

Classroom Management and the Conditions for Teaching and Learning in Rural Nepal: A Study of Secondary Schools in Achham District

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ABSTRACT

Classroom management is often thought of as a set of teacher skills, but it is also influenced by the infrastructure, poverty at home, school governance, monitoring, and teacher-student and teacher-family relations in rural, resource-poor schools. This study focused on the situation of classroom management and its implications for teaching and learning in four secondary schools of Dipayal Rural Municipality, Achham district, in Nepal. A descriptive mixed-methods case-study design was used. The purposive sample consisted of 36 stakeholders: four head teachers, eight teachers, 12 students, eight parents, and four chairpersons of the School Management Committees. Data from the questionnaire, classroom observation, interviews, focus group discussion and document review were collected and analysed in 2076 BS using descriptive counts and thematic synthesis. Classroom conditions varied between the schools. Lower grades tended to be less crowded, while Grades 6-10 were often very crowded; furniture was not always adequate or appropriate; sanitation and material organization were inconsistent; and annual or monthly teaching plans were not always followed in class. Stakeholders noted that there were interrelated barriers such as student indiscipline, lack of infrastructure, economic hardship in the home, political interference, irregular monitoring, unclear recognition/sanction procedures, and limited parent-teacher coordination. These factors decreased instructional time, diminished communication, limited active pedagogy, and hindered learning continuity. The findings suggest an ecological perspective on classroom management that stipulates that teacher practice continues to matter but it is not independent from the material, relational, and governance conditions. The study suggests a phased approach to improvement, including minimum classroom standards, supportive discipline, student attendance, school-based instructional oversight, improved family-school communication, clear leadership, and targeted funding from the local government. Due to the small size, purpose, and cross-sectional design of the study, its contribution is analytical, not statistically generalizable.

Keywords: Classroom management, teaching and learning, secondary school, rural education, school climate, educational leadership

INTRODUCTION

Classroom management plays a pivotal role in effective teaching by shaping the time, space, expectations, relationships and instructional routines in which learning takes place. It is about more than dealing with misbehaviour. It includes setting up predictable routines, fostering a safe and respectful environment, organizing space and materials,

conveying learning expectations, addressing student needs, and maintaining student engagement. Classroom management has therefore been defined as a part of the teacher's job, and not as a peripheral activity of a different discipline, dubbed educational psychology (Emmer & Stough, 2001). Meta-analytic findings also suggest that when implemented properly,

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a good management strategy can enhance academic, behavioural, emotional, and motivational outcomes for students, but with context and quality of implementation (Korpershoek et al., 2016).

Classroom management has different practical meaning in different education contexts. Well-resourced systems may involve conversations about instructional routines, behavioral supports or teacher-student interactions. In rural schools where rooms are limited, management is also asking if rooms are sufficiently large, furniture is usable, toilets and drinking water are available, learning materials can be accessed and pupils can attend regularly. The classroom is in relation to a broader school and community ecology. Household poverty can cause absences, poor supervision can lead to teachers or students being absent, political pressure can impact staffing and decision making, and poor communication between school and home can cause a delay in addressing issues that arise. Tackling all of these challenges as teacher-level failures provides a partial diagnosis and risk misguided policy solutions.

This is especially important in rural regions of Nepal, where schools might have to provide services to widely spread populations and may face significant financial, facility, and administrative limitations. As for the original field study on which this article is based, the four secondary schools studied were in Dipayal Rural Municipality of Achham district. It recorded differences in the size of classroom, furniture, lighting, sanitation, educational materials, teaching plans, communication, discipline, monitoring, and coordination between stakeholders in the classroom. It also noted reoccurring anxieties of economic hardship or political influence. Causal estimates of effects on examination scores cannot be made with the data. They do, however, offer a multi-stakeholder description of the organizational conditions of teaching and learning in the selected schools.

The study fills a longstanding research gap between classroom management and low-resource rural schooling. The results from the international evidence focus on individual interventions or on standardized observation and large samples. While this type of work is useful, some decisions made locally require understanding of the interplay among physical, behavioural, relational and governance

barriers in specific schools. These combinations can be identified in a mixed-methods case study and can indicate priorities for possible improvement even if the study isn't able to be generalized to the population.

This article aims to reanalyze and present the original study in a rigorous and theoretically informed manner. It asks three questions namely, (1) What was the situation of classroom management in the four selected secondary schools? The following questions were used to examine the material, behavioural, socioeconomic, relational, and governance issues that limited classroom management, and the school- and system-level measures that were identified as practical responses: (2) What material, behavioural, socioeconomic, relational, and governance problems constrained classroom management? and (3) What school- and system-level measures were identified as practical responses? The article conceptually frames the issues of classroom management as an ecological and organizational process, combines stakeholder accounts with observation and documentary evidence, and offers a sequence of actions for rural secondary schools based on the findings.

LITERATURE REVIEW

Classroom Management has always been defined as the activities that teachers perform to build an environment in which students can learn socially and emotionally and academically. Emphasis is placed on the proactive teaching of expectations, active supervision, opportunities to respond, acknowledgement of appropriate behaviour, and consistent correction of problems (Simonsen et al., 2008). A systematic review of teacher classroom-management practices was conducted to determine the effectiveness of structured and preventive practices in reducing disruptive or aggressive behaviour, with the results indicating that there are such practices that can be effective (Oliver et al, 2011). The results contradict the limited perception that management starts when misconduct happens. Good management is anticipatory in that teachers plan routines and learning tasks that minimise ambiguity, maximise participation and make a productive behaviour more likely.

Management is inescapable from the quality of instruction. Available teaching time is wasted when transitions are slow, rules are not clearly understood, materials are not on hand, and noise is not managed.

On the other hand, classrooms that are well organized enable teachers to implement questioning, discussion, group work, projects, and formative assessment more effectively. Korpershoek et al. (2016) concluded that management programmes may have an influence on academic outcomes (as well as behavioural outcomes) and that order has an effect partly by affording opportunities to learn. The gap between teachers' year plan and monthly plans for that year and between annual plans and what is actually implemented in the classroom, together with the fact that in the present study reliance on one-way textbook teaching is reported, suggests that management and pedagogy should be treated as a whole rather than separate.

A second group of research focuses on social and emotional processes. The prosocial classroom model suggests that SE competence of the teacher will impact classroom organization, teacher-student relationships, and students' readiness to learn (Jennings & Greenberg, 2009). Meta-analyses have demonstrated a link between positive affective relationships with teachers and increased engagement and achievement, the impact of which is even more significant for students at risk of disconnection (Roorda et al., 2011). Longitudinal studies also show that the teacher-student relationship and engagement have a reciprocal relationship over time (Quin, 2017). Teachers who express respect, fairness and care are more likely to have students cooperate; teachers who humiliate, are inconsistent, and don't care about students are less likely to have students cooperate.

This relational dimension is observable in classroom interaction research. Pianta and Hamre (2009) suggested these three dimensions of interaction—emotional support, classroom organization, and instructional support—as key areas. The classroom analysis of teachers' practice revealed that supporting secondary students' achievement through intervention was possible, indicating that relational and organizational practices could be developed through teacher intervention (Allen et al., 2011). Motivation research comes to a comparable conclusion. Perceived teacher care is related to adaptive motivation (Wentzel, 1997), relatedness to engagement (Furrer & Skinner, 2003), and interpersonal relationships are central to motivation and achievement, not peripheral (Martin & Dowson, 2009). The results are very relevant to the situation of the schools of Achham which has been reported of

weak linkage of teachers to students and noisy classrooms.

The analysis doesn't end with individual teachers; it can be expanded to the school climate. Climate is a multidimensional phenomenon that includes safety, relationships, teaching and learning, the school environment, and school improvement processes (Thapa et al., 2013; Wang & Degol, 2016). The predictability, support, and meaning a student finds in school influences the way students behave in school (Fredricks et al., 2004). In this perspective, discipline is a process of generating the norms that are legitimate and understandable, not only a process of imposing punishment. Authoritative school discipline has been shown to be related to reduced rates of bullying and victimization in research studies (Gregory et al., 2010b). However, exclusionary and inequitable discipline practices can actually exacerbate learning gaps and inequities instead of addressing the root causes (Gregory et al., 2010a).

Conflict, aggression, bullying, disobedience, noise in the classroom, damage to property, mobile-phone abuse and absence were reported in the source study. International experience indicates that such behaviours need to be dealt with through a multi-layered approach of preventing them, not just punishing them. School-based anti-bullying programmes have produced meaningful but variable decreases in bullying and victimisation (Ttofi & Farrington, 2011), and meta-analysis of individual, family, peer and school predictors of bullying have been identified (Cook et al., 2010). If teachers make brief attempts to enhance empathic responses, fewer children will be suspended (Okonofua et al., 2016). A clear code of conduct is, therefore, essential for the selected schools, complemented by clear guidance and teaching of expectations, student involvement, consequences that are proportionate, and restorative opportunities.

Attendance is another critical management outcome as students cannot benefit from well-organized instruction if they do not attend. Gottfried (2010) identified a strong relationship between attendance and achievement in urban schools, and Kearney (2008) found that being absent is a symptom of several functions and pathways of risk. Achham study found that irregular attendance was associated with discipline and economic hardship in the family.

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This distinction matters. A student on leave due to work or transport needs, or because they have responsibilities to look after a relative or because they are not able to afford the school fees due to seasonal or unemployment issues, needs a different response to a student that has decided to leave due to unfriendly relationships in the classroom. An effective attendance system integrates the following elements: accurate records, early contact with families, problem diagnosis and supportive follow-up.

Material conditions are opportunities and constraints for management. The physical setting impacts concentration, comfort, mobility, visibility, safety, and collaborative learning. A large study of classroom design identified that the three factors; naturalness, individualization, and appropriate stimulation were correlated with pupils learning progress (Barrett et al., 2015). There is also research that correlates school-facility quality to climate and achievement (Uline & Tschannen-Moran, 2008), and that indicates that school climate may be a part of the influence of school building conditions on attendance and achievement (Maxwell, 2016). Several indoor environmental quality reviews have identified possible impact on student achievement from indoor environmental quality factors such as ventilation, temperature and pollutants and empirical studies have correlated substandard classroom ventilation with lower academic achievement (Mendell & Heath, 2005; Haverinen-Shaughnessy et al., 2011). The following studies corroborate the significance of the observations made in the source study regarding congestion, dark and damp rooms, sanitation, furniture, and limited materials.

But it's not enough on its own. School resources can only have an educational impact if it translates to changes in teaching and participation. Some studies on instructional and technology-based programs in primary schools in developing countries reported positive effects on learning, although effect sizes differed; and some inputs were insufficient to effect changes in learning (McEwan, 2015). A systematic review also found that interventions are most effective when tackling binding constraints and the processes through which learning is created (Masino & Niño-Zarazúa, 2016). This implies that new classrooms, furniture, computers or Internet access must be incorporated as part of maintenance

plans, teacher support, timetabling and monitoring, not as separate interventions.

Another dimension to the classroom-management system is comprised of teacher capability and working conditions. Teacher self-efficacy impacts on persistence and strategies to overcoming obstacles. Tschannen-Moran and Hoy (2001) proposed a comprehensive model of teacher efficacy, and a multivariate meta-analysis revealed a relationship between teacher efficacy for classroom management and lower burnout (Aloe et al., 2014). The school climate and SEL conditions are also related to teacher stress, job satisfaction, and efficacy (Collie et al., 2012). Providing professional learning that is content-focused, sustained, coherent, collaborative, and linked to practice (Desimone, 2009; Opfer & Pedder, 2011) is more effective. The average effects of coaching are positive on instruction and smaller, but still significant, on student achievement (Kraft et al., 2018). The findings support the cycles of observing, giving feedback, modelling, and reflecting on learning in school rather than the single training.

However, such cycles are only observed if there is leadership and monitoring. Management practices are important, as the goal, staffing, observation, data utilization, and accountability are organized by management. Across the country, there are indications that better school-management practices are correlated with better education outcomes, though institutional context influences this correlation (Bloom et al., 2015). Leadership research also indicates that teaching and learning practices are more strongly related to student outcomes than is administrative leadership (Robinson et al., 2008). In Achham schools, the stakeholders indicated irregular monitoring, poor follow-up on reports and political involvement in governance and appointments. These findings suggest that credible routines in schools are necessary for improvement: regular visits to the classroom, feedback is documented and shared with others, agreed next steps are shared publicly, and the roles of School Management Committees and political actors are clear.

Household conditions impacting attendance and participation are a particularly significant challenge for family-school relations. Researchers have carried out a number of meta-analyses, and there is a general positive correlation between parental

involvement and academic success (Fan & Chen, 2001; Jeynes, 2007), though the optimal kinds of involvement vary by age. In the middle school grades, academic socialization (communication of expectations, learning strategies, and linking school to future planning) seems to be more positively associated with academic outcomes than does homework control (Hill & Tyson, 2009). Poverty is also strongly linked to achievement (Sirin, 2005) and schools need to avoid making poverty-related limitations seem like parental apathy. To enhance coordination without imposing unrealistic demands on families, regular meetings, home contact, readily available information regarding scholarships, and respectful problem-solving are all important.

The literature reviewed taken together confirms the use of an ecological approach in the present study. Structural conditions refer to the classrooms, furniture, sanitation, light, ventilation and materials. Household conditions include economic pressure and constraints on attendance. Governance conditions consist of leadership, monitoring, resource allocation and political influence. They create the climate for classroom-management procedures like routines, planning, pedagogy, communication, and discipline, and for relationships between teachers, students, and families. Immediate outcomes are: time-on-task, engagement, safety, participation and continuity in conditions for teaching and learning. The framework does not require the data from the source to be causal pathways. Instead, it outlines the evidence and suggests mechanisms to be subjected to future research.

METHODOLOGY

The study was conducted in a descriptive mixed-methods approach and applied a case study design. The design was suitable, because the research questions focused on observable classroom conditions as well as the perceptions of the problems by the stakeholders. The quantitative data involved were descriptive counts and percentages reported in the original study. Classroom observations, interviews, focus group discussions and school documents were used as qualitative data sources. The classroom-management system in each of the schools selected was used as the unit of inquiry, and evidence was collected from various stakeholder groups to minimize dependence on one voice.

The study was carried out in four secondary schools of Dipayal Rural Municipality in Achham district of Nepal. The schools were referred to as rural and remote. Initially, 12 secondary schools were included and four (33.3%) were selected purposively. The selection of information-rich cases was done purposively rather than taking a representative sample. This does not allow generalisation to the outside, but is consistent with the diagnostic aim of the study.

The sample consisted of 36 participants (four head teachers, eight teachers, 12 students, eight parent participants, and four chairpersons of School Management Committees). Head teachers and chairpersons of committees gave details on governance, infrastructure, finance and monitoring. The teachers explained the teacher planning, discipline, materials, communication and supervision. Students provided first-hand reports on classroom order, attendance, relationships, and facilities. Parents discussed constraints at home and coordination with school. These groups allowed comparisons to be made between organizational roles.

Table 1
Participant composition

Stakeholder group	Number	Primary contribution to the study
Head teachers	4	Governance, infrastructure, finance, supervision
Teachers	8	Instruction, planning, discipline, materials, communication
Students	12	Classroom experience, attendance, behaviour, facilities
Parents	8	Household constraints and school-family coordination
SMC chairpersons	4	Governance, oversight, resource mobilization
Total	36	Multi-stakeholder evidence base

Note. SMC = School Management Committee. The sample was purposive and is not statistically representative.

Five types of evidence were employed. Questionnaires were given to the Head teachers, teachers, students, parents and office bearers of the School Management Committee. Second, observation forms were used to examine the size of the classroom, seating, furniture, light, ventilation, sanitation, educational materials and classroom order. Third, key stakeholders were interviewed to delve deeper into causes and potential solutions. Fourth, shared and contested experiences were identified through focus group discussions with teachers, students, and parents. Fifth, School records, registers, plans, reports and committee minutes were inspected. Scale scores and psychometric testing are not reported for the source manuscript; hence, the reliability coefficients of the instruments or the measurement properties of the instruments used in the present article cannot be claimed as standardized.

The data collection was conducted in 2076 BS in the year 2019/20 CE. School visits were made with administrative permission. Field period included questionnaires, interviews, observation and focus groups, and document review. There was no personally identifying information about participants or schools and participation was voluntary and confidentiality was respected. An ethics-review reference number is not found in the source record and is not inferred here.

The analysis was carried out in two interrelated steps. Where there was quantitative information it was summarized using counts and simple proportions given that denominators were explicit. Due to the small and purposive sample, no significance test could be used. Qualitative materials were structured around the themes of physical conditions, instructional organization, communication, discipline and attendance, economic constraints, political and administrative governance, monitoring and accountability, reward and sanction practices and parent-school coordination. Integration was achieved by a matrix of themes, displaying the responses to the questionnaires, observations, interviews, focus group results, and documents. That convergence across sources was considered a

strengthening finding and differences were not forced to become consensus.

There are a number of procedures that support the credibility of the analysis. Multiple groups of participants and methods were used to create triangulation. The results enable the differentiation of direct observations (congestions in the classroom, arrangement of material) and explanations of the stakeholders (political interference, economic hardship). Numbers are reported by respondent groups, not aggregated and reported in an arbitrary total. Interpretations do not apply beyond the selected schools and to the perceived/observed condition. The analysis also looks for variations: for instance, some classrooms were well lighted and ventilated and one school set up educational materials in a systematic manner, indicating that not all classrooms were in the same state of deficiency.

RESULTS

The physical setting was grade and school dependent. In Grades 1-5, the level of participation in the program was relatively low and the size of the rooms was generally considered spacious in relation to the standards used in the original study. A higher density of students was observed in grades 6-10, which made it more difficult to move around, monitor, and group flexibly. There was a slight decrease in enrolment in Grades 11-12, where the chances were higher that the size was sufficient. A school level count of classrooms can mask grade-level congestion in this pattern. The number of buildings is not the only indicator of resource planning, but also the size of the classes and timetable usage at each grade.

In some schools there was a lack of furniture and pupils' furniture was not always suitable for their age. Younger pupils were unhappy with the height of the benches and desks. Lighting and ventilation in the classrooms was adequate, although some classrooms had poor lighting or ventilation. Inconsistent cleaning, chairs and tables not always organized, problems with drinking water, toilets, library, playground, electricity, internet and computers were reported. These come far from being cosmetic concerns. Furniture could be poorly arranged to limit teacher access to the classroom, staff could be restricted in their movement by congestion, the darkness and dampness may reduce

comfort, and lack of water and sanitation facilities may impact on attendance, dignity, or time spent in class. Less uniform availability and organization of educational materials. One school reported using charts and maps and having some resources systematically arranged in the library. In other schools, the number of textbooks and other supplementary materials were not adequate. When materials are limited or unavailable, there is less flexibility in the classroom regarding demonstrations, group activities, individual work, and individual assistance. The differences between schools that were observed also indicate that the organization and leadership are a crucial factor, in addition to the actual quantity of resources: a practice that is systematically organised in one school is also a locally available practice that can be disseminated.

All teachers were reported to have made annual and monthly teaching plans, but teaching plans were not always put into practice. Instruction was often provided in a linear manner and from a textbook. Poor teacher-pupil communication was reported and some classrooms were disruptive or noisy. The evidence thus suggests that there was a mismatch between planning and teaching. Planning documents will meet administrative needs without impacting classroom practice unless discussed, observed, and adapted to student progress.

Table 2
Summary of observed and reported classroom conditions

Domain	Main finding	Implication for teaching and learning
Class size	Grades 6-10 were more congested; lower and upper grades were generally less crowded.	Restricted movement, monitoring, and flexible grouping.
Furniture	Insufficient in some schools; uniform sizes were unsuitable for younger students.	Reduced comfort and limited reconfiguration for different tasks.
Light, ventilation, sanitation	Mostly adequate light and ventilation, but some rooms were dark, damp, or	Possible effects on comfort, attention, dignity, and attendance.

Domain	Main finding	Implication for teaching and learning
	inconsistently cleaned.	
Learning materials	Only one school organized charts, maps, and library resources systematically.	Textbook dependence and fewer opportunities for active learning.
Planning and pedagogy	Plans existed, but implementation was inconsistent; one-way teaching was common.	Compliance gap between written planning and enacted instruction.
Communication and order	Weak teacher-student communication and noisy classrooms were reported.	Lower engagement and loss of instructional time.

12 students and five teachers identified student indiscipline. Common behaviours reported were poor attendance, disobedience, noise and nuisance, damage to property, fighting, language problems, bullying, too much mobile phone use and social media. The list includes a variety of types and levels of behaviour ranging from disruption to peer aggression to attendance issues. One punishment would not, therefore, be warranted. The findings suggest that there is a need for more explicit expectations, active supervision, student involvement in rules creation, early detection of bullying and responses to repeated and serious misconduct that are differentiated.

Three head teachers, five teachers and eight students reported that they were experiencing economic hardship. School level, small funding amounts were a barrier to improving buildings, developing teaching materials, teacher training and scholarships. On the household level, poverty was a factor that led to irregular attendance and reduced families' ability to pay school costs. These are the ways in which the classroom is linked to the local economy. Weak motivation is not the only reason why attendance is problematic and students may have material barriers. Stakeholders thus suggested providing scholarships to poor, vulnerable and minority children, providing information to parents on the support available, forming partnerships with local

government and non-governmental organizations and a careful mobilisation of community resources.

Political interference was reported by all four head teachers and six of the eight teachers. Some of these concerns were that there was political influence in School Management Committees, recommendations in teachers' appointments and external involvement in school decisions. The participants thought that such interference was detrimental to autonomy and professionalism. The results are perception rather than fact and the study does not conclude the frequency and/or legalism of specific events. It nevertheless demonstrates that legitimacy of governance was a prominent management concern in the schools selected.

Irregular monitoring was reported by all four head teachers and seven teachers. Limited visits of responsible authorities, lack of inspectors, lack of monitoring budgets and plans, delayed action and lack of implementation of recommendations were cited as stakeholders' concerns. The indicators of weak monitoring were for teacher attendance in the school, activities of teaching and learning and school management. Participants recommended the following monitoring plans: annual, quarterly, and monthly, as well as technical teams, public discussion of reports, self-evaluation and external evaluation. It wasn't just about watching, it was about watching and doing something about it.

Six teachers and all four head teachers reported that there was no clear reward and punishment system. Students' and teachers' good performance was not always identified consistently and misconduct was not dealt with consistently in a transparent manner. This ambiguity was linked by participants to apathy, lack of discipline and responsibility. Proposed awards were certificates, recommendations, scholarships, and public recognition. Proposed corrective responses were warnings, awareness activities, parent discussion, suspension in the more extreme cases. A strict view is that there was no clear system for the schools to recognise and hold students to account, and that there was no evidence that tougher punishments would enhance learning.

Table 3

Reported classroom-management problems by respondent group

Problem	Head teachers	Teachers	Students
Student indiscipline	—	5 of 8	12 of 12
Poor school buildings	4 of 4	6 of 8	—
Economic hardship	3 of 4	5 of 8	8 of 12
Political interference	4 of 4	6 of 8	—
Lack of regular monitoring	4 of 4	7 of 8	—
Unclear reward/punishment system	4 of 4	6 of 8	—
Weak teacher-parent coordination	4 of 4	7 of 8	—

Note. Counts are reproduced from the source study and indicate reported mentions within the named groups. A dash means that no count was reported for that group; it does not mean the problem was absent.

Weak teacher-parent coordination was reported by all four head teachers and seven teachers. Participants attributed the problem to parental non-participation, limited literacy, economic pressure, infrequent meetings, few home visits, and lack of parenting support. These explanations should be interpreted carefully because they come largely from school personnel. Families facing poverty or limited formal education may value schooling but find participation difficult. Stakeholders nevertheless agreed on practical mechanisms: regular parent-teacher meetings, timely information about attendance and progress, teacher home visits when appropriate, and collaborative planning for students at risk.

Across themes, the evidence shows that classroom-management problems were mutually reinforcing. Poor infrastructure constrained movement and active teaching; limited materials encouraged textbook dependence; weak communication reduced engagement; irregular monitoring allowed plans to remain unimplemented; poverty interrupted

attendance; and weak family-school coordination delayed support. The study's main result is therefore not a ranking of isolated problems, but an integrated picture of a management system requiring coordinated improvement.

DISCUSSION

The results confirm a wide perspective of classroom management as the arrangement of learning conditions. Teacher routines and responses to behaviour continue to be important, with the importance of the material resources, leadership, family relationships and governance. This interpretation aligns with the research that indicates that management interventions can influence behavioural and motivational outcomes, and also safeguard academic learning time (Korpershoek et al., 2016; Oliver et al., 2011). For the selected schools, however, the primary limitations surpassed classroom technique. Clogged middle grades, inadequate furnishings, inconsistent cleaning, inadequate supplies, and inconsistent attendance made for difficult circumstances for even good teachers.

The difference between what is written and what is done in the classroom is particularly significant. With a formal compliance, it does not ensure the instructional implementation. There were annual and monthly plans for teachers, but there was a one-way textbook teaching still present. This implies that supervision should focus on actual teaching and not just on the documents that are available. Research suggests that teachers' skills enhance when they are supported, practice-based, and collaborative (Desimone, 2009; Opfer & Pedder, 2011). Feedback based on classroom observations has also been shown to enhance instruction in coaching evidence (Kraft et al., 2018). Short feedback observation cycles, carried out by head teachers or peer teachers on one or two practices (such as questioning, transition, group work, and checking understanding) would be a viable option for these schools.

Relationships between teachers and students and background noise in the classroom must also be understood as relational. The link of positive relationships to engagement and achievement is indicated by Roorda et al. (2011), and the link between perceived care and relatedness to motivation has been indicated by Wentzel (1997) and Furrer and Skinner

(2003). Stakeholder reports suggest that while relationship quality was not assessed with a standardized instrument, communication was a practical issue with the source study. Good communication doesn't have to cost a lot of money. Teachers can welcome students, clearly communicate goals, encourage questions, provide opportunities to respond, provide feedback privately, and summarize the learning at the end of the lesson. Such routines enhance dignity and order.

The discipline findings are in favour of a preventive and graduated approach. The behaviors reported were from talking, mobile usage to bullying and fighting. Evidence-based management calls for clear instructions of expectations, heightened active supervision, positive reinforcement for appropriate behavior and consistent consequences for inappropriate behavior (Simonsen et al., 2008). Research in school climate also shows that students perform better in climates that they believe are challenging and nurturing (Gregory et al., 2010b). Behaviour and procedure should be clearly outlined in a transparent code of conduct, but there should be no association of effectiveness with severity. Exclusion can be reduced and standards maintained through empathic and proportionate responses (Okonofua et al., 2016).

Irregular attendance is a case in point that shows the need to separate discipline analytically from the socioeconomic support. There is a solid connection between attendance and achievement (Gottfried 2010); however, there are a variety of factors that lead to absenteeism (Kearney 2008). The Achham participants related the concept of absence to student behaviours and to household economic hardship. Schools should have an early-warning system that is easy to follow: Record absences daily; review absences for repeat occurrences on a weekly basis; contact families promptly; document the reason. Responses can then be aligned to need, whether that be counselling for disengagement, peer protection for bullying, academic catch up for learning difficulty, or referral to scholarships and/or local support for financial barriers.

The evidence of infrastructure findings is aligned with the research that classroom design, facility quality, ventilation, and building condition can impact learning conditions (Barrett et al., 2015;

Haverinen-Shaughnessy et al., 2011; Maxwell, 2016; Uline & Tschannen-Moran, 2008). The findings also indicate however that simple organizational changes are possible at low cost. Furniture can be rearranged to improve circulation, cleaning responsibilities can be scheduled, materials can be inventoried and stored easily, seating can be adjusted for task and age, and the dark/damp rooms can be prioritized for repair. More funding is needed for buildings, WASH, electricity and connectivity, but a phased approach can help differentiate between immediate management decisions and capital expenditure.

Governance became a key aspect of classroom practice. Political influence and weak monitoring were reported by most head teachers and teachers. Management research indicates that school-level organizational practices relate to educational outcomes (Bloom et al., 2015) and that leadership directly involved in the teaching and learning process is more effective than leadership focusing mainly on administration (Robinson et al., 2008). The implication is not that schools should not be subject to democratic control. Instead, the governance roles are meant to be clear, with School Management Committees authorizing plans, raising funds, holding communities to account and acting as their voice, but not making professional decisions based on party politics. Documented and reviewable appointment, procurement and evaluation procedures.

The reward and punishments suggested should be well planned. If criteria are not clear, recognition can be arbitrary or competitive and reinforce effort. Likewise, sanctions can destroy confidence if they are erratic and embarrassing. It would be good if the schools had a more comprehensive recognition and accountability policy in terms of attendance, preparation, improvement, service, co-operation and responsible behaviour. Recognition for students should be in terms of progress and contribution not just high marks. Feedback and support should be given before formal sanctions to teachers, unless serious. It is the use of agreed indicators and actions for improvement that should be public rather than blame.

Another area of high leverage is family-school coordination. The extant meta-analytic evidence suggests that there is a positive association between parental involvement and achievement (Fan & Chen,

2001; Jeynes, 2007), and that age appropriate academic socialization is particularly beneficial for adolescents (Hill & Tyson, 2009). The group of participants in the study suggested meetings, home visits, and parenting training. Communication should be two-way, and held at times that are convenient, or else these strategies will not be credible. Schools should seek feedback from parents about barriers, communicate learning expectations clearly to parents, provide attendance and progress data, and determine one agreed next step. Written notices should not cut off families with low literacy rates.

The study also introduces an international "with caution" addition to existing evidence. There are numerous interventions that make the assumption of stable staffing, space, and attendance. Infrastructure, poverty and governance hampered classroom management in these four schools. Therefore, improvement packages ought to be sequenced. Basic safety and WASH requirements, attendance control, essential work practices and clear supervision exists as baseline. Without them, the foundations for successful active pedagogy, digital tools, and professional learning are diminished. It mirrors evidence from the developing world that interventions are more likely to have a positive effect if they target constraints and mechanisms of implementation, not inputs alone (McEwan, 2015; Masino & Niño-Zarazúa, 2016).

Last, academic achievement change due to classroom management should not be interpreted as proof of the causality of classroom management. The study examined neither examination scores nor longitudinal records of attendance, nor were standardized observation ratings analysed. The value of its contribution is in the interaction of stakeholder evidence and observational evidence, and such mechanisms can be plausible. The findings develop propositions that can be tested: Grade specific congestion may be associated with less active learning, supportive monitoring may result in less gap between plans and practice, early attendance response may increase continuity, and transparency of governance may increase implementation. The propositions need to be tested longitudinally or comparatively.

CONCLUSION

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This study proposes a classroom management system of interdependent material, instructional, behavioural, relational, and governance conditions in four rural secondary schools. The schools demonstrated strengths such as planning documents, generally satisfactory lighting and ventilation in most rooms and evidence of organised materials. Persistent constraints they encountered were overcrowding in the middle grades, inadequate furniture and facilities, lack of learning materials, poor plan execution, one-way teaching, indiscipline and absenteeism, economic difficulties, political interference, poor monitoring, unclear recognition and sanction, and poor parent-school coordination.

The conclusion is that punishment and teacher exhortation alone are not enough to improve classroom management. Practical routines and professional support for teachers; safe, respectful, and engaging classrooms for students; accessible communication and support with families for economic barriers; credible monitoring and follow through for school leaders; and minimum infrastructure and transparent governance for local authorities. A sequential approach that considers these layers all together is likely to ensure instructional time, enhance engagement, and maintain participation. Although the study design is small and case-based, the multi-stakeholder evidence provides a grounded agenda for school improvement, and a firm foundation for more rigorous future research in rural Nepal.

Data Availability Statement

The study data consist of questionnaires, observation records, interviews, focus-group materials, and school documents collected for the original field study. Access is subject to participant confidentiality and the author's data-retention arrangements.

Ethics Statement

Administrative permission was obtained from the participating schools. Participation was voluntary, confidentiality was maintained, and no personally identifying information is reported in this article.

Conflict of Interest Statement

The author declares no conflict of interest.

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