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Original Article

PEDAGOGY AND BEHAVIOR MANAGEMENT AT THE PRIMARY LEVEL

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ABSTRACT

This study investigates the role of Pedagogy in behavior management of students at the primary Level. The main objective of the study was to compare the level of behavior management by using lecture method, concrete pictorial-abstract approach (CPA) and hand-on learning and manipulatives at the primary level. The main research question was to what extent does the comparison of level of behavior management by using lecture method, concrete pictorial-abstract approach (CPA) and hands-on learning and manipulatives at the primary level. The population of the study was the students of primary school of District Khushab. One school was selected based on purposive sampling. One section of primary fifth grade was taken as the sample of the study. This study was quantitative in nature so, self-developed observational form was used to gather the data from the respondents. Descriptive statistics i.e. frequency, percentage, mean and standard deviation was used in analyzing the data. In inferential statistics such as regression was used to find out the conclusions. The conclusion of the study was that there is a significant difference in behavior management by using lecture method, CPA and hands-on learning and manipulatives at the primary level. On the basis of findings, it was schools and teachers training centers should support and develop teachers to enhance their ability to apply effective classroom management and learner-centered teaching methods.

I. INTRODUCTION

Challenging behaviour among primary school students such as disruption, disobedience, avoidance, and interpersonal conflict poses a major obstacle to effective teaching and learning. Teachers often encounter behavioural issues that can hinder classroom harmony and the academic progress of all learners. Pedagogical approaches play a crucial role in addressing these issues through positive classroom management, emotional support, and structured engagement techniques. Research highlights that teacher training, social–emotional learning (SEL), and inclusive pedagogies significantly reduce behavioural challenges (Pliogou & Tromara, 2025). Therefore, the management of challenging behaviors in primary school settings has evolved from reactive, disciplinary models toward proactive, pedagogical frameworks that recognize behavior as a form of communication and a critical dimension of learning. Recent scholarship (2021-2025) emphasizes that such behaviors—including disruption, non-compliance, and aggression—are often symptomatic of unmet academic, social, or emotional needs, or neurodevelopmental differences such as ADHD or autism spectrum traits. Consequently, contemporary educational research argues that effective management is inseparable from quality

teaching, positioning the classroom teacher's pedagogical choices as the primary tier of universal behavior support. Pedagogy is not merely a vehicle for academic instruction but the foundational scaffold for behavioral and emotional regulation," where structured, engaging, and responsive teaching can prevent up to 80% of common behavioral challenges by fostering predictability, competence, and belonging.

So, several studies emphasize that the early introduction of pedagogical strategies—such as restorative practices, positive reinforcement, and cooperative learning—cultivates social responsibility and reduces disruptive behaviour (Susilawati, 2025). The teacher's ability to manage conflict, model positive social interaction, and apply student-centred methods directly impacts classroom climate and student engagement. This study explores how pedagogical approaches influence the management of challenging behaviours at the primary level, with a focus on training quality, social conflicts, and avoidance behaviour. This study most of the evidence that emerged during a review of the literature on large class pedagogy was anecdotal or observational, and there was very little empirical evidence to consider the effectiveness of specific pedagogies in large classes, particularly in low resource settings. Besides, most of the studies provide either pedagogic or behavioral results, without considering the two aspects in a dynamic and real classroom. It should be noted that the importance of this paper lies in the examination of the key connection between the teaching techniques and behavior management techniques in primary education. First of all, the results will have a practical value for teachers as they will be able to manage their students' behavior in an efficient manner and keep their attention at the same time. School administrators can develop training programs for teachers based on the outcomes of this research in order to enhance their knowledge in terms of pedagogy and behavior management. Children will be the biggest winners as far as the positive learning environment will allow them to concentrate on studying and achieve better results. Moreover, parents will receive valuable information about the relationship between behavior of their children and classroom practices (Miller, 2003). The results of this research can be used as a basis for future research in the field of pedagogy and behavior management in primary education. The objective of the study is given below;

- To identify the level of behavior management by using lecture method at primary level.

II. METHOD

The chapter comprises information about the design and methodology followed while completing the research. It also includes detailed population and study samples; instrument, method and analysis of data collection techniques. In the study quantitative methods with descriptive and inferential research approach was used. The research was qualitative in nature. The survey technique was used as method of study. The data was collected from the respondents by using survey method. Data was be collected by using observational form. Population is the study was based on the primary school of District Khushab. Target population consists of all the male and female primary schools of District Khushab who were study subject of mathematics at primary level. Accessible population all the male and female students of primary schools who were studying subject of mathematics in Tehsil Jauharabad.

Participants

To reach the desired sample it was difficult to use only one sampling technique. So multistage sampling was use to divide the process into parts to select representative sample of study. These parts are given as follows.

1. At first stage, all primary schools of tehsil Jauharabad were selected.
2. From these schools one school (Govt. Girls Practicing Higher Secondary School Jauharabad) was selected based on purposive sampling.
3. One section of primary fifth grade was taken as the sample of the study.

Measures

1. Lesson plans were developed on different pedagogies that was lecture method, CPA and Hands on learning a manipulative (on the topics of Addition, Subtraction, division, multiplication, Fraction, Bar graphs).
2. An observational form was developed by containing (Classroom management and organization, instructional strategies observed, student engagement, students learning observation, collaborative &

social leaning) observations to access was facts of lecture method, CPA and hands on learning and manipulatives pedagogies on students' behavioral management.

3. Researcher made the instrument herself. A five-point Likert scale with 1= never, 2= rarely, 3= sometimes, 4= often, 5= always.

Observational forms were administered through self-visit to collecting a data. The researcher personally visited the selected classroom and systematically observed each student. Observational forms containing demographic information.

Data Analysis

The data collected through the research instrument were coded and tabulated before analyzing and interpreting it statistically. Following scoring procedure was adopted for the observational form: -Weights were given to the responses as; Never= 1, Rarely = 2, Sometimes= 3, Often = 4, Always= 5

- All data collected from the ECCE teachers were categorized on their average mean score basis. Categorization of the mean score was given as
- Means score = less than 2.50 = not observed Means score = 2.51 – 3 = rarely observed Mean score = 3.01 – 4 = sometimes observed
- Mean score = 4.01 – 4.50 = frequently observed Mean score = 4.51 – 5 = consistently observed

III. RESULTS

This chapter contains information on the analysis and interpretation of the data collected through a scale used as instrument of the study. Firstly, the data were organized in SPSS software. Data were analyzed using SPSS software. In descriptive statistics frequency, mean and standard deviation was measured and inferential statistics was used to comparing the pedagogy and behavior management at the primary level. Data collected from the students through observations. Each variable was assessed on the given evaluation criteria. Categorization was given as:

If, Mean score = less than 2.5 = not observed Mean score = 2.51 – 3.00 = rarely observed
Mean score = 3.01 – 4.00 = sometimes observed Mean score = 4.01 – 4.50 = frequently observed Mean score = 4.51– 5.00 = consistently observed

The study was based on answering the main three research questions. These questions were answered by using Regression. By applying these statistics, the research questions were answered by collecting the data, using research instrument (i.e. observational form), from the samples (i.e. grade 5th from tehsil Jauharabad, District Khushab).

Levels of Observational form of Lecture Method at Primary Level

Levels of observational form of lecture method are as follows:

Research Question 1: What is the level of behavior management do students achieve through the use of the Lecture method at the primary level?

Table I: Levels of Lecture Method

Levels	Mean score	Frequency	Percent	Weighted mean	SD
Not Observed	0.01-2.50	3	12%	2.50	0.72
Rarely Observed	2.5-3.00	6	25%		
Sometimes Observed	3.01-4.00	15	62%		
Frequently	4.01-4.50	0	0		
Consistently Observed	4.51-5.00	0	0		
Total		24	100%		

Table 1 indicate that the Lecture Method was sometimes observed**,** with a weighted mean of 2.50 and SD = 0.72**.** Out of the 24 observations, 15 observations **(**62%) rated it as sometimes observed*,* 6 observations (25%) rated it as rarely observed*,* and 3 observations (12%) rated it as not observed*.* No respondents rated the lecture method as frequently observed or consistently observed. This shows the trend that the lecture method is used sometimes in teaching but is not used very often.

Levels of Observational form of CPA at primary level

Levels of observational form of CPA is as follows

Research Question 2: What is the level of behavior management do students achieve through the use of the CPA approach at the primary level?

Table II: Levels of CPA

Levels	Mean score	Frequency	Percent	Weighted mean	SD
Not Observed	0.01-2.50	1	4%	2.60	0.58
Rarely Observed	2.5-3.00	8	32%		
Sometimes Observed	3.01-4.00	15	60%		
Frequently Observed	4.01-4.50	0	0		
Consistently Observed	4.51-5.00	0	0		
Total		24	100%		

The table 2 shows that most 60% of the observations with frequency 15 said that CPA was sometimes observed. Meanwhile, 8 observations (32%) said it was rarely observed, and 1 observation (4%) said it was not observed. No observation rated CPA as frequently or consistently observed with mean score=2.6 and SD= 0.58. This shows the trend that the CPA approach was sometimes used in the classroom.

Levels of Observational form of Hands-on learning and manipulates method at primary level

Levels of observational form of hands-on learning and manipulatives method is as follows. Research Question 3: What is the level of behavior management do students achieve through the use of the hands-on learning and manipulatives method approach at the primary level?

Table III: Levels of Hands-on Learning and Manipulatives Method: Activity Method

Levels	Mean score	Frequency	Percent	Weighted mean	SD
Not Observed	0.01-2.50	2	8%	2.4	0.65
Rarely Observed	2.5-3.00	10	42%		
Sometimes Observed	3.01-4.00	12	50%		
Frequently Observed	4.01-4.50	0	0		
Consistently Observed	4.51-5.00	0	0		
Total		24	100%		

Table 3 shows that Most 50% of the observations with frequency 12 said that the Activity Method was sometimes observed. 42% of the observations with frequency 10 said it was rarely observed, and 2 (8%) said it was not observed with mean score 2.4 and SD = 0.65. This shows the trend that the Activity Method was sometimes used in the classroom.

IV.DISCUSSION

The result of the study showed that the three methods, which were the Lecture Method, CPA approach, and Activity Method, were moderately implemented in the primary mathematics classes. Overall, classroom management, instructional strategies, student engagement, learning outcomes and collaborative learning were moderately observed, with some indicators infrequently observed. This meant that teachers were using a variety of different teaching and learning styles, but this did not happen consistently when using the different aspects of mathematics instruction and learning. The moderate use of the Lecture Method is in line with the findings of the

research that direct instruction remains one of the important methods in mathematics instruction, especially when the concept, procedures are being explained and structured learning experiences are given. Structured instruction is characterized by clear explanations, modeling, guided practice, and feedback, which are all important aspects of effective teaching, said (Rosenshine, 2019). Mathematics learning, however, also needs to provide opportunities for students to reason, talk and problem solve during the primary years. The National Council of Teachers of Mathematics (NCTM, 2014) highlighted that the best mathematics teaching and learning is a process in which learners construct their own understanding of mathematical ideas instead of being told by their teachers.

CPA approach findings indicated moderate implementation with little evidence of manipulatives and visuals. This discovery aligns with research that suggests mathematical learning occurs better when abstract topics are related to concrete and visual experiences. Concrete manipulatives have been shown to be effective when used in conjunction with instruction that links concrete materials to mathematical concepts and ideas (Carbonneau, Marley, & Selig, 2013). Likewise, Fyfe et al. (2014) pointed out that the process of shifting from concrete to pictorial to abstract representations aids in deepening learners' conceptual understanding. The results thus suggest the significance of representation-based learning in the primary mathematics classroom. The findings with regards to the Activity Method showed that students' participation, questioning and interaction were observed to a certain extent, with a lack of consistent evidence of collaborative learning practices. This discovery is in line with research in early mathematics that highlights the importance of children's active involvement and experiences of meaningful learning in their mathematics development. Clements and Sarama (2021) wrote that children's learning of early mathematics is enhanced by activities that encourage them to explore, reason and communicate about math. Likewise, OECD (2020) pointed out that active involvement, interaction and experiences that allow children to build knowledge are important to quality early learning environments.

V. CONCLUSION

The findings of the study indicate that lecture method, Concrete-Pictorial-Abstract (CPA) approach, and hands-on learning and manipulatives were moderately implemented in primary mathematics classrooms and contributed to classroom behavior management to varying degrees. The lecture method was observed at a moderate level, while the CPA approach showed somewhat greater use, particularly in supporting students through concrete and visual representations. Similarly, hands-on learning and manipulatives encouraged student participation, interaction, and engagement, although their consistent use was limited. Overall, the findings suggest that a combination of structured instruction, representation-based learning, and active learning strategies can support effective classroom management and student engagement at the primary level. Therefore, teachers and teacher-training institutions should strengthen teachers' capacity to use diverse, student-centered pedagogical approaches consistently to create more engaging, organized, and supportive learning environments.

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