
CLASSROOM MANAGEMENT IN SINGLE-GENDER AND MIXED-GENDER SECONDARY SCHOOLS OF LAHORE, PAKISTAN

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ABSTRACT

Establishing and sustaining an orderly classroom environment is one of the crucial skills of effective teachers and it positively affects students' academic outcomes (Gage, Scott, Hirn & MacSuga-Gage, 2018; Korpershoek, Harms, de Boer, van Kuijk, & Doolaard, 2016). The success of teachers, as well as students, is directly linked to effective classroom management (Marzano, Marzano, & Pickering, 2003). The present study aimed to determine classroom management strategies used by teachers in single-gender and mixed-gender secondary schools of Lahore, Pakistan. Three school types (i.e., single-gender boys' schools, single-gender girls' schools, and mixed-gender schools) were studied to find the impact of school type on teacher classroom management. The study was quantitative in nature where data was gathered from a sample of 206 secondary school teachers from three different types of schools. Classroom management was measured by using the Behavioral and Instructional Management Scale (BIMS) by Martin and Sass (2010). Both types of statistics i.e., descriptive and inferential were used for data analysis. Classroom management strategies used by the teachers in secondary schools were found to be statistically significantly different across the three school types. Recommendations were provided to teachers, school administrators & policymakers to improve classroom management.

KEYWORDS

Classroom management, single-gender schools, mixed-gender schools, Secondary schools, Pakistan.

INTRODUCTION

A well-managed classroom provides a productive and healthy working environment where teaching and learning flourish (Groves, 2009; Marzano, 2003). Classroom management entails different techniques and strategies used by the instructors to ensure an effective learning environment where students behave appropriately to achieve better learning outcomes (Erden, 2008). It involves classroom concerns regarding teaching approaches, physical arrangements, seating, classroom decoration, AV aids, time management, developing and communicating rules, and behavioral considerations (Evertson, Emer, Clements, & Worsham, 1997; Martin & Sass, 2010; Oktan & Çağanağa, 2015; Sieberer-Nagler, 2016). It is believed that effective classroom management is directly related to teacher and student success (Marzano, Marzano, & Pickering, 2003).

Classroom management has become an emergent topic in the educational era, in recent years. Creating an orderly classroom environment for learners is considered one of the major skills of effective and efficient teachers (Gremmen, van den Berg, Segers, & Cillessen, 2016). Student-related issues are intentionally addressed on a priority basis with training arrangements for teachers to upgrade their skills and capabilities. Poor classroom management creates stress among teachers and discipline issues arise among students which lead to a decline in the instructional process and low academic achievement (Friedman, 2006; Gonzalez, Brown, & Slate, 2008). Richardson and Shupe (2003) stated that student achievement is affected in an environment where discipline and behavioral issues are neglected.

Teachers of today need more valuable concepts as well as training to enhance their experiences in dealing with classroom-related issues and disciplinary matters (Braden & Smith, 2006; Colavecchio & Miller, 2002; Etheridge, 2010). Evertson and Weinstein (2006) state that classroom management involves all the actions taken by the instructors in classrooms to create and establish a supportive learning environment to enhance students' academic and social-emotional skills. According to Wiseman and Hunt (2008), teachers should have the ability "to establish appropriate student behavior in their classrooms to maximize the time that they and their students spend on learning" (p. 6).

Classrooms with diversity demand individualization with the best understanding of academic content (Adelman & Taylor, 2005), teaching strategies (Alton-Lee, 2003), comfortable physical structure (Barrett, Davies, Zhang, & Barrett, 2015), and

motivation to support the learners (Miller & Pedro, 2006; Watkins & Wagner, 2000). Classrooms with the diversity of students are more difficult to manage (De Arment, Reed, & Wetzel, 2013), therefore, teachers need to have different skill sets to control such challenging classroom contexts (Sleeter & Owuor, 2011). Studies have shown differences in social interaction styles of male and female students in classrooms. Male students participate more in classroom discussions even if not encouraged by the teachers or have no prior knowledge about the topic (Sadker, 2002). Even teachers behave differently while appreciating and praising male and female students (Seifert & Sutton, 2009). Many teachers believe that male students are more active and prone to getting into mischief due to their restless nature, therefore, they tend to interact with them more often to keep them attentive and focused (Erden & Wolfgang, 2004).

LITERATURE REVIEW

Defining Classroom Management

Classroom management, in general, includes the actions teachers take to maintain order and discipline in classrooms, involve students in instructional activities, and promote teamwork among students for achieving educational outcomes. Classroom management is defined as the process of delivering lessons efficiently without much disruption by the students inside a classroom (Adeyemo, 2012). According to Evertson and Weinstein (2006), classroom management involves the actions taken by the teachers for creating a healthy collaborative environment to facilitate academic as well as social-emotional learning among students. Classroom management is referred to an environment that is conducive to learning in schools (Brophy, 2006), and for bringing positive change in students' behavior and helping them effectively and efficiently in fulfilling their responsibilities (Hoy & Weinstein, 2006). Classroom management is an instant reaction of teachers toward the problems in the classroom, as well as the establishment and maintenance of an environment inside the classroom for achieving educational goals (Moore & Hansen, 2011).

Researchers defined classroom management in different aspects. Chrisler and McCreary (2010) defined classroom management as "the methods and strategies an educator uses to maintain a classroom environment that is conducive to student success and learning" (p.1). Effective teachers use classroom management strategies having a magical box with them to deal with issues raised in class (Bull, Feldman, & Solity, 2013; Laslett & Smith, 2002). Larrivee (2005) stated that "classroom management involves three important ingredients; meaningful content, effective instructional strategies, and an organizational structure to support productive learning". Classroom management has been discussed in different ways to cover its broad spectrum in the last decade. Many researchers unfolded other aspects of classroom management such as conscious implementation of stages regarding planning, communication, and evaluation (Erdoğan et al., 2010), physical arrangement of classroom providing

flexible and supportive environment to students, and managing student and teacher behavior (Carter & Doyle, 2013; Levin & Nolan, 2014; Weinstein & Novodvorsky, 2011; Weinstein, Romano, & Mignano, 2011). It is considered as a study that deals with the creation of good class leaders with distinct skills of appropriately selecting teaching goals, adopting new teaching strategies, managing techniques and planning classroom activities (Emmer & Stough, 2003).

Components and Approaches of Classroom Management

Instructional classroom management and behavioral classroom management are two important components of effective instructional practices (Martin & Sass 2010). Behavioral management is related to the maintenance of classroom rules for students, creating reward structures (Martin & Sass, 2010), and providing opportunities for students' involvement (Martin, Yin, & Baldwin, 1998). Effective communication between teachers and students and the relationship of teachers with their students based on respect and cooperation are also included in behavioral management (Vouyoukas, 2007). Instructional management includes the planning of daily routines for teaching, designing of learning activities, monitoring, and assessing students' learning and academic performance (Koutrouba, Markarian, & Sardianou, 2018) as well as management of the physical setting of classrooms, and allocation of learning materials (Thi & Nguyen, 2021).

According to the classroom management and discipline model of Wolfgang and Glickman (1980), teachers act respectively to the three approaches to discipline, namely; non-interventionist, interventionist, and interactionist. Teachers practice all three of them but usually are inclined toward any one of them compared to the other two to meet the needs of students (Laut, 1999). The non-interventionist approach is student-centered, where learners have the responsibility of controlling and developing rules under the supervision of the teacher, and it focuses on feelings, thoughts, and individual differences (Levin & Nolan, 1991). The interventionist approach is teacher-centered (Sass, Lopes, Oliveira, & Martin, 2016). The teacher has the main responsibility of controlling and making rules, and it focuses more on behavior rather than the individual differences (Levin & Nolan, 1991). The interventionist approach is reactive; the teacher responds to the misbehavior of the student by enforcing punishment that is consistent with the unacceptable actions of the student (Sowell, 2013). Whereas, the interactionist approach is a blend of both the interventionist and non-interventionist approach. In this approach, teachers encourage students to interact and work in teams as interactionists believe that students learn more when interact with peers (Ritter & Hancock, 2007). The interactionists practice such teaching methods and use the tools that involve the participation of the whole class and apply techniques for maintaining discipline that relies mostly on students (Djigic & Stojiljkovic, 2011).

Factors Affecting Classroom Management

While managing classrooms effectively, teachers often encounter difficulties that then affect the whole process of classroom management. The problems that disturb classroom management are primarily related to student-based difficulties, material-based difficulties, and/or physical environment (Sanli, 2019), social and emotional problems of students, violence, lack of support from parents, and catering to special needs children (Sieberer-Nagler, 2016). One of the major issues that hinder effective classroom management is the disruptions caused by the students during the class. Some researchers (Canter, 2010; Marzano & Marzano, 2003) found that disruptive behavior affects all other students in a classroom as well as the student who is reluctant to obey the rules set for the class. Davis and Jordan (1994) argued that “the time teachers spend handling disciplinary problems is the time taken away from instruction” and as a result students’ success suffers.

Sometimes, it becomes difficult for teachers to manage classrooms with students having diverse needs and catering to their needs affects classroom management as students inside a classroom may differ from each other in characteristics such as personality, attitude, and learning style. Students might also have different needs such as personal needs, cultural needs, and developmental needs (Sarıçoban & Sakızlı, 2006) which teachers have to focus while managing classrooms.

Classroom environment is also an essential element of classroom management. Children like to go to school and learn in a positive classroom environment created by the teachers (Sieberer-Nagler, 2016). The desired behavior cannot be achieved in classrooms without the implementation of effective classroom management (Terzi, 2002) as learning in a chaotic classroom environment is not possible (Barbetta, Norona, & Bicard, 2005). The practice of poor classroom management not only affects students but also the teachers. Poor classroom management restricts the process of teaching and learning which afterward becomes a reason for teachers’ anxiety (Friedman, 2006), teacher exhaustion, and teachers’ dissatisfaction with their jobs (Garrahy, Cothran, & Kulinna, 2005) and the teaching profession (Rosas & West, 2009).

Classroom Management in Diverse Classrooms

A classroom is a place where children from different cultural backgrounds, languages, abilities, and needs come together under the same roof for learning. Inside a classroom, all the children cannot have the same style of learning, same abilities, or same needs. Du Plessis (2019) in her study argued that managing diverse classrooms not only focuses on the special needs children but the needs of all the children in classroom. Larsen and Beech (2014) laid emphasis on the importance of diverse teaching and learning spaces as it helps in shaping and constructing students’ perception and

knowledge.

Sanli (2019) claimed that managing classrooms where students have distinct individual attributes is a challenging task. In a school with a culturally diverse populations, teachers confront students with distinct behaviors, and they are supposed to act efficiently to tackle misbehaviors (Mundschenk, Miner, & Nastally, 2011). Many teachers do not possess the skills that are essential for effectively managing diverse classrooms (Shulman & Shulman, 2009). Mostly less experienced, untrained, and temporary teachers find it difficult to meet the needs of diverse learners (Freiberg, 2002) and it negatively affects the environment of teaching and learning (Darling & Hammond, 2010).

Effects of Classroom Management on Student Achievement

The key to high student achievement is classroom management (Marzano & Marzano, 2003). Classroom management is directly related to students' academic success (Gage, Scott, Hirn, & MacSuga-Gage, 2018; Korpershoek, Harms, de Boer, van Kuijk, & Doolaard, 2016; Oliver & Reschly, 2007). A constructive learning environment positively affects student success and their social and emotional outcomes (Stepanek, 2000). Armstrong (2006) believes that well-managed and learner-centered classrooms support and promote student achievement. Research has shown that classroom management implications reduce behavioral problems and increase students' academic performance (Korpershoek, Harms, de Boer, van Kuijk, & Doolaard, 2016). Students show more interest in learning activities in a smooth classroom environment (Oliver, Wehby, & Reschly, 2011). Trained teachers try to prevent the disruptions that occur during lessons in the classroom to guarantee maximum student involvement in learning activities (Kounin, 2006). Effectively managed classrooms allow student participation which consequently increases student outcomes (Marzano, Marzano, & Pickering, 2003) even for poorly performing and slow-learning students (Martin, Yin, & Mayall, 2007).

The time devoted to instruction inside a classroom will have a positive impact on students' academic outcomes as some researchers (Özer & Anil, 2011) have claimed that student achievement can be predicted from the time allotted for learning. The classroom management skills of well-trained instructors allow maximizing interaction between students and teachers during the instructional time (McGee, 2001). Whereas untrained and novice teachers waste instructional time in managing the problems caused by disorganization and disruption in the classroom and as a result, it affects students' achievement negatively. It has been revealed in studies that new teachers often lack the skills to manage the classroom efficiently and fails to function efficaciously while coping with behavioral problems of learners (Freiberg, 2002; Allen & Blackston, 2003; Kirkpatrick, Lincoln, & Morrow, 2006).

Importance and Benefits of Effective Classroom Management

Implementation of effective classroom management strategies is essential for achieving educational objectives and for offering an ideal learning environment to students (Jones & Jones, 2013). A well-managed classroom can be valuable for both the instructor and the learner. According to Marzano (2003), teaching and learning flourishes in effectively managed classrooms. A good classroom climate improves students' self-esteem, develops a sense of cooperation, and allows students to express their true feelings and opinions (Gottlieb, 2014; Koutrouba, 2013; Vouyoukas, 2007). Students enhance their capability of identifying their interests and values in classrooms where effective classroom management is established as effective classroom managers support the autonomy of students (Schuitema, Peetsma, & Van Der Veen, 2016).

Teachers feel confident while delivering their lessons in effectively managed classrooms. Skilled teachers organize and plan disruption-free lessons for students' learning and hence utilize all the instructional time in delivering the lesson by giving clear directions and explanations (Brophy, 2006). Highly efficient classroom managers modify their classroom management strategies according to the situation, as with years of experience in teaching and managing classrooms, teachers grow to be able to foresee the issues that would arise in the classroom (Berger, Girardet, Vaudroz, & Crahay, 2018). Teachers who possess high-quality skills for managing their classrooms efficiently are fully aware of the needs of their students.

Teachers' attitudes, knowledge about creating a relationship with their students, and the constitution of classroom rules matter a lot in discipline and behavioral complaints (Odejobi, & Adesina, 2009). Classroom management involves managing time and resources, engaging students in classroom activities, and avoiding the learning time being wasted in dealing with irrelevant behaviors of disruptive students (Dolan et al., 1993). It causes problems for students, as well as for teachers, in the form of a lack of focus on studies and wasting instructional time (Etheridge, 2010). Students are expected to follow classroom rules and engage themselves in academic activities under the supervision of their teachers (Amoah, Owusu-Mensah, Laryea, & Gyamera, 2015). It is the responsibility of the teacher to provide an environment that supports students' academic learning achievements (Mensah, 2009).

Wills, Kilpatrick, & Hutton (2006) investigated classroom management in single-gender classrooms and coeducation classes in Tasmanian government schools. They claimed that single-gender classrooms have a better learning environment for students as compared to coeducational classes. Studies had also explored single-gender and mixed-gender schooling and their impact on student's academic and psychological outcomes, but these studies had addressed women's schools as major concerns (Riordan, 1992).

It is an interesting issue to study classroom management strategies in single-gender as well as mixed-gender schools and identify the differences for both types of educational settings. Some studies have identified the differences in classroom management due to the differences in teacher gender (Ahmed, Ambreen, & Hussain, 2018; Martin, Yin, & Mayall, 2006; Oktan & Çağanağa, 2015), however, the present study will investigate the impact of student gender on classroom management.

RESEARCH OBJECTIVES

1. To determine classroom management strategies used by teachers in secondary schools in Lahore.
2. To compare classroom management strategies among three different types of schools.

RESEARCH QUESTIONS

1. What type of classroom management strategies are used by teachers in single-gender and mixed-gender secondary schools in Lahore?
2. Does classroom management differ in single-gender and mixed-gender secondary schools in Lahore?

RESEARCH METHODOLOGY

This study investigated the classroom management practices implemented by secondary school teachers. This study was quantitative in nature and a survey questionnaire was used for the collection of data. The Behavioral and Instructional Management Scale (BIMS) developed by Martin and Sass (2010) was used to assess the differences in classroom management among boys only, girls only, and mixed classes. BIMS consists of two sub-scales, the Instructional Management scale (12 items), and the Behavioral Management scale (11 items), altogether 23 items in total. Cronbach's alpha reliability coefficient for BIMS was calculated as .82 and individually calculated reliability coefficient values for each subscale were .73 for the Instructional Management scale and .66 for the Behavioral Management scale. Cronbach's alpha values greater than .60 for scales and their subscales show that the scale used in this study was reliable.

Schools were distributed in three types based on gender. Single-gender (boys only) schools, single-gender (girls only) schools, and mixed-gender schools. The study had been specified for the private sector only, due to the time and resources limitations. All the male and female teachers from single-gender boys, single-gender girls, and mixed-gender secondary schools of Lahore in the private sector were the targeted population. For the current study, the questionnaire was prepared using close-ended options. Participants' responses were gathered using a five-point Likert scale ranging from "strongly disagree to strongly agree".

The questionnaire was translated into the local language i.e., Urdu for clear and accurate delivery of questionnaire statements to the study respondents. Moreover, this Urdu translation was rechecked and confirmed by the experts to ensure its validity and accuracy.

Sampling Procedure

A careful sampling method is used for designing studies so that the information presented by the sample can be generalized with greater accuracy to the whole population under study. Stratified random sampling method was used for data collection. A stratified random sampling is specifically used to yield a representative sample that shows an accurate estimation of elements under examination. The population of this study consisted of all private secondary schools situated in Lahore and schools strata were developed considering student gender. Sample schools were selected from boys only schools, girls only schools, and mixed-gender schools. Selected schools were situated in different locations of Lahore city and represented a broad spectrum of originality and variety in classroom management practices implemented in their schools. A total of 17 single-gender secondary schools (9 boys only schools and 8 girls only schools) and 19 mixed-gender secondary schools of Lahore district were selected for this study. In total, data was gathered from 36 private secondary schools located in different areas of Lahore city.

Data Collection Procedure

The selected schools were visited personally for data collection. Permission letters from principals/heads of selected schools were taken initially, mentioning the objectives and importance of current research study. The participants were guided about the purpose of the study. It was cleared to the participants that participation in this research would be voluntarily and they had the right to fill it according to their own choice. Further, it was confirmed that confidentiality of the participants' data and all the information will be used for research purpose only and will never be disclosed to the third party, at any stage, as per research ethics.

DATA ANALYSIS AND DISCUSSION

Participants' demographic description determined gender, years of teaching experience, and school type classified as single-gender boys only, single-gender girls only, and mixed-gender schools. Participants' demographics were summarized in preparation for hypothesis testing.

Gender

This study included 206 teachers having 86 male teachers (41.7%) and 120 female teachers (58.3%). Frequencies and percentages of participant teachers are displayed in Table 1.

Table 1: Frequencies and Percentages of Participants' Gender

	Frequency	Percent
Male	86	41.7
Female	120	58.3
Total	206	100.0

Years of Teaching Experience

Overall, major proportion of participant teachers (43.7%) had 5 to 10 years of teaching experience while 18.9% of the teachers had more than 20 years of teaching experience. Around 14% of the teachers had minimum teaching experience that is less than 5 years. Frequencies and percentages for the teaching experience of teachers are mentioned in Table 2.

Table 2: Frequencies and Percentages of Participants' Teaching Experience

Years of teaching	Frequency	Percent
Less than 5	29	14.1
5 to 10	90	43.7
11 to 15	34	16.5
16 to 20	14	6.8
More than 20	39	18.9
Total	206	100.0

School Type

School type was an independent variable in this research study. Three types of private secondary schools were classified in designing this research study: (i) Single-gender boy's secondary schools, (ii) Single-gender girl's secondary schools, and (iii) Mixed-gender secondary schools. In total, 36 schools were selected using stratified random sampling, comprising 9 single-gender boys' secondary schools, 8 single-gender girls secondary schools, and 19 mixed-gender secondary schools from the targeted population. Frequencies and percentages of schools for each type of school are mentioned in Table 3.

Table 3: Frequencies and Percentages of School Type

School Type	No. of Schools	% of Schools	No. of Participants
Single-gender Boys	9	25	49
Single-gender Girls	8	22.22	47
Mixed-gender	19	52.78	110
Total	36	100	206

Descriptive Analysis for Teachers' Perceptions about Classroom Management Strategies

Research Question 1: What type of classroom management strategies are used by teachers in single-gender and mixed-gender secondary schools in Lahore?

This section discusses the analysis of 206 teachers' responses about classroom management strategies practiced in their classrooms. Teachers of all three types of schools (i.e., single-gender boys only, single-gender girls only, and mixed-gender secondary schools) had diverse answers to the provided survey questionnaire inquiring about the strategies used in their respective classrooms. The Behavioral and Instructional Management Scale (BIMS) consisted of two sub-scales namely: the Instructional Management scale containing of 12 items and the Behavioral Management scale having 11 items, altogether 23 items.

Instructional Management

Teacher participants had reported a positive influence regarding instructional management implementation in their classrooms. Results reported a high percentage of teachers who experienced classroom management practices in their profession.

Calculating mean values regarding the Instructional Management subscale is reported as 3.91 with standard deviation equals to 0.50. Minimum and maximum mean values for Instructional Management scale items are measured as 3.43 and 4.31 respectively that imply frequently use of instructional management practices by the study participants in their classrooms. Mean and standard deviation values regarding instructional management are displayed in Table 4.

The highest mean values for item no. 18 ($M = 4.31$), item no. 4 ($M = 4.28$), item no. 23 ($M = 4.25$), and item no. 13 ($M = 4.23$) shows that most of the teachers believe in collaborative learning and practice inquiry-based learning in their classrooms. Teachers closely monitor off-task behavior of students and mostly prefer to use teaching approaches that encourage interaction among students.

Table 4: Mean and Standard Deviation Values of Instructional Management Sub-scale Items

No	Instructional Management	Mean	SD
2	"I use whole class instruction to ensure a structured classroom."	3.43	1.36
4	"I nearly always use collaborative learning to explore questions in the classroom."	4.28	0.92
6	"I engage students in active discussion about issues related to real world applications."	3.88	0.93

9	“I nearly always use group work in my classroom.”	3.75	0.89
11	“I use student input when creating student projects.”	3.88	0.83
13	“I nearly always use inquiry-based learning in the classroom.”	4.23	0.86
15	“I direct the students’ transition from one learning activity to another.”	4.05	0.88
17	“I nearly always adjust instruction in response to individual student needs.”	3.89	0.97
18	“I closely monitor off-task behavior during class.”	4.31	0.85
19	“I nearly always use direct instruction when I teach.”	3.95	0.97
21	“I do not deviate from my pre-planned learning activities.”	3.46	1.14
23	“I nearly always use a teaching approach that encourages interaction among students.”	4.25	0.92

Behavioral Management

Calculating mean values regarding Behavioral Management subscale is reported 3.91 with standard deviation equals to 0.50. Minimum and maximum mean values of behavioral management items are measured as 2.46 and 4.27 respectively that imply frequent use of behavioral management practices by the respective participants. Mean and standard deviation values are shown in Table 5.

Results show a maximum mean value of 4.27 for the scale item no. 14, “I firmly redirect students back to the topic when they get off-task” indicates highly controlled classrooms. Teachers stated that they mostly intervene when students talk inappropriately during lessons and try to limit chatter during instructional times. It shows that the teachers do concern about the academic learning of the students and possess professional skills of keeping their classrooms disciplined. A minimum mean value 2.46 for the scale item no. 10,

“I allow students to get out of their seats without permission” is reported. It is considered that teachers have been strongly motivated in the use of teaching strategies to impart knowledge and do not comprise to maintain discipline during their class hours following the classroom rules.

Table 5: Mean and Standard Deviation Values of Behavioral Management Sub-scale Items

No	Behavioral Management	Mean	SD
1	"I nearly always intervene when students talk at inappropriate times during class."	4.05	1.05
3	"I strongly limit student chatter in the classroom."	4.02	1.09
5	"I reward students for good behavior in the classroom."	3.85	1.14
7	"If a student talks to a neighbor, I will move the student away from other students."	3.26	1.30
8	"I use input from students to create classroom rules."	3.66	1.04
10	"I allow students to get out of their seats without permission."	2.46	1.36
12	"I am strict when it comes to student compliance in my classroom."	3.86	0.96
14	"I firmly redirect students back to the topic when they get off-task."	4.27	0.89
16	"I insist that students in my classroom follow the rules at all times."	3.94	1.09
20	"I strictly enforce classroom rules to control student behavior."	3.93	0.96
22	"If a student's behavior is defiant, I will demand that they comply with my classroom rules."	3.93	0.99

Research Question 2: Does classroom management differ in single-gender and mixed-gender secondary schools in Lahore?

This study was focused to find out the differences (if any) regarding classroom management strategies implemented by the instructors in single-gender and mixed-gender secondary schools in Lahore. School type is categorized into three groups i.e. single-gender boys only schools, single-gender girls only schools, and mixed-gender schools.

Mean and standard deviation values in each type of school regarding the instructional management and the behavioral management are shown in Table 6. The total number of respondents was 206.

Table 6: Mean and Standard Deviation for School Types Regarding Behavioral and Instructional Management

	School Type	Mean	SD	N
Instructional Management	Single-gender Boys Schools	4.10	.38	49
	Single-gender Girls Schools	4.00	.50	47
	Mixed-gender Schools	3.81	.53	110
	Total			206
Behavioral Management	Single-gender Boys Schools	3.90	.48	49
	Single-gender Girls Schools	3.94	.45	47
	Mixed-gender Schools	3.69	.53	110
	Total			206

Results provided the evidence for a significant difference in classroom management strategies used by teachers in single-gender and mixed-gender secondary schools. It was noted that high mean values regarding teachers’ perceptions of behavioral management and instructional management practices in single-gender schools were found to be more positive as compared to mixed-gender schools.

Hypothesis Testing

MANOVA is suitable in case when the dependent variables are interrelated and normally distributed (Creswell, 2009; Howell, 2012).

Null Hypothesis

H1: There is no significant difference in classroom management between single-gender and mixed-gender secondary schools.

Hypothesis testing was conducted, using MANOVA to identify the differences in classroom management regarding the instructional management and the behavioral management in all three types of schools. There was a significant difference in classroom management strategies implementation based on school type. MANOVA results provided values of Wilks’ Lambda = 0.93, $p < .01$, and Partial $\eta^2 = .034$, as shown in Table 7.

Table 7: Multivariate Tests

Multivariate Tests							
Effect		Value	F	Hypothesis df	Error df	Sig.	Partial Eta Squared
Type	Wilks’ Lambda	.93	3.55	4.00	404.00	.007	.034

To measure between-subject effects, the test was applied and provided the results of significant differences in the implementation of instructional management and behavioral management practices in single-gender and mixed-gender schools. Box’s Test of Equality of Covariance Matrices from the MANOVA module was used to assess the equality of covariance assumption of MANOVA. The null hypothesis was tested that the observed covariance matrices of the dependent variables are equal across groups.

Equality of variance between groups was tested using Levene’s Test of Homogeneity of Variance. Homogeneity of covariance was verified using Box’s M Test of Equality of Covariance Matrices. It shows the highest mean values for single-gender boys school (4.10) and the lowest mean value (3.81) for mixed-gender schools regarding teachers’ perceptions for implementing instructional management practices in their classrooms. It further indicates the highest mean values for single-gender girls school (3.94) and the lowest mean value (3.69) for mixed-gender schools regarding teachers’ perception of behavioral management practices implemented in their classrooms.

Results of Post Hoc test shows that instructional management was statistically significantly different between single-gender boys schools and mixed-gender schools ($p = .01$), single-gender girls schools and mixed-gender schools ($p = .07$) but not between single-gender boys schools and single-gender girls schools ($p = .92$). Similarly, behavioral management mean scores were found to be statistically significantly different between single-gender boys schools and mixed-gender schools ($p = .04$), single-gender girls schools and mixed-gender schools ($p = .01$) but not between single-gender girls schools and single-gender boys schools ($p = .98$). Post Hoc test results are shown in Table 8.

Table 8: Multiple Comparisons (Tukey HSD Post Hoc Test)

School Type			Mean	Std.	
			Differen	Error	Sig.
			ce (I-J)		
Instructional Management	Single-gender	Single-gender Girls	.06	.10	.92
	Boys	Mixed-gender	.25	.08	.01
	Single-gender	Single-gender Boys	-.06	.10	.92
	Girls	Mixed-gender	.19	.09	.07
	Mixed-gender	Single-gender Boys	-.25	.08	.01
		Single-gender Girls	-.19	.09	.07
Behavioral Management	Single-gender	Single-gender Girls	-.03	.10	.98
	Boys	Mixed-gender	.22	.09	.04
	Single-gender	Single-gender Boys	.03	.10	.98
	Girls	Mixed-gender	.25	.09	.01

Mixed-gender	Single-gender Boys	-.22	.09	.04
	Single-gender Girls	-.25	.09	.01

The results proved that the null hypothesis (H1) is rejected as significant differences in classroom management strategies were observed in different school types based on gender.

Results and Findings

The results of the current study provided teachers' perceptions regarding classroom management strategies (based on two subscales: Behavioral Management and Instructional Management) used by teachers in their respective classrooms. Findings are based on descriptive as well as inferential statistics of teachers' responses. Moreover, inferential statistics evidently proved significant differences based on all three types of schools: single-gender boys' secondary schools, single-gender girls' secondary schools, and mixed-gender secondary schools. Instructional management was found more effective in single-gender boys' secondary schools as compared to single-gender girls' schools and/or mixed-gender secondary schools in Lahore. Whereas, behavioral management was reported to be more effective in single-gender girls' schools, as compared to single-gender boys' schools and/or mixed-gender secondary schools.

DISCUSSION AND CONCLUSION

Gender frequencies shared that a major proportion of the study participants were female (58.3%) as compared to male participants (41.7%). These values determined the opinion that female teachers are comparatively preferred in the education sector in Pakistan might be due to their willingness and passion for teaching profession or they are considered more suitable in the educational field. Even in mixed-gender schools, female teachers' ratio was larger than their male counterparts. The higher proportion of girl students may be due to high aggregate of females in the country's population.

This study intended to examine the use of classroom management strategies in single-gender and mixed-gender secondary schools. It was also investigated to measure possible differences in teachers' perceptions regarding classroom management strategies among single-gender and mixed-gender secondary schools. The results of the study determined that teachers practiced both types of classroom management strategies i.e., instructional and behavioral management in their classrooms and used different methodologies to meet the individual needs of the learners based on gender. Teachers' perceptions of instructional management and behavioral management practices, in single-gender schools were found to be more positive as compared to mixed-gender schools.

Data analysis results showed some prioritized comparison in the implementation of classroom management strategies by the teachers in the present study. Instructional management was found more effective in single-gender boys' secondary schools with mean value of 4.10 in comparison to single-gender girls' schools with mean value of 4.00 and mixed-gender schools having mean value of 3.81. Mean value of 3.94 expressed frequent use of behavioral management strategies in single-gender girls' schools, as compared to single-gender boys' schools with mean value of 3.90 and mixed-gender secondary schools having mean value of 3.69.

Overall, Classroom management for both sub-scales (Instructional Management and Behavioral Management) was measured more dominant in single-gender secondary schools as compared to mixed-gender secondary schools. Past literature had also discussed the gender differences when studied single-gender classrooms and co-educational institutions in different aspects (Riordan, 1992). We can summarize findings of this study by concluding that the teachers play their supportive role in the provision of learning environment, facilitating the students with guidance and control, and mentoring through their teaching skills and experiences. Moreover, inferential statistics proved significant differences in single-gender boys' secondary schools, single-gender girls secondary schools, and mixed-gender secondary schools based on classroom management strategies used by the instructors.

Research studies elaborated on a positive effect of teachers' competencies and skills to manage classrooms and dealing with student issues for improved learning outcomes (Murtaza, Khan, Khaleeq, & Saeed, 2012; Qureshi & Niazi, 2012). Effective classroom management provides students with an ideal learning environment that ultimately enhances their abilities, promotes creative thinking, and results in the development of academic records (Kocoska, 2009; Leblanc & Skarrupa, 1997). Participant teachers' responses reported frequent use of classroom management strategies in all three types of schools in the present research study.

Classroom issues relevant to instructional management such as teaching strategies, detection of students' individual needs, and creation of learning environment, are also addressed by teachers in Lahore. Existing literature has recommended instructional management to create an effective learning environment in classrooms (Grapragasem, Krishnan, Joshi, Krishnan, & Azlin, 2015). Findings of the current study show skillful use of instructional management techniques in single-gender and mixed-gender secondary schools of the targeted population.

Research studies recommended behavioral management to deal with classroom related problems and to improve the academic performance of the learners (Carter & Doyle, 2013; Levin & Nolan, 2014; Weinstein & Novodvorsky, 2011). Scale items addressing

behavioral management including discipline, attitudes and beliefs, and disruptive behaviors of students indicated that teachers in Pakistan are well-aware of different management skills and try to use specific strategies according to the needs of the learners.

RECOMMENDATIONS

Being an important and sensitive concern of educational studies, classroom management is an emerging topic, and researchers should explore its features to add more knowledge to the existing literature. This will be beneficial, not only for the teachers but also useful for every stakeholder engaged in the education sector. The current study may open new education policy domains and areas of attention for educators, policymakers, and educational leaders. This research study was conducted in a smaller population due to time and resource limitations, and its results provided limited scope. It is recommended, for future researchers, to conduct studies to check the effects of school types to further elaborate on this topic in a larger context. Further research may also be conducted in a broader version with different educational levels and geographical circumstances.

It is further recommended that other areas of classroom management must be explored deeply as well as with extended population for future research. New researchers may also study the effects of classroom management on some other factors and/or design comparative studies where samples from both the public and private education sectors could be studied simultaneously. Policymakers and institutional heads should improve classroom management in their domains and decisions.

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