

Teacher Motivation and Classroom Management Practices in Rural Public Schools: A Qualitative Case Study

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ABSTRACT

This study aimed to explore teachers' perceptions about motivation and how their motivation affects classroom management practices, and which challenges affect their classroom management practices and motivation. A qualitative multiple case study research design was used for this study. 10 female primary public school teachers were selected as sample through purposive sampling technique. Data were collected through semi-structured interviews. Reflexive thematic analysis was used to analyse data. Three main themes extracted from the data were: (1) Teachers' motivation in rural primary schools, (2) Classroom management practices, and (3) Challenges and adaptation in classroom management. Findings show that there is a strong link between teachers' motivation and classroom management. According to the participant's belief in Allah, understanding of their moral responsibility, students' achievements and their connection with religion are the factors that enhance their motivation. On the other hand, shortage of resources, overcrowded classrooms, no parental involvement and non-supportive institutional behaviours lower their motivation level. Effective classroom management strategies are lesson planning, student-centred and activity-based teaching, positive student-teacher relationships, collaborative learning and non-aggressive disciplinary approaches. The study concluded that motivated teachers can create a positive learning environment despite all the challenges. It recommends strengthening supportive school leadership, improving learning facilities and providing necessities, provide contextual base professional development training, ensuring parental involvement and starting community engagement programs to improve classroom management and teacher motivation to attain academic achievements in the rural public schools.



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Introduction

Teacher motivation is an important factor for effective teaching and maintaining a positive classroom environment. Motivated teachers show more commitment, better teaching performance and constructive classroom management practices, which support students' understanding and learning capacities. Ryan and Deci (2020) believed that teacher motivation is influenced by the intrinsic and extrinsic factors of motivation that shape professional performance, decision-making, and classroom behaviours. Motivated teachers create supportive and well-organised classrooms that puts the positive impact on students' academic and social development (Han & Yin, 2016; Collie, 2021).

Classroom management is a multifaceted process through which teachers establish and sustain an environment that supports effective instruction, positive student behaviour, and meaningful learning, regardless of contextual challenges (Evertson & Weinstein, 2006; Emmer & Sabornie, 2015). Effective classroom management is believed to lead to a productive learning environment and minimize the disruptive behaviour of students in the classroom (Blatchford et al., 2005). A better understanding of teachers' classroom management practices is needed, which has direct implications for teachers' motivation, emotional well-being and professional satisfaction (Aldrup et al., 2018). Classroom management is more challenging in the rural school setting because of resource scarcity, large classroom sizes, fewer training opportunities and socio-economic issues faced by both teachers and learners (UNESCO, 2023). These contextual factors affect the teacher's motivation and classroom management practices, directly or indirectly.

In the context of Pakistan, especially in the rural areas, teachers work in difficult situations like inadequate infrastructure,

limited professional growth opportunities and administrative pressures. These factors affect the teacher's motivation and effective classroom management practices. Such challenges affect the teacher's motivation and classroom management practices (Siddique et al., 2024). The studies in the Pakistan context prove that a lack of professional development opportunities and inadequate institutional support puts negative impact on teachers' motivation and instructional practices (Kanwal & Habib, 2022; Nawab & Sharar, 2022). To enhance teaching practices and to deal with challenges of classroom management, there is a need for continuous professional development and support programs (Abbas et al., 2023; Sajid et al., 2022; Siddiqui et al., 2023). Therefore, this study aims to explore the lived experiences and perceptions of teachers about how motivation shapes classroom management practices in the rural school context.

Research Objectives

The following were the objectives of the study:

1. To explore factors affecting rural public school teachers' motivation.
2. To explore teachers' usage of classroom management practices in the rural school setting.
3. To explore the challenges faced by rural public-school teachers in managing their classrooms effectively and the coping strategies employed by them to tackle the challenges.

Literature Review

Teacher motivation is the most important factor affecting good teaching, classroom practice and students' learning experience. Research has indicated that motivated teachers have a higher commitment to their teaching role and exhibit positive classroom behaviours that enhance student engagement and learning outcomes (Kim & Reeve, 2021). Teacher motivation (intrinsic and extrinsic

motivational factors) influences teachers' professional attitudes, commitment and classroom practices (Ryan & Deci, 2020). According to Wang et al. (2024), motivated teachers create a supportive classroom environment to enhance students' participation in classroom activities and enhance learning.

Classroom management is another aspect of effective teaching that helps to maintain discipline, organize classroom activities and create a productive learning environment. Effective classroom management strategies promote students' academic engagement and reduce disruptive behaviours. According to different previous studies, classroom management practices are influenced by the teacher's confidence, emotional stability and professional motivation (Zee & Koomen, 2016; Wettstein et al., 2021). In Pakistan, Diana et al. (2021) revealed in their qualitative case study that aggressive classroom management puts negative impact on the student-teacher relationship as well as on students' emotional wellbeing. Accordingly, a teacher should adopt supportive and student-centred management approaches to improve the classroom environment. Similarly, novice teachers have to face challenges in rural schools to maintain discipline and implement effective classroom management strategies due to limited training and resources.

In rural educational settings, teachers face challenges like inadequate infrastructure, overcrowded classrooms and limited professional development opportunities. Saima and Habib (2023) reported that inadequate school infrastructure, including insufficient physical facilities and teaching resources, negatively influenced teachers' instructional practices and students' learning experiences in Punjab schools. These factors can affect the teacher's motivation and classroom management practices. Shula (2023) has explored teachers' motivation at rural schools in South Africa and found that

supportive school leadership, collaboration and recognition influenced the teachers' motivation and commitment positively. Woodcock & Reupert (2024) focus on teacher motivation and classroom management as two different aspects, instead of exploring the interconnected nature of both concepts.

In Pakistan, in a qualitative study by Khan et al. (2025), the relationship between teacher motivation and classroom management was explored. Kanwal and Habib (2022) reported that Pakistan's public-school teachers became demotivated due to low professional status and limited involvement in the decision-making process. Moreover, the study indicated that low teachers' motivation negatively influenced classroom management practice and students' engagement. Therefore, there is a need to explore teachers' motivation and perception to understand how motivation shapes classroom management practices. Mujahid et al. (2024) revealed that large classrooms, inadequate teaching material, less use of technology, and traditional teaching styles reduced the teachers' capabilities to employ effective classroom management practices in the rural schools of Pakistan.

Research Methodology

A qualitative case study design was used to explore the relationship between teacher motivation and classroom management practices in rural schools of district Sialkot. A qualitative approach was considered appropriate because it enables the researcher to understand the participants' beliefs and their meanings regarding the phenomenon in the light of their perceptions and experiences (Creswell & Poth, 2018). A multiple case study research design was selected because it facilitates the researcher to explore the contemporary phenomenon in its real-life context (Yin, 2018).

The study was conducted in the selected rural public schools of district Sialkot, Punjab, Pakistan. Teachers with different

qualifications, experience and professional backgrounds were selected to understand the different perceptions about motivation and classroom management practices. Purposive sampling was employed to select the information-rich 10 female participants with diverse knowledge and experiences regarding the phenomenon. This technique was considered the best fit because it

provides in-depth and meaningful insight into the topic under study (Patton, 2015). Data collection was in continue process until it reached saturation, which means no more themes were developed from the data or interviews (Guest et al.,2020). The following is demographic information about the participants.

Table 1: Demographic Profile of the Participants (N = 10)

Participant	Qualification	Teaching Experience (Years)
P1	MSc Mathematics	15
P2	MPhil Education	9
P3	MPhil Education	9
P4	MSc Pakistan Studies	16
P5	MSc Zoology	10
P6	MA English	11
P7	MA Urdu	17
P8	PhD Scholar	10
P9	MPhil Zoology	7
P10	MA Urdu	15

The study included 10 female primary school teachers with teaching experience ranging from 7 to 17 years. Participants possessed diverse academic qualifications, including master's degrees (n = 6), MPhil degrees (n = 3), and one PhD scholar, representing a range of disciplinary backgrounds, including Education, Mathematics, Pakistan Studies, Zoology, English, and Urdu.

Data were collected through semi-structured interviews. A self-developed interview guide was designed keeping in view the research objectives and relevant literature. This method allowed the participants to express their experiences in detail and enabled the researchers to focus on the important factors of the study and its objectives (Kallio et al., 2016). All the interviews were conducted in either English or Urdu according to

participants' choice. With participants' consent, all the interviews were audio-recorded and later transcribed verbatim. Interviews lasted for 40-45 minutes.

The collected data were analyzed using the reflexive thematic analysis framework proposed by Braun and Clarke (2022). At step one, the researchers reviewed the raw interviews, transcripts and audio recordings to become familiar with the data. Secondly, codes were developed from the exact statements given by the participants, such as lack of resources, students' progress, parental support and intrinsic motivation. Thirdly, themes were generated by combining multiple similar codes like teachers' motivation, classroom management practices and challenges in rural schools. At the fourth step, themes were compared with

the original transcripts to ensure data accuracy with data. At the fifth step, supporting participant quotations were used to ensure the participant voice. Lastly, a final report was generated based on participants' quotations, developed themes and researchers' interpretations.

Ethical Considerations

All ethical principles were observed throughout the study. Approval was obtained from the selected institutional authorities before data collection. Participants were informed about the purpose of the study; consent forms were obtained before participation. Participation was totally voluntary, and participants were informed to withdraw from the study without any consequences. Confidentiality was maintained by assigning pseudonyms to transcripts and reports. The study followed the ethical guidelines proposed by the British Educational Research Association (BERA, 2024).

Trustworthiness

Trustworthiness was established using Lincoln and Guba's (1985) criteria of credibility, transferability, dependability and Confirmability. Credibility was ensured by member checking and reviewing of the transcribed interviews. Dependability was ensured by keeping a record of audio interviews. Confirmability was maintained through audit trails. Lastly, transferability was ensured by thick description of the research context and participants.

Findings of the Study

The following themes and sub-themes were derived from the data.

Theme 1: Teachers' Motivation in Rural Primary Schools (Objective 1)

The first theme extracted from the data was about teachers' motivation, not simply as personal enthusiasm but as a complex professional force of moral commitment,

student response, social recognition and the tough realities of rural life. The following were further sub-themes.

Subtheme 1.1: Purpose-driven Professional Commitment

Teachers often defined motivation as a responsibility towards children with social and educational needs that extend beyond the academic. Teaching was not a boring job but an important social contribution.

Participant 3 stated,

My motivation as a rural school teacher is to teach the children who belong to the neglected section of society. These children require assistance with their education but also with basic life skills. A motivated teacher is one who helps students to improve their lives and contributes to society. I feel motivated when I see that I am creating better human beings and helping students to create a better future.

Participant 4 said,

My motivation varies from time to time depending upon circumstances as a teacher in a rural school of District Sialkot, but on the whole I remain motivated because I believe teaching is not a job; it is a responsibility. An inspired teacher is the teacher who arrives at school each day with the desire to make a difference in the lives of children. Many of our students are from simple family backgrounds, and I feel that if I teach them with sincerity, maybe I can help them to improve their future.

In the view of participant 9, it was narrated in the following words:

First of all, I think as a Muslim, everything is from Allah. "Of all that has been decreed for me, that is best for me." "My religion. My faith in Allah is what drives and inspires me the most. I was disappointed to get this job as I thought after a lot of study I would only teach at primary level. "But I joined the school, and I realized this was better for me and what Allah wanted for me." I had decided to work hard for the sake of Allah and for halal earning, with honesty.

Subtheme 1.2: Student Progress as a Source of Motivation

According to the second theme, motivation increased when teachers saw evidence that their efforts made a difference. Identified emotional reinforcers were student engagement, behavioural improvement, responses from parents and administrative recognition. Participant stated:

I derive the most satisfaction from seeing students learn something new or better themselves. Sometimes very weak students at the beginning are more confident with little effort and attention. I recall one student in the class who was very shy and never answered questions. So, I began giving him little jobs and encouragement. After some months, he started participating in class activities and even answered questions confidently. That gave me a lot of happiness and motivation.

Participant 6 stated,

Students' feedback is what satisfies me the most in my daily teaching routine. Whenever I specially plan activities for the students, and they actively

participate in them, start taking interest, and my teaching goals begin to be achieved, these things motivate me even more. They give me satisfaction that I am moving in the right direction.

Participant 8 explained,

Motivation increases when teachers receive feedback and see the results of their efforts. When our work is recognized and our problems are understood and addressed, we feel encouraged. Students' achievements and positive outcomes also increase teachers' motivation. When teachers put effort into their work and can see positive results, they feel encouraged to improve further and address any shortcomings.

Participant 10 said,

I am motivated by small wins. For example, I get a real kick when parents come up to me and tell me that their child has improved in reading or behaviour. Last year one student almost left school due to financial problems. After counselling the family, the child continued education. It made me feel good.

Subtheme 1.3: Motivation Constrained by Contextual Challenges

Participants perceived themselves as dedicated professionals but often referred to elements that undermined motivation. Extra duties, no facilities and co-operation, discouraging leadership, low recognition in society. According to participant 4, the following was narrated,

There are a lot of things that go into motivation. Stress can result from insufficient teaching resources, too much

administrative work, poor facilities and additional duties. I feel it when students are out regularly, or parents don't care about their kids' education." "Sometimes you prepare your lessons for a long time, but if the students are not serious or the parents are not supportive, then you get demotivated.

In the view of participant 7,

Sometimes we get demotivated by the school heads or visiting officers. Sometimes teachers are doing their best and using the right teaching methods, but still the officers write the remarks like 'needs improvement'. Such comments can demotivate teachers. Rather, motivation and appreciation would boost the confidence of the teachers and would encourage them to work with more dedication.

Participant 9 said:

There are a lot of negative factors. The attitudes of parents also affect motivation negatively. Sometimes parents say, "I want the child to study till grade five only, and then the child can start working, so teachers should not put too much emphasis on them." Such attitudes demoralize teachers despite the potential in a child. Other problems include overcrowded classrooms, financial problems, staff shortages and the negative attitudes of some officers and administrators.

Theme 2: Classroom Management Practices (Objective 2)

According to the second theme, teachers did not define classroom management as control

or silence. Rather, they called it ordering by routines, emotional attachments, student involvement and responsive discipline. Their reports spoke about a flexible, relational approach rooted in the realities of crowded, low-resource rural classrooms.

Subtheme 2.1: Structured Routines and Classroom Organization

Teachers emphasized the importance of expected routines, settling activities, revision and careful sequencing of lessons. Structure was identified to reduce disruption and to assist students in understanding expectations.

Participant 6 said:

Usually we change our teaching methods, so the children are involved in the routine and discipline of the classroom. You start the day sometimes by telling stories to get the kids' attention. Then they are asked to tell the same story at home and ask their parents questions about the story so that they can get more related knowledge. Other than this, we do different activities with the children. They read the model sometimes; sometimes they dictate to improve their writing skills. We will sometimes incorporate arts and crafts into our teaching to foster the children's creativity and critical thinking.

Participant 7 narrated,

Seating is one of the biggest issues in the classroom, so I manage my classroom seating arrangement very carefully daily. I like to give each student a chance to sit in the front row. So, I move the children around a lot so all the children get a chance to sit at the front. This practice also

helps to minimize the conflicts among the students and to effectively maintain the classroom discipline.

Participant 10 was of the view,

"It begins with relationships and classroom management. I try to create a friendly, yet respectful environment. I plan my seating carefully, and I keep students on their toes with questions. I also observe the students who are not very talkative."

Subtheme 2.2: Positive and Participatory Discipline

Participants rejected harsh punishment as a preferred practice consistently. Rather, they defined discipline as something that was developed through activities, responsibilities, watching, calm correction and sensitive responses to the child. According to participant 2,

Some active students, when I walk into the classroom, say loudly, 'Good morning, ma'am. This in turn triggers the rest of the class automatically. Then, if I observe that students are not in the mood for studying and not listening carefully, I immediately adopt an engaging strategy. I start clapping and snapping my fingers and say, 'Everybody stand up. I get them to stand up and sit down and stand up and sit down and so on as a little activity. In this game, students start to smile, connect emotionally and in a short time they ask themselves what we are going to study today.

Participant 4 said,

I don't like bad punishment; I talk to the students calmly and try to find out what the trigger for the behaviour is. Two days ago, two

students were chatting and disturbing the class. Instead of calling them out in front of the whole class, I talked to them one on one and gave them jobs in the classroom. And then they began to behave less.

Participant 7 noted,

To maintain discipline in the classroom, I usually engage those students who tend to create problems or disturbances. I give them tasks, and they become my hands to help. "Rowdy students are made to be monitors, and they have to control the noise level in the classroom. Very hyper students are also made to do certain tasks like collecting notebooks from their benches or distributing checked copies among their friends.

Participant 10 said,

I mainly use soft behaviour management techniques. I don't like to embarrass the students. I try to find out if there is something going on in the personal or family life of a student when they are misbehaving. I had a kid acting out in class and found out later that his dad was very ill. When I knew what side he was on, I acted differently.

Subtheme 2.3: Activity-based and Resourceful Teaching

Storytelling, peer learning, real-life examples and low-cost activities were used to keep the attention and improve participation with limited resources. Engagement was considered essential to learning and discipline. Participant 5 said,

We try to give practical examples to the children and link their

lessons with day-to-day life so that they can easily understand any content or tough concept. For example, if I want to teach children about plants or parts of plants, we can use the playground or open ground where plants are growing. We can pick a plant from there and show children different parts of it like roots, leaves, flowers and STEM. This is how we try to involve the children and teach them through practical activities.

Participant 6 narrated,

The facilities are not enough in rural schools, but we still have to keep the children interested so that they can study, understand the lesson and discipline is maintained despite the limitations. So, we are doing some different activities, and we are using low-cost materials for these activities. Besides this, we also use our mobile phones so that the children experience things which they may not get at home. For example, if I am teaching counting, I might ask the children to count their notebooks. If I'm teaching a colour, I'll get them to look around the classroom and find where they can get that colour.

Participant 10 said,

"It's difficult because some students are very bright and some struggle even with basics. I usually give weaker students easier tasks, so they don't lose confidence. I also encourage peer learning as students often learn more comfortably from peers."

Theme 3: Challenges and Adaptation in Classroom Management (Objective 3)

The third theme is concerned with the hard-working conditions of such teachers and coping strategies developed by them in the course of time. Participants cited crowding, absenteeism, resource constraints, low parental involvement and lack of institutional support as challenges. But it was their persistence, team spirit, flexibility and continuing inventiveness that really paid off.

Subtheme 3.1: Structural and Classroom Challenges

Teachers described the conditions of rural schooling as constraining physically and pedagogically. The teaching and discipline were much tougher, with big classes, tiny rooms, no benches and erratic attendance. Participant 2 narrated,

The main problems are large class sizes, shortage of teachers, facilities, students' absenteeism and the lack of parental involvement. Students come to school regularly, are prepared, and parents are more responsible. Urban schools are not the same. In rural areas, students need basic grooming and guidance before they begin academic learning.

Participant 4 described:

You can see, our classrooms are very small, and the number of students is very high. Sometimes there are four children on one bench. This often causes distraction and disturbance for them. To manage this, we try to arrange some extra benches whenever possible. However, because the classrooms are small and congested, the humidity and discomfort increase significantly.

We try to keep the windows open for ventilation, and we also do seating plans on a rotation basis.

Participant 6 said:

You can see that my classes are full. Five kids on one bench, and every time they begin to write, their hands keep bumping into each other. The whole day is spent telling them to move a little forward and to get into order. Also, the school is not well equipped with suitable facilities. We're also short on teachers. The classrooms are too small, and there are not even enough rooms. In a class, there are more than a hundred children crammed together.

Subtheme 3.2: Limited Parental and Community Support

Another sub-theme was the gap between home and school. Serious obstacles to continuity of classes and student progress were absenteeism, poor parental awareness, pressure from child labour, and weak follow-up at home, said teachers. Participant 3 said,

Student absenteeism is a major issue because many parents work as daily wage labourers and are not available at home. Children are sometimes given the freedom to decide whether to attend school. To address this issue, we conduct parent-teacher meetings, contact parents through mobile phones, provide encouragement and rewards, support students with missed work, and continuously motivate them to attend school regularly.

Participant 5 explained,

These days, one of the major issues with children is irregular attendance. To address this, we

usually call the parents to the school and explain to them that the child needs to attend regularly because only then will they be able to learn properly. We also try to counsel and guide the children ourselves by helping them understand how important education is for their future. We explain to them that in today's modern and fast-paced world, it is very difficult to survive without education.

Participant 6 noted,

This is an everyday issue: incomplete attendance. What usually happens in rural areas is that people leave early in the morning in search of work. Parents go to factories, and the older siblings are the ones responsible for getting the younger children ready and sending them to school. Because of this, it becomes difficult. Often, we have to call the children's homes and ask if they are sent to school so that at least they have access to education.

Participant 10,

The family environment influences the students very much". Some children get up early to do chores and arrive at school tired and distracted. In some homes, education is not treated seriously, especially for girls. Teachers have to continuously motivate both students and parents.

Subtheme 3.3: Adaptive Coping and Management Strategies

Participants also discussed how over time they developed mechanisms to cope with these pressures. This included calmness,

counselling, communication with parents, discussion among peers, low-cost innovation and direct material help to poor students.

Participant 1 said,

Over time and experience, I have become very patient. I solve problems with a calm mind instead of getting angry at small things. 'When you have to teach children from such different backgrounds, you get a deeper understanding of life and feel so much nearer to reality.

Participant 5 explained,

Yes, with time, I have learned to build stronger connections with children and spend more time with them. I have tried to understand them better and adopted the habit of counselling and guiding them so that they can stay motivated. In addition, I have also tried to stay connected with their parents so that they can be made aware of their child's performance from time to time. When both parents and children remain connected with the teacher, many problems are automatically reduced.

Participant 6 said,

Over time, the strategies that have changed include keeping a small charity box in the classroom after observing the children's circumstances. The children also contribute to it, and the teachers make their contributions as well. The purpose is to help those children who do not have proper facilities or whose learning is being affected for any reason, causing them not to attend school. 'With this support, their basic needs

and facilities could be gradually fulfilled.

Discussion

The results of this study show that there is a strong connection between classroom management and teacher motivation in the rural public schools of district Sialkot. Teachers who are intrinsically motivated are more successful in creating a learning environment, maintaining classroom discipline and involving students in learning activities. Their motivation is based on moral responsibility, commitment to students' success, belief in God (Allah) and the satisfaction of seeing the students' achievements. This finding supports that intrinsic and extrinsic motivation are influential factors for the teacher's motivation and classroom management practices. This finding shows similarities with the study of Aldrup et al. (2018); they explained that motivated teachers make string relationship with students and practice more effective classroom management strategies. Similarly, Collie (2021) narrated that teachers who have better work motivation and psychological well-being apply positive classroom management practices and create a supportive classroom environment. This Study proved that there are some environmental and institutional challenges that reduced the teacher's motivation. Challenges like weak infrastructure, lack of teaching and learning resources, overcrowded classrooms, limited parental involvement and non-supportive administrative practices. These barriers make the classroom management practices more complex and put negative impact on teachers' professional satisfaction. These findings not only belong to the Pakistan research studies infect the other developing countries as well. Kanwal & Habib (2022) said that lack of institutional support and limited opportunities for professional development reduce motivation and effective teaching skills. Similarly, Nawab & Sharar

(2022) claimed that shortage of organizational support and teaching resources affects the teacher's commitment and teaching effectiveness in the rural schools. On the international level, Skaalvik & Skaalvik (2018) narrated that workload, less support and poor working conditions lessen the teacher's motivation and increase occupational stress. This study and the previous studies show similarities that indicate the basic needs of schools and organizational support have a strong impact on teachers' motivation.

On the other hand, there are also opposite results in studies conducted in better settings and resources. For example, Collie (2021) narrated that supportive leadership, professional collaboration and school climate are the most important predictors of teachers' motivation and classroom management practices. This study also discussed all these factors, but teachers from the district Sialkot give importance to the infrastructure, availability of teaching resources and community support. Specifically, the reason for this contradiction is the rural school environment, where schools have a shortage of resources, overcrowding and challenges like socioeconomic status as well. That is why teachers' pay attention towards the availability of basic educational needs and then focus on professional development and organizational support. So, the rural context makes the teachers' motivational experience totally different from that of teachers from developed countries.

The most important part of this study is explained that rural school teachers manage their classrooms effectively despite all these challenges. Rather than using expensive technologies or advanced interventions, teachers adopt low-cost and practical strategies like peer learning, flexible seating arrangements, positive teacher-student relationships, emotional support, parental involvement and giving students classroom

responsibilities. With such practices, they improved class discipline and increased students' participation and engagement. These findings enhance the first research on classroom management and prove that effective classroom management is not only based on the physical resources in resource-constrained schools; instead, the resilience of teachers, creativity and intrinsic commitment also play a vital role. That is why this study provided new knowledge about rural schools in Pakistan and explained how motivated teachers maintain their classroom management practices despite all these environmental restrictions and create a positive learning environment.

Conclusion

The study concludes that the rural public-school teachers of Sialkot consider motivation as something other than personal zeal but a professional, moral and relational power which directly affects their classroom management practices. The analysis shows that good classroom management in such settings is not only the competence of teachers but also depends on students' engagement, parental involvement, administrative support and basic infrastructure. Teachers keep the learning process going in overcrowded classrooms, with limited resources, absenteeism and little recognition by means of flexible routines, humane discipline, and activity-based teaching and context-sensitive coping strategies. The results suggest that teacher motivation and classroom management are interrelated and should be improved simultaneously to create more effective and equitable learning environments in rural schools.

Recommendations

The following are some recommendations based on the findings:

- Provide context-specific in-service professional development training courses which focus on strategies that deal with classroom

management, student engagement, multi-grade teaching and overcrowded classroom-related problems in resource-constrained rural schools.

- Improve physical and instructional facilities of rural schools to enhance classroom management practices and students' involvement by addressing overcrowded classrooms, insufficient facilities, poor ventilation and shortage of learning material.
- Strengthen instructional leadership to foster proper mentoring, constructive feedback, moral support, and admiring teachers' effort rather than focusing on general observations and making reports.
- Introduce programs such as community engagement and parent-teacher meetings to enhance parental involvement in their children's education, reduce absenteeism from school, improve students' disruptive behaviour, and increase teachers' motivation level.
- Start a school-based student support system that provides learning material, deals with students' attendance-related issues, contacts parents and provides counselling to the students who belong to the lower-income families.
- Appreciate and reward teachers for their commitment to work and effective classroom management practices to maintain their motivation and promote a positive classroom environment in the rural public schools.

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