

Gender Differentials Among Teachers' Classroom Management Strategies In Pakistani Context

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Abstract

The main purpose of this study was to get an insight about teachers' classroom management strategies and explore the gender differences among teachers' classroom management strategies. The present descriptive study was quantitative in nature and survey method was used. All the teachers, teaching in different Islamabad Model Schools for Boys and Girls, Islamabad (Urban Sector) constituted the population of the study. Data were collected from a sample of 126 secondary school teachers, teaching in 10 different Islamabad Model Schools for Boys and Girls, Islamabad, Pakistan. Data were collected via Classroom Management Inventory (CMI), developed by the researcher, keeping in view the Pakistani context. As a result of pilot study, reliability test of the questionnaire reflected 0.947 value of Cronbach's Alpha, which showed the high reliability of the instrument. From the findings of the study, it was concluded that teachers' gender affects their classroom management. Female teachers exhibited more classroom management skills on four out of six dimensions of classroom management than the male teachers. Classroom management being a challenging and complex task, demand knowledge and skills on the part of teachers. It is recommended that teacher trainings should contribute to such endeavour, keeping in view the gender differentials.

Keywords: gender, differentials, classroom management, strategies

Introduction

Gender covers socially constructed along with ethnically based roles of women and men with a view to understand how unequal power relations between them are shaped and operate. Kabeer & Subrahmanian (1996) postulate that gender relations do not operate in a social vacuum but are products of the ways in which institutions are organized and reconstituted. Gender is a broader concept, having a social bearing and important characteristics in addition to mere concept masculinity and femininity. The important characteristics include biological sex, sex-based social structures or else gender identity. It can be confirmed easily “Gender is considered socially; it is societal meaning assigned to male or female. Each society emphasizes particular roles that each sex should play, although there is wide latitude in acceptable behaviours for each gender” (Hesse-Biber & Carter, 2000, p.91). Therefore, the gender roles of teachers may also influence their way of education including their roles in society. The impact of gender is obvious, especially in developing countries. Allana, Asad & Sherali (2010) explained this as “In the developing world’s context such as Pakistan where women are marginalized, gender concerns are very relevant and extremely significant. Social norms, believes, values, behaviours, mindsets, policies, processes etc. all disclose gross discrimination against women” (p.343). However, recently, there are some efforts to decrease this inequality especially for the education system. As teacher’s role is very important for students, they try to stop this discrimination between male and female teachers in the society. UNESCO (2005) stated that “Teachers and educators influence the gender roles of their students thus impacting their educational outcomes. When considering Education for All (EFA) goal 5, which aimed to eliminate gender disparities in primary and secondary education by 2005 and to achieve gender equality by 2015, it should be realized that teachers are a critical force for meeting the goal”.

Classroom management is one of the most crucial areas in education, many experienced researchers have examined the classroom management and their research studies report various aspects of classroom management. According to many researchers such as Weinstein & Mignano (1993) and Johns, MacNaughton & Karabinus (1989), organization, physical arrangement, behavioural considerations, instructional strategies and social climate are the main classroom management procedures (Oktan & Çağanağa, 2015).

Although several studies have been carried out in order to investigate the link between teachers' gender and classroom management in different cultures but it remains vague that in which ways classroom management methods of female teachers are stronger, and in which manner male teachers are superior in Pakistan. As a result, there is need to investigate the differences between teachers' gender in classroom management strategies in Pakistani context. In addition, as it was stated above, existing studies on the subject of the relationship between teachers' gender and classroom management are controversial: Some of the studies (Rahimi & Asadollahi (2012) state that there isn't any link between teachers' gender and their classroom management methods, and some of them Martin and Yin (1997, 2003), Nejati, Hassani and Sahrapour (2014) suppose that there is a relationship.

Objectives of the Study

1. To explore the teachers' classroom management strategies.
2. To compare the difference in teachers' classroom management by gender.

Literature Review

Classroom Management

A classroom, which is structured as an educational environment for meeting educational objectives consists of students who share common characteristics according to their educational levels as critical and functional /elements of school system, and is a place where educational activities take place. A classroom environment is a product of physical arrangements, psychological state as well as social and cultural interaction among students which influence perceptions and evaluation of students (Özden, 2005). Classroom management is a process that involves teachers and school administrations to create as well as maintain suitable, appropriate and assertive behaviour of the students in particular classroom settings. Classroom management aim at enhancement of prosaically behaviour, scaffolding student's progress and increasing academic engagement (Emmer & Sabornie, 2015). Brophy (1999) claims that classroom management is a process which is effectively executed by the professional teachers. Erden (2008) proposed that classroom management is a process but contrary to Brophy (1999). He pointed out that classroom management entails various techniques and strategies to establish an

effective learning environment ensuring effective students behaviour according to the objectives of instructional and learning processes.

It is generally believed that the success of both the teacher and the student is directly proportional to the classroom management and runs parallel to the academic as well as behavioural success of the institute (Marzano, Marzano & Pickering, 2003). This change can be seen in the definitions of classroom management. One of the numerous evolving definitions of a classroom suggests that a classroom is a place where educational environment is established in such a way that facilitates students learning, serves as a platform for meeting educational objectives and assures educational activities to be performed purposefully. Factors that contribute to establish an effective classroom environment are physical arrangements, social and cultural interactions of the students as well as their psychological state that directly impacts student's perceptions and their assessments. Establishing an environment conducive to learning is the initial step in effective teaching that is followed by classroom management. Classroom management is a process that involves teachers and school administrations to create as well as maintain suitable, appropriate and assertive behaviour of the students in classroom settings.

Nature of Classroom Management

Meaning of classroom management as generated by Evertson and Harris (1999), has been changed from disciplinary practices and behavioural interventions to a more holistic definition on supportive learning environment for creating and managing teachers' behaviours. Brophy (1999) believes that classroom management is a process and classroom management is a capacity for having an effective learning environment, which is managed by the most successful teachers. Erden (2008) defines classroom management as a process including various kinds of techniques and activities to create an effective learning environment and maintain effective student behaviours in parallel to the objectives of the teaching and learning process. Borko and Putnam (1995) believe that teaching strategies are part of classroom management skills of a teacher in order to set up rules and procedures of the classroom, to organize learning groups, to monitor learning of the students and events affecting the learning of the students, to arrange the possible learning pace and to manage misbehaviour that may arise. Finally, Larrivee (2005) indicates that teaching strategies as crucial elements of classroom management involve organizational structure as well as meaningful content and they support

maximum productivity. Classroom is often referred to as a building block of the whole educational structure. Classroom management can be taken as arrangement of physical objects, social climate and curriculum environment to fulfil the necessary desires of a society as per the culture and regulations. This whole process of devising rules and principles can be termed as classroom management. These definitions reveal that classroom management is like an umbrella as indicated by Reupert and Woodcock (2010).

Importance of Classroom Management

The importance of classroom management is closely related to the effect on classroom management over teaching. Various research results reveal that teachers have direct effect on students' learning and effective classroom management (Adeyemo, 2012). Teachers as effective classroom managers are expected to prepare classroom environment for teaching and learning process, determine on the classroom rules and establish an effective learning environment for adoption of rules by the students, organize and maintain teaching and organize behaviours of teachers (Erden, 2008). Managing behaviours of students is clearly a complex process. Teachers are required to be full of skills (Krause, Bochner & Duchesne, 2003). There is a positive correlation between what tendencies teachers have on classroom management and how they manage the classroom. Classroom management as a process, especially, focuses on students' behaviours for overcoming disciplinary problems, lower level of motivation on learning and poor self-esteem of the students (Evans, Harvey, Buckley & Yan, 2010).

Gender and Classroom Management

Martin and Yin (1997) see classroom management as multidimensional. These dimensions are called managing teaching, managing learners and managing behaviours. Studies on identifying the differences between classroom management and gender among the dimensions reveal that there is a significant difference between managing teaching and managing behaviours in favour of male teachers. Akbaba and Altun (1998) find that teachers' tendency to classroom management is suitable for interventionist approach rather than transactional approach. Newly graduated teachers' and male teachers' classroom management approaches have tendency to be more intrusive. Martin, Yin and Mayall (2006) reveal that there is a significant difference between classroom management approaches of female and

male teachers. Female teachers' approaches seem to be more intrusive than male teachers' approaches.

Various results are obtained from studies throughout literature comparing classroom management skills and competencies of teachers who are compared according to their genders. Some studies reveal that teachers' perceptions and opinions regarding their classroom management skills and competencies have been affected by their gender (Çelik, 2006). Results of some studies yield that there are not any significant differences and decisive roles between male and female teachers' classroom management skills and competencies (Sivri, 2012; İlhan, 2011; Bağcı, 2010).

Dimensions of Classroom Management

Key components of the effective classroom management are accepted as 1. Rules and procedures, 2. Discipline, 3. Teacher-student relationships, 4. Teachers' mental framework in the literature (Marzano, Marzano & Pickering, 2003). Classroom management is multidimensional skill to be acquired and discussed. As per Kennedy (2011) comprehensive classroom management includes five areas of knowledge and skill: i) The most effective way of classroom management if the personal and psychological needs should be kept in consideration by the teacher. ii) Students will learn more when they experience that more care, value, and love is given to them by the teacher. iii) In order to create smooth-flowing classroom management teacher should involve the students and provide them physically and psychologically safe environment for learning. iv) One of the basic need of classroom management is that teacher should be attentive and know how to tackle the students to avoid destruction in classroom. v) If any student distracted from his learning path, teacher should be capable to help the student to refocus his/her learning as well. Another researcher tried to gauge the effect of multiple factors contributing towards effective classroom management. The four factors highlighted were: (i) Classroom management includes preparation and employment of planners (ii) the organizing strategies of teachers (iii) teacher should encourage the students to learn more (iv) continuous evaluation of students should be keep in consideration by teacher regarding to classroom management (Freiberg, 2002).

All the new teachers should focus more on meetings students' needs by humanely managing behaviours through attending to students' needs, developing

class rules, teaching appropriate behaviours and establishing a climate of trust and respect (Emmer & Sabornie, 2015).

The current study encompasses the dimensions of teachers' classroom management, discussed in detail as under:

Meet the Basic Needs of Students

Those students learn more efficiently if their basic and psychological needs are fulfilled. Students learn more in settings where they feel relax, comfortable and feel safe. Academic performance of students can be measured in a way that one should examine classroom and find out which students needs are not fulfilled. Fundamental element of classroom is to fulfil the basic biological needs at first and also psychological needs. According to DiGiulio (2000), humans have the following basic needs: “(a) feel safe, (b) to survive, (c) to love and be loved, (d) to be part of a group, and (d) to grow in wisdom and self-knowledge” (p. 14). Glasser (1988) stated that, if students do not feel accepted by others at school, they will pay little attention to academics because of their basic need to belong is not met.

Teamwork

Groupwork is defined as a collective work in which every individual presents their own opinion and interests. This means that the efficient team work goes beyond individual achievements. If individuals work to achieve a common goal only then effective teamwork is produced, and it is required to create an effective learning environment. Students learn best through social interactions.

Build Relationships with Students

Teacher relationship with students has important impact on students' academic and social development. Only student relationship with student will not produce enhancement in gains. Students who have close affinity with teachers, can have higher level of positive relationship with teachers then those who have conflicts (Rimm-Kaufman & Sandilos, 2011). Positive relationship of students and teachers promote positive process of learning and to learn more (O'Connor, Dearing & Collins, 2011). When there is a positive bond between teachers and students' classroom becomes more supportive and class is engaged in social productive ways, it also proves the basis of closeness and positivity. Student with

positive relationship use them as a secure base from which they explore class and school setting, and work on social-emotion development. Through these behaviors students learn to behave in a proper way and to achieve those expectations (Hamre & Pianta, 2001).

Love and Logic Approach

Destructive behaviours arose due to punishment. The success is based on unconditional compassion, firm behaviour and limits and logical consequences (Lewis, Sugai & Colvin, 1998). Out of dissatisfaction with many traditional approaches, concerns over the increasing numbers of at-risk students, and requests from parents and educators, the *Love and Logic* theory and set of discipline techniques was developed (Cline & Fay, 1997; Fay & Funk 1995). The primary goal of the Love and Logic program is to give parents, educators, and others working with children practical strategies for reducing behaviour problems, increasing motivation, and building assets which contribute to life-long responsibility and resiliency.

Organization in the Classroom

Classroom management and organization are interlinked. While rules and routines influence students' behavior, physical elements of the class are affected, which is more productive for its users. Class environment influence the behavior, Classroom environment is evident if nobody is there in the room. Organization includes the furniture, place and fixed materials. Good teacher decors the room with students work so that the students feel calmer (Kohn, 1996). They also arrange class so that everybody feels free and relax to move with minimal disturbance and organize in such a way as to allow teacher to freely move around the room to monitor students' progress (McLeod, Fisher & Hoover, 2003).

Establishment of Rules, Standards and Routines

Rules are basis for effective classroom management. Appropriate behavior is accordingly related to the student's behavior. Rules of class should support the regulations and expectations yet promote behavior for classroom settings (Rosenberg, 1986). Rules are organized to promote classroom attitude and to identify the replacement attitude for the problems that are being faced.

Although for the classroom management also, rules are not enough for effective management, therefore well-organized procedures, rules are important to master the steps necessary to accomplish tasks. Usually the behavior organization are too difficult for the classroom rules. With proper routines behavioral expectations are addressed more effectively. Routines are organized in such a way that completing a task activity on time and listing the next activities. Hence, it is beneficial for the effective management to organize the routines and frequently occurring activities.

Classroom Management in Pakistan

Pakistani teachers have a lot of difficulties in managing the class, as per various researches. In the modern era, the schools in Pakistan whether the city or village schools bear students that create a disruptive atmosphere not only for themselves but for others as well, as they are not feeling contended, according to a research by a researcher Ali (2000). The study conducted by Iqbal et al. (2012) depicts Pakistani educational institutional management system at the classroom level. It was found that most of the teachers have the idea that classroom management is the handling of whole teaching and learning procedure during a lesson at the classroom level. The teachers impart their lesson in a very easy language to clarify the ideas in classrooms in an effective manner. Though, it was also found that they do not utilize gesture or postures to support their teaching process at the classroom level. Moreover, it was also highlighted that the teachers are not punctual as well as there are no comprehensive rules for the students, to tell by the teacher rather every teacher has to make personal rules for the class. Furthermore, it was also revealed that the teachers have the idea of making lesson plans and its effective incorporation into classes but even then, they do not use the facilities and equipment available for them to make their teaching better at classroom level i.e. space, learning resources and others. In addition to this, it was also found that however, teachers have a pleasant behaviour with their students but even though they do not give confidence to their students to participate in classroom activities as well as they do not make any such activities for them.

The novice teachers, who are not trained, have to face total eight issues in maintaining the classroom discipline, as per Veenman's research 1984. In the classroom discipline issues individual differences, lack of proper assessment, lack of motivation, communication with students' parents, the organization of the classroom daily routine, lack of proper tools to teach and so on are included

that affect the teaching-learning process badly. According to this research, the inexperienced teachers who teach English in Pakistan do face at least five of these classroom discipline issues (Tahir & Amin, 2012).

Methodology

Research Design

The present descriptive study was quantitative in nature and survey method was used. All the teachers, teaching in different Islamabad Model Schools for Boys, Islamabad (Urban Sector) constituted the population of the study. The data were collected from a sample of 126 secondary school teachers, teaching in 10 different Islamabad Model Schools for Boys and Girls, Islamabad, Pakistan. All the teachers were trained, their experience ranged from 3 to 25 years.

Instrument

Data were collected via Classroom Management Inventory (CMI), developed by the researcher, keeping in view the Pakistani context. CMI was designed to measure teachers' perceptions of their classroom management strategies and practices, consists of 42 Likert format statements and includes items on six dimensions of classroom management (Easter, 2008): i) Meet the Basic Needs of Students, ii) Teamwork, Build Relationships with Students, iii) Love and Logic Approach, iv) Organization in the Classroom and Establishment of Rules, v) Standards, and vi) Routines (having seven items each).

Reliability of the Research Instrument

A pilot study was conducted to determine if questionnaire items were understandable by participants and if measures of internal consistency were satisfactory. The reliability test of the questionnaire reflected 0.947 value of Cronbach's Alpha, which showed the high reliability of the instrument.

Results

Statistical Analysis

The data collected for this study were analysed quantitatively. Analysis of

the responses of the respondents was made by calculating frequency, percentages of the responses for each item as marked by the respondents.

Table 1

Comparison of Male and Female Teachers' Classroom Management Strategies on six dimensions

Dimension of Classroom Management	Gender	N	Mean	SD	df	t	p
Meet the basic needs	Male	63	3.54	0.42	124	-.958	.340
	Female	63	3.63	0.53			
Teamwork	Male	63	3.80	0.51	124	-2.200	.030*
	Female	63	4.01	0.43			
Relationship with students	Male	63	4.17	0.47	124	-2.588	.011*
	Female	63	4.40	0.43			
Love and Logic	Male	63	3.92	0.34	124	-2.108	.037*
	Female	63	4.09	0.45			
Organization in Classroom	Male	63	3.92	0.45	124	-2.392	.019*
	Female	63	4.13	0.48			
Rules Routines	Male	63	3.91	0.48	124	-1.842	.068
	Female	63	4.06	0.41			

* $p < 0.05$

Table 4.1 presents the comparison of male and female teachers' classroom management strategies on six dimensions of classroom management by conducting independent sample t-test and depicts that there is significant difference between the mean scores of classroom management strategies of male and female teachers on the dimensions 'Teamwork', 'Build relationships with students', 'Love and logic approach' and 'Organization in the classroom', as $p < 0.05$. It is obvious that female teachers' mean score is greater than male teachers' mean score. The magnitude of difference in the means by calculating effect size is small (Eta squared = 0.002).

Discussion

It was concluded in the study that teachers' gender affects their classroom management. Female teachers exhibited more classroom management skills on all the six dimensions of classroom management than the male teachers. Various results

were found from studies throughout literature comparing classroom management skills and competencies of teachers who are compared according to their genders. Some studies revealed that teachers' perceptions and opinions regarding their classroom management skills and competencies have been affected by their gender (Çelik, 2006). Results of some studies yielded that there are not any significant differences between male and female teachers' classroom management skills and competencies (Sivri, 2012; İlhan, 2011; Bağcı, 2010; Rahimi & Asadollahi, 2012). Martin & Yin (1997) found male teachers' behaviours to be more controlled, authoritarian, rigid, impersonal, assertive and aggressive than female teachers. On the other hand, Nejati, Hassani and Sahrapour (2014) found out that female teachers are better at instructional strategies while males are better at student engagement. This variety of results may be due to cultural considerations and different environments. The gender roles vary from society to society and societal responses also vary as per cultures. As per another research study Martin & Yin (1997) significant differences had been observed between the answers of female and male teachers about their perceptions on behaviour management of students and instructional management. Majority of the teachers informed that they desire to get more control and mediate in discussion with students regarding behavioural dimensions of students and impede more than female educators perform. However, the results of the study by Shin and Koh (2007) are in contradiction to the present study. Keeping in view Pakistani context, a related research to the present study was conducted by (Shakir & Adeeb, 2014). The main purpose of the research was to develop a mechanism and implement it to evaluate the performance of school teachers in Pakistan. It was exposed from the findings of the study that male teachers were more capable than their female counterparts. Male teachers were found to be more dominant and authoritarian than the female teachers and their classrooms were found more disciplined, organized and controlled than the female.

Conclusions

From the findings of the study, it was concluded that teachers' gender affects their classroom management. Female teachers exhibited more classroom management skills on four out of six dimensions of classroom management than the male teachers. These dimensions included "Teamwork", "Build relationships with students", "Love and logic approach" and "Organization in the classroom".

Recommendations

While discussing classroom management, the most important and primary task of teacher is to create and maintain a conducive learning environment in the classroom, which is supportive for students, nice looking, orderly and attractive. The teacher will only be able to discharge such responsibility, when they are trained. So, the teachers should be armed with necessary knowledge and skills about classroom management. It is recommended that teacher trainings should contribute to such endeavour, keeping in view the gender differentials.

Teachers' classroom management skills may be studied through observation and taking views of heads and students about their classroom management skills. Teachers' classroom management is considered as a very broad and complex phenomenon. It is pertinent that more in depth, qualitative, comparative and preferably more longitudinal researches should be conducted to study nature of classroom management skills, their development along with contributing factors.

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