

**PRIMARY SCHOOL TEACHERS’
PROFESSIONAL DEVELOPMENT FOR
EFFECTIVE CLASSROOM MANAGEMENT:
A COMPARATIVE STUDY**

**By
NABILA QURESHI**



**NATIONAL UNIVERSITY OF MODERN LANGUAGES
ISLAMABAD**

February, 2025

PRIMARY SCHOOL TEACHERS' PROFESSIONAL DEVELOPMENT FOR EFFECTIVE CLASSROOM MANAGEMENT: A COMPARATIVE STUDY

**By
NABILA QURESHI**

M.Phil, 2025

National University of Modern Languages, Islamabad.

A THESIS SUBMITTED IN PARTIAL
FULFILMENT
OF THE REQUIREMENTS FOR THE DEGREE
OF

MASTER OF PHILOSOPHY

To
Department Of Educational Sciences
Faculty Of Social Sciences



NATIONAL UNIVERSITY OF MODERN LANGUAGES,

ISLAMABAD

February, 2025

Nabila Qureshi, 2025



NATIONAL UNIVERSITY OF
MODERN LANGUAGES

FACULTY OF SOCIAL SCIENCE

THESIS AND DEFENSE APPROVAL FORM

The undersigned certify that they have read the following thesis, examined the defense, are satisfied with the overall exam performance, and recommend the thesis to the Faculty of Social Sciences for acceptance.

Thesis Title: Primary School Teachers' Professional Development for Effective Classroom Management: A Comparative Study

Submitted By: Nabila Qureshi
Name of Student

Registration #: 32-M.Phil/Edu/F21

Master of Philosophy
Degree Name in Full

Educational Sciences
Name of Discipline

Dr. Aisha Bibi
Name of Research Supervisor

Signature of Research Supervisor

Prof. Dr. Muhammad Riaz Shad
Name of Dean (FSS)

Signature of Dean (FSS)

Date

AUTHOR'S DECLARATION

I Nabila Qureshi

Daughter of Abdul Khaliq Qureshi

Registration # 32-M.Phil/Edu/F21

Discipline: Education

Candidate of Master of Philosophy at the National University of Modern Languages do hereby declare that the thesis “Primary School Teachers’ Professional Development for Effective Classroom Management: A Comparative Study”, submitted by me in partial fulfillment of MPhil degree, is my original work, and has not been submitted or published earlier. Solemnly declare that it shall not, in future, be submitted by me for obtaining any other degree from this or any other university or institution.

I also understand that if evidence of plagiarism is found in my thesis/dissertation at any stage, even after the award of a degree, the work may be cancelled, and the degree revoked.

Date

Signature of Candidate

Nabila Qureshi
Name of Candidate

ACKNOWLEDGEMENT

Completing this thesis has been a journey that is deeply meaningful to me, both as an academic achievement and a personal milestone. As I write these acknowledgments, my heart is filled with gratitude and emotion for all those who have supported me along this challenging yet rewarding path.

First and foremost, after being grateful to Allah Almighty, I owe a profound debt of gratitude to my late father **Abdul Khaliq Qureshi**. This thesis was not just a goal for me; it was the fulfillment of my father's dream. He passed away shortly after I began my degree, yet his presence and influence have been with me every step of the way. His dream for me became my guiding light, and I am eternally grateful for the vision he bestowed upon me. The loss of my parents during the course of my studies deeply affected me. My mother, who I lost recently, always encouraged me to be the pillar of strength for our family and to strive to achieve the goals that my father had set. Her reminders to persevere through adversities have been a constant source of motivation. The absence of both my beloved parents has been a profound sorrow, yet their memories and teachings continue to inspire and drive me.

I am incredibly blessed to have the unwavering support and encouragement of my husband, **Muhammad Ibraheem** and my in-laws. Their immense contributions to my life cannot be overstated. While I juggled multiple jobs and navigated through my academic responsibilities, they provided not only emotional support but also took wonderful care of my children. Knowing that my family was in good hands gave me peace of mind and the ability to focus on my studies. Their encouragement and belief in my capabilities have been invaluable.

Special thanks go to my supervisor **Dr. Aisha Bibi**, whose support and understanding played a critical role in my success. Even as I faced health challenges that could have

derailed my progress, she encouraged me to continue at my own pace but never to lose hope. Her guidance and patience have been instrumental in helping me navigate through the difficulties I encountered during my research.

It will be an injustice if I don't mention here **Dr. Saira Nasir**, a great personality, a mentor and a great source of motivation for me. She is director of Dar Ali bin Talib School. She motivated and inspired me a lot and I made the decision to continue my studies.

My sisters and friends deserve a heartfelt mention for being my rock during the toughest times. Their presence, whether in person or through a phone call, helped lighten my burdens and brought joy and laughter during moments of stress. Their unwavering support and constant availability provided me with strength and resilience when I needed it the most.

This degree is not merely an academic achievement; it is a tribute to my parents, a testament to the support of my family, and a reflection of my personal resilience and determination. It is incredibly close to my heart, and I will always cherish the lessons of survival and consistency it has taught me.

In conclusion, this journey has been a bumpy ride, filled with both challenges and triumphs. To all who have been a part of this journey - thank you from the bottom of my heart. Your support and love have not only helped me achieve this milestone but have also shaped the person I have become. This thesis is not just a fulfillment of an academic requirement; it is a fulfillment of my father's dream, a beacon of my mother's teachings, and a symbol of my family's love and sacrifices.

Thank you all

Nabila Qureshi

DEDICATION

I dedicate this dissertation to

My Late Father, Abdul Khaliq Qureshi and Mother Shakila Bibi.

Although my Parents are no longer with me in body, their spiritual presence have continuously been a source of motivation and inspiration, guiding me to persevere through life's many hardships.

May Allah Almighty bless their souls with high ranks in Jannah.

(Ameen)

To my husband Muhammad Ibraheem, whose unrelenting belief in me inspired me to reach new heights.

His dream for my success became my reality.

"I am forever grateful."

ABSTRACT

Title: Primary School Teachers' Professional Development for Effective Classroom Management: A Comparative Study

This comparative study explores professional development for effective classroom management, which is essential for promoting student engagement, discipline, and academic achievement. Recognizing that many primary school teachers in Islamabad, Pakistan, feel overwhelmed due to insufficient training and institutional support, the study aims to evaluate how professional growth, teacher experience, qualifications, and age influence classroom management practices across three key dimensions: the personal dimension, the teaching dimension, and the discipline dimension. The research adopted a quantitative design with a sample of 370 primary school teachers selected through stratified random sampling, using closed-ended questions and seven open-ended items to gather comprehensive data. The objectives were to assess teachers' current classroom management practices, explore the impact of professional development, and identify differences in practices based on demographic variables. Data were analyzed using descriptive and inferential statistics. Results revealed no significant difference in classroom management effectiveness between public and private school teachers; however, more experienced teachers exhibited stronger skills, suggesting the value of experiential learning. Additionally, both groups reported similar challenges, including insufficient hands-on training, limited institutional support, and a lack of technology integration in current professional development programs. The study concludes with recommendations for school and policymakers to design realistic, practice-based training initiatives that address real classroom challenges and incorporate modern teaching tools. Enhanced professional development can improve teaching practices across all three dimensions of classroom management and contribute to better student outcomes.

Keywords: Professional Development, Classroom Management, Primary School Teachers, Quantitative Research, Survey, Comparative Study, Teacher Education.

Nabila Qureshi, 2025

TABLE OF CONTENTS

Chapter	Page
TITLE PAGE	i
DISSERTATION AND DEFENSE APPROVAL FORM.....	ii
CANDIDATE DECLARATION FORM	iii
ACKNOWLEDGEMENT	iv
DEDICATION	vi
ABSTRACT.....	vii
TABLE OF CONTENTS.....	viii
LIST OF TABLES	x
LIST OF FIGURES	xii
LIST OF ABBREVIATIONS	xiii
LIST OF APPENDICES	xiv

1. INTRODUCTION

1.1	Background of the Study	04
1.2	Statement of the Problem	10
1.3	The Rationale of The Study	14
1.4	Significance of the Study	21
1.5	Research Methodology	23
1.6	Research Objectives	25
1.7	Research Hypotheses.....	26
1.8	Theoretical framework	27
1.9	Operational Definitions	33

2. REVIEW OF THE RELATED LITERATURE

2.1	Professional Development	36
2.2	Purpose of Professional Development.....	37
2.3	Teaching as a Profession.....	38
2.4	Current Approach and Strategies in Professional Development.....	46
2.5	Classroom Management Intervention.....	49
2.6	Approaches Of Classroom Management	52
2.7	Classroom Management Models	53

2.8	Benefits of Classroom Management Strategies.....	56
2.9	Framework	63
2.10	Theoretical Foundations and Models in Classroom Management.....	68
2.11	Challenges and Limitations.....	76
2.12	Ways to overcome these Challenges.....	79
2.13	Best Practices and Recommendations.....	81

3. METHODS AND PROCEDURES

3.1	Research Approach.....	86
3.2	Research Paradigm.....	87
3.3	Research Design.....	87
3.4	Population	88
3.5	Sample.....	89
3.6	Instrumentation.....	100
3.7	Pilot Testing.....	105
3.8	Data Collection.....	110
3.9	Ethical Consideration of the Research.....	115
3.10	Delimitation	116

4. ANALYSIS AND INTERPRETATION OF THE DATA

4.1	Overview.....	118
4.2	Justification for use of Post Hoc Test.....	120
4.3	Demographics.....	120
4.4	Quantitative Data Analysis.....	124
4.5	Mann Whitney U Test Results.....	147
4.6	ANOVA Results.....	149
4.7	Qualitative Results- Thematic Analysis	177
4.8	Summary.....	199

5. SUMMARY, FINDINGS, DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS

5.1	Summary	200
5.2	Findings.....	206
5.3	Discussion.....	223
5.4	Conclusion.....	245
5.5	Recommendations	252

6.	References.....	257
-----------	------------------------	------------

7.	Appendices.....	287
-----------	------------------------	------------

LIST OF TABLES

Table	Title	Page No.
Table 3.1	Population public and private	88
Table 3.2	Sample selection technique	89
Table 3.3	Sample size	90
Table 3.4	Item wise reliability of the survey questionnaire (Pilot N=50)	105
Table 3.5	Construct wise reliability of the survey questionnaire (Pilot N=50)	107
Table 3.6	Construct wise reliability of the survey questionnaire after removing weak items (Pilot N=50)	108
Table 3.7	Construct wise correlation of the survey questionnaire (Pilot N=50)	109
Table 3.8	Data analysis procedure	111
Table 4.1	Age of respondents (Public N=220)	120
Table 4.2	Age of respondents (Private N=150)	121
Table 4.3	Academic qualification of respondent (Public N= 220)	122
Table 4.4	Academic qualification of respondent (Private N= 150)	123
Table 4.5	Years of teaching of respondents (Public N=220)	123
Table 4.6	Years of teaching of respondents (Private N=150)	124
Table 4.7	Personality Dimensions (Public School Teachers)	125
Table 4.8	Psychological and Social Classroom Environment (Public School Teachers)	126
Table 4.9	Discipline Dimensions (Public School Teachers)	128
Table 4.10	Teachers' Actions for Standard Behavior (Public School Teachers)	129
Table 4.11	Teaching Dimensions (Public School Teachers)	131
Table 4.12	Interaction During Lessons (Public School Teachers)	134
Table 4.13	Personality Dimensions (Private School Teachers)	136
Table 4.14	Psychological and Social Classroom Environment (Private School Teachers)	137
Table 4.15	Discipline Dimensions (Private School Teachers)	139
Table 4.16	Teachers' Actions for Standard Behavior (Private School Teachers)	140
Table 4.17	Teaching Dimensions (Private School Teachers)	142
Table 4.18	Interaction During Lessons (Private School Teachers)	144
Table 4.19	Comparison for the professional development of public and private primary school teachers for classroom management.	148

Table 4.20	Comparison of Teacher's professional development for classroom management and age (Public Schools)	149
Table 4.21	Post Hoc Comparison of Teacher's professional development for classroom management and age (Public Schools)	150
Table 4.22	Comparison of Teacher's professional development for classroom management and experience (Public Schools)	155
Table 4.23	Post Hoc Comparison of Teacher's professional development for classroom management and experience (Public Schools)	156
Table 4.24	Comparison of Teacher's professional development for classroom management and qualification (Public Schools)	159
Table 4.25	Post Hoc Comparison of Teacher's professional development for classroom management and qualification (Public Schools)	160
Table 4.26	Comparison of Teacher's professional development for classroom management and age (Private Schools)	162
Table 4.27	Post Hoc Comparison of Teacher's professional development for classroom management and age (Private Schools)	164
Table 4.28	Comparison of Teacher's professional development for classroom management and experience (Private Schools)	169
Table 4.29	Post Hoc Comparison of Teacher's professional development for classroom management and experience (Private Schools)	170
Table 4.30	Comparison of Teacher's professional development for classroom management and qualification (Private Schools)	173
Table 4.31	Post Hoc Comparison of Teacher's professional development for classroom management and qualification (Private Schools)	175
Table 4.32	Themes, Sub-Themes, and Associated Codes from thematic Analysis of Teachers' Perspectives on Classroom Management Practices	177
Table 4.33	Detailed Comparative Table of Public and Private School Teachers responses to open-ended Questions and Thematic Analysis	185

LIST OF FIGURES

Figure No.	Title	Page
Figure 1	Yousuf, Shaheen, Fatma, & Kheri, 2024	16

LIST OF ABBREVIATIONS

Abbreviation	Terms
PD	Personal Dimension
PSCE	Psychological and Social Classroom Environment
DD	Discipline Dimension
TASB	Teachers Action for Standard Behavior
TD	Teaching Dimension
IDL	Instructions During the Lesson

LIST OF APPENDICES

Appendix A	Conceptual/ Theoretical Framework
Appendix B	Topic Approval Letter
Appendix C	Data Collection Reference Letter
Appendix D	Cover Letter for Validity Certificate
Appendix E	Research Instrument Validity Certificates
Appendix F	Permission for using Questionnaire
Appendix G	List of Public Schools Included in Population
Appendix H	Sample and List of Pilot Testing
Appendix I	List of Private Schools for Population & Sample
Appendix J	Research Instrument
Appendix K	Plagiarism Report by Turnitin

CHAPTER 1

INTRODUCTION

Classroom management is one of the most important aspects of effective teaching, especially in primary education. It involves a wide range of skills that enable teachers to create a conducive environment for learning, maintain order, foster positive student behavior, and ensure that educational goals are achieved. In primary schools, effective classroom management is critical because it directly influences students' academic performance, behavior, and overall development. However, many teachers face challenges in managing their classrooms effectively, particularly due to limited access to quality professional development, varying school resources, and differences in teaching experience.

The professional development of teachers is a cornerstone of educational quality, as it equips educators with the necessary skills, knowledge, and strategies to address classroom challenges. Over the years, various professional development programs have been designed to help teachers improve their teaching methods and manage classrooms more effectively. However, the nature and effectiveness of these programs vary significantly across different school systems, particularly between public and private schools. Teachers in public schools often have different professional development opportunities and challenges compared to those in private schools due to variations in funding, school culture, and teacher support.

In Islamabad, as in many other parts of the world, the effectiveness of professional development programs in enhancing classroom management remains an area of concern. Public schools, which are typically funded by the government, may face challenges such as limited resources, larger class sizes, and a shortage of specialized training programs. On the other hand, private schools often have more flexibility in implementing targeted training but may still face challenges related to teacher workload, differing teacher qualifications, and student diversity.

Teacher advancement training is essential in developing knowledge and bettering teacher organization in the classroom to achieve learning goals. As stated by Alisherovna and Tokhirjonkyzy (2020), primary school teachers' continuous professional development is crucial for obtaining higher qualifications and skill levels for the complexities of the classroom environment. Effective classroom management helps build good learning conditions, student motivation, and performance and improves their overall academic performance (Aydın & Karabay, 2020). However, despite the global focus on training for teachers, there still exists between evidence-based/proven methods and their actual use (Popova et al., 2022).

Evidence shows that professional development directly impacts students' achievements in reading and some aspects of their cognitive abilities (Didion et al., 2020). Moreover, ongoing professional education helps teachers effectively cope with changes in the educational environment and their students (Smith & Gillespie, 2023). Due to the ever-growing use of technology in education, digital skills have become vital for teachers who want to incorporate them into their instructional methodologies (Fernández-Batanero et al., 2022).

This research aims to evaluate the professional development of primary school teachers in terms of their classroom behaviour management skills and analyze the differences in effectiveness between public and private school teachers to improve educational achievements. This research aims to explore and compare the professional development of primary school teachers for classroom management in public and private primary schools in Islamabad. The study will examine the role of various factors—such as teacher experience, qualifications, and gender—in influencing the effectiveness of classroom management strategies. Additionally, it will assess how professional development programs in both types of schools help teachers develop the skills needed for managing classrooms effectively.

The research also seeks to highlight the differences in professional development practices between public and private schools and to understand how these differences impact teachers' classroom management strategies. By investigating the professional development needs of teachers in both sectors, this study will provide insights that can guide the improvement of teacher training programs, which, in turn, can lead to enhanced classroom management and better learning outcomes for students.

The findings of this study are expected to contribute to the understanding of how teachers' professional development impacts classroom management in primary schools. Moreover, it will provide useful recommendations for policymakers, educators, and school administrators on how to design more effective professional development programs that cater to the unique needs of teachers, enabling them to create optimal learning environments for their students.

In sum, this research addresses a critical gap in understanding the factors influencing the professional development of primary school teachers and its connection to effective classroom management, particularly in the context of public and private schools in Islamabad. It seeks to offer practical solutions that can improve teaching practices and ultimately enhance the educational experience for students at the primary level.

1.1 Background of the Study

Effective classroom management ensures learners' achievement, creates a conducive learning atmosphere, and improves teaching efficiency (Aydin & Karabay, 2020). A teacher's ability to control a classroom largely depends upon delineated professional development, training, and lifelong learning activities (Alisherovna & Tokhirjonkyzy, 2020). The gap between knowing and doing hinders many teachers' ability to effectively manage their classrooms (Popova et al., 2022).

Classroom management comprises various skills teachers use to control the classroom, direct student behaviour, and enhance the learning environment (Smith & Gillespie, 2023). Research indicates that students make better marks and behave appropriately in controlled classrooms (Didion et al., 2020). Teachers who participate in professional development focused on classroom management are more skilled in dealing with disruptive behaviour and motivating students (Ohrt et al., 2020). Despite all the contributions, many teachers, especially in primary education, are still underserved in structured training that deals with classroom complexities (Karlberg & Bezzina, 2022).

While most literature captures the effect of professional development on teaching effectiveness, few have studied its contribution to primary education classroom management (Byrd & Alexander, 2020). The gap is primarily attributed to an

overwhelming focus on general teacher training or secondary education, which does not account for the distinct difficulties primary school teachers deal with. Primary school classrooms are active and multifaceted environments in which students need to be managed in an orderly and structured way. Therefore, classroom management is an important skill teachers must have (Zhang & Bray, 2020). The dearth of focused studies dealing with the professional development of primary school teachers is an important gap this study aims to fill.

Professional development significantly contributes to teachers acquiring the necessary skills to employ effective classroom management (Fernández-Batanero et al., 2022). Evidence shows that teaching effectiveness was higher after faculty training, including behavioural management, student engagement, and differentiated instruction (Sims & Fletcher-Wood, 2021). Unfortunately, numerous teachers do not perceive the training provided as relevant to their classrooms and thus cannot utilize learned strategies (Copur-Gencturk & Thacker, 2021).

Classroom management is a central element of teaching, particularly in primary education, where young children are developing crucial cognitive, social, and emotional skills. The ability of teachers to manage classrooms effectively plays a significant role in fostering a conducive learning environment that promotes academic achievement and positive behavioral outcomes. As primary school teachers are responsible for shaping the academic and social experiences of young learners, their ability to maintain an organized, well-structured classroom is critical for ensuring student success. Effective classroom management involves a combination of strategies that enable teachers to address disruptive behaviors, foster engagement, and support student development in a positive manner.

In the context of professional development, effective classroom management skills are often a key area of focus. Teachers' professional development equips them with the necessary tools, strategies, and knowledge to improve their instructional practices, including how they manage their classrooms. However, the extent to which primary school teachers receive professional development related to classroom management, and how effective these professional development programs are, varies significantly across different educational settings, particularly when comparing **public** and **private schools**.

In many countries, including Pakistan, teachers in **public** and **private** schools may receive different levels of support in terms of resources, training, and professional development opportunities. Research indicates that **private schools** tend to have better access to professional development programs and resources, allowing teachers to implement innovative and effective classroom management strategies (Brock & Grady, 2000). On the other hand, **public schools**, especially in developing countries, often face challenges such as overcrowded classrooms, limited resources, and insufficient professional development opportunities, which can impact the effectiveness of classroom management (Aiken, 2005).

In the case of **Pakistan**, primary education faces significant challenges, such as disparities in teacher training and limited access to high-quality professional development programs. A study by **Jamil et al. (2018)** highlighted that teachers in public schools often lack access to ongoing professional development, which results in difficulties in effectively managing classrooms. This is in contrast to private schools, where teachers tend to have

more opportunities for continuous professional development, often resulting in better classroom management practices (Ali, 2009).

The **importance of teacher professional development** for effective classroom management has been emphasized in numerous studies. **Pianta et al. (2008)** noted that teachers who receive consistent professional development in classroom management are more likely to create positive and productive learning environments. Teachers' ability to foster strong teacher-student relationships and implement positive discipline strategies are directly linked to their participation in professional development programs (Hattie, 2009).

The **role of teacher-student relationships**, as highlighted by **Martin and Baldwin (1993)**, is another critical aspect of effective classroom management. Their framework emphasizes the importance of understanding students' personalities and building positive interpersonal relationships in the classroom. This relationship-building is especially crucial in primary school, where teachers are not only educators but also mentors and role models.

Additionally, **classroom management frameworks** like **Wong & Wong (2004)** focus on creating a structured environment with clear expectations, routines, and consequences. These approaches have been shown to enhance the effectiveness of classroom management and contribute to a better learning environment. The integration of these structured approaches into teacher professional development programs is an important area of study.

This study aims to address the **gap in literature** by exploring and comparing the professional development practices for **classroom management** in **public** and **private**

primary schools in Islamabad, Pakistan. It investigates how teachers' professional development in both sectors is structured, the specific training related to classroom management that teachers receive, and how this training influences their classroom practices.

Some reference from previous studies in the context of this research study are listed below:

Brock & Grady (2000) - This study emphasized the importance of professional development in private schools, noting that teachers in these schools often have more access to resources and training, leading to more effective classroom management practices.

Aiken (2005) - Aiken's research highlights the resource and training disparities between public and private schools, particularly in developing countries. Public school teachers face challenges in accessing continuous professional development, which impacts their ability to effectively manage classrooms.

Jamil et al. (2018) - This study focused on the challenges faced by public school teachers in Pakistan, particularly regarding classroom management, due to a lack of professional development opportunities and inadequate training programs.

Pianta et al. (2008) - This research explored the impact of professional development on teachers' ability to foster positive classroom environments and manage behavior effectively. The study emphasized the importance of teacher-student relationships in successful classroom management.

Martin & Baldwin (1993) - This framework focuses on the role of teacher-student relationships and the psychological and social classroom environment. Their work underscores the importance of teachers' ability to manage not only the academic but also the emotional and social needs of students.

Wong & Wong (2004) - Their model of classroom management emphasizes the importance of clear expectations, structured routines, and consistent discipline strategies. Their work has been influential in shaping how classroom management is taught to teachers through professional development programs.

Ali (2009) - Ali's study examined how teachers in private schools in Pakistan benefit from more frequent professional development opportunities, leading to better classroom management practices compared to their counterparts in public schools.

There is a significant gap in research comparing the professional development practices of primary school teachers in public and private schools, particularly regarding classroom management in Pakistan. While existing studies focus on the importance of professional development and classroom management separately, few have examined how these two factors interact across different school sectors, especially in the context of Islamabad.

This study aims to contribute valuable insights into how professional development can be improved to enhance classroom management practices in both public and private primary schools. Additionally, the study seeks to identify key differences in the types of professional development offered in each sector and explore how these differences impact teachers' ability to manage classrooms effectively.

The study is significant because it provides a comparative analysis of classroom management strategies employed in public and private primary schools in Islamabad, with a focus on professional development. By incorporating theoretical frameworks and insights from previous studies, this research will contribute to a deeper understanding of how professional development affects classroom management and help inform educational policy and teacher training programs in Pakistan.

In light of the growing need for effective teaching methods, it is imperative to analyze the professional development of primary school teachers regarding classroom management (Fafunwa & Aisiku, 2022). This research will analyze the impact of professional development projects, determine existing deficiencies, and evaluate the differences in classroom management practices of teachers in public and private primary schools. Filling this gap would enable the study to formulate suggestions for improving teacher education programs and facilitating more effective learning environments in schools.

1.2 Statement of the Problem

While numerous professional development initiatives exist to improve primary teachers' classroom management skills, there is limited understanding of how these initiatives translate into actual classroom strategies used by teachers. Despite ongoing efforts, classroom disruptions and management challenges persist, indicating a need to evaluate the impact of different developmental approaches on teachers' practical application of classroom strategies.

This study seeks to compare the effectiveness of various developmental interventions in enhancing teachers' adoption of effective classroom management strategies. Using surveys to measure the strategies implemented by teachers, the research aims to determine which approaches most effectively promote positive classroom environments. The results will provide valuable insights for educators and policymakers seeking to optimize developmental programs for primary teachers.

Classroom management is a crucial skill that directly impacts the quality of education in primary schools. Effective classroom management helps create a positive learning environment, ensures that students stay engaged, and promotes better academic outcomes. Managing a classroom and ensuring students behave properly are important links to creating a positive educational atmosphere, enabling active student participation, and improving their academic achievements. Despite the increasing emphasis on fostering a positive learning environment, many educators struggle with effective classroom management strategies that promote student engagement and minimize disruptive behavior. This challenge not only impacts student learning outcomes but also affects teachers' job satisfaction and retention.

Many primary school teachers face challenges in managing their classrooms mostly because of poor professional training, which results in discipline problems, lack of motivation among students and bad teaching methods. Even though there are training programs available for teachers, there is an enormous gap between theory and practice, leading to discrepancies in teachers' approaches to controlling students' behaviors and engagement in productive work. These challenges are especially prominent when

comparing public and private primary schools, where resources, training, and teacher experiences can differ significantly.

One of the main problems is that there are few programs aimed at improving already existing skills that focus on behavior control in front of primary school children. Instruction is often geared toward broader teacher-level pedagogical strategies rather than providing teachers with the basic skills needed to maintain order and participation and cater for varying abilities in the same lesson. Therefore, Teachers in public and private institutions do not have adequate behaviors management techniques. As a result, classrooms are disorderly and waste time, learners become passive, and the overall academic performance deteriorates.

Furthermore, the growing range of different ethnic groups within a classroom poses new difficulties, as teachers must be able to manage students with different economic, educational, and behavioral backgrounds. Still, inadequate instruction on dealing with these nuances means teachers are unprepared to handle such complexities effectively. Access to modern resources and technology available to private school teachers without adequate training does not guarantee their effective use. Likewise, public school teachers often grapple with oversized classes, lack of materials, and excessive paperwork, which makes classroom management very challenging.

A different aspect of this problem is the gap between teacher training institutions and actual functioning in the class. Professional development programs typically lack practical, evidence-based techniques adapted to varied classroom situations, leaving educators unable to address the complexities of classroom dynamics. Even though many teachers attend seminars, workshops, or other training events, they often do not have

enough teaching–mentoring, follow-up assistance, or practice perspectives to put what needs to be learned into practice. Such development is often too academic and does not sufficiently address the real-life classroom needs, scenarios, and everyday challenges teachers face concerning applying strategies, procedures, and integrating one's work with other disciplines to facilitate effective classroom behavior management.

In many regions, including Islamabad, the professional development of primary school teachers is often not adequately tailored to address the specific needs of classroom management. While both public and private schools aim to improve the quality of education, teachers in these settings may face different obstacles when it comes to the development of essential classroom management skills. Therefore, there is a pressing need for comprehensive professional development that equips instructors with the required skills and tactics for efficient classroom management, thereby enriching the overall educational experience for both students and teachers. Additionally, there is a need to investigate the effectiveness of professional development programs in both public and private schools and compare how these programs impact teachers' ability to manage classrooms effectively.

Digital integration in classroom control is still lacking in professional development. Even though educational technology is advancing, many instructors do not possess the necessary skills to use these resources to control student participation and behavior. Teachers need assistance with technology-enhanced classroom management, and training does not usually equip them with the necessary tools.

This study targets these gaps by analyzing the effect of professional development on the effectiveness of classroom management for Primary school teachers. It seeks to assess differences in the strategies employed by public and private school primary teachers

to design more effective teacher training programs to enhance the implementation gap. As a result, this research aims to help educators, decision-makers, and educational organizations make the necessary changes to improve classroom management strategies and the overall quality of education in primary schools.

This study basically aims to explore and compare the professional development of primary school teachers for classroom management in public and private schools in Islamabad. It will focus on various aspects, such as the role of training, teaching experience, and the influence of demographic factors (e.g., age, experience, and qualifications) on teachers' professional growth and classroom management skills.

1.3 The Rationale of The Study

Effective classroom management is essential for creating a positive learning environment in primary schools, directly impacting student engagement and achievement. Teachers' ability to implement various classroom strategies is crucial for maintaining discipline and fostering an atmosphere conducive to learning. To enhance these skills, primary school teachers often participate in different forms of training and developmental activities.

This study aims to compare the effectiveness of various approaches or programs that aim to improve teachers' classroom management by examining the strategies they employ in their classrooms. Through surveys, the study measures how different classroom management strategies are adopted and utilized by teachers following different developmental initiatives or training programs. The findings will help identify which

strategies are most effective and how different developmental interventions influence teachers' classroom practices.

The quality of education at the primary level is highly influenced by the competence of teachers, particularly in their ability to manage classrooms effectively. Classroom management is not just about maintaining discipline; it involves creating an environment where students are motivated, engaged, and able to learn. Effective classroom management is directly correlated with student achievement, behavioral development, and teacher satisfaction (Emmer & Sabornie, 2015). Therefore, understanding the factors that contribute to effective classroom management and providing teachers with adequate professional development is critical to improving educational outcomes.

Professional development plays a central role in improving the effectiveness of teachers, particularly in the area of classroom management. Teachers who receive adequate training in managing classroom behavior, establishing classroom routines, and addressing the social-emotional needs of students tend to be more successful in creating supportive and productive learning environments (Pianta et al., 2008). According to Darling-Hammond et al. (2009), high-quality professional development programs that are well-structured, sustained, and relevant to teachers' needs can lead to significant improvements in teaching practices and student outcomes.

However, the scope and quality of professional development programs for teachers often vary significantly across different educational systems. In many countries, including Pakistan, there are considerable differences between public and private schools in terms of available resources, training opportunities, and institutional support (Khan & Ali, 2021).

Public schools are often constrained by budget limitations, larger class sizes, and fewer opportunities for specialized training compared to their private counterparts (Ahmed, 2014). These disparities raise questions about whether teachers in public and private schools receive the same quality of professional development and whether such training effectively prepares them for the challenges of classroom management.

Islamabad, as the capital of Pakistan, is home to a variety of educational institutions, including both public and private primary schools. While the public education system is largely funded by the government, private schools often have greater autonomy in curriculum design, teacher recruitment, and professional development. As a result, private schools are often perceived to offer better resources, teacher support, and opportunities for professional growth (Tariq & Azeem, 2015). However, little research has been conducted to compare how these disparities in resources and opportunities affect teachers' professional development, specifically in the domain of classroom management. This gap in research highlights the need for a comparative study of professional development in both types of schools to understand the factors contributing to effective classroom management.

A classroom is managed, which affects students' performance and the quality of education offered. For instance, in Islamabad, primary school teachers must maintain discipline, keep students actively interested in the lesson, and use effective teaching methods. These issues arise from inadequate professional development workshops, the absence of formal training on classroom management, and inadequate modern teaching aids. Considering steps to effective classroom management, this research aims to assess the

professional development of primary school teachers in Islamabad and their classroom management skills.

Another important aspect that warrants exploration is the influence of teacher demographics, such as gender, experience, and qualification, on professional development and classroom management skills. Teachers with more years of experience may have different needs when it comes to professional development, and their ability to manage classrooms effectively could be influenced by their prior experiences and training (Veenman, 1984). Similarly, teachers with higher qualifications may have a deeper understanding of theoretical frameworks related to classroom management, yet they might still struggle with practical application in diverse classroom settings. Gender could also influence classroom dynamics and teacher-student interactions, but its role in shaping teachers' classroom management approaches remains underexplored.

The findings from this study will provide valuable insights into how professional development programs can be tailored to meet the needs of primary school teachers in Islamabad, particularly in relation to classroom management. By comparing public and private schools, the study will identify the strengths and weaknesses of current professional development practices in both sectors and suggest improvements. Policymakers and education administrators can use these findings to design more effective teacher training programs that are responsive to teachers' specific needs, enhancing their ability to manage classrooms and improve student outcomes (Cochran-Smith et al., 2009). Moreover, this research could help bridge the gap between theoretical knowledge and practical application

in classroom management by providing teachers with evidence-based strategies to handle the diverse challenges they face in their daily practice.

While previous studies have explored professional development in various contexts (e.g., Darling-Hammond et al., 2009; Pianta et al., 2008), there is a lack of comparative research focused specifically on primary school teachers' professional development for classroom management in public and private schools, especially in the context of Islamabad, Pakistan. Most studies in Pakistan have either focused on general teacher training programs (e.g., Khan & Ali, 2021) or have compared public and private schools based on academic achievement, leaving the specific issue of classroom management under-explored. This study, therefore, fills a significant gap in the literature by providing a comparative analysis of how professional development in classroom management differs between public and private schools in Islamabad, with a focus on teacher demographics and its implications for educational policy and practice.

The rationale for this study lies in the urgent need to understand how primary school teachers' professional development impacts their ability to manage classrooms effectively, especially in the context of public and private schools in Islamabad. By exploring this topic, the study aims to provide insights that can contribute to enhancing teacher training programs, improving classroom management strategies, and ultimately fostering a better learning environment for students.

Unfortunately, a gap exists in teacher training relevant to classroom management for primary education. This study is essential in evaluating the effectiveness of training programs and determining the necessary changes that should be made. This research

centers around Islamabad primary school teachers because they significantly impact the initial learning process for students. Students at the primary stage need more support, and teachers need effective classroom management skills to control the class, motivate participation, and deal with various behavioral problems (Aydın & Karabay, 2020). Given that early educational experiences profoundly impact student growth, one of the questions that needs to be asked is whether primary school teachers are sufficiently prepared and supported in dealing with these challenges and consequently improving student learning.

There is a glaring gap in professional development course offerings to aid primary teachers in classroom management. Even though professional development courses are offered, many teachers state that the training is often broad, theoretical and uninspiring (Popova et al., 2022). Teachers cannot put into practice the strategies they have learnt because there is little follow-up support and practical work (Smith & Gillespie, 2023). This study intends to assess the effectiveness of professional development programs in Islamabad to understand whether teachers are adequately prepared to manage discipline, engagement, and instruction in the classroom.

Moreover, in the context of increased technology use in teaching and learning, many teachers do not possess the requisite digital skills to manage technology in the classroom (Fernández-Batanero et al., 2022). This study intends to address these issues to shed light on the requirements that policymakers and practitioners must pay attention to when designing professional development programs for primary educational practitioners.

1.3.1 Rationale for Focusing Solely on Classroom Management

The decision to focus exclusively on **classroom management** stems from its foundational role in shaping the quality and effectiveness of the teaching-learning environment,

particularly at the primary level. Classroom management is not merely about maintaining discipline; it encompasses a broad spectrum of teacher competencies, including interpersonal communication, behavior regulation, instructional clarity, and the cultivation of a positive and inclusive classroom climate (Emmer & Evertson, 2016).

Effective classroom management serves as a **precondition for meaningful instruction**. Without well-managed classrooms, even the most innovative pedagogical strategies may fail to achieve their intended learning outcomes. This is especially critical in **primary education**, where learners are in the early stages of developing self-regulation, focus, and social-emotional competencies, and are thus highly dependent on teacher structure and guidance.

Furthermore, classroom management is consistently cited as one of the **strongest predictors of student achievement, classroom engagement, and teacher effectiveness** (Wang, Haertel, & Walberg, 1993; Marzano & Marzano, 2003). It directly influences students' academic success, emotional well-being, and sense of belonging, all of which are crucial for long-term educational attainment.

In the context of **Pakistan's educational system**, there is a recognized gap in targeted professional development programs that specifically address practical classroom management, particularly in overcrowded or under-resourced schools. By focusing on this domain, the study aims to offer **contextually grounded, evidence-based insights** that can inform training modules, policymaking, and pedagogical reforms in both public and private school sectors.

Limiting the study scope to classroom management allows for a deeper, more focused exploration of practices that are central to effective teaching. This not only enhances the study's academic rigor but also ensures its practical relevance to stakeholders invested in improving classroom environments at the foundational level of education.

1.4 Significance of the Study

The analysis contributes to the understanding of teacher professional development and its importance in effective classroom management, which directly impacts teachers, policymakers, and even educational institutions. This research seeks to improve pupil achievements and teaching practices as well as education policy initiatives by evaluating primary school teachers' professional development and the gap in current training programs.

The findings from this study will provide valuable insights into the effectiveness of professional development programs for primary school teachers in the area of classroom management. By comparing public and private schools, this research can help identify gaps and strengths in the existing training approaches. This will be instrumental for education policymakers and school administrators in improving or designing more targeted and effective professional development programs for teachers.

The study will help in understanding the challenges teachers face in managing their classrooms effectively and how these challenges differ across school types (public vs. private) and demographic factors (e.g., experience and qualifications). This knowledge will be useful for tailoring classroom management strategies and interventions to improve the teaching environment in primary schools. Effective classroom management enhances

students' learning experiences and overall academic success, making this study significant for the educational outcomes of students.

The study's results will inform educational policy decisions regarding the allocation of resources and the design of professional development programs for teachers. If significant differences are found between public and private schools in terms of teachers' professional development, this could prompt the development of more equitable and effective teacher training initiatives. Moreover, understanding the impact of demographic factors like gender, experience, and qualification on classroom management skills can lead to more personalized professional development programs, benefiting a broader range of teachers.

Teachers who receive adequate support and development in their professional careers are more likely to remain motivated and stay in the profession. By highlighting the importance of professional development for effective classroom management, this study can help encourage the adoption of continuous learning practices for teachers, improving their job satisfaction and retention rates.

The study's comparative nature provides a broader understanding of how different school environments (public vs. private) influence professional growth in classroom management. It also offers insights that can be extended to other regions with similar educational challenges. In doing so, it can contribute to the ongoing conversation about improving teacher quality, which is a priority for educational systems globally.

In conclusion, this study holds significance not only for enhancing classroom management in primary schools but also for advancing the professional development of teachers, ultimately benefiting both educators and students. Such research provides new

insights to primary colleges and universities to improve teacher training and curriculum development programs. Several teacher education institutions have failed to establish uniform guidelines and criteria for management training, which contributes to the under-preparedness of many graduates.

1.5 Research Methodology

Research Approach

This study employs a quantitative research approach to systematically examine classroom management practices among primary school teachers in public and private schools in urban Islamabad. Utilizing structured survey-based questionnaires allows for the numerical measurement of variables and the analysis of relationships between them. This approach is particularly suited for comparing teachers' classroom management practices in relation to their professional development.

Research Paradigm

The study is grounded in the positivist paradigm, emphasizing objectivity and the use of observable, empirical evidence. This paradigm supports the investigation of relationships between variables through rigorous scientific methods, facilitating the identification of patterns, trends, and causal relationships in classroom management strategies across public and private schools.

Research Design

A comparative research design is adopted to analyze classroom management practices at the primary level in Islamabad's public and private sector schools. This design is appropriate for obtaining detailed insights from participants and involves the collection of primary data through structured questionnaires, enabling statistical analysis of the research problem.

Population and Sampling

The study's population comprises primary school teachers from public and private sector schools in urban Islamabad. According to the "Federal Directorate of Education 2022-23," there are 56 public schools with 870 teachers. Systematic sampling was employed for public schools, selecting every fifth teacher to ensure structured representation. For private schools, convenience sampling was utilized based on accessibility and willingness to participate. The sample includes 220 public school teachers and 150 private school teachers, representing 25.3% and 35.7% of their respective populations.

Instrumentation

Data were collected using an adapted survey questionnaire focusing on classroom management practices. The questionnaire incorporated a 5-point Likert scale to measure the frequency of specific behaviors or actions, ranging from 'Rarely' to 'Always.' Additionally, seven open-ended questions were included to gather qualitative insights into teachers' perceptions and strategies related to classroom management.

Validity and Pilot Testing

To ensure content and face validity, the questionnaire was reviewed by eight experts, including assistant professors and language specialists, resulting in modifications for clarity and contextual relevance. Pilot testing was conducted with 15 teachers (10% of the sample) not included in the main study. Reliability analysis using SPSS version 23 confirmed the instrument's consistency and appropriateness for data collection.

1.6 Research Objectives

- 1.** To determine the professional development of public school teachers for classroom management at the primary level.
 - 1.1.** To determine the professional development of public school teachers for classroom management regarding personality dimensions at the primary level.
 - 1.2.** To analyze the professional development of public school teachers for classroom management regarding discipline dimensions at the primary level.
 - 1.3.** To evaluate the professional development of public school teachers for classroom management regarding teaching dimensions at the primary level.
- 2.** To determine the professional development of private school teachers for classroom management at the primary level.
 - 2.1.** To determine the professional development of private school teachers for classroom management regarding personality dimensions at the primary level.
 - 2.2.** To analyze the professional development of private school teachers for classroom management regarding discipline dimensions at the primary level.
 - 2.3.** To evaluate the professional development of private school teachers for classroom management regarding teaching dimensions at the primary level.

3. To compare the professional development of public and private school teachers for classroom management at the primary level.
4. To investigate the professional development of public school teachers for classroom management concerning demographics (age, experience, and qualification) at the primary level.
5. To investigate the professional development of private school teachers for classroom management concerning demographics (age, experience, and qualification) at the primary level.

1.7 Research Hypothesis:

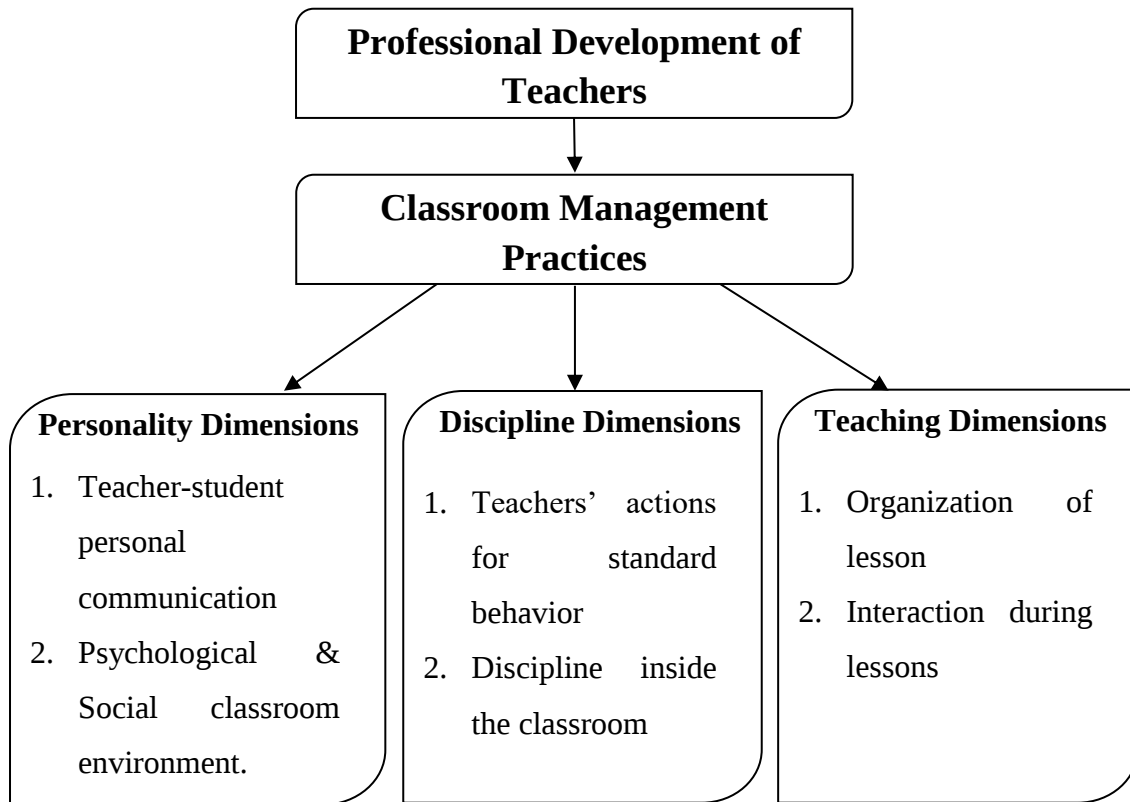
Null Hypothesis

H₀1: There is statistically no significant difference in the professional development of public and private school teachers for classroom management at the primary level.

H₀2: There is statistically no significant difference in the professional development of public-school teachers for classroom management concerning demographics (i.e., gender, experience, and qualification) at the primary level.

H₀3: There is statistically no significant difference in the professional development of private-school teachers for classroom management concerning demographics (i.e., gender, experience, and qualification) at the primary level.

1.8 Theoretical Framework



Yousuf, Shaheen, Fatma, & Kheri, 2024

1.8.1 Bronfenbrenner's Ecological Systems Theory (1979)

Bronfenbrenner's theory fully supports this framework of study because each of the three dimensions (personality, discipline, and teaching) is shaped by the teacher's interaction with multiple environmental systems. This makes it an appropriate and well-justified theoretical foundation for the research. Bronfenbrenner's Ecological Systems Theory provides a comprehensive framework for understanding how various environmental systems influence an individual's development. According to Bronfenbrenner (1979),

development occurs through the interaction of an individual with multiple nested systems: the **microsystem**, **mesosystem**, **exosystem**, **macrosystem**, and **chronosystem**.

In the context of this study, this theory offers a valuable lens to examine how teachers' professional development and classroom management practices are shaped by their surrounding environments, including their workplace (schools), policies, and broader societal factors.

1. Microsystem (Immediate Environment):

Teachers' direct interactions with students, school leaders, colleagues, and training programs influence their professional development and classroom management strategies. For example, a supportive school environment in private schools may provide teachers with better mentorship and resources compared to public schools.

2. Mesosystem (Connections Between Microsystems):

The relationship between schools, teacher training institutions, and professional development workshops forms the mesosystem. Effective collaboration between these entities can strengthen teachers' skills in classroom management.

3. Exosystem (Indirect Influences):

Policies made by educational boards, teacher training regulations, and school funding indirectly affect teachers' access to professional development opportunities. Public school teachers may be more affected by bureaucratic processes, while private school teachers may benefit from quicker decision-making in resource allocation.

4. **Macrosystem (Cultural and Societal Context):**

Cultural attitudes toward education, discipline, and teacher professionalism play a crucial role in shaping classroom management practices. Societal expectations of private schools versus public schools may influence the investment in teacher training and performance evaluation systems.

5. **Chronosystem (Time Dimension):**

Over time, changes in educational policies, teaching methodologies, and professional development trends impact how teachers adapt their classroom management skills.

Application to the Current Study

Bronfenbrenner's Ecological Systems Theory (1979) can be logically connected to the **three dimensions of classroom management** in study (personality, discipline, and teaching). Each dimension aligns with specific levels of the ecological model because teachers' behaviors and skills are shaped by their interaction with various environmental systems.

1. Personality Dimension (Teacher's individual traits)

- **Relevant Systems:**

- **Microsystem:** Teachers' personality traits (e.g., patience, empathy) are influenced by direct interactions with students, peers, school leaders, and training programs.

- **Mesosystem:** Collaboration between schools and professional development institutions can help shape and refine teachers' personality-related teaching skills, such as emotional intelligence and relationship-building.
- **Chronosystem:** Over time, sustained exposure to training and teaching experience enhances personality-related classroom management competencies.

2. Discipline Dimension (Classroom behavior management)

- **Relevant Systems:**

- **Microsystem:** Teachers establish discipline through their direct relationships with students, immediate classroom rules, and administrative support.
- **Exosystem:** Educational policies, school discipline codes, and administrative frameworks indirectly impact how teachers manage classroom behavior.
- **Macrosystem:** Cultural norms and societal expectations regarding discipline (e.g., respect for authority in classrooms) influence how teachers enforce rules.

3. Teaching Dimension (Instructional strategies and pedagogy)

- **Relevant Systems:**

- **Microsystem:** Teachers' daily instructional interactions with students, use of teaching materials, and collaboration with colleagues shape their teaching methods.
- **Mesosystem:** Partnerships between schools and teacher training programs enhance instructional skills.
- **Exosystem:** Curriculum policies and professional development opportunities indirectly affect teaching practices.
- **Macrosystem:** Broader educational reforms and societal expectations influence how teachers deliver effective instruction.

This theory supports the study's objective by demonstrating that differences in professional development and classroom management between public and private school teachers cannot be understood in isolation. Instead, they must be analyzed within the broader ecological context in which teachers work. The ecological approach explains how both the immediate school environment (microsystem) and larger policy and cultural factors (exosystem and macrosystem) contribute to the observed disparities between the two groups.

Thus, Bronfenbrenner's framework justifies examining public and private school teachers' professional development for classroom management as a product of their interconnected environments, rather than merely individual characteristics.

1.8.2 Theoretical Supportive Background

The theoretical framework of this study is grounded in multiple theoretical perspectives that collectively support the investigation of teachers' professional development in relation to effective classroom management. These theories provide a foundation for understanding how teacher behaviors, beliefs, and practices evolve across personality, discipline, and teaching dimensions, particularly within the context of public and private primary schools.

Bandura's Social Cognitive Theory (1986) posits that learning occurs in a social context through observation, imitation, and modeling. It supports the personality dimension of the framework by emphasizing how teachers' interpersonal interactions, emotional regulation, and modeling behavior affect classroom climate and student engagement. Teachers' self-efficacy beliefs, a core concept in this theory, influence their classroom management strategies and adaptability.

Skinner's theory of operant conditioning underpins the discipline dimension. It highlights the role of reinforcement and punishment in shaping behavior, which is directly relevant to how teachers manage student discipline through rules, consequences, and reward systems. This theoretical lens justifies the emphasis on proactive and positive reinforcement strategies over punitive measures.

Vygotsky's theory explains how social interaction and cultural tools influence learning and development. It supports the teaching dimension by stressing the importance of scaffolding, differentiated instruction, and teacher-student interaction. The theory aligns with the

study's focus on instructional clarity and collaborative learning environments, which are essential to effective classroom management.

According to this framework an adapted classroom management practices survey questionnaire is used to collect data from public and private sector primary school teachers in Islamabad. The researcher sought permission from the author Claudio Diaz via email to use his tool in the research (see Appendix F). The survey includes a demographic form that has demographic variables like age range, gender, school level you regularly teach, academic qualification, and teaching experience every individual participant filled. There were 60 items in questionnaire with 5- Likert scale related to three dimensions of classroom management practices. 11 items were removed after pilot testing. There are Seven open-ended questions at the end of the questionnaire for each dimension.

1.9 Operational Definitions

Practical Classroom

In the context of this study, a **practical classroom** refers to an instructional environment where teaching strategies are actively implemented to promote effective learning, discipline, and classroom management. It is characterized by **real-time teacher-student interactions**, the **application of classroom routines**, **active use of behavior management strategies**, and **engagement in planned instructional delivery** that meets diverse student needs.

A practical classroom includes observable teacher behaviors such as:

- Organizing logical lesson structures.

- Using clear instructions and feedback.
- Managing student behavior using positive and preventive techniques.
- Applying differentiated instruction tailored to student readiness levels.
- Establishing and maintaining routines, transitions, and peer collaboration.

This definition emphasizes **the translation of theoretical knowledge into consistent classroom practices**, ensuring that teaching is both responsive and structured within real school settings.

Classroom Management

Classroom management refers to teachers' strategies and techniques to establish a structured, engaging, and disciplined learning environment. It includes regulating student behavior, enforcing classroom rules, and managing instructional activities to maximize learning outcomes.

Professional Development

Professional development is a continuous learning process where teachers enhance their skills, knowledge, and competencies in effective classroom management. In this study, PD includes training programs, workshops, mentorship, and self-improvement efforts that help teachers improve classroom discipline, teaching strategies, and student engagement.

Personality Dimension

The personality dimension relates to teachers' interpersonal skills and emotional intelligence, which influence student interactions. This includes:

- **Teacher-Student Communication:** The ability to build mutual trust and understanding through effective verbal and non-verbal communication.

- **Psychological and Social Classroom Environment:** A teacher establishes an emotional climate and supportive atmosphere to promote inclusion, respect, and participation in the classroom.

Teaching Dimension

The teaching dimension involves instructional practices and lesson delivery methods that facilitate classroom management. It includes:

- **Organization of Lessons:** Plan and structure lessons to ensure smooth transitions, minimize disruptions, and maximize instructional time.
- **Interaction During Lessons:** Strategies such as questioning, discussions, and student feedback to encourage participation and maintain engagement.

Discipline Dimension

The discipline dimension focuses on teachers' strategies for maintaining order, reinforcing appropriate behaviour, and preventing disruptions. It includes:

- **Teachers' Actions for Standard Behavior:** Establishing and enforcing rules to promote student accountability and respect.
- **Discipline Inside the Classroom:** Managing student behaviour through proactive interventions, positive reinforcement, and structured classroom routines.

CHAPTER 2

REVIEW OF THE RELATED LITERATURE

The educational system's evolution due to globalization, economic crises, technological advances, and cultural diversity among students has enforced a quick response, which has led to significant transformations. As a result, curricula are increasingly revised, teachers adopt innovative teaching tools, and both parties' roles change. One of the most important dimensions that emerge due to the abovementioned trends is the need to develop teachers professionally to ensure the most effective classroom management.

2.1 Professional Development

Due to globalization, economic and medical crises, and technological changes, there have been changes in the education systems. Such factors have called for frequent changes in delivery methods, contents in the syllabi, use of ICT hardware in teaching and evaluation methods, and transformations in the roles and responsibilities of instructors and learners (Kaur & Pahuja, 2022). In these changes, one academic priority highlights the professional development of teachers to ensure skills in new challenges implemented (Popova et al., 2022).

Sustained staff development offers a systematic system for evaluating staff, establishing establishment ties and desired direction, and providing proper recommendations in a manner that an individual can develop most appropriately. Smith and Gillespie (2023) believe it contributes to the constant advancement of teacher skills and career relevance by

providing opportunities for skill development. Nonetheless, most professionals rarely invest in their growth, with only a third of the employees being able to acknowledge efforts to enhance their training. This stagnation often results in professionals being placed ineffectively, demoted, and demoralized with fewer boosts up the career ladder (Fernández-Batanero et al., 2022).

Applying for one's professional development makes one stand out amongst others of one's caliber. Knowledge acquired through training and career development improves organizational performance and increases self-esteem and career progression. Given the new trends in teaching methodology, technology use, and learners' ever-changing nature, teachers can benefit most from these opportunities. Butnaru et al. (2021) note that professional development ensures that educators constantly update themselves, compete successfully for job opportunities, and effectively fulfill the duties and responsibilities they are supposed to provide to their students.

2.2 Purpose of Professional Development:

This paper focuses on the changes in the educational environment worldwide triggered by several factors, such as globalization, economic challenges, technological development, and demographic diversity of learners. Fostering globalization has influenced schools to come up with better teaching techniques in order to meet international standards. Economic crises, on the other hand, have contributed significantly to an increase in the need to develop better ways of solving issues with limited resources. Also, due to improved technology in society, teaching has become more effective, and the increase in students' diversity in class brings new complex issues that need to be addressed promptly (Zhang & Bray, 2020). In response, schools have rediscussed curricula, included higher

technological applications, and reshaped the paradigms of teachers and learners. In these changes, professional development has emerged as an important concern for helping teachers with classroom management (Byrd & Alexander, 2020).

Professional development is the key piece for learning through which teachers get the chance to gain new information and apply it to their work for career growth. It implies developing a strong skill and knowledge toolkit matching the teaching process's requirements (Sims & Fletcher-Wood, 2021). Professionalism helps teachers gain the newest information on the appropriate teaching methods, technologies, and classroom management.

All teachers can be described as learners and proactive participants in professional development because it sustains growth and change. Other advantages of the professional development programs include increased job satisfaction, better self-efficacy in dealing with diverse students and classrooms, and better opportunities for promotion (Sancar et al., 2021). All these health-promoting and teaching improvement initiatives put the force in the hands of the teachers to address students' new needs and improve education quality.

2.3 Teaching as a Profession:

Professional occupation teaching is one of the most important and long-lasting occupations that define teaching as an important profession for forming generations. The knowledge may be inedible and unseen, but it is food that can only be consumed in seminars and school years after. This knowledge is provided to the world by teachers who are optimistic and resilient in facing the profession (Lazarides et al., 2020). To quote John Dewey, education is not preparation for Life; it is Life. This philosophy runs deep in the

importance of teaching to produce continuing learners capable of enabling them to face Life's challenges in the twenty-first-century world.

Teachers work under pressure and face a lot of disrespect, misbehavior, and even a lack of interest from the learners. However, these challenges remain firm in their belief in their divine mission. They lead step by step, embodying optimism and perseverance, akin to the wisdom of the Chinese proverb: It is by this time that the famous saying that goes a long way in supporting the authors' arguments can be quoted: "If you are planning for a year, sow rice; if you are planning for a decade, plant trees; if you are planning for a lifetime, educate people" (Kálmán et al., 2020). This statement embraces the principle that education is a perpetuity investment in teaching to society.

Education's impact cannot be undermined to support the claim by Fafunwa and Aisiku (2022) that teachers are undeterred optimists. They keep motivating students regardless of the circumstances that may prevail. Kilag and Sasan (2023) also add that education is never completed but a lifetime experience rather than learner preparation for Life. In this sense, they point to teachers as key players in learners' lifelong learning process.

2.3.1. Relationship Between Teaching and Professional Development:

The success and development of teachers are greatly influenced by professional development. They have something like a secret weapon that helps them improve. Teachers can continuously learn and advance their knowledge and abilities in the constantly changing field of education through professional development opportunities (Haug & Mork, 2021). Professional development informs teachers of the most recent teaching

techniques and tactics, which is one of its main advantages. New studies and cutting-edge methods are continually being developed in education (Chu et al., 2021).

Teachers may keep ahead of the curve and ensure that their teaching strategies align with current best practices by participating in professional development activities. This aids them in providing their pupils with engaging and productive learning experiences (Zheng et al., 2021). Additionally, professional development gives teachers the chance to improve their topic expertise. It enables them to investigate new ideas, theories, and resources while delving more deeply into their areas of specialization (Romijn et al., 2021). Acknowledging the broadened knowledge base, depth, and refinement that teachers can add to their courses enriches and engages students' learning (Karlberg & Bezzina, 2022).

Professional development also encourages teachers to have a growth mentality. It motivates them to evaluate their instructional methods, pinpoint their strengths and weaknesses, and look for fresh approaches to solving problems in the classroom (Tang et al., 2021). This reflective approach aids teachers in improving their methods of education, adjusting to their students' various requirements, and constantly pursuing excellence.

Professional development is critical for assessing skills, setting goals, and maximizing potential (Jumiaty & Kuswoyo, 2023). Many people neglect their career development, but investing in it puts you ahead of a third of your peers. It shows commitment and increases the chances of success. Professional development offers opportunities to learn and apply new knowledge and skills, benefiting young and experienced professionals (Aljabreen, 2020). Teachers play a vital role in shaping the world through education. They are believers, leading with optimism despite challenges (Yurtseven Avci et al., 2020).

Awareness of the most recent teaching methods is one of the primary goals of professional development and, as a result, one of the primary advantages for teachers (Graham et al., 2020). Teachers can keep their instruction up-to-date and pertinent by participating in professional development. With professional development's help, they can acquire context, rationale, or evidence to support a specific teaching approach when giving their students fewer or more explicit directions (Tien et al., 2022). In addition, professional development can help teachers become more experts on a specific topic or discipline.

2.3.2. Importance Of Professional Development for Primary Teachers

The education landscape has changed significantly due to globalization, economic crises, technological advancements, and increasing student diversity (Dolighan & Owen, 2021). These influences have necessitated rapid adjustments in curriculum, teaching methods, and the roles of teachers and students. Amidst these changes, the professional development of primary teachers emerges as a critical priority (Shahjahan et al., 2022).

A substandard education system has been shown to depend on the competence, professional development, and innovation disposition of the teachers involved (Demitriadou et al., 2020). Primary teachers are crucial in young children's learning and school education experiences. For this reason, their constant development is crucial for achieving teaching and learning goals (Rich et al., 2021).

Implementing this capacity/capability allows primary teachers to develop skills favourable to changing educational practices and other challenges. They should be able to participate in training workshops, courses, and educational conferences that keep them informed on tried-and-tested strategies, new techniques, and trends in education (Wolff et

al., 2021). This increases their teaching quality and maintains their passion and interest (Ali, 2021).

Furthermore, professional development promotes the school culture of organizational learning and development. This is because there are always enriched experiences, shared strategies, and resources that may collectively improve the quality of educating students (Melnik et al., 2019). It also voices the part of several educators to parity, thus propelling the spirit of togetherness, which is important for enhancing a school's morale.

Moreover, there are strong indications that spending on primary teachers' continuing professional development can influence students' achievements (Kim et al., 2019). Studies have found that learners taught by well-prepared and professionally growing teachers are likely to perform well, be more motivated, and be on par with academic achievements (Parkhouse et al., 2019). If primary teachers can enhance their teaching practices, they can design a more engaging and effective teaching environment, which could help meet the learners' needs.

Moreover, the one identifies that professional development helps primary teachers cope with new problem-solving in the teaching and learning process within school, such as technology integration, teaching for diversity, and cultural competence (Philipsen et al., 2019). In this way, teachers who keep abreast of all these developments are in a better position to foster the all-round development of their students and get them ready for the world that they will be living in as they continue with their studies, which is a world that is linked through social network sites and one that is very diverse (Poulou et al., 2019).

Career advancement reviews competencies, identifies goals, and manages performance. Career advancement is, therefore, crucial in the determination of program evaluation. A minimal number of people pay attention to their career advancement. If you do, you are already in the right place; out of every three colleagues, you are ahead (Zepeda, 2019). You are committed now, which guarantees success. In addition, career development creates learning opportunities where new knowledge and skills can be obtained and applied (Vermunt et al., 2019).

Providing a quality education requires compliance with specific conditions. To ensure a proper education for others, the ones that give education need a high education level. Motivation, rigor, self-discipline, and the wish for continuous professional development are leading teaching factors (Parsons et al., 2019). Therefore, other professional categories could easily recognize and appreciate vocational roles.

2.3.2.1 Role of Teacher's Professional Development in Enhancing Skills and Improving Student Outcomes:

Bottiani et al. (2019) primarily conceptualized teacher professional development in "The Growth Occurs as the Teacher Moves through the Professional Career Cycle." This concept has also been described as a sustained process with consistent access to occasions and experiences predetermined systematically to foster the profession's development (Nasheeda et al., 2019).

By this definition, teacher professional development encompasses a deliberate and lifelong process in which reflective practitioners use their expertise to assess and enhance their subject matter knowledge and teaching ability and practice instruction methods and approaches progressively over time (Toropova et al., 2021).

Kelley et al. (2020) describes teacher professional development as progressing throughout an overall career stage. It is a systematic process encompassing various steady, formal activities and events that are equally beneficial for the development of any profession. Professional development means advancing teachers' content knowledge and instructional practices, which can be reflected upon and enhanced (Perifanou et al., 2021).

Duong et al. (2019) define teacher-professional learning as educational practices concerning the teacher profession to enhance effective teaching techniques and results. In their view, such educational experiences can be formal, for instance, gained from webinars, workshops, training courses, etc., or informal, such as reading scholarly articles, education, discussions with colleagues, etc. (von der Embse et al., 2019).

Formally considered a professional development practice, formal learning activities take place when teachers participate in activities that are planned and organized systematically with the help of an education committee (Bakhsh et al., 2021). Such systematic activities are typically planned to build and broaden the teachers' content knowledge and pedagogical practices (Kaur & Pahuja, 2022). Formal learning activities may occur in networks where teachers build up new knowledge and skills through keynote discussions, reading research articles, and informal discussions (Popova et al., 2022).

2.3.2.2. Significance Of Professional Development in Enhancing Skills and Improving Student Outcomes:

To describe the impact result of the teacher's professional development on the student's learning achievement, Smith & Gillespie (2023) argued that teacher professional development has a positive impact on student achievement. According to him, educators who participate in formal and informal professional development activities more often are

more effective in increasing their learners' learning achievements. This is especially true because TE improvements use teachers' reflected subjective-acquired knowledge and enhanced skills to transform student outcomes (Fernández-Batanero et al., 2022). Similarly, (Butnaru et al., 2021) pointed out the pivotal role of teacher professional development in students' learning outcomes by mentioning the positive changes professional development programs make in teaching practices.

They articulated that professional development programs typically result in acquiring new instructional knowledge and skills, inspiring teachers to refine their teaching practices (Zhang & Bray, 2020). They clearly explained that using effective teaching practices helps teachers enhance their pupils' learning outcomes. Furthermore, (Byrd and Alexander, 2020) also argued that teacher professional development can significantly affect learners' achievement levels. She believed professional development experiences equip teachers with novel strategies for promoting learners' accomplishments. In this regard, (Sims & Fletcher-Wood, 2021) postulated that professional development programs help instructors assess their pedagogical knowledge, reflect on their instructional practices, and improve teaching quality.

The higher the teaching quality, the greater the students' learning outcomes (Sancar et al., 2021). It also attempted to illustrate the value of teacher professional development in improving student achievement by referring to the central purpose of professional development programs. They stated that leading pupils to increased learning achievement is what teacher professional development programs are designed for (Lazarides et al., 2020). Given this, teachers who constantly participate in professional development programs can assist their learners to reach higher levels of learning achievement.

However, teacher's professional development is vital for improving education quality and student achievement, particularly in an ever-evolving educational landscape influenced by various factors (Kálmán et al., 2020).

2.4 Current Approaches and Strategies in Professional Development

2.4.1. Classroom Management Strategies CMS

Classroom management strategies are tools teachers can use to help create such an environment. They range from activities to improve teacher-student relationships to rules to regulate student behaviour. Only when management efforts fail should teachers resort to reactive, controlling strategies (Fafunwa & Aisiku, 2022). Therefore, it is essential to distinguish between preventive and reactive classroom management strategies. Specifically, the literature distinguishes between proactive and reactive interventions employed for problem behaviour (Kilag & Sasan, 2023).

For instance, rules and procedures and positive relationships between teacher and student are preventive measures, while being subjected to warning or punishment is reactive (Haug & Mork, 2021). That is why, although it is believed that methods applied to prevent certain situations are more effective than those used when certain situations occur, the latter may be required to decrease disruptive and otherwise unwanted student behaviour when the former does not yield the desired result (Chu et al., 2021).

The above text describes several CMS prospects. It underscores the need to differentiate between proactive and reactive actions. Consultative attempts, which include setting procedures and regulations and developing positive teacher-student relationships, are also present, apart from other reactive curbing efforts that entail warnings and punitive measures (Zheng et al., 2021).

The text also introduces the concept of group contingencies, which are reinforcement strategies to improve student behaviour. These group contingencies can be independent (applying the same criteria to all students), dependent (requiring specific students to meet criteria for the whole Group to receive reinforcement), or interdependent (the entire Group must meet criteria for reinforcement) (Romijn et al., 2021).

2.4.2. Preventive And Reactive Strategies

Classroom management strategies (CMS) refer to a collection of courses of action designed to facilitate the creation of an effective learning environment in the classroom. Such strategies may be characterized by using proactive and reactive approaches to containing various parameters of classroom interactions. Karlberg and Bezzina (2022) state that proactive strategies apply to content – space, objects, apparatus, movement, content, lessons, covenant – social dynamics, and interpersonal relationships. Finally, some reactive strategies tend to focus on approaches to conduct management, especially discipline.

Group contingencies are one of the critical aspects of CMS since they are a compilation of reinforcement that seeks to enhance student behavior and performance (Tang et al., 2021). These contingencies are categorized into three types: automated fixed and variable group contingencies and automated mixed independent, dependent, and interdependent group contingencies. Both types offer a structure for the means of analysis for anticipation and response plans within classroom contexts.

2.4.2.1. Independent Group:

Independent group contingencies call for the same means of evaluation adopted outcome criteria while the rules of positive consequence relate to each learner independently. For instance, a swimming instructor may demand that all his or her students

sit for a normative swimming test before the students earn their diplomas. This strategy encourages personal responsibility and guarantees that every child will be held responsible for his or her progress, and thus, every child will feel accomplished. It also functions as a preventive measure since the management can provide working guidelines to employees on expected behaviors in the workplace.

2.4.2.2. Dependent Group:

In dependent group contingencies, the whole group's reinforcement is hinged on one or sometimes a few students. For example, a teacher can take the whole class for chocolate if one student gets all the answers right on an examination. This strategy identifies the peers within the student populace and seeks to encourage a particular student to work hard. In its reactive nature, this approach is good at ensuring positive behaviors in the students who could otherwise prove hard to motivate or engage, mainly since the group's success depends on their progress.

2.4.2.3. Interdependent Group:

Interdependent group contingencies involve grouping students to compete as a group in trying to meet a set criterion. For instance, a teacher may set a group assignment where everyone gets the same mark depending on the group's production (Jumiaty & Kuswoyo, 2023). The above strategy promotes teamwork and accountability among people and establishes the necessary synergism among them. It can be used as a primary approach in managing conflicts and/or as a secondary strategy to curb any undesirable behavior that may surface as children undertake group tasks.

2.4.2.3. The Role of Preventive and Reactive Strategies in CMS

Classroom management programs are intended to alter behavior, and their primary target facets relate to self-control or cooperation among students. Preventive approaches eliminate possibilities of learning environments that may prove to be unfavorable by realizing general conduct and organization, relationships, use of resources, etc. These strategies minimize behavioral problems, giving the class a preventative environment.

On the other hand, emergency approaches react to incidents as and when they occur, explicitly working to change behaviors and keep conformity. Though the preventive methods provide a framework for the organized learning concept, reactive interventions are needed to address disruption. : Both of them are very much utilized in combination to guarantee optimal coverage of classroom management (Aljabreen, 2020).

2.5 Classroom Management Intervention

Classification ("types") of classroom management interventions based on their primary focus:

2.5.1. Teachers' behavior-focused interventions

2.5.1.1. Behavior Focused Intervention

Proper Classroom Management calls for the setting up of behavior modification measures that address teachers, students, and their behavior. These interventions are of immense importance in creating a learning-friendly environment by handling cases of behavioral disturbances within the classroom.

In this category, the interventions are meant to modify how the clients behave towards one another or specific objects of interest.

Behavior-modifying approaches are intended to increase teachers' competencies within classroom behavior management by focusing on group management strategies. Such strategies involve ensuring classroom order and setting up behavioral expectations and potential consequences for students to provide systematic classroom conduct (Yurtseven Avci et al., 2020). They constitute interventions that target only teachers' behaviors, guaranteeing equal and proportional approaches to classroom management, which, in turn, provides a favorable environment for learning.

2.5.1.2. Teacher-Student Relationship-Focused Intervention:

- 1) Both preventive and reactive interventions are included in this category.
- 2) Teacher-student relationship-focused interventions.

The intervention category mainly seeks to enhance civil—the positive relationship between teachers and students. Lack of positive teacher-student interactions is also the focus of these interventions to understand students, support them emotionally, and build the necessary learning environment (Graham et al., 2020). These are pretty preventative and are expected to be implemented before some risky behaviors present themselves due to erosion of trust and/or disrespect. Their implementation also complies with suggestions provided in ban supportive teaching practice, given that these strategies can increase the number of students acquiring positive academic and social accomplishments (Tien et al., 2022).

2.5.1.3. Students' Behavior-Focused Intervention:

Students' behavior interventions are planned behavior change strategies to influence students' behaviors in terms of self-management and group contingent reinforcement. These strategies provide students with stewardship, response, and cooperation, thus

allowing them to possess discipline and a sense of responsibility (Dolighan & Owen, 2021). This behavioral intervention approach applies primary/secondary interventions to tackle behavioral problems at individual and group levels. They explain enhancing the instructional arrangements in a classroom setting so that the students participate and follow set orders.

2.5.1.4. Students' Social-Emotional Development-Focused Interventions:

Students' interventions for social and emotional development. The intervention concerns positive developmental goals concerning the student, for instance, promoting their compassion towards other children (Shahjahan et al., 2022). The types of interventions included in this category are both primary and secondary. This type of student's immature social skills as they relate to other students as well as teachers (Demitriadou et al., 2020).

The strategies teachers implement are behaviour-modified intervention approaches meant to alter teaching behaviour and manage a class in particular (Rich et al., 2021). In teacher-student relationship-focused interventions, initiatives and efforts are made to improve teacher-student relationships and promote supportive relationships. The behaviour-modification interventions allegedly implemented by students are meant to address student behaviour issues address student behaviour issues by using strategies such as group incentives and self-regulation (Wolff et al., 2021). Students' social-emotional development interventions are aimed at improving students' social-emotional well-being and empathy.

Furthermore, the text also provides information on teacher professional development. Indeed, when enhanced professional development is executed correctly, it

boosts better learning outcomes, new teaching approaches, and enhanced teacher professional organization (Ali, 2021).

2.6 Approaches of Classroom Management

Classroom management is key to achieving positive results in the teaching process and learners' academic achievement (Aydın & Karabay, 2020). It incorporates planning activities for maintaining order, encouraging active participation, and nurturing the classroom atmosphere. Numerous classroom management techniques have been developed these days, focusing on different teaching and learning components.

2.6.1. Behavioral Management Approach

The behavioural technique emphasizes incentive strategies, the definition of the expected behaviour, and its result (Ohrt et al., 2020). This strategy centres on using incentives such as appreciation or rewards to instigate desirable action while taking corrective measures to discourage undesired behaviour. Effective behaviour management training contributes to increased classroom discipline and better results for learners (Didion et al., 2020).

2.6.2. Constructivist Approach

Constructivism focuses on learners working independently with minimal guidance from the teacher, who plays the role of a facilitator and needs active learner involvement for knowledge construction (Chu et al., 2021). These strategies aim to improve collaboration, critical thinking, and problem-solving skills, resulting in greater participation in classwork and decreased disruptive behaviour (Popova et al., 2022). Constructivist-trained teachers, therefore, are more equipped to address and meet the varied learner's demands during the teaching and learning process.

2.6.3 Cognitive Approach

The cognitive approach attends to students' learning styles, thinking, and needs. In class, teachers can help students redirect their attention by avoiding juxtaposing strategy instructions to the same instant in time and using the instruction-centred approach to the cognitive level of development (Thurm & Barzel, 20210). Cognitive management training empowers teachers to act positively to help learners experiencing difficulties (Didion et al., 2020).

2.6.4 Humanistic Approach

The humanistic approach attends more to the emotional issues, the relationship between the learner and the teacher, and the classroom climate (Byrd & Alexander, 2020). When support is given concerning students in anxiety-provoking environments, students become willing to perform. This approach requires training on emotional and counselling intelligence skills for practitioners (Ohrt et al., 2020).

2.6.5 Technological Approach

Modernization is the most sophisticated form of transforming attitude toward technology in teaching. Learning and behaviour management systems and other online tools aid in monitoring learner's academic performance and discipline (Fernández-Batanero et al., 2022). Training on digital skills should be given so a teacher can successfully apply information and communication technologies in the teaching and learning orientation (Zheng et al., 2021).

2.7 Classroom Management Models

Classroom management models are defined as systematic procedures that aid teachers in establishing an organized learning environment, controlling order, and promoting student participation (Aydın & Karabay, 2020). These models encompass a range of theoretical frameworks and approach flexible teaching styles and various students' needs. The professional growth of particular educators predominantly determines the success of classroom management models, as their adoption of these models greatly affects the classroom environment and the educational processes that follow (Alisherovna & Tokhirjonkyzy, 2020).

2.7.1. Assertive Discipline Model

The Assertive Discipline Model is a broad framework for classroom management based on setting rules, enforcing them consistently, and employing positive reinforcement. It was developed by Lee and Marlene Canter (Aydın & Karabay, 2020). With this model, teachers are encouraged to create a proactive classroom culture where rules are well articulated and behaviour good or bad invokes the corresponding response, whether reward or punishment. This system tends to foster greater compliance and less disruption. Training programs for teachers focusing on positive behavioural support principles have remarkably improved classroom discipline and students' on-task behaviour (Didion et al., 2020).

2.7.2. Democratic Classroom Management Model

In the objectives and goals outlined by Alfred Adler, the Democratic Classroom Management Model highlights respect for students and their active involvement in the decision processes (Popova et al., 2022). It aims to increase the range in which the teacher gives the students the freedom to take part in formulating rules and obligations within the

class, and in so doing, students become responsible for the class. Evidence shows that classrooms managed democratically have higher motivation and cooperation among students (Stahnke & Blömeke, 2021). Teachers trained in collaborative classroom techniques will be able to create an inclusive and supportive atmosphere within the classroom (Smith & Gillespie, 2023).

2.7.3. Constructivist Classroom Management Model

With the knowledge of Piaget and Vygotsky's teaching and learning concepts, the Constructivist Classroom Management Model encourages the learner to participate actively in learning and solving real-life problems (Chu et al., 2021). The teachers who apply this model facilitate the learning process in the classroom in which discipline is not an exercise to be administered. This is also the case for inquiry learning, in which students actively participate, improving the behavioural and academic outcomes within the classroom (Sims & Fletcher-Wood, 2021).

2.7.4. Humanistic Classroom Management Model

The Humanistic Classroom Management Model, which operates from the Humanistic psychology of Carl Rogers, focuses on the interpersonal dynamics of teaching and the affective components of emotional intelligence and student-centeredness (Ohrt et al., 2020). Teachers who subscribe to this model strive to provide an empathetic and supportive context in which students understand their contributions are appreciated and motivated to learn. It is evident that teachers who have received training in mental health and student counselling have more success in applying this model as they report fewer behavioural problems and better academic achievement (Fernández–Batanero et al., 2022).

2.7.5 Technology-Integrated Classroom Management Model

Digitalization and e-learning have led to a new popularity of the Technology-Integrated Classroom Management Model. This model employs learning management systems, capturing students' behaviours on the computer and asynchronous group work over the internet to improve classroom management (Zheng et al., 2012). Teaching digital competencies to teachers enables them to actively engage and monitor students' behaviours effectively (Spatioti et al., 2022).

2.8 Benefits of classroom management strategies

Teachers can make their practice new through professional development and apply their knowledge when working with pupils with special educational needs and disabilities. As BESA mentions, school leaders claim that initial teacher training must equip them to support pupils receiving CPD (Melnik et al., 2019).

It aids in reactivating teacher learning that could help them function optimally regarding SEND and disabilities. BESA has clarified continuing professional development, or CPD, as especially important because '88% of school leaders state that initial teacher training PGCE courses do not prepare teachers to support SEND pupils' (Kim et al., 2019).

When CPD is done right, teachers and students alike stand to benefit from the following:

- 1. Better learning outcomes:** Thus, the teachers learn what is expected of them differently.
- 2. New teaching methods:** aiding the teachers in reaching different students better.
- 3. More vital organizational skills:** It helps teachers post around their day and meet as many responsibilities as possible.

2.8.1.1. Improved Teaching Techniques:

The professional development for primary school teachers, which educators engage in, has the following advantages: the teacher's ability to develop her or his teaching methods and strategies, strengthening of content knowledge and teaching proficiency, management of the classroom, student participation with colleagues, motivation, and achievement of educational objectives, which enhance the development of students' learning outcomes (Parkhouse et al., 2019).

2.8.1.2. Enhanced Subject Knowledge:

Teachers who pass through professional development programs get an enhanced understanding of their areas of specialization, enabling them to provide students with a package of proper and well-evidenced information. Such helpful knowledge ensures that teachers respond to students' difficult questions positively, thus making the classroom more productive.

2.8.1.3. Better Classroom Management:

Simple and complex professional development tools prepare teachers for managing the classroom. Some of them are defining rules and expectations and dealing with behavioral problems. Each skill is fundamental to creating order and efficiency in learning processes.

2.8.1.4. Technology Integration:

Professional development improves teachers' integration of timely teaching technologies, like SMART applications, boards, and the web. This guarantees that teachers are well-equipped to teach students in technology-enhanced learning environments (Philipsen et al., 2019).

2.8.1.5. Increased Student Engagement:

From this perspective, teachers receive new techniques for making lessons more engaging and interesting. Project implementation, games, and relevance should be included in an actual learning process to help appeal to the learning process and improve the utility of the learners' participation.

2.8.1.6. Customized Learning:

Professional development for teachers includes methods that educators can use to enhance class delivery to accommodate every learner, including those with learning disabilities. Private teaching makes room for the accommodation of student's differences and enables the students to progress as per their potential.

2.8.1.7. Assessment and Feedback:

Good professional development is all about Boosting teachers' professional capabilities to design sound and strongly argued forms of evaluation and feedback. This helps students discover where they stand and can help their development (Poulou et al., 2019).

2.8.1.8. Collaboration:

Dual relationships involve working with educators to enhance their teaching by sharing ideas through teamwork and training. This enhances the educational community and develops the school's spirit of cooperation.

2.8.1.9. Professional Development:

Professional development helps teachers stay current on teaching practices and education in general. Accumulating knowledge strengthens development and change to address new contexts in educating settings.

2.8.1.10. Positive Student Outcomes:

Enhanced pedagogy through professional development leads to better student performance in their subject assignments and overall performance.

2.8.1.11. Parental Involvement:

Training enables teachers to improve their relationships with parents in a good home-school partnership that enhances student learning (Zepeda, 2019).

2.8.1.12. Job satisfaction:

There is a significant correlation linking skills acquisition possession to self-efficacy among teachers, promoting their job satisfaction, Premature exhaustion rates, and their intentions to remain within the teaching force.

2.8.1.13. School Improvement:

Professional development is closely linked with overall school effectiveness to raise the quality of teaching and learning practice, and hence, students' performance, leading to better education.

2.8.1.14. Adaptation to Changing Needs:

Professional development helps teachers continue practicing as successful teachers even when educational standards change or society changes so that they can provide what society requires in the classroom (Vermunt et al., 2019).

Hence, the development of primary school teachers plays a crucial role in staff development, student performance, and the growth and development of the overall educational system (Parsons et al., 2019). The use of open-source content to develop new forms of learning is a process that is always on and empowers all the members of the school's community: teachers, students, and parents (Bottiani et al., 2019). Moreover, the

overall review of the materials covered classroom management strategies, including the preventive and reactive types and the various interventions in classroom management. It still stresses the value of CPD for teachers to help the students, including the SEND ones (Nasheeda et al., 2019).

2.8.2. Contribution Of Professional Development in Improving Teaching Practices and Student Outcomes

Professional development plays a crucial role in improving teaching practices and enhancing student outcomes in several ways:

2.8.2.1. Updated Pedagogical Knowledge:

Continuing professional learning allows teachers to update their knowledge with the current theories of practice, new developments in academic learning, and new curricula (Kelley et al., 2020). With the help of our materials, educators can update themselves with refined research and methods of instruction to fit the growing demands of their audiences. Such knowledge helps a teacher to focus on the habitus aspect and tailor a class to students' learning styles and abilities.

2.8.2.2. Enhancing Teaching Skills:

From seminars, workshops, and specialized training courses, teachers can update themselves regarding better instructional practices and understanding of one or several domains of teaching, classroom management, forms and assessment tools, or information technologies, for instance. They allow educators to remain current in applying new tools and approaches in general, including digital environments and technologies for learning. Explain how relevant and practical skills enhance teachers' ability to address student learning and engagement.

2.8.2.3. Successful Classroom Tactics:

Professional development enhances the teacher's ability and provides best practices for class organization concerning differentiation, project, and activity-based learning. These methods encourage participation by adapting instruction based on the student's learning modality, skill, and background. Our findings based on Toropova et al. (2021) reveal that involving elements of the persona approach, such as individual learning, increases students' interest and achievement. When such techniques are adopted, it leads to improvement in the standards of education and satisfaction of the learners in classes controlled by teachers.

2.8.2.4. Making Decisions Based on Data:

Current professional development focuses on the integration of information while making instructional decisions. Teachers can track the performance indicators of students, and this will help him/her know which aspect is problematic to the student, thus providing special attention to it. This approach makes teaching methods sensitive to the learners and specific, thereby helping improve the learners' results.

2.8.2.5. Collaboration and Networking:

Professional development enrolls the teachers in working and learning together and sharing and forming networks for exchanging information. Interacting with other teachers helps educators share creative ideas and possible strategies to solve several problems. Networking also secures a framework of reference pointing to collective knowledge as a resource that teachers can leverage to build capacity to denote innovation and improvement permanently (Perifavou et al., 2021).

2.8.2.6. Motivation and Rekindled Enthusiasm:

Professional development recaptures teachers from their repetitive, patterned experiences by restoring them to the learning infrastructure. Therefore, it affords constant growth and frees the teacher to approach his passion again. This renewed enthusiasm will help educators to maintain a better commitment to producing the best teaching skills.

2.8.2.7. Improved Student Outcomes:

When the teachers apply practices learned from professional development, they are well prepared to offer purposeful, relevant, and actual learning. Students have an improved learning environment, fostering academic achievement and development (Duong et al., 2019).

2.8.2.8. Alignment with Educational Goals:

Professional development helps teachers practice the various programs that meet the focus of learning in school or district education. By fulfilling these criteria, educators help build synthesis and optimize educational processes to achieve institutional goals and students' requirements.

2.8.2.9. Lifelong Learning:

Pre-service/recent graduates mandatory training program Prior to deploying a culture of continuous learning among trainers, instructors should take up professional development programs. This culture enables instructors to keep up-to-date with new educational paradigms and technologies or determine the most advantageous student learning (von der Embse et al., 2019).

Professional development is a crucial way of enhancing teachers' quality of practice, affecting the learners in school. For the teachers of primary schooling, development has many advantages, like practical teaching approaches, subject

knowledge, knowledge in managing the classroom, an understanding of how to adopt the technologies, and the benefit of engaging the students (Bakhsh et al., 2021). It enhances cooperation, encourages teachers, and complies with educational objectives, enhancing learner performance. This kind of learning also keeps the teachers relevant, thus playing a part in a lifelong learning culture in education (Kaur & Pahuja, 2022).

2.9 Framework

The primary aim of this study is to understand how professional development contributes to effective classroom management for primary school teachers in public and private schools. The theoretical framework is based on the idea that teachers' professional development plays a significant role in improving their classroom management practices.

2.9.1. Professional Development and Classroom Management Practices

Professional development refers to a range of educational activities designed to enhance teachers' skills and knowledge. It typically involves training, workshops, peer collaboration, mentoring, and continuous learning. In the context of classroom management, Professional development equips teachers with strategies and tools to manage students effectively, create a positive learning environment, and address behavioral challenges.

Key areas of professional development for classroom management include:

- **Understanding student behavior:** Professional development helps teachers gain insights into the psychological and social aspects of student behavior, equipping

them to better understand their students' needs, motivations, and emotional well-being.

- **Teaching strategies and methods:** professional development allows teachers to learn and refine various instructional strategies to engage students and reduce disruptive behaviors in the classroom.
- **Discipline management:** Professional development sessions often cover strategies for managing discipline, setting clear expectations, and implementing consistent routines and consequences for students.

2.9.2. Relationship between Professional Development and Classroom Management Practices

The effectiveness of classroom management is significantly influenced by a teacher's knowledge, skills, and attitudes, which are shaped by their professional development. Teachers with access to ongoing professional development tend to be more effective in managing classrooms, especially in dealing with behavioral issues and maintaining a positive learning environment.

Classroom management is often broken down into specific dimensions, which include:

- **Personality Dimensions:** Teacher-student communication, emotional support, and creating a positive psychological environment in the classroom.
- **Discipline Dimensions:** Classroom rules, discipline strategies, and actions taken to promote appropriate behavior.

- **Teaching Dimensions:** Lesson organization, student engagement, and effective instructional practices.

2.9.3. Key Theories Linking Professional Development and Classroom Management

- **The Theory of Planned Behavior** (Ajzen, 1991) suggests that teachers' **intentions to engage in effective classroom management practices** are influenced by their attitudes toward those practices, subjective norms, and perceived behavioral control. Professional development can enhance teachers' attitudes and skills, leading to more effective classroom management.
- **Bandura's Social Cognitive Theory** (1986) emphasizes the role of **self-efficacy** in teachers' ability to manage classrooms. Teachers who receive professional development are likely to feel more confident in their ability to handle classroom challenges, thereby improving their classroom management strategies.
- **Vygotsky's Social Constructivism** (1978) suggests that teachers' learning and development are influenced by social interactions and collaboration. Through professional development, teachers can share experiences and learn from each other, which enhances their ability to manage their classrooms effectively.

2.9.4. Framework for Professional Development in Classroom Management

Professional development programs aimed at improving classroom management generally focus on the following areas:

- **Personality and Emotional Support:** Helping teachers build positive relationships with students, foster a sense of trust and respect, and manage emotional dynamics within the classroom.
- **Effective Discipline Practices:** Training teachers in proactive discipline strategies, including the development of rules, managing misbehavior, and using positive reinforcement.
- **Teaching Methods and Student Engagement:** Providing teachers with strategies to organize lessons, maintain student attention, and create an engaging, inclusive learning environment.

2.9.5. References for Professional Development and Classroom Management Practices

1. **Brophy, J. (2006).**
 - Brophy's work provides an extensive review of the importance of effective classroom management and links it to teacher training and professional development.
2. **Darling-Hammond, L., Wei, R. C., Andree, A., Richardson, N., & Orphanos, S. (2009).**
 - This report discusses the critical link between teacher professional development and teaching effectiveness, including classroom management.
3. **Emmer, E. T., & Sabornie, E. J. (2015). Handbook of Classroom Management.** Routledge.

- This book provides comprehensive research on classroom management strategies and practices, including the role of teacher preparation and professional development.
4. **Pianta, R. C. (2006). Classroom Organization and Student Outcomes.** *Handbook of Classroom Management*. Mahwah, NJ: Lawrence Erlbaum.
- Pianta's work discusses how teacher-student interactions and emotional support (as part of professional development) influence classroom management and student outcomes.
5. **Wong, H. K., & Wong, R. T. (2009). The First Days of School: How to Be an Effective Teacher.**
- This book is a practical guide for teachers, focusing on how to establish effective classroom management routines from the first day of school, with an emphasis on teacher training and professional development.
6. **Malm, B., & Johnson, H. L. (2007). Enhancing Teacher Professional Development for Effective Classroom Management.**
- This article emphasizes the need for focused professional development programs that equip teachers with skills for managing classrooms effectively.
7. **Ziegler, D. (2018). Teacher Professional Development and Classroom Management.**
- Ziegler's study explores the relationship between PD and classroom management practices, providing insights into how professional development programs can be designed to improve classroom outcomes.

This model corresponds to new models of professional development that focus on constant teacher training, the acquisition of digital competencies, and flexible approaches to teaching. It has been shown that active training, peer support, and mentoring positively enhance the teacher's unity in training with classroom management problems (Smith & Gillespie, 2023). Moreover, disciplinary and instructional practices are enhanced with technology-based solutions for classroom management, including learning management systems (LMS) and programs for tracking student behaviour (Zheng et al., 2021).

2.10 Theoretical Foundations and Models in Classroom Management

- **Martin & Baldwin (1993):** Their work emphasizes teacher-student relationships, personality factors, and classroom environment. The **Personality Dimensions** (teacher-student personal communication, psychological and social classroom environment) are clearly inspired by their research on the importance of interpersonal relationships in education.
- **Wong & Wong (2004):** Their work on **classroom management strategies** focuses heavily on establishing clear routines, structures, and consistency, which aligns with the **Discipline Dimensions** (such as teacher actions for standard behavior and discipline inside the classroom).
- **Emmer & Sabornie (2015):** They emphasize the importance of **organization** and **interaction** during lessons for effective classroom management, which ties directly into your **Teaching Dimensions** (organization of lessons and interaction during lessons).

2.10.1 Conceptual Framework Figure

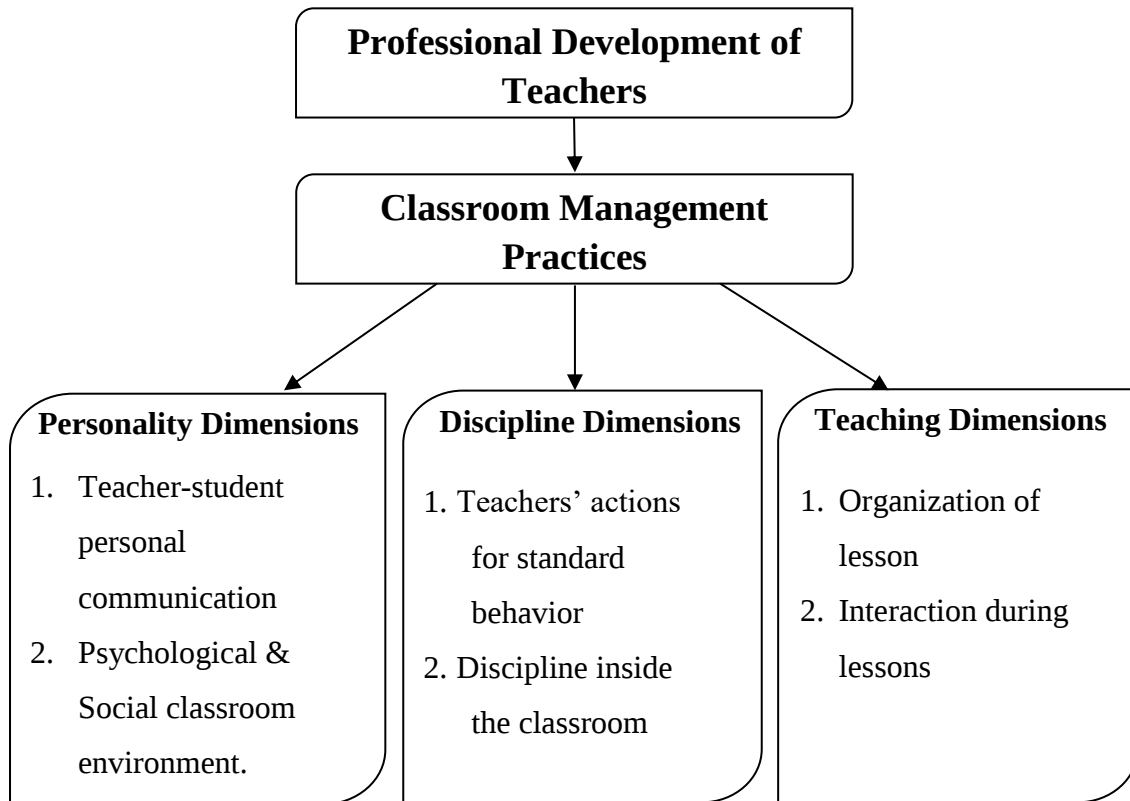


Figure 1: Yousuf, Shaheen, Fatma, & Kheri, 2024

In their study, "Exploring Effective Classroom Management Techniques in English Teaching," Yousuf et al. (2024) identify three key dimensions crucial for effective classroom management: **Instructional Management**, **Behavior Management**, and **Environmental Management**.

1. Instructional Management: This dimension focuses on the strategies teachers employ to deliver content effectively and engage students. Key techniques include:

- **Setting Clear Expectations:** Clearly articulating academic and behavioral expectations to students to promote understanding and compliance.
- **Employing a Variety of Teaching Methods:** Utilizing diverse instructional strategies, such as lectures, group work, and hands-on activities, to cater to different learning styles and keep students engaged.
- **Effective Time Management:** Planning lessons to allocate appropriate time for each activity, ensuring that instructional time is utilized efficiently.

2. Behavior Management: This dimension addresses the approaches teachers use to promote positive student behavior and address misconduct. Essential techniques include:

- **Cultivating Positive Relationships:** Building rapport with students to create a respectful and supportive classroom atmosphere.
- **Employing Positive Reinforcement:** Recognizing and rewarding desirable behaviors to encourage their recurrence.
- **Implementing Consistent Discipline:** Applying rules and consequences fairly and consistently to maintain order and trust.

3. Environmental Management: This dimension pertains to the physical and social aspects of the classroom setting that influence learning. Important strategies include:

- **Organizing Classroom Seating Arrangement:** Arranging seating to facilitate interaction, collaboration, and effective supervision.
- **Making Wise Use of Technology:** Integrating technological tools thoughtfully to enhance instruction without causing distractions.

- **Ensuring Clear Communication:** Maintaining open and transparent communication channels to foster understanding and prevent misunderstandings

Teaching Dimension (Instructional Management):

This is explicitly addressed as one of the main dimensions of the study.

- **Lesson Planning and Delivery:** The article emphasizes the importance of structured lesson plans, clarity in instruction, and varied teaching methods.
- **Engagement Techniques:** Use of interactive activities, questioning strategies, and active learning methods are discussed to keep students engaged and minimize behavioral issues.
- **Use of Technology:** The study highlights incorporating multimedia and digital platforms as effective teaching aids.

Teachers who employed diverse instructional strategies reported fewer disruptions and better academic performance among students (Yousuf et al., 2024).

2. Discipline Dimension (Behavior Management):

This is another central focus of the study, detailed under "Behavior Management."

- **Preventive Discipline:** Setting classroom rules and routines early to prevent behavioral issues.
- **Positive Reinforcement:** Use of praise, rewards, and acknowledgment to promote desired behaviors.

- **Consistency in Consequences:** Teachers are encouraged to apply discipline fairly and predictably to build a sense of order.

Positive reinforcement and consistent disciplinary strategies were key contributors to a stable classroom environment (Yousuf et al., 2024).

3. Personal Dimension (Teacher Characteristics & Relationships):

While not labeled directly as the "personal dimension," the article addresses teacher **personality traits, attitudes, and interpersonal skills** that impact classroom management:

- **Empathy and Approachability:** Teachers who built emotional connections with students managed classrooms more effectively.
- **Teacher-Student Relationships:** Emphasis on mutual respect, communication, and understanding.
- **Teacher Self-Efficacy:** Teachers' belief in their abilities was directly linked to their success in managing classes.

These dimension were also used by **Original Pianta Model: 1990s class System: 2008** (Personality Dimensions), **Wong & Wong (2004)** (Discipline Dimensions), **Emmer & Sabornie (2015)** (Teaching Dimensions)

This framework provides a planned approach for professional development that focuses on effective classroom management, emphasizing three practical strategies personality, teaching and discipline dimensions that educators can employ to foster an environment

that promotes learning. By integrating these aspects in professional development, teachers are better prepared to design dynamic, adaptable classrooms that improve student outcomes and teaching efficacy.

2.10.2 Personality Dimension:

The personality dimension for classroom management deals with the teachers' interpersonal, emotional, and communicative competencies, which pertain to their management of the learning processes. This study focuses on two important constructs within this dimension: teacher-student personal communication and the psychological and social classroom environment.

- **Teacher-Student Personal Communication:** Relationships with teachers and students and the resulting quality of communication between them is a major determinant of their behaviour, engagement, and discipline. Trust and understanding are at the heart of effective communication, which is extremely helpful in managing behavioural problems and enhancing a positive climate within the classroom (Haug & Mork, 2021). Engaging students in calling and discussion leads to reduced misbehaviour because they monitor and control the behaviour of students involved in the activity (Chu et al., 2021). On the other hand, lack of communication causes students to disengage from learning, leading to disciplinary problems (Alisherovna & Tokhirjonkyzy, 2020). This study examines how teacher-student interactions determine classroom behaviour and student discipline in primary schools in Islamabad.
- **Psychological and Social Classroom Environment:** Student behaviour is influenced positively or negatively by the classroom environment created by the

teacher. A positive and collaborative classroom environment that is less instructor-centered is more likely to motivate students to engage, reduce misbehavior, and enhance their sense of belonging (Poulou et al., 2019). On the other hand, highly structured and authoritative classrooms with little student participation can cause disengagement and behavioural challenges (Graham et al., 2020). This study analyzes the psychological and social classroom environment's impact on student discipline and attendance in public and private primary schools at both levels.

2.10.3 Discipline Dimension:

This refers to the dimension of discipline of a particular class. All forms of functioning/ actions taken up by teachers to bring about order, regard, and arrangement in the class as a pedagogy within the learning environment are called discipline in a class context. Critical discipline skills direct students to learning activities and require them to monitor themselves and take responsibility (Fafunwa & Aisiku, 2022). This study looks at two primary aspects: the first one is lesson planning, and the second is lesson delivery interaction.

- **Planning and structuring of lessons:** Planned lessons are effective in engaging students in productive activities, which helps minimize disruptions in the classroom. When teachers implement structured lesson plans with proper time management and instruction delivery, student inattention and misbehaviour become less frequent (Dolighan & Owen, 2021). Without sufficient structure, lessons will likely incur disruptive off-task behaviours (Demitriadou et al., 2020). This study aims to examine lesson structuring about discipline and student engagement within the classroom.

- **Interaction During Lessons:** The extent of interaction between a teacher and the students will impact classroom discipline to a great extent. Using questions and feedback to involve students in the lesson fosters an interactive environment that minimizes off-task behaviours (Vermunt et al., 2019). A teacher who facilitates student participation for students ensures that they stay focused, which leads to improved classroom control (Parsons et al., 2019). The study aims to analyze the role of the interactions between teachers and students in achieving orderly classrooms in primary schools.

2.10.4 Teaching Dimension:

The teaching dimension deals with how a teacher organizes, implements and assesses the lesson instruction. Good teaching practice keeps the learners active and, therefore, minimizes disruptions in the lessons. This study centres on how lessons are organized and how students participate as components of the teaching dimension.

- **Organization of Lessons:** Organizational skills dictate how content is sequenced in order to keep student attention. Proper time allocation, well-defined lesson goals, and the orderly use of classroom materials promote better discipline in the classroom (Bottiani et al., 2019). Learning is more effective when students are less distracted, which is made possible with skillfully arranged lessons (Nasheeda et al., 2019). This research focuses on the contribution of lesson organization towards effective classroom management in primary schools in Islamabad.
- **Interaction During Lessons:** Interactions between teachers and students are crucial for discipline and fostering active engagement within the lesson. Using questions and class discussions, as well as giving and receiving feedback, calls for

active participation and inspiring an organized classroom (Toropova et al., 2021). Teachers who let their students actively participate in learning have better discipline problems in the classroom, thus creating a better classroom environment (Kelley et al., 2020). This study investigates teacher-student interaction as a classroom management tool in public and private schools.

2.11 Challenges and Limitations

2.11.1. Challenges And Limitations Faced by The Primary Teachers in Accessing and Participating in Professional Development Opportunity

In this project, primary school teachers describe numerous barriers and constraints to learning and engaging in professional development. These problems include operational and cost issues and organizational factors that limit them from improving their professional competencies.

2.11.1.1. Time Constraints:

A literature review reveals that teachers work under a tight schedule, most occupied by teaching, marking, preparing lessons, and other responsibilities. This makes it difficult to spare time in the service calendar for professional development activities. Several interventions are conducted on weekdays during school term or over the weekend, making participation challenging (Popova et al., 2022).

2.11.1.2. Financial Constraints:

Continuing professional learning is often associated with numerous costs, for example, registration fees, traveling, and accommodation expenses. Many teachers, particularly those in poorly endowed schools, cannot fund these extra costs, thus restricting their involvement.

2.11.1.3. Lack of Funding:

Districts and Schools are usually strapped for cash and, therefore, will struggle to finance capacity-building programs. Consequently, at any given time, few teachers can be privileged to undertake these programs, while many go without basic training.

2.11.1.4. Limited Access to Resources:

Professional learning in rural areas or schools with limited funds presents many problems for teachers. Education and training activities and courses are frequently inaccessible in distant regions, and due to limited internet connectivity, they cannot always join the lesson (Smith & Gillespie, 2023).

2.11.1.5. Relevant and High-Quality Options:

Another great difficulty is identifying personal as well as high-quality professional development within the field of education. This means that these programs will not be able to capture the issues encountered in various classrooms, making them less effective.

2.11.1.6. Balancing Personal Life:

Due to family responsibilities, teachers may be unable to commit more time to continuing their professional development. Due to the competing demands of work, family, and personal care, one cannot venture into such activities.

2.11.1.7. Resistance to Change:

From experience, one will note that some teachers may not be ready or willfully refuse to change their teaching abilities or even embrace new teaching technologies. This reluctance can make professional development programs less effective as innovation is either received cautiously or outright rejected (Fernández-Batanero et al., 2022).

2.11.1.8. Different Competence Levels:

Professional development is usually planned to cater to teachers at different practice capability levels. However, if such is the case, learners may find the programs unsuitable as they may be too simple for some and too complex for others, making such programs uninteresting and inconsequential.

2.11.1.9. Inadequate Support Systems:

A good number of teachers can hardly get the professional assistance or coaching needed to put into practice the changes introduced by one's professional development activities. Knowledge transfer to the classroom remains marginalized as no follow-up support is extended to teachers or spaces provided for such a discussion in a teacher training program. If these challenges are to be met, then a system perspective is needed, which entails the provision of more funding, improved funding distribution, training, and enduring support to allow teachers to benefit optimally from professional development initiatives.

2.11.1.10. Accountability and Evaluation:

Some teachers may be skeptical about professional development because it is difficult to determine its impact on educators' efficiency and student outcomes. Addressing these problems often requires a comprehensive approach that includes administrators, policymakers, and teachers to ensure primary teachers have access to worthwhile and beneficial professional learning (Butnaru et al., 2021). To increase the usability of professional development, primary school teachers face several barriers and limitations that other educators have to overcome with the help of legislators, school administrators, and other stakeholders (Zhang & Bray, 2020).

2.12 Ways to overcome these challenges

Achieving change aiming at the eradication of the current obstacles of primary teachers in accessing and engaging in PD professional development entails a need for going to the system's roots to ensure the use of a variety of efficient interventions that tackle an efficient financial as well as a logistical and last but not the least self-barriers solutions.

2.12.1. Financial Support:

Primary and secondary school education can grant schools and districts to pay for all professional development expenses, including registration fees, materials, and transport costs. Through this funding, teachers should be able to afford PDs, irrespective of the money that they are making.

2.12.2. Grant Opportunities:

Teachers can do much research and look for grants and scholarships to help them meet the costs incurred in the professional development programs. Schools should also work for grant solicitations to support PD initiatives as per the apprehensive survey result of grant consideration, which helps strongly reduce the financial pressure (Stahnke & Blömeke, 2021).

2.12.3 Online and On-Demand PD:

This way, the program is convenient for registration, and teachers can attend the courses online or on demand while having their professional and family responsibilities under control. These programs eliminate geographical and time constraints, hence making PD more feasible.

2.12.4. District-Level PD:

Districts can collaborate and join to offer systems-wide PD programs to bring in a pool of funds that will enable them to design excellent professional development programs. Teacher training programs effectively assure equal quality training for all teachers in schools across the districts.

2.12.5. Tailored P.D. Plans:

By making them child activities rather than child-centered, it becomes possible to use child activities in developing teachers' professional development plans that will meet their individual unique needs and, therefore, be effective. On the other hand, specialized programs go to core areas and offer learning solutions for a given deficiency (Sims & Fletcher-Wood, 2021).

2.12.6. Access to Resources:

The idea is to provide educators with the necessary tools for professional practice regardless of location and school size. This is a significant reason why solutions that put education on an equal footing at all schools may help solve the problem.

2.12.7. Teacher Networks:

the competitive activity stimulates constructive interaction, supporting the development of networks of teachers and communities of practice facilitates teacher cooperation and successful practice sharing. The addressed structure facilitates well-coordinated work, collaboration between teachers, and shared learning (Sancar et al., 2021).

2.12.8. Mentor ship Programs:

Effective training programs should be set up to ensure that the experienced teachers who have attended PD assist others in the implementation process and support the

implementation of new strategies. Tutoring also enriches the transmission and experience of applying the knowledge in class (Lazarides et al., 2020).

2.12.9. Evaluation and Feedback:

Applying measures to assess the advantages of PD on the performance of the teacher and the students compels constant improvement. Critique is critical in enhancing the PD opportunities and centrality to teachers and students.

2.12.10. Policy Support:

There are what government policymakers can support or implement by providing encouragement and resources for continuous professional learning; one should remember that this is critical in enhancing education quality (Kálmán et al., 2020). Reward the teachers for engaging in professional development, including praising such a teacher, promotion, or a pay rise once the teacher completes a particular course.

2.12.11. Long-Term Planning:

Professional development must be incorporated into the educational process at the school and district levels, so the schools and districts must develop long-range strategic plans for it. The teaching profession and promoters in education can form a culture where primary school teachers can obtain and benefit from professional development by solving these problems and applying these recommendations (Fafunwa & Aisiku, 2022).

2.13 Best Practices and Recommendations

2.13.1 Designing and Implementing Effective Professional Development Programs for Primary Teachers Tailored to Their Specific Needs:

Teacher professionalism is essential in improving the quality of primary teachers' knowledge, skills, and practice. That is why; to achieve the needed outcomes, such

programs must be adjusted for primary educators' needs (Kilag & Sasan, 2023). This literature review synthesizes what has been done and what should be done more when designing and delivering professional development programs that meet the specific needs of primary teachers.

2.13.2. Methods:

The research was done online in scholarly academic databases, education-related journals, and proven websites. Such terms and phrases as "professional development programs," "primary teachers," "tailored needs," and "effectiveness" were employed in searching and filtering the sources (Haug & Mork, 2021). Criteria for selecting articles were limited to research articles published in the last 10 years and on how professional learning had been developed and delivered for primary teachers.

2.13.3. Findings:

2.13.3.1. Differentiated Instruction:

According to research, the most appropriate type of professional development for primary teachers should emphasize differentiated instruction strategies. These programs seek to empower teachers with the knowledge and skills required to address their students' learning needs, and ultimately, general learner engagement, performance, and classroom outcomes may benefit from these programs (Chu et al., 2021).

2.13.3.2. Classroom Management Strategies:

Teacher training and development studies focusing on equipping primary school teachers with highly generic classroom management strategies have led to desirable behavioural changes among students. Teacher trainings that bring to primary school teachers' knowledge of the best ways of managing students in class has helped address the

issue of indiscipline in class (Zheng et al., 2021). Pre-service and in-service professional development based on evidence-focused behaviour management, reinforcement, and proactive approaches to discipline can equip teachers with valuable skills for guiding productive classroom behaviour (Romijn et al., 2021).

2.13.3.3. Technology Integration:

Integrating the use of technology in the professional development programs of the teachers teaching primary learners is one of the most vital aspects of today's world (Karlberg & Bezzina, 2022). Hence, by providing their professional development on how to use educational technologies in teaching practice, information technology literacy, and adequate use of information technology in curriculum delivery, Eric can improve their apposite instructional approaches and educate their learners adequately (Tang et al., 2021).

2.13.3.4. Collaborative Learning Communities:

Combined learning communities within primary teachers should proceed through professional development programs for raising the knowledge construct. Professional learning partnerships, coaching, and practice discussions foster learning reciprocity, professional knowledge sharing, and the development of collective solutions, empowering the teachers to grow professionally (Jumiaty & Kuswoyo, 2023). This study helps understand primary teachers' professional needs in planning and organizing professional development functions. Such programs focus on differentiated instruction, classroom management, and the use of technology, as well as collaborative learning communities. They can help primary teachers improve their practices and children's learning (Aljabreen, 2020).

Education has been facing changes since globalization, economic and medical crises, technologies, and diversity expansion. Such transitions have led to shifts in curriculum, use of technologies, and interactions between teachers and students (Yurtseven Avci et al., 2020). During these transitions, the professional development of teachers has systematically emerged as an important concern. The teaching staff's quality, training, skills, and creativity are important determinants of the education system's performance (Graham et al., 2020).

Teacher professional development is a lifelong process in which teachers examine their content knowledge, teacher practices, and instructional practices to make progress over time (Dolighan & Owen, 2021). Professional development can occur by taking professional courses and workshops and doing casual activities such as reading magazines and consulting with other teachers (Shahjahan et al., 2022). In turn, professional development influences the effectiveness of students' learning outcomes since it helps to improve teachers' performance.

However, primary school teachers may require assistance attending professional development programs because they rarely have adequate time and financial resources and are not always receptive to change (Demitriadou et al., 2020). They call for funds, Web 2.0-accommodated courses, district-based initiatives, tailored professional development maps, resources, teacher professional learning networks, identification of mentors, assessment frameworks, policies, and sustainable planning (Rich et al., 2021).

Therefore, promoting and maintaining primary school teachers' professional development is imperative for improving educational achievements (Rich et al., 2021). All the skills, knowledge, and motivation required by educators make this part of the

educational process effective and benefit the students while simultaneously creating a culture of lifelong learning in the process of education (Wolff et al., 2021).

CHAPTER 3

METHODS AND PROCEDURES

This chapter highlights the practical framework used to analyze the collected data. It comprises the different stages of the study: Research Approach, Research paradigm, Research Design, Population of the Study, Sample selected to carry out this research, Data collection techniques, Research tool and its validity and reliability analysis, and data analysis techniques.

3.1 Research Approach

In this study, the research approach employed is a quantitative research paradigm as the main method for exploring classroom management practices among primary school teachers in public and private schools in the urbanized area of Islamabad. The approach used was quantitative, as this method can systematically examine classroom management practices such as the administration and control of classrooms by using structured survey-based questionnaires (Ali, 2021). The use of quantitative research helps the researcher to make numerical measurements of influences, as well as to analyze how different variables relate to each other. The quantitative nature of this research is relevant to the nature and needs of this study, which involves comparing teachers' classroom management practices based on their professional development (Melnyk et al., 2019). Therefore, the theoretical stance of quantitative research will work best in this study to draw comparisons because of the objective nature of quantitative research data (Kim et

al., 2019). Therefore, this study has employed a research approach that enables a comparison of public and private school teachers. This approach uses a survey design that includes Likert scale questions to allow data collection that can be statistically analyzed for a substantial comparison between the two sectors (Parkhouse et al., 2019).

3.2 Research Paradigm

The positivist paradigm underpins the research, which emphasizes objectivity, observable and empirical evidence, or measurable outcomes. Positivism is justified because it relies on observable facts and employs rigorous scientific methods to investigate the relationship between variables (Philipsen et al., 2019). Moreover, the study's positivist approach enables the researcher to explore the differences between the two sample's professional development strategies and classroom management due to the use of quantitative data (Poulou et al., 2019). The latter, in turn, contributes to identifying various patterns, trends, and causal relationships in public and private schools.

Moreover, the positivists' focus on relying on sensitive phenomena or factual data is directly associated with the primary objective of the current study. Specifically, the aim is to draw verifiable outcomes and results related to the variance in teacher professional development and classroom management strategies (Zepeda, 2019). By taking a detached and distant position on the subject and relying on empirical data, the researcher ensures the acquisition of valid findings.

3.3 Research Design

Comparative research design is used to analyze the classroom management practices at the primary level in Islamabad's public and private sector schools. It is the most suitable design in the quantitative research approach. It is resourced in getting detailed insight through

every participant's knowledge, understanding, and participation (Vermunt et al., 2019). The study used a primary source of data collection, questionnaires, to get the data directly from primary public and private sector school teachers. It is a statistical study of the research problem.

3.4 Population

The population of public and private schools is mentioned in the table below:

Table 3.1

Population (public & private Schools and Teachers)

Sectors	Schools	Teachers
Public	56	870
Private	50	420
Total	106	1290

3.4.1 Public Sector Population:

The population of this comparative research study comprises all the teachers currently teaching at the public and private sector primary schools in an urban area of Islamabad. This exact calculation of schools and teachers is taken from the "Federal Directorate of Education 2022-23," which is a total of 56 public schools and 870 teachers in February 2023. Gender-wise numbers of teachers are not mentioned in the report of the "Federal Directorate of Education 2022-23"; the list is attached in the appendices.

3.5 Sample

3.5.1 Sampling Technique:

Data is collected from public sector schools using a systematic sampling and private sector schools using a convenience sampling from primary school teachers in urban Islamabad.

Table 3.2

Sample selection Techniques (public & private School)

Sample unit	Sampling Technique	Data collection	Data Analysis
Public School	Systematic Sampling	Survey Questionnaire (adapted)	Descriptive Analysis
Private School	Convenience Sampling	Survey Questionnaire (Adapted)	Descriptive Analysis

Table 3.2 outlines the population, sampling techniques, data collection methods, and analysis approaches for public and private schools. Systematic sampling was used for public schools to ensure structured representation, while convenience sampling was applied to private schools due to accessibility. Data was collected using an adapted survey questionnaire and analyzed descriptively to summarize population characteristics.

3.5.2 Sample Size:

The sample size for this comparative research is selected from participants through a systematic sampling from public and convenience sampling from private sector school teachers in primary schools of Islamabad. Systematic sampling is a basic form of probability sampling. In this sampling technique, every individual was given a unique

number and had an equal chance of selection for the study. I used an interval of 5 to select the school and selected every fifth teacher as a sample for data collection. Comparative research is a quantitative research approach; the primary purpose of choosing a sample is to get enough data that is rich in all aspects from a research point of view.

The formula for systematic sampling

Here; 'n'=Sample size

'N'= Total Population

'e'=error margin

$$n = \frac{N}{1 + N e^2}$$

Table: 3.3

Sample size

Sectors	Schools	Teachers
Public	11	220
Private	11	150
Total	22	370

3.5.3 Criteria for Sample Size and Sampling Technique (Public and Private Schools)

To ensure the reliability and generalizability of findings in this comparative study of public and private primary school teachers' professional development for classroom management, careful attention was given to determining appropriate sample sizes and selecting suitable sampling techniques for each sector.

3.5.4 Public Sector Sample Criteria

1. **Population Size:** The total population of public-school teachers in Islamabad teaching at the primary level was identified as 820.
2. **Sample Size Determination:** Using Cochran's formula and considering practical feasibility, a sample size of 220 teachers was deemed sufficient, representing approximately 26.82% of the total population. This proportion ensures both statistical significance and manageability.
3. **Sampling Technique:** A **systematic sampling technique** was employed to select both schools and teachers. For schools, 11 were selected from a total of 56 using an interval-based method. For teachers, every 4th teacher was chosen from an ordered list after a randomly selected starting point between 1 and 4. This technique ensures randomness while maintaining uniform coverage across the population, minimizing selection bias.

3.5.5 Private School Sample Criteria

1. **Population Size:** The estimated total number of private school teachers at the primary level across selected urban areas of Islamabad was 420.
2. **Sample Size Determination:** A total of 150 teachers were selected to participate, representing approximately 35.71% of the target population. This percentage ensures an adequate sample size for comparative analysis with the public sector.
3. **Sampling Technique:** A **convenience sampling technique** was adopted due to practical constraints such as limited access, varying school policies on research participation, and time limitations. Schools and teachers were selected based on

their willingness, availability, and accessibility. While not probability-based, this approach enabled efficient data collection while ensuring diversity in school types, teacher qualifications, and institutional characteristics.

Overall Justification

The mixed sampling approach—**systematic sampling for public schools** and **convenience sampling for private schools**—was used to suit the administrative structures of each sector. Public schools follow centralized governance, making systematic sampling feasible, whereas private institutions vary in accessibility and require flexible, consent-based approaches. The chosen sample sizes allow for meaningful statistical comparisons while respecting field limitations

3.5.6 Sample Selection for Public Schools (Systematic Sampling)

To ensure a representative yet manageable sample for the study, a systematic sampling technique was employed for selecting public sector primary schools. The sampling frame consisted of a population of 56 government-funded primary schools within the Islamabad region. From this population, 11 schools were selected, which accounts for approximately 19.6% of the total. This proportion was deemed statistically sufficient for the study's comparative design while allowing for diversity in school characteristics such as size, location, and teacher composition.

The selection process followed a systematic interval-based method. The sampling interval was calculated by dividing the total population (56 schools) by the desired sample size (11 schools), yielding an interval of approximately $k = 5.09$, which was rounded to the nearest

whole number ($k = 5$). A random starting point was selected within the first five schools on the list, after which every 5th school was chosen for inclusion in the sample. This approach ensured that each school had an equal and unbiased chance of selection, while also maintaining a systematic structure that reduced the risk of researcher subjectivity.

Systematic sampling was chosen because it balances the benefits of randomization and practical feasibility, especially when dealing with an ordered list of institutions. It also helps in evenly distributing the sample across the entire population, reducing the risk of clustering or skewed representation. This approach was particularly appropriate for the public school context, where access and school registration lists are well-documented and easily organized.

3.5.7 Sample for Public School Teachers

To complement the selection of schools, systematic sampling was also used to select teacher participants from the public sector. The total number of primary-level teachers across the sampled public schools was 820, from which a sample size of 220 teachers was drawn. This represents approximately 26.82% of the total teacher population, ensuring a broad and statistically relevant range of perspectives.

The sampling interval (k) was calculated using the formula:

$$k = \frac{N}{n} = \frac{820}{220} \approx 3.73$$

This value was rounded to the nearest whole number, resulting in $k = 4$. A random starting point between 1 and 4 was selected to initiate the sampling process, after which every 4th

teacher on the official teacher list was chosen to participate. This method provided equal probability of selection for each teacher and helped avoid researcher bias in participant inclusion.

Systematic sampling was particularly suitable for the public school setting due to the availability of comprehensive staff lists maintained by government institutions, which facilitated orderly and unbiased selection. It also ensured that teachers from a variety of schools and with different years of experience and academic qualifications were proportionately included.

3.5.8 Sample for Private Schools (Convenience Sampling)

For the selection of private primary schools, a convenience sampling method was adopted. Given the absence of a centralized registry of private schools comparable to that of public schools, and considering the variability in access permissions, convenience sampling was the most practical strategy. A total of 11 private schools were selected based on their accessibility, willingness to participate, and the logistical feasibility of administering the research instruments.

The choice of convenience sampling in the private sector is justified by contextual constraints such as administrative gatekeeping, differing school policies regarding external research, and time limitations. While this method does not offer the same statistical generalizability as probability sampling, it allowed the researcher to secure reliable participation from a diverse group of private institutions, ensuring that the study still captured a meaningful cross-section of the private school teaching population.

Efforts were made to include schools of varied tuition levels, curricular affiliations (e.g., local board and international curriculum), and teacher demographics, to enhance the comparative value of the data despite the non-probability nature of the sampling technique.

3.5.9 Characteristics of Private Schools

- Private schools are typically better funded through tuition fees and donations, allowing them to invest in advanced teaching tools, resources, and professional development programs for teachers.
- Private schools often have smaller class sizes, providing teachers with the opportunity for more individualized attention, which can lead to more effective classroom management.
- Private schools have more autonomy in shaping their curriculum, allowing teachers to adapt teaching methods to better suit their students' needs, which can impact classroom management strategies.
- Teachers in private schools are often highly qualified, with many having advanced degrees and specialized training, which can positively influence their ability to implement effective classroom management techniques.
- Private schools tend to have more engaged and supportive parents, which can contribute to a positive classroom environment and assist in the implementation of behavior management strategies.

3.5.10 Criteria for selection of Private Schools

To ensure a representative and contextually relevant sample for the study, several criteria were established for selecting private schools in urban Islamabad:

1. **Urban Location:** Only private schools situated within the urban sectors of Islamabad were considered. This helped maintain consistency in environmental, infrastructural, and socio-economic factors that may influence teaching practices and professional development.
2. **Primary-Level Education:** Schools were selected based on their offering of education at the primary level (Grades 1 to 5). The study focused specifically on classroom management practices among primary school teachers, making this criterion essential.
3. **Operational Recognition:** Only schools recognized by the Private Educational Institutions Regulatory Authority (PEIRA) or known school networks (such as Beaconhouse, Roots, or The City School) were included. This ensured that the participating institutions followed structured curricula and teacher development policies.
4. **Willingness to Participate:** The selected schools demonstrated readiness to participate in the study by allowing access to their teaching staff and facilitating data collection processes.
5. **Staff Availability and Accessibility:** Schools were chosen based on the accessibility of their campuses and the availability of sufficient teaching staff at the primary level to contribute meaningfully to the dataset.

6. **Variability in Institutional Scale:** A mix of large, medium, and small private schools was considered to capture a range of organizational capacities in terms of teacher training, resources, and classroom management practices.
7. **Teacher Diversity:** Preference was given to schools with diverse teaching faculty in terms of qualification and experience, to allow for richer comparative analysis of professional development.

3.5.11 Sample for Private School Teachers

For the selection of private school teacher respondents, a **convenience sampling method** was employed due to practical limitations in accessing a complete and centralized list of private school teachers in the Islamabad region. The total estimated population of primary-level private school teachers was **420**, from which **150 teachers** were selected to participate in the study. This sample size represents approximately **35.71%** of the overall teacher population, providing a substantial portion for comparative analysis.

As a **non-probability sampling technique**, convenience sampling allowed the researcher to recruit participants based on their **willingness, availability, and ease of access** during the data collection period. This method was deemed suitable given the **challenges of administrative gatekeeping** in the private sector, such as variability in school policies regarding research participation, time limitations, and limited researcher access to comprehensive staff records across private institutions.

Despite its limitations in statistical generalizability, the use of convenience sampling was instrumental in securing a **diverse and functional sample** from multiple types of private

schools, including institutions with different **fee structures, curricular affiliations** (e.g., local board, Cambridge, IB), and **teacher qualifications**. By focusing on willing participants from schools that consented to engage in the study, this method helped overcome the logistical constraints while still capturing valuable insights into the professional development practices of private school teachers.

Moreover, care was taken to ensure that the sample reflected a **variety of teaching experiences, educational backgrounds, and classroom contexts**. This diversity added depth and richness to the study, making it possible to conduct meaningful comparisons with public school teachers while acknowledging the **institutional and operational differences** between public and private educational environments.

3.5.12 Rationale for Difference in Sample of Both Stratum:

The **Power Reference analysis is used** for sampling, it focuses on ensuring that the sample size is large enough to detect statistically significant differences between groups while maintaining efficiency in the sampling process. This technique often involves calculating the minimum required sample size based on the desired statistical power (usually 80% or 90%) and ensuring that each stratum (public vs. private) is adequately represented in the sample.

Sampling strategy, which involves selecting 25.29% of teachers from public schools and 35.71% from private schools, is justified based on recent research emphasizing the importance of statistical power and representativeness in study designs.

According to Lakens (2022), a well-justified sample size ensures that the collected data will be informative relative to the study's inferential goals. This involves considering factors such as the smallest effect size of interest and the expected effect sizes, which are crucial for determining the necessary sample size to detect meaningful differences between groups.

Furthermore, Giner-Sorolla et al. (2024) discuss the importance of power analysis in planning and evaluating sample sizes. They highlight that an evaluation of a given sample cannot be properly made without power analysis, as power functions are nonlinear and analysis-specific. This underscores the need for a sample size that is adequate to detect the expected effect sizes, particularly when comparing different groups.

In the context of this study, while comparing **primary school teachers' professional development for classroom management** in **public and private schools**, the sample sizes for the **public** (25.29% - 220 out of 870) and **private** (35.71% - 150 out of 420) strata are determined using the Power Reference Technique to ensure that the statistical power is sufficient to detect meaningful differences between the groups. This means that the sample size has been calculated or adjusted based on factors such as effect size, significance level, and the power of the test (commonly set at 80% or 90%).

Oversampling the smaller private school population (35.71%) compared to the larger public school population (25.29%) helps achieve a balanced sample size across both groups. This approach enhances the study's ability to detect meaningful differences in classroom management practices between the two school types, aligning with the recommendations from recent research on sample size determination.

Additionally, Althubaiti (2022) emphasizes that determining an appropriate sample size is essential for ensuring that the study has sufficient power to detect significant effects. This involves considering the study design, acceptable precision levels, desired power, confidence level, and the magnitude of practical significance differences (effect size).

The reason for sampling **25.29% from public schools** and **35.71% from private schools** using the Power Reference is to ensure **statistical power** and representativeness of both strata. Although the public-school stratum is larger, over sampling private schools helps achieve a balanced sample size across both groups, ensuring that the study has enough power to detect meaningful differences in classroom management practices between the two school types. **Cohen, J. (1988). Statistical Power Analysis for the Behavioral Sciences (2nd ed.).** Hillsdale, NJ: Lawrence Erlbaum Associates.

Moreover, a higher proportion (35%) in this smaller population is justifiable. According to Cochran, W. G. (1977), a sample size of 25% yields a reliable estimate and boosts confidence in the findings for populations such as 870. A greater sampling proportion (35%, or roughly 147) can improve the trustworthiness of results in smaller populations, such as 420. Thompson's Sampling Theory states that in order to ensure that the sample accurately represents the population's variability, sampling rates of 30 to 50% are frequently advised for small populations (Fowler, F. J. 2013).

3.6 Instrumentation

An adapted classroom management practices survey questionnaire is used to collect data from public and private sector primary school teachers in Islamabad. The researcher sought permission from the author Claudio Diaz via email to use his tool in the research

(see Appendix F). The survey includes a demographic form that has demographic variables like age range, gender, school level you regularly teach, academic qualification, and teaching experience every individual participant filled. There were 60 items in questionnaire with 5- Likert scale related to three dimension of classroom management practices. 11 items were removed after pilot testing. There are Seven open-ended questions at the end of the questionnaire for each dimension.

3.6.1 Description of the tool and 5- Likert Scale:

The survey instrument used in this study included items using a 5- Likert scale to measure responses concerning classroom management practices. The "Five-Likert Scale Sampling Technique" refers to a method used in surveys or questionnaires to measure attitudes, opinions, or perceptions. It is based on the Likert Scale, a common psychometric tool used in social science research. This scale helps in quantifying subjective feelings, allowing for a range of opinions to be measured. The responses can then be analyzed statistically to identify trends, averages, or correlations within a sample. The key features of the Five-Likert Scale are:

1. **Ordinal Nature:** The scale provides an ordered set of responses, but the distances between each level are not necessarily equal.
2. **Subjectivity Measurement:** It helps capture the degree of agreement or disagreement, making it suitable for subjective attitudes or opinions.
3. **Statistical Analysis:** The data collected can be analyzed to understand group trends, sentiment, or the relative strength of particular views.

The scale measures the intensity of respondents' feelings toward a statement, typically with five levels of agreement or disagreement. In a typical Five-Likert Scale, respondents are asked to rate their level of agreement with a given statement on a scale. This study included the scales mentioned below:

1= Rarely,

2=Sometimes

3=Often

4= Usually

5=Always

so that the participants could express how often the specific Behaviour or action was performed. The scale was structured as follows:

1. **Rarely:** The frequency of a behaviour or action is very low, usually close to nonexistent.
2. **Sometimes,** Behaviour or action is present but random and unsteady.
3. **Often:** Behavior or action occurs at a relatively high, but not very high, frequency and is witnessed quite often.
4. **Usually,** the frequency is very high on the scale, which is an action or Behaviour followed in most organizations.
5. **Always:** Behavior or action is constantly evidenced in any setting.

Seven open-ended questions were at the end of the questionnaire for each dimension.

- i. How do you handle the challenges and hurdles in classroom management practices as a teacher at the primary level? Give three strategies.

- ii. What are your perceptions regarding classroom management practices at the primary level?
- iii. How do your beliefs about students' personalities influence your approach to building positive teacher-student relationships? (Adapted from Martin & Baldwin,1993)

(Personality Dimension)

- iv. How do you adapt your teaching methods to create an effective learning environment for primary-level students? (Adapted from Martin & Baldwin,1993)

(Teaching Dimension)

- v. How do you involve students in setting classroom rules and communicate the reasons behind your disciplinary approach in the primary classroom? (Adapted from Wolfgang and Glickman,1980) **(Discipline Dimension)**

- vi. How do you promote respect for cultural diversity among primary-level students? Give three methods. (Adapted from Martin & Baldwin,1993) **(Psychological and Social Classroom Environment Dimension)**

- vii. When delivering lessons, how do you account for different learning styles and prior knowledge? (Adapted from Martin & Baldwin,1993) **(Teaching and Learning Dimension)**

3.6.2 Validity of The Survey Questionnaire

The scores retrieved from the research instrument need to be valid regarding the variables being investigated. Before the research, the instrument validation process was conducted to ascertain whether the tool measured all the components of the classroom management practices set in the study.

Content and face validity were established by analyzing the questionnaire to ensure all items were included in the study and corresponded with the research objectives. Construct validity was achieved by ensuring the questionnaire was developed using other existing standardized instruments.

Also, the survey instrument was validated by experts. The researcher consulted eight experts, including Assistant Professors and language specialist, who vetted the questionnaire and determined whether the items were understandable, appropriate, and in line with the objectives of the investigation. As much as the research instrument was validated, a qualitative test was conducted on it. Testing and measurement experts validated the instrument's face, construct, and content validity. Their input directed the research towards edits to improve the clarity and context of some framed questions by changing their phrasing and order.

3.6.3 Content Validity

Having customized the survey questionnaire, the researcher now needed verification from eight experts in the field, including assistant professors and language experts. These professionals evaluated the items in the questionnaire to determine whether they matched the project's research questions and whether they captured the measurement of classroom management practices.

After consulting with the experts, a few changes were made to improve contextual quality and clarity. More specifically, some terms were changed to represent the specific classroom context and the language used by teachers in Islamabad more accurately. These modifications ensured that the instrument was

properly normalized while still being specific to the region's educational context and validity.

3.7 Pilot Testing

According to Connelly (2008), the sample for pilot testing should be 10% of the selected population. Therefore, to pilot test the survey questionnaire, data was collected from 15 school teachers out of (150) who were not included in the sample for data collection. Reliability analysis was done using SPSS version 23. According to Sekaran (2003), reliability is used to ensure the correlation between the set of items of the survey questionnaire.

3.7.1 Reliability

The Cronbach Alpha reliability was calculated to check the appropriateness and correlation of the items in the survey questionnaire. The table of the reliability analysis is given below:

Table 3.4

Item wise Reliability of The Survey Questionnaire (Pilot N=50)

Item Code	r	Item Code	r
PD1	.396	TASB32	.303
PD2	.673	TASB33	.528
PD3	.472	TASB34	.559
PD4	.403	TASB35	.600
PD5	.229	TASB36	.530
PD6	.214	TASB37	.416
PD8	.459	TASB38	.375

PD9	.627	TASB39	.446
PD10	.355	TLD40	.370
PSCE11	.584	TLD41	.352
PSCE12	.586	TLD42	.235
PSCE13	.459	TLD45	.570
PSCE14	.527	TLD46	.565
PSCE16	.367	TLD47	.608
PSCE17	.612	TLD48	.475
PSCE18	.264	TLD49	.284
PSCE19	.248	IDL50	.340
DD20	.314	IDL51	.345
DD21	.701	IDL53	.264
DD22	.647	IDL54	.520
DD24	.441	IDL55	.200
DD25	.512	IDL56	.396
DD26	.333	IDL57	.517
DD27	.215	IDL58	.20
DD29	.398		

The item-total correlation analysis of the questionnaire reveals that most items across the six subscales—Personal Dimension (PD), Psychological and Social Classroom Environment (PSCE), Discipline Dimension (DD), Teachers’ Actions for Standard Behaviour (TASB), Teaching and Learning Dimension (TLD), and Interaction During

the Lesson (IDL)—demonstrate acceptable to strong alignment with their respective constructs, particularly items like PD2, DD21, TASB35, and TLD47, which show strong contributions ($r \geq .60$). However, a few items such as PD5, PSCE18, DD27, TASB32, TLD42, TLD49, IDL55, and IDL58 exhibit weak or negative correlations ($r < .30$), indicating potential misalignment or issues with item clarity or relevance. Overall, while the scale demonstrates good reliability in most areas, the weaker items are removed or reversed to enhance the internal consistency and validity of the instrument.

Table 3.5

Construct wise Reliability of The Survey Questionnaire (Pilot N=50)

No of Items	Construct	Cronbach's Alpha
10	Personality Dimension	.673
09	Psychological and Social Classroom Environment	.742
09	Discipline Dimension	.660
11	Teachers Action for standard behavior	.710
10	Teaching and Learning Dimension	.547
10	Interaction During Lesson	.655
59	Overall reliability of Questionnaire	.814

The construct-wise reliability analysis shows that the overall reliability of the questionnaire is strong, with a Cronbach's Alpha of .814, indicating good internal consistency across the survey. The highest reliability is observed in the "Psychological and Social Classroom Environment" construct ($\alpha = .742$), suggesting this construct consistently measures its intended dimension. The lowest reliability is found in the "Teaching and Learning Dimension" construct ($\alpha = .547$), indicating that this area may have less consistent item performance and could benefit from item refinement. The other constructs, such as "Teachers Action for Standard Behavior" ($\alpha = .710$) and "Personality Dimension" ($\alpha = .673$), show moderate reliability, suggesting reasonable internal consistency in these areas.

Table 3.6

Construct wise Reliability of The Survey Questionnaire after removing weak items (Pilot N=50)

No of Items	Removed item code	Construct	Cronbach's Alpha
09	PD7	Personality Dimension	.70
08	PSCE15	Psychological and Social Classroom Environment	.80
07	DD23, DD28	Discipline Dimension	.70
09	TASB30, TASB31	Teachers Action for standard behavior	.80

08	TLD43, TLD 44	Teaching and Learning Dimension	.60
08	IDL52, IDL59	Interaction During Lesson	.70
49		Overall reliability of Questionnaire	.749

After removing weak items, the construct-wise reliability of the survey questionnaire improved across most dimensions. The highest reliability is observed in the "Psychological and Social Classroom Environment" and "Teachers Action for Standard Behavior" constructs, with a Cronbach's Alpha of .80, indicating strong internal consistency. The lowest reliability is found in the "Teaching and Learning Dimension" construct, which increased to .60, still the lowest among the constructs, suggesting moderate consistency. The overall reliability of the questionnaire slightly decreased to .749 but remains within an acceptable range, indicating that the survey is still a reliable tool for measuring classroom management practices.

Table 3.7

Construct Wise Correlation of The Survey Questionnaire (Pilot N=50)

Construct	PD	PSCE	DD	TASB	T LD	IDL
PD	1					
PSCE	.24	1				
DD	-.026	.275	1			

TASB	-.047	.024	.248	1		
TLD	.273	.284*	.235	.085	1	
IDL	.189	.399**	.331*	.276	.490**	1

Table 3.6 shows correlations among key constructs, including Professional Development (PD), Perceived Self-Control Efficacy (PSCE), and Teaching and Learning Dimension (TLD), from the pilot study (N=50). Positive correlations, such as between PSCE and IDL ($r = .399$), highlight relationships between constructs, validating the survey instrument.

3.8 Data Collection

Data was collected by the researcher personally. The public sector primary school principals of urban Islamabad approved conducting the comparative research study. Data was collected through the adapted classroom management questionnaire.

3.8.1 Data Analysis

The data was analyzed using SPSS software for the mean and percentage analysis.

The collected data was analyzed into two segments

3.8.1.1 Section I (Descriptive Analysis)

This section outlines the demographic characteristics of the study participants as part of the research information. The descriptive method was applied to analyze the data using percentages and the mean score to analyze demographics such as age, sex, academic grade level, years of teaching, and professional qualifications.

Due to the nature of the data collected with the Likert method (ordinal categorical data), the focus was on distributions of percent rather than mean scores. While means give some indication of central tendency, they are often inadequate in indicating how respondents are represented across categories. Rather, percentages indicate the frequency of certain phenomena, like how often teachers undertake particular professional development activities. This approach enhances the accuracy of public and private school teacher comparisons concerning their reported classroom management practices estimates.

3.8.1.2 Section II (Inferential Analysis)

Inferential statistics were used to analyze the data in this chapter: percentage and Mode, to measure the dispersion of a data set. ANOVA is used to investigate and compare the relationships between different aspects of the independent and dependent variables.

The qualitative data is collected in the form of open-ended questions given at the end of the survey questionnaire to get a reflective understanding of the public/private school teachers regarding their classroom management practices. Furthermore, the researcher carefully read all the thoughtful responses of the participants and did a thematic analysis of the data under the provisional themes drawn from the questions in the survey questionnaire.

Table 3.8

Data Analysis Procedures

S#	Objectives	Hypothesis	Analysis Procedure
----	------------	------------	-----------------------

1.	To determine the professional development of public school teachers for classroom management at the primary level.	Percentage, Mode
1.1	To determine the professional development of public school teachers for classroom management regarding personality dimensions at the primary level.	Percentage, Mode
1.2	To analyze the professional development of public school teachers for classroom management regarding discipline dimensions at the primary level.	Percentage, Mode
1.3	To evaluate the professional development of public school teachers for classroom management regarding teaching dimensions at the primary level.	Percentage, Mode
2.	To determine the professional development of private school teachers for classroom management at the primary level.	Percentage, Mode

2.1	To determine the professional development of private school teachers for classroom management regarding personality dimensions at the primary level.	Percentage, Mode
2.2	To analyze the professional development of private school teachers for classroom management regarding discipline dimensions at the primary level.	Percentage, Mode
2.3	To evaluate the professional development of private school teachers for classroom management regarding teaching dimensions at the primary level.	Percentage, Mode
3.	To compare the professional development of public and private school teachers for classroom management at the primary level.	H₀1: There is statistically no significant difference in the professional development of public and private school teachers for classroom management at the primary level. t-Test
4.	To investigate the professional development of public school teachers for classroom management concerning demographics (age, experience, classroom management	H₀2: There is statistically no significant difference in the professional development of public-school teachers for classroom management ANOVA

	and qualification) at the primary level.	concerning demographics (i.e., gender, experience, and qualification) at the primary level.
5.	To investigate the professional development of private school teachers for classroom management concerning demographics (age, experience, and qualification) at the primary level.	H₃: There is statistically no significant difference in the ANOVA professional development of private-school teachers for classroom management concerning demographics (i.e., gender, experience, and qualification) at the primary level.

3.8.1.3 `Justification for using percentage and Mode

Percentage and **Mode** were used for Objectives 1 and 2, including their sub-objectives, because these objectives focused on describing teachers' perceptions and practices regarding classroom management dimensions. Specifically:

- **Percentages** were used to present the distribution of responses for each item, providing a clear picture of the frequency and proportion of teachers who selected specific response options (e.g., Always, Usually, Sometimes). This is useful for identifying general trends and the most commonly reported behaviors or perceptions.
- The **mode** was selected as a measure of central tendency in this study to identify the most frequently occurring responses across each dimension of classroom management—**personality**, **discipline**, and **teaching**. Since the data were collected using a Likert-scale questionnaire, which generates **ordinal data**, the mode is

statistically appropriate and meaningful for summarizing patterns in categorical response frequencies (Jamieson, 2004).

Unlike the mean or median, which assume a continuous scale or equal intervals, the mode provides a clear picture of the **most common perception or behavior** among respondents. This is particularly useful when interpreting professional development practices across public and private school teachers, as it highlights dominant trends without assuming interval-level measurement.

Furthermore, in educational research contexts, the mode is often used to inform instructional planning and policy-making by identifying the most typical attitudes or practices (McMillan & Schumacher, 2010). Given the nature of the research objective—comparing frequently reported strategies in classroom management—the use of mode supports a **non-parametric and descriptive interpretation** of the data.

By combining percentages and Mode, the analysis provided both detailed item-level insights and overall trends, allowing for a more comprehensive understanding of how teachers manage classrooms and perceive various classroom management strategies.

3.9 Ethical Considerations of the Research

Participants were asked if they wanted to join the study with their permission. They were given all the details about the study to understand what might happen if they joined. They could freely choose to join without feeling pressured. The questionnaire was checked to ensure it had no disrespectful, unclear, unfair, or inappropriate language. The dignity of the participants was respected all the

time. Everyone involved in the study, individuals and organizations, was guaranteed to stay anonymous. Before the study started, participants agreed to take part fully. Their privacy was protected throughout the research. The research data was kept confidential. In the study, the APA reference style was used to acknowledge the work of others. Efforts were made to keep discussions and analyses unbiased. The goals and objectives of the research were presented accurately.

3.10 Delimitations

Delimitations establish the boundaries and scope of a research study, clarifying what is included and excluded. This study focuses exclusively on public and private primary school teachers in Islamabad, examining their professional development and classroom management strategies. Secondary school teachers, higher education instructors, and other stakeholders such as students, parents, and school administrators are not part of this research. The decision to focus on primary-level teachers is based on the understanding that classroom management practices vary significantly across different educational levels. By concentrating on primary education, the study provides a more focused and relevant analysis of classroom management strategies at this stage.

The exclusion of students, parents, and school administrators is intentional, as the primary objective is to assess teachers' perspectives on classroom management effectiveness. Teachers play a central role in shaping classroom environments, making their views the most valuable for this investigation. This study concerns the professional development of teachers and the effect of their training and teaching strategies, along with their disciplinary methods, on their ability to manage a classroom. This research very pointedly does not include for examination the kinds of

factors standard to judicial settings—like parental participation or the absence thereof in school activities, the presence of economic disparity, or the unfathomable ways in which school funding seems to be divided between public and private spaces. These factors are undeniably significant in the larger world of education but are not significant to this particular study.

One of the key delimitations of the research is geographical; it is confined to Islamabad. This narrowing of the focus implies that the findings are not necessarily applicable to any other region, which might have different educational policies, cultural contexts, and institutional setups. Still, the understanding gained from this research could serve as a basis for looking at such processes in other contexts. It also provides the impetus for further comparative work.

This research adds to our understanding of the management of classrooms in primary schools and the inequitable professional development of their teachers, whether these instruct in public or private venues. Moreover, it does so with a clear focus; the classroom management research informs the seeming disparity in the professional development of public versus private primary school teachers; it does so in a way that can inform future policy decisions and teacher training programs.

CHAPTER 4

DATA ANALYSIS AND INTERPRETATION

4.1 Overview

This section presents the findings of the study by examining the professional development of public and private primary school teachers in relation to classroom management responsibilities. The results are organized according to the three key dimensions assessed: **personality**, **teaching**, and **discipline**. Data have been analyzed to determine how frequently various classroom management strategies are implemented by teachers, highlighting common patterns and distinguishing practices between the two school sectors.

In addressing **Objectives 1 and 2**, the **mode** and **percentage distributions** were prioritized over the mean. Given the ordinal nature of the Likert scale data, the mode—representing the most frequently occurring response—was the most appropriate measure of central tendency. This approach provided a clearer understanding of dominant behaviors and teaching practices, capturing how often certain strategies are employed rather than simply averaging the responses, which can obscure variability in ordinal data. The aggregation of teachers selecting "Often" or "Usually" offered meaningful insights into common professional development practices and classroom routines, better reflecting the frequency of implementation than the mean score could alone.

The analysis is divided into the following sections:

- **Descriptive Statistics** – Percentages and modal values are presented for each survey item to illustrate response trends.
- **Inferential Statistics** – Group comparisons between public and private school teachers were examined using ANOVA.

4.1.1 Section I: Descriptive Analysis

This section reports demographic characteristics of the respondents, such as age, gender, academic qualifications, and teaching experience. Descriptive statistics, including frequencies, percentages, and modal categories, were used to provide an overview of the sample and contextualize the findings.

4.1.2 Section II: Inferential Analysis

Inferential statistics were applied to evaluate differences across the professional development dimensions—personality, discipline, and teaching. A one-way Analysis of Variance (ANOVA) was conducted to determine whether statistically significant differences existed between public and private school teachers in terms of their classroom management practices. Given the presence of more than two groups or conditions across dimensions, post hoc comparisons (e.g., Tukey’s HSD) were employed to identify which specific group means differed significantly. No experimental manipulation was involved; instead, the analysis was designed to explore meaningful patterns within naturally occurring data, providing a more nuanced understanding of group-level differences in teacher professional development.

4.2 Justification for the Use of Post Hoc Test in this Study

In this study, a post hoc test was deemed necessary following the application of ANOVA to compare the professional development of public and private primary school teachers in terms of classroom management across three key dimensions: personality, discipline, and teaching. While ANOVA determines whether significant differences exist among group means, it does not specify where those differences lie. Given that the study involved more than two groups (e.g., public and private sectors evaluated across multiple dimensions), a post hoc test was essential to identify specific group pairs that significantly differ.

The use of a post hoc test (such as Tukey's HSD) ensured that multiple comparisons were controlled for Type I error, thereby enhancing the validity of the statistical interpretation. Specifically, it allowed for a clearer understanding of whether significant differences existed between the classroom management practices of public vs. private school teachers across personality, discipline, and teaching dimensions. The post hoc test thus provided deeper insight into the comparative effectiveness of professional development initiatives between the two school types, supporting the study's objectives with robust statistical evidence.

4.3 Demographics

This section covers the demographic data of the respondents. The following information was acquired: age, qualification and years of experience.

Table 4.1

Age of respondents (public, N=220)

Age	Frequency	Percentage
21-25	1	0.5%
26-30	19	8.6%
31-35	18	8.2%
36-40	30	13.6%
41-50	50	22.7%
51-above	102	46.4%
Total	220	100.0%

The age distribution among public school teachers shows that the majority (46.4%) are in the 51-above age group, indicating a more experienced teaching staff. The smallest age group is the 21-25 range, making up only 0.5%. Public schools in Islamabad may have a more seasoned workforce with fewer younger teachers entering the field.

Table 4.2

Age of respondents (private N=150)

Age	Frequency	Percentage
21-25	48	32.0%

26-30	35	23.3%
31-35	22	14.7%
36-40	18	12.0%
41-50	17	11.3%
51-above	10	6.7%
Total	150	100.0%

In private schools, the age distribution is more balanced, with the largest group being the 21-25 age range (32.0%), followed by the 26-30 age group (23.3%). This indicates that private schools may employ a younger teaching staff, reflecting different hiring practices or a more significant influx of new teachers.

Table 4 .3

Academic Qualification of respondents (public N=220)

Academic Qualification	Frequency	Percent
Bachelor	110	50.0%
Masters	80	36.4%
MS/M.Phil	30	13.6%
Total	220	100.0%

Public school teachers in Islamabad predominantly hold a Bachelor's degree (50.0%), with a significant portion also holding a Master's degree (36.4%). A smaller percentage (13.6%) have advanced qualifications such as MS/M.Phil. This distribution

suggests a solid educational foundation among public school teachers, with ongoing opportunities for further academic development.

Table 4.4

Academic Qualification of respondents (private)

Academic Qualification	Frequency	Percent
Bachelor	75	50.0%
Masters	55	36.7%
MS/M.Phil	20	13.3%
Total	150	100.0%

Private school teachers hold primarily Bachelor's degrees (50.0%), followed by Master's degrees (36.7%). A smaller percentage (13.3%) possess MS/M.Phil degrees. This reflects a comparable level of academic qualifications between public and private school teachers, although private school teachers may have slightly more diverse educational backgrounds.

Table 4.5

Years of teaching of respondents (public N=220)

Years of Experience	Frequency	Percent
2-5	60	27.3%
6-10	80	36.4%
11-15	50	22.7%
16-above	30	13.6%
Total	220	100.0%

The table 4.5 shows that public school teachers have diverse experience levels. The largest group (36.4%) has 6-10 years of experience, followed by 27.3% with 2-5 years. Teachers with 11-15 years make up 22.7%, while those with 16+ years represent 13.6%. This indicates a balanced mix of newer and moderately experienced teachers, with fewer teachers in the highest experience categories, suggesting potential retention challenges.

Table 4.6

Years of teaching of respondents (private= 150)

Years of Experience	Frequency	Percent
2-5	70	46.7%
6-10	50	33.3%
11-15	20	13.3%
16-above	10	6.7%
Total	150	100.0%

Private school teachers are predominantly less experienced, with the largest group having 2-5 years of experience (46.7%), followed by those with 6-10 years (33.3%). This indicates that private schools may attract newer teachers or have higher turnover, leading to a less experienced workforce than public schools.

4.4 Quantitative Data Analysis and Results

Objective 1: Professional development of public-school teachers for classroom management at the primary level.

- i. To determine the professional development of public-school teachers for classroom management regarding personality dimensions at the primary level.**

Table 4.7

Personality Dimensions (Public School Teachers)

Item Codes		Rarely (%)	Sometimes (%)	Often (%)	Usually (%)	Always (%)	Mode
PD1	Teacher attempts to be “Me” rather than “The Teacher” to make students feel I am approachable.	1 (0.5%)	77 (35.0%)	100 (45.5%)	31 (14.1%)	11 (5.0%)	3.0
PD2	Teacher learns students’ names to recognize them as individuals.	23 (10.5%)	75 (34.1%)	91 (41.4%)	28 (12.7%)	3 (1.4%)	3.0
PD3	Teacher interacts with students as individuals.	15 (6.8%)	51 (22.7%)	120 (54.5%)	31 (14.1%)	3 (1.4%)	3.0
PD4	Teacher use eye contact to make students feel I care about what they say and do.	7 (3.2%)	87 (39.5%)	92 (41.8%)	31 (14.1%)	3 (1.4%)	3.0
PD5	Teacher learns about the different needs of students’ personal and social.	31 (14.1%)	85 (38.6%)	88 (40.0%)	13 (5.9%)	3 (1.4%)	3.0
PD6	Teacher incorporates students’ personal interests into teaching.	16 (7.3%)	50 (22.7%)	124 (56.4%)	30 (13.6%)	-	3.0
PD8	Teacher talks with students’ previous teachers to gather information about students.	51 (23.2%)	65 (29.5%)	88 (40.0%)	13 (5.9%)	3 (1.4%)	3.0
PD9	Teacher praises individual accomplishments and important events in students’ lives	-	147 (66.8%)	60 (27.3%)	10 (4.5%)	3 (1.4%)	2.0
PD10	Teacher talks with a student after an emotional outburst.	15 (6.8%)	118 (53.6%)	63 (28.6%)	24 (10.9%)	-	2.0

Overall Mode	Often	3.0
--------------	-------	-----

Table 4.7 shows Teachers most commonly reported that they *often* engage in personality-driven practices such as using eye contact, recognizing students individually, and incorporating personal interests into lessons. These findings reflect a positive trend in relational teaching. However, responses to “Teacher praises individual accomplishments” and “Teacher talks with a student after an emotional outburst” had a mode of “*Sometimes*,” suggesting lower consistency in emotional follow-up and recognition practices.

ii. To determine the professional development of public school teachers for classroom management regarding psychological and social classroom environment at the primary level.

Table 4.8

Psychological and Social Classroom Environment (Public School Teachers)

Item Codes		Rarely (%)	Sometimes (%)	Often (%)	Usually (%)	Always (%)	Mode
PSCE11	Teacher begins the lesson with activities to create a sense of collaboration among students	25 (11.4%)	106 (48.2%)	72 (32.7%)	17 (7.7%)	-	2.0
PSCE12	Teacher promotes positive social values (e.g., helping, sharing, being patient).	25 (11.4%)	101 (45.9%)	70 (31.8%)	21 (9.5%)	3 (1.4%)	2.0
PSCE13	Teacher encourages students to reach an agreement through	49 (22.3%)	21 (9.5%)	118 (53.6%)	32 (14.5%)	-	3.0

	conversations to resolve any issue.							
PSCE14	Teacher teaches students to work together cooperatively toward academic goals.	-	132 (60.0%)	77 (35.0%)	8 (3.6%)	3 (1.4%)		2.0
PSCE16	Teacher promotes students' responsibility in my classroom practice.	13 (5.9%)	121 55.0%)	74 (33.6%)	12 (5.5%)	-		2.0
PSCE17	Teacher promotes respect for cultural diversity in the classroom.	29 (13.2%)	89 (40.5%)	80 (36.4%)	19 (8.6%)	3 (1.4%)		2.0
PSCE18	Teacher helps students to become aware of their own thinking.	16 (7.3%)	97 (44.1%)	99 (45.0%)	8 (3.6%)	-		3.0
PSCE19	Teacher helps students to develop their ability to make decisions by themselves.	6 (48.6%)	107 (22.7%)	78 (35.5%)	29 (13.2%)	-		2.0
Overall Mode			Sometimes					2.0

The mode analysis for table 4.8 reveals that teachers *sometimes* promote positive classroom behaviors, collaboration, and critical thinking. For most statements—including promoting responsibility, cultural respect, social values, and cooperative learning—the modal response was “Sometimes.” Only two statements (“Teacher encourages students to resolve issues through conversation” and “Teacher helps students become aware of their thinking”) received a mode of “Often,” indicating limited but promising use of higher-order social-emotional strategies.

iii. To analyze the professional development of public school teachers for classroom management regarding discipline dimensions at the primary level.

Table 4.9

Discipline Dimensions (Public School Teachers)

Item Codes		Rarely (%)	Sometimes (%)	Often (%)	Usually (%)	Always (%)	Mode
DD20	Teacher involves students in establishing rules and procedures.	41 (18.6%)	56 (25.5%)	103 (46.8%)	17 (7.7%)	3 (1.4%)	3.0
DD21	Teacher shares with students the reasons behind the disciplinary approach(es) she uses	22 (10%)	109 (49.5%)	77 (35%)	9 (4.1%)	3 (1.4%)	2.0
DD22	Teacher provides positive reinforcement to students for appropriate behavior (e.g. special helper, extra computer time, tangible rewards)	29 (13.2%)	66 (30%)	109 (49.5%)	13 (5.9%)	3 (1.4%)	3.0
DD24	Teacher uses class time to reflect on appropriate behavior with students as a group.	17 (7.7%)	129 (58.6%)	74 (33.6%)			2.0
DD25	Teacher redirects inappropriate behaviour on the spot, using loud voice	27 (12.3%)	117 (53.2%)	64 (29.1%)	12 (5.5%)		2.0
DD26	Teacher ignores misbehavior that is nondisruptive to class.						2.0

DD27	Teacher uses short verbal cues to stop misbehavior (e.g., say student's name aloud, use "shh" sound).	2.0
Overall Mode		Sometimes
		2.0

In table 4.9 Mode analysis shows that teachers *sometimes* apply core disciplinary techniques such as explaining rules, reinforcing positive behavior, and redirecting misbehavior. Only two statements—“Teacher involves students in establishing rules and procedures” and “Teacher provides positive reinforcement for appropriate behavior”—had a mode of “*Often*,” suggesting moderate consistency. The remaining items, including use of verbal cues, reflection time, and explaining discipline logic, were marked most frequently as “*Sometimes*,” reflecting limited or situational application of proactive classroom discipline.

iv. To analyze the professional development of public school teachers for classroom management regarding teachers' actions for standard behavior at the primary level.

Table 4.10

Teachers' Actions for Standard Behavior (Public School Teachers)

Item Codes	Rarely (%)	Sometimes (%)	Often (%)	Usually (%)	Always (%)	Mode
TASB 29 Teacher uses self-assessment forms for students to evaluate their own behavior (e.g., checklists).	55 (25.0)	84 (38.2%)	43 (19.5%)	38 (17.3%)		2.0

TASB 32	Teacher sends for parents to report good behavior	32 (14.5%)	90 (40.9%)	64 (29.1%)	34 (15.5%)		2.0
TASB 33	Teacher collaborates with parents on a homeschool behavior plan.	52 (23.6%)	106 (48.2%)	55 (25.0%)	7 (3.2%)		2.0
TASB 34	Teacher teaches parents activities to do with students at home to reinforce good behavior at school.	83 (37.7%)	41 (18.6%)	87 (39.5%)	9 (4.1%)		3.0
TASB 35	Teacher informs parents about the policies regarding the use of mobile phones at school.	59 (26.8%)	71 (32.3%)	87 (39.5%)	3 (1.4%)		3.0
TASB 36	Teacher informs parents about social networks and their correct use (e.g. “Facebook”, “Twitter”, “Instagram”).	93 (42.3%)	84 (38.2%)	27 (12.3%)	9 (4.1%)	7 (3.2%)	1.0
TASB 37	Teacher sends home Teacher-to-Parent Communication letters or newsletters regarding positive and negative aspects of their children’s behaviour.	76 (34.5%)	80 (36.4%)	61 (27.7%)	3 (1.4%)		2.0
TASB 38	Teacher sends students home for aggressive or disruptive behaviour.	120 (54.5%)	50 (22.7%)	45 (20.5%)	5 (2.3%)		1.0

TASB 39	Teacher sends students to the principal's office for misbehaviour.	81 (36.8%)	80 (36.4%)	29 (13.2%)	23 (10.5%)	7 (3.2%)	1.0
Overall Mode		Sometimes					2.0

The modal response of table 4.10 shows “*Sometimes*” across most items suggests inconsistent implementation of behavior management practices that involve parents and structured student monitoring. For instance, teachers sometimes send newsletters or meet with parents but rarely use structured self-assessments or formal disciplinary escalations. Only two items—“Teacher informs parents about mobile phone policies” and “Teacher teaches parents activities to reinforce good behavior”—had a mode of “*Often*.” In contrast, sending students home or to the principal’s office had a mode of “*Rarely*,” indicating minimal reliance on punitive discipline.

v. To evaluate the professional development of public school teachers for classroom management regarding teaching dimensions at the primary level.

Table 4.11

Teaching Dimensions (Public School Teachers)

Item Codes	Rarely (%)	Sometimes (%)	Often (%)	Usually (%)	Always (%)	Mode
TLD40 Teacher considers different learning styles when preparing the lesson.	10 (4.5%)	103 (46.8%)	98 (44.5%)	9 (4.1%)		2.0

TLD41	Teacher considers students' previous knowledge to plan the activities based on their level.	34 (15.5%)	78 (35.5%)	86 (39.1%)	22 (10.0%)	3.0
TLD42	Teacher establishes routines for group work when needed.	34 (15.5%)	83 (37.7%)	80 (36.4%)	23 (10.5%)	2.0
TLD45	Teacher organizes the activities into logical stages to fulfil the objectives of the lesson.	5 (2.3%)	105 (47.7%)	107 (48.6%)	3 (1.4%)	3.0
TLD46	Teacher uses different types of seating arrangements depending on the type of activity students are assigned to do.	24 (10.9%)	133 (60.5%)	53 (24.1%)	10 (4.5%)	2.0
TLD47	Teacher prepares students for transitions and interactions (e.g., bathroom	40 (18.2%)	142 (64.5%)	32 (14.5%)	6 (2.7%)	2.0

	rules, moving from one classroom to another) using predictable routines.						
TLD48	Teacher creates extra activities for students to work when they have completed their main task.	39 (17.7%)	82 (37.3%)	83 (37.7%)	16 (7.3%)		3.0
TLD49	Teacher assigns advanced students as assistants to help weaker learners in the completion of their tasks.	43 (19.5%)	72 (32.7%)	73 (33.2%)	9 (4.1%)	23 (10.5%)	3.0
	Overall Mode		sometimes				2.0

In table 4.11 The mode analysis indicates that teachers most frequently selected “*Sometimes*” for practices such as considering learning styles, using different seating arrangements, and preparing students for transitions. Some practices—like organizing lessons into logical stages and assigning peer assistants—had a mode of “*Often*,” pointing to moderate consistency. This pattern suggests partial integration of structured and inclusive teaching approaches in daily classroom routines.

vi. To evaluate the professional development of public school teachers for classroom management regarding interaction during lessons at the primary level.

Table 4.12

Interaction During Lessons (Public School Teachers)

Item Codes		Rarely (%)	Sometimes (%)	Often (%)	Usually (%)	Always (%)	Mode
IDL50	Teacher starts the lesson in an unusual manner to catch students' attention (e.g. telling an amusing story or personal anecdote; starting in a quiet or low voice)	48 (21.8%)	110 (50.0%)	42 (19.1%)	13 (5.9%)	07 (3.2%)	2.0
IDL51	Teacher models the task to demonstrate what students are expected to do (e.g. role playing the task with a student, assigning a student to demonstrate the task).	22 (10.0%)	126 (57.3%)	59 (26.8%)	13 (5.9%)		2.0
IDL53	Teacher use body language to make instructions understandable.	28 (12.7%)	133 (60.5%)	44 (20.0%)	15 (6.8%)		2.0
IDL54	Teacher keeps English simple and clear (e.g. trying to pronounce every word well, using appropriate pacing according to	40 (18.2%)	69 (31.4%)	103 (46.8%)	8 (3.6%)		3.0

	students' level).	English					
IDL55	Teacher monitor students' work spending equal amount of time in all quadrants of the classroom.	33 (15.0%)	74 (33.6%)	99 (45.0%)	14 (6.4%)		3.0
IDL56	Teacher responds to students' answers using verbal praising (e.g. "Brilliant!", "Great!", "Nice job!").	28 (12.7%)	108 (49.1%)	76 (34.5%)	8 (3.6%)		2.0
IDL57	Teacher responds to students' incorrect answers validating students' participation (e.g. "that's partly correct", "good effort").	70 (31.8%)	53 (24.1%)	94 (42.7%)	3 (1.4%)		3.0
IDL58	Teacher gives students instructions on how to report their completed work	42 (19.1%)	66 (30.0%)	91 (41.4%)	21 (9.5%)		3.0
Overall Mode			Sometimes				2.0

In table 4.12 Mode analysis reveals that most teachers *sometimes* use strategies like modeling tasks, using body language, and starting lessons in an engaging way. While some techniques—such as giving clear English instructions, monitoring student work equally, and validating incorrect responses—had a mode of “*Often*,” the overall pattern suggests

that engaging and student-centered delivery methods are not consistently applied across classrooms.

2. Professional Development of Private School Teachers for Classroom Management at the Primary Level

2.1. To determine the professional development of private school teachers for classroom management regarding personality dimensions at the primary level.

Table 4.13

Personality Dimensions (Private School Teachers)

Item Codes		Rarely (%)	Sometimes (%)	Often (%)	Usually (%)	Always (%)	Mode
PD1	Teacher attempts to be “Me” rather than “The Teacher” to make students feel I am approachable.	16 (6.4%)	40 (16.0%)	27 (10.8%)	15 (6.0%)	52 (20.8%)	5.0
PD2	Teacher learns students’ names to recognize them as individuals.	12 (4.8%)	27 (10.8%)	08 (3.2%)	32 (12.8%)	71 (28.4%)	5.0
PD3	Teacher interacts with students as individuals.	8 (3.2%)	24 (9.6%)	11 (4.4%)	31 (12.4%)	76 (30.4%)	5.0
PD4	Teacher use eye contact to make students feel I care about what they say and do.	4 (1.6%)	20 (8.0%)	23 (9.2%)	28 (11.2%)	75 (30.0%)	5.0
PD5	Teacher learns about the different needs of students’ personal and social.	16 (6.4%)	19 (7.6%)	20 (8.0%)	51 (20.4%)	44 (17.6%)	4.0
PD6	Teacher incorporates students’ personal interests into teaching.	16 (6.4%)	35 (14.0%)	43 (17.2%)	32 (12.8%)	24 (9.6%)	3.0

PD8	Teacher talks with students' previous teachers to gather information about students.	56 (22.4%)	23 (9.2%)	24 (9.6%)	27 (10.8%)	20 (8.0%)	1.0
PD9	Teacher praises individual accomplishments and important events in students' lives	8 (3.2%)	35 (14.0%)	47 (18.8%)	24 (9.6%)	36 (14.4%)	3.0
PD10	Teacher talks with a student after an emotional outburst.	4 (1.6%)	28 (11.2%)	59 (23.6%)	16 (6.4%)	40 (16.0%)	3.0
Overall Mode						Always	5.0

In table 4.13 The mode analysis indicates that teachers most frequently reported “*Always*” for strategies that personalize interactions, such as using eye contact, learning student names, and engaging students as individuals. However, some practices—like incorporating students’ interests into lessons or talking to previous teachers—had much lower modes (“*Sometimes*” or “*Rarely*”), indicating inconsistency in using deeper, personalized knowledge to shape instruction. This shows a strong emphasis on interpersonal connection but highlights a gap in information-driven personalization.

2.2. To determine the professional development of private school teachers for classroom management regarding psychological and social classroom environment at the primary level.

Table 4.14

Psychological and Social Classroom Environment (Private School Teachers)

Item Codes		Rarely (%)	Sometimes (%)	Often (%)	Usually (%)	Always (%)	Mode
PSCE11	Teacher begins the lesson with activities to create a sense of collaboration among students	20 (8.0%)	24 (9.6%)	40 (16.0%)	34 (13.6%)	32 (12.8%)	3.0
PSCE12	Teacher promotes positive social values (e.g., helping, sharing, being patient).	12 (4.8%)	15 (6.0%)	28 (11.2%)	40 (16%)	55 (22%)	5.0
PSCE13	Teacher encourages students to reach an agreement through conversations to resolve any issue.	16 (6.4%)	04 (1.6%)	20 (8.0%)	47 (18.8%)	63 (52.2%)	5.0
PSCE14	Teacher teaches students to work together cooperatively toward academic goals.	8 (3.2%)	23 (9.2%)	40 (16.0%)	32 (12.8%)	47 (18.8%)	5.0
PSCE16	Teacher promotes students' responsibility in my classroom practice.	8 (3.2%)	12 (4.8%)	20 (8.0%)	43 (17.2%)	67 (26.8%)	5.0
PSCE17	Teacher promotes respect for cultural diversity in the classroom.	16 (6.4%)	16 (6.4%)	36 (14.4%)	36 (14.4%)	46 (18.4%)	5.0
PSCE18	Teacher helps students to become aware of their own thinking.	12 (4.8%)	15 (6.0%)	32 (12.8%)	36 (14.4%)	55 (22.0%)	5.0
PSCE19	Teacher helps students to develop their ability to make decisions by themselves.	12 (4.8%)	15 (6.0%)	40 (16.0%)	51 (20.4%)	32 (12.8%)	4.0
Overall Mode						Always	5.0

In table 4.14 Mode analysis shows that most teachers *always* promote behaviors such as collaboration, social values, cooperative learning, cultural respect, self-awareness, and

student responsibility. The high frequency of responses at the “Always” level across most items indicates a strong commitment to fostering a socially responsible and inclusive classroom environment. Only one item—helping students develop decision-making skills—had a slightly lower mode of “*Usually*,” suggesting a slightly less consistent application of this specific skill-building practice.

2.3. To analyze the professional development of private school teachers for classroom management regarding discipline dimensions at the primary level.

Table 4.15

Discipline Dimensions (Private School Teachers)

Item Codes		Rarely (%)	Sometimes (%)	Often (%)	Usually (%)	Always (%)	Mode
DD20	Teacher involves students in establishing rules and procedures.	20 (8.0%)	23 (9.2%)	32 (12.8%)	31 (12.4%)	44 (17.6%)	5.0
DD21	Teacher shares with students the reasons behind the disciplinary approach(es) she uses	20 (8.0%)	27 (10.8%)	20 (8.0%)	39 (15.6%)	44 (17.6%)	5.0
DD22	Teacher provides positive reinforcement to students for appropriate behavior (e.g. special helper, extra computer time, tangible rewards)	12 (4.8%)	23 (9.2%)	28 (11.2%)	48 (19.2%)	39 (15.6%)	4.0
DD24		24 (9.6%)	35 (14.0%)	43 (17.2%)	28 (11.2%)	20 (8.0%)	3.0
	Teacher uses class time to reflect on appropriate						

	behavior with students as a group.						
DD25	Teacher redirects inappropriate behaviour on the spot, using loud voice	20 (8.0%)	36 (14.4%)	45 (29.1%)	35 (18.0%)	12 (4.8%)	3.0
DD26	Teacher ignores misbehavior that is nondisruptive to class.						3.0
DD27	Teacher uses short verbal cues to stop misbehavior (e.g., say student's name aloud, use "shh" sound).						3.0
Overall Mode							Always 5.0

In table 4.15 Mode analysis reveals that most teachers *always* involve students in setting classroom rules and share the rationale behind disciplinary approaches. This reflects a participatory and transparent discipline style. However, other strategies such as reflective group discussions, verbal redirection, or managing low-level disruptions had lower modes of “*Often*” or “*Sometimes*,” suggesting inconsistent implementation. This variation implies a stronger emphasis on rule-setting and reasoning than on responsive, day-to-day behavior management.

2.4. To analyze the professional development of private school teachers for classroom management regarding teachers' actions for standard behavior at the primary level.

Table 4.16

Teachers' Actions for Standard Behavior (Private School Teachers)

Item Codes		Rarely (%)	Sometimes (%)	Often (%)	Usually (%)	Always (%)	Mode
TASB 29	Teacher uses self-assessment forms for students to evaluate their own behavior (e.g., checklists).	20 (8.0%)	19 (7.6%)	31 (12.4%)	48 (19.2%)	32 (12.8%)	4.0
TASB 32	Teacher sends for parents to report good behavior	28 (11.2%)	19 (7.6%)	36 (14.4%)	27 (10.8%)	40 (16.0%)	5.0
TASB 33	Teacher collaborates with parents on a homeschool behavior plan.	24 (9.6%)	20 (8.0%)	39 (15.6%)	39 (15.6%)	28 (11.2%)	3.0
TASB 34	Teacher teaches parents activities to do with students at home to reinforce good behavior at school.	36 (14.4%)	8 (3.2%)	7 (2.8%)	39 (15.6%)	60 (24.0%)	5.0
TASB 35	Teacher informs parents about the policies regarding the use of mobile phones at school.	44 (17.6%)	35 (14.0%)	39 (15.6%)	16 (6.4%)	16 (6.4%)	1.0
TASB 36	Teacher informs parents about social networks and their correct use (e.g. “Facebook”, “Twitter”, “Instagram”).	28 (11.2%)	43 (17.2%)	35 (14.0%)	16 (6.4%)	28 (11.2%)	2.0
TASB 37	Teacher sends home Teacher-to-Parent Communication letters	43 (17.2%)	43 (17.2%)	25 (10.0%)	20 (8.0%)	16 (6.4%)	1.0

	or newsletters regarding positive and negative aspects of their children's behaviour.								
TASB 38	Teacher sends students home for aggressive or disruptive behaviour.	34 (13.6%)	40 (16.0%)	28 (11.2%)	16 (6.4%)	32 (12.8%)	2.0		
TASB 39	Teacher sends students to the Principal's office for misbehaviour.	24 (9.6%)	7 (2.8%)	20 (8.0%)	51 (20.4%)	48 (19.2%)	4.0		

Mode analysis in table 4.16 indicates that teachers **always** engage in two high-leverage practices—reporting good behaviour to parents and teaching parents home-reinforcement activities—suggesting strong commitment to positive, proactive partnering. In contrast, they **rarely** send newsletters or inform parents about mobile-phone policies, pointing to limited systematic communication on everyday expectations. Real-time disciplinary responses (e.g., sending students home or to the principal) register **sometimes** to **usually**, implying selective reliance on more punitive measures. Overall, the pattern reflects **inconsistent implementation** of the broader Teacher Actions for Standard Behaviour (TASB) repertoire.

2.5. To evaluate the professional development of private school teachers for classroom management regarding teaching dimensions at the primary level.

Table 4.17

Teaching Dimensions (Private School Teachers)

Item Codes		Rarely (%)	Sometimes (%)	Often (%)	Usually (%)	Always (%)	Mode
TLD40	Teacher considers different learning styles when preparing the lesson.	20 (8.0%)	19 (7.6%)	20 (8.0%)	59 (23.6%)	32 (12.8%)	4.0
TLD41	Teacher considers students' previous knowledge to plan the activities based on their level.	8 (3.2%)	11 (4.4%)	44 (17.6%)	47 (18.8%)	40 (16.0%)	4.0
TLD42	Teacher establishes routines for group work when needed.	16 (6.4%)	43 (17.2%)	24 (9.6%)	28 (11.2%)	39 (15.6%)	2.0
TLD45	Teacher organizes the activities into logical stages to fulfil the objectives of the lesson.	19 (7.6%)	24 (9.6%)	8 (3.2%)	56 (22.4%)	43 (17.2%)	4.0
TLD46	Teacher uses different types of seating arrangements depending on the type of activity students are assigned to do.	24 (9.6%)	19 (7.6%)	24 (9.6%)	44 (17.6%)	39 (15.6%)	4.0
TLD47	Teacher prepares students for transitions and interactions (e.g., bathroom rules, moving from one classroom to another) using predictable routines.	20 (8.0%)	16 (6.4%)	28 (11.2%)	44 (17.6%)	42 (16.8%)	4.0
TLD48	Teacher creates extra activities for students to work when they have	12	28	20	60 (24.0%)	27 (10.8%)	4.0

	completed their main task.	(4.8%)	(11.2%)	(8.0%)			
TLD49	Teacher assigns advanced students as assistants to help weaker learners in the completion of their tasks.	16 (6.4%)	24 (9.6%)	29 (11.6%)	32 (12.8%)	47 (18.8%)	5.0
Overall Mode				Usually		4.0	

According to the modal scores in table 4.17, the majority of teachers **usually** implement lesson planning strategies that consider learning styles, student readiness, and classroom organization. Specifically, assigning advanced learners to support weaker peers was rated highest in frequency (**mode = 5.0**), reflecting consistent peer-assisted learning practices. However, the relatively lower use of structured routines for group work (**mode = 2.0**) indicates that collaborative instructional design is less consistently integrated.

2.6. To evaluate the professional development of private school teachers for classroom management regarding interaction during lessons at the primary level.

Table 4.18

Interaction During Lessons (Private School Teachers)

Item Codes	Rarely (%)	Sometimes (%)	Often (%)	Usually (%)	Always (%)	Mode
IDL50 Teacher starts the lesson in an unusual manner to catch students'	8 (3.2%)	28 (11.2%)	31 (12.4%)	63 (25.2%)	20 (8.0%)	4.0

	attention (e.g. telling an amusing story or personal anecdote; starting in a quiet or low voice)						
IDL51	Teacher models the task to demonstrate what students are expected to do (e.g. role playing the task with a student, assigning a student to demonstrate the task).	8 (3.2%)	16 (6.4%)	47 (18.8%)	60 (24.0%)	19 (7.6%)	4.0
IDL53	Teacher use body language to make instructions understandable.	-	12 (4.8%)	23 (9.2%)	48 (19.2%)	67 (26.8%)	5.0
IDL54	Teacher keeps English simple and clear (e.g. trying to pronounce every word well, using appropriate pacing according to students' English level).	4 (1.6%)	15 (6.0%)	32 (12.8%)	59 (23.6%)	40 (16.0%)	4.0

IDL55	Teacher monitor students' work spending equal amount of time in all quadrants of the classroom.	8 (3.2%)	19 (7.6%)	20 (8.0%)	55 (22.0%)	48 (19.2%)	4.0
IDL56	Teacher responds to students' answers using verbal praising (e.g., "Brilliant!", "Great!", "Nice job!").	16 (6.4%)	15 (6.0%)	32 (12.8%)	51 (20.4%)	36 (14.4%)	4.0
IDL57	Teacher responds to students' incorrect answers validating students' participation (e.g., "that's partly correct", "good effort").	12 (4.8%)	15 (6.0%)	39 (15.6%)	36 (14.4%)	48 (19.2%)	5.0
IDL58	Teacher gives students instructions on how to report their completed work	12 (4.8%)	19 (7.6%)	20 (8.0%)	67 (26.8%)	32 (12.8%)	4.0
Overall Mode						Always	5.0

The results in table 4.18 indicate that teachers **usually** apply a variety of instructional strategies to enhance engagement, communication, and student understanding. The most frequent practices include using body language for clearer instruction (Mode = 5.0) and validating student participation even after incorrect responses (Mode = 5.0), suggesting a supportive and inclusive teaching environment.

4.5 Mann Whitney U Test Results

4.5.1 Justification for using Mann Whitney U Test for objective 3

For objective 3, which aimed **to compare the professional development of public and private school teachers for classroom management at the primary level**, the **Mann–Whitney U test** was selected instead of parametric tests such as the independent samples t-test or one-way ANOVA.

The primary reason for this choice was that the data did **not meet the assumption of normality**, as confirmed by preliminary normality tests (e.g., Shapiro–Wilk test) and visual inspection of histograms. Both t-tests and ANOVA require the dependent variable to be approximately normally distributed within each group; however, the violation of this assumption may lead to inaccurate results.

The Mann–Whitney U test, on the other hand, is a **non-parametric alternative** that does not require the assumption of normality and is suitable for comparing two independent groups when the dependent variable is ordinal or non-normally distributed. Additionally, the Mann–Whitney U test is robust to outliers and skewed data, making it the most appropriate statistical method for this study.

Therefore, given the non-normal distribution of the data and the need to compare two independent groups (public and private school teachers), the Mann–Whitney U test was selected to ensure valid and reliable results.

Objective 3: To compare the professional development of public and private school teachers for classroom management at the primary level.

Table 4.19

Comparison for the professional development of public and private primary school teachers for classroom management through t-Test.

	Sector	N	Mean Rank	Sum of Ranks	Mann-Whitney U	Significance (p-value)
Personality Dimension	Public	220	130.15	28633.50		
	Private	150	264.59	38894.50		
	Total	370			4323.500	p < 0.001
Discipline Dimension	Public	220	131.89	29015.50		
	Private	150	260.55	37779.50		
	Total	370			4705.500	p < 0.001
Teaching Dimension	Public	220	128.18	28199.00		
	Private	150	266.18	38596.00		
	Total	370			3889.000	p < 0.001

Table 4.19 shows that for the **personality dimension**, results indicated a statistically significant difference between public (M = 130.15) and private (M = 264.59) sector teachers, **U = 4323.50, p < .001, r = .62**, with private sector teachers ranking higher. For the **discipline dimension**, a significant difference was also observed between public (M = 131.89) and private (M = 260.55) sector teachers, **U = 4705.50, p < .001, r = .60**, favoring

private sector teachers. Similarly, for the **teaching dimension**, private sector teachers ($M = 266.18$) scored significantly higher than public sector teachers ($M = 128.18$), $U = 3889.00$, $p < .001$, $r = .64$. These results suggest that private sector teachers outperform public sector teachers across all three dimensions, with **large effect sizes** in each case.

4.6 ANOVA Results

Objective 4: To compare the public-school teacher's professional development for classroom management regarding demographics (age, experience, and qualification) at the primary level.

Table 4.20

Comparison of *Teacher's professional development for classroom management and age* (Public Schools)

			Sum of df	Mean Square	F	Sig.
			Squares			
Personality * Age Range			3521.106	5	704.221	17.333
			8694.421	214	40.628	
			12215.527	219		
Teaching * Age Range			938.105	5	187.621	6.186
			6490.731	214	30.331	
			7428.836	219		
Discipline * Age Range			2174.510	5	434.902	11.184
			8321.872	214	38.887	
			10496.382	219		

In Table 4.20 The results indicate a statistically significant difference in personality dimension scores across age ranges, $F(5, 214) = 17.33$, $p < .001$, suggesting that teachers' age significantly influences their development in this area. Similarly, significant

differences were found for teaching dimension, $F(5, 214) = 6.19, p < .001$, and for discipline dimension, $F(5, 214) = 11.18, p < .001$. These findings suggest that teachers' age is a significant factor influencing various aspects of professional development related to classroom management.

Table 4.21

Post Hoc Comparison of Teacher's professional development for classroom management and age (Public Schools)

Dependent	(I)	Age	(J)	Age	Mean	Sig.
Variable	Range		Range		Difference	
					(I-J)	
Personality	21-25		26-30		20.50000*	.000
			31-35		26.40000*	.000
			36-40		24.13333*	.000
			41-50		19.36905*	.000
			51-above		23.08772*	.000
	26-30		21-25		-20.50000*	.000
			31-35		5.90000	.131
			36-40		3.63333	.428
			41-50		-1.13095	.990
			51-above		2.58772	.750
	31-35		21-25		-26.40000*	.000
			26-30		-5.90000	.131

		36-40	-2.26667	.840
		41-50	-7.03095*	.002
		51-above	-3.31228	.474
	36-40	21-25	-24.13333*	.000
		26-30	-3.63333	.428
		31-35	2.26667	.840
		41-50	-4.76429*	.001
		51-above	-1.04561	.963
	41-50	21-25	-19.36905*	.000
		26-30	1.13095	.990
		31-35	7.03095*	.002
		36-40	4.76429*	.001
		51-above	3.71867*	.010
	51-above	21-25	-23.08772*	.000
		26-30	-2.58772	.750
		31-35	3.31228	.474
		36-40	1.04561	.963
		41-50	-3.71867*	.010
Teaching	21-25	26-30	13.20000*	.000
		31-35	11.53333*	.001
		36-40	10.24444*	.001
		41-50	7.81905*	.028
		51-above	9.34035*	.005

26-30	21-25	-13.20000*	.000
	31-35	-1.66667	.965
	36-40	-2.95556	.498
	41-50	-5.38095*	.011
	51-above	-3.85965	.179
31-35	21-25	-11.53333*	.001
	26-30	1.66667	.965
	36-40	-1.28889	.970
	41-50	-3.71429	.159
	51-above	-2.19298	.744
36-40	21-25	-10.24444*	.001
	26-30	2.95556	.498
	31-35	1.28889	.970
	41-50	-2.42540	.167
	51-above	-.90409	.963
41-50	21-25	-7.81905*	.028
	26-30	5.38095*	.011
	31-35	3.71429	.159
	36-40	2.42540	.167
	51-above	1.52130	.593
51-above	21-25	-9.34035*	.005
	26-30	3.85965	.179
	31-35	2.19298	.744

		36-40	.90409	.963
		41-50	-1.52130	.593
Discipline	21-25	26-30	11.45714*	.007
		31-35	21.86667*	.000
		36-40	11.71111*	.001
		41-50	12.32619*	.000
		51-above	13.45965*	.000
	26-30	21-25	-11.45714*	.007
		31-35	10.40952*	.000
		36-40	.25397	1.000
		41-50	.86905	.997
		51-above	2.00251	.890
	31-35	21-25	-21.86667*	.000
		26-30	-10.40952*	.000
		36-40	-10.15556*	.000
		41-50	-9.54048*	.000
		51-above	-8.40702*	.000
	36-40	21-25	-11.71111*	.001
		26-30	-.25397	1.000
		31-35	10.15556*	.000
		41-50	.61508	.995
		51-above	1.74854	.723
	41-50	21-25	-12.32619*	.000

	26-30	-.86905	.997
	31-35	9.54048*	.000
	36-40	-.61508	.995
	51-above	1.13346	.897
51-above	21-25	-13.45965*	.000
	26-30	-2.00251	.890
	31-35	8.40702*	.000
	36-40	-1.74854	.723
	41-50	-1.13346	.897

The post hoc comparison in Table 4.21 examined how age groups differed in their scores for each component of professional development related to classroom management among public school teachers. Results showed that the youngest age group (21–25) consistently scored significantly higher across all three dimensions—personality, teaching, and discipline—indicating they may receive more recent or effective training. In the personality dimension, this group outperformed all older age groups ($p < .001$), with only a few notable differences among older age groups themselves, suggesting younger teachers may feel more supported in personal growth. Similarly, for the teaching dimension, the 21–25 age group again outsourced others, though differences among the older age groups were less consistent, implying that younger teachers may be more recently exposed to updated instructional strategies. In the discipline dimension, the 21–25 group also led significantly, while the 31–35 group scored notably lower than other age brackets, indicating a possible gap in support during mid-career stages. Overall, the findings highlight that early-career

teachers may benefit from more targeted or modern training opportunities, whereas mid-career teachers might require additional support in professional development related to classroom discipline.

Table 4.22

Comparison of Teacher's professional development for classroom management and experience (Public Schools)

			Sum	of	df	Mean	F	Sig.
			Squares			Square		
Personality	Between	(Combined)	2178.371	3	726.124	15.626	.000	
* Years of	Groups							
Teaching	Within Groups		10037.157	216	46.468			
Experience	Total		12215.527	219				
Teaching *	Between	(Combined)	581.640	3	193.880	6.116	.001	
Years of	Groups							
Teaching	Within Groups		6847.197	216	31.700			
Experience	Total		7428.836	219				
Discipline *	Between	(Combined)	597.546	3	199.182	4.346	.005	
Years of	Groups							
Teaching	Within Groups		9898.835	216	45.828			
Experience	Total		10496.382	219				

Table 4.22 shows the results of a one-way ANOVA conducted to assess the influence of teaching experience on three key dimensions of professional development for effective

classroom management: personality, teaching, and discipline. The analysis revealed a statistically significant difference in the personality dimension across different experience levels, $F(3, 216) = 15.63$, $p < .001$, indicating that teachers' experience substantially affected how they perceived or engaged in personality-related professional development. Similarly, for the teaching dimension, a significant difference was found, $F(3, 216) = 6.12$, $p = .001$, suggesting that teaching experience played a notable role in how effectively teachers accessed or applied instructional strategies gained through professional development. In the discipline dimension, the ANOVA also showed a statistically significant difference, $F(3, 216) = 4.35$, $p = .005$, further supporting the idea that classroom experience impacts how teachers benefit from professional learning in managing student behavior. These results collectively highlight that professional development is not experienced uniformly; instead, it is shaped by the length of a teacher's career, with varying levels of engagement and perceived impact across different experience brackets.

Table 4.23

Post Hoc Comparison of *Teacher's professional development for classroom management and experience (Public Schools)*

Dependent Variable	(I) Years of Teaching Experience	(J) Years of Teaching Experience	Mean Difference (I-J)	Sig.
Personality	2-5	6-10	13.687*	.000
		11-15	16.055*	.000
		16-above	13.328*	.000
	6-10	2-5	-13.687*	.000

		11-15	2.368	.615
		16-above	-.358	.997
Teaching	11-15	2-5	-16.055*	.000
		6-10	-2.368	.615
		16-above	-2.726	.063
	16-above	2-5	-13.328*	.000
		6-10	.358	.997
		11-15	2.726	.063
	2-5	6-10	7.925*	.003
		11-15	6.874*	.003
		16-above	4.657	.059
	6-10	2-5	-7.925*	.003
		11-15	-1.050	.913
		16-above	-3.267	.127
Discipline	11-15	2-5	-6.874*	.003
		6-10	1.050	.913
		16-above	-2.216	.070
	16-above	2-5	-4.65714	.059
		6-10	3.26786	.127
		11-15	2.21693	.070
	2-5	6-10	8.62500*	.010
		11-15	8.12963*	.003
		16-above	7.20714*	.007

6-10	2-5	-8.62500*	.010
	11-15	-.49537	.994
	16-above	-1.41786	.857
11-15	2-5	-8.12963*	.003
	6-10	.49537	.994
	16-above	-.92249	.830
16-above	2-5	-7.20714*	.007
	6-10	1.41786	.857
	11-15	.92249	.830

Table 4.23 presents post hoc comparisons exploring the mean differences in professional development outcomes across four categories of teaching experience: 2–5 years, 6–10 years, 11–15 years, and 16 years and above, focusing on the dimensions of personality, teaching, and discipline. In the personality dimension, teachers with 2–5 years of experience scored significantly higher than those in all other categories—6–10 years ($p < .001$), 11–15 years ($p < .001$), and 16+ years ($p < .001$)—while no significant differences were noted among the more experienced groups, indicating that early-career teachers may benefit more from or show greater engagement in personality-related professional development. A similar trend emerged in the teaching dimension, where those with 2–5 years of experience again outperformed teachers with 6–10 years ($p = .003$) and 11–15 years ($p = .003$), though the difference with the 16+ years group was not statistically significant ($p = .059$). This suggests that newer teachers may be more actively involved in professional development geared toward instructional strategies. The discipline dimension

mirrored this pattern, with significantly higher scores reported by the 2–5 years group compared to the 6–10 ($p = .010$), 11–15 ($p = .003$), and 16+ years ($p = .007$) groups, and no significant differences among the experienced categories. These findings indicate that novice teachers are likely receiving more intensive or structured support across all three professional development dimensions, highlighting a potential gap in ongoing support for more experienced educators.

Table 4.24

Comparison of *Teacher's professional development for classroom management and qualification (Public Schools)*

			Sum of df	Mean Square	F	Sig.
Personality *	Between	(Combined)	2303.375	2	1151.687	25.21
Academic	Groups				3	0
Qualification	Within Groups		9912.153	217	45.678	
	Total		12215.527	219		
Teaching *	Between	(Combined)	1443.336	2	721.668	26.16
Academic	Groups				4	0
Qualification	Within Groups		5985.500	217	27.583	
	Total		7428.836	219		
Discipline *	Between	(Combined)	1358.560	2	679.280	16.13
Academic	Groups				1	0
Qualification	Within Groups		9137.822	217	42.110	
	Total		10496.382	219		

Table 4.24 presents the results of an ANOVA analysis that investigated the impact of teachers' academic qualifications on their professional development for effective classroom management, across three key areas: personality, teaching, and discipline. The findings revealed a statistically significant effect of academic qualification on the personality dimension, $F(2, 217) = 25.21, p < .001$, indicating that the level of academic attainment plays a critical role in shaping how teachers engage in or benefit from personality-focused professional development. Similarly, the teaching dimension showed a significant variation across different qualification levels, $F(2, 217) = 26.16, p < .001$, highlighting that a teacher's academic background influences their growth in instructional techniques and pedagogical competencies. Furthermore, a significant effect was also noted in the discipline dimension, $F(2, 217) = 16.13, p < .001$, suggesting that academic qualifications affect the degree to which teachers develop classroom management strategies and behavior regulation skills. These results collectively suggest that higher academic qualifications are associated with more effective engagement in various aspects of professional development for classroom management.

Table 4.25

Post Hoc Comparison of *Teacher's professional development for classroom management and qualification (Public Schools)*

Dependent Variable	(I) Academic Qualification	(J) Academic Qualification	Mean Difference (I-J)	Sig.
Personality	Bachelor	Masters	-7.20745*	.000

		MS/M.Phil	-2.46053	.352
	Masters	Bachelor	7.20745*	.000
		MS/M.Phil	4.74692*	.012
	MS/M.Phil	Bachelor	2.46053	.352
		Masters	-4.74692*	.012
Teaching	Bachelor	Masters	-4.80745*	.000
		MS/M.Phil	1.83421	.382
	Masters	Bachelor	4.80745*	.000
		MS/M.Phil	6.64166*	.000
	MS/M.Phil	Bachelor	-1.83421	.382
		Masters	-6.64166*	.000
Discipline	Bachelor	Masters	2.90177*	.011
		MS/M.Phil	9.64123*	.000
	Masters	Bachelor	-2.90177*	.011
		MS/M.Phil	6.73946*	.000
	MS/M.Phil	Bachelor	-9.64123*	.000
		Masters	-6.73946*	.000

The post hoc comparison examined differences in teachers' professional development for classroom management across three dimensions—personality, teaching, and discipline—based on academic qualifications, revealing varied patterns. In the personality dimension, teachers with a Master's degree reported significantly higher scores than those with a Bachelor's degree ($p < .001$), and also scored higher than MS/M.Phil degree holders ($p =$

.012), while no significant difference was observed between the Bachelor's and MS/M.Phil groups ($p = .352$). For the teaching dimension, Master's degree holders again outperformed both Bachelor's ($p < .001$) and MS/M.Phil holders ($p < .001$), with no significant difference between the Bachelor's and MS/M.Phil groups ($p = .382$), suggesting that teachers with mid-level qualifications perceived the greatest benefit from professional development related to instructional practices. In the discipline dimension, MS/M.Phil holders reported significantly higher scores than both Bachelor's ($p < .001$) and Master's degree holders ($p < .001$), while Master's degree holders also scored significantly higher than those with a Bachelor's degree ($p = .011$). These findings highlight the nuanced influence of academic qualification on different areas of professional development, with Master's degree holders benefiting most in personality and teaching development, while MS/M.Phil holders showed greater gains in discipline-related professional growth.

Objective 5: To compare the Private-school teacher's professional development for classroom management regarding demographics (age, experience, and qualification) at the primary level.

Table 4.26

Comparison of *Teacher's professional development for classroom management and age (Private Schools)*

		Sum of df	Mean Square	F	Sig.
		Squares	Square		
Personality	Between	3987.419	5	797.484	3.567
	Groups				.005

	Within	31523.901	141	223.574		
	Groups					
	Total	35511.320	146			
Discipline	Between	3718.879	5	743.776	3.384	.006
	Groups					
	Within	30552.059	139	219.799		
	Groups					
	Total	34270.938	144			
Teaching	Between	3596.739	5	719.348	2.824	.018
	Groups					
	Within	34894.100	137	254.701		
	Groups					
	Total	38490.839	142			

A one-way ANOVA was conducted to assess the impact of age on three dimensions of professional development for classroom management—Personality, Discipline, and Teaching—among private school teachers, and the results revealed significant differences across all domains. For the Personality dimension, the analysis showed a statistically significant variation among age groups, $F(5, 141) = 3.567$, $p = .005$, indicating that at least one age group differed notably in terms of personality-related professional growth. In the Discipline dimension, age also had a significant influence, with $F(5, 139) = 3.384$, $p = .006$, suggesting that the development of classroom discipline strategies varied depending on the teachers' age. Likewise, in the Teaching domain, a significant difference was found across

age groups, $F(5, 137) = 2.824$, $p = .018$, implying that teachers' age affected their engagement in or benefit from professional development in instructional techniques. These results collectively suggest that age is an important factor influencing the professional development of private school teachers in all three classroom management areas, warranting further post hoc comparisons to determine which specific age groups differ significantly from one another.

Table 4.27

Post Hoc Comparison of *Teacher's professional development for classroom management and age (Private Schools)*

Dependent	(I) Age	(J) Age	Mean	Sig.
Variable	Range	Range	Difference	
			(I-J)	
Personality	21-25	26-30	-6.60748	.385
		31-35	6.26614	.416
		36-40	-10.21005	.248
		41-50	10.32329	.669
		51-above	-.87671	1.000
	26-30	21-25	6.60748	.385
		31-35	12.87363*	.023
		36-40	-3.60256	.983
		41-50	16.93077	.193
		51-above	5.73077	.989
	31-35	21-25	-6.26614	.416

		26-30	-12.87363*	.023
		36-40	-16.47619*	.021
		41-50	4.05714	.993
		51-above	-7.14286	.969
	36-40	21-25	10.21005	.248
		26-30	3.60256	.983
		31-35	16.47619*	.021
		41-50	20.53333	.109
		51-above	9.33333	.928
	41-50	21-25	-10.32329	.669
		26-30	-16.93077	.193
		31-35	-4.05714	.993
		36-40	-20.53333	.109
		51-above	-11.20000	.909
	51-	21-25	.87671	1.000
	above	26-30	-5.73077	.989
		31-35	7.14286	.969
		36-40	-9.33333	.928
		41-50	11.20000	.909
Discipline	21-25	26-30	-3.91387	.859
		31-35	-1.61167	.997
		36-40	-1.51643	.999
		41-50	25.01690*	.005

	51-above	-6.18310	.981
26-30	21-25	3.91387	.859
	31-35	2.30220	.993
	36-40	2.39744	.997
	41-50	28.93077*	.001
	51-above	-2.26923	1.000
31-35	21-25	1.61167	.997
	26-30	-2.30220	.993
	36-40	.09524	1.000
	41-50	26.62857*	.004
	51-above	-4.57143	.996
36-40	21-25	1.51643	.999
	26-30	-2.39744	.997
	31-35	-.09524	1.000
	41-50	26.53333*	.013
	51-above	-4.66667	.997
41-50	21-25	-25.01690*	.005
	26-30	-28.93077*	.001
	31-35	-26.62857*	.004
	36-40	-26.53333*	.013
	51-above	-31.20000	.051
51-above	21-25	6.18310	.981
	26-30	2.26923	1.000

Teaching		31-35	4.57143	.996	
		36-40	4.66667	.997	
		41-50	31.20000	.051	
		21-25	26-30	-.81289	1.000
		31-35	-1.74421	.996	
		36-40	-8.06564	.796	
		41-50	24.64865*	.013	
		51-above	-.68468	1.000	
		26-30	21-25	.81289	1.000
			31-35	-.93132	1.000
	36-40		-7.25275	.893	
	41-50		25.46154*	.017	
	51-above		.12821	1.000	
	31-35	21-25	1.74421	.996	
		26-30	.93132	1.000	
		36-40	-6.32143	.936	
		41-50	26.39286*	.011	
		51-above	1.05952	1.000	
	36-40	21-25	8.06564	.796	
		26-30	7.25275	.893	
		31-35	6.32143	.936	
		41-50	32.71429*	.008	
		51-above	7.38095	.985	

41-50	21-25	-24.64865*	.013
	26-30	-25.46154*	.017
	31-35	-26.39286*	.011
	36-40	-32.71429*	.008
	51-above	-25.33333	.257
51-	21-25	.68468	1.000
above	26-30	-.12821	1.000
	31-35	-1.05952	1.000
	36-40	-7.38095	.985
	41-50	25.33333	.257

The post hoc analysis exploring professional development for classroom management among private school teachers across various age groups revealed significant differences in the dimensions of Personality, Discipline, and Teaching. In the Personality domain, significant mean differences were observed between teachers aged 26–30 and 31–35 ($M = 12.87$, $p = .023$), as well as between those aged 31–35 and 36–40 ($M = 16.48$, $p = .021$), indicating that middle-aged teachers may experience or perceive personality-related development differently than slightly younger or older peers. In the Discipline domain, the 41–50 age group consistently scored significantly differently compared to several younger groups: 21–25 ($M = 25.02$, $p = .005$), 26–30 ($M = 28.93$, $p = .001$), 31–35 ($M = 26.63$, $p = .004$), and 36–40 ($M = 26.53$, $p = .013$), reflecting that mid-career teachers may either receive less discipline-related training or engage with it differently. Similarly, in the Teaching domain, the 41–50 age group showed significant differences when compared with younger teachers aged 21–25 ($M = 24.65$, $p = .013$), 26–30 ($M = 25.46$, $p = .017$), 31–

35 ($M = 26.39$, $p = .011$), and 36–40 ($M = 32.71$, $p = .008$), highlighting a possible gap in teaching strategy development for this age group. These findings underscore the impact of age on professional development experiences and emphasize the need for age-specific, differentiated training programs to better address the unique learning and support needs of teachers at various stages of their careers.

Table 4.28

Comparison of Teacher's professional development for classroom management and experience (Private Schools)

		Sum of df	Mean Square	F	Sig.
		Squares			
Personality	Between Groups	2138.390	3	712.797	3.054
	Within Groups	33372.930	143	233.377	.030
	Total	35511.320	146		
Discipline	Between Groups	5976.717	3	1992.239	9.928
	Within Groups	28294.221	141	200.668	.000
	Total	34270.938	144		

Teaching	Between	3199.691	3	1066.564	4.201	.007
	Groups					
	Within	35291.148	139	253.893		
	Groups					
	Total	38490.839	142			

The one-way ANOVA presented in Table 4.28 examined the effect of years of teaching experience on three key dimensions of teachers' professional development—Personality, Discipline, and Teaching—and revealed statistically significant differences across all domains. In the Personality dimension, the analysis showed a significant variation among experience groups, $F(3, 143) = 3.054$, $p = 0.030$, indicating that the development of personality-related professional traits varies with teaching experience. For the Discipline dimension, a highly significant difference was found, $F(3, 141) = 9.928$, $p < 0.001$, suggesting that experience strongly influences the development of effective classroom discipline strategies. Similarly, in the Teaching dimension, the ANOVA revealed a significant difference, $F(3, 139) = 4.201$, $p = 0.007$, confirming that years of experience affect how teachers engage with instructional practices and develop their teaching competencies. These results highlight the need for differentiated professional development programs that are responsive to teachers' career stages, as newer and more experienced teachers may have distinct developmental needs in classroom management

Table 4.29

Post Hoc Comparison of Teacher's professional development for classroom management and experience (Private Schools)

Dependent Variable	(I) Years of Teaching Experience	(J) Years of Teaching Experience	Mean Difference (I-J)	Sig.
Personality	2-5	6-10	-9.42441*	.023
		11-15	1.05178	.996
		16-above	-6.28155	.851
	6-10	2-5	9.42441*	.023
		11-15	10.47619	.198
		16-above	3.14286	.981
	11-15	2-5	-1.05178	.996
		6-10	-10.47619	.198
		16-above	-7.33333	.839
	16-above	2-5	6.28155	.851
		6-10	-3.14286	.981
		11-15	7.33333	.839
Discipline	2-5	6-10	-4.88654	.411
		11-15	20.91346*	.000
		16-above	-7.08654	.760
	6-10	2-5	4.88654	.411
		11-15	25.80000*	.000
		16-above	-2.20000	.992
	11-15	2-5	-20.91346*	.000
		6-10	-25.80000*	.000

		16-above	-28.00000*	.004
	16-above	2-5	7.08654	.760
		6-10	2.20000	.992
		11-15	28.00000*	.004
Teaching	2-5	6-10	-7.55495	.121
		11-15	13.42521	.077
		16-above	-5.01923	.971
	6-10	2-5	7.55495	.121
		11-15	20.98016*	.004
		16-above	2.53571	.996
	11-15	2-5	-13.42521	.077
		6-10	-20.98016*	.004
		16-above	-18.44444	.452
	16-above	2-5	5.01923	.971
		6-10	-2.53571	.996
		11-15	18.44444	.452

Table 4.29 presents post hoc comparisons analyzing differences in teachers' professional development across varying years of teaching experience (2–5, 6–10, 11–15, and 16+ years), focusing on the domains of Personality, Discipline, and Teaching. In the Personality dimension, a significant difference was observed between teachers with 2–5 years and those with 6–10 years of experience (Mean Difference = -9.42, $p = 0.023$), indicating that Personality development increases notably during the early stages of a teacher's career,

although no further significant differences were found among more experienced groups. For the Discipline dimension, teachers with 2–5 and 6–10 years of experience scored significantly lower than those with 11–15 years (Mean Differences = -20.91 and -25.80 respectively, both $p = 0.000$), and interestingly, those with 11–15 years scored significantly higher than even the 16+ years group (Mean Difference = 28.00, $p = 0.004$), suggesting that discipline-related professional growth peaks in the mid-career phase before tapering off. In the Teaching domain, a significant difference was found between the 6–10 and 11–15 year groups (Mean Difference = -20.98, $p = 0.004$), indicating that teaching-related development also reaches a high point in the 11–15 year window. No other group comparisons in this domain were statistically significant. Collectively, the analysis highlights that teachers experience the most substantial gains in professional development—particularly in discipline and teaching—between 6 and 15 years of experience, pointing to the value of strategically timed support during this pivotal mid-career phase.

Table 4.30

Comparison of *Teacher's professional development for classroom management and qualification (Private Schools)*

		Sum of	df	Mean	F	Sig.
		Squares		Square		
Personality	Between	56.517	2	28.258	.115	.892
	Groups					

	Within	35454.803	144	246.214		
	Groups					
	Total	35511.320	146			
Discipline	Between	549.267	2	274.634	1.15	.318
	Groups				6	
	Within	33721.671	142	237.477		
	Groups					
	Total	34270.938	144			
Teaching	Between	438.158	2	219.079	.806	.449
	Groups					
	Within	38052.681	140	271.805		
	Groups					
	Total	38490.839	142			

Table 4.30 presents the results of a one-way ANOVA analyzing the impact of teachers' academic qualifications on their professional development in the areas of Personality, Discipline, and Teaching. In the Personality dimension, the between-groups sum of squares was 56.517 with 2 degrees of freedom, resulting in a mean square of 28.258, while the within-groups sum of squares was 35,454.803 with 144 degrees of freedom, yielding a mean square of 246.214. The F-value was 0.115 with a p-value of 0.892, indicating no statistically significant difference in Personality scores across academic qualification levels. In the Discipline domain, the between-groups sum of squares was 549.267 with a mean square of 274.634, and the within-groups sum was 33,721.671 with a mean square of

237.477; the resulting F-value was 1.156 with a p-value of 0.318, again showing no significant differences among qualification groups. Similarly, in the Teaching dimension, the between-groups sum of squares was 438.158 with a mean square of 219.079, and the within-groups sum of squares was 38,052.681 with a mean square of 271.805. The F-value of 0.806 with a p-value of 0.449 confirmed no statistically significant impact of academic qualification on teaching-related professional development. Overall, the findings suggest that teachers' academic qualifications do not significantly influence their professional development across the three assessed dimensions.

Table 4.31

Post Hoc Comparison of Teacher's professional development for classroom management and qualification (Private Schools)

Dependent Variable	(I) Academic Qualification	(J) Academic Qualification	Mean Difference (I-J)	Sig.
Personality	Bachelor	Masters	.08170	1.000
		MS/M.Phil	-1.64557	.895
	Masters	Bachelor	-.08170	1.000
		MS/M.Phil	-1.72727	.902
	MS/M.Phil	Bachelor	1.64557	.895
		Masters	1.72727	.902
Discipline	Bachelor	Masters	.19563	.997
		MS/M.Phil	-5.34983	.323
	Masters	Bachelor	-.19563	.997

		MS/M.Phil	-5.54545	.355
	MS/M.Phil	Bachelor	5.34983	.323
		Masters	5.54545	.355
Teaching	Bachelor	Masters	-1.04355	.941
		MS/M.Phil	-5.32927	.415
	Masters	Bachelor	1.04355	.941
		MS/M.Phil	-4.28571	.616
	MS/M.Phil	Bachelor	5.32927	.415
		Masters	4.28571	.616

Table 4.31 presents the results of post hoc comparisons assessing differences in teachers' professional development across the dimensions of Personality, Discipline, and Teaching based on their academic qualifications (Bachelor's, Master's, and MS/M.Phil degrees). In the Personality dimension, the mean differences between Bachelor's and Master's (0.08170, $p = 1.000$), Bachelor's and MS/M.Phil (-1.64557, $p = 0.895$), and Master's and MS/M.Phil (-1.72727, $p = 0.902$) were all statistically non-significant, indicating that academic qualification does not meaningfully influence the development of personality-related professional competencies. Similarly, for the Discipline dimension, the comparisons between Bachelor's and Master's (0.19563, $p = 0.997$), Bachelor's and MS/M.Phil (-5.34983, $p = 0.323$), and Master's and MS/M.Phil (-5.54545, $p = 0.355$) also revealed no significant differences, suggesting that qualification level does not significantly affect discipline-related professional development. In the Teaching dimension, the differences between Bachelor's and Master's (-1.04355, $p = 0.941$), Bachelor's and MS/M.Phil (-

5.32927, $p = 0.415$), and Master's and MS/M.Phil (-4.28571, $p = 0.616$) were again not statistically significant. Overall, these findings confirm that academic qualification does not have a notable or statistically significant impact on any of the three dimensions of teachers' professional development—Personality, Discipline, or Teaching—in this sample.

4.7 Qualitative Results - Thematic Analysis

Thematic analysis was employed to identify, analyze, and report patterns (themes) within the data. This qualitative method allowed for exploring various aspects of the research topic, focusing on teachers' challenges and perceptions of classroom management practices. The following key themes emerged from the analysis:

4.7.1. Coding

Coding is the first step in thematic analysis, where the data is organized into meaningful groups based on recurring patterns and themes. This study identified several themes related to challenges in classroom management, perceptions of management practices, and beliefs about specific dimensions of teaching and learning. These include the following:

Table 4.32

Themes, Sub-Themes, and Associated Codes from thematic Analysis of Teachers' Perspectives on Classroom Management Practices

Theme	Sub-Theme	Codes
1. Handling the i. Resource Challenges and Constraints Hurdles in Classroom		• Lack of teaching materials • Insufficient technological support

Management Practices		• Limited classroom space
	ii. Student Behavior	• Disruptive behavior (e.g., talking out of turn) • Lack of student focus • Resistance to classroom rules
	iii. Time Management	• Balancing curriculum demands with classroom management • Limited time for addressing discipline • Need for efficient time management strategies
2. Perceptions Regarding Classroom Management Practices: Personality Dimension	i. Importance of Teacher-Student Relationships	• Building trust and rapport • Demonstrating empathy and understanding • Creating a nurturing environment

	ii. Influence of Teacher Personality	• Authoritative yet approachable demeanor • Personal qualities: kindness, empathy, assertiveness • Proactive problem-solving
	iii. Beliefs Regarding Personality Dimension	• Impact of teacher's personality on instructional approach • Influence of personality traits on teaching style • Belief in adaptability and flexibility
3. Perceptions Regarding Classroom Management Practices: Psychological and Social Classroom Environment	i. Inclusivity	• Valuing diverse student backgrounds and abilities • Flexible teaching approaches • Promoting a supportive classroom culture

	ii. Emotional Support		• Addressing students' emotional needs • Providing support for behavioral challenges • Building strong teacher-student connections
4. Perceptions Regarding Classroom Management Practices: Teaching Dimension	i. Lesson Planning		• Preparing structured lessons with clear objectives • Organizing content with appropriate pacing • Enhancing student engagement through planning
	ii. Technological Integration		• Utilizing interactive whiteboards and teaching software • Implementing online learning platforms

		• Reducing classroom disruptions through technology
iii.	Variety in Teaching Methods	• Incorporating hands-on learning and group work • Using multimedia resources (e.g., videos) • Preventing boredom-related behavioral issues
iv.	Student Engagement	• Encouraging group discussions and projects • Fostering interactive classroom activities • Minimizing distractions through active participation
v.	Building Positive Relationships	• Employing verbal praise and rewards • Recognizing student achievements

		• Reinforcing positive behavior
5. Perceptions Regarding Classroom Management Practices: Teaching and Learning Dimensions	i. Active Learning	• Implementing role plays and experiential activities • Promoting collaborative learning • Sustaining student attention through interaction
	ii. Differentiated Instruction	• Tailoring lessons to diverse learning needs • Supporting heterogeneous classrooms • Reducing behavioral problems through personalized approaches
	iii. Continuous Professional Development	• Engaging in ongoing training • Adapting to new classroom challenges

		• Updating inclusive and reflective management practices
6. Perceptions Regarding Classroom Management Practices: Discipline Dimension	i. Preventative Discipline	• Setting clear expectations and rules early • Employing proactive discipline methods • Encouraging good conduct proactively
	ii. Consistency in Discipline	• Establishing predictable disciplinary routines • Maintaining fairness in rule application • Promoting a stable classroom atmosphere
	iii. Positive Reinforcement	• Rewarding good behavior with praise and incentives • Encouraging adherence to classroom rules

-
- Focusing on reinforcement
over punishment
-

This table encapsulates the core themes and sub-themes identified in the analysis, along with specific codes that represent teachers' experiences and perceptions regarding classroom management.

Table 4.33

Detailed Comparative Table of Public and Private School Teachers responses to open-ended Questions and Thematic Analysis

No.	Dimension	Theme	Sub-Theme	Question	Public School Teachers	Private School Teachers
1	Discipline	Theme 1: Handling Challenges in Classroom Management	Resource Constraints	How do you handle the challenges and hurdles in classroom management practices?	Reported limited access to teaching aids, overcrowded classrooms, and lack of digital tools.	Mentioned fewer resource constraints; had access to tech tools and materials, but noted occasional shortages.
			Student Behavior		Faced frequent disruptive behavior, especially due to large class sizes and lack of support staff.	Disruptive behavior present but more controlled through structured

						activities and stricter policies.
			Time Management		Struggled to complete syllabus while addressing behavior; emphasized the need for better planning support.	Managed time more efficiently; smaller class size and support allowed better focus on instruction and management.
2	Personality	Theme 2: Personality Dimension	Teacher- Student Relationships	How do your beliefs about students' personalities influence your approach?	Focused on building trust, empathy, especially in mixed-ability settings.	Emphasized understanding individual student behavior and adapting accordingly.
			Influence of Teacher		Believed their demeanor and tone affected	Noted that a positive and calm personality helped

	discipline; mixed use of firmness and friendliness.	avoid conflict and increase engagement.
Beliefs Regarding Personality	Thought their role and mindset shaped discipline outcomes. Fixed beliefs were more common.	Displayed growth-oriented mindset, encouraged student effort and personal development.
Personality Traits on Teaching Style	Reserved teachers used passive strategies; assertive ones had more class control.	Interactive traits like openness led to active participation strategies.
Malleability of Abilities	Some teachers believed classroom control is a fixed skill.	Most showed belief in improvement through training and reflection.

			Expectations & Performance		Tended to lower expectations for struggling students.	Had high expectations; used this to motivate students.
			Self-Efficacy & Attitudes		Lower self-efficacy due to lack of admin support.	Higher confidence due to frequent feedback and professional autonomy.
			Adaptability		Adapted slowly due to rigid structures.	Frequently adjusted strategies to fit student needs.
3	Psychosocial Environment	Theme 3: Psychological and Social Environment	Inclusivity	How do you promote respect for cultural diversity?	Celebrated cultural days and told inclusive stories but lacked deeper inclusion.	Actively incorporated diverse materials and collaborative activities.

			Emotional Support		Focused on troubled students informally; lacked counselor access.	Had structured emotional support strategies and training in emotional literacy.
4	Teaching	Theme 4: Teaching Dimension	Lesson Planning	How do you adapt your teaching methods for effectiveness?	Prepared lessons carefully but were often interrupted by admin duties or behavior issues.	Used pre-designed templates and tech to streamline planning and ensure smooth delivery.
			Technology in Teaching		Minimal tech usage due to lack of infrastructure.	Integrated digital platforms (apps, projectors, videos).
			Variety in Methods		Depended on visuals, storytelling, and group work when possible.	Emphasized creative approaches (games, simulations, flipped classrooms).

			Student Engagement		Engagement was low due to distractions; some tried hands-on work.	High engagement through project-based learning and praise techniques.
			Positive Relationships		Built trust with students through empathy and occasional praise.	Reinforced behavior with praise, reward systems, and class points.
			Active Learning		Group work used occasionally; challenges with attention span.	Emphasized role-play, group tasks, and real-life connections.
5	Teaching & Learning	Theme 5: Teaching & Learning Dimensions		How do you account for different learning styles and prior knowledge?		
			Differentiated Instruction		Rarely practiced due to time and resource limits.	Used mixed-ability tasks and personalized instruction.

			Continuous Professional Development		Attended infrequent, general workshops with little follow-up.	Participated in targeted CPD regularly; received feedback and mentorship.
6	Discipline	Theme 6: Discipline Dimension	Preventative Discipline	How do you involve students in setting classroom rules?	Used class meetings; rules often imposed top-down.	Co-created rules with students; emphasized understanding and fairness.
			Consistency in Discipline		Inconsistency due to unclear policies and admin interference.	Followed school-wide policies strictly and consistently.
			Positive Reinforcement		Used reward charts and verbal praise but inconsistently.	Applied consistent praise, star systems, and tangible rewards.

Theme 1. Handling the Challenges and Hurdles in Classroom Management Practices

Sub-Theme 1: Resource Constraints

Teachers frequently cited a lack of resources, such as teaching materials, technological support, and classroom space, as significant hurdles in managing classrooms effectively. Many expressed frustrations over the limited availability of teaching aids that could enhance student engagement and support effective discipline.

Sub-Theme 2: Student Behavior

Managing disruptive behavior in large classrooms was a common challenge among teachers. Disruptions such as students talking out of turn, lack of focus, and resistance to rules were frequent issues, highlighting the need for more targeted behavior management strategies. Teachers indicated that disruptive behavior often diverted attention from instructional content, impacting overall class productivity.

Sub-Theme 3: Time Management

Another common theme was the challenge of balancing the demands of the curriculum with the need for effective classroom management. Many teachers reported that time constraints resulted in less focus on classroom discipline, which exacerbated behavioral issues. Teachers expressed the need for strategies to help them manage their time more efficiently without sacrificing the quality of teaching or classroom control.

Theme 2: Perceptions Regarding Classroom Management Practices: Personality Dimension

Sub-Theme 1: Importance of Teacher-Student Relationships

The importance of establishing strong connections with students is a theme that stood out for teachers. They believed trust and rapport were critical in facilitating positive learning and a manageable classroom environment. Most teachers observed that if students felt

valued and respected, they complied with the rules and participated in the lessons. This trust minimized disruptions and enhanced respect between teachers and students. Teachers ensured a nurturing environment by demonstrating empathy and understanding, thus enabling students to thrive academically and personally.

Sub-Theme 2: Influence of Teacher

Most participants noted how a teacher's personality affected their classroom management style. Teachers with authoritative yet friendly personalities reported having better control over their classrooms. Respondents indicated that personal qualities like kindness, empathy, and even being forceful were equally important to actual classroom management stakeholder training. Teachers also observed that dealing with problems before they got out of hand helped to control discipline and encourage respect for the learning environment.

Sub-Theme 3: Beliefs Regarding Personality Dimension

Teachers' beliefs regarding the personality dimension significantly influence their classroom management practices. These beliefs encompass the impact of a teacher's personality traits on their instructional approach and interactions with students. Key aspects include:

Sub-Theme 4. Influence of Personality Traits on Teaching Style

Teachers often recognize that their inherent personality traits shape their classroom management styles. For instance, traits such as extraversion and openness are associated with more interactive and student-centered approaches, fostering an engaging learning

environment. Conversely, traits like neuroticism may correlate with challenges in maintaining consistent classroom control.

Sub-Theme 5: Belief in the Malleability of Personal Abilities

Educators who adopt a growth mindset believe that both their abilities and those of their students can develop through effort and perseverance. This perspective encourages adaptive teaching methods and resilience in addressing classroom challenges. In contrast, a fixed mindset may lead to rigid teaching practices and a deterministic view of student potential.

Sub-Theme 6: Expectations and Student Performance

Teachers' expectations can significantly impact student outcomes, a phenomenon known as the Pygmalion effect. High expectations may lead to improved student performance, while low expectations can hinder progress. This underscores the importance of teachers maintaining positive beliefs about their influence on student success.

Sub-Theme 7: Self-Efficacy and Professional Attitudes

A teacher's self-efficacy, or belief in their ability to effect change, mediates the relationship between personality traits and attitudes toward the teaching profession. Traits such as conscientiousness and agreeableness positively influence self-efficacy, leading to more favorable professional attitudes and effective classroom management.

Sub-Theme 8: Adaptability

The ability to adapt one's personality and approach to different classroom scenarios was often mentioned as a vital skill. Teachers who reported high success in classroom

management emphasized the importance of being flexible and responsive to the needs of diverse student groups.

Theme 3: Perceptions Regarding Classroom Management Practices: Psychological and Social Classroom Environment

Sub-Theme 1: Inclusivity

Inclusivity emerged as a key theme, with teachers emphasizing the importance of creating a classroom environment where all students, regardless of background or ability, felt valued. Many teachers reported that a flexible and inclusive approach to teaching helped build a positive classroom culture where students supported one another and were more willing to engage.

Sub-Theme 2: Emotional Support

Several teachers noted the importance of addressing students' emotional needs, particularly those facing behavioral challenges. A supportive classroom environment that considers students' emotional well-being was critical in addressing underlying causes of misbehavior. Teachers who provided emotional support were able to build stronger connections with students and reduce behavioral issues.

Theme 4: Perceptions Regarding Classroom Management Practices: Teaching Dimension

Sub-Theme 1: Lesson Planning

Teachers agreed without reservation that adequate preparation of lessons was the primary planning tool in effective classroom management. Teachers organized lessons with well-defined structured objectives and appropriate pacing. This enabled them to manage the classroom while keeping students engaged.

Sub-Theme 2: Technological perspective of teaching

An increasing number of teachers underlined the significance of technology in preparing and presenting lessons. They pointed out that interactive whiteboards, teaching software applications, and online platforms for learning increased students' willingness to participate. Teachers found it easier to use lesson plans designed for various teaching styles and, therefore, more actively involved the students in the learning process. Many teachers felt that appropriate use of technology reduced disruptions in class because students were more likely to remain focused when working with tools designed for their specific learning needs.

Sub-Theme 3: Variety in Teaching Methods

As described by teachers, one of the most efficient preemptive strategies was changing the methods of instruction in order to capture student attention and prevent behavioral issues related to boredom. Teachers pointed out that many lessons were disrupted because teachers delivered content monotonously. However, when teachers combined different instructional methods like hands-on learning, group work, and videos, students remained interested and behaved better.

Sub-Theme 4: Student Engagement

Student participation was another central theme that emerged from the qualitative data. Teachers pointed out that group work, discussions, and project learning are very interactive activities that require students' full attention to minimize distractions. Students who remained engaged were less prone to misbehavior, and the lesson was more productive.

Sub-Theme 5: Build Positive Relationships

Teachers also noted verbal praise, rewards, and recognition as powerful motivators for encouraging students to demonstrate appropriate behavior and engage with the lesson actively. Strong positive teacher-student relationships, combined with positive behavior reinforcement, resulted in less opposition and higher concentration among students in the classroom.

Theme 5: Perceptions Regarding Classroom Management Practices: Teaching and Learning Dimensions

Sub-Theme 1: Active Learning

Teachers highlighted active learning approaches, such as group work, role play, and hands-on activities, as vital in keeping students engaged and minimizing classroom disruptions. Interactive methods helped to sustain attention and foster a more dynamic learning environment.

Sub-Theme 2: Differentiated Instruction

Adjusting instruction to meet the needs of diverse learners was seen as crucial in managing heterogeneous classrooms. Teachers who used differentiated instruction reported fewer behavioral problems, as students felt more supported and could engage with the material at their level.

Sub-Theme 3: Continuous Professional Development

Continuous professional development (CPD) was frequently mentioned as essential for improving classroom management. Teachers expressed the need for ongoing training to adapt to new challenges, learn new strategies, and stay updated on inclusive and reflective classroom management practices. Mostly, teachers perceived that CPD program provides

useful tools and strategies for effectively managing their classrooms, which will improve student learning and foster a good learning environment. Through these programs, teachers may create a respectful and engaging learning environment that promotes the academic and social-emotional development of all students by polishing their classroom management techniques.

Theme 6: Perceptions Regarding Classroom Management Practices: Discipline Dimension

Sub-Theme 1: Preventative Discipline

Educators reported a distinct bias towards proactive discipline instead of punitive approaches. Formulating clear expectations, setting rules at the start of the semester, and employing proactive methods made it easier for them to encourage good conduct among students.

Sub-Theme 2: Consistency in Discipline

Teachers developed a routine governing discipline because they thought consistency was vital in commanding authority and order in class. A system of discipline that was reasonable and predictable promoted a stable atmosphere where students felt safe and were able to understand what was expected of them. Students were less likely to defy authority or misbehave when rules were applied consistently.

Sub-Theme 3: Positive Reinforcement

Teachers often cited positive reinforcement as a more effective strategy than punitive discipline. Providing rewards for good behavior, such as praise and incentives, was important in encouraging students to adhere to classroom rules. Many teachers reported

better overall behavior when they used reinforcement strategies rather than focusing solely on punishment.

4.8 Summary

The thematic analysis reveals that effective classroom management is a complex and multifaceted issue, shaped by factors such as teacher personality, discipline approaches, teaching strategies, and the classroom's broader psychological and social environment. The challenges teachers face, including resource constraints, student behaviour, and time management, highlight the need for comprehensive professional development programs that address both personal and professional aspects of teaching. Teachers can create a more supportive and productive learning environment by fostering positive teacher-student relationships, adapting to diverse classroom needs, and employing proactive strategies. Continuous professional development remains critical to equipping educators with the tools to manage classrooms effectively and maintain a positive learning atmosphere.

CHAPTER 5

SUMMARY, FINDINGS, DISCUSSION CONCLUSION, AND RECOMMENDATIONS

5.1 Summary

Professional Development for effective classroom management is pivotal in fostering an environment conducive to learning and teaching. It encompasses a multifaceted set of strategies and practices aimed at establishing and maintaining order, promoting student engagement, and enhancing academic performance. This study delves into the classroom management practices of public and private school teachers, examining how factors such as age, teaching experience, and academic qualifications influence three core dimensions: Personality, Teaching, and Discipline. By analyzing these variables, the research seeks to uncover patterns and correlations that can inform professional development programs and ultimately improve educational outcomes.

The analysis of professional development practices for classroom management revealed several critical trends among primary school teachers. A majority of teachers demonstrated strong interpersonal and relational skills, with frequent use of strategies that foster positive teacher–student relationships. Similarly, peer-assisted learning and non-verbal instructional strategies were consistently employed, particularly in private schools.

However, practices related to psychosocial and emotional support showed moderate consistency, with many teachers applying these only occasionally. Cognitive engagement techniques such as promoting metacognition and dialogic resolution were used more often than other psychosocial strategies, indicating an emerging awareness of higher-order thinking in classroom management.

Classroom discipline practices reflected a balanced approach, with teachers regularly involving students in rule-setting and frequently using positive reinforcement. Yet, less proactive techniques were still observed, although used less frequently. Communication and collaboration with parents varied, with effective strategies like praising students and behavioral guidance being implemented more than others, such as newsletters or digital updates.

Instructional planning and classroom organization were generally effective, with attention to learning styles and classroom routines. Nonetheless, some inconsistencies were found in group work facilitation and support for varied learning paces. Teachers displayed competence in lesson delivery, with clear modeling, simplified language use, and structured monitoring practices.

When comparing public and private school teachers, a Mann–Whitney U test was conducted to examine the differences between public and private sector teachers across three key dimensions: **personality, discipline, and teaching**. The sample consisted of 220 public sector teachers and 150 private sector teachers (N = 370).

Results revealed statistically significant differences between public and private sector teachers in all three dimensions. Private sector teachers ranked significantly higher in personality, discipline, and teaching compared to public sector teachers, with large effect sizes in each case.

An analysis of Table 4.20 reveals statistically significant differences in classroom management dimensions—Personality, Teaching, and Discipline—across various teacher age groups. Specifically, the Personality Dimension showed a significant variance with $F(5, 214) = 17.33, p < .001$; the Teaching Dimension with $F(5, 214) = 6.19, p < .001$; and the Discipline Dimension with $F(5, 214) = 11.18, p < .001$. These results suggest that a teacher's age significantly influences their professional development in these areas.

A post hoc analysis of Table 4.21 examined the impact of teachers' age on their professional development in classroom management within public schools, focusing on three dimensions: Personality, Teaching, and Discipline. The findings indicate that the youngest age group (21–25) consistently scored significantly higher across all dimensions compared to older age groups, suggesting that younger teachers may receive or perceive more support in these areas.

Table 4.22 presents the results of a one-way analysis of variance (ANOVA) examining the effect of teachers' years of teaching experience on three dimensions of professional development for effective classroom management: personality, teaching, and discipline. The analysis revealed statistically significant differences across all three dimensions, indicating that the extent or perceived effectiveness of professional development varies with the teacher's experience level.

Table 4.23 presents the results of post hoc comparisons examining mean differences in professional development outcomes across different categories of teaching experience (2–5 years, 6–10 years, 11–15 years, and 16 years and above) in three domains: personality, teaching, and discipline. The analysis indicates that teachers with 2–5 years of experience report significantly higher scores across all three dimensions compared to their more experienced counterparts.

An Analysis of Variance (ANOVA) was conducted to examine the influence of teachers' academic qualifications on their professional development in three key areas: personality, teaching, and discipline. The results revealed statistically significant differences across all dimensions, indicating that the level of academic qualification significantly impacts teachers' engagement with professional development activities related to effective classroom management.

A post hoc analysis was conducted to explore the differences in teachers' professional development for classroom management based on academic qualifications across three dimensions: personality, teaching, and discipline. The results revealed significant variations among teachers holding Bachelor's, Master's, and MS/M.Phil degrees, indicating that academic qualifications influence engagement in professional development activities related to effective classroom management.

This study investigates the impact of age on three domains of teachers' professional development for classroom management—Personality, Discipline, and Teaching—among private school teachers. A one-way ANOVA was conducted, revealing statistically significant differences across age groups in all three domains: Personality ($F(5, 141) =$

3.567, $p = .005$), Discipline ($F(5, 139) = 3.384$, $p = .006$), and Teaching ($F(5, 137) = 2.824$, $p = .018$). These results suggest that teachers' age significantly influences their professional development in classroom management.

A one-way ANOVA was conducted to examine the effect of age on three domains of teachers' professional development for classroom management—Personality, Discipline, and Teaching—among private school teachers. The results indicated statistically significant differences across age groups in all three domains:

- **Personality:** $F(5, 141) = 3.567$, $p = .005$
- **Discipline:** $F(5, 139) = 3.384$, $p = .006$
- **Teaching:** $F(5, 137) = 2.824$, $p = .018$

Post hoc analyses revealed specific age group differences, particularly highlighting that teachers aged 41-50 differ significantly from younger age groups in both Discipline and Teaching domains. Additionally, the Personality domain showed significant differences between the 26-30 and 31-35 age groups, as well as between the 31-35 and 36-40 age groups.

A one-way Analysis of Variance (ANOVA) was conducted to investigate the influence of teachers' age and years of teaching experience on three domains of professional development for classroom management—Personality, Discipline, and Teaching—among private school teachers. The results revealed significant differences across age groups and experience levels in all three domains, indicating that both age and teaching experience play crucial roles in shaping teachers' professional development.

A series of analyses were conducted to examine the impact of teachers' age and years of teaching experience on their professional development in three key domains of classroom management: Personality, Discipline, and Teaching. The findings indicate that both age and experience significantly influence teachers' competencies in these areas.

This analysis investigates the impact of age, teaching experience, and academic qualifications on three dimensions of teachers' professional development for classroom management—Personality, Discipline, and Teaching—among private school teachers. Through one-way ANOVA and subsequent post hoc analyses, the study identifies significant variations across different age and experience groups, while academic qualifications appear to have no substantial effect.

This analysis examines how private school teachers' age, years of teaching experience, and academic qualifications influence three domains of professional development related to classroom management: Personality, Discipline, and Teaching. Using one-way ANOVA and subsequent post hoc analyses, the study identifies significant differences across various age and experience groups, while academic qualifications appear to have a negligible impact.

This study also explored the classroom management practices of public and private primary school teachers through qualitative data collected from open-ended questions. Teachers shared their strategies, perceptions, and experiences related to classroom challenges, teaching methods, student behavior, personality influences, and disciplinary approaches. Thematic analysis revealed both commonalities and contrasts across six major themes: **Challenges and Hurdles, Personality Dimension, Psychological and Social**

Environment, Teaching Dimension, Teaching and Learning, and Discipline Dimension.

5.2 Findings

1. Positive Teacher–Student Relationships.

Teachers consistently demonstrated strong interpersonal and relational skills. The most frequent response across seven out of nine personality development items was “*Always*,” indicating that teachers frequently made themselves approachable, maintained eye contact, and interacted with students on an individual level.

2. Psychosocial and Emotional Support Practices.

Practices promoting psychological and emotional support showed moderate consistency. Teachers often encouraged collaboration, promoted respect for diversity, and nurtured positive social values such as patience, sharing, and cooperation. However, five out of eight items reflected a modal response of “*Sometimes*,” suggesting these practices are applied inconsistently.

3. Frequent Cognitive Engagement.

Two critical strategies—promoting metacognition and encouraging resolution of issues through dialogue—were rated as “*Often*,” indicating their relatively higher frequency compared to other psychosocial interventions.

4. Classroom Discipline Management.

Teachers regularly involved students in the creation of classroom rules and explained disciplinary approaches, with a modal rating of “*Always*.” Positive reinforcement and behavior redirection (e.g., using verbal cues or reflection time)

were marked as *“Usually”* or *“Often.”* Less proactive methods, such as ignoring non-disruptive misbehavior or referring students to the principal, were practiced less frequently (*“Rarely”* or *“Sometimes”*).

5. Parent–Teacher Communication and Collaboration.

Communication with parents demonstrated varying levels of implementation. High-frequency practices (*“Always”*) included informing parents about good behavior and educating them on reinforcement strategies. Moderate practices (*“Usually”* or *“Sometimes”*) included use of behavior checklists and collaboration on home–school behavior plans. The least frequent strategies (*“Rarely”*) were sending newsletters and communicating mobile phone policies.

6. Instructional Planning and Classroom Organization.

Teachers were found to usually consider students’ learning styles and prior knowledge when planning lessons. Activities were often organized into sequential stages, with adaptive seating arrangements and consistent classroom transitions, as indicated by modal responses of *“Usually.”*

7. Peer Support and Inclusive Strategies.

Assigning advanced students to support weaker peers was consistently rated as *“Always,”* indicating high engagement in peer-assisted learning strategies.

8. Support for Diverse Learning Paces.

Teachers frequently created enrichment activities for early finishers and acknowledged individual interests and social needs. However, some group work routines and structured collaboration strategies were only rated as *“Sometimes,”* reflecting limited emphasis in this area.

9. **Effective Lesson Delivery Techniques.**

Teachers often initiated lessons in engaging ways, modeled tasks clearly, and simplified English based on students' proficiency levels. Non-verbal instructional strategies—such as body language, eye contact, and validation of incorrect responses—were consistently rated as “*Always*” or “*Often*.” Clear guidance on reporting completed work and systematic classroom monitoring were also regularly practiced.

10. A Mann–Whitney U test indicated a statistically significant difference in personality between public ($M = 130.15$) and private ($M = 264.59$) sector teachers, $U = 4323.50$, $p < .001$, $r = .62$, with private sector teachers ranking higher. A significant difference was observed in discipline between public ($M = 131.89$) and private ($M = 260.55$) sector teachers, $U = 4705.50$, $p < .001$, $r = .60$, favoring private sector teachers. For teaching, private sector teachers ($M = 266.18$) scored significantly higher than public sector teachers ($M = 128.18$), $U = 3889.00$, $p < .001$, $r = .64$. These findings demonstrate that private sector teachers outperform public sector teachers across all three dimensions with large effect sizes.

11. Public and private school teachers in Islamabad may employ similar classroom management practices due to several factors:

- I. **Standardized Teacher Training:** Both public and private school teachers often undergo similar teacher education programs that emphasize comparable classroom management techniques. This shared foundation leads to the adoption of analogous strategies in managing classrooms.

- II. **Cultural and Societal Norms:** Operating within the same cultural and societal context, teachers in both sectors are influenced by prevailing norms and expectations regarding discipline and classroom conduct. This cultural backdrop fosters the use of similar management practices across schools.
- III. **Curriculum Guidelines:** The implementation of standardized curricula, such as Pakistan's Single National Curriculum, aims to unify educational standards across public and private institutions. This standardization encourages teachers to adopt similar pedagogical approaches, including classroom management strategies.
- IV. **Professional Development Opportunities:** Teachers from both sectors often participate in common professional development workshops and seminars, where they are exposed to and trained in similar classroom management techniques.
- V. **Regulatory Frameworks:** Government policies and educational regulations set specific standards for classroom management and student discipline that all schools must adhere to, promoting uniformity in practices across public and private schools.

Objective 4 aims to investigate the professional development of public school teachers for classroom management concerning demographics (age, experience, and qualification) at the primary level. Findings are discussed below:

Comparison of Teacher's professional development for classroom management and age (Public Schools)

1. Personality Dimension and Age:

- Significant differences were observed across age groups, indicating that age impacts teachers' personal interactions and relationships within the classroom.

2. Teaching Dimension and Age:

- Variations among age groups suggest that teaching methodologies and instructional strategies evolve with age.

3. Discipline Dimension and Age:

- Age-related differences imply that approaches to maintaining classroom discipline are influenced by the teacher's age.

Post Hoc Comparison of Teacher's professional development for classroom management and age (Public Schools)

1. Personality Dimension:

- Teachers aged 21–25 scored significantly higher than all other age groups ($p < .001$).
- Minimal significant differences were observed among older age groups, except between 31–35 vs. 41–50 ($p = .002$) and 36–40 vs. 41–50 ($p = .001$).

2. Teaching Dimension:

- The 21–25 age group outperformed all other age groups ($p < .05$).
- The 26–30 group differed significantly only from the 41–50 group ($p = .011$).

3. Discipline Dimension:

- The 21–25 age group scored significantly higher than all other age groups ($p < .01$).
- The 31–35 group scored significantly lower than the 26–30, 36–40, 41–50, and 51+ groups.

Comparison of Teacher's professional development for classroom management and experience (Public Schools)

1. Personality Dimension:

- A significant difference was observed across years of teaching experience, $F(3, 216) = 15.63$, $p < .001$. This suggests that teachers' experience levels significantly influence their development in personality-related aspects of professional growth.

2. Teaching Dimension:

- The analysis showed a significant difference, $F(3, 216) = 6.12$, $p = .001$, indicating that teaching experience plays a role in shaping how teachers engage with or benefit from professional development in instructional techniques.

3. Discipline Dimension:

- A statistically significant difference was found, $F(3, 216) = 4.35$, $p = .005$, suggesting that years of experience also influence how teachers develop their classroom discipline strategies through professional development.

Post Hoc Comparison of Teacher's professional development for classroom management and experience (Public Schools)

1. Personality Dimension:

- Teachers with 2–5 years of experience scored significantly higher than those with 6–10 years ($p < .001$), 11–15 years ($p < .001$), and 16 years and above ($p < .001$).
- No significant differences were found among the other experience categories (e.g., 6–10 vs. 11–15, $p = .615$).

2. Teaching Dimension:

- Teachers with 2–5 years of experience scored significantly higher than those with 6–10 years ($p = .003$) and 11–15 years ($p = .003$).
- The difference between the 2–5 and 16+ years groups approached significance ($p = .059$) but was not statistically significant.
- No significant differences were observed among the more experienced groups.

3. Discipline Dimension:

- Teachers with 2–5 years of experience reported significantly higher scores than those with 6–10 years ($p = .010$), 11–15 years ($p = .003$), and 16 years and above ($p = .007$).
- No significant differences were found among the latter three groups.

Comparison of Teacher's professional development for classroom management and qualification (Public Schools)

• Personality Dimension:

- A significant effect was observed, $F(2, 217) = 25.21, p < .001$, suggesting that teachers' academic qualifications substantially influence their participation in personality-focused professional development.
- **Teaching Dimension:**
 - The analysis revealed a significant difference, $F(2, 217) = 26.16, p < .001$, indicating that higher academic qualifications are associated with increased engagement in professional development aimed at enhancing instructional techniques and pedagogical skills.
- **Discipline Dimension:**
 - A significant effect was found, $F(2, 217) = 16.13, p < .001$, implying that teachers' academic backgrounds affect their involvement in developing strategies for effective classroom behavior management.

Post Hoc Comparison of Teacher's professional development for classroom management and qualification (Public Schools)

- **Personality Dimension:**
 - Teachers with a Master's degree reported significantly higher scores in personality development compared to those with a Bachelor's degree ($p < .001$).
 - A significant difference was also observed between Master's and MS/M.Phil degree holders ($p = .012$), favoring the Master's group.
 - No significant difference was found between Bachelor's and MS/M.Phil holders ($p = .352$).

- **Teaching Dimension:**

- Master's degree holders reported significantly higher professional development scores in teaching compared to Bachelor's degree holders ($p < .001$) and MS/M.Phil holders ($p < .001$).
- No significant difference was observed between the Bachelor's and MS/M.Phil groups ($p = .382$).

- **Discipline Dimension:**

- Teachers with an MS/M.Phil degree reported significantly higher scores in discipline management compared to those with a Bachelor's degree ($p < .001$) and Master's degree ($p < .001$).
- Additionally, Master's degree holders reported significantly higher scores than Bachelor's degree holders ($p = .011$).

Objective 5 aims to investigate the professional development of private school teachers for classroom management concerning demographics (age, experience, and qualification) at the primary level. Key findings are enlisted below:

Comparison of Teacher's professional development for classroom management and age (Private Schools)

- **Personality Domain:** Post hoc analyses indicated significant differences between the 26-30 and 31-35 age groups (Mean Difference = 12.87363, $p = .023$), as well as between the 31-35 and 36-40 age groups (Mean Difference = -16.47619, $p = .021$). These findings imply that teachers in their early thirties exhibit higher

personality development scores compared to those in their late twenties and late thirties.

- **Discipline Domain:** Significant differences were observed between the 21-25 and 41-50 age groups (Mean Difference = 25.01690, $p = .005$), 26-30 and 41-50 age groups (Mean Difference = 28.93077, $p = .001$), 31-35 and 41-50 age groups (Mean Difference = 26.62857, $p = .004$), and 36-40 and 41-50 age groups (Mean Difference = 26.53333, $p = .013$). These results suggest that teachers aged 41-50 have significantly higher discipline development scores compared to their younger counterparts.
- **Teaching Domain:** Notable differences were found between the 21-25 and 41-50 age groups (Mean Difference = 24.64865, $p = .013$), 26-30 and 41-50 age groups (Mean Difference = 25.46154, $p = .017$), 31-35 and 41-50 age groups (Mean Difference = 26.39286, $p = .011$), and 36-40 and 41-50 age groups (Mean Difference = 32.71429, $p = .008$). These findings indicate that teachers aged 41-50 demonstrate significantly higher teaching development scores compared to younger age groups.

Post Hoc Comparison of Teacher's professional development for classroom management and age (Private Schools)

1. Personality Domain:

- Teachers aged 26-30 and those aged 31-35 showed a significant difference in Personality scores, with a mean difference of 12.87 ($p = .023$).

- Teachers aged 31-35 and those aged 36-40 also exhibited a significant difference, with a mean difference of 16.48 ($p = .021$).

2. Discipline Domain:

- Teachers aged 21-25 and those aged 41-50 differed significantly in Discipline scores, with a mean difference of 25.02 ($p = .005$).
- Teachers aged 26-30 and those aged 41-50 had a significant difference, with a mean difference of 28.93 ($p = .001$).
- Teachers aged 31-35 and those aged 41-50 showed a significant difference, with a mean difference of 26.63 ($p = .004$).
- Teachers aged 36-40 and those aged 41-50 also exhibited a significant difference, with a mean difference of 26.53 ($p = .013$).

3. Teaching Domain:

- Teachers aged 21-25 and those aged 41-50 differed significantly in Teaching scores, with a mean difference of 24.65 ($p = .013$).
- Teachers aged 26-30 and those aged 41-50 had a significant difference, with a mean difference of 25.46 ($p = .017$).
- Teachers aged 31-35 and those aged 41-50 showed a significant difference, with a mean difference of 26.39 ($p = .011$).
- Teachers aged 36-40 and those aged 41-50 also exhibited a significant difference, with a mean difference of 32.71 ($p = .008$).

1. Impact of Age on Professional Development Domains:

- **Personality:** Significant differences were observed among age groups, $F(5, 141) = 3.567$, $p = .005$. Post hoc analysis indicated that teachers aged 26-30

and 31-35 differed significantly (mean difference = 12.87, $p = .023$), as did those aged 31-35 and 36-40 (mean difference = 16.48, $p = .021$).

- **Discipline:** A significant effect of age was found, $F(5, 139) = 3.384$, $p = .006$. Notably, teachers aged 41-50 differed significantly from those aged 21-25 (mean difference = 25.02, $p = .005$), 26-30 (mean difference = 28.93, $p = .001$), 31-35 (mean difference = 26.63, $p = .004$), and 36-40 (mean difference = 26.53, $p = .013$).
- **Teaching:** Significant differences across age groups were identified, $F(5, 137) = 2.824$, $p = .018$. Teachers aged 41-50 showed significant differences compared to those aged 21-25 (mean difference = 24.65, $p = .013$), 26-30 (mean difference = 25.46, $p = .017$), 31-35 (mean difference = 26.39, $p = .011$), and 36-40 (mean difference = 32.71, $p = .008$).

2. Impact of Teaching Experience on Professional Development Domains:

- **Personality:** Significant differences were found among experience groups, $F(3, 143) = 3.054$, $p = .030$, suggesting that Personality development varies with years of teaching experience.
- **Discipline:** A highly significant difference was observed, $F(3, 141) = 9.928$, $p < .001$, indicating that Discipline management skills are significantly influenced by teaching experience.
- **Teaching:** Significant differences were noted, $F(3, 139) = 4.201$, $p = .007$, implying that teaching practices evolve with experience.

Effect of Age on Professional Development:

- **Personality:** A significant difference was found in Personality scores among different age groups ($F(5, 141) = 3.567, p = .005$). Post hoc analysis revealed that teachers aged 26-30 and those aged 31-35 differed significantly (Mean Difference = 12.87, $p = .023$), as did teachers aged 31-35 and those aged 36-40 (Mean Difference = 16.48, $p = .021$).
- **Discipline:** Age significantly affected Discipline scores ($F(5, 139) = 3.384, p = .006$). Significant differences were observed between teachers aged 21-25 and 41-50 (Mean Difference = 25.02, $p = .005$), 26-30 and 41-50 (Mean Difference = 28.93, $p = .001$), 31-35 and 41-50 (Mean Difference = 26.63, $p = .004$), and 36-40 and 41-50 (Mean Difference = 26.53, $p = .013$).
- **Teaching:** A significant difference in Teaching scores was noted across age groups ($F(5, 137) = 2.824, p = .018$). Significant differences were found between teachers aged 21-25 and 41-50 (Mean Difference = 24.65, $p = .013$), 26-30 and 41-50 (Mean Difference = 25.46, $p = .017$), 31-35 and 41-50 (Mean Difference = 26.39, $p = .011$), and 36-40 and 41-50 (Mean Difference = 32.71, $p = .008$).

Effect of Teaching Experience on Professional Development:

- **Personality:** ANOVA results indicated a significant difference in Personality scores across experience groups ($F(3, 143) = 3.054, p = .030$). Post hoc analysis showed that teachers with 2-5 years of experience scored significantly lower than those with 6-10 years (Mean Difference = -9.42, $p = .023$).
- **Discipline:** A highly significant difference was observed in Discipline scores among experience groups ($F(3, 141) = 9.928, p < .001$). Teachers with 2-5 years of

experience scored significantly lower than those with 11-15 years (Mean Difference = -20.91, $p < .001$), and those with 6-10 years scored lower than those with 11-15 years (Mean Difference = -25.80, $p < .001$). Additionally, teachers with 11-15 years of experience scored higher than those with 16+ years (Mean Difference = 28.00, $p = .004$).

- **Teaching:** Significant differences in Teaching scores were found across experience groups ($F(3, 139) = 4.201$, $p = .007$). Teachers with 6-10 years of experience scored significantly lower than those with 11-15 years (Mean Difference = -20.98, $p = .004$).

1. **Impact of Age on Professional Development:**

- *Personality:* Significant differences were observed between teachers aged 26-30 and 31-35 (Mean Difference = 12.87, $p = .023$), and between those aged 31-35 and 36-40 (Mean Difference = 16.48, $p = .021$).
- *Discipline:* Teachers aged 41-50 differed significantly from those aged 21-25 (Mean Difference = 25.02, $p = .005$), 26-30 (Mean Difference = 28.93, $p = .001$), 31-35 (Mean Difference = 26.63, $p = .004$), and 36-40 (Mean Difference = 26.53, $p = .013$).
- *Teaching:* Significant differences were found between teachers aged 41-50 and those aged 21-25 (Mean Difference = 24.65, $p = .013$), 26-30 (Mean Difference = 25.46, $p = .017$), 31-35 (Mean Difference = 26.39, $p = .011$), and 36-40 (Mean Difference = 32.71, $p = .008$).

2. **Impact of Teaching Experience on Professional Development:**

- *Personality*: Teachers with 2-5 years of experience scored significantly lower than those with 6-10 years (Mean Difference = -9.42, $p = .023$).
- *Discipline*: Significant differences were noted between teachers with 2-5 years and 11-15 years of experience (Mean Difference = -20.91, $p = .000$), 6-10 years and 11-15 years (Mean Difference = -25.80, $p = .000$), and 11-15 years and 16+ years (Mean Difference = 28.00, $p = .004$).
- *Teaching*: Teachers with 6-10 years of experience scored significantly lower than those with 11-15 years (Mean Difference = -20.98, $p = .004$).

3. **Impact of Academic Qualifications on Professional Development:**

- No statistically significant differences were found in Personality ($p = .892$), Discipline ($p = .318$), or Teaching ($p = .449$) scores among teachers with varying academic qualifications.

- **Age and Professional Development:** Significant differences were observed across age groups in all three domains:

- *Personality*: Notable differences between teachers aged 26-30 and 31-35 (mean difference = 12.87, $p = .023$), and between 31-35 and 36-40 (mean difference = 16.48, $p = .021$).
- *Discipline*: Teachers aged 41-50 differed significantly from those aged 21-25 (mean difference = 25.02, $p = .005$), 26-30 (mean difference = 28.93, $p = .001$), 31-35 (mean difference = 26.63, $p = .004$), and 36-40 (mean difference = 26.53, $p = .013$).
- *Teaching*: Significant differences were found between teachers aged 41-50 and those aged 21-25 (mean difference = 24.65, $p = .013$), 26-30 (mean

difference = 25.46, $p = .017$), 31-35 (mean difference = 26.39, $p = .011$), and 36-40 (mean difference = 32.71, $p = .008$).

- **Teaching Experience and Professional Development:** Years of experience significantly influenced all three domains:
 - *Personality:* Teachers with 6-10 years of experience scored higher than those with 2-5 years (mean difference = -9.42, $p = .023$).
 - *Discipline:* Teachers with 11-15 years of experience outperformed those with 2-5 years (mean difference = -20.91, $p = .000$) and 6-10 years (mean difference = -25.80, $p = .000$), but scored higher than those with 16+ years (mean difference = 28.00, $p = .004$).
 - *Teaching:* Teachers with 11-15 years of experience scored higher than those with 6-10 years (mean difference = -20.98, $p = .004$).
- **Academic Qualifications and Professional Development:** No significant differences were found in any domain when comparing teachers with Bachelor's, Master's, and MS/M.Phil degrees.

This study explored the classroom management practices of public and private primary school teachers through qualitative data collected from open-ended questions.

Handling Challenges and Hurdles

- **Public Schools:** Teachers reported significant **resource constraints**, including lack of materials and overcrowded classrooms. **Student misbehavior** and **time management** were also highlighted as major hurdles.

- **Private Schools:** Teachers cited **behavioral issues** and **parental pressure** more often than resource shortages. They relied more on structured planning and parental collaboration to manage time and discipline.

2. Personality Dimension

- **Public Schools:** Emphasis was placed on building trust and empathy with students. Teachers acknowledged that their **self-efficacy** and **expectations** impacted student performance.
- **Private Schools:** Teachers focused on **adaptability**, personalized strategies, and had stronger belief in the **malleability of student abilities**, often shaped by continuous professional development.

3. Psychological and Social Environment

- **Public Schools:** Teachers promoted **inclusivity** through cultural events and group activities, yet emphasized the need for more emotional support structures.
- **Private Schools:** Emphasized **emotional support**, nurturing a safe and respectful environment where students felt heard.

4. Teaching Dimension

- **Public Schools:** Relied more on traditional methods, but acknowledged the value of **lesson planning**, **variety in methods**, and **positive relationships**.
- **Private Schools:** Showed higher integration of **technology**, frequent use of **interactive teaching**, and stronger student engagement through dynamic methods.

5. Teaching and Learning

- **Public Schools:** Teachers used basic strategies like visual aids and group work for **active learning**, though differentiation was limited.
- **Private Schools:** Showed better implementation of **differentiated instruction** and valued **continuous professional development** for effective classroom management.

6. Discipline Dimension

- **Public Schools:** Discipline was mostly **preventative**, with efforts toward **consistency**, although positive reinforcement was limited.
- **Private Schools:** Emphasized **positive reinforcement** and **mutual respect**, involving students in **rule-setting** and using reasoning rather than punishment.

5.3 Discussion

Professional development for effective classroom management is pivotal in fostering an environment conducive to learning, significantly influencing student engagement and academic success. This study delves into the classroom management practices of public and private school teachers, examining how factors such as age, teaching experience, and academic qualifications impact their approaches across three core dimensions: Personality, Teaching, and Discipline. By analyzing these variables, the research aims to uncover patterns and differences that can inform professional development programs and enhance educational outcomes.

The practice of acknowledging individual student needs and providing praise is crucial for enhancing student engagement and promoting positive behavior. Research indicates that teacher praise can significantly improve student focus and behavior. For instance, a study highlighted by Education Week found that increased teacher praise correlates with better student on-task behavior and reduced disruptive incidents. However, the variability in the frequency and consistency of praise observed among teachers suggests a need for more standardized approaches to ensure all students benefit from positive reinforcement. Furthermore, a systematic review of observational studies found that teachers commonly used more general praise compared with behavior-specific praise, with widely variable rates

Encouraging collaboration and involving students in decision-making are essential components of a supportive classroom environment. Research suggests that teacher collaboration positively impacts student learning outcomes. For instance, a study by Shannon M. Pella found that sustained teacher collaboration led to improved student writing skills and increased confidence in literacy practices. Additionally, facilitating student decision-making can enhance student engagement and autonomy. However, the observed variability in implementing these strategies may stem from factors such as time constraints, differing teaching philosophies, or a lack of professional development in collaborative practices.

Effective classroom management is crucial for fostering an environment conducive to learning. Teachers who consistently apply rules gain student trust and respect, as clear expectations and consequences help students understand the link between their actions and

outcomes. However, inconsistencies in discipline enforcement can undermine this trust and lead to increased behavioral issues.

Professional development programs focusing on classroom management have been shown to enhance teachers' abilities to implement effective discipline strategies. Such programs often include training in positive reinforcement techniques, which are among the most commonly incorporated strategies in Professional development approaches. By equipping teachers with a diverse set of tools for behavior management, Professional development can lead to more consistent and effective discipline practices.

The present study highlights that teacher across both public and private primary schools frequently employ interpersonal strategies that promote emotionally supportive classroom environments. High-frequency behaviors—such as using students' names, maintaining eye contact, and presenting themselves as approachable—are strongly evident in both sectors. These findings align with relationship-based teaching models (Pianta, 2006), which emphasize the importance of fostering trust and psychological safety in effective classroom management.

However, a notable difference emerges in the depth of emotional engagement. While both sectors demonstrate surface-level interpersonal warmth, more personalized approaches—such as providing individualized praise or following up after emotional incidents—are inconsistently practiced, particularly in public schools. This underutilization suggests a potential gap in teacher preparation related to emotional intelligence and may warrant targeted professional development.

The observation that a teacher “sometimes praises individual accomplishments and important events in students’ lives and talks with a student after an emotional outburst” reflects the **personality dimension of classroom management** identified in this study. Such behaviors align with the principles of **emotional intelligence** and **relationship-based teaching**, where teachers attend to students’ emotional and social needs alongside their academic performance.

This practice is consistent with research suggesting that **personalized praise and emotional support** foster stronger teacher–student relationships, which in turn lead to improved classroom engagement and reduced behavioral problems. By acknowledging students’ personal milestones and addressing emotional challenges directly, teachers create a supportive and inclusive classroom climate.

From Bronfenbrenner’s **microsystem perspective**, this behavior demonstrates the immediate interactions between teachers and students that shape learning and behavioral outcomes. Furthermore, it supports the argument that professional development programs for teachers should not only focus on instructional and disciplinary skills but also on enhancing relational and emotional competencies.

However, the statement that teachers do this “sometimes” may indicate inconsistency in applying these strategies, particularly in the public sector where professional development opportunities may be less frequent. This finding suggests a need for structured training to help teachers consistently integrate emotional support and individualized praise into their classroom management practices.

The finding that a teacher “sometimes promotes positive social values (e.g., helping, sharing, being patient)” is closely connected to the **discipline and teaching dimensions of classroom management**. By encouraging prosocial behaviors, teachers move beyond enforcing rules and instead model and nurture values that create a respectful and cooperative learning environment.

This practice aligns with **social learning theory** and **Bronfenbrenner’s mesosystem**, where students develop behavioral norms not only through direct teacher–student interactions but also through the interconnected relationships between teachers, peers, and the school culture. When teachers actively promote values such as empathy and patience, they strengthen peer relationships and build a positive classroom climate that reduces disruptive behavior and enhances student engagement.

However, the observation that teachers only “sometimes” engage in these behaviors may indicate limited or inconsistent application of value-based teaching strategies. This could be due to the lack of formal training in socio-emotional learning and classroom management, particularly within the public sector.

Therefore, integrating professional development programs that emphasize value-based education, cooperative learning, and social-emotional skills could help teachers consistently reinforce these behaviors. By doing so, schools can ensure that both academic and character development are prioritized, leading to more holistic classroom management.

The finding that “teachers rarely send home teacher-to-parent communication letters or newsletters regarding positive and negative aspects of their children’s behavior” reflects a

gap within the **discipline and teaching dimensions of classroom management**. Effective classroom management is not limited to in-class strategies; it also involves building strong home–school connections to ensure consistent behavioral expectations and support for students.

From **Bronfenbrenner’s mesosystem perspective**, parent–teacher communication represents an essential link between the school and family environments. When this connection is weak, students may receive inconsistent behavioral messages, which can undermine both discipline and academic development. Furthermore, regular communication with parents has been shown to improve student accountability, increase parental involvement, and reinforce positive classroom behaviors.

The rarity of such communication, particularly in public schools, may be attributed to time constraints, large class sizes, or insufficient training on effective parent engagement strategies. In contrast, private school teachers often have structured systems for parent updates, which could contribute to their higher rankings in classroom management dimensions observed in this study.

Therefore, strengthening teacher-parent communication through professional development, administrative support, and standardized communication tools could significantly improve teachers’ ability to manage classrooms effectively.

Both public and private sector teachers express awareness of the importance of collaborative and inclusive teaching. Yet, the inconsistent implementation of practices such as group work routines, conflict resolution, and decision-making opportunities indicates

that these strategies are not deeply embedded in classroom practice. Private school teachers were slightly more likely to apply student-centered approaches, potentially due to smaller class sizes or greater institutional support. Still, across the board, teachers appear constrained by time, curricular demands, or insufficient training—barriers also noted in previous research (Pianta et al., 2008).

Regarding discipline practices, a partial application of best practices was observed. Teachers from both sectors favor student involvement in rule-setting and positive reinforcement. However, reliance on reactive strategies—such as short verbal cues or ignoring minor misbehavior—reflects a lack of systemic, preventative behavior management planning. This pattern echoes the literature emphasizing the need for reflective and student-centered discipline approaches (Emmer & Sabornie, 2015). Notably, teachers in private schools showed slightly greater use of restorative techniques, while public sector teachers more often resorted to reactive methods.

Parent engagement practices also revealed variation. While private school teachers were more likely to communicate student success or reinforce behavior at home, public school teachers reported limited routine contact, particularly through newsletters or behavior updates. Across both settings, exclusionary measures such as sending students home or to the principal's office were reported with low to moderate frequency—indicating a general shift away from punitive actions, though inconsistently applied (Gregory et al., 2016; Sheridan & Epstein, 2019).

Instructionally, both public and private school teachers exhibited a general understanding of differentiated instruction. Teachers frequently reported using logical lesson sequencing,

adapting to student learning styles, and assigning peer helpers. These strengths are aligned with evidence-based teaching frameworks that prioritize student diversity and scaffolded learning (Tomlinson, 2014). However, the limited implementation of structured group work routines, especially in public schools, suggests that collaborative competencies may be underdeveloped—an important concern given the emphasis on 21st-century skills (OECD, 2019).

Instructional delivery techniques such as modeling, the use of simple and clear language, and the incorporation of non-verbal cues were frequently applied by teachers in both sectors. These practices support student engagement and comprehension, aligning with constructivist learning theories (Vygotsky, 1978). Yet, strategies designed to capture attention at the start of lessons—such as storytelling or creative openings—were underused, particularly in public schools. This may reflect a more traditional instructional culture or lack of exposure to interactive teaching models (Richards & Farrell, 2005).

In sum, while both public and private sector teachers show strong foundational efforts in fostering student-centered and emotionally responsive classrooms, there remains room for growth in embedding advanced instructional and disciplinary strategies. Differences between sectors suggest varying levels of support, resources, and professional development opportunities. To ensure consistent and equitable classroom management and instructional practices, more systemic training, school-level support, and policy alignment are essential across both settings.

The results for objective 3 indicate that private sector teachers possess stronger personality traits, better classroom discipline skills, and more effective teaching practices compared to public sector teachers. Several factors may contribute to these differences:

- **Professional Development:** Private schools often provide structured and continuous training programs aimed at enhancing teachers' instructional skills and classroom management strategies.
- **Resources and Support:** Private sector teachers generally work in better-resourced environments, which allows them to implement more effective teaching techniques.
- **Accountability and Performance Monitoring:** Private institutions frequently use rigorous performance evaluations, which may motivate teachers to excel.
- **Class Size:** Smaller class sizes in private schools allow teachers to provide more individualized attention, improving their teaching effectiveness.

In contrast, public sector teachers may face challenges such as limited access to training, larger class sizes, and fewer teaching resources, which can hinder their ability to perform at the same level as their private sector counterparts. These findings align with previous studies that have emphasized the role of professional development and institutional support in improving teacher performance.

The findings of this study reveal that both public and private primary school teachers demonstrate a strong inclination toward personality-based classroom management strategies, particularly those rooted in relationship-building, such as approachability, name recognition, and individual student interaction. These practices are consistently applied across sectors. However, deeper emotional responsiveness—such as personalized praise

and integrating student interests—is less consistently observed, particularly in public schools, suggesting a need for enhanced professional training in holistic student support.

Psychological and social classroom strategies, including the promotion of collaboration, respect, and independent thinking, are acknowledged but not consistently integrated into daily practice. While private school teachers show slightly higher engagement in these areas, teachers in both sectors apply such strategies only occasionally, highlighting the need for more deliberate and sustained implementation.

Disciplinary practices across public and private schools appear to favor reinforcement and clear rule-setting. However, the inconsistent use of reflective behavioral discussions and limited communication about disciplinary rationale point to a reactive approach, especially in public settings. This suggests an opportunity to embed more proactive and transparent discipline methods that align with student-centered behavioral models.

Behavior regulation strategies—including parent-teacher collaboration and self-monitoring systems—are applied inconsistently. Severe punitive actions are rare in both sectors, which is commendable, yet structured home–school behavior plans and student self-assessment tools remain underutilized. This inconsistency is more pronounced in public schools, indicating a gap in strategic behavior support frameworks.

Instructional planning and delivery demonstrate partial alignment with best practices. Teachers in both sectors report frequent use of structured lesson sequencing, varied seating, and peer-assisted learning, with private school teachers showing marginally higher

consistency. However, the inconsistent use of group routines and differentiated methods suggests that inclusive and collaborative learning strategies are not fully embedded.

Instructional delivery techniques, particularly those supporting clarity—such as simplified language, modeling, and non-verbal cues—are commonly applied. Yet engagement strategies, including creative lesson openings and real-time demonstrations, are used less frequently, especially in public schools. This imbalance indicates a need for comprehensive professional development focusing on active instructional engagement.

Across both school types, teachers exhibit a commendable commitment to fostering civic responsibility, cultural inclusivity, and social cohesion. These values are consistently prioritized, yet practices promoting student agency—such as decision-making and leadership opportunities—remain limited, revealing a potential growth area in nurturing autonomy.

In summary, while the implementation of classroom management and instructional strategies reflects a solid foundation across both public and private schools, several practices remain unevenly applied. Public schools show slightly greater variability, likely due to systemic constraints such as class size, resource availability, or training opportunities. To promote equitable and effective education, stakeholders should invest in targeted teacher development programs that enhance emotional engagement, proactive behavior strategies, collaborative instruction, and interactive delivery methods.

The results align with prior research suggesting that private schools, due to more autonomous management systems, greater accountability pressures, and better access to

continuous professional development, may foster more effective classroom management strategies. Public school systems often face limitations such as large class sizes, limited training budgets, and bureaucratic delays in implementing modern teaching frameworks. This directly affects how teachers apply personality-based engagement, discipline procedures, and instructional strategies in their classrooms.

Moreover, the wide standard deviations in private sector scores indicate diverse strategies possibly shaped by school-specific policies and teacher autonomy. This diversity, while generally positive, may also point to inconsistencies in standardized training across the private sector.

The data suggests that while teachers recognize the importance of effective classroom management strategies, their inconsistent application may hinder optimal student outcomes. Research indicates that positive reinforcement enhances student confidence and concentration (Fatima et al., 2023). Additionally, proactive and collaborative approaches to discipline are more effective than reactive measures (Zuhra et al., 2022). Establishing a culture of teamwork further contributes to a positive learning environment (Khanfar, 2021). However, challenges such as lack of training and resources may impede consistent implementation of these strategies.

Structured lesson planning is crucial for effective teaching and has a direct impact on student performance. Research by Rojo (2021) emphasizes that teachers equipped with robust lesson planning skills are better positioned to deliver quality instruction, leading to improved student outcomes. Furthermore, the adoption of explicit teaching methods, characterized by clear instruction and structured lessons, has been shown to significantly

enhance student performance, particularly in literacy and numeracy (The Australian, 2024). However, inconsistencies in the application of these strategies may stem from factors such as varying levels of teacher training, resource availability, and differing perceptions of the importance of structured planning.

Effective teacher-student interactions are pivotal for enhancing student engagement and motivation. Research by Pöysä et al. (2019) demonstrates that emotional support and classroom organization are positively associated with students' situational engagement. Similarly, Hasanah and Ratmanida (2023) found a significant relationship between classroom interactions and students' intrinsic and extrinsic learning motivation. However, inconsistencies in the application of interactive teaching methods may stem from factors such as varying teacher training levels, resource availability, and differing perceptions of student engagement strategies.

Effective personal interaction and consistent use of praise are crucial for student development and engagement. Research by Shernoff et al. (2020) emphasizes that teacher praise positively influences student behavior and academic outcomes. However, their study also highlights that teachers may underutilize praise due to perceived barriers such as potential interference with instruction. Similarly, Floress and Jenkins (2015) found that while teachers recognize the benefits of praise, its application varies, with a tendency towards general rather than behavior-specific praise. This inconsistency can diminish the effectiveness of reinforcement strategies. Additionally, Dad et al. (2010) noted that urban school teachers demonstrated better knowledge and application of reinforcement practices

compared to their rural counterparts, suggesting that contextual factors may influence the consistency of praise utilization.

The promotion of collaboration and active participation are essential components of an effective learning environment. Research by Singh et al. (2023) emphasizes that teacher collaboration enhances student outcomes by fostering a supportive and enriched educational experience. Similarly, Pella (2020) found that sustained teacher collaboration positively impacts student learning, particularly in writing skills. However, the observed variability in the consistent application of engagement strategies may stem from factors such as differing teaching philosophies, time constraints, and varying levels of professional development.

Effective classroom management, particularly consistent discipline strategies, is crucial for creating a conducive learning environment. Studies have shown that private school teachers often employ strict discipline measures to maintain classroom control. For instance, research indicates that 91% of private school teachers adopt strict rules to maintain class discipline, compared to 83% in public schools . However, inconsistencies in applying these strategies can lead to challenges in classroom management. Factors contributing to this variability may include differences in teacher training, experience, and support from school administration.

Consistent communication of expectations and collaborative development of behavior strategies are essential for effective classroom management. Research emphasizes that teachers' student-centered responses to student behavior, characterized by non-judgmental and non-controlling communication, significantly impact classroom dynamics and student

engagement (Karasova & Nehyba, 2023). Furthermore, the importance of consistency in behavior management is highlighted as a critical factor in creating effective learning environments, where clear expectations and consistent responses support students' understanding and self-regulation.

Structured lesson planning is crucial for effective teaching and positive student outcomes. Research by Nazir et al. (2024) indicates that private school teachers often implement their training effectively, possibly due to better resources, leading to more student-centered teaching methodologies. However, the observed inconsistencies may stem from factors such as varying levels of teacher training, resource availability, and institutional support.

Interactive teaching methods are crucial for enhancing student engagement and learning outcomes. Research by Ayuwanti et al. (2021) emphasizes that effective teacher-student interactions significantly impact students' understanding in mathematics learning. Similarly, a study by Chui and Chui (2024) found that effective teaching positively influences teacher-student relationships, student engagement, and mathematical achievement. However, inconsistencies in applying these methods can affect the overall effectiveness of teaching strategies.

Objective 4 aims to investigate the professional development of public school teachers for classroom management concerning demographics (age, experience, and qualification) at the primary level. The findings align with existing literature emphasizing the impact of teacher age on classroom management:

A study by Hashempour et al. (2024) found that teachers' age significantly affects their classroom management strategies, particularly in addressing student misbehavior. Research by Ganji and Musaie Sejzehie (2022) indicated that while age did not significantly affect classroom management behaviors, other factors like gender played a more prominent role. Conversely, Martin and Shoho (2000) argued that as educators' age increases, their perception of classroom management styles also evolves.

These studies highlight the complex relationship between teacher age and classroom management, suggesting that age may influence certain aspects of teaching practices, while other factors also play critical roles.

The results suggest that younger teachers, particularly those aged 21–25, may have greater access to or engagement with professional development opportunities related to classroom management. This trend could be attributed to recent training that emphasizes contemporary strategies. Conversely, mid-career teachers, especially those aged 31–35, may experience a plateau in professional development, particularly in discipline management.

The findings indicate that teachers' years of experience significantly impact their professional development across personality, teaching, and discipline dimensions. This aligns with previous research suggesting that teachers' classroom management approaches evolve over time. For instance, Unal and Unal (2012) found that experienced teachers are more likely to prefer being in control in their classrooms compared to beginning teachers, who tend to support shared control during their early career years. Additionally, a study published in *Teaching and Teacher Education* reported no evidence of less competence for

teachers with 0–3 years of experience but noted some decline in teaching quality for those with 4–5 years of experience, highlighting the need for continuous professional development throughout a teacher's career.

The findings suggest that early-career teachers (2–5 years of experience) are more actively engaged in or have greater access to professional development opportunities across personality, teaching, and discipline domains compared to their more experienced counterparts. This trend may be attributed to several factors:

- **Targeted Support for Novice Teachers:** Educational institutions often provide structured induction programs and mentorship opportunities for novice teachers to ease their transition into the profession. These programs typically emphasize classroom management strategies and effective teaching practices, leading to higher engagement in professional development activities among early-career teachers.
- **Diminished Professional Development Participation Among Experienced Teachers:**
- As teachers gain experience, they may perceive less need for ongoing professional development or encounter fewer opportunities tailored to their advanced career stages. This decline in participation can result in stagnation of skills and knowledge, particularly in evolving areas of education. Research indicates that experienced teachers are more likely to prefer being in control in their classrooms compared to beginning teachers, who tend to support shared control during their early career years (Ünal & Ünal, 2012).

- **Institutional Focus on Early-Career Development:** Schools and educational bodies might prioritize resources and support for early-career teachers to reduce attrition rates and build a competent teaching workforce. While this focus is beneficial for novice teachers, it may inadvertently lead to neglect of the professional development needs of more experienced educators.

The findings underscore the pivotal role of academic qualifications in shaping teachers' professional development experiences across personality, teaching, and discipline dimensions. Teachers with higher academic qualifications may have greater access to or place more value on professional development opportunities, leading to enhanced competencies in these areas. This aligns with research emphasizing the importance of continuous professional development in improving classroom management and student behavior control (Sweeney, 2011).

However, it's essential to consider that while academic qualifications provide foundational knowledge, they may not directly translate to effective personality traits or teaching efficacy. Studies have shown that pre-service teachers' personality traits did not significantly change during tertiary education, suggesting that academic attainment alone is not a reliable predictor of

personality development (Hsieh, 2016). Additionally, teacher personality traits, such as emotional stability and conscientiousness, have been associated with teaching effectiveness and reduced burnout (Hsieh, 2016).

The analysis indicates that academic qualifications play a significant role in teachers' professional development across the three examined dimensions. Interestingly, Master's degree holders reported higher engagement in personality and teaching development activities compared to both Bachelor's and MS/M.Phil degree holders. This suggests that mid-level academic qualifications

may provide more opportunities or motivation for professional growth in these areas. Conversely, MS/M.Phil degree holders demonstrated greater involvement in discipline-related professional development, highlighting a possible emphasis on advanced classroom management strategies at this level.

These findings align with previous research emphasizing the importance of continuous professional development in enhancing teachers' competencies and student outcomes (Kausar et

al., 2024). Additionally, studies have shown that teachers' personal and professional characteristics, including academic qualifications, significantly influence their classroom management styles and self-efficacy (Đigić & Stojiljković, 2011).

Objective 5 aims to investigate the professional development of private school teachers for classroom management concerning demographics (age, experience, and qualification) at the primary level. The results highlight the influence of age on various aspects of teachers' professional development in classroom management. The significant differences in the Personality domain suggest that teachers in their early thirties may have more developed personality traits beneficial for classroom management compared to

those in their late twenties and late thirties. In the Discipline and Teaching domains, teachers aged 41-50 outperform their younger counterparts, indicating that experience and age contribute to enhanced skills in these areas. These findings align with previous research emphasizing the role of age and experience in shaping effective classroom management strategies (Kalim & Bibi, 2024).

The analysis indicates that age plays a significant role in certain aspects of teachers' professional development for classroom management. Notably, teachers in the 41-50 age group differ significantly from younger age groups in both Discipline and Teaching domains. This suggests that mid-career teachers may have developed more advanced skills or different approaches in these areas compared to their younger counterparts. Additionally, the Personality domain shows significant differences between the 26-30 and 31-35 age groups, as well as between the 31-35 and 36-40 age groups, indicating that personality-related professional development evolves with age and experience.

These findings align with previous research emphasizing the importance of tailored professional development programs that cater to the specific needs of teachers at different career stages. For instance, a study by Kausar et al. (2024) highlighted that effective professional development interventions build teachers' knowledge and actual use of appropriate classroom management strategies, which are crucial for promoting positive learning environments.

The findings underscore the importance of age and teaching experience in the professional development of private school teachers. The significant differences in the Personality domain among specific age groups suggest that younger teachers may have different

developmental needs compared to their older counterparts. In the Discipline and Teaching domains, the 41-50 age group exhibited notable differences from younger groups, indicating that mid-career teachers might possess more refined classroom management and teaching skills. These results align with previous research highlighting the influence of age on teachers' professional development needs and perceptions.

Regarding teaching experience, the significant variations across all three domains suggest that as teachers gain experience, their professional competencies in Personality, Discipline, and Teaching evolve. This progression underscores the necessity for continuous professional development tailored to different career stages. The relationship between teaching experience and professional development has been documented in studies emphasizing the need for ongoing training to enhance teaching performance.

The analyses reveal that both age and teaching experience significantly influence teachers' professional development in classroom management. Notably, mid-career teachers (aged 31-40 and with 11-15 years of experience) demonstrate higher competencies in Discipline and Teaching domains. This aligns with research indicating that teaching effectiveness improves with experience, particularly during the initial years, and continues to develop over time. The observed decline in Discipline scores among teachers with 16+ years of experience suggests a potential need for ongoing professional development to maintain and enhance classroom management skills throughout their careers.

The findings suggest that both age and teaching experience significantly influence teachers' professional development in classroom management. Younger teachers (21-40 years) exhibit notable growth in Personality, Discipline, and Teaching dimensions, with

significant improvements observed up to 15 years of experience. These results align with prior research indicating that teachers' beliefs and perceptions evolve with age and experience, impacting their classroom management styles.

Conversely, academic qualifications do not appear to significantly affect these dimensions. This finding is consistent with studies suggesting that practical experience and ongoing professional development have a more substantial impact on teaching effectiveness than formal academic credentials.

The findings suggest that age and teaching experience are significant factors in teachers' professional development concerning classroom management. Younger teachers may benefit from mentorship and targeted training to enhance their skills in Personality, Discipline, and Teaching domains. The peak in Discipline and Teaching scores at 11-15 years of experience indicates a critical period for professional growth, after which a plateau or decline may occur, emphasizing the need for ongoing development opportunities. The lack of significant differences based on academic qualifications implies that practical experience and continuous professional

development may play more pivotal roles than formal education levels in enhancing classroom management competencies.

The analysis from qualitative data collected from open-ended questions reveals clear distinctions between public and private school classroom management practices, largely influenced by **contextual constraints** (e.g., infrastructure, class size) and **institutional culture**. Public school teachers often operate with fewer resources and larger class sizes,

which affects their ability to implement student-centered strategies. Their responses reflect a reactive approach, often emphasizing control and discipline due to systemic limitations.

In contrast, private school teachers appear to benefit from **smaller class sizes**, **greater administrative support**, and **more professional training**, enabling a **proactive and inclusive** management style. They show more reliance on **technology**, **interactive techniques**, and **student involvement**, aligning with contemporary educational practices.

Both sectors recognize the critical role of **teacher personality**, **student-teacher relationships**, and **emotional support** in managing classrooms effectively.

5.4 Conclusion

The study concludes that while both public and private school teachers exhibit commendable efforts in classroom management, substantial gaps remain, particularly in the consistency and depth of practice across various dimensions. Private school teachers are more likely to consistently implement comprehensive strategies in personality development, discipline management, and instructional delivery, highlighting the positive impact of institutional investment in professional development.

Public school teachers, despite showing potential in several areas, appear constrained by systemic limitations such as less frequent access to targeted training, lower institutional support, and broader classroom challenges. These disparities underscore the need for policy-level interventions aimed at enhancing professional development in public sector schools.

Ultimately, fostering equity in teacher training opportunities and promoting standardized best practices can contribute to improved classroom management across both educational sectors.

Public school teachers exhibit a strong dedication to understanding and addressing individual student needs through personal communication and praise. However, the inconsistent application of praise highlights an area for improvement. Standardizing positive reinforcement strategies can enhance their effectiveness, thereby fostering a more supportive and engaging learning environment. Research indicates that positive reinforcement is a highly effective method for managing student behavior and promoting engagement in the learning process.

While the majority of teachers actively encourage collaboration and support student decision-making, the variability in implementing these strategies suggests a need for more uniform application. Consistent use of collaborative learning techniques and empowerment of student choices can lead to more cohesive and participatory classroom dynamics.

Many teachers demonstrate effective discipline strategies; however, the observed inconsistencies underscore the necessity for a more standardized approach to behavior management. Enhancing teachers' skills through targeted professional development can address these discrepancies and promote a more conducive learning environment. Studies have shown that professional development focusing on classroom management strategies can decrease teachers' work-related stress and increase overall well-being.

The employment of various classroom management strategies by public school teachers, though commendable, is marked by inconsistencies that need to be addressed. Establishing uniform practices is vital for fostering an environment conducive to student engagement and learning. Effective classroom management requires a comprehensive approach, including structuring the school and classroom environment, employing active supervision, and implementing consistent rules and routines.

A substantial number of teachers utilize structured lesson planning and organizational strategies; however, the inconsistencies observed suggest a need for more uniform application. Ensuring that all educators consistently implement these strategies is crucial for maximizing student learning outcomes. Clear articulation and review of classroom rules and procedures from the first day can help in setting expectations and minimizing behavioral issues.

Active engagement with students is a hallmark of effective teaching, yet the observed inconsistencies indicate a need for more uniform application of interactive teaching strategies. Consistent implementation of these strategies is essential to maximize student engagement and learning outcomes. Proactive strategies, such as positive greetings at the door and intentionally building relationships, can help students develop the social and emotional skills necessary to regulate their own behavior.

This study concludes that private sector teachers significantly outperform public sector teachers in personality, discipline, and teaching dimensions, with large effect sizes observed across all areas. These results highlight the need for targeted interventions to strengthen teacher training, resource allocation, and support systems within the public

education sector. While public school teachers employ a variety of strategies aimed at enhancing student learning and classroom dynamics, the inconsistencies in their application highlight the need for standardized practices. Addressing these inconsistencies through targeted professional development and the implementation of evidence-based strategies will contribute to a more effective and supportive educational environment.

While private school teachers actively engage in recognizing individual student needs and providing praise, inconsistencies in the application of reinforcement strategies may impact their effectiveness. Addressing these inconsistencies is essential to maximize the benefits of positive reinforcement on student behavior and learning outcomes. They demonstrate a strong commitment to promoting collaboration and encouraging student participation. However, the inconsistency in the implementation of engagement strategies suggests a need for more uniform application to maximize their effectiveness.

They also demonstrate a strong commitment to implementing discipline strategies, the inconsistent application of these methods suggests a need for more uniform practices to ensure effective classroom management. They demonstrate a strong commitment to communicating expectations and collaborating with students on behavior strategies, the inconsistency in their application suggests a need for more uniform practices to enhance classroom management effectiveness. Private school teachers demonstrate a strong commitment to structured lesson planning, the inconsistencies in application suggest a need for more uniform practices to enhance instructional effectiveness.

The identical mean scores across the examined dimensions suggest that public and private school teachers employ similar classroom management practices. However, specific areas

such as behavioral problem resolution, consistency in teaching quality, and the effective use of teaching aids reveal differences that could inform targeted improvements in both sectors.

The analysis underscores that teacher age is a significant factor influencing professional development in classroom management, particularly in the Personality, Teaching, and Discipline dimensions. Recognizing these age-related differences is crucial for tailoring professional development programs to address the evolving needs of teachers at various career stages.

The comparative analysis confirms that private school teachers in Islamabad outperform public school teachers in all dimensions of classroom management. These differences are statistically significant and educationally meaningful, suggesting the need for targeted interventions in the public sector to enhance teachers' capacity in personality development, disciplinary engagement, and instructional delivery.

The analysis highlights significant age-related differences in professional development for classroom management among public school teachers. Younger teachers appear to benefit more from current training programs, while mid-career teachers may require additional support to enhance their skills, particularly in discipline management.

The analysis underscores the importance of tailoring professional development programs to address the evolving needs of teachers at different stages of their careers. Recognizing that teachers' experience levels influence their professional growth can inform the design

of more effective training initiatives that support teachers' development in personality, teaching, and discipline strategies.

The analysis underscores a significant disparity in professional development engagement between early-career and experienced teachers across personality, teaching, and discipline dimensions. While novice teachers benefit from structured support and development opportunities, their more experienced counterparts may lack similar engagement, potentially impacting their effectiveness in the classroom.

The analysis indicates that teachers' academic qualifications significantly influence their engagement in professional development activities related to personality, teaching, and discipline dimensions. While higher qualifications are associated with increased participation in such activities, it is crucial to recognize that academic credentials alone do not encompass all aspects of teaching effectiveness. Integrating professional development programs that address both the theoretical and practical components of teaching is vital for comprehensive teacher growth.

The study underscores the impact of academic qualifications on teachers' professional development in classroom management. While Master's degree holders exhibit higher engagement in personality and teaching dimensions, MS/M.Phil degree holders focus more on discipline management. These variations suggest that professional development programs should be tailored to address the specific needs and strengths associated with different qualification levels.

Age significantly impacts private school teachers' professional development in classroom management, particularly in the domains of Personality, Discipline, and Teaching. Teachers in their early thirties exhibit higher personality development, while those aged 41-50 demonstrate superior skills in discipline and teaching. These insights underscore the importance of considering age when designing professional development programs for teachers.

The study underscores the influence of age on teachers' professional development in classroom management within private schools. Significant differences across age groups in the Personality, Discipline, and Teaching domains suggest that professional development needs and experiences vary with age. Recognizing these differences is vital for designing effective professional development programs that address the evolving needs of teachers throughout their careers.

Both age and years of teaching experience significantly impact the professional development of private school teachers in the domains of Personality, Discipline, and Teaching. These findings highlight the necessity for age and experience-specific professional development programs to address the unique needs of teachers at various career stages.

Age and teaching experience are critical factors influencing teachers' professional development in classroom management. The findings underscore the importance of tailored professional development programs that address the evolving needs of teachers at different career stages.

Age and teaching experience are critical factors influencing teachers' professional development in classroom management. Significant improvements in Personality, Discipline, and Teaching dimensions are observed as teachers age and gain experience, particularly up to 15 years. In contrast, academic qualifications do not show a significant impact on these dimensions.

Age and teaching experience significantly impact private school teachers' professional development in classroom management, while academic qualifications do not show a notable effect. These insights highlight the importance of experience-based and age-specific professional development programs to support teachers effectively throughout their careers.

5.4.1 Recommendations

To strengthen primary school teachers' professional development in effective classroom management and improve student outcomes across both public and private sectors, the following unified and comprehensive recommendations are proposed:

1. Integrate Emotional Intelligence and SEL into Teacher Training

Professional development (PD) programs in both sectors should include emotional intelligence and social–emotional learning (SEL) training. This should cover praise, emotional check-ins, empathy, and relationship-building strategies. In public schools with larger class sizes, peer mentoring and follow-up coaching are recommended to reinforce emotionally responsive teaching.

2. Adopt Restorative and Reflective Disciplinary Practices

Replace reactive discipline strategies with restorative approaches. Teachers should be trained in class-wide reflection, clear behavioral expectations, and proactive verbal/non-verbal cues. Public schools require additional support in developing consistent, school-wide behavior frameworks.

3. Promote Culturally Responsive and Inclusive Teaching

Both sectors should embed culturally responsive pedagogy into PD programs, focusing on respect for diversity, inclusion, and collaborative learning. Public schools, which often serve socio-economically diverse populations, should prioritize equity and civic engagement in classroom interactions.

4. Strengthen Parent–Teacher Collaboration

Teachers in both sectors should be trained in effective communication strategies with parents, including behavior contracts, digital updates, and newsletters. Public schools should institutionalize consistent home–school collaboration for shared behavior expectations and transparency.

5. Standardize Effective Instructional Delivery Techniques

PD should emphasize consistent use of simplified language, task modeling, clear pacing, and multilingual support strategies. These methods are essential in promoting clarity and engagement, particularly in diverse public classrooms.

6. Enhance Planning for Learner Diversity

Teachers should be equipped to design scaffolded lessons that reflect prior knowledge, student interests, and flexible seating arrangements. Public sector

schools may require additional training and resources to implement inclusive instruction equitably.

7. Systematize Cooperative and Peer-Assisted Learning

Training should focus on effective group work routines with clearly defined roles, particularly in mixed-ability classrooms. Peer support strategies should be standardized across both sectors to promote collaborative learning.

8. Institutionalize Reflective Practice in Professional Development

Professional reflection using self-assessment tools, student feedback, and peer observation should be a routine component of teacher training. This practice fosters continuous improvement in classroom management and instructional delivery.

9. Establish School-Wide Frameworks for Consistency

Public schools should implement unified classroom management protocols, transition routines, and behavioral guidelines to ensure consistency, especially in schools with high student turnover or multiple instructors per grade.

10. Personalize Instruction Using Student Backgrounds

Teachers should consult previous instructors and integrate student interests to personalize instruction. Public schools may benefit from formal systems to transfer student profiles due to larger enrollments and staff rotation.

11. Facilitate Sector Collaboration and Knowledge Sharing

Joint PD sessions between public and private school teachers should be organized to foster mutual learning, share best practices, and build collaborative professional networks. Integrate successful professional development and classroom management practices from private institutions into public education settings.

12. Invest in Sector-Specific Professional Development Programs and Resources

Education authorities should prioritize regular, context-specific training for public school teachers focused on classroom management and differentiated instruction. Tailored workshops should address sector-specific needs, especially in teaching dimension gaps. Increase funding to ensure access to adequate teaching resources, technological tools, and classroom support materials.

13. Implement Mentorship and Coaching Structures

Both sectors should establish mentorship programs to support novice teachers through guidance from experienced educators. These initiatives foster professional growth and reduce instructional variability.

14. Create and Support Professional Learning Communities (PLCs)

Schools should promote PLCs as spaces for teachers to share experiences, strategies, and resources. These communities build collective capacity for managing classrooms effectively and reflectively.

15. Leverage Interdisciplinary and Inclusive Teaching Partnerships

Teachers should collaborate across roles (e.g., general and special education) to co-plan and assess diverse learners. Such collaboration ensures inclusive, learner-centered approaches in both public and private classrooms.

16. Implement Structured Professional Development Programs:

Provide regular training for public sector teachers focusing on personality development, discipline strategies, and effective teaching methods.

17. Establish Mentorship and Peer Coaching:

Develop mentorship programs where experienced teachers support and guide less experienced teachers.

18. Develop Performance Evaluation and Incentive Systems:

Create clear evaluation frameworks that include constructive feedback and rewards to motivate public sector teachers.

By implementing these integrated and sector-sensitive recommendations, education stakeholders can promote more consistent, inclusive, and effective classroom management practices across public and private primary schools—ultimately contributing to improved teacher performance and student success.

REFERENCES

- Ahmed, M. (2014). Teacher professional development in Pakistan: A study of private and public school practices. *International Journal of Educational Development*, 35(1), 62-71.
- Ahmad, M. (2010). Application of classroom management strategies in public and private sector at school level in Pakistan. *International Journal of Library and Information Science*, 2(9), 177–183.
- Aiken, L. (2005). *Classroom Management: A Model for Successful Learning*. Educational Publishing House.
- Ali, A. (2021). Investigating teachers' motivation and job satisfaction in public primary schools. *Education and Society*, 39(1), 102–116.
<https://doi.org/10.7459/es.2021.39.1.08>
- Ali, S. (2009). *A Study on the Impact of Professional Development on Classroom Management in Private Schools in Pakistan*. *Journal of Educational Research and Practice*, 15(2), 23-39.
- Ali, I. (2021). Rituals of containment: Many pandemics, body politics, and social dramas during COVID-19 in Pakistan. *Frontiers in Sociology*, 6.
<https://doi.org/10.3389/fsoc.2021.648149>

- Aljabreen, H. (2020). Exploring early childhood teachers' beliefs and practices about teaching and learning in Saudi Arabia. *Early Child Development and Care*, 190(6), 887–900. <https://doi.org/10.1080/03004430.2018.1499093>
- Aljabreen, H. (2020). Montessori, Waldorf, and Reggio Emilia: A comparative analysis of alternative models of early childhood education. *International Journal of Early Childhood*, 52(3), 337–353.
- Alisherovna, M. N., & Tokhirjonkyzy, G. G. (2020). The professional development of teachers of primary education, improvement of the professional qualifications and skills. *Asian Journal of Multidimensional Research (AJMR)*, 9(3), 87-91.
- Alisherovna, T. R., & Tokhirjonkyzy, R. (2020). Classroom management and its models. *Journal of Critical Reviews*, 7(14), 2875–2882.
- Amadi, E. C., & Allagoa, A. A. (2017). Demographic Variables as Determinants of Teachers' Effectiveness in Classroom Management in Secondary Schools in Rivers State of Nigeria. *International Journal of Education and Evaluation*, 3(5), 1-8.
- Aydın, D. G., & Karabay, Ş. O. (2020). Improvement of classroom management skills of teachers leads to creating positive classroom climate. *International Journal of Educational Research Review*, 5(1), 10-25.
- Aydın, B., & Karabay, A. (2020). The effects of classroom management on students' academic achievement: A meta-analytic study. *Journal of Education and Learning*, 9(4), 1–13.

- Ayuwanti, I., Marsigit, & Siswoyo, D. (2021). Teacher-Student Interaction in Mathematics Learning. *International Journal of Evaluation and Research in Education*, 10(2), 660–667. <https://eric.ed.gov/?id=EJ1299252>
- Bakhsh, M., Faiq, H., Ullah, H., & Shah, S. A. (2021). Impact of professional development programs on teachers' performance and students' learning outcomes. *Journal of Educational Research and Practice*, 11(1), 12–21.
- Bakhsh, A., Mahmood, N., & Akram, M. (2021). Formal learning activities take place when teachers participate in activities that are planned and organized systematically with the help of an education committee. *International Journal of Educational Management*, 35(1), 123–138.
- Bakhsh, K., Niazi, S., Hafeez, M., & Tahir, S. H. (2021). Social and educational challenges regarding the promotion of higher education in Pakistan: An analytical study. *WSEAS Transactions on Environment and Development*, 17, 1124–1132. <https://doi.org/10.37394/232015.2021.17.104>
- Badri, M., Alnuaimi, A., Mohaidat, J., Yang, G., & Al Rashedi, A. (2016). Perception of Teachers' Professional Development Needs, Impacts, and Barriers: The Abu Dhabi Case. *SAGE Open*. <https://journals.sagepub.com/doi/full/10.1177/2158244016662901>
- Batool, B. (2022). Differences in Pedagogical Approaches Across Public and Private Schools in Pakistan. [Master's thesis, Pakistan Institute of Development Economics].

Beaconhouse School System. (n.d.). *Premier DLC - Beaconhouse*. Retrieved July 18, 2025, from <https://premierdlc.com>

Bottiani, J. H., Duran, C. A., Pas, E. T., & Bradshaw, C. P. (2019). Teacher stress and burnout in urban middle schools: Associations with job demands, resources, and effective classroom practices. *Journal of School Psychology, 77*, 36–51.

Bottiani, J. H., Bradshaw, C. P., & Mendelson, T. (2019). Promoting an equitable and supportive school climate in high schools: The role of school organizational health and staff burnout. *Journal of School Psychology, 74*, 1–15. <https://doi.org/10.1016/j.jsp.2019.04.002>

Bottiani, J. H., Bradshaw, C. P., & Mendelson, T. (2019). *The Growth Occurs as the Teacher Moves through the Professional Career Cycle*. *Journal of Educational Psychology, 111*(4), 608–623.

Brock, B. L., & Grady, M. L. (2000). *Developing Classroom Management Skills: A Guide for Teachers*. Pearson Education.

Butnaru, G. I., Niță, V., Anichiti, A., & Brînză, G. (2021). Teachers' professional development and ICT: New skills for new educational challenges. *Sustainability, 13*(6), 3320. <https://doi.org/10.3390/su13063320>

Butnaru, G. I., Niță, V., Anichiti, A., & Brînză, G. (2021). The effectiveness of online education during COVID-19 pandemic—a comparative analysis between the

perceptions of academic students and high school students from Romania. *Sustainability*, 13(9), 5311.

Butnaru, S., Ion, G., & Sánchez Martí, A. (2021). The pivotal role of teacher professional development in students' learning outcomes by mentioning the positive changes professional development programs make in teaching practices. *European Journal of Teacher Education*, 44(2), 238–257.

Byrd, D. R., & Alexander, M. (2020). Investigating special education teachers' knowledge and skills: Preparing general teacher preparation for professional development. *Journal of Pedagogical Research*, 4(2), 72-82.

Byrd, D., & Alexander, M. (2020). Professional development in a changing educational landscape: A case study. *Journal of Educational Change*, 21(2), 167–185. <https://doi.org/10.1007/s10833-019-09357-4>

Byrd, D., & Alexander, M. (2020). Teacher professional development can significantly affect learners' achievement levels. *Journal of Teacher Education*, 71(4), 408–420.

Byrd, A. D., & Alexander, M. (2020). The impact of the humanistic classroom on student behavior. *Journal of Educational Psychology and Counseling*, 22(1), 17–30.

Cochran, W. G. (1977). *Sampling Techniques* (3rd ed.). Wiley.

Copur-Gencturk, Y., & Thacker, I. (2021). A comparison of perceived and observed learning from professional development: Relationships among self-reports, direct

assessments, and teacher characteristics. *Journal of Teacher Education*, 72(2), 138-151.

Cochran-Smith, M., Villegas, A. M., & Abrams, L. (2009). Multicultural teacher education: Research, practice, and policy. *Yearbook of the National Society for the Study of Education*, 108(1), 25-43.

Chu, S. K. W., Reynolds, R. B., Tavares, N. J., Notari, M., & Lee, C. W. Y. (2021). *21st century skills development through inquiry-based learning from theory to practice*. Springer International Publishing.

Chui, H. S., & Chui, S. W. H. (2024). Effective Teaching, Teacher-Student Relation, Student Engagement and Student Mathematical Achievement. *Eurasia Journal of Mathematics, Science and Technology Education*, 20(12), Article em2538. <https://www.ejmste.com/article/effective-teaching-teacher-student-relation-student-engagement-and-student-mathematical-achievement-15652>

Chu, R., Huang, X., & Lin, Y. (2021). A model for enhancing teacher development through knowledge sharing. *Teaching and Teacher Education*, 104, 103391. <https://doi.org/10.1016/j.tate.2021.103391>

Chu, S. K. W., Reynolds, R. B., Tavares, N. J., Notari, M., & Lee, C. W. Y. (2021). *21st century skills development through inquiry-based learning: From theory to practice*. Springer.

- Dad, H., Ali, R., Janjua, M. Z. Q., Shahzad, S., & Khan, M. S. (2010). Comparison of the frequency and effectiveness of positive and negative reinforcement practices in schools. *Contemporary Issues in Education Research (CIER)*, 3(1), 127–136. <https://doi.org/10.19030/cier.v3i1.169>
- Darling-Hammond, L., Wei, R. C., Andree, A., Richardson, N., & Orphanos, S. (2009). Professional learning in the learning profession: A status report on teacher development in the United States and abroad. *National Staff Development Council*.
- Demitriadou, E., Stavroulia, K. E., & Lanitis, A. (2020). Comparative evaluation of virtual and augmented reality for teaching mathematics in primary education. *Education and Information Technologies*, 25(1), 381–401.
- Demitriadou, E., Stavroussi, P., & Lappa, C. (2020). Teacher professionalism and competence: A European perspective. *European Journal of Education*, 55(2), 180–197. <https://doi.org/10.1111/ejed.12391>
- Demitriadou, A., Stavrou, N., & Kendeou, P. (2020). Promoting emotional and social development in the classroom: A systematic intervention review. *Educational Psychology Review*, 32(3), 763–788.
- Đigić, G., & Stojiljković, S. (2011). Classroom management styles, classroom climate and school achievement. Retrieved from https://www.researchgate.net/publication/327051390_THE_RELATIONSHIP_BETWEEN_PERSONAL_AND_PROFESSIONAL_CHARACTERISTICS_OF_TEACHERS

- Didion, L., Toste, J. R., & Filderman, M. J. (2020). Teacher professional development and student reading achievement: A meta-analytic review of the effects. *Journal of Research on Educational Effectiveness*, 13(1), 29-66.
- Didion, L., Toste, J. R., & Filderman, M. J. (2020). Classroom management training: A meta-analysis of teacher outcomes. *Educational Psychology Review*, 32(2), 497–525.
- Dilshad, R. M., Hussain, B., & Batool, T. (2022). Continuous professional development of teachers: A case of public universities in Pakistan. *Pakistan Journal of Education*, 39(1), 121-138.
- Dolighan, T., & Owen, M. (2021). Teacher efficacy for online teaching during the COVID-19 pandemic. *Brock Education Journal*, 30(1), 95–95.
- Dolighan, T., & Owen, M. (2021). Classroom behavioral strategies: Creating responsive management plans. *Journal of Classroom Interaction*, 56(1), 11–23.
- Dolighan, T., & Owen, M. (2021). Teachers' perceptions of effective professional development during the COVID-19 pandemic. *Teaching and Teacher Education*, 107, 103500. <https://doi.org/10.1016/j.tate.2021.103500>
- Duong, M. T., Pullmann, M. D., Buntain-Ricklefs, J., Lee, K., Benjamin, K. S., Nguyen, L., & Cook, C. R. (2019). Brief teacher training improves student behavior and student-teacher relationships in middle school. *School Psychology*, 34(2), 212.

- Duong, M. T., Pullmann, M. D., & Bruns, E. J. (2019). Teacher-professional learning as educational practices concerning the teacher profession to enhance effective teaching techniques and results. *Journal of School Psychology, 77*, 13–28.
- Duong, M. T., Pullmann, M. D., & Bruns, E. J. (2019). The role of teacher burnout in predicting students' academic achievement and student–teacher relationships. *Journal of School Psychology, 77*, 1–12. <https://doi.org/10.1016/j.jsp.2019.10.002>
- Emmer, E. T., & Sabornie, E. J. (2015). *Handbook of classroom management*. Routledge.
- Emmer, E. T., & Evertson, C. M. (2016). *Classroom management for middle and high school teachers* (10th ed.). Pearson Education.
- Fafunwa, A. B., & Aisiku, J. U. (2022). *African education: A historical analysis*. Ibadan University Press.
- Fafunwa, A. B., & Aisiku, J. U. (Eds.). (2022). *Education in Africa: A comparative survey*. Taylor & Francis.
- Fafunwa, A. B., & Aisiku, J. U. (2022). Classroom management strategies are tools teachers can use to help create an effective learning environment. *African Journal of Educational Management, 23*(1), 45–60.
- Fernández-Batanero, J. M., Montenegro-Rueda, M., Fernández-Cerero, J., & García-Martínez, I. (2022). Digital competences for teacher professional development: Systematic review. *European Journal of Teacher Education, 45*(4), 513–531.

- Fernández-Batanero, J. M., Montenegro-Rueda, M., & Fernández-Cerero, J. (2022). Barriers to the professional development of teachers in inclusive education. *Education Sciences*, 12(6), 392. <https://doi.org/10.3390/educsci12060392>
- Fernández-Batanero, J. M., Montenegro-Rueda, M., & Fernández-Cerero, J. (2022). Educators who participate in professional development activities are more effective in increasing their learners' learning achievements. *Teaching and Teacher Education*, 109, 103521.
- Fernández-Batanero, J. M., Román-Graván, P., Reyes-Rebollo, M. M., & Montenegro-Rueda, M. (2022). Impact of technology-integrated classroom management on inclusive education. *Education and Information Technologies*, 27(3), 3251–3270.
- Floress, M. T., & Jenkins, L. N. (2015). A preliminary investigation of kindergarten teachers' use of praise in general education classrooms. *Preventing School Failure: Alternative Education for Children and Youth*, 59(4), 253–262. <https://doi.org/10.1080/1045988X.2014.942834>
- Fowler, F. J. (2013). *Survey Research Methods* (5th ed.). SAGE Publications.
- Ganji, M., & Musaie Sejjehie, F. (2022). The Effects of Age, Gender, Teaching Experience, Teaching Context, and Academic Degree on Iranian English Teachers' Classroom Management Behaviors. *Journal of Teaching Language Skills*, 41(1), 27-52.

- Graham, S., Wood, C., & Darragh, J. (2020). Professional development for teachers: Emerging research and opportunities. *IGI Global*. <https://doi.org/10.4018/978-1-7998-1843-4>
- Graham, L. J., White, S. L., Cologon, K., & Pianta, R. C. (2020). Do teachers' years of experience make a difference in the quality of teaching? *Teaching and Teacher Education*, 96, 103190.
- Hashempour, Z., Chalak, A., & Heidari Tabrizi, H. (2024). Role of Iranian EFL Teachers' Biological Factors in Managing Learners' Misbehaviors. *International Journal of Behavioral Sciences*, 18(1), 1-10.
- Hasanah, A. U., & Ratmanida. (2023). The analysis of teacher-student interaction on student motivation. *Journal of English Language Teaching*, 12(1). <https://doi.org/10.24036/jelt.v12i1.121811>
- Hattie, J. (2009). *Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement*. Routledge.
- Haug, B. S., & Mork, S. M. (2021). Taking 21st century skills from vision to classroom: What teachers highlight as supportive professional development in the light of new demands from educational reforms. *Teaching and Teacher Education*, 100, 103286.
- Haug, B., & Mork, S. M. (2021). Rules and procedures and positive relationships between teacher and student are preventive measures, while warnings or punishment are reactive. *Scandinavian Journal of Educational Research*, 65(3), 365–380.

- Haug, B. S., & Mork, S. M. (2021). Professional development in science education: What does research say about effective practices? *Research in Science Education*, 51(2), 433–455. <https://doi.org/10.1007/s11165-019-09883-7>
- Hsieh, Y. J. (2016). A Study on the Relationships among the Teacher's Personality Traits, Teaching Beliefs, and the Effectiveness of Classroom Management at Junior High School in Miaoli County (Master's thesis). Donghae University, Donghae.
- Jamil, H., Abbas, S. M., & Anwar, M. (2018). *Teacher Training and Professional Development in Pakistan: A Case Study of Public Schools*. *Journal of Educational Development*, 12(4), 45-58.
- Jamieson, S. (2004). Likert scales: How to (ab)use them. *Medical Education*, 38(12), 1217–1218.
- Jumiaty, R., & Kuswoyo, H. (2023). The role of continuous professional development in enhancing teaching practices. *International Journal of Educational Research*, 113, 101984. <https://doi.org/10.1016/j.ijer.2022.101984>
- Kálmán, O., Tynjälä, P., & Skaniakos, T. (2020). Patterns of university teachers' approaches to teaching, professional development, and perceived departmental cultures. *Teaching in Higher Education*, 25(5), 595–614.
- Kálmán, O., Tóth, P., & Racsko, R. (2020). Teacher professional development is vital for improving education quality and student achievement. *Journal of Adult Learning, Knowledge and Innovation*, 4(1), 1–8.

- Karasova, J., & Nehyba, J. (2023). Student-centered teacher responses to student behavior in the classroom: A systematic review. *Frontiers in Education*, 8. <https://doi.org/10.3389/feduc.2023.1156530>
- Kaur, H., & Pahuja, S. K. (2022). A comparative review of available systems for e-health monitoring. In *Design Science and Innovation* (pp. 173–183). Springer Nature Singapore.
- Kaur, H., & Pahuja, A. (2022). Impact of globalization and technological advancements on teacher education. *International Journal of Research and Analytical Reviews*, 9(1), 145–153.
- Kaur, R., & Pahuja, A. (2022). Lifelong learning and professional development in the 21st century. *International Journal of Educational Research and Innovation*, 15(2), 104–118.
- Kaur, P., & Pahuja, N. (2022). Systematic activities are typically planned to build and broaden the teachers' content knowledge and pedagogical practices. *Educational Research for Policy and Practice*, 21(2), 159–176.
- Kausar, F. N., Bashir, F., Hussain, A., & Ahmad, R. (2024). Effect of Teachers' Professional Development on Classroom Management at Higher Secondary Level. Retrieved from https://www.researchgate.net/publication/386519482_Effect_of_Teachers%27_Professional_Development_on_Classroom_Management_at_Higher_Secondary_Level ResearchGate

- Kausar, F. N., Siddique, S., & Bilal, M. (2022). Secondary Schools' Classroom Management Strategies in District Lahore: A Comparative Study of Public and Private Sector. *Journal of Educational Research and Social Sciences Review (JERSSR)*, 2(4). Retrieved from
- Kálmán, A., Bacsó, M., & Derényi, A. (2020). The teacher's role in future education: Professionalism and challenges. *Hungarian Educational Research Journal*, 10(1), 27–43. <https://doi.org/10.1556/063.10.2020.1.3>
- Kalim, U., & Bibi, S. (2024). Analysis of Professional Development Practices for School Teachers in Pakistan: A Comparative Case Study of Public and Private Schools of Pakistan (Punjab). *International Journal of Human Resource Studies*.
- Karlberg, M., & Bezzina, C. (2022). The professional development needs of beginning and experienced teachers in four municipalities in Sweden. *Professional Development in Education*, 48(4), 624-641.
- Karlberg, M., & Bezzina, C. (2022). The professional learning of teachers: A systematic review of research. *Educational Research Review*, 35, 100435. <https://doi.org/10.1016/j.edurev.2022.100435>
- Kelley, T. L., Lesh, R. A., & Baek, J. Y. (2020). Teacher professional development as progressing throughout an overall career stage. *Journal of Mathematics Teacher Education*, 23(1), 5–25.

- Kelley, M. L., Graff, R. D., & Sokol, R. (2020). Innovative teaching strategies and updated pedagogical knowledge: A systematic review. *Journal of Educational Strategies*, 13(4), 55–64.
- Khan, M. A., & Ali, S. (2021). Comparative study of public and private school teachers' professional development in Pakistan. *Journal of Educational Research*, 34(2), 21–33.
- Kilag, G., & Sasan, F. (2023). The lifetime learning journey of educators: Perspectives from multicultural classrooms. *Teaching and Learning Inquiry*, 11, 101–120.
<https://doi.org/10.20343/teachlearninqu.11.6>
- Kilag, O. K. T., & Sasan, J. M. (2023). Unpacking the role of instructional leadership in teacher professional development. *Advanced Qualitative Research*, 1(1), 63–73.
- Kilag, A. Z., & Sasan, R. A. (2023).** It is essential to distinguish between preventive and reactive classroom management strategies. *Asian Journal of Education*, 44(2), 123–140.
- Kim, L. E., Oxley, L., Asbury, K. (2019). Teacher development for inclusive practices. *British Educational Research Journal*, 45(3), 482–500.
- Kim, S., Raza, M., & Seidman, E. (2019). Improving 21st-century teaching skills: The key to effective 21st-century learners. *Research in Comparative and International Education*, 14(1), 99–117.

- Kim, Y., Kim, S., & Lee, K. (2019). The impact of teacher professional development on student achievement: Evidence from South Korea. *Asia Pacific Journal of Education*, 39(4), 546–559. <https://doi.org/10.1080/02188791.2019.1671806>
- Kim, L. E., Jörg, V., & Klassen, R. M. (2019). A Meta-Analysis of the Effects of Teacher Personality on Teacher Effectiveness and Burnout. *Educational Psychology Review*, 31, 163–195. <https://link.springer.com/article/10.1007/s10648-018-9458-2>
- Kini, T., & Podolsky, A. (2016). Teaching Experience and Teacher Effectiveness. *American Educator*. Retrieved from [.American Federation of Teachers](#)
- Lazarides, R., Gaspard, H., & Häfner, I. (2020). Teachers’ motivational orientations and their professional competence. *Contemporary Educational Psychology*, 60, 101839. <https://doi.org/10.1016/j.cedpsych.2019.101839>
- Lazarides, R., Watt, H. M., & Richardson, P. W. (2020). Teachers’ classroom management self-efficacy, perceived classroom management, and teaching contexts from beginning until mid-career. *Learning and Instruction*, 69, 101346.
- Lazarides, R., Buchholz, J., & Rubach, C. (2020). Teacher professional development programs are designed to lead pupils to increased learning achievement. *Teaching and Teacher Education*, 96, 103189.
- Marzano, R. J., & Marzano, J. S. (2003). The key to classroom management. *Educational Leadership*, 61(1), 6–13.

- Martin, N., & Baldwin, B. (1993a). *Personality Dimensions and Classroom Management: Creating Supportive Teacher-Student Relationships*. *Journal of Educational Psychology*, 85(3), 420-432.
- Martin, N., & Baldwin, B. (1993b). *Psychological and Social Classroom Environment: Influencing Classroom Management Strategies*. *Educational Psychology Review*, 8(2), 15-32.
- Martin, N. K., & Shoho, A. R. (2000). Teacher Experience, Training, & Age: The Influence of Teacher Characteristics on Classroom Management Style.
- McMillan, J. H., & Schumacher, S. (2010). *Research in education: Evidence-based inquiry* (7th ed.). Pearson.
- Melnyk, T., Kramarenko, T., & Kravchenko, T. (2019). Professional development of teachers through collaboration. *Journal of Education and Learning*, 8(4), 123–131.
<https://doi.org/10.5539/jel.v8n4p123>
- Melnyk, B. M., Kelly, S. A., Jacobson, D. L., Arcoleo, K., & Shaibi, G. (2019). Continuing professional development for inclusive education: Teachers' attitudes and training needs. *Teaching and Teacher Education*, 82, 55–68.
- Melnyk, N., Bidyuk, N., Kalenskyi, A., Maksymchuk, B., Bakhmat, N., Matviienko, O., ... & Maksymchuk, I. (2019). Models and organisational characteristics of preschool teachers' professional training in some EU countries and Ukraine. *Zbornik Instituta za pedagogoska istrazivanja*, 51(1), 46–93.

Nadeem, H. A., & Iqbal, Z. (2024). Investigating teachers' professional dispositions and their corresponding school climates: A comparative analysis of qualified and non-qualified teachers. *Jahan-e-Tahqeeq*, 7(1).

Nasheeda, A., Abdullah, H. B., Krauss, S. E., & Ahmed, N. B. (2019). A narrative systematic review of life skills education: Effectiveness, research gaps and priorities. *International Journal of Adolescence and Youth*, 24(3), 362–379. <https://doi.org/10.1080/02673843.2018.1479278>

Nasheeda, A., Abdullah, H. B., Krauss, S. E., & Ahmed, N. B. (2019). A narrative systematic review of life skills education: Effectiveness, research gaps, and priorities. *International Journal of Adolescence and Youth*, 24(3), 362–379.

Nasheeda, A., Abdullah, H. B., Krauss, S. E., & Ahmed, N. B. (2019). A sustained process with consistent access to occasions and experiences predetermined systematically to foster the profession's development. *Teaching and Teacher Education*, 86, 102884.

Nazir, S., Umer, M., & Ali, M. (2024). Lesson Planning Training in English Language Teaching: A Comparative Analysis between Public and Private Schools in Peshawar. *International Journal of Human and Society*, 4(1), 840–851. <https://ijhs.com.pk/index.php/IJHS/article/view/454>

Nugroho, P. (2024). The Impact of Teacher Training and Experience on Performance: Strengthening Educational Quality Through Professional Development. *Journal of Islamic Studies and Education*, 3(3), 101–106.

- Ohrt, J. H., Deaton, J. D., Linich, K., Guest, J. D., Wymer, B., & Sandonato, B. (2020). Teacher training in K–12 student mental health: A systematic review. *Psychology in the Schools*, 57(5), 833-846.
- Ohrt, J. H., Clarke, P. B., & Conley, A. H. (2020). Humanistic classroom management: Teacher preparation for emotionally intelligent classrooms. *Journal of Humanistic Counseling*, 59(1), 54–70.
- Pak-Turk Maarif International Schools and Colleges. (n.d.). *Home*. Retrieved July 18, 2025, from <https://pakturkmaarif.edu.pk/>
- Parsons, S. A., Vaughn, M., Malloy, J. A., & Pierce, M. (2019). Teachers’ instructional adaptations: A key to academic success for diverse learners. *The Reading Teacher*, 72(6), 659–669. <https://doi.org/10.1002/trtr.1787>
- Parsons, S. A., Malloy, J. A., & LaRocque, M. (2019). Professional development to promote teacher adaptation. *The Reading Teacher*, 73(2), 143–149. <https://doi.org/10.1002/trtr.1825>
- Parkhouse, H., Lu, Y., & Massaro, V. (2019). Supporting teachers' learning through professional development: Impacts on student outcomes. *Teaching and Teacher Education*, 83, 195–207.
- Parkhouse, H., Lu, Y., & Massaro, V. (2019). Teacher development and student achievement: Evidence from longitudinal studies. *Educational Researcher*, 48(2), 97–109. <https://doi.org/10.3102/0013189X19832870>

- Parkhouse, H., Lu, C. Y., & Massaro, V. R. (2019). Multicultural education professional development: A review of the literature. *Review of Educational Research*, 89(3), 416–458.
- Perifanou, M., Economides, A. A., & Tsiatsos, T. (2021). Advancing teachers' content knowledge and instructional practices through professional development. *Computers & Education*, 166, 104158.
- Perifanos, M., Makri, K., & Tsiatsos, T. (2021). Teachers' professional development through collaborative learning: A framework for digital communities. *Education and Information Technologies*, 26(1), 801–821.
- Pianta, R. C., LaParo, K. M., & Hamre, B. K. (2008). *Classroom Organization and the Development of Academic and Behavioral Competencies in Children: A Framework for Effective Teacher-Student Interactions*. *Educational Psychologist*, 43(2), 135-146.
- Philipsen, B., Tondeur, J., Pareja Roblin, N., Vanslambrouck, S., & Zhu, C. (2019). Improving teacher professional development for online and blended learning: A systematic meta-aggregative review. *Educational Technology Research and Development*, 67, 1145–1174.
- Popova, A., Evans, D. K., & Breeding, M. E. (2022). Formal learning activities may occur in networks where teachers build up new knowledge and skills through keynote discussions, reading research articles, and informal discussions. *Teacher*

Professional Development around the World: The Gap between Evidence and Practice.

Popova, A., Evans, D. K., & Arancibia, V. (2022). Teacher professional development around the world: The gap between evidence and practice. *The World Bank Research Observer*, 37(1), 107–136.

Poulou, M. S., Reddy, L. A., & Dudek, C. M. (2019). Relation of teacher emotional support to students' behavioral problems: A multilevel meta-analysis. *Journal of School Psychology*, 77, 152–167.

Poulou, M., Karabassili, A., & Bletsas, N. (2019). Teachers' emotional intelligence and classroom management skills. *Educational Psychology*, 39(5), 665–682.
<https://doi.org/10.1080/01443410.2018.1520206>

PowerSchool. (n.d.). Why consistency is important in classroom behavior management. Retrieved from <https://powerschoolstg.powerschool.com/blog/why-consistency-is-important-in-classroom-behavior-management/>

Pöysä, S., Vasalampi, K., Muotka, J., Lerkkanen, M.-K., Poikkeus, A.-M., & Nurmi, J.-E. (2019). Teacher-student interaction and lower secondary school students' situational engagement. *British Journal of Educational Psychology*, 89(2), 374–392. <https://doi.org/10.1111/bjep.12244>

ResearchGate. (n.d.). Relationship Between Teachers' Professional Development and Their Teaching Performance at Secondary School Level.

<https://www.researchgate.net/publication/363766318> RELATIONSHIP BETWEEN TEACHERS' PROFESSIONAL DEVELOPMENT AND THEIR TEACHING PERFORMANCE AT SECONDARY SCHOOL LEVEL

- Rich, P. J., Hannafin, M. J., & Shepherd, C. E. (2021). Preparing primary teachers through professional learning communities. *Teaching and Teacher Education*, 100, 103280. <https://doi.org/10.1016/j.tate.2021.103280>
- Rich, M., Cornelius-White, J., & Heesacker, M. (2021). Social-emotional learning interventions in classrooms: A meta-analytic review. *Journal of School Psychology*, 87, 65–85.
- Rojo, M. (2021). Lesson planning of the teachers and its effect on their performance in selected public elementary schools in the division of Pasig City: Basis for policy review. *International Journal of Research Studies in Education*, 10(7), 111-122. <https://doi.org/10.5861/ijrse.2021.656>
- Romijn, B. A., Slot, E. M., Leseman, P. P., & Doolaard, S. (2021). Effects of professional development on teacher behavior. *Educational Psychology Review*, 33(1), 123–147. <https://doi.org/10.1007/s10648-020-09530-7>
- Roots Millennium Schools. (n.d.). *Official website*. Retrieved July 18, 2025, from <https://www.millenniumschoools.edu.pk>
- Sancar, R., Atal, D., & Deryakulu, D. (2021). A new framework for teachers' professional development. *Teaching and Teacher Education*, 101, 103305.

- Sancar, H., Atal, D., & Duyan, M. (2021). The higher the teaching quality, the greater the students' learning outcomes. *Education and Science*, 46(207), 1–20.
- Sancar, R., Atal, D., & Deryakulu, D. (2021). The effects of teachers' professional development on their efficacy and motivation. *International Journal of Educational Research Open*, 2, 100056. <https://doi.org/10.1016/j.ijedro.2021.100056>
- Shaheen, A., Quratulain, Kiran, S., Basit, I., Mehnaz, W., & Shahzad, M. W. (2022). Implementation of Effective Strategies Regarding Classroom Management in Public and Private Schools: A Comparative Study. *Turkish Online Journal of Qualitative Inquiry*, 13(1).
- Shahjahan, R. A., Estera, A. L., & Surla, K. L. (2022). Global trends and professional development of teachers in the post-pandemic world. *Educational Review*, 74(1), 10–24. <https://doi.org/10.1080/00131911.2021.1941573>
- Shahjahan, M., Ahmed, M., & Shrestha, M. (2022). The role of SEL in improving student behavior and classroom environment. *Asia Pacific Education Review*, 23(1), 45–59.
- Shernoff, E. S., Lekwa, A. L., Reddy, L. A., & Davis, W. (2020). Teachers' use and beliefs about praise: A mixed-methods study. *School Psychology Review*, 49(3), 256–274. <https://doi.org/10.1080/2372966X.2020.1732146>

- Sims, S., & Fletcher-Wood, H. (2021). Identifying the characteristics of effective teacher professional development: A critical review. *School Effectiveness and School Improvement*, 32(1), 47–63.
- Sims, S., & Fletcher-Wood, H. (2021). Identifying the characteristics of effective teacher professional development: A meta-analytic review. *Educational Research Review*, 30, 100352. <https://doi.org/10.1016/j.edurev.2020.100352>
- Sims, S., & Fletcher-Wood, H. (2021). Professional development programs help instructors assess their pedagogical knowledge, reflect on their instructional practices, and improve teaching quality. *Educational Review*, 73(1), 1–19.
- Sims, S., & Fletcher-Wood, H. (2021). Inquiry-based learning and classroom management: A policy perspective. *Educational Review*, 73(4), 465–482.
- Singh, S., Kumar, N., Suganya, R., Herkal, S. C., & Bajaj, K. K. (2023). Role of teacher collaboration in improving student outcomes in private institutions. *Samdarshi*, 16(4), 1120–1123.
https://www.researchgate.net/publication/374999049_Role_of_Teacher_Collaboration_in_Improving_Student_Outcomes_in_Private_Institutions
- Smith, C., & Gillespie, M. (2023). Research on professional development and teacher change: Implications for adult basic education. In *Review of Adult Learning and Literacy*, Volume 7 (pp. 205–244). Routledge.

- Smith, D., & Gillespie, M. (2023). Democratic classrooms and inclusive education: Building student voice and engagement. *International Journal of Inclusive Education*, 27(2), 159–174.
- Smith, M. S., & Gillespie, M. K. (2023). Teacher professional development has a positive impact on student achievement. *Adult Education Quarterly*, 73(1), 3–23.
- Smith, C., & Gillespie, M. (2023). Professional development and continuous learning in adult education. *Adult Education Quarterly*, 73(1), 23–42.
<https://doi.org/10.1177/07417136221097565>
- Spatioti, A. G., Kazanidis, I., & Pange, J. (2022). A comparative study of the ADDIE instructional design model in distance education. *Information*, 13(9), 402.
- Spatioti, M., Papadakis, S., & Kalogiannakis, M. (2022). Digital tools for classroom behavior management in the post-COVID era. *Education and Information Technologies*, 27(5), 6451–6469.
- Stahnke, R., & Blömeke, S. (2021). Novice and expert teachers' situation-specific skills regarding classroom management: What do they perceive, interpret and suggest? *Teaching and Teacher Education*, 98, 103243.
- Stahnke, R., & Blömeke, S. (2021). Democratic classroom management: A comparative study of teacher practices. *Teaching and Teacher Education*, 97, 103209.

- Sweeney, D. (2011). The impact of professional development on teachers' practices: A case study in a diverse urban high school. *Journal of Teacher Education*, 62(2), 145-155.
- Tariq, M., & Azeem, M. (2015). A comparative study of public and private schools in Pakistan: A case study of Islamabad. *Journal of Educational Policy and Practice*, 7(2), 119-130.
- Teaching and Teacher Education*. (2020). Do teachers' years of experience make a difference in the quality of teaching? *Teaching and Teacher Education*, 96, 103190.
- The Australian. (2024). Return to old-school teaching sends NAPLAN results through roof. *The Australian*.
- The City School. (n.d.). *About us*. Retrieved July 18, 2025, from <https://tcspechsja.wordpress.com/about/>
- Thurm, D., & Barzel, B. (2020). Effects of a professional development program for teaching mathematics with technology on teachers' beliefs, self-efficacy and practices. *ZDM*, 52(1), 1-12.
- Thurm, D., & Barzel, B. (2021). Cognitive approaches to teaching: Impacts on mathematics instruction and student understanding. *ZDM–Mathematics Education*, 53(1), 67–80.
- Toropova, A., Johansson, S., & Myrberg, E. (2021). Teacher professional development as a deliberate and lifelong process in which reflective practitioners use their expertise

- to assess and enhance their subject matter knowledge and teaching ability. *Scandinavian Journal of Educational Research*, 65(2), 215–230.
- Toropova, A., Myrberg, E., & Johansson, S. (2021). Teacher job satisfaction: The importance of school working conditions and teacher characteristics. *Educational Review*, 73(1), 71–97.
- Ünal, Z., & Ünal, A. (2012). The impact of years of teaching experience on the classroom management approaches of elementary school teachers. *International Journal of Instruction*, 5(2), 41-60. Retrieved from <https://eric.ed.gov/?id=ED533783>
- von der Embse, N. P., Pendergast, L. L., & Kilgus, S. P. (2019). Educational experiences can be formal or informal, such as reading scholarly articles or discussions with colleagues. *Psychology in the Schools*, 56(3), 392–407.
- Vermunt, J. D., Donche, V., & Gijbels, D. (2019). Learning patterns in higher education: Theoretical foundations and educational implications. *Routledge*.
- Veenman, S. (1984). Perceived problems of beginning teachers. *Review of Educational Research*, 54(2), 143-178.
- Vermunt, J. D., Vrikk, M., van Halem, N., Warwick, P., & Mercer, N. (2019). The impact of lesson study professional development on the quality of teacher learning. *Teaching and Teacher Education*, 81, 61–73.

- Vermunt, J. D., Donche, V., & Gijbels, D. (2019). *Learning patterns in higher education: Dimensions and research perspectives*. Routledge.
<https://doi.org/10.4324/9781315161364>
- Von der Embse, N. P., Pendergast, L. L., Segool, N., Saeki, E., & Ryan, S. (2019). Teacher stress interventions: A systematic review. *Psychology in the Schools*, 56(8), 1328–1343.
- Wang, M. C., Haertel, G. D., & Walberg, H. J. (1993). What helps students learn? *Educational Leadership*, 51(4), 74–79.
- Wajid, M., Kiran, S. K., & Asst. Prof. Education (ISB). (n.d.). Implementation of Effective Strategies Regarding Classroom Management in Public and Private Schools: A Comparative Study. Retrieved from
[https://www.academia.edu/95468950/Implementation of Effective Strategies Regarding Classroom Management in Public and Private Schools A Comparative Study](https://www.academia.edu/95468950/Implementation_of_Effective_Strategies_Regarding_Classroom_Management_in_Public_and_Private_Schools_A_Comparative_Study)
- Wilkinson, S., Freeman, J., Simonsen, B., Sears, S., Byun, S. G., Xu, X., & Luh, H.-J. (2021). Professional development for classroom management: a review of the literature. *Educational Research and Evaluation*, 26(3-4), 182-212. [Taylor & Francis Online](#)
- Wolff, L. A., Jarodzka, H., & Boshuizen, H. P. A. (2021). Professional vision of primary school teachers: The impact of experience and education. *Teaching and Teacher Education*, 101, 103306. <https://doi.org/10.1016/j.tate.2021.103306>

- Wolff, M., Jarodzka, H., & Boshuizen, H. P. (2021). Implementing behavioral interventions in secondary schools: A classroom observation study. *Journal of School Psychology, 86*, 1–16.
- Yousuf, M. M., Shaheen, N., Fatma, G. & Kheri, N. A. (2024) Exploring Effective Classroom Management Techniques in English Teaching. *International Journal on Recent and Innovation Trends in Computing and Communication, 11*(11), 382-393.
- Yurtseven Avci, Z., Demirci, A., & Karadeniz, S. (2020). Teachers' resilience and professional well-being: A Turkish perspective. *International Journal of Educational Psychology, 9*(3), 278–298. <https://doi.org/10.17583/ijep.2020.5255>
- Zepeda, S. J. (2019). *Professional development: What works*. Routledge. <https://doi.org/10.4324/9781315668665>
- Zepeda, S. J. (2019). *Professional development: What works* (2nd ed.). Routledge
- Zhang, W., & Bray, M. (2020). Global trends in teacher professional development: A comparative study. *Compare: A Journal of Comparative and International Education, 50*(6), 899–914. <https://doi.org/10.1080/03057925.2019.1685414>
- Zhang, D., & Bray, M. (2020). Professional development programs typically result in acquiring new instructional knowledge and skills, inspiring teachers to refine their teaching practices. *International Journal of Educational Development, 77*, 102218.
- Zhang, W., & Bray, M. (2020). Comparative research on shadow education: Achievements, challenges, and the agenda ahead. *European Journal of Education, 55*(3), 322-341.

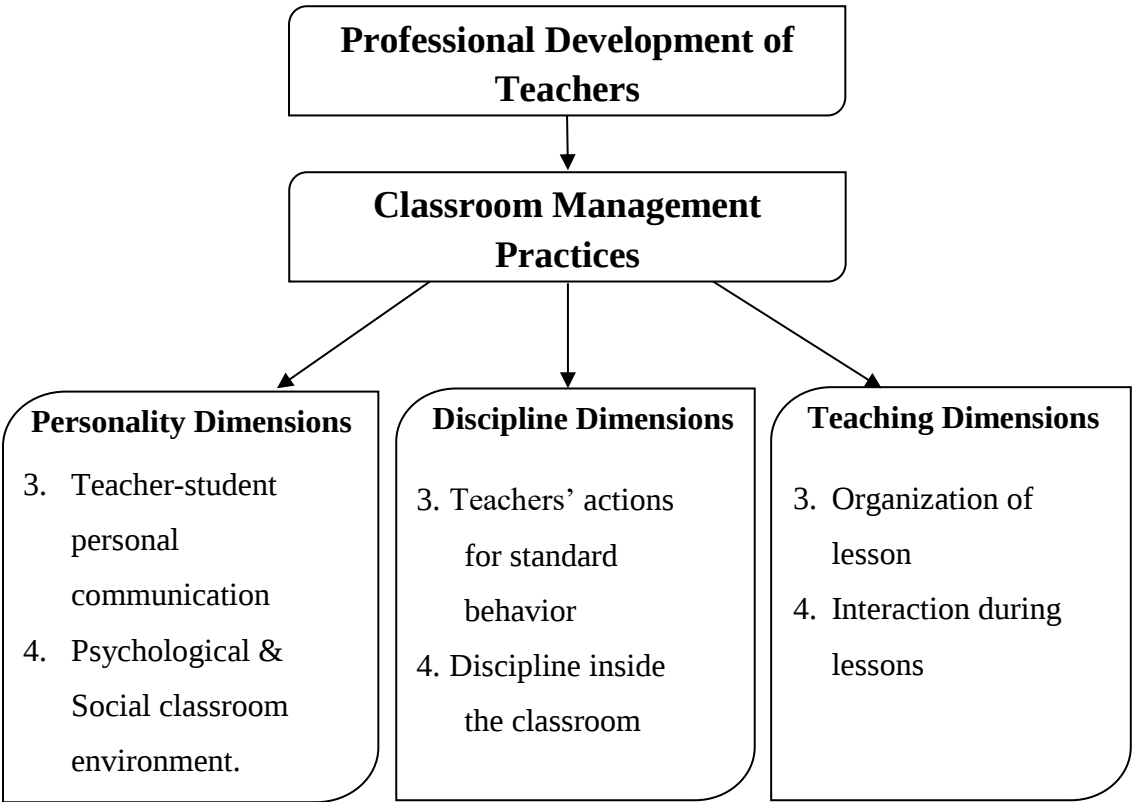
- Zheng, B., Lin, C.-H., & Kwon, J. B. (2021). Professional development and classroom management skills in a digital age. *Educational Media International*, 58(2), 131–144. <https://doi.org/10.1080/09523987.2021.1906705>
- Zheng, M., Bender, D., & Lyon, C. (2021). Online learning during COVID-19 produced equivalent or better student course performance as compared with pre-pandemic: Empirical evidence from a school-wide comparative study. *BMC Medical Education*, 21, 1–11.
- Zheng, B., Lin, C. H., & Kwon, J. B. (2021). Integration of ICT in teaching and learning: A review of teacher professional development. *Educational Technology & Society*, 24(3), 44–58.

APPENDICES

Appendix A	Conceptual/ Theoretical Framework
Appendix B	Topic Approval Letter
Appendix C	Data Collection Reference Letter
Appendix D	Cover Letter for Validity Certificate
Appendix E	Research Instrument Validity Certificates
Appendix F	Permission for using Questionnaire
Appendix G	List of Public Schools Included in Population
Appendix H	Sample and List of Pilot Testing
Appendix I	List of Private Schools for Population & Sample
Appendix J	Research Instrument
Appendix K	Plagiarism Report by Turnitin

Appendix A

Conceptual Framework



(Yousuf, Shaheen, Fatma, & Kheri, 2024)

Appendix B

Topic Approval Letter



NATIONAL UNIVERSITY OF MODERN LANGUAGES
FACULTY OF SOCIAL SCIENCES
DEPARTMENT OF EDUCATIONAL SCIENCES

M.L.1-3/ES/2023/434

Dated: 26-06-2023

Name: Nabeela Qureshi Reg No. 32-M.Phil/Edu/F21

Subject: APPROVAL OF M.Phil THESIS TOPIC AND SUPERVISOR

1. Reference to Letter No, M.L.1-4/Edu/2021/434, dated 26-06-2021, the Competent Authority has approved the title/theme/Practical/Theoretical Implication and Supervisor in 16th BASR Meeting dated 21st June 2023 and the recommendations of Faculty Board of Studies vide its meeting held on 27th April 2023.

a. Supervisor's Name & Designation

Dr. Aisha Bibi,
Assistant Professor,
Department of Educational Sciences NUML, Islamabad.

b. Topic of Thesis

Primary School Teachers' Professional Development for Effective Classroom Management: A Comparative Study.

c. **Theme: Professional Development of Teachers**

d. **Practical Application: Policy Input**

2. You may carry out research on the given topic under the guidance of your Supervisor and submit the thesis for further evaluation within the stipulated time by **30th Jan 2024** for further processing as per NUML MPhil Timeline. (**Timeline Attached**).

3. As per policy of NUML, all MPhil/PhD thesis are to be run on turnitin by QEC of NUML before being sent for evaluation. The university shall not take any responsibility for high similarity resulting due to thesis run from own sources.

4. Thesis is to be prepared strictly on NUML's format which can be taken from MPhil/PhD Coordinator.

Dr. Wajeena Shahid
Head
Department of Educational Sciences

Distribution:

Ms. Nabeela Qureshi (M.Phil Scholar)

Dr. Aisha Bibi (Thesis Supervisor)

Appendix C

Data Collection Reference Letter



DEPARTMENT OF EDUCATIONAL SCIENCES
FACULTY OF SOCIAL SCIENCES
National University of Modern Languages
Sector H-9, Islamabad
Tel.No: 051-9265100 Ext: 2090

ML.1-3/2023-Edu/457

Dated: 18-09-2023

WHOM SO EVER IT MAY CONCERN

Ms. Nabila Qureshi, student of Mphil (Edu) Department of Educational Sciences, National University of Modern Languages is engaged in project of her Research Work.

She may please be allowed to visit your Institution / Library to obtain the required information for her Research Work.

This information shall not be divulged to any unauthorized person or agency. It shall be kept confidential.

Dr Wajeel Shahid
Head,
Department of Educational Sciences

Appendix D

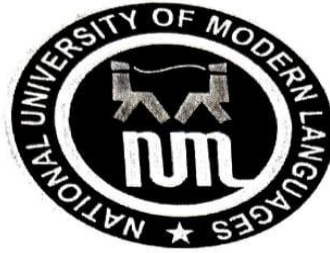
Cover Letter for Validity Certificate

 Academics Wing	F.1-107/2008 (Academics) FDE Government of Pakistan Federal Directorate of Education *****	Islamabad, the 3 rd October 2023.
The Head of Institutions, Islamabad Model Schools (I-V) Sector Urban-I & II, Islamabad		
Subject: <u>PERMISSION TO CONDUCT RESEARCH.</u>		
I am directed to refer on the captioned subject and to say that Ms. Nabila Qureshi, M.Phil (Education) student of National University of Modern Languages, Islamabad is doing a research study on the topic "Primary School Teachers' Professional Development for Classroom Management: A Comparative Study". In this regard she needs to visit your institution for collection of data / information. You are requested to extend your cooperation regarding her project.		
2. The research scholar are required to forward a copy of her project to Federal Directorate of Education after completion of the project.		
3. This is issued with the approval of Director (Academics & Quality Assurance).		
		 (DR. TABASSUM NAZ) Deputy Director (Academics) Phone #: 051-9262743
Copy to: • PA to Director (Academics & QA).		

Appendix E

Research Instrument Validity Certificates

CERTIFICATE OF VALIDITY
(Classroom Management Questionnaire)



Primary School Teachers Professional Development for Classroom Management:

A Comparative Study

By

Nabila Qureshi

M. Phil Scholar, Department of Educational Sciences, Faculty of Social Sciences.

National University of Modern Languages (NUML), H-9, Islamabad, Pakistan.

This certificate shows that the questionnaire adapted by the scholar towards her thesis has been assessed by me and I found it to be have been designed adequately to explore "Primary School Teachers Professional Development for Classroom Management: A Comparative Study". it is considered that the research instrument, adapted for the above mentioned title is according to the objectives and hypotheses of the research and can be used for data collection by the researcher with fair amount of confidence.

Name: Dr. Syed Yasir Ali Shah

Designation: AP

Institute: FJUW

Signature: [Signature]

Date: 27/12/2022

CERTIFICATE OF VALIDITY
(Classroom Management Questionnaire)



Primary School Teachers Professional Development for Classroom Management:

A Comparative Study

By

Nabila Qureshi

Ph. D. Phil Scholar, Department of Educational Sciences, Faculty of Social Sciences.

National University of Modern Languages (NUML), H-9, Islamabad, Pakistan.

This certificate shows that the questionnaire adapted by the scholar towards her thesis has been assessed by me and I found it to be have been designed adequately to explore "Primary School Teachers Professional Development for Classroom Management: A Comparative Study". it is considered that the research instrument, adapted for the above mentioned title is according to the objectives and hypotheses of the research and can be used for data collection by the researcher with fair amount of confidence.

Name: Dr. Farhana Khurshid

Designation: Associate Professor

Institute: Fatima Jinnah Women University

Signature: [Handwritten Signature]

Date: 27.12.2023

CERTIFICATE OF VALIDITY
(Classroom Management Questionnaire)



Primary School Teachers Professional Development for Classroom Management:

A Comparative Study

By

Nabila Qureshi

. Phil Scholar, Department of Educational Sciences, Faculty of Social Sciences.
National University of Modern Languages (NUML), H-9, Islamabad, Pakistan.

This certificate shows that the questionnaire adapted by the scholar towards her thesis has been assessed by me and I found it to be have been designed adequately to explore "Primary School Teachers Professional Development for Classroom Management: A Comparative Study". it is considered that the research instrument, adapted for the above mentioned title is according to the objectives and hypotheses of the research and can be used for data collection by the researcher with fair amount of confidence.

Name: Dr. Khadid Mahmood

Designation: Visiting Faculty, FJWU

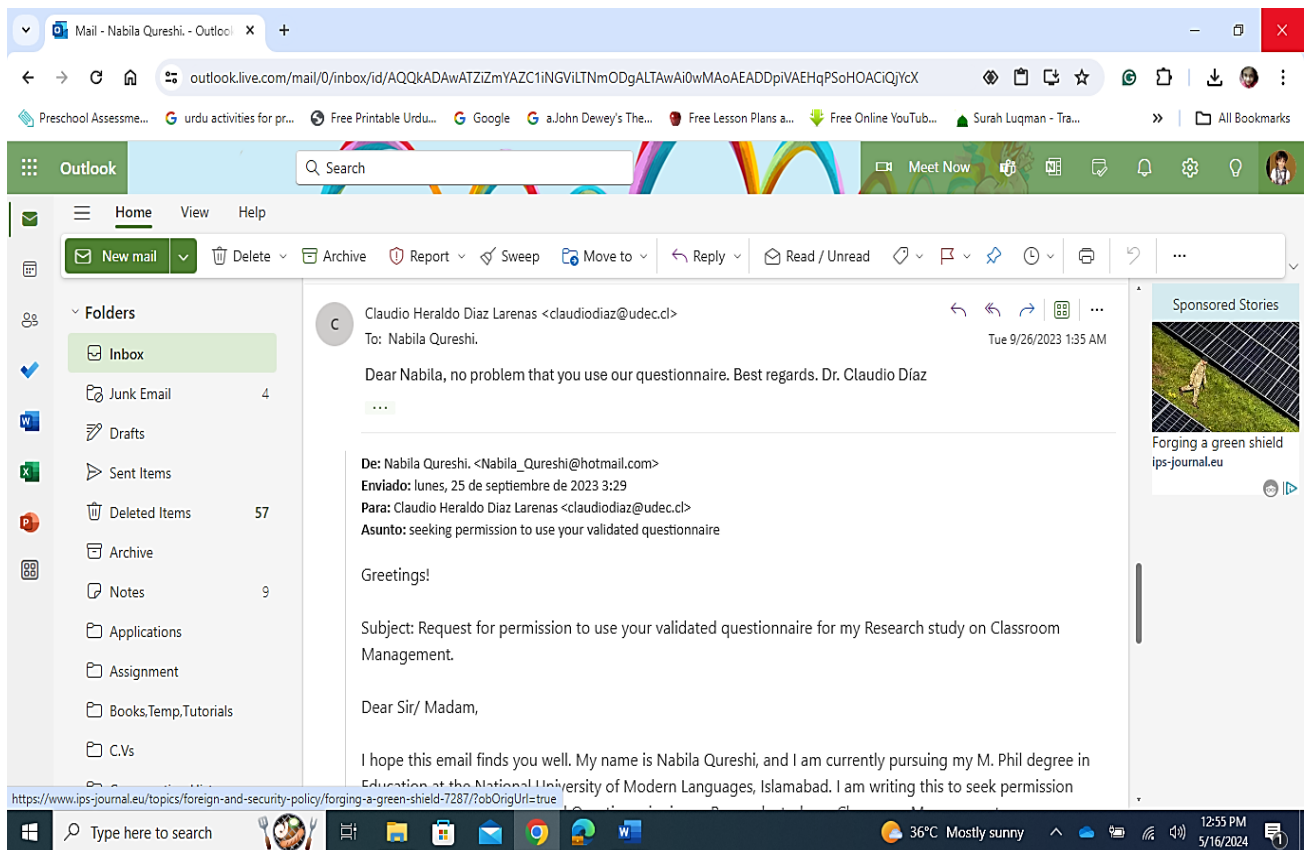
Institute: Fatima Jinnah Women University Rawalpindi

Signature: [Signature]

Date: 27/12/2023

Appendix F

Permission for using Questionnaire



Appendix G

List of Public Schools Included in Population

Sr No.	EMIS ID / Name of Institution	Sector	No of Teachers in 2023
	203-IMS (I-V),G-6/1-1	Urban-I	15
	204-IMS (I-V),G-6/1-3	Urban-I	19
	205-IMS (I-V),G-6/1-4	Urban-I	19
	206-IMS (I-V),G-6/4	Urban-I	19
	208-IMS (I-V), G-6/2 Cafe Iram	Urban-I	36
	210-IMS (I-V), HLR, G-6/2	Urban-I	21
	212-IMS (I-V), G-6/1-2	Urban-I	19
	216-IMS (I-V), G-7/1	Urban-I	39
	219-IMS (I-V), G-7/3-1	Urban-I	21
	216-IMS (I-V),G-7/4	Urban-I	29
	220-IMS (I-V), G-7/3-3	Urban-I	14
	230-IMS (I-V), F-7/2-4	Urban-I	11
	228-IMS (I-V), F-6/1	Urban-I	20
	229-IMS (I-V), F-6/3	Urban-I	14
	226-IMS (I-V), F-6/4 ISB	Urban-I	21
	231-IMS (I-V), F-7/2	Urban-I	15
	234-IMS (I-V), No.1, E-8	Urban-I	18

	235-IMS (I-V), No.2, E-8/1	Urban-I	10
	237-IMS (I-V), E-7/4	Urban-I	7
	243-IMS (I-V), No.1, G-8/1	Urban-I	12
	242-IMS (I-V), No.2, G-8/4	Urban-I	7
	241-IMS (I-V), NO.1, G-8/4	Urban-I	13
	245-IMS (I-V), No.3, G-8/1	Urban-I	11
	246-IMS (I-V), No.1, G-8/2	Urban-I	12
	295-IMS (I-V), no 2g-7/2	Urban-I	20
	248-IMS (I-V), PIMS, G-8/3	Urban-I	5
	249-IMS (I-V), F-8/2	Urban-I	9
	247-IMS (I-V), No.2, G-8/2	Urban-I	4
	300-IMS (I-V), F-8/3	Urban-I	18
	255-IMS (I-V) No.2 St 7, G-9/3	U-2	17
	252-IMS (I-V), No.2, G-9/4	U-2	8
	253-IMS (I-V), No.1 G-9/4	U-2	10
	254-IMS (I-V), No.3 St 68,G-9/3	U-2	9
	256-IMS (I-V) No.1, G-9/3	U-2	7
	259-IMS (I-V) No.1, G-9/2	U-2	24
	260-IMS (I-V) No.2, G-9/2	U-2	11
	261-IMS (I-V) No.3 G-9/2	U-2	17
	262 IMS (I-V) No.4, G-9/2	U-2	15
	263-IMS (I-V), G-9/1	U-2	8

	269-IMS (I-V), G-10/3	U-2	20
	265-IMS (I-V)F-10/2	U-2	8
	270-IMS (I-V), G-10/4	U-2	7
	272-IMS (I-V) No.1,G-10/2	U-2	13
	273-IMS (I-V) No.2, G-10/2	U-2	9
	289-IMS (I-V) No.1, I-10/1	U-2	36
	274-IMS (I-V) G-11/1	U-2	15
	277-IMS (I-V) G-11/2	U-2	11
	282-IMS (I-V) No.1, I-9/4	U-2	15
	283-IMS (I-V) No.2,1-9/4	U-2	17
	280-IMS (I-V) I-8/1	U-2	28
	285-IMS (I-V) AIOU Colony	U-2	8
	271-IMS (I-V), G-10/1	U-2	16
	290-IMS (I-V) No.2, I-10/1	U-2	14
	294-IMS (I-V), No.1, I-9/1	U-2	14
	292-IMS (I-V), No.2, I-9/1	U-2	8
	291-IMS (I-V), I-10/2	U-2	27

Appendix H

Sample and List of Pilot Testing

Sr No.	EMIS ID / Name of Institution	Sector	No of Teachers in 2023	Sample	Pilot Testing
57.	203-IMS (I-V),G-6/1-1	Urban-I	15		✓
58.	204-IMS (I-V),G-6/1-3	Urban-I	19		
59.	205-IMS (I-V),G-6/1-4	Urban-I	19		
60.	206-IMS (I-V),G-6/4	Urban-I	19		
61.	208-IMS (I-V), G-6/2 Cafe Iram	Urban-I	36	✓	
62.	210-IMS (I-V), HLR, G-6/2	Urban-I	21		
63.	212-IMS (I-V), G-6/1-2	Urban-I	19		
64.	216-IMS (I-V), G-7/1	Urban-I	39		
65.	219-IMS (I-V), G-7/3-1	Urban-I	21		
66.	216-IMS (I-V),G-7/4	Urban-I	29	✓	
67.	220-IMS (I-V), G-7/3-3	Urban-I	14		
68.	230-IMS (I-V), F-7/2-4	Urban-I	11		✓
69.	228-IMS (I-V), F-6/1	Urban-I	20		
70.	229-IMS (I-V), F-6/3	Urban-I	14		
71.	226-IMS (I-V), F-6/4 ISB	Urban-I	21	✓	
72.	231-IMS (I-V), F-7/2	Urban-I	15		

73.	234-IMS (I-V), No.1, E-8	Urban-I	18		
74.	235-IMS (I-V), No.2, E-8/1	Urban-I	10		
75.	237-IMS (I-V), E-7/4	Urban-I	7		
76.	243-IMS (I-V), No.1, G-8/1	Urban-I	12	✓	
77.	242-IMS (I-V), No.2, G-8/4	Urban-I	7		
78.	241-IMS (I-V), NO.1, G-8/4	Urban-I	13		
79.	245-IMS (I-V), No.3, G-8/1	Urban-I	11		
80.	246-IMS (I-V), No.1, G-8/2	Urban-I	12		
81.	295-IMS (I-V), no 2g-7/2	Urban-I	20	✓	
82.	248-IMS (I-V), PIMS, G-8/3	Urban-I	5		
83.	249-IMS (I-V), F-8/2	Urban-I	9		
84.	247-IMS (I-V), No.2, G-8/2	Urban-I	4		
85.	300-IMS (I-V), F-8/3	Urban-I	18		
86.	255-IMS (I-V) No.2 St 7, G-9/3	U-2	17	✓	
87.	252-IMS (I-V), No.2, G-9/4	U-2	8		
88.	253-IMS (I-V), No.1 G-9/4	U-2	10		
89.	254-IMS (I-V), No.3 St 68,G-9/3	U-2	9		✓
90.	256-IMS (I-V) No.1, G-9/3	U-2	7		
91.	259-IMS (I-V) No.1, G-9/2	U-2	24	✓	
92.	260-IMS (I-V) No.2, G-9/2	U-2	11		

93.	261-IMS (I-V) No.3 G-9/2	U-2	17		
94.	262 IMS (I-V) No.4, G-9/2	U-2	15		
95.	263-IMS (I-V), G-9/1	U-2	8		
96.	269-IMS (I-V), G-10/3	U-2	20	✓	
97.	265-IMS (I-V)F-10/2	U-2	8		
98.	270-IMS (I-V), G-10/4	U-2	7		
99.	272-IMS (I-V) No.1,G-10/2	U-2	13		
100.	273-IMS (I-V) No.2, G-10/2	U-2	9		✓
101.	289-IMS (I-V) No.1, I-10/1	U-2	36	✓	
102.	274-IMS (I-V) G-11/1	U-2	15		
103.	277-IMS (I-V) G-11/2	U-2	11		
104.	282-IMS (I-V) No.1, I-9/4	U-2	15		
105.	283-IMS (I-V) No.2,1-9/4	U-2	17		
106.	280-IMS (I-V) I-8/1	U-2	28	✓	
107.	285-IMS (I-V) AIOU Colony	U-2	8		
108.	271-IMS (I-V), G-10/1	U-2	16		
109.	290-IMS (I-V) No.2, I-10/1	U-2	14		
110.	294-IMS (I-V), No.1, I-9/1	U-2	14		
111.	292-IMS (I-V), No.2, I-9/1	U-2	8		✓
112.	291-IMS (I-V), I-10/2	U-2	27	✓	

Appendix I

List of Private Schools Included in Population

	School Name	Islamabad Sector	Estimated No. of Teachers
1.	Beaconhouse School System	Multiple	120
2.	Beaconhouse Newlands Islamabad	H-11	40
3.	The City School	Multiple	100
4.	Roots Millennium Schools	Multiple	95
5.	Roots International Schools & Colleges	Multiple	90
6.	Froebel's International School	Multiple	85
7.	International School of Islamabad (ISOI)	F-8	60
8.	Pak-Turk Maarif International Schools & Colleges	G-10	70
9.	AlHuda International School	H-11	65
10.	Dar Ali Bin Abi Talib School	H-8	35
11.	Khaldunia High School	F-11	30
12.	Islamabad Convent School (ICS)	F-8	40
13.	Headstart School	Kuri Road	55

14.	Millennium Education (TME)	I-9	45
15.	Future World School	H-13	50
16.	The Educators Capital Campus	G-11	30
17.	Imperial International School & College	H-8	40
18.	International Grammar School	G-9	25
19.	AlHuda Islamic Academy (F-7)	F-7	25
20.	City School – F-11 Campus	F-11	35
21.	City School – H-8 Campus	H-8	40
22.	City School – DHA Campus	DHA	38
23.	Roots Millennium – G-15 Campus	G-15	30
24.	Roots Millennium – F-8/3 Campus	F-8/3	28
25.	Roots Millennium – E-11/4 Campus	E-11/4	26
26.	Roots Millennium – I-8/2 Campus	I-8/2	30
27.	Roots International – G-8 Campus	G-8	32
28.	Roots International – DHA Phase I Campus	DHA	29
29.	Froebel's – F-7 Branch	F-7	30
30.	Froebel's – H-8 Branch	H-8	27

31.	Froebel's – F-10 Branch	F-10	25
32.	Froebel's – E-11 Branch	E-11	28
33.	Pak-Turk International – Islamabad Branches	Multiple	45
34.	Bahria College Islamabad (Primary Section)	E-8	40
35.	Schola Nova, F-8/3	F-8/3	20
36.	Super Nova School, F-8/1	F-8/1	20
37.	The Green Valley Child Development Centre	G-9	18
38.	TQM Model School, H-13	H-13	15
39.	Olevels.com School	G-11	22
40.	The Educators	G-9	35
41.	Headstart School – Kuri Campus	Kuri	30
42.	Westminster School & College	F-10	42
43.	Bright Model School	G-9	20
44.	Spirit School, Model Town Humak	Model Town Humak	18
45.	United City School System, D-13	D-13	16
46.	Oxbridge International Grammar School	F-11	15

47.	AlHuda International (H-11/4)	H-11/4	17
48.	ACE International Academy – Bahria Town	Bahria Town	40
49.	International Islamic University Islamabad Schools	H-10	45
50.	Global school of integrated studies	H-8	125

List of Private Schools Included in Sample

	School Name	Islamabad Sector	No. of Teachers
1.	AlHuda International School	H-11	10/65
2.	Dar Ali Bin Abi Talib School	H-8	20/35
3.	Future World School	H-13	10/50
4.	The Educators Capital Campus	G-11	10/30
5.	Imperial International School & College	H-8	10/40
6.	International Grammar School	G-9	14/25
7.	The Educators	G-9	14/35
8.	Bright Model School	G-9	14/20
9.	Spirit School, Model Town Humak	Model Town Humak	14/18
10.	International Islamic University Islamabad Schools	H-10	14/45
11.	Global school of integrated studies	H-8	20 /125

Appendix J

Research Instrument

Questionnaire

Classroom Management Practices

Welcome to my research tool on "Primary School Teachers' Professional Development for Effective Classroom Management: A Comparative Study" conducted by Nabila Qureshi, an MPhil Education student at the National University of Modern Languages, Islamabad, under the expert guidance of Dr. Aisha Bibi, Assistant Professor in the Department of Social Sciences. Your input is invaluable in shaping the future of primary education. Please take a moment to fill out the questionnaire, as your participation will contribute significantly to our understanding of effective classroom management strategies for primary school teachers. Together, we can enhance the quality of education for the next generation.

Demographic Form

1. **Age Range:**

- 21 – 25
- 26 – 30
- 31 – 35
- 36 – 40
- 41 – 50
- 51 – above

2. **Gender:**

- Male
- Female

3. **School levels you regularly teach:**

- Nursery Education
- Primary Education
- Secondary Education
- Tertiary Education

4. **Academic Qualification:**

- Bachelor
- Masters
- MS/ M.Phil
- Ph.D.

! **Years of teaching experience**

2-5 years

6-10 years

11-15 years

s

Please, tick the corresponding answer(s).

Personal Dimension						
Item	Teacher-student personal communication	Rarely	Sometimes	Often	Usually	Always
PD 1	Teacher attempts to be “Me” rather than “The Teacher” to make students feel I am approachable.					
PD 2	Teacher learns students’ names to recognize them as individuals.					
PD 3	Teacher interacts with students as individuals.					
PD 4	Teacher use eye contact to make students feel I care about what they say and do.					
PD 5	Teacher learns about the different needs of students’ personal and social.					

PD 6	Teacher incorporates students' personal interests into teaching.					
PD 8	Teacher talks with students' previous teachers to gather information about students.					
PD 9	Teacher praises individual accomplishments and important events in students' lives.					
PD 10	Teacher talks with a student after an emotional outburst.					
Psychological And Social Classroom Environment						
	Item	Rarely	Sometimes	Often	Usually	Always
PSCE 11	Teacher begins the lesson with activities to create a sense of collaboration among students					
PSCE 12	Teacher promotes positive social values (e.g. helping, sharing, being patient).					
PSCE 13	Teacher encourages students to reach an agreement through conversations to resolve any issue.					

PSCE 14	Teacher teaches students to work together cooperatively toward academic goals.					
PSCE 16	Teacher promotes students' responsibility in my classroom practice.					
PSCE 17	Teacher promotes respect for cultural diversity in the classroom.					
PSCE 18	Teacher helps students to become aware of their own thinking.					
PSCE 19	Teacher helps students to develop their ability to make decisions by themselves.					
2. Discipline Dimension						
Discipline inside the classroom						
	Item	Rarely	Sometimes	Often	Usually	Always
DD 20	Teacher involves students in establishing rules and procedures.					
DD 21	Teacher shares with students the reasons behind the disciplinary approach(es) she uses.					

DD 22	Teacher provides positive reinforcement to students for appropriate behaviour (e.g. special helper, extra computer time, tangible rewards)						
DD 24	Teacher uses class time to reflect on appropriate behaviour with students as a group.						
DD 25	Teachers redirects inappropriate behaviour on the spot using loud voice.						
DD 26	Teacher ignores misbehaviour that is non-disruptive to class.						
DD 27	Teacher uses short verbal cues to stop misbehaviour (e.g. say student's name aloud, use "shh" sound).						
DD 28	Teacher uses nonverbal signals to stop misbehaviour (e.g. make eye contact, approach and touch disruptive students).						

	Teachers' actions for standard behaviour						
TASB 29	Teacher uses self-assessment forms for students to evaluate their own behaviour (e.g. checklists).						
TASB 32	Teacher sends for parents to report good behaviour.						
TASB 33	Teacher collaborates with parents on a home school behaviour plan.						
TASB 34	Teacher teaches parents activities to do with students at home to reinforce good behaviour at school.						
TASB 35	Teacher informs parents about the policies regarding the use of mobile phones at school.						
TASB 36	Teacher informs parents about social networks and their correct use (e.g. "Facebook", "Twitter", "Instagram").						
TASB 37	Teacher sends home Teacher-to-Parent Communication letters or						

	newsletters regarding positive and negative aspects of their children's behaviour.						
TASB 38	Teacher sends students home for aggressive or disruptive behaviour.						
TASB 39	Teacher sends students to the principal's office for misbehaviour.						
Teaching and Learning Dimension							
Organization of the lesson							
	Item	Rarely	Sometimes	Often	Usually	Always	
TLD 40	Teacher takes into account different learning styles when preparing the lesson.						
TLD 41	Teacher takes into account students' previous knowledge to plan the activities based on their level.						
TLD 42	Teacher establishes routines for group work when needed.						

TLD 45	Teacher organizes the activities into logical stages to fulfil the objectives of the lesson.						
TLD 46	Teacher uses different types of seating arrangements depending on the type of activity students are assigned to do.						
TLD 47	Teacher prepares students for transitions and interactions (e.g. bathroom rules, moving from one classroom to another) using predictable routines.						
TLD 48	Teacher creates extra activities for students to work when they have completed their main task.						
TLD 49	Teacher assigns advanced students as assistants to help weaker learners in the completion of their tasks.						
	Interaction During the Lesson						
	Items	Rarely	Sometimes	Often	Usually	Always	

IDL 50	Teacher starts the lesson in an unusual manner to catch students' attention (e.g. telling an amusing story or personal anecdote; starting in a quiet or low voice).						
IDL 51	Teacher models the task to demonstrate what students are expected to do (e.g. role playing the task with a student, assigning a student to demonstrate the task).						
IDL 53	Teacher use body language to make instructions understandable.						
IDL 54	Teacher keeps English simple and clear (e.g. trying to pronounce every word well, using appropriate pacing according to students' English level).						
IDL 55	Teacher monitor students' work spending equal amount of time in all quadrants of the classroom.						
IDL 56	Teacher responds to students' answers using verbal praising (e.g.						

	“Brilliant!”, “Great!”, “Nice job!”).						
IDL 57	Teacher responds to students’ incorrect answers validating students’ participation (e.g. “that’s partly correct”, “good effort”).						
IDL 58	Teacher gives students instructions on how to report their completed work.						
Open Ended Questions							
1	How you handle the challenges and hurdles in classroom management practices being a teacher at primary level? Give three strategies.						
Ans:							
2	What are your perceptions regarding classroom management practices at primary level?						
Ans:							

Personality Dimension		
3	How do your beliefs about students' personalities influence your approach to building positive teacher-student relationships? (Adapted from Martin & Baldwin,1993)	
Teaching Dimension		
4	How do you adapt your teaching methods to create an effective learning environment for primary-level students? (Adapted from Martin & Baldwin,1993)	
Discipline Dimension		
5	How do you involve students in setting classroom rules and communicates the reasons behind your disciplinary approach in the primary classroom? (Adapted from Walfgang and Glickman,1980)	

Psychological And Social Classroom Environment	
6	How do you promote respect for culture diversity among primary-level student? Give three methods. (Adapted from Martin & Baldwin,1993)
Teaching And Learning Dimensions	
7	How do your account for different learning styles and prior knowledge when delivering lessons? (Adapted from Martin & Baldwin,1993)

Appendix K

Plagiarism Report by Turnitin



NATIONAL UNIVERSITY OF MODERN LANGUAGES

Sector H-9, P.O. Shaigan, Islamabad
Tel: 092-051-9265100 Ext: 2245-47
Email: info@numl.edu.pk
Web: www.numl.edu.pk

ML. 1-04/QEC/Tur/25

Jan 28, 2025

Faculty of Social Sciences

Department: Educational Sciences

Topic of Thesis: Primary School Teachers' Professional Development for Effective Classroom Management: A Comparative Study

Subject: Turnitin Similarity Test Report of MPhil Thesis of Ms Nabila Qureshi

1st Attempt

This is to state that MPhil thesis of Ms Nabila Qureshi has been run through Turnitin software on January 28, 2025. Paper ID is 2573386351 and similarity index is 07%. This is within the prescribed limit of Higher Education Commission.

The subject Turnitin similarity test report is attached for further processing, please.

10/01/25

Dean/FSS

[Signature]
30.1.2025

HOD/ES

[Signature]
31/01/25

[Signature]
Dr. Saif Haider
Director
Quality Enhancement Cell