

Enhancing Classroom Management Skills through Critical Reflection: A Qualitative Study of Primary Teachers

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Abstract



Effective classroom management impacts student success and is directly related to teaching skills. Critical reflection can enhance teaching in Pakistan's primary schools. The purpose of this study is to explore primary teachers' perceptions about enhancing classroom management skills through critical reflection. The objective is to find different ways in which primary teachers can enhance their classroom management skills through critical reflection. It helps teachers change their values and beliefs according to the situation and students' needs. This is a qualitative study using a hermeneutic phenomenology research design. Participants lived experiences and perceptions of these events were obtained using semi-structured interviews. Purposive sampling was used to select ten primary teachers from The Punjab School. The data analysis revealed that most participants stated that proper prior planning helps in classroom management, and they believed it was difficult to implement critical reflection; however, they had a positive attitude toward critical reflection. It is recommended that the school should arrange workshops for teachers to learn more about critical reflection.

Keywords: Reflection; Critical Reflection; Classroom Management Skills; Qualitative; Professional Development.

Introduction

This study explores primary teachers' perceptions of enhancing classroom management skills through critical reflection. Critical reflection is a powerful tool to extract meaning from a set of experiences and academic material (Ahmed, 2020; Ahmed & Muhammad, 2020; Ahmed, Muhammad, & Anis, 2020). It adds depth to meaning by disputing oversimplified conclusions, comparing various views, exploring causality, and proposing difficult issues (Naseer, Muhammad, & Masood, 2020). Through critical reflection, adults understand the assumptions that drive their behaviors, locate the historical and cultural sources of the assumptions, examine the meaning of assumptions, and establish alternative methods of acting (Pirzada, Muhammad, & Ahmed, 2021b). Adults can develop new information and behaviors from their daily life experiences, as well as their extraordinary experiences, through critical reflection (Saif, Muhammad, & Safdar, 2021). Critical reflection combines experiential and theoretical learning, allowing individuals to build new knowledge structures and new insights (Shandomo, 2010). Critical reflection is detailed, logical, and analytic, and it can be expressed in a number of forms, such as art, writing, and speaking (Naseer et al., 2020; Saif, 2021). This process broadens the experience and establishes linkages between course content and the experience.

This study finds the issues faced by teachers in enhancing classroom management skills through critical reflection. Teachers' ability to arrange or sort classrooms and regulate student behavior is critical to obtaining effective educational outcomes (Nasir, Muhammad, & Bokhari, 2022). Although good behavior management may not ensure effective instruction, it can provide the environment needed for good instruction to take place (Saleem, Muhammad, & Qureshi, 2021). Reciprocally highly effective training allows classroom behavior problems to be reduced, although they are not eliminated (Naveed, Muhammad, & Siddiqui, 2022).

The "inability to successfully control classroom behavior is typically a contributing factor in at-risk children's low achievement and frequent referrals" (Oliver & Reschly, 2007, p. 1). Irrelevant

assignments and a lack of professional development are other important contributors to teachers' classroom management issues (Naveed et al., 2022). Greater focus in teacher training programs should be made on making capable, qualified, and efficient in today's classrooms with their diverse variety of students (Oliver & Reschly, 2007).

There are different ways through which teachers improve their classroom management skills. To maintain focus, the teacher should create a conducive environment (Saleem, Muhammad, & Qureshi, 2021). The learning environment is crucial to the success of your classroom management (Saleem, Muhammad, & Masood, 2021). Before beginning any class, make certain that everyone is paying attention. If only a few pupils are paying attention when class begins, a teacher has to start over, possibly multiple times. Classroom management systems are compromised if teachers do not plan for the day (Saleem, Muhammad, & Masood, 2020a; Tahira, Muhammad, & Masood, 2020). Every lesson plan should begin with the objectives. Learning is a serious endeavor, but it does not imply that the job must be tedious. Students who tend to get bored are more likely to misbehave (Saleem, Muhammad, & Masood, 2020b). Therefore, teachers should be flexible and should include a range of exercises to enhance classroom behavior (Pirzada, Muhammad, & Ahmed, 2021a). Classroom management is best when teachers provide continuous, positive feedback. Learning takes place in classrooms that are respectful and well-managed, with an open exchange of ideas (Pirzada, Muhammad, & Masood, 2021; Pirzada, Muhammad, & Zaka, 2021).

Brophy (1986) defines effective classroom management as the ability to build, maintain, and restore the classroom as a productive teaching and learning environment that is critical to overall teacher effectiveness. According to recent research on teacher effects, teachers' classroom management abilities have an impact on their students' success improvements by influencing the amount of time they spend engaged in academic activities. Furthermore, new research on school performance and improvement suggests that good classroom management is a component of the pattern of high expectations and academic emphasis linked to school effectiveness.

Until recently, there was a scarcity of research-based material on how to improve classroom management skills through critical reflection. The influence of a teacher on a student's learning and achievement can be immense. The most important thing a good teacher does at the start of the school year is to create a conducive learning environment. The quality of the teacher was identified as the most critical element in student achievement by researchers (Hani, Muhammad, & Mahmood, 2022; Naz, Muhammad, & Mahmood, 2022). Creating a learning environment entails a number of phases. Teachers must first consider what occurs in the classroom, as student conduct is frequently a result of school-related problems. Teachers should think about the learning environment they've built and see if it actively and meaningfully engages all their students (Kariuki, 2009).

Classroom management systems work because they provide an atmosphere that enhances students' academic skills, abilities, and social and emotional growth. Organization, strong working relationships, and a disciplined yet personable attitude are important components of successful classroom management strategies (Pedota, 2007). Choosing which strategies to use can be challenging, however, since each student and classroom is different. Because of shifts in educational settings, classroom management is increasingly becoming more of a challenge for teachers and administrators in primary schools.

When teachers struggle to teach, student learning is likely to be compromised. On the other hand, well-managed classrooms provide a suitable environment for learning and teaching (Zaka & Muhammad, 2021). However, a well-run classroom does not come out of nowhere. It takes a lot of time to establish a well-run classroom, and a lot of effort needs to be invested by the teacher. Cooperative learning programs and the integration of children with special needs are two examples of specific situations that influence management (Tal, 2010).

Classroom management plays a very significant role in teaching and learning and ensures a smooth, disruption-free environment for instructional procedures. Teachers should create a learning atmosphere for pupils that is free of distractions. This can decrease disruptive behavior and reduce distractions, allowing students to focus better on the classroom. Effective learning becomes very difficult in a poorly managed classroom. Regardless of the level of variability in their courses, good teachers seem to be effective with students of all achievement levels.

This study is designed to explore primary teachers' perceptions about enhancing classroom management skills through critical reflection. This phenomenon occurs as it is important for teachers

to reflect critically because this procedure enables teachers to record and analyze all the events that transpire during the class. It allows teachers to progress from merely experiencing to fully comprehending. Classroom management directly influences the learning abilities of both teachers and pupils. It affects a teacher's capacity to be productive while also enjoying their job. A well-managed classroom has a significant impact on students' academic progress.

The purpose of this study is to explore primary school teachers' perceptions about enhancing classroom management skills through critical reflection in The Punjab School. To develop the understanding of critical reflection in them whether they are thinking critically in their teaching or not. The main focus is to find different ways that how primary teachers should enhance their classroom management skills through critical reflection. If the classroom is not effectively managed and students are busy creating behavioral problems, then there is no healthy learning, so it is important for effective learning to manage classrooms properly and control disciplinary issues. This study is all about improving classroom management skills and exploring different ways to make teaching better.

This purpose was divided into the following objectives:

- To identify the understanding of primary teachers towards critical reflection.
- To explore different ways that how primary teachers should enhance their classroom management skills through critical reflection.
- To explore primary teachers' perceptions about enhancing classroom management skills through critical reflection.
- To find the issues faced by teachers in enhancing classroom management skills through critical reflection.

Methods

The current study is a qualitative study using a hermeneutic phenomenology research design (Langdrige, 2007; Vagle, 2018) to allow examination of the perceived significance of critical reflection in enhancing classroom management skills through a semi-structured interview process. In this research design, the researchers paid "close attention to people's stories and words as they make sense of their experience" (Tracy, 2020, p. 66). The researcher selected the purposeful sample criterion sampling technique (Patton, 2015) to select 10 participants for the study. Criterion sampling entails selecting a sample based on pre-determined criteria. The following criteria were used to decide the participants of this study: The participant was the primary teacher at The Punjab school, the participant had some prior knowledge of critical reflection in classroom management, and the participant had experienced some issues regarding classroom management. The demographic information of the participants is provided in Table 1:

Table 1: Demographic information of the participants

Participant	Gender	Age	Academic Qualification	Experience	School
Participant 1	Female	24	BS Education	5 years	Private
Participant 2	Female	25	BS Education	2 years	Private
Participant 3	Female	30	Master's in Business Education	3 years	Private
Participant 4	Female	35	MS Biochemistry	4 years	Private
Participant 5	Female	32	Master's in History	7 years	Private
Participant 6	Female	27	MPhil Solid State Physics	2 years	Private
Participant 7	Female	24	MPhil Psychology	2 years	Private
Participant 8	Female	36	Master's in Urdu	10 years	Private
Participant 9	Female	30	BS Education.	11 years	Private
Participant 10	Female	40	Master's in Education	13 years	Private

In the current study, semi-structured interviews were conducted to collect data. Based on the areas highlighted in the research, a number of possible interview questions were generated (Brinkmann & Kvale, 2018). A 21-question interview guide was used to collect information from participants. The interview guide was structured into five sections, each of which covered a different aspect of the study. The first part included some demographic questions such as name, age, gender, academic qualification, professional qualification, school, and teaching experience. The second and third part was about some general questions to get the knowledge of participants about the study, their perceptions of teachers about critical reflection and classroom management, and their thoughts about classroom management within the teaching context. The fourth part consisted of questions related to

the development of classroom management skills. The fifth part of the interview guide dealt with the issue of using critical reflection to enhance classroom management skills.

The interview guide's questions were finalized after a conversation with the research team (Seidman, 2019). A few less relevant questions were omitted. Also, a few questions were vague; as a result, the language of these questions was changed to improve their clarity (Berg & Lune, 2017).

The researcher contacted the participants by WhatsApp to discuss the next steps in the research process. Online Interviews through Zoom software—a cutting-edge video conferencing software with a variety of features that make it appealing to qualitative researchers—were conducted. With the permission of the participants, the interviews were recorded using a Zoom recording device as a digital audio recording device. In addition, whenever it was necessary, the interview guide was used to take notes. All interview recordings were transcribed and translated into English language.

Thematic analysis was used for the analysis of data. As thematic analysis is a versatile method, it can be adapted to several research types. Thematic analysis can be done in many ways, but one of the useful strategies involves the framework method approach comprising five steps: (1) familiarization, (2) identifying a thematic framework, (3) indexing, (4) charting, and (5) mapping and interpretation (Ritchie, Lewis, Nicholls, & Ormston, 2015). Framework analysis is an ideal research strategy to learn more about people's perspectives or ideas by examining qualitative data comprising interview transcripts.

Findings

This section is about the perception of critical reflection. What do participants think about critical reflection, whether they know about this term or not? Participants enquired all about to see the role of critical reflection in developing teaching, to think whether the concept of critical reflection in Pakistan can contribute to enhancing teaching in primary schools, and to know the importance of critical reflection in the current context of Pakistan.

Perceptions of critical reflection

Collected data showed that most of the participants knew about the phenomenon of "critical reflection. For example, a participant stated: *"Critical reflection means improving our weak areas with the use of resources. For this purpose, we have to make more effort and make our lesson plans stronger"* (Participant 8). On the other hand, some participants responded that critical reflection means reflecting on your past experiences. For example, a participant stated: *"Critical reflection means what you learn from your past experiences and applying it to improve the future and educational system"* (Participant 4). Another participant stated: *"Reflection means reflecting on our past experiences. If we deeply explore our past experiences, then it is called critical reflection"* (Participant 1).

Importance of critical reflection in Pakistan

Participants underscored the importance of critical reflection in the current context of Pakistan. Most participants believed that the educational system was changed every year; therefore, it's important to reflect on our past experiences, as one participant stated:

Every year our educational system changes, so it's important to reflect on our past experiences. Because we always look towards better. According to Darwin's theory, there is competition for survival. There is no place for the weaker ones. (Participant 6)

Some participants stated that schools should arrange training sessions for the teachers to get a better understanding. As one participant stated: *"Critical reflection is beneficial for teachers' growth. Schools should take a step on it and arrange workshops for learning"* (Participant 2). Few participants stated that new concepts come from previous concepts. Critical reflection is important for growth. For example, one participant stated: *"Yes, it is important if we don't reflect on our teaching, then how we can modify and improve our teaching"* (Participant 7).

Role of critical reflection in developing teaching

Participants investigated the role of critical reflection in developing teaching. Most participants believed that it plays an important role in developing teaching. As one participant stated: *"It plays an important role in developing teaching. Just like we use WhatsApp, we need to update that app for the latest features. The same is in this case. Critical reflection is used to update our teaching"* (Participant 8).

Some participants stated that with changing times, critical reflection is important as one participant stated: *"With changing times, critical reflection is important in developing strategies and methodologies. If we change our methodologies, our teaching is also changing accordingly"* (Participant 7). A few participants stated that a teacher is not effective if the teacher is not reflecting as one participant stated:

If the teacher doesn't know about the topic, doesn't focus on the students' learning outcomes, and just delivers his/her lecture without reflecting on it, then it is not effective. Teachers must focus on students learning outcomes and should set a criterion that either their learning is below 50% or above 50%. (Participant 9)

Role of critical reflection in enhancing teaching

Researchers investigated whether participants believed that the concept of critical reflection could contribute to enhancing teaching in Pakistan. Most of the participants believed that critical reflection improves students learning. As one participant stated:

Definitely, the concept of critical reflection in Pakistan can contribute to enhancing teaching in primary schools. It should be introduced in every institution. In some schools, critical reflection is implemented in elite schools or in some schools through NGOs. (Participant 9)

Some participants stated that it matters more in primary schools. As one participant stated: *"Yes, we should use the concept of critical reflection so that we can improve our student's learning. It matters more in primary schools"* (Participant 8). Few participants stated that through student assessment criteria, we improve our teaching. As one participant stated:

Through students' assessment criteria, we improve our teaching. For example, When I teach a topic in my class, to know how much students understand from this, I assess by asking a question by doing, and I judge how much my students can learn from it. (Participant 5)

Perceptions of Classroom Management

This section is about participants' perceptions of classroom management. What did participants think about the concepts of Classroom Management? Their views about classroom management and its importance for an effective teaching-learning environment.

Concepts about classroom management

Most of the participants stated that classroom management is all about managing the classroom and a comfortable seating plan. As one participant stated: *"Classroom management is technically about planning, managing, controlling, organizing, and evaluating student performance and how you manage these things"* (Participant 3).

Some of the participants stated that classroom management is all about the class and everything. As one participant stated: *"Classroom management is all about the class. Everything which is present in class is classroom management. Suppose the setting of the board, furniture, and the way you stand, students sitting arrangement, etc."* (Participant 6). Few participants stated that the classroom place is more organized than the classroom is also managed. As one participant stated: *"Classroom management is to create a peaceful environment for the learning of students"* (Participant 7).

Participants were investigated about their thoughts relevant to classroom management within the teaching context. Most of the participants stated that classroom management is very important within the teaching context. As one participant stated: *"If your classroom is not properly managed, then what you convey to students in the lesson is not transferred to students in this way. We did not get the desired results"* (Participant 6).

Some participants stated that it enhances teachers teaching abilities. As one participant stated: *"Classroom management skills enhance students learning abilities and teachers' teaching abilities, and most importantly, students' academic success also depends on well-managed classrooms"* (Participant 1). Few participants stated that classroom management in the teaching context is engaging students in different activities. One participant stated: *"Engaging students in different activities throughout the lecture is done by an effective classroom manager "* (Participant 7).

Effectiveness of classroom management in primary classes

Participants investigated classroom management and whether it is beneficial to know about classroom management or not. How do they manage classrooms in their teaching in primary schools?

Participants were asked whether classroom management is important for an effective teaching-learning environment or not. All participants agreed that it is beneficial for teachers to know about classroom management and gave different reasons. Most of the participants argued that it is beneficial because if you don't know about classroom management, then how are you going to manage it? As one participant stated:

Definitely, teachers should know about classroom management and how to manage their classrooms, and how to tackle the different behaviors of students. All students have different behaviors, they come from different environments, their cultures are different, and every student has different disciplinary issues. (Participant 9)

Some participants stated that it is beneficial because, without this, teaching is not beneficial. As one participant stated: *"If the classroom is not properly managed, sitting is not proper; students are not focusing on the lecture, then teaching is not beneficial and effective for students"* (Participant 7). Few participants stated that for this purpose, management should arrange workshops. As one participant stated: *"Yes, it is a very important part of this management should arrange proper workshops for teachers"* (Participant 8).

Most of the participants stated that seating arrangement is important in managing a classroom. As one participant stated:

I manage my classroom by using different strategies. Like first thing is sitting arrangement. The seating arrangement of students plays an important role; it should be rotated every day. Secondly, a lot of different duties for every student. In this way, students get more motivated. The teacher's attitude should be positive. Use the strategy of "Maar Nae Pyar." (Participant 6)

Some participants stated that we manage the classroom by asking questions. As one participant stated:

I manage it through different activities, like if I am delivering a lecture, then I ask questions from students and, in this way, engage them throughout the lecture so they can't create a mess in the class. Students' complete focus remains on learning. (Participant 7)

A few participants stated that we tackle this by making groups. As one participant stated: *The strategy I use to tackle this problem is that I make a group of all attention seeker students. Among all these, I select one student who is better in performance among all these students and make him/her the leader of the group. Seeing these remaining students also get motivated and their performance improve day by day because they also want to become the leader. This is how I manage classrooms. (Participant 9)*

Most of the participants stated that classroom management is important. As one participant stated:

An effective learning environment states you teach in an environment where the classroom is managed. If the classroom is not managed properly and students are creating disciplinary issues, then how effective teaching is possible in this kind of environment? Teachers should contact every student; teachers should create an environment where students feel free to ask questions. These things make our teaching effective. (Participant 4)

Some participants stated that we could create a healthy teaching-learning environment if our classroom is properly managed. As one participant stated: *"If student performance is zero, then teacher performance is also zero. If discipline is not controlled and the classroom is not properly managed, then we can't create a healthy learning environment"* (Participant 3). A few participants stated that we don't utilize our time effectively if our classroom is not properly managed. As one participant stated: *"As I stated before if I am not managing anything, then I don't know about step 2 after step 1. So, it is important by doing this; I utilize my time in an effective way"* (Participant 5).

Development of Classroom Management Skills

This section is about the development of classroom management skills. Participants were investigated for developing better skills that are necessary to become critical reflectors.

Using critical reflection in teaching

Participants investigated the use of critical reflection in their teaching. Most of the participants stated that they used critical reflection many times in their teaching. As one participant stated: *"Once I teach*

a lesson, and again and again, I am facing the same problem, then I reflect on it and make further changes in it and solve that problem from which students better understand things” (Participant 7).

Some of the participants stated that to become a good teacher, a teacher needs to reflect. As one participant stated: *“I think if you want to be a good teacher, you need to reflect on your practices regularly, and teachers can reflect on their practices by taking students for feedback after lectures” (Participant 1).* Few participants stated that we get improvements through reflection. For example, one participant stated: *“If we teach a lesson in 1 class and then move into the other class for the second lecture, then you reflect on the previous lecture and further think about the improvements” (Participant 3).*

Participants were asked whether, to develop skills, it is necessary to become a critical reflector. Most of the participants stated that it is necessary to become a critical reflector. For example, one participant stated: *“Yes, it is necessary to become a critical reflector. If someone is not familiar with this term, but this person is using it” (Participant 5).* Some of the participants stated that without reflection, we couldn't perform well. For example, one participant stated:

Without reflection, we can't do better in any field. Let's suppose we take the test after completion of the topic; unconsciously, you see your reflection there. Indeed, we are not doing any sort of paperwork on using critical reflection, but indirectly, everyone is reflecting critically in their own way. (Participant 9)

A few participants stated that improvement also occurs without reflection. As one participant stated: *“Learning is a continuous process. But improvement also occurs without reflection, but in this procedure, reflection is a plus point” (Participant 5).*

Classroom management skills while teaching a lesson and after teaching a lesson

Most of the participants stated that they evaluate their skills while teaching a lesson and sometimes after a lesson. As one participant stated: *“Yes, so many times because everyone learns from their experiences. But we can evaluate it orally, not Performa based” (Participant 3).* Some of the participants stated that sometimes we evaluate. As one participant stated: *“Yes, after teaching a lesson, we think about how to overcome classroom management problems, especially in boys. I tried many times by telling them moral lessons” (Participant 9).* A few participants stated that they did not evaluate due to less time. As one participant stated: *“No, I don't think I have much time to do this, but sometime after the whole week, I evaluate my skills and then make further improvements” (Participant 7).*

Most of the participants stated that they usually did not think about enhancing classroom management skills. As one participant stated: *“No, I usually don't think about enhancing classroom management skills. I think my strategies are perfect” (Participant 6).* Some of the participants stated that sometimes we think to enhance our classroom management skills. As one participant stated: *“Sometimes when you lack attention in your class, then you find your weaknesses” (Participant 2).* Few participants stated that they thought to enhance classroom management skills. As one participant stated: *“Yes, I think to enhance classroom management skills. Nobody is perfect in this world” (Participant 7).*

Most of the participants stated that it is beneficial to implement critical reflection in classroom management. As one participant stated: *“Yes, at the primary level, students are not that mature whether either they talk during a lecture or not, so it is beneficial to implement critical reflection in your classroom management” (Participant 4).* Some of the participants stated that critical reflection plays a primary role. As one participant stated: *“Classroom management also leads to student success. We can say that all these things are related and moving in a circle, and critical reflection plays a primary role in both situations in classroom management as well as in teaching” (Participant 1).* Few participants stated that without critical reflection, there is no chance of improvement. As one participant stated: *“Without this, improvement is not going to happen. Critical reflection is a must” (Participant 8).*

Different ways primary teachers can enhance their classroom management skills through critical reflection were explored. Most of the participants stated that through different steps, they could enhance classroom management skills. As one participant stated:

Firstly, the way of sitting should be good. Secondly, you suppose to stand at that place where every student should easily see you. Board writing should be clear.

These all are the different ways primary teachers can enhance their classroom management skills. (Participant 6)

Some of the participants stated that they build good relationships with students. As one participant stated: *"Firstly, build good relationships with students, remember the students' names, and know about students' backgrounds"* (Participant 4). Few participants stated that they used strategy to focus on students' psychological effects. As one participant stated:

First, you should focus on the psychological effects on students and what are the issues of students, and why they are creating such problems. What is the reason behind this behavior? The main disaster is that students don't respect their teachers. (Participant 9)

Issues in Using Critical Reflection for Enhancing Classroom Management Skills

Participants were asked about the difficulties in implementing critical reflection in their teaching.

Implementing critical reflection in teaching

Participants were investigated whether it was difficult to implement critical reflection in their teaching. Most of the participants stated it was difficult to implement critical reflection; however, they had a positive attitude toward critical reflection. As one participant stated:

I think we need to take it on a serious note, like we have to prepare such evidence, which will lead us to do authentic critical reflection. Pakistan is going through a transition period where we are changing a lot of things every day. (Participant 1)

Some of the participants stated that no, it is not difficult. As one participant stated: *"No, it is not difficult if you use good methods, effective techniques, and good formulas, then everything is going to be perfect"* (Participant 8). Few participants stated that without experience, it is difficult. As one participant stated: *"Without experience, it is difficult. With experience, you can implement critical reflection in your teaching"* (Participant 4).

Difficulties in managing classroom

Most of the participants stated that they faced difficulties many times. As one participant stated:

I faced difficulties in managing the classroom many times and tackled them. For example, in grade 5, the problem is that the chairs are not suitable for the students. The chairs are small, so this thing creates a mess in the class. (Participant 3)

Some of the participants stated that without experience, we face many problems. As one participant stated: *"Yes, at the start of my career, when I had no experience, I faced many problems. But now I manage everything effectively"* (Participant 4). Few participants stated that the teacher's attitude should be good. As one participant stated: *"Teacher attitude must be like that students feel comfortable in sharing their problems. My skills are the best. If I get 100% results in my classroom, it means my teaching strategies are effective"* (Participant 6).

Most of the participants stated that not preparing for the lecture before going into the class was the main reason behind poor classroom management. As one participant stated: *"Yes, when the teacher is not planned what to teach, how to teach, and which techniques I used how to manage these things, then the teacher can't deliver the lesson effectively"* (Participant 3). Some of the participants stated that lesson planning is important for successful teaching. As one participant stated: *"For successful teaching, you need proper lesson planning and also planning some other techniques to handle such situations that occur suddenly, so you immediately solve these problems"* (Participant 1). Few participants stated that not planning the lesson before going into the class cause a bad impact on students. As one participant stated: *"Yes, if you don't know about the topic which you are going to deliver, then you get confused in front of students, which causes a bad impact on students"* (Participant 4).

Conclusion

This qualitative study aimed to learn from primary teachers about classroom management skills through critical reflection. The researcher interviewed ten participants from The Punjab School in search of information-rich data.

After analyzing the gathered data, this study concluded that most of the participants knew about critical reflection as a term and used it in everyday work. They believed that there was no paperwork procedure for implementing critical reflection in schools, but teachers reflect critically in their teaching. They believed that critical reflection plays a vital role in developing teaching, and critical reflection is used to update our teaching. Furthermore, if a teacher does not reflect on their

past experiences, then there is no growth in that teacher. For this purpose, the teacher should use a diary. Critical reflection help teacher change their values, beliefs, and understanding according to the situation and students' needs. Critical reflection provides meaning to teachers about their teaching.

Most of the participants believed that we should use the concept of critical reflection so that we can improve our student's learning, and it matters more in primary schools. Because in Pakistan, the concept of critical reflection is not well known. If a teacher develops a habit of doing critical reflection, then the teacher develops it in the student. Students learn about the process of reasoning, which increases their thinking level. There is no boundary of critical reflection; it is important in every field but most in teaching. Participants believed that it is beneficial to implement critical reflection in Classroom Management. Without this, improvement is not going to happen.

The analysis of the data revealed that there is no implementation of critical reflection among teachers and the concept of critical reflection is not popular among primary teachers. Few participants were aware of this term, critical reflection, and also incorporating it into their teaching. It is concluded that teachers need to be aware of critical reflection for the sake of teaching development. It is also concluded that schools should arrange training sessions for teachers about critical reflection and regarding how to improve classroom management skills.

Participants were asked about the difficulties they faced in managing a classroom and how they tackled that difficulty. Collected data showed that at the start of their careers, when they had no experience, they faced many problems, but now they manage everything effectively. However, most of the participants stated that they faced difficulties many times. Some of them believed that he faced difficulties very few times and tackled them with bravery. Most participants stated that proper prior planning helps in classroom management. Most of the participants believed it was difficult to implement critical reflection; however, they had a positive attitude toward critical reflection.

It is hoped that the participants' detailed descriptions in this study will provide guidance to schools. Moreover, it is also hoped that it will prove helpful for policymakers to understand that they should include the concept of critical reflection in teachers' development in schools.

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