

CLASSROOM MANAGEMENT STRATEGIES AND INCLUSIVE LEARNING AMONG STUDENTS WITH DIVERSE LEARNING ABILITIES: A MIXED-METHODS STUDY OF PUBLIC SECONDARY SCHOOLS IN UMERKOT, SINDH, PAKISTAN

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ABSTRACT

International commitments such as the 1994 Salamanca Statement, Article 24 of the UN Convention on the Rights of Persons with Disabilities (2006), and Sustainable Development Goal 4 (2015) have repositioned inclusive education as a right rather than a discretionary accommodation. Pakistan's Article 25-A, together with the Sindh Right of Children to Free and Compulsory Education Act (2013) and the Sindh Empowerment of Persons with Disabilities Act (2018), extends this commitment to the provincial level. Translating these mandates into daily classroom practice, however, remains difficult in resource-constrained rural districts such as Umerkot. This study investigates how four dimensions of classroom management — spatial and physical organisation, behavioural regulation, instructional pacing, and socio-emotional climate — relate to the access, participation, and achievement of students with diverse learning abilities in the public secondary schools of Umerkot's four tehsils (Umerkot, Kunri, Samaro, and Pithoro). A convergent parallel mixed-methods design, situated within a pragmatist paradigm, guides the study. The quantitative strand will survey 120 secondary school teachers across 24 stratified sample schools; the qualitative strand will draw on semi-structured interviews with 12 teachers and 4 headmasters and structured observation across 8 classrooms. Quantitative data will be analysed through Pearson correlation and multiple linear regression; qualitative data will undergo Braun and Clarke's six-phase thematic analysis; the two strands will be integrated through a joint display matrix. The study is theoretically anchored in Vygotsky's social constructivism, Bronfenbrenner's ecological systems theory, and Universal Design for Learning. By generating context-specific empirical evidence from an under-researched rural district of Sindh, the study is intended to inform teacher-training design and provincial inclusive-education policy. Data collection had not yet concluded at the time of this submission; this article accordingly reports the study's rationale, theoretical grounding, and methodology in full, with the empirical results to be reported in a follow-up article once fieldwork is complete.

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INTRODUCTION

Schooling in the twenty-first century is moving away from a single uniform model of instruction and toward an approach that begins from an ordinary observation: learners do not arrive at understanding by the same route. A single classroom typically holds students who rely heavily on visual input, others who need to handle material physically before a concept settles, some who are academically advanced, and others who are working through physical, cognitive, neurodivergent, or socio-emotional difficulties. This recognition of learner variation has moved inclusive education from a marginal concern to a central item on education-policy agendas worldwide.

Inclusion, in this sense, is not reducible to seating students of different abilities in a common room. It is better understood as a pedagogical and ethical commitment to reshaping the learning environment itself, so that every student — regardless of academic standing, sensory or physical condition, or socio-economic background — can participate, feel valued, and progress. The contrast between the older and the newer model is summarised in Table 1.

Traditional Versus Inclusive Classroom Models

Dimension	Traditional Model	Inclusive Model
Locus of adaptation	Child adjusts to a fixed system	System adapts to the child
Pacing	Single uniform pace for all learners	Differentiated pathways for individual learners
Instructional focus	Correction of weaknesses	Existing strengths used as a foundation
Underlying goal	Assimilation to a common standard	Construction of a genuine learning community

Good intentions alone do not change what happens inside a classroom. The bridge between the aspiration of inclusive education and its realisation is built through the classroom management practices teachers actually use day to day. Classroom management, once treated narrowly as a set of rules for keeping students quiet and seated, is now more accurately described as a responsive framework combining relationships, environmental design, proactive routines, and instructional flexibility. Teachers who manage their classrooms well are not merely exerting control; they are constructing an ecosystem in which learners of differing abilities can engage with their studies without fear of failure, exclusion, or humiliation.

BACKGROUND OF THE STUDY

International education policy operated for much of the twentieth century on a segregated model, in which students who matched conventional academic expectations attended mainstream schools while students with physical, cognitive, sensory, or behavioural differences were routed into specialised institutions or excluded from formal education altogether. Over the past three decades this orientation has shifted substantially. UNESCO's Salamanca Statement and Framework for Action (1994) held that inclusive mainstream schooling is the most effective means of combating discriminatory attitudes and building welcoming communities. Article 24 of the UN Convention on the Rights of Persons with Disabilities (2006) and Sustainable Development Goal 4 of the 2030 Agenda (2015) reinforced this position, obliging signatory states to guarantee inclusive, equitable, and quality education for every child.

At the national level, Pakistan's commitment to inclusive schooling rests on Article 25-A of the Constitution, which guarantees free and compulsory education to children aged five to sixteen, and on the National Education Policy, which has gradually broadened its focus from enrolment toward equity and accessibility. In Sindh, this commitment is given more specific legislative form through the Sindh Right of Children to Free and Compulsory Education Act (2013), which mandates universal school access and

prohibits discriminatory admission practices, and the Sindh Empowerment of Persons with Disabilities Act (2018), which requires all educational institutions in the province to accommodate students with mild-to-moderate disabilities and other diverse learning needs. A considerable gap nonetheless remains between statute and implementation: Sindh's public education system continues to contend with inadequate infrastructure, large class sizes, and limited specialised training for teachers in inclusive management practice. District Umerkot, in south-eastern Sindh, illustrates this gap concretely. The district's population exceeds 1.15 million, more than 77% of whom live in rural households with considerable socio-economic vulnerability. Overall literacy stands at approximately 38.7%, and female literacy trails further behind at around 25.1%. Across Umerkot's four tehsils — Umerkot, Kunri, Samaro, and Pithoro — public secondary school teachers manage large, diverse Grade 9 and 10 classrooms with markedly uneven levels of student preparation, minimal adaptive learning aids, crowded seating, and few opportunities for professional development in special-needs or inclusive pedagogy. Where a student with a learning difficulty, sensory variation, physical disability, or socio-emotional challenge enters such a classroom, that student's educational trajectory depends heavily on the day-to-day management decisions of the teacher.

STATEMENT OF THE PROBLEM

A persistent gap separates the statutory commitments to inclusive education described above from the everyday realities of classrooms in rural and under-resourced districts such as Umerkot. Where policy envisions universal inclusion and differentiated support, classroom practice more often features overcrowded rooms, fixed seating, uniform pacing regardless of individual need, and lecture-driven instruction oriented toward board examinations.

Public secondary schools in Umerkot combine several structural and instructional difficulties: high student-to-teacher ratios, resource-lean infrastructure without adaptive learning tools, examination-oriented curricula, and a broad spectrum of learner diversity spanning neurodivergent students, students with mild-to-moderate learning difficulty, and students facing severe socio-economic disadvantage. Where teachers lack the training, capacity, or structural support to implement proactive and differentiated strategies — flexible seating, multi-sensory pacing, positive behavioural support, structured peer-assisted learning

— students with diverse abilities face three interrelated risks: cognitive disengagement through falling behind during fast-paced, standardised delivery; behavioural and emotional strain when unmet learning needs surface as frustration or disruption and are met with punitive rather than supportive responses; and psychological marginalisation in the form of diminished self-esteem, peer isolation, and stigma.

The international literature on inclusive classroom management is extensive within resource-rich settings, but empirical evidence from public secondary schools in rural and semi-urban districts of Sindh remains scarce, and top-down policy initiatives frequently presuppose classroom conditions that do not obtain in Umerkot. The core problem this study addresses is, therefore, the mismatch between macro-level mandates for inclusive education and the micro-level management practices that secondary school teachers in District Umerkot actually apply.

RESEARCH OBJECTIVE

- To investigate how positive behavioural reinforcement, teacher-student relationships, and psychological safety mechanisms influence peer acceptance, stigma reduction, and self-esteem among diverse learners.
- To explore how teachers adapt lesson delivery, time allocation, peer-assisted learning, and flexible grouping to accommodate varying cognitive speeds and learning needs in high-density classrooms.
- To identify key infrastructural, systemic, administrative, and professional-development barriers hindering inclusive management in Umerkot, and to propose actionable, context-specific recommendations.

Research Question

- What classroom management strategies — spanning physical layout, behavioural routines, instructional pacing, and socio-emotional support — are currently used by secondary school teachers across public schools in District Umerkot?
- How does the organisation of physical space, including seating arrangement and general accessibility, affect the learning access and physical inclusion of diverse learners within overcrowded classrooms?
- How do positive behavioural interventions, relational management practices, and classroom culture shape peer acceptance, psychological safety, and emotional well-being among diverse learners?

- In what ways do teachers adjust lesson pacing, time management, and grouping arrangements to sustain academic engagement among students whose cognitive pace and learning profile vary?

JUSTIFICATION OF THE STUDY

Although the international literature offers extensive treatment of classroom management and inclusive education in resource-rich settings, empirical research grounded in rural and semi-urban public school contexts in southern Pakistan remains comparatively scarce. Federal and provincial education policy frequently presumes classroom conditions that bear little resemblance to daily realities in District Umerkot, leaving teachers caught between the formal requirements of inclusion policy and the practical demands of managing large, resource-constrained classes. Field evidence collected directly from local public secondary schools is therefore justified as a means of generating practical insight into the strategies teachers actually use, the systemic challenges they encounter, and the solutions likely to prove viable within this specific setting.

SCOPE OF THE STUDY

The scope of the study encompasses public secondary schools located across the four tehsils of Umerkot District—Umerkot, Kunri, Samaro, and Pithoro. The study focuses on Grade 9 and 10 subject teachers, headmasters/headmistresses, and classrooms that include students with diverse learning abilities. Thematic scope of the study covers four key classroom management domains, namely spatial, behavioural, instructional, and socio-emotional management, along with three dimensions of inclusive learning: access, participation, and achievement. Temporally, the study is limited to a single cross-sectional field phase in which quantitative and qualitative data are collected concurrently to provide a comprehensive understanding of classroom management practices and inclusive learning within the selected public secondary schools.

DELIMITATION OF THE STUDY

The study is delimited to public secondary schools (Grades 9–10) within District Umerkot; private schools, primary-level classrooms, and schools outside the district fall outside its scope. It relies on self-reported survey data, semi-structured interview accounts, and single-session (45-minute) classroom

observation rather than sustained longitudinal observation, and it examines association rather than causal effect between management strategy and inclusive outcome. It is further delimited to a pragmatist, mixed-methods design and does not include an experimental or quasi-experimental component.

SIGNIFICANCE OF THE STUDY

For teachers and school leaders, the study is intended to offer practical, evidence-based management strategies calibrated to the actual physical and resource conditions of public secondary schools in Umerkot rather than to idealised classroom circumstances. For policymakers and curriculum planners, it is intended to supply ground-truth data from Sindh province capable of informing targeted professional-development programmes and more effective resource allocation. For students and families, the advancement of inclusive practice is intended to contribute to safer, kinder, and more empowering learning environments for children historically underserved by the education system.

LITERATURE REVIEW

Public education historically operated within a medical model of disability, in which learning difficulty was treated as a deficit located inside the individual child, and children who did not match a normative student profile were segregated or excluded outright. Over the closing decades of the twentieth century, international policy shifted toward a social model of disability, which locates barriers to learning in rigid environments, inflexible curricula, and inadequate teaching strategies rather than in any intrinsic limitation of the learner. This shift was formalised through the Salamanca Statement (UNESCO, 1994), Article 24 of the CRPD (2006), and Sustainable Development Goal 4 (2015). Contemporary scholarship no longer treats inclusive education as the physical placement of students with disabilities into general classrooms; it is instead conceived as a continuous process of school reform responsive to the full range of human diversity (Aas et al., 2024).

Theoretical Perspectives on Inclusive Pedagogy and Classroom Management

Three frameworks inform the present study. Vygotsky's social constructivism holds that cognitive development occurs through social interaction, and his concept of the Zone of Proximal Development identifies the distance between what a learner can achieve independently and what that learner can

achieve with guidance; in an inclusive classroom, structured peer tutoring and differentiated management function as the principal scaffolding mechanism for students experiencing learning difficulty. Bronfenbrenner's ecological systems theory treats the classroom as the child's microsystem — the most immediate setting of daily interaction — such that a disorganised or exclusionary classroom constrains development while a structured, adaptive one can buffer wider socio-economic pressure. Universal Design for Learning translates the architectural principle of universal access into education through three tenets: multiple means of representation, multiple means of action and expression, and multiple means of engagement. Table3 summarises these three frameworks.

Theoretical Frameworks Underpinning the Study

Framework	Core Premise	Application in This Study
Vygotsky's Social Constructivism (Zone of Proximal Development)	Learning is a social process; learners progress furthest with appropriately scaffolded guidance from a more capable other.	Frames peer-assisted learning and differentiated management as scaffolding mechanisms for diverse learners.
Bronfenbrenner's Ecological Systems Theory	Development is shaped by nested environmental systems, of which the classroom is the immediate microsystem.	Frames the classroom as the proximal site through which wider socio-economic pressures are either buffered or compounded.
Universal Design for Learning	Accessible design accommodates the widest possible range of users from the outset, through varied representation, expression, and engagement.	Frames instructional adaptation and multi-sensory teaching as standard design rather than reactive accommodation.

Dimensions of Inclusive Classroom Management

The literature typically identifies four interdependent operational domains of classroom management. Spatial and environmental organisation affects how students move, interact, and focus: placing students with visual or hearing difficulty near instructional input, maintaining clear pathways, and pairing struggling learners with supportive classmates each aid access in high-density classrooms. Behavioural and relational norms have shifted from reactive, punitive control toward Positive Behavioural Interventions and Supports, which explicitly teaches and reinforces expected behaviour; predictable routines and constructive praise are associated with reduced anxiety and greater willingness to take academic risks among neurodivergent students. Instructional management and pacing link environment to curriculum delivery through task chunking, cued transitions, and flexible grouping. Socio-emotional climate and psychological safety address stigma, peer bullying, and fear of failure — the principal drivers of disengagement for students with learning differences — through peer-support systems and a classroom culture in which mistakes are treated as ordinary.

Inclusive Education and Classroom Realities in Pakistan and Sindh

Pakistan's constitutional guarantee under Article 25-A is reinforced provincially by the Sindh Right of Children to Free and Compulsory Education Act (2013) and the Sindh Empowerment of Persons with Disabilities Act (2018), both of which require mainstream schools to accommodate diverse learning needs without discrimination (Raof, 2023). Empirical studies nonetheless point to a persistent gap between policy and practice across Sindh's public education sector (Naz & Shehzad, 2026). Classrooms frequently exceed fifty to sixty students per teacher, complicating individual monitoring under traditional lecture-based delivery (Zakir & Olanrewaju, 2025); many government secondary schools lack adjustable furniture, reliable electricity, and adequate learning materials (Shah et al., 2024); board-examination pressure encourages rote, lecture-heavy teaching with little room for flexible pacing; and pre-service teacher training remains oriented mainly toward subject-matter delivery and general discipline, with professional development in inclusive strategy or differentiated instruction still scarce in rural districts (Bugti & Hussain, 2021; Sulman, 2024).

Empirical Evidence from Rural and Semi-Urban Contexts

Research from rural and semi-urban South Asian public schools consistently shows that inclusion challenges are shaped by geography and local socio-economic conditions. In districts such as Umerkot, students frequently grow up speaking Sindhi or Dhatki at home while the secondary curriculum is delivered in Urdu or English, requiring teachers to address language barriers alongside cognitive learning needs; economic vulnerability leads many students to combine school attendance with seasonal agricultural or household labour, producing irregular attendance; and cultural misunderstanding surrounding learning difficulty or physical disability can compound social isolation (Khan, 2024). Where teachers implement relational management practices — peer-tutoring pairs, clear routines, supportive communication — improvement in attendance, engagement, and learner confidence has been observed (Zakir & Olanrewaju, 2025); where management remains rigid and punitive, disengagement and early dropout tend to rise.

RESEARCH GAP

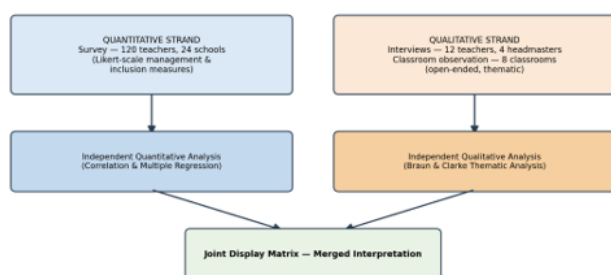
Three insights emerge from the literature reviewed above. First, classroom management functions as the operational vehicle for inclusive education, without which policy mandates cannot be translated into daily practice. Second, a substantial policy-practice gap persists within Sindh's public education sector, as legal mandates for inclusion contend with large class sizes, limited infrastructure, and insufficient specialised teacher training. Third, contextual factors strongly influence which management strategies actually prove workable. Much of the existing literature, however, concentrates on urban centres such as Karachi and Hyderabad, favours idealised theoretical frameworks, and focuses more heavily on primary education and general access questions; considerably less empirical evidence addresses rural, under-resourced districts, the practical adaptation of management strategy within overcrowded and low-technology classrooms, or the specific dynamics of Grades 9–10. Much recommended intervention literature also presumes resource-intensive solutions — digital assistive devices, specialised co-teachers, sharply reduced class sizes — that are impractical within Umerkot's public schools. The present study addresses this gap directly by gathering field evidence on practical, contextually grounded management practice, identifying the systemic barriers teachers encounter, and highlighting strategies that appear workable within the setting of southern Pakistan.

RESEARCH METHODOLOGY

This section sets out the methodological framework used to investigate how classroom management strategies shape inclusive learning for students with diverse learning abilities in public secondary schools across District Umerkot. The study is grounded in a pragmatist research philosophy, which prioritises the resolution of a practical, real-world problem over strict adherence to a single philosophical tradition. Because teachers in Umerkot face a distinctive combination of challenges — large class sizes, wide ability variation, and limited assistive infrastructure — a pragmatist orientation allows the study to combine numerical generalisation (measures of management frequency and inclusion level) with a rich account of contextual reality (how teachers adapt strategy under local constraint). The study adopts a convergent parallel mixed-methods design, in which quantitative and qualitative data are collected concurrently during the same field phase,

analysed independently, and then merged during interpretation to cross-validate findings (Creswell & Plano Clark, 2018). The quantitative strand is a cross-sectional survey administered to 120 secondary school teachers, using a five-point Likert scale to measure how frequently specific management practices—spanning behavioural, spatial, instructional, and socio-emotional dimensions—are used, and to test their statistical relationship with indicators of inclusive learning. The qualitative strand comprises semi-structured interviews with twelve teachers and four headmasters, together with structured observation across eight classrooms, intended to explore contextual nuance, teacher perception, and structural barriers. The two strands are merged through a joint display matrix that brings statistical results into direct dialogue with thematic qualitative insight (see Figure 2).

Convergent Parallel Mixed-Methods Design



Convergent parallel mixed-methods design used in the study.

POPULATION AND SAMPLING

The target population comprises high school teachers responsible for Grades 9 and 10 in public secondary schools in District Umerkot, headmasters and headmistresses overseeing these institutions, and classrooms containing students with diverse learning abilities, including slow learners and students with sensory impairment, behavioural challenge, or physical disability. District Umerkot comprises four administrative tehsils — Umerkot, Kunri, Samaro, and Pithoro — and contains, according to Sindh Education Management Information System records, approximately 48 functional public secondary and higher secondary schools distributed across these tehsils. A multi-stage sampling approach is applied across the two strands of the study, combining stratified random sampling for the quantitative survey with purposive sampling for the qualitative interviews and observation. Sample size and technique are detailed separately below.

Sample Size by Strand and Instrument

Strand	Instrument	Sample Size	Unit
Quantitative	Teacher Survey Questionnaire	120 teachers	24 stratified sample schools
Qualitative	Semi-Structured Interview — teachers	12 teachers	≥5 years' experience, inclusive-practice exposure
Qualitative	Semi-Structured Interview — headmasters	4 headmasters / headmistresses	1 per tehsil
Qualitative	Classroom Observation Protocol	8 classrooms	2 per tehsil; maths, English, science periods

Sampling Technique

For the quantitative strand, schools are stratified by tehsil and by gender profile (boys', girls', and co-educational institutions), and 120 teachers are randomly selected across 24 sample schools to complete the survey instrument. For the qualitative strand, purposive sampling is used: twelve experienced teachers and four headmasters/headmistresses (one per tehsil) are selected for interview on the basis of at least five years' teaching experience and prior exposure to inclusive teaching practice, while eight classrooms (two per tehsil) are selected for structured observation during active core-subject periods in mathematics, English, and science.

RESEARCH HYPOTHESIS

The following hypotheses are derived directly from the study's regression model (see Section 30) and will be tested against the quantitative survey data:

- Spatial and physical management significantly predicts inclusive learning outcomes among students with diverse learning abilities.
- Behavioural management significantly predicts inclusive learning outcomes.
- Classroom management strategies, taken jointly, significantly predict inclusive learning outcomes.

RESEARCH INSTRUMENTS

Three instruments were developed and adapted for the public-school environment of rural Sindh: a Teacher Survey Questionnaire, a Semi-Structured Interview Guide, and a Classroom Observation Protocol (reproduced in full in the Appendices).

Structure of the Teacher Survey Questionnaire

Section	Domain	Focus	Sample Items
1	Demographic/contextual	Gender, tehsil, qualification, class size, experience	5 items
2a	Spatial & Physical (SMS)	Seating, accessible layout	SMS-01, SMS-02
2b	Behavioural Management (BMS)	Clear rules, positive reinforcement	BMS-01, BMS-02
2c	Instructional Adaptations (IAS)	Differentiated tasks, multi-sensory tools, peer buddies	IAS-01–03
2d	Socio-Emotional Climate (SEC)	Respect for difference, psychological safety	SEC-01, SEC-02
3	Inclusive Learning Outcomes (ILO)	Participation, academic growth, social integration	ILO-01–03

All Section 2 and 3 items are rated on a five-point scale from strongly disagree (1) to strongly agree (5). The Semi-Structured Interview Guide contains open-ended questions addressing teachers' understanding of inclusive education, the practical strategies used to

support slow learners or students with disability, resource constraints encountered, and recommendations for systemic improvement. The Classroom Observation Protocol is a structured rubric recording spatial setup and physical accessibility, the distribution of teacher attention between average and diverse learners, and patterns of peer interaction during instructional time.

PILOT STUDY

A pilot study was conducted with twenty non-sample secondary teachers in the neighbouring district of Mirpur Khas, prior to full-scale deployment, to refine item wording, response scaling, and administration procedures for both the survey instrument and the observation rubric.

DATA COLLECTION

Data collection proceeds in a single concurrent field phase following institutional clearance (see Section 29). The Sindhi/Urdu-translated survey is administered in person to sampled teachers at each of the 24 stratified schools, with researcher availability for item clarification. Semi-structured interviews with the twelve sampled teachers and four headmasters are conducted individually, audio-recorded with consent, and later transcribed. Classroom observation is conducted during regular 45-minute instructional periods in mathematics, English, and science across the eight sampled classrooms, using the structured observation protocol, without altering ordinary classroom operation.

ETHICAL CONSIDERATIONS

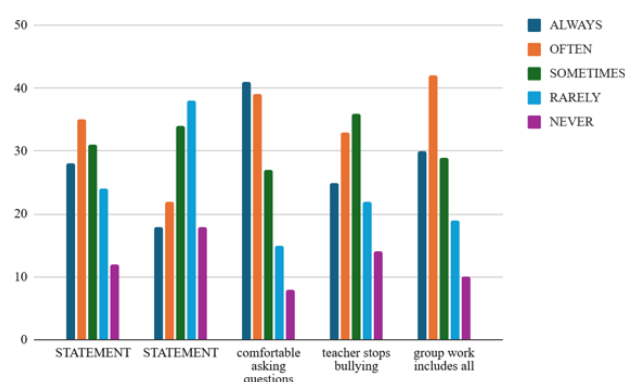
Institutional authorization was sought through a formal no-objection clearance from the District Education Officer for Secondary Education, Umerkot, together with the headmasters of participating schools. Written and verbal informed consent is obtained from all participating teachers and headmasters prior to survey administration and prior to any recording. Anonymity and confidentiality are maintained throughout via alphanumeric coding (for example, "Teacher 04, School B, Tehsil Kunri") used consistently across all outputs arising from the study. Classroom observation is conducted in a non-disruptive manner during routine instructional hours.

DATA ANALYSIS

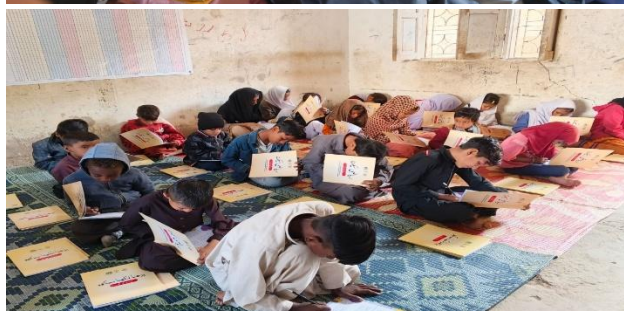
Quantitative data will be analyzed using SPSS and R. Descriptive statistics — frequency, percentage, mean, and standard deviation — will be calculated for demographic profiles and for the reported frequency of management-strategy use. Inferential analysis will proceed in two stages: Pearson product-moment correlation to test the strength and direction of association between classroom management strategies and inclusive learning outcomes, followed by multiple linear regression to identify which management domain is the strongest predictor of inclusive outcomes, expressed as: $Y = \beta_0 + \beta_1X_1 + \beta_2X_2 + \beta_3X_3 + \beta_4X_4 + \varepsilon$

where Y is the inclusive learning outcome score; X_1 , X_2 , X_3 , and X_4 are spatial, behavioural, instructional, and socio-emotional management respectively; and ε is the error term.

Interview transcripts and observation logs will be analysed in NVivo following Braun and Clarke's (2021) six-phase thematic analysis procedure: familiarisation with the raw Sindhi/Urdu transcripts, generation of initial codes, identification of overarching themes, review of themes against field notes, definition and naming of finalised themes, and production of a narrative report. A joint display matrix will then bring the quantitative regression results and the qualitative thematic findings into direct comparison, allowing the study to assess where the two strands of evidence converge, diverge, or extend one another.



The data from 130 students in District Umer Kot, kunri indicates that 61.5% students feel comfortable asking question in class. However, 30.8% students reported that fast learners tease slow learners and 27.7% said that teachers do not treat all students equally. This shows that while some aspects of classroom environment are supportive, there is need for teachers to ensure equality and reduce bullying to create a more inclusive learning environment for all students.



CLASSROOM PARTICIPATION AND FLOOR SEATING ARRANGEMENT

(Students engaged in writing activities in a government school, District Umerkot)

DISCUSSION

Once analyzed, quantitative and qualitative findings will be read jointly through the theoretical lens set out in Section 16: significant regression weights for the four management domains will be interpreted against Vygotsky's scaffolding concept and Universal Design for Learning, while qualitative themes concerning systemic and institutional barriers will be interpreted against Bronfenbrenner's account of the classroom as a microsystem embedded within, and shaped by, wider structural constraint. Convergence or divergence between the quantitative regression output and the qualitative thematic findings will be examined explicitly through the joint display matrix, and results will be situated against the rural/semi-urban South Asian evidence reviewed in Section 16 (e.g., Zakir & Olanrewaju, 2025; Khan, 2024) rather than against studies conducted in better-resourced urban or international settings.

FINDINGS

This study examines the relationship between classroom management strategies and inclusive learning among students with diverse learning abilities in the public secondary schools of District Umerkot, Sindh. Motivated by a documented gap between Pakistan's and Sindh's statutory commitments to inclusive education and the resource-constrained realities of rural secondary classrooms, the study poses one central research question and five sub-questions

addressing existing management practice, spatial dynamics, behavioural/socio-emotional climate, instructional pacing, and systemic barriers. A convergent parallel mixed-methods design combines a 120-teacher survey with twelve teacher interviews, four headmaster interviews, and eight classroom observations across Umerkot's four tehsils. Instrument validity was addressed through content, face, construct, and translational review, and reliability through a twenty-teacher pilot study in Mirpur Khas. Quantitative analysis will apply Pearson correlation and multiple regression against a four-domain conceptual model.

CONCLUSION

Pending completion of data collection and analysis, this study is positioned to contribute empirical, context-specific evidence on how classroom management strategy shapes inclusive learning within a rural, resource-constrained district of Sindh — a setting underrepresented in the existing literature relative to urban centres such as Karachi and Hyderabad. The convergent parallel design, four-domain conceptual model, and validated instruments described in this article establish a methodological basis from which findings, discussion, and evidence-based recommendations can be produced once fieldwork concludes.

RECOMMENDATIONS

The study recommends prioritising low-cost spatial adjustments, such as appropriate seating arrangements, closer seating proximity, and maintaining clear pathways, which can improve students' access and participation without requiring significant additional infrastructure investment, particularly in high-density classrooms. It also recommends expanding in-service teacher training in Positive Behavioural Interventions and Supports (PBIS) and multi-sensory instructional adaptations to address the limited availability of specialised training in Sindh's public-sector schools. Furthermore, schools should support structured peer-assisted learning models that encourage collaboration and learner support, consistent with Vygotsky's concept of scaffolding and previous evidence indicating improved student engagement through peer tutoring in rural public schools.

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