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KEYWORDS	ABSTRACT
Classroom Management, Classroom Challenges, Primary School Teachers, Gender Differences, District Differences	<p>Schools play an important role in community development, particularly for children. The teachers engage in daily routine activities to support this goal. As a result, primary school pupils improve their mental and physical talents while learning life skills and academic competence. The purpose of this research was to assess the difficulties that primary school teachers face while managing classroom. 200 primary teachers were randomly selected from Lahore, Multan, and Mianwali districts. Data were gathered through a self-developed questionnaire and analyzed by using t-test and ANOVA in inferential statistics. The results of study illustrated that primary-level teachers encountered enormous classroom management challenges. Both gender and teacher's district showed a significant difference in classroom management. The results indicated the requirement of effective classroom management strategies, supportive infrastructure, and potential training for teachers. To have effective classroom management there is a need to work together including teachers, parents, and educational authorities to create good learning environment & manage challenges faced by primary school teachers.</p> <p> 2024 Journal of Social Research Development</p>
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INTRODUCTION

Managing the classroom is a crucial component of the teaching and learning process. It is a process over which teachers ensure fruitful application and implementation of learning activities. Effective classroom management involves well-prepared instructor who engages pupils and facilitates their learning (Alarcon, Ypon, Yliz, Cuesta & Michael, 2024). A well-managed classroom is one where all students feel engaged and linked to subject. The research suggests that classroom management

involves multiple components, including administrative support from principal, mentors, and non-teaching personnel (Saleem, Muhammad & Qureshi, 2021). Promoting self-discipline amid students requires supportive environment and effective disciplinary measures (Sibanda, 2021). The teachers need active classroom management stock to cope with learner waywardness & exploit instructional time in a physical classroom (Milliken, 2019). Classroom management is toughest as real classroom management involves both connections and regulations. Effective management relates to teacher's ability to maintain student engagement, and academic success in class (Barkaus & Meškaus, 2017). Classroom management difficulties are divided into two categories: teacher-related and student-related. The teachers have internal challenges relating to their abilities, including preconceptions, knowledge and skills.

The external challenges for teachers include classroom settings & interactions with pupils. Teachers sometimes have a limited grasp of classroom management, interpreting it as activities focused on physical features like seats and facilities. To build respectful, inclusive, and culturally responsive classroom management practices, teachers should know and change their communication patterns based upon cultural variations (Weinstein, Curran & Clarke, 2023). Despite attempts, obstacles in classroom management persist throughout areas, highlighting the need for the holistic approach to address the underlying issues. These insights highlight complex obstacles that impact educational performance in many countries, highlighting the need for context-specific approach to address the root causes (Poku, 2019). Most schools struggle to implement the classroom management procedures, which is further worsened by parents' failure to ensure their children arrive on time, attend school regularly, and complete assigned class work. Creating a vibrant learning environment for teachers and students is crucial for effective classroom management. Teachers must actively implement this skill to provide the best teaching and learning opportunities (Adewusi, 2020). Effective classroom management involves preparing for class, inspiring students, creating welcoming & secure learning atmosphere, raising students' self-esteem, and employing creativity and imagination to plan and present daily lessons.

Improving teachers' CMS is crucial for effective teaching and learning in high schools (Ayebo & Assuah, 2017). For students' affective and cognitive development, critical thinking as a twenty-first-century skill has been emphasized, and in the Pakistani context, few recent studies focused on this like secondary school science teachers' practices regarding critical thinking skills development (Jamil & Muhammad, 2019; Jamil, Muhammad & Qureshi, 2021a); critical thinking perceptions and practices by teachers about critical thinking (Jamil, Muhammad & Qureshi, 2021b). Textbooks and curriculum documents were analyzed about Critical thinking in science (Jamil, Muhammad & Aslam, 2024; Jamil et al., 2024; Jamil, Bokhari, & Ahmad, 2024; Jamil, Bokhari, & Iqbal, 2024). Effective classroom management requires teachers to recognize and resolve obstacles to problem-solving and meaningful learning. The failure to deploy good CMS limits learners' opportunities for meaningful learning in different circumstances. In this linking, the teachers often struggle with the classroom management issues, hindering their ability to give the advanced, effective and structured courses (Nilson, 2016). Neglecting CMS can result in ineffective instructional assignments, lack of variation in lesson plans, and failure to promote student discussion and analysis of course content.

The neglect can negatively impact the learning process and prevent students from reaching their educational goals.

Objective of Study

1. To identify different challenges that can affect classroom management & learning activities.
2. To compare teachers' views about facing classroom management challenges based on gender.
3. To compare teachers' views about facing classroom management challenges based on districts.

Research Hypothesis

1. There is no significant difference between primary school teachers' opinions about facing the classroom management challenges based on gender.
2. There is no significant difference between primary school teachers' opinions about facing the classroom management challenges based on districts.

LITERATURE REVIEW

The classroom management was historically associated with strict adherence to teachers' directions due to its deep religious roots. The organized teachers were supposed to maintain the firm classroom discipline (Scarlett, 2014). In the 19th century, it was also employed to restrict individuals' religious behaviors. Failure to follow guidelines resulted in harsh physical punishments (Diana et al., 2021). Classroom management began in 1980s intending to create safe and positive learning environment. Classroom management is to create an environment that supports students' academic and social-emotional development (Brophy, 2013). Using non-democratic teaching methods might lead to the students losing interest and willingness to attend lessons. The classroom management is crucial to effective education and learning in schools. A well-managed classroom may provide an engaging and enjoyable learning experience for all students. Unfortunately, understudy conduct frequently interferes with this technique. Classroom management is critical aspect of teaching that meaningfully impacts student learning and overall classroom environment. The effective classroom management involves not only engaging students in limiting negative behavior and effectively mediating when it occurs but also ensuring that beneficial scholarly activities are ongoing and not solely focused upon reducing offense.

Similarly, empowering the positive and elevating behavior in one school typically spreads to other classrooms, extending the safe environment beyond the original setting (Ahmad et al., 2017). Thus, improvement of students' affective and cognitive domains will be possible over positive teacher-student relationships & classroom motivation, as already discussed. Classroom management presents problems, including physical facilities, administrative assistance, student behavior and self-created challenges by teachers (Burns & Hammond, 2014). According to aforesaid studies, the instructional problems for teachers include, among other things, pupils' unfinished homework assignments. This means that after teaching, teachers assign pupils something to accomplish, and problems develop when students fail to complete the assigned task on the time (Yonas et al., 2023). The kids' dropouts could be result of bad classroom management. The government is making efforts to train instructors at colleges and universities. However, the classroom management is a significant difficulty because teachers fail to supervise pupils in the classroom while teaching (Soko, 2014). Thus, the emotionally

disturbed students are sometimes difficult to control and exhibit aggressive behaviors. Aggression, a subset of aggression, can lead to many issues such as bullying. This may disrupt class and typically distract the professors.

Teachers often struggle with classroom management. These students often disrupt teacher learning by creating engaging activities that capture the students' attention. The inadequate response can lead to violent behavior among students. The teachers should have proper training to manage such challenges (Burkman, 2012). To combat problems, the teachers require ongoing encouragement and assistance from their management team. Teachers can assist their progress by joining professional online teaching clubs that serve the global community. The support groups tend to encourage best practices that typically address the teacher issues. Another study found that teachers' relationships with their school and colleagues help them transition to the profession (Johnson et al., 2014). Having a good attitude and welcoming all children, regardless of their challenges, is the first step towards a well-organized classroom. Thus, greeting kids with a cheerful smile has a favorable impact on them. Happier students tend to be less disruptive in class (Zoromski, 2020). Investigating the challenges faced by teachers in managing their classrooms can provide insights into difficulties they encounter and suggest potential strategies for improvement. In this regard, when it comes to managing their classrooms, teachers often face a range of obstacles. Overall, the classroom management is the most difficult task of all.

As a result, teachers organize their classes differently to ensure that students succeed academically. The excellent classroom management will help pupils achieve academically (Saleem et al., 2021). Classroom management methods play an essential role in improving students' learning. Classroom management entails tasks of organizing and guiding classrooms to achieve specific goals. Instructors are responsible for maintaining a positive learning environment in the classroom. A well-managed classroom provides an excellent setting for engaging teaching and learning experiences. Teachers who adopt appropriate strategies are more likely to have well-organized classrooms (Ahmad, et al., 2017). Teachers must be imaginative and innovative in identifying what undermines their positive interactions with students during the teaching and learning process. The teachers should remember that bad classroom management leads to low student achievement, whereas competent classroom management contributes toward higher student performance (Yonas et al., 2023). In this linking, investigating classroom management challenges can lead to the development of more effective and leading strategies and support systems for concerned teachers, ultimately enhancing educational experience for students. In recent years, various investigations have been done into viewpoints of classroom management.

The supportive classroom management practices of the novice teachers have been concentrated by effect of professional development (Simonsen et al., 2020); classroom management need of novice teachers were talked (Shank & Santiago, 2022); teachers' perspective on classroom management taken by the teachers (Özen & Yildirim, 2020); elementary teachers' problem of practice revolving around the classroom management related self-efficacy regarding contexts but comparisons upon construct subscale (Lazarides et al., 2020). In Pakistani context as well, studies have been conducted including teachers' perceptions about classroom management for actual classroom manager (Zahid

et al., 2022); teachers' self-efficacy beliefs about the classroom management (Saeed et al., 2022); virtual professional growth effect on teachers' online classroom management practices (Naveed et al., 2022); elite school head teachers' beliefs and concerns about the classroom management skills (Nasir, Muhammad & Bokhari, 2022); enhancement of classroom management skills through the critical reflection (Ashraf et al., 2022); strategies & challenges of novice elementary school teachers (Saleem et al., 2020; Saleem, Muhammad, & Masood, 2021; Saleem, Muhammad, & Qureshi, 2021; Saleem et al., 2022).

RESEARCH METHODOLOGY

The researcher employed a quantitative research approach. The quantitative research is a typical scientific investigation technique that gathers quantitative information using the mathematical or the statistical strategies. It can be conducted and reviewed quickly. There is no need to alter or rearrange the obtained data. Researchers can use many statistical methods to determine the source and effect of occurrences. The study's findings can be expressed through tables, graphs, figures, or writing forms. The survey design was used for the current study. Survey research is a quantitative method in which data is collected using a structured questionnaire or survey and analyzed using statistical procedures. This method is mostly used to gather data about people's attitudes, views, beliefs, and behaviors. The surveys can be conducted in person, over the phone, or using the online questionnaires. Survey research is commonly used in the study of large populations or groups. The researcher can broadly explain and generalize a group or population's ideas, attitudes, and features (Pandey et al., 2023). Whereas a questionnaire was used as instrument having 30 items to collect the data. A questionnaire is an instrument for study that prompts respondents to answer questions to collect relevant data.

These tools can handle written or spoken queries. Questionnaires have recently gained popularity as a research method because of their speed, efficiency, and cost-effectiveness. These methods can be used to assess preferences, intentions, attitudes, and viewpoints. The population of the study was all the primary school teachers of district Lahore and Multan, Mianwali. Thus, a random sample technique was used. The educational research followed strict ethical guidelines, including informed consent and anonymity. Before beginning the investigation, permission was requested and secured from the principals of the selected schools. Participants provided consent and were informed that their participation was completely optional, with the option to withdraw at any time during the research procedure. Participants received detailed information about the study and their role in it. Participants were told about the importance of their involvement and how their opinions would benefit the research. Respondents' identity was protected by not disclosing their names to anyone, preventing public scrutiny and criticism. The data was analyzed through SPSS by using inferential statistics i.e., t-test and one-way ANOVA. Consequently, analyzing data is an important component of research since it allows researchers to answer their study questions and evaluate their theories (Sharma, 2022).

FINDINGS OF STUDY

The results of study based upon the statistical procedures to realize desired objectives are produced in this section.

Table 1 Mean, Standard Deviation, and Reliability

Cronbach Alpha	No of Items	Mean	SD
.917	30	76.05	16.624

To determine level of challenges faced by primary school teachers about classroom management descriptive statistics was used. The above table reveals that there were 30 items, Cronbach alpha of instrument was .917 which is considered highly reliable. Whereas mean score was (76.5), and the standard deviation (16.624) that shows mean score of participants' opinions about facing challenges was above average.

Table 2 Difference between School Teachers' Opinions Based on Gender

Gender	n	Mean	SD	DF	T	P
Male	112	2.13	.570	198	2.23	.028
Female	88	1.78	.549			

A T-test was applied to test the null hypothesis. The null hypothesis was rejected. The result of the above table reveals that there was a significant difference between teachers' opinions about facing challenges regarding classroom management based on gender based upon the results obtained over statistical procedure.

Table 3 Difference between School Teachers' Opinions Based on Districts

	Sum of Square	df	Mean of Square	f	p
Between group	1302.956	3	651.478	2.429	.097
Within group	15290.978	196	68.263		
Total	16593.933	199			

A significant difference was found between (.097 < 0.05) among the primary school teachers based on their districts. So primary school teachers with different backgrounds have different opinions about facing challenges for classroom management based on results obtained in statistical procedure to reach conclusion.

DISCUSSION

The challenges for instructors include managing large classes, which can lead to disruptive conduct, and an absence of parental engagement, which is essential for promoting learning at both home and at school. The study emphasized importance of creating a positive teaching climate and providing clear expectations. The effective classroom management involves keeping order while fostering a positive and welcoming environment for effective learning and teaching. Several studies support the idea that instructors struggle to adopt effective classroom management practices due to a lack of parental involvement. Parental engagement is crucial for child's education and can significantly impact the school setting. Active parental involvement in their children's education benefits both the student and the instructor (Diana et al., 2021). In this linking, parental involvement is crucial for successful classroom management and the development of pupils. Epstein's paradigm of six sorts of involvement (parenting, communicating, volunteering, studying at the home, decision-making, and

working with the community) demonstrates that how the parents can participate in their children's education effectively.

The active parental involvement promotes supportive home environment, and healthy connections between parents and teachers, and improves classroom management by reinforcing the classroom standards and customs at home (Epstein, 2007). In Pakistan, the instructors must address concerns related to pupils, curriculum, parents, school visitors, and the central office. Other obstacles include role ambiguity, conflicting the stakeholder expectations, limited financial resources, and a lack of incentives and authority to address relevant concerns (Ali, 2012). There is a dire need to analyze specific cases of successful and unsuccessful classroom management to identify key factors. There are additional difficulties related to the sociopolitical and sectarian disputes and disruptions. As a result, teachers prioritize preserving order and discipline over staff professional development and student progress in leading diverse circumstances (Nasrullah et al., 2021). In a similar way, different challenges that are faced by the novice teachers have been explored in the previous recent studies (Saleem et al., 2020; Saleem, Muhammad, & Masood, 2021; Saleem, Muhammad, & Qureshi, 2021; Saleem et al., 2022).

CONCLUSION

The study found that primary school instructors were knowledgeable about classroom management concerns and issues. Furthermore, male and female primary school instructors faced very different problems. There were considerable differences among primary school teachers' districts. The study found that all questioned primary school teachers emphasized standing of classroom management. They all agreed that adequate classroom management is essential for effective teaching. Effective classroom management is hindered by some variables, including instructors' poor behavior control, overcrowded classrooms, and inadequate resources. The teachers are aware of effective classroom management tactics but require the training to use them effectively. The challenges in education include inadequate infrastructure, insufficient teaching resources, bad professional relationships between the teachers and students, poor classroom management skills, and insufficient instructional materials. Similarly, local government should establish and implement a professional development program for in-service teachers that equips them with the skills and knowledge necessary to ensure successful classroom management. Therefore, these abilities will help teachers manage classroom successfully and ensure effective academic performance. Also, the local government should build enough educational infrastructure, including classrooms. Accordingly, existence of adequate school infrastructure will ensure effective classroom management because overcrowded classrooms will no longer be an issue.

Recommendation

1. Having specific standards and creating a good environment were identified as key answers. To improve the high school teaching and learning, schools, and educators should foster a supportive classroom environment, there is a need to set clear expectations, and encourage parental involvement.
2. To promote a healthy classroom atmosphere, instructors should establish clear expectations, use positive reinforcement, and foster supportive connections with the students. Engaging

parents in their children's learning at home and school creates a holistic support structure and environment for pupils.

3. The institutions are required to reducing class sizes or providing more support to instructors can improve classroom management and learning outcomes that are required for students' motivation towards success. Therefore, effective classroom management is also vital for the institutional success.

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