

Insights of High School Teachers Regarding Classroom Management: A Research of the Government High School Damba Goth, Malir

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Abstract: The study is based on research that examines the views and experiences of high school instructors with regard to classroom management in a government high school in Malir, Sindh. Using a qualitative phenomenological approach, ten teachers were observed, and their data were analysed using thematic analysis in order to explain the key issues, approaches, and emotional implications of managing classes. The results show that teachers are struggling with significant challenges related to student misbehavior, overpopulation of the classroom, inadequacy of the materials, and absence of effective parental engagement, which all hinder discipline and student engagement. To overcome these issues, teachers use adaptive strategies such as methods of reinforcement, learning activities, direct declaration of rules, and flexibility to develop a supportive learning environment. Emotional resilience was one of the key factors because teachers often tend to be stressed and frustrated, but they are patient and understanding and willing to build trust and love with students. The paper concludes that classroom management depends not only on the practice of the teachers alone, but also on the institutional and parental support. Among the recommendations, there will be reducing the class sizes, enhancing the collaboration between schools and home, and providing continuous professional development that is aimed at emotional regulation and conflict resolution. Altogether, this research gives much information about the intricacies of managing the classroom in the educational environment that lacks resources, which demonstrates the importance of the holistic and team-based strategies to improve the positive student behaviour and teacher well-being.

Keywords: Classroom Management, Government High School, Insights of Teachers



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Introduction

Classroom management is an aspect that is central to creating an effective learning environment where students can achieve their full academic potential. It includes a set of approaches and methods used by teachers to ensure discipline, the higher level of student engagement, and the positive results of the behavior. Educators in government institutions, especially those which are located in underserved areas like Malir, are exposed to unique issues, which include large classes, a lack of learning tools, and a diverse student population. As an example, a survey by Egeberg et al. (2020) of 50 school teachers in Australia found that effective classroom managers develop positive relationships, establish clear boundaries, and involve students in the learning process. In a similar way, Habibi et al. (2017) studied

the practice of eight Indonesian English teachers, and the teaching standards, classroom climate, and time management were discussed as important aspects of effective classroom management. Moreover, a study by Mamaile et al. (2023) of twelve South African teachers found that big classrooms and insufficient parental engagement were some of the biggest barriers to classroom management. It is also essential to understand how students and teachers overcome these obstacles, which can improve the outcomes of education. This research analyses high school teachers' views and experiences at Damba Goth Government High School in Malir with respect to classroom management practices. The study will determine the strategies that are used, their challenges and solutions that these educators have advanced. This paper hopes to make a contribution to the development of more successful classroom management strategies in similar schools through the analysis of the perspectives of teachers.

Statement of the Problem

Classroom control is an essential part of quality teaching and learning. However, the teachers in state schools often struggle with a significant challenge of enforcing discipline, encouraging students to engage in the learning process, and building a positive classroom environment. In the case of Government High School Damba Goth in Malir, the issues discussed are aggravated by the overcrowded classes, lack of instructional materials, and the diverse student behaviours. Such circumstances make it difficult to establish the use of effective management techniques by teachers. In turn, this leads to frequent derailment of the instruction process, which has been followed by poor student achievement and the high turnover of teachers. Although the importance of classroom management in improving the outcomes of learning is recognised, there is a lack of studies that analyse the views of teachers in this setting. To this end, the current research is expected to examine the experiences and perspectives of high school teachers on the issue of classroom management and strategies in Government High School Damba Goth, Malir, Sindh.

Research Objective

- ▶ To investigate the experiences of the high school teachers regarding classroom management.

Literature Review

Managing the classroom in the high school setting. Well-managed classrooms in high schools are very important in ensuring that student behavior, engagement and academic achievement are improved through setting concise expectations, nurturing constructive learning conditions, and the use of proper teaching methods. The strongest case can be made by Pas et al. (2015), who made observations in 1,262 classrooms in 52 high schools and noted that 71% of the classrooms involving proactive management strategies in terms of increased chances of student response, as well as reduced manifestations of disapproval, consistently met behavioural expectations. Conversely, however, only 6 percent of those classrooms that were administered to reactive, disapproval-intensive courses presented the same results (Pas et al., 2015). The analysis of complementary studies by Purwandoko et al. (2023) revealed that the use of transformational leadership strongly improves classroom discipline and student participation, whereas the study by Oluoch-Suleh et al. (2020) showed that effective classroom management reduces indiscipline and contributes to the formation of character qualities (Purwandoko et al., 2023; Oluoch-Suleh et al., 2020). However, the implementation challenges still exist; Mamaile et al. (2023) considered large group sizes and low parental engagement as the main barriers to its implementation, according to the interviews with 12 teachers working in three schools (Mamaile et al., 2023). All the literature, in general, supports the idea of proactive classroom management approaches as opposed to reactive ones.

Efficient Strategies for Classroom Management

Best classroom management practices always insist upon setting clear expectations, developing positive teacher-student relationships, and establishing structured learning environments to boost student engagement and minimise disruptions in behaviour. Empirical studies provide a set of evidence-based strategies, in which the articulation of unambiguous rules and behavioral norms is understandable to students (Wahyuni et al., 2025), building a high-quality teacher-student relationship, which has been proven to reduce the disciplinary problem (Terada, 2017), the implementation of active learning strategies, including collaborative and project-based learning (Sudharsono et al., 2024), and the use of positive reinforcement techniques to reward appropriate student behavior (Ahmed et al., 2016).



The literature to support the research includes an extended time horizon of 1981 to 2025, and the results of the research show that the impact of classroom management has a significant effect on student academic success (Terada, 2017). However, the available studies are largely qualitative analyses and theoretical frameworks, but not exact quantitative effectiveness. Moreover, the literature emphasizes the need to combine both the preventive strategies and the reactive intervention techniques, but also notes the fact that both the strategies and the techniques should be modified to suit a more diverse population of students, including those with special educational needs (Polirstok et al., 2015).

Preparedness and Professional Development of Teachers

Teachers often complain of the lack of training in classroom management, but professional development programs have proven to be an effective way of improving teacher skills and student performance. Despite the richness of the current evidence, it still seems to point to a consistent deficiency in the early teacher training. The literature review revealed that didactic instruction, coaching, and performance feedback are commonly regarded as the key elements of effective professional development (Wilkinson et al., 2020). A survey of 157 preservice teachers showed that an integration of the theoretical courses and practice training helped to create the most sense of preparedness (Christofferson et al., 2015). However, in a sample size of 79 teachers (including 54 graduate and 25 student teachers), 83.5% of the teachers reported or wished to have extra training in the area of behavior management (Giallo et al., 2003). It is worth noting that, in spite of having undergone extensive preservice training, over 83% of 62 special education teachers reported feeling unprepared, and 64% of those who had participated in post-graduate training nonetheless indicated that they still needed future professional development. Moreover, a systematic review supported positive correlations between engagement in professional development programs and changes in classroom management, which further resulted in direct positive student outcomes (Dacholfany et al., 2024).

Pakistan Environment of Government School

In Sindh, Pakistan, classroom management in government schools is faced with significant challenges due to a lack of infrastructure, difficulties in behaviour management and resources. The above conclusion has been underscored by multiple studies that used different methodologies. As an example, Niazi et al. (2024) examined the public schools of the Sanghar District of Sindh and found that the management of the classroom and its effect on student learning had a significant correlation. In a similar study, et al. (2024) interviewed 20 head teachers of 40 government secondary schools in the Sindh state, revealing such critical problems as poor basic infrastructure, such as access to clean water, electricity, and furniture insufficiency, lack of financial resources, the shortage of teaching personnel, and the inability to deal with teachers with limited professional skills. To a great extent, classroom management is impacted by these problems. Ahmad et al. (2010) discovered that physical classroom environments are controlled in both the public and the private sectors, but the behavioural problems are not controlled in the public schools, unlike in the private schools that do not experience the behavioural problems.

Research Design

The research design used in this study was qualitative, that is, the phenomenological approach. Qualitative methodologies are necessary when it comes to developing a deep insight into complex phenomena, understanding unique or unpredictable events, and explaining the lives and views of people holding different perspectives and roles. These procedures also allow underrepresented voices to be heard, preliminary research to be made to develop a theory and allow the creation and testing of hypotheses, therefore, providing more insight into the causal factors behind perceived phenomena (Sofaer, 1999).

The thematic analysis was taken as the main method of analysis because the study aims at examining the written thoughts of high school teachers on the topic of classroom management. The study sample was a sample of all teachers in high schools of the Government High School, Damba Goth. The sampling method was a convenience sampling strategy, and this gave a sample size of ten teachers. The thematic analysis was used to collect the data.

In data analysis, thematic analysis was used to determine themes, sub-themes and codes out of the original raw data, which is known as data segmentation. Braun and Clarke (2006) define thematic analysis as the process of



determining patterns or themes of qualitative data. It started with a thorough manual analysis of the data to identify similarities and differences in conceptual material. This methodology enabled the researcher to systematize the data and make decisions that were informed at every point of analysis (Charmaz, 2008). It was performed using thematic analysis, according to which coded data were studied thematically to determine common themes, topics, patterns, and points in terms of classroom management discourses in the provided insights.

Data Analysis

Theme 1: Problems in Managing the Classroom

Student misbehavior, overcrowded classes, and lack of resources were the most emphasized issues that teachers used to mention. These difficulties hamper the flow of teaching and reduce the performance of learning among students. Moreover, the lack of assistance of school institutions and parents worsens the issues of discipline and involvement of pupils.

Participant R-6 *"pointed out that because of the high student population, it is virtually impossible to provide them with personal attention or to exercise total control, which impact negatively on the teaching process and student interest."* This assertion highlights the difficulty of dealing with student behavior in overcrowded classrooms where part of the students will be seen engaging in misbehavior and ignoring instructions, as well as disrupting the learning environment.

Participant R-2 *"carried himself saying that, institutional and parental support should be provided so as to maintain discipline and also motivate learners"*. There is empirical evidence to support the assumption that inadequate instruction materials and insufficient parental involvement make it hard to manage the classroom. Without adequate teaching materials and reinforcement back home, the students will develop lack of interest and will become more difficult to handle.

Participant R-7 *"mentioned the presence of a peaceful and positive attitude towards conflict in the student community, whereby, instead of engaging in punitive activities, the teacher isolates the conflicting students, helps them think about their actions, and leads them towards the identification of their errors."* This method brings out the possibility of the capabilities and abilities of teachers to avert and remedy conflicts that involve students.

Theme 2: Teacher Strategies and Adaptive Practices

Although teachers face a number of issues, they adopt motivational, activity-oriented, and rule-based approaches to facilitate the classroom setting. Most are focusing on the flexibility, personal approach, and positive reinforcement to maintain the order and the interest of the students. The coping strategies that are identified as vital include adaptability and proactive communication.

Participant R-9 says, *"I suppose that positive motivation will be more effective than strict control, which is provided by praise of the students and engaging them in activity-related efforts."* This will create a more interactive classroom environment and will also increase student concentration. In addition, the approach also helps build self-confidence in students and curbs disruptive behaviors.

Participant R-4 *"accentuates the necessity of how well the rules are stated and there exists fairness in classroom management."* They make sure that the students understand the rules and expectations at the very beginning. Through rewarding good behavior among students, they are able to encourage others to behave in the same way. Also, this participant will change their management methods based on the social and academic background of students, which shows flexibility and compassion.

Participant R-10 *emphasizes the fact that successful classroom control is based on patience and consistency.* Open communication can be used to iron out miscommunication, whereas rules should be enforced at all times and give students a sense of what to expect out of them. This moderation will allow instilling discipline without creating fear or a feeling of alienation in the students.

Theme 3: Emotional Impact and Teacher Student Relationship

The problems in the classrooms often lead to emotional fatigue, increased stress, and lack of motivation in teachers; however, educators strive to remain patient and self-composed. Most teachers stress that they have to establish trust,



empathy, and respectful relations to teach efficiently. The personal traits that came out to be very important are patience, consistency, expertise in communication, and self-confidence.

Participant R-1 *“observed that misbehavior of students may become emotionally exhausting and demotivating, but they are aware that teachers are struggling consciously to stay positive and calm because they are aware that their attitude is a significant factor of children's behavior in the classroom.”*

Participant R-7 *“emphasized the need to build a good relationship with the students instead of letting the challenges impose emotional barriers.”* They are more interested in mutual trust and respect that contribute to better results of behavior and cooperation.

Participant R-5 *“stated that a teacher should maintain a composed, confident, and friendly attitude. These attributes will help in creating a peaceful educational environment in which the students can feel at ease and feel respected.”* Friendliness and patience are considered to play a crucial role in the elimination of tension and understanding each other.

Findings

The teachers face a significant challenge in classroom management, which can be attributed to the misbehavior of students, overpopulated classrooms, and limited resources that hinder the execution of effective disciplinary action and student interactions. Additional management challenges, as well as home-school relationships and lack of support systems, create additional contextual impediments that contribute to the challenges faced and reduce overall effectiveness. Teachers in turn apply various adaptive and constructive strategies of using motivational strategies, positive reinforcement, setting clear behavioral objectives, and using learning activities to foster positive behaviors among students and increase engagement. Although they are emotionally stressed due to student misbehavior and interpersonal conflicts, educators are emotionally resilient and empathetic which helps them to maintain the professional relationships based on trust, respect, and a positive classroom atmosphere.

Conclusion

The data show that classroom management is a complex issue, which is affected by behavioral, contextual, and emotional aspects. The teachers are faced with the challenge of handling big classes, inadequate teaching resources, and irregular parental participation that impact negatively on the discipline and participation of students. Through these challenges, educators adopt proactive and adaptive strategies like adoption of motivation, positive reinforcement and setting up of effective communication procedures to maintain sanity and develop a positive learning environment. The importance of emotional intelligence in ensuring proper relationships in the classroom is emphasized by them focusing on patience, being consistent, and inclusion. In as much as student misbehavior may trigger anger and emotional burn out, the teachers effort to maintain trust and respect is a testament to fairly high levels of professional empathy and strength. To improve the dynamics in the classroom, it is required to meet the structural challenges of the classroom, such as overcrowding and poor home-school relationships, as well as to offer teachers continuous training in emotional regulation and conflict management. Finally, effective classroom management does not only depend on the techniques of the teachers in question, but also on the institutional and parental support that will go hand in hand in ensuring discipline, engagement and respect towards each other in the educational environment.

Recommendations

- ▶ Learning institutions ought to lower the student-teacher ratios or offer more in-class assistance to enhance classroom management and be able to offer more personalized assistance to students.
- ▶ A better communication between the school and home and the introduction of parental involvement programs could help to improve the discipline and collaboration of the students.
- ▶ Continuous professional growth based on emotional regulation and conflict management, as well as inclusive pedagogies, may also help educators develop the skills that will support them in managing behavioral problems effectively.



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