, J., Simonsen, B., Briere, D., & MacSuga-Gage, A. S. (2014)

1.2 STATEMENT OF THE PROBLEM

The problem statement Role of effective classroom management skills of teacher in student's learning at primary level revolves around investigating the role of effective classroom management strategies on the learning outcomes of students in primary education. The research will provide how well organized classrooms, positive teacher-student relationships, clear expectations, appropriate disciplines, and engaging teaching methods contribute to student learning and their overall academic achievement. By examining the role of effective classroom management skills of teacher on student's learning in the primary school level education The research will provide insights into the best practices to optimize student learning experiences and create a conducive learning environment.

1.3 THEORETICAL FRAMEWORK

ALBERT BANDURA'S SOCIAL LEARNING THEORY



Role of Effective Classroom Management Skills of Teacher on Student's Learning at Primary Level

Albert Bandura (Social-learning theory, 1977)

Bandura's social learning theory, developed by Albert Bandura is a prominent framework in developmental psychology. This theory emphasizes the role of classroom management skills and student's learning by shaping cognitive development. He argues that people not only learn from direct experiences but also by observing others and developing cognitive representations of the observed behaviour. This theory includes four main components: attention, retention, reproduction, and motivation. Attention refers to individuals actively attending to the behavior of others and focusing on relevant aspects. Retention involves forming mental representations or memory codes of observed behaviors, which can be later retrieved and used for reproduction. Reproduction refers to the ability to imitate or perform the observed behaviors, taking into account factors like skills and self-efficacy. Lastly, motivation plays a crucial role in determining whether individuals will reproduce the behavior or not. Motivation can be influenced by factors like anticipated rewards or punishment, vicarious reinforcement, and self-reinforcement.

Moreover, Bandura acknowledges the importance of reciprocal determinism, a concept that states that individuals and the environment co-influence each other. According to this theory, individuals possess a self-system, which includes self-efficacy beliefs and self-regulation processes. Both individuals and the environment continuously interact, shaping each other's behaviors and thinking patterns.

1.4 RESEARCH OBJECTIVE

- To assess the impact of effective classroom management skills of teachers on student's learning at primary level.
- To analyze the impact of effective classroom management skills of teachers on student's learning at primary level.

1.5 RESEARCH QUESTIONS

- What is the impact of effective classroom management skills of teachers on student's learning at primary level?

1.6 SIGNIFICANCE OF THE STUDY

This study will be significant for primary level teachers that lies in exploring the Role of effective classroom management skills of teachers on student learning at the primary education level. This study is crucial because effective classroom management can create a conducive learning environment, fostering student engagement, academic achievement, and overall well-being. The researcher can contribute valuable insights to the field of education, offering practical implications for teachers, policymakers, and researchers to enhance teaching practices. Additionally, understanding the role of classroom management skills in student learning can provide a basis for professional development programs and policy changes aimed at improving education quality. The research has the potential to make a meaningful impact on educational practices and the experiences of students in primary education.

*Role of Effective Classroom Management Skills of Teacher on Student's Learning at
Primary Level*

LITERATURE REVIEW

2.1 CLASSROOM MANAGEMENT

A well-managed classroom can provide an exciting and dynamic learning experience for everyone involved. Unfortunately, student behavior can often interfere with this process. Classroom discipline plays a large part in today's educational system. Teachers feel overwhelmed and "powerless" in dealing with behavior problems in their classrooms. Canter (1997) explained, in the past, a simple stem look or warning was sufficient to shape up a classroom. Then, because of the social and political upheavals of the late '60s and early '70s, the respect and deference granted any authority figure-from the president to police officers to doctors, and even teachers- dramatically declined. That is why it is so important to find a behavior management approach to fit the needs of the teacher and the students. This chapter investigates four areas that may assist teachers in promoting a positive learning environment for all students. These areas includes how behavior theorists influenced classroom management, approaches for managing student behavior, criteria for creating well-designed rules, and steps for planning a rule management plan. Ismawati, A., Suhaili, N., & Nirwana, H. (2021)

2.2.1 INFLUENCES ON CLASSROOM MANAGEMENT

Behavior theorists in the 1930's through present day described frameworks for encouraging and maintaining good behavior. These behavior theories greatly influenced, and are still influencing classroom management. According to Emmer and Stough (2001), some studies have used student achievement or attitude as outcomes. But most classroom management research today has been concerned with identifying how teachers bring about student engagement with each other and limit the disruptions in the classroom.

The following paragraphs will summarize the work of some important behavior theorists. These summaries will identify the influences each has made on classroom behavior and management.

2.2.2 BURRHUS FREDERICK SKINNER

Burrhus Frederick Skinner's philosophies can be related to the issue of classroom management. As a renown learning theorist in the 1930's and 1940's, Skinner (Sprinthall,1981) emphasized his research on how the organism learns, regardless of its inherited potential, regardless of its stage of physical or psychological development, and often regardless of its species. Otherwise stated, he saw learning as a result of associations formed between stimuli and actions, or impulses to act. Simple associations would accumulate to larger groups of learned associations. Skinner felt learning resulted due to conditioning, similar to Pavlov's dogs' being conditioned to salivate at the sound of a specific tone. In regards to the classroom, Skinner (Conte, 1994) stated that by rewarding students for good behavior and ignoring or punishing wrong behavior, students would come to understand how to behave in a classroom environment. Behaviors that were rewarded would be repeated; those that were not would be avoided, and thus, a well-behaved class would result. This step-by-step conditioning process helped Skinner (Sprinthall,1981) develop and test his first "teaching machine" in the 1950s. The teaching machine was a form of programmed instruction. At first, it was seen as a threat to teachers and their jobs. Reassuring the

Role of Effective Classroom Management Skills of Teacher on Student's Learning at Primary Level

educators, Skinner announced that his programmed instruction was a learning aid, not a substitute for a human teacher. He also reassured educators that the children trained with the device would not become mechanized little robots, but would more likely be able to reach their intellectual potential. Later, Skinner was credited with creating a revolution in the technology of education. Hirsch, S. E., Randall, K., Bradshaw, C., & Lloyd, J. W. (2021) Skinner's research of reinforcing stimuli also led him to the development of behavior-modification techniques in the classroom. Behavior modification involved training teachers to wait for their students to emit appropriate responses and then to reinforce those responses quickly and consistently. This idea of behavior modification would again, revolutionize technology in education.

2.2.3 WILLIAM GLASSER

In the 1950's, Glasser's Reality Therapy (Emmer and Stough, 2001) stressed the use of choice as the cause of behavior, good or bad, and thus instructed teachers to direct students towards making value judgments about their behavior. By making value judgements, students would come to realize the importance of "good" choices in behavior and continued to make them again in the future. Therefore, students were taught the difference between a "good judgement", and a "bad judgement". Students are taught "right" from "wrong" at a very young age. Parents model this behavior for their children on a daily basis. They make value judgements by making "good choices" and "bad choices". In today's classrooms, rewards are given for "good choices" and consequences are given for "bad choices". This process too, is to promote good behavior and diminish bad behavior in the classroom.

2.2 JACOB KOUNIN

Jacob Kounin and his colleagues engaged in substantial classroom management research during the 1970s. His work focused on determining whether specific behavior settings and environmental conditions influenced behavior. He also identified a set of teacher behaviors and lesson characteristics, including, wittiness, smoothness, momentum, overlapping and group alerting. These characteristics would describe a teacher who knew what was going on at all times in the classroom and was able to deal with more than one issue or problem at a time. Good classroom management would then facilitate student learning, by allowing teachers to accomplish other important instructional duties. Kounin (Conte, 1994) thought teachers who could be that "aware" would be better managers of children in the classroom. According to Emmer and Stough (2010) Kounin also became interested in a rather contemporary issue of the time. He questioned whether managerial behaviors that work for regular education students have the same effects on students identified as emotionally disturbed in the same classrooms. His answer was "yes," at least in whole class behavior settings in regular education classrooms. This research was an early indication that inclusion of children with disabilities within the classroom was the right approach.

Kounin's work then focused on management research shifting from reactive strategies to preventive strategies and from teacher personality to environmental and strategic components of management. His work highlighted the influence of classroom activities as a source of important variations in student and teacher behavior. With this wide range of theories, Kounin's research of classroom management helped to identify many of the issues

Role of Effective Classroom Management Skills of Teacher on Student's Learning at Primary Level

teachers are still facing in today's classrooms.

Wang (2018) stated that teaching is an input given to the students, and learning is the output gained by the students as a consequence of teaching. The process is the interaction of both the input and output, which goes on and ends in purposeful achievements. It is the overall educational phenomenon which occurs in the classroom environment. The better the input, the more the output will be. Activeness on the part of the former leads to effectiveness on the part of the latter. Ultimately, the proper interaction leads to a fruitful interrelationship between the teacher and the taught. Both the teacher and the taught are vital components of classroom management

Stepanek (2017) commented that one major aspect of the classroom environment that has fallen under the control of the teacher is classroom management. The classroom environment motivates learning and affords the learners. Effective classroom management should make an interactive, collaborative and cooperative learning environment. It enhances good relations to student performance.

Classroom management refers to all the intended behavior and connections that have occurred within a classroom. The classroom atmosphere is a large part of classroom management that will impact either support learners to be successful or cause more failures. The environment of the classroom is different from classroom management. Whilst classroom management focuses on actions and routines, the classroom situation focuses on the relationships between learners and teachers, like how the learners feel about their friends in the classroom

Anikweze (2014) further says that the classroom management system as a whole is planned to maximize learner engagement in those activities, not just to minimize misbehavior. Achievement of student and social outcomes could all be impacted by a safe, positive learning atmosphere. It is deduced that there are issues that all edifies meet in their daily classroom experience. An uncontrollable classroom implies unsuccessful classroom management, which leads to negative academic achievement.

2.3 ABRAHAM H. MASLOW

Maslow's research on hierarchy of needs has also influenced effective classroom management. Helping students meet their own needs is of the utmost importance to enhance student learning opportunities and to maintain teacher longevity in the classroom. Maslow (as cited in Sprinthall, 1981, p. 327) an important psychologist in the area of motivation theory, has suggested that there is a definite order in which individuals attempt to satisfy their needs. Maslow had declared there is an "order-of-importance" that is universal among all humans. Until these needs are met, the individual will not be concerned with the needs of the next level of importance. In other words, basic survival needs override other needs in this hierarchy. Herbert Grossman (Gordon, 2001) recaps students' basic needs and the order which those needs must be met to produce well-balanced members of society.

The following is a summary of Grossman's basis for student need using Maslow's Need Hierarchy:

- physiological satisfaction: taking care of hunger, thirst, and rest
- Safety: avoiding injury, physical attack, pain, extreme temperatures, disease, and psychological abuse.

Role of Effective Classroom Management Skills of Teacher on Student's Learning at Primary Level

- Nurture: receiving love and acceptance from others and having a feeling of belonging to a group
- A sense of personal value: experiencing self-esteem, self-confidence, and sense of purpose and empowerment
- Self-actualization: realizing one's full potential

The theory of hierarchy of need, can be related to the school setting. According to Gordon (2001) school staff members may attend to basic physiological needs on a daily basis by providing breakfasts and lunches for needy students and, in some cases, making home visits to teach parents how to provide for their children's needs. Until these physiological needs like food are met, basic functioning in the learning environment very difficult, may be even impossible. Although meeting the second category of needs-those regarding safety issues may lie outside of the teacher's direct influence when students are at home or away from school, some of these needs can be addressed in the classroom. Good classroom management can help to ensure protection of students from physical attacks by other students, dangerous environmental conditions such as playing around electrical equipment, and from psychological abuse from peers or adults.

Gordon (2001) believes the teacher has the opportunity to create a learning environment that is kind and respectful in order to meet the nurturing need. Students will be better able to reciprocate genuine loving, caring behaviors toward other people if the demonstration of affection is modeled for them in the classroom.

The fourth category of needs that Gordon (2010) states surrounds self-esteem, self-confidence, a sense of purpose, and empowerment that will directly relate to love and acceptance. If a student feels cared for and can express those emotions and behaviors, the student will continue to build self-esteem and confidence. The need of self-actualization can be fulfilled when the more basic needs have been met.

2.3.1 OTHER INFLUENCES ON CLASSROOM MANAGEMENT

Within the last seven decades, classroom management theories have held the philosophy of promoting a productive learning environment. The world of education has drastically changed from what many of the behavior theorists had been exposed to and upon which they based their research. Today, more than ever, efficient management systems are needed to establish and maintain a positive, learning environment for students. Curwin and Mendler (as cited in Gordon, 2001) presented a list of global causes of misbehavior that describe the specific roots of classroom deterioration.

According to Brownlee (1996) very few children who are mistreated or abused receive the kind of help that can reverse the underlying physiological changes they suffer. Social and peer pressures misguide children who are driven to seek comfort and understanding from social groups and cultural gangs. School aged children lack appropriate outlets for expressing negative and sometimes destructive feelings and emotions. In other words, children arrive at school each day bringing much more than their homework and sack lunch. They also bring with them all the insecurities, fears, and bottled emotions that are a part of their everyday life.

Hannon (2002) observed many conflicts with this type of situation in her classroom. She

Role of Effective Classroom Management Skills of Teacher on Student's Learning at Primary Level

chose to use the conflict to her students' own advantage. She would utilize the conflicts as part of her school curriculum. This would give her students the opportunity to discuss rules, infractions, and find solutions to common problems the children would be faced with on a daily basis.

2.3.2 APPROACHES FOR MANAGING STUDENT BEHAVIOR

The need for an effective classroom management strategy continues. Teachers struggle to keep order in their classrooms, leaving little time to do their job. Several discipline programs have been "commercialized". Each program claims to bring order back to the classroom. Each denotes less discipline time will enhance learning. The following approaches have been chosen by the researcher to review. It is not to say these are the only strategies available to implement in the classroom. The title of the classroom behavior management approach is given, along with a summary and key points of the program.

2.3.4 ASSERTIVE DISCIPLINE

Lee Canter and Associates (1976) developed the Assertive Discipline plan. This approach demonstrates how school staff can assertively communicate their expectations to students. It is a comprehensive, systematic method of classroom management. It was developed on the basis of four concepts

- Behavior is a choice
- Every student has a right to learn in an environment that is free from disruption
- Every teacher has the right to teach without disruption from students, no child should engage in behavior that is not in the child's best interest.

These guidelines are expressed and supported by a discipline plan. The plan incorporates class rules with positive and negative consequences. The student's behavior is relative to the teacher's expectations in the classroom. Meaning, once the teacher explains the classroom rules, the children know what expectations the teacher has.

2.4 A MODIFIED APPROACH

This assertive approach can be modified to fit any classroom setting. For example, Dial (Gutloff, 1998) who is a middle school band teacher, used an assertive approach to control behavior in his music class. He began the school year with a written contract which the student and parents signed. He set his classroom behavior expectations at the start of the year, giving both student and parents a clear, firm message to begin the year positively. Dial (as cited in Gutloff, 1998) offered 10 tips for establishing harmony in the classroom.

- Limit idle time-keep routine consistent by having immediate activities ready.
- Let kids help make rules - this give the students ownership to the rules.
- Make parents allies - parents are more likely to reinforce your expectations for good student behavior if you establish ties early.
- Spell it out in writing - list specific behaviors in a behavior contract.
- Give respect to get respect - when you treat students with respect, you get it back.
- Model the behavior you want - don't just tell them.

Role of Effective Classroom Management Skills of Teacher on Student's Learning at Primary Level

- Get up and move around - move around the room to see what is going on.
- Structure play at recess - where playtime is carefully supervised.
- Bring kids to order quickly - non-verbal signals can be used to quiet students quickly.
- Praise the behavior you want - acknowledge and praise good behavior whenever possible.

Underwood (1987) focuses on her book about the organizational aspects of teaching English. It has recommended many useful devices to the teacher. It focuses on good way of organizing work in the class-room and useful guidelines on making the most of one time and resources. Namara (1994) focuses on seeing as to how a teacher may manage his/her classroom environment and organizes his/her learning so as to optimize children's opportunities to learn and engage with the learning tasks, which are provided to them the further says that time is only the container for the curriculum; that is particularly important in the quality of teaching and learning which goes on during lesson. Smith and Laslett (1995) emphasizes in their book that good classroom management depends more upon teacher and children working equitably together because they are confident together than upon peremptory instruction and resigned obedience.

Thani (2008) has done the research in the same field entitled "A Study on Classroom Management". She focused on general concept of management. She finds in her research that good classroom management is very crucial part of learning activity. She mentions that one single criterion is not enough for managing the class. All of these theories are an intricate part of the history of classroom management research.

METHODOLOGY

3.1 RESEARCH DESIGN

A research approach is defined by Grover as the procedures of research that encompasses the steps from wide assumptions to data collection analysis and interpretation.

Quantitative research design was used by the researcher in this study. It was a survey study for the current research study quantitative research was adopted by researcher.

3.2 POPULATION

Polit and Hungler (1999) define population as the totality of all subjects that conform to a set of specifications, comprising the entire group of persons that is of interest to the researcher and to whom the research results can be generalized.

The target population for current study was teachers of Islamabad Model School (I-V) No.2, I-10/1, Islamabad. The total number of teachers in Islamabad Model School (I-V) No.2, I-10/1, Islamabad were 30.

3.3 SAMPLING TECHNIQUE

According to Kothari (2004) the non- probability sampling technique "also known by different name such as deliberate sampling, purposive sampling and judgement sampling. In this type of sampling, items for the sample are selected deliberately by researcher; his choice

Role of Effective Classroom Management Skills of Teacher on Student's Learning at Primary Level

concerning the items remains for supreme.
 Convenient sampling technique was used by the researcher.

3.4 SAMPLE SIZE

Sample size refers to the number of participants or observations included in a study. The number is usually represented by n. (Creswell, 2020)
 100% population was taken by the researcher as sample size.

3.5 INSTRUMENT

A self-developed Questionnaire was used by the researcher of the reading following research studies. A questionnaire consists of 15 items and 4 indicators.

The first session of questionnaire consisted of demographics information For example. Name (optional) because there were only female teachers in Islamabad Model School (I-V) No.2, I-10/1, Islamabad. In the second session there was indicator 1 attention which contains 4 items, Indicator 2 contains 3 items which was Retention, Indicator 3 contains 3 items which was Motor reproduction, Indicator 4 contains 5 items which was Motivation.

3.6 DATA COLLECTION

Face-to-Face data was collected by the researcher by visiting the educational institutions.

3.7 DATA ANALYSIS

Simple percentage formula was used by the researcher to analyze the data.

3.8 DELIMITATION

The study was delimited to

1. Islamabad Model School (I-V) No.2, I-10/1, Islamabad.
2. Female teachers

DATA ANALYSIS AND PRESENTATION

Table 4.1 Attention

Sr.no	Statement	SA	A	N	D	SDA
A	ATTENTION					
A1	Effective classroom management skills can impact student's engagement in the classroom	30%	50%	10%	3%	7%
A2	I feel good when students show some interest in the classroom	27%	70%	3%	0%	0%
A3	Effective classroom management skills grab the attention of students towards learning	33%	67%	0%	0%	0%

Role of Effective Classroom Management Skills of Teacher on Student's Learning at Primary Level

A4	I equitably distributes attention and support to all students in the classroom	13%	80%	7%	0%	0%
----	--	-----	-----	----	----	----

Table 4.1 shows that 50% teachers were agreed with statement A1, 30% were strongly agreed, 10% were Neutral, 3% were disagreed and 7% were strongly disagreed. This meant that majority of the teachers agreed that effective classroom management skills can impact student's engagement in the classroom.

In A2 70% teachers were agreed to feel good when students show interest in the classroom, 27% were strongly agreed, 3% were neutral, 0% were disagreed, and 0% were strongly disagreed.

In A3 67% teachers were agreed that effective classroom management skill grab the attention of students towards learning, 33% were strongly agreed, 0% were neutral, 0% were disagree, 0% were strongly disagreed.

In A4 80% teachers were agreed to give equitable supports and attention to all students in the class, 13% were strongly agreed, 7% were neutral, 0% were disagreed, and 0% were strongly disagreed.

Table 4.2 Retention

Sr.no	Statement	SA	A	N	DA	SDA
R	RETENTION					
R1	I engaged students in learning and manage their behavior	7%	86%	7%	0%	0%
R2	I effectively manage behavior and maintain discipline in the classroom	17%	53%	17%	13%	0%
R3	I appreciate those students who behaved mannerly in the classroom	23%	70%	7%	0%	0%

Table 4.2 shows that 86% teachers were agreed with statement R1 to engage students in learning and manage their behavior, 7% were strongly agreed, 7% were neutral, 0% were disagreed, and 0% were strongly disagreed.

In R2 53% teachers were agreed to effectively manage student's behavior and maintain discipline in the classroom, 17% were strongly agreed, 17% were neutral, 13% were disagreed, and 0% were strongly disagreed.

In R3 70% teachers were agreed to appreciate those students who behaved mannerly in the class, 23% were strongly agreed, 7% were neutral, 0% were disagreed, and 0% were strongly disagreed.

Role of Effective Classroom Management Skills of Teacher on Student's Learning at Primary Level

Table 4.3 Motor reproduction

Sr.no	Statement	SA	A	N	DA	SDA
MR MOTOR REPRODUCTION						
MR1	Effective classroom management skills positively influence student's learning outcomes	30%	50%	10%	3%	7%
MR2	Classroom management skills contribute to creating a conducive learning environment	30%	53%	17%	0%	0%
MR3	I believe that improving classroom management skills can enhance student's overall performance	17%	50%	33%	0%	0%

Table 4.3 shows that 50% teachers were agreed with MR1 that their effective classroom management skills positively influence student's learning outcomes, 30% were strongly agreed, 10% were neutral, 3% were disagreed, and 7% were strongly disagreed.

In MR2 53% teachers were agreed that their classroom management skills contribute to creating a conducive learning environment, 30% were strongly agreed, 17% were neutral, 0% were disagreed, 0% were strongly disagreed.

In MR3 50% teachers were agreed that improving classroom management skills can enhance student's overall performance, 33% were neutral, 17% were strongly agreed, 0% were disagreed, and 0% were strongly disagreed.

Table 4.4 Motivation

Sr.no	Statement	SA	A	N	DA	SDA
M MOTIVATION						
M1	I equipped my classroom well that motivate students to learn	20%	63%	17%	0%	0%
M2	Effective classroom management skills can positively impact my motivation	17%	53%	17%	13%	0%
M3	My appreciation towards students actively participate them in the classroom	13%	87%	0%	0%	0%
M4	I usually conduct group work in the classroom that motivate student's to learn effectively	17%	70%	13%	0%	0%

Role of Effective Classroom Management Skills of Teacher on Student's Learning at Primary Level

M5	My feedback towards students motivate them to learn effectively	13%	67%	17%	3%	0%
-----------	---	-----	-----	-----	----	----

Table 4.4 shows that 63% teachers were agreed with M1 to equipped classroom well that motivate students to learn effectively, 20% were strongly agreed, 17% were neutral, 0% were disagreed, and 0% were strongly disagreed.

In M2 53% teachers were agreed that Effective classroom management skills positively impact their motivation, 17% were strongly agreed, 17% were neutral, 13% were disagreed, 0% were strongly disagreed.

In M3 87% teachers were agreed that their appreciation towards students actively participate them in the classroom, 13% were strongly agreed, 0% were neutral, 0% were disagreed, 0% were strongly disagreed.

In M4 70% teachers were agreed to conduct group activities in the classroom that motivate students to learn effectively, 17% were strongly agreed, 13% were neutral, 0% were disagreed, 0% were strongly disagreed.

In M5 67% teachers were agreed that their feedback towards students motivate them to learn effectively, 13% were strongly agreed, 17% were neutral, 3% were disagreed, 0% were strongly disagreed.

SUMMARY, FINDINGS, DISCUSSION, CONCLUSION AND RECOMMENDATIONS

4.1 SUMMARY

The research study was about Role of effective classroom management skills of teacher on students learning at primary level. The purpose of the study was to aim that using effective management skills by teacher can enhance students overall learning. Effective classroom management skills involves grab the attention of students towards learning, manage the behavior of students, creating a conducive learning environment, conduct different activities that motivate students to learn effectively, giving positive feedback to the students. The main objective of the study was to assess the impact of effective classroom management skills of teacher on students learning at primary school level. For this study researcher use quantitative Research Design to collect data with the target population of 30 female teachers of Islamabad Model School (I-V) No.2, I-10/1 Islamabad. Taking 100% target population as sample size.

Convenient sampling technique can be used by the researcher for this study. To analyze data simple percentage formula was used by the researcher. After analyzing from this formula the findings were that most of the female teachers were agreed that effective classroom management skills can significantly impact on students overall learning.

4.2 FINDINGS

Research Question 1.1

What is the impact of effective classroom management skills of teachers on student's learning at primary level?

Role of Effective Classroom Management Skills of Teacher on Student's Learning at Primary Level

Finding 1.1

Research question 1.1 was analyzed through simple percentage formula. Quantitative research design was used to collect data. It was found that Most of the teachers were agreed that effective classroom management skills can positively impact on student's learning.

4.3 DISCUSSION

The finding obtained from research study of effective classroom management skills of teacher on student's learning were that teachers were strongly agreed through statistical analysis that effective classroom management skills of teacher involves build positive relationships with students, use effective communication with students, maintain a structured and organized classroom, encourage active student participation, manage classroom disruptions and behavior issues, engaging students in activities, simulating classroom environment. Teacher emphasized that the differences of this practice that using effective classroom management skills plays a significant role rather than ineffective management skills. A Research study on use of innovative instructional strategies as effective classroom management technique was supported by Asiyai (2005). She reported that innovative instructional strategies such as concept mapping and team teaching helped learner's interest, thus enhancing their performance in academic activities. Another Research evidence have shown that active or participatory methods of teaching results in more effective learning as students become attentive in class (Anih,1997; and Anikweze,2004). Another research study was monitoring and modeling by teachers corroborate the reports of McDaniel (1996). He noted that modeling is based on the principle that 'values are caught not taught'. Teachers who are prompt to class, courteous, enthusiastic, patience and organized, provide examples for their students through their behavior which students exemplify. Monitoring involves the teacher moving round the classroom while students carry out activities to check their progress. Teachers monitoring of instruction as it progresses enables them to respond to students misunderstanding of concepts and ensure that meaningful learning is taking place. In addition, monitoring of instruction will enable the teacher to know if adjustment in teaching needs to be made. With regards to research question the findings of the study showed teachers classroom management effectiveness on students learning makes students positively disposed to learning, they are willing to do class assignments, , increased participation of students in class activities and motivates them to learn. It was analyzed by simple percentage formula and there was many studies regarding this research and their findings were also that teacher effectiveness of managing classroom can effect student's learning.

4.4 CONCLUSION

The research study was about the Role of effective classroom management skills of teacher on student's learning at primary school level. It was based on quantitative approach and adapted closed-ended questionnaire taken to find the effective classroom management skills of teacher on student's learning. Statistically analysis shows that most of the female teachers strongly agreed that due to effective classroom management skills used in the classroom it can have positive impact on student's overall learning. The findings indicate that effective classroom management skills adopted by teachers have a significant influence on student's

Role of Effective Classroom Management Skills of Teacher on Student's Learning at Primary Level

learning outcomes. Findings suggest that when teacher utilize efficient management skills in the classroom there were an observable improvement in student's engagement, behavior, and overall academic performance. From this research study explored that the effective classroom management skills of teacher can positively influence student's learning, their positive behavior, and their interest in the classroom that can make conducive learning environment. Effective Classroom management skills were particularly relevant for the development of students that motivate them to learn effectively.

4.5 LIMITATIONS

The limitations of the research were

- Not getting enough data due to shortage of time, if the time was more researcher would have collected more data
- The population taken from research is very low due to short span of time
- Another limitation was that the data was collected only from one school.

4.6 RECOMMENDATIONS

On the basis of findings recommendations were developed:

- 1.1 It was found that educational institutions should provide regular training and workshops for teachers to enhance their classroom management skills.
- 1.2 It was found that encourage teachers to implement various student engagement strategies such as group work, interactive lectures, and hands-on activities.
- 1.3 It was found that teacher must communicate clear expectations and rules to students at the beginning of their session.
- 1.4 It was found that teacher should provide proper attention and support to struggling students
- 1.5 It was found that teacher should develop positive relationship with students that motivate them to learn effectively.

REFERENCES

1. Baniya, N. (2007). Management of power relationship and practice of Pedagogy in the Classroom. Kathmandu: UrmilaBaniya and SitaGhimire.
2. Bhattarai, A. (2001). Writing a research proposal. Journal of NELTA, Vol. 6, no.1 Bhattarai, G.R. (2001). A thematic analysis of research report. Kathmandu: RatnaPustakBhanda
3. Bull, S. L. and Solity, J.E. (1996). Classroom management. London: CroomHellum ltd.
4. Bondy, E., Ross, D. D., Galligane, C., & Hambacher, E. (2007). Creating environments of success and resilience: Culturally responsive classroom management and more. Urban Education, 39, 266-289. Retrieved from: <http://journals-sagepub-com.proxy1.library.unsw.edu.au/doi/abs/10.1177/0042085907303426>
5. CAST. National Centre for Universal Design for Learning. (2012). Wakefield, MA. retrieved from: <http://www.udlcentre.org/aboutudlguidelines>.
6. Classroom Organization and Management Program. (2012). Teacher tips. Retrieved from: <http://www.comp.org/TOT.html>
7. Donnelly, J., & Berry, L. (2019). Considering the environment: An expanded framework for teacher knowledge. Journal of Learning Spaces, 8(1), 42-48. Retrieved from: <http://llbjournal.uncq.edu/jls/article/view/1834/1343>

Role of Effective Classroom Management Skills of Teacher on Student's Learning at Primary Level

9. Edwards, A., & Westgate, D. P. (1994). *Investigating Classroom Talk*. Revised and extended, 2nd ed., Falmer Press, London; Washington D.C
10. Evertson, C. M., & Harris, A. H. (1992). What we know about managing classrooms. *Educational Leadership*, 49(7), 74-78. Retrieved from: <http://eric.ed.gov/?id=EJ442798>
11. Freeman, J., Simonsen, B., Briere, D., & MacSuga-Gage, A. S. (2014). Pre-service teacher training in classroom management: A review of state accreditation policy and teacher preparation programs. *Teacher Education and Special Education*, 37(2), 106-120.
12. <https://doi.org/10.1177/0888406413507002>
13. Freiberg, J. H., Templeton, S. M., & Helton, S. (2013). Classroom management: A pathway to improving school climate in two British secondary schools. In M. Newberry, A. Gallant, Riley & S. Pinnegar (Eds.), *Emotion and School: How the hidden curriculum influences relationships, leadership, teaching and learning*. (pp. 203-225). Bingley, United Kingdom: Emerald Group Publishing Limited. [https://doi.org/10.1108/S1479-3687\(2013\)0000018015](https://doi.org/10.1108/S1479-3687(2013)0000018015)
14. Floress, M., Jenkins, L., Reinke, W. M., & McKown, L. (2018). General education teachers' natural rates of praise: A preliminary investigation. *Behavioral Disorders*, 43(4), 411-422.
15. <https://doi.org/10.1177/0198742917753271>
16. Grolnick, W. S., & Ryan, R. M. (1989). Parent styles associated with children's self-regulation and competence in school. *Journal of Educational Psychology*, 81(2), 143-154. <https://doi.org/10.1037/0022-0663.81.2.143>
17. Hattie, J. (2009). *Visible learning: A synthesis of over 800 meta-analyses relating to achievement*. Routledge, London, New York. <https://doi.org/10.4324/9780203887332>
18. Hattie, J. (2013). Why are so many of our teachers and schools so successful? John Hattie at TEDxNorrköping. Retrieved from: <https://www.youtube.com/watch?v=rzwjXUieD0U>
19. Hirsch, S. E., Randall, K., Bradshaw, C., & Lloyd, J. W. (2021). A systematic review of teacher professional learning in classroom management and student outcomes. *Journal of Positive Behavior Interventions*, 23(1), 55-65.
20. <https://doi.org/10.1177/1098300720958793>
21. Ismawati, A., Suhaili, N., & Nirwana, H. (2021). The effectiveness of classroom management strategies to reduce disruptive behaviors in primary education. *Journal of Education and Learning*, 15(3), 210-220. <https://doi.org/10.11591/edulearn.v15i3.19365>
22. Johnson, D. W., & Johnson, R. (1999). Making cooperative learning work. *Theory Into Practice*, 38(2), 67-73. <https://doi.org/10.1080/00405849909543834>
23. Kagan, S. (1989). The structural approach to cooperative learning. *Educational Leadership*, Dec 89/ Jan 90, 12-15.
24. Kagan, S. (1994). *Cooperative Learning, Resources for Teachers*. San Juan Capistrano, CA: Kagan Cooperative Learning.
25. Kwok, A., McIntush, K., & Svajda-Hardy, M. (2021). Equity in classroom management: A review of culturally responsive practices in primary schools. *Educational Researcher*, 50(2), 73-82.
26. <https://doi.org/10.3102/0013189X20987402>
27. Ladson-Billings, G. (1995). But that's just good teaching! The case for culturally relevant pedagogy. *Theory into Practice*, 34(3), 159-165. <https://doi.org/10.1080/00405849509543675>
28. Larkin, M. J. (2001). Providing Support for Student Independence through Scaffolder Instruction. *Teaching Exceptional Children*, 34(1), 30-34. <https://doi.org/10.1177/004005990103400104>
29. McCay, L. & Keyes, D. (2012). Developing social competence in the inclusive primary classroom. *Childhood Education*, 78 (2), 70-78. <https://doi.org/10.1080/00094056.2002.10522707>
30. McDonald, T. (2013). *Classroom Management: Engaging Students in Learning*. South Melbourne: Oxford University Press.
31. Meador, D. (2019, June 24). Strategies for Teachers to Maximize Student Learning Time. Retrieved from: <http://www.thoughtco.com/strategies-for-teachers-to-maximize-student-learning-time-4065667>

Role of Effective Classroom Management Skills of Teacher on Student's Learning at Primary Level

34. Maxwell, L. (2010). Chaos outside the home: The school environment. In Evans, G., & Theodore,
35. W. (Eds), *Chaos and its influence on children's development: An ecological perspective*.
36. American Psychological Association, Washington DC, (2010), 83-95.
<https://doi.org/10.1037/12057-006>
37. Nagro, S. A., Fraser, D. W., & Hooks, S.D. (2018). Lesson Planning with Engagement in Mind: proactive Classroom Management Strategies for Curriculum Instruction. *Intervention in School and Clinic*, 54(3), 131-140. <https://doi.org/10.1177/1053451218767905>
38. Organization for Economic Co-operation and Development (OECD). (2005). *Teachers matter: Attracting, developing and retaining effective teachers*. retrieved from:
<http://www.oecd.org/education/school/34990905.pdf>
39. Patrick, H., & Ryan, A. M. (2007). Early adolescents' perceptions of the classroom social environment, motivational beliefs and engagement. *Journal of Educational Psychology*, 99(1), 88-98. <https://doi.org/10.1037/0022-0663.99.1.83>
40. Ridley, D. S., & Walther, B. (1995). *Creating responsible learners: The role of a positive classroom environment*. Washington, D.C.: American Psychological Association.
<https://doi.org/10.1037/10181-000>
41. Schlosser, L. K. (1992). Teacher Distance and Student Disengagement: School Lives on the Margin. *Journal of Teacher Education*, 43(2), 128-140. <https://doi.org/10.1177/0022487192043002006>
42. Vialle, W., Lysaght, P., & Verenikina, I. (2005). *Psychology for educators*. South Melbourne, Victoria, Cengage Learning.
43. Webber, J., Scheuermann, B., McCall, C., & Coleman, M. (1993). Research on Self-Monitoring as a Behaviour management Technique in Special Education Classrooms: A Descriptive Review. *Remedial and Special Education*, 14(2), 38-56. <https://doi.org/10.1177/074193259301400206>