



A Gender-Based Comparative Study of Teachers' Classroom Management Strategies in Co-Educational Settings

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Abstract

Higher secondary teachers experience many uncivil behavior challenges among students in the classroom that affect atmosphere. The purpose of this quantitative study was to investigate the gender based comparative study of teachers' classroom management behavior strategies at secondary level in co-education set up. The research questionnaires were designed to explore the perceptions of teacher and students about classroom management behavior strategies used in settings and how student classroom incivility is controlled by gender.

The main objectives of the study was to identify and compare the strategies of both male and female teachers in classroom management in co-education. To achieve these objectives a quantitative descriptive-comparative design (Cantrell, 2011) was adopted with a primary goal to compare classroom management strategies applied by male and female teachers in a co-education setup. 28 teachers (male & female) and 231 students (male & female) of Army public school and college and Fazaia inter college Kohat were approached for data collection. Data for the study basically comprised of in-depth feelings, attitudes and perceptions of the research respondents. Adapted research tool was used so, the reliability coefficient was not re ensured. Two questionnaires were used one for teachers and other for students. The questionnaire for teachers had 30 items while questionnaire for the students had 20 items.

The findings indicated that there is a significant difference of handling behavioral problems, teachers' abilities, subject command, student motivation, communication and classroom discipline between male and female teachers, however there are some areas where teachers need training on how to better manage classroom behaviors strategies in co-education set up.

Keywords: Classroom, Gender, Classroom management, Behavioural Strategies, & Co-education and Teaching

Introduction

The classroom is a place where teacher and the taught; the two elements of classroom management; work together to give output in the form of students' academic and behavioural success. The classroom provides the environment where educational objectives are achieved along with performing learning activities. Physical arrangement, social and cultural interaction of students and psychological state are the components

of classroom management (Ozden, 2005). The co-education is a class where girls and boys sit in the same class and have the same environment. Classroom management basically comprises two components: physical component and social component. The social component is concerned with the interrelationship between male and female students to teachers. Class management can be viewed as the placement of tangible things, the social climate and the educational environment in a classroom to satisfy societal needs through culture and rules Muhammad et al.(2018).

Classroom management encompasses all the preventative procedures teachers should take to provide a positive learning atmosphere for all of the students as well as the restrictive ones they can take (Henley, 2006; Pianta, 2006; Helmke, 2011) cited in Makarova, E., Herzog, W.(2013). While other studies contend that it is frequently used synonymously with discipline, which entails monitoring and reprimanding disruptive conduct (Hardin 2004; Martin & Sass 2010) and that it determines the success or letdown of the whole educational process (Uriegas, Kupczynski & Mundy, 2014)

Management issues in the classroom prevail almost internationally with considerable differences in severity (Pokharel, M., & Sharma, M.R., 2021). However, the issues related to classroom management could be segregated in three categories based on gender i-e exclusive: boys' classrooms, girls' classrooms and mixed i-e co-education. All the three categories have their own importance and sensitivity, but importance and sensitivity of classroom management issues related to the co-educational system in Pakistani context increases many folds, therefore it is worth paying the issues of classroom management of co-education school systems in Pakistan. Male and female students prefer different learning types of gender equality issues in the learning atmosphere, especially in co-education classes, are expected (Crosswell & Hunter, 2012).

The word "Behaviour" describes an object's action or response to a given set of circumstances. Classroom behaviour refers to teacher and student-led activities that take place in the setting regardless of their effectiveness. Thus, the teachers' and as well as the students' actions are considered to be part of the classroom environment. Both the actions of the teacher and behaviour of the pupils indicate learning. Classroom behaviours are the things that students and teachers do in the space. Teachers' Classroom behaviours are the act of teaching represented by the behaviour of the teacher which they exhibit when instructing students. Other names for it include teaching or teaching conduct.

The way teachers act is essential for learning "The Behaviours, or activities, or people they go about doing whatever is required of teachers, particularly those activities which are concerned with the guidance or direction of the learning of others . According to Ryans cited in Naidu (2009) is how teachers should conduct themselves. The way a teacher behaves while teaching is largely influenced by his or her philosophy and environment, according to Mangal and Manga (2009): "The term teaching or teacher behaviour refers to the behaviour (verbal and non-verbal) maintained and demonstrated by a teacher at the time of carrying out his or her teaching activities in the classroom along with his or her students."

The concept of co-education is not unfamiliar for Pakistan in general and Khyber Pakhtunkhwa as a recent development. Co-education at the primary level is quite common. But it is also a fact that co-education faces opposition in Pakistan like many other countries of the world. The aim of this study is to see the influence of gender in co-education class. The classroom management of co-education needs more attention, especially at higher secondary level. The classroom management strategies applied by teachers in a co-educational setting can vary depending on gender. This is because males and females may have different needs and react differently to certain management techniques. Therefore, a gender-based comparative study of teachers' classroom management strategies is necessary to understand the differences and similarities in approaches that teachers take when managing male and female students in a co-educational classroom.

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strategies is necessary to understand the differences and similarities in approaches that teachers take when managing male and female students in a co-educational classroom.

Due to unique nature of the problem in a contextualized sense on part of the teacher's Behaviour, expertise is needed to overcome the hurdles of teaching learning process Krause, Bochner and Duchesne, (2003) in co-education in Pakistan, especially in Khyber-Pakhtunkhwa.

Objectives

1. To identify the male and female teacher classroom management strategies in co-education.
2. To compare the difference in male and female teachers' classroom management strategies in co-education school system.

Hypothesis

H₁. There is no significant difference in classroom management strategies used by male and female teachers.

H₂. There is no significant difference in classroom management strategies of male and female teacher in mixed classrooms.

Literature Review

Particularly in co-education at the higher secondary level, the comparative study of gender-based classroom management is crucial. Many of the problems are linked to the teacher's gender, the gender of the students and how the students interact in mixed-gender classes. In the context of Pakistani culture, the influence of co-education on learning becomes even more critical and needs to be investigated meticulously. In order to understand the unequal distribution of power between men and women and its management, it should be studied in light of the norms and standards of Pakistani culture. The issue of gender has its roots in the social and ethnic values of the group. Men and women are assigned socially and ethnically constructed roles. A set of socially and ethnically accepted characteristics, known as "gender," separates and refers to the concepts of masculinity and femininity. Subject to this mindset, these characteristics, which include biological components, sex-based social traditions and communally followed gender identity," teachers' gender roles may have affected their social obligations and instructional strategies, particularly in developing countries (Ahmad, 2018).

Co-Education

Girls and boys are taught in the same classroom under the same circumstances and using the same educational resources. Co-education is a relatively recent concept. The idea of gender division existed in the past (Lee & Marks, 1990). Co-educational schools were first founded in Switzerland, Great Britain, Germany and Russia thanks to the modern educational system, which also gave rise to the idea of gender cohesion. Despite fierce opposition, this notion spread slowly and gradually to other parts of the world (Oxfam, 2006).

Despite widespread opposition to the co-educational system in Pakistan, girls and boys still study together in many regions of the nation since there aren't any separate schools for girls. The idea of how to educate a woman and a man has long been the subject of intense debate. The idea of cultural, political, social and religious understandings has been linked to this problem. In general, the traditional part of the population has been against the idea of co-education. A co-educational system is one in which students from both sexes participate equally in school activities and resources. This system specifically affects how both sexes behave while learning together.

Co-education has historically been associated with the idea of gender equality in the educational system and improved opportunities for women. The expansion of the co-educational system has accelerated the advancement of gender-neutral environments where education is provided to students of both sexes under

one roof with equal access to resources (Mathieu, 2006).

Despite the traditional expectations of gender roles, there is a significant disparity in the country because there aren't as many educational institutions for women as there are for men. Compared to rural areas, cities have more co-educational institutions. Boys are regarded as the family's major support system. Girls' literacy rates have decreased as a result of this strategy in several traditional tribal tribes in Pakistan's-educational institutions, however, require management techniques that apply to both girls and boys equally in order to produce favorable results (Ahmad, Hussain and Khan 2014).

Allana (2010) believed that developing nations like Pakistan have a strong trend of undervaluing women and gender issues, including social norms, beliefs, attitudes, behaviors, mindsets, laws and practices that discriminate against women. To lessen this inequality, notably in the educational system, there have been several recent attempts.

The most important and delicate aspect of a teacher's performance is how well he or she manages and controls the classroom. Generally, educationists and professionals involved in instruction and education have suggested improved classroom management for more fruitful instruction. A preemptive, facilitative and inventive classroom manager is favored by (Kenneth T.Henson, Ben F Eller, 1999).The overall classroom atmosphere, teaching methodology implemented and teaching style of teacher turn an ordinary teacher into an extraordinary one. The practicing teacher not only distinguishes between an efficient and effective teaching methodology but should also determine the most appropriate strategies to be followed inside the classroom for overall development. But the question remains: due to the natural dichotomy of male and female, whether this difference is at the level of teachers or at the level of students, practicing teachers are confronted with a situation that is not only complex but at the same time very sensitive and fragile; therefore, exhibiting the most appropriate behavior by the teacher in a particular situation, developing the habit of responding in an appropriate manner and eliminating the undesired behavior in students, requires professional maturity and a considerable period of time (Brophy & Good, 1986).

Male and Female Teacher Strategies in Co-Education

The influence of a teacher's gender on classroom management has been linked to broader social constructs that inform expectations of behavior from both teachers and students. Ahmad (2018) emphasizes that in many cultures, socially and ethnically constructed gender roles can impact classroom interactions, influencing the management styles that male and female teachers adopt Female teachers are generally found to be more nurturing and collaborative, often emphasizing positive reinforcement, while male teachers may prioritize authority and structured discipline, which aligns with societal expectations of masculinity and femininity.

Additionally, some studies suggest that male and female teachers face unique challenges in co-education settings, particularly in managing students who may bring external gender biases into the classroom. In Pakistan, for instance, gender roles are deeply rooted in social and cultural values, with co-educational institutions serving as spaces where these values are both challenged and reinforced. The work of Krause, Bochner, and Duchesne (2003) supports the notion that teachers' gender-related behaviors and expectations impact student perceptions and behavior in significant ways.

Gender-Neutral and Gender-Based Classroom Management Approaches

Gender-neutral strategies focus on fostering an inclusive environment, addressing the classroom as a whole without tailoring methods to specific genders. These approaches often involve creating classroom rules collaboratively, encouraging respect among peers, and utilizing inclusive language. Henson and Eller (1999) argue that a balanced, facilitative approach promotes an environment conducive to learning, helping mitigate gender bias by treating all students equitably.

However, gender-based strategies may be essential when managing distinct behavioral trends commonly

observed in male and female students. Research by Gillen-O'Neel, Ruble, and Fuligni (2011) shows that male students often exhibit more disruptive behaviors, while female students may engage in lower-level distractions like side conversations or off-task behavior. Accordingly, teachers may adjust their strategies to manage these behaviors effectively, tailoring interventions to address different needs. These findings underscore the importance of context-sensitive approaches that acknowledge gendered behavioral patterns without reinforcing stereotypes.

Challenges in Mixed-Gender Classrooms

Teachers in co-educational setups face unique challenges in balancing gender dynamics, especially as they attempt to manage classroom behavior that often mirrors broader social inequalities. Schools can amplify or mitigate these gender differences. Bennett (2015) suggests that when boys and girls share a classroom, societal inequalities may manifest within the school environment. Conversely, schools can also function as transformative spaces that challenge traditional norms and foster a more egalitarian atmosphere through counter-socialization practices.

Furthermore, there is a growing recognition that a teacher's approach to classroom management is influenced by the teacher's awareness and intentional use of gender-sensitive strategies. The work of Evertson and Harris (1999) proposes that gendered interactions within the classroom are shaped by teacher expectations and classroom organization. Male and female teachers, therefore, benefit from professional development that encourages a balanced understanding of gender-based classroom management techniques, enabling them to address the diverse needs of students in co-educational settings.

Theoretical Perspectives on Classroom Management and Gender

The theoretical framework underlying classroom management in co-education environments often draws from social learning theories, which suggest that students model behaviors they observe from authority figures, including teachers. Research by Berliner (1988) and Froyen and Iverson (1999) highlights the role of teachers as behavioral models, suggesting that male and female students may emulate the gendered behaviors of their teachers. This modeling effect can have significant implications for classroom management, as students may replicate or resist the management styles they encounter based on gender alignment.

These theoretical perspectives underscore the need for adaptable classroom management strategies that accommodate gender diversity. By understanding the gendered dynamics of classroom interactions, teachers can employ strategies that foster an inclusive, respectful environment, thus contributing to students' social and academic development.

Classroom Management

Classroom management is the ideal method for teaching and learning transforming student potential and producing results like knowledge, skill and behavior (Aydin, 2017; Balay, 2012). Additionally, it has a significant effect on improving students' academic knowledge, cognitive skills and affective abilities (Dincer & Akgun, 2015). Effective human resources have become a major focus in recent decades as a result of globalization and radical developments in technology. Employee skills and effective management in organizations are closely intertwined. Employee skill sets are now crucial for organizational productivity and efficiency because of this. Since then, it has become strategic for maintaining organizational productivity and efficiency to identify and enhance staff abilities (Kececioglu, & Erkan, 2013; Ünal, 2013). Several educators and scholars have defined classroom management in last decades. Classroom management is mainly focused on the teacher's position and how he or she manages all of the everyday challenges that arise in the classroom (Brown & Phelps, 1961). Modern definitions of classroom management demonstrate that teachers are now expected to be more pliable (Saban, 2009), build optimistic

connections with students, meet their requirements (Ho and Lin, 2016) and work with them to establish the norms of the classroom (Karantzis, 2011). Together, students and teachers may foster supportive connections and a safe learning environment, which over time promotes the growth of self-esteem and confidence in students.

To construct and maintain an effective learning experience, it should be defined more broadly as including scheduling, organization, control of students, the learning process and the classroom environment (Doyle, 1986). While Woolfolk Hoy and Weinstein (2006) define classroom management as "activity taken to establish a productive, orderly learning environment to elicit change in students' behaviour and to enable students to perform their obligations more successfully." Classroom management, according to Futher, Evertson and Weinstein (2006), refers to the steps instructors take to establish a setting that fosters and promotes both academic and social-emotional development.

To get more beneficial results in teaching and learning, a classroom must be a special entity where the instructor and pupils may interact. This is discussed as classroom management (Doyle, 1986). In the other part, "classroom management" refers to the actions instructors take to create an environment that fosters and facilitates both academic and social-emotional learning (Evertson & Weinstein, 2006). Classroom management is defined by other researchers, such as Brophy (2006), classroom management entails using all academic skills in the teaching and learning procedures as well as planning activities that encourage students to participate in them to the fullest. It also involves trying to minimize the negative behaviors of students and encouraging them to work together to do so.

Classroom management is frequently cited as a crucial element in student learning that is linked to children's internal discipline (Marzano & Marzano, 2003). Therefore the children do not adhere to an imposed discipline because they are required to do so, but rather they mutually deliberate on the rules of the class and the authorizations that will be used if they are broken (Barns, 2010). Classroom management is not only connected to students' academic progress but also to their whole development (which includes their social emotional and cognitive skills) (Evertson & Weinstein, 2011). In order to effectively manage difficulties in the classroom, one must also take steps to avoid them from happening frequently. The best judgements in the classroom are those that are based on a clear understanding of the objectives and intended In order to accomplish educational goals and protect the wellness of the students on whom the teaching and learning activities are focused, classroom management is a must (Ogunu, 2000). Planning, overseeing, managing and coordinating student activities during the teaching-learning process are all parts of classroom management. Grieser (2007) claims that effective classroom management only improves students' inquiry and exploration if the learning environment is supportive.

Finally, classroom management is the overall development of students (social, emotional and cognitive) and composition of classroom life: curriculum planning, procedure and capital organizing spacing the environment to increase or maximize competency, observing student development, organizing the classroom materials, exposing efficiency in planning and implementing lessons, empowering the whole teaching-learning community with efficient communication procedures, anticipating potential problems.

Methodology

Research Design

Fundamentally this study was quantitative in nature. A quantitative descriptive-comparative design was adopted with the primary goal of comparing classroom management strategies applied by male and female teachers in a co-education setup. The same design was assumed to be supportive for comparing those strategies that were more effective for the male and female students of the class. This approach was considered suitable for the current study because the complexity of the compression demanded more in-depth investigations which were not possible in other simple comparative designs. Since this was a gender-based comparative study aiming to compare teachers' classroom strategies in a co-education setup, therefore

proposed design helped unravel any important variances in the targeted strategies of male and female teachers for male and female students.

Population of The Study

All the students and teachers of the higher secondary section of Fazaia inter college and Army public school and college Kohat were the population of this study. There were 480 students altogether in Fazaia inter college and Army public school and College Kohat. Total number of teachers of both institutes was 28 for the higher secondary level, thus the population for this study was 480 students and 28 teachers working at Fazaia inter college and Army public school and College Kohat.

Sample Size and Sampling Technique

The targeted institutes Fazaia Inter College and Army Public School and College Kohat have two sections for classes XI and XII each thus having 8 classes in both the institutes. Through a stratified sampling technique, two out of four classes from each institute were selected for the study. The sample was 231 (131 male and 100 female) of the populations for students.

Tools and Sources of Data

The adapted questionnaires OECD Teaching and Learning International Survey (TALIS) were used as source of data for the study.

Data Collection Procedure

Ahead of data collection, permission was attained from the administration of the two colleges i-e Fazaia Inter College and Army Public School and college Kohat. The questionnaire was distributed among the students and teachers of the two institutes mentioned to respond to the research questions listed for this study. The participants were asked to fill in the questionnaire and return it to the researcher.

Data Analysis Techniques

After the collection of quantitative data, it was tabulated and analyzed by using SPSS and interpreted. A T-test was applied to find any statistical difference in teachers' classroom strategies by gender. Moreover, The mean and standard deviation is also checked for the items in the questionnaire due to the fact to elaborate the nature of the data along with the normality. T-value, P-value and Levin's Test were also used.

Data Analysis

Research Approach

The current chapter is the data analysis included the entire recommended statistical tests based on computer package program SPSS which were used for the analysis. The data was analyzed on 5-point likert scale (Rarely/Never=1, Sometime=2, Half the time=3, Often=4, Very often=5). The questionnaires were adapted so were not re ensured by Cronbach alpha coefficient, descriptive the respondents' distribution on the basis of their responses; the independent sample t-test, mean and standard deviation has been included for all variables constructed from teachers as well as students questionnaires.

Results & Discussion of Student's Data

The current chapter is data analysis and included the entire recommended statistical tests which were used for the analysis. The tests included the reliability as it was adapted instrument, a description of the respondents' distribution based on their responses; the independent sample t-test has been included for all variables constructed from the questionnaires and also on each question of the questionnaire. The data collected from students was also included in the study for data analysis on the above mentioned statistical tests.

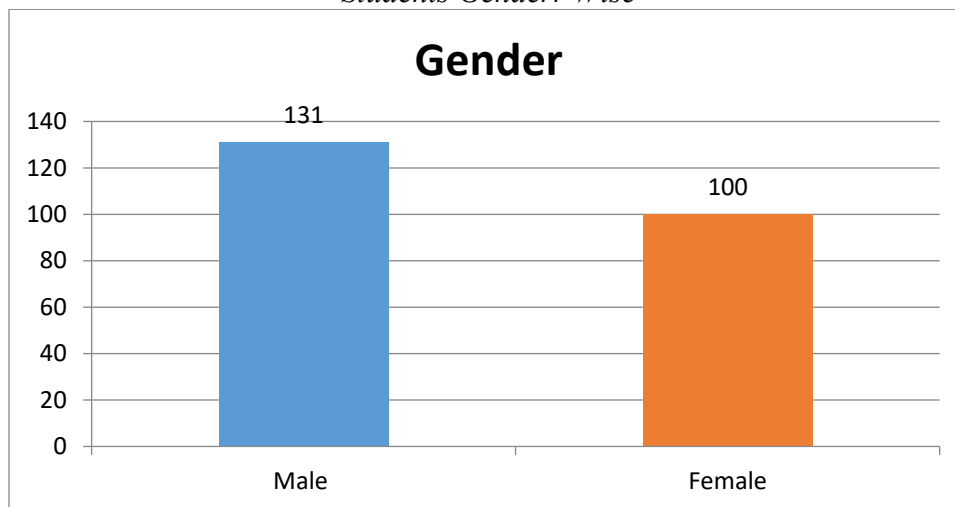
Demographics

The table expresses the results of the gender wise circulation of the students' respondents who were practiced for the data collection. The results show 131 male students with 57 percentage while female were 100 having 43 percent.

Students Gender wise.

Scale	Frequency	Percentage
Male	131	57
Female	100	43
Total	231	100

Students Gender Wise

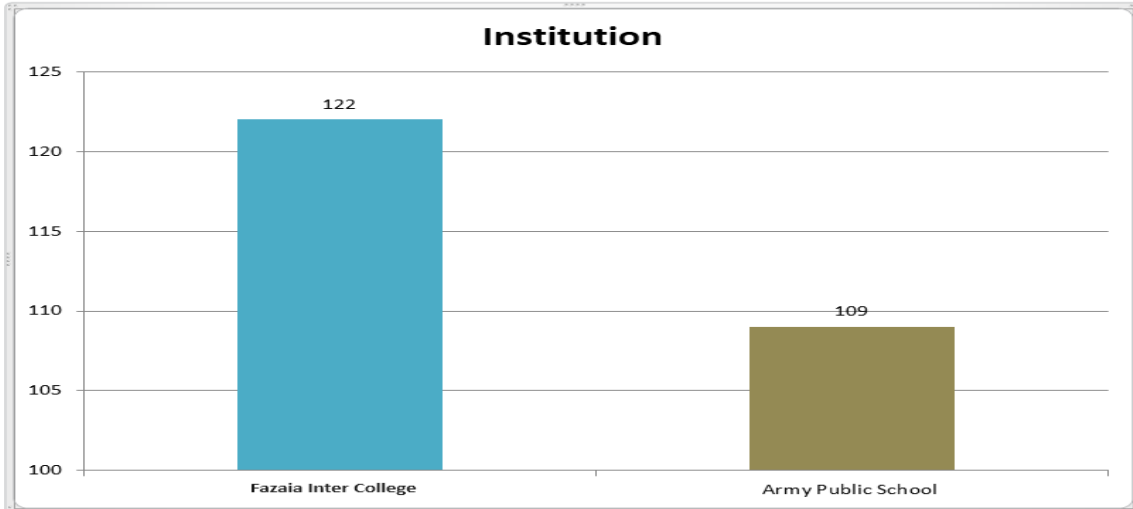


Students Institution Wise.

Institution	Frequency	Percentage
Fazaia Inter College	122	53
Army Public School	109	47
Total	231	100

The table reveals the results of the institution wise circulation of the students. The results suggested that the students from Fazaia Inter College included in the study were 122 with 53 percent and 109 students were from Army Public School with 47 percent.

Students Institution Wise

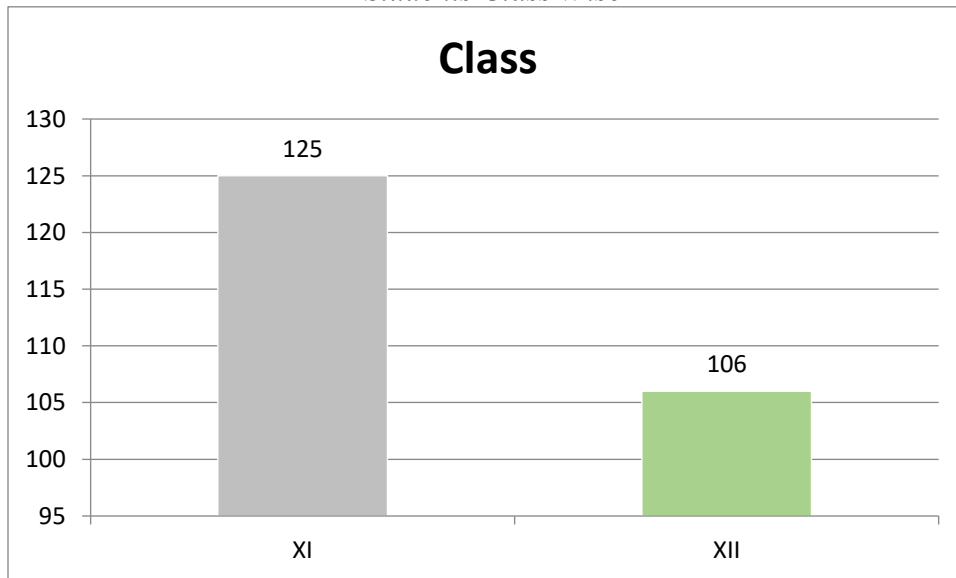


Students Class Wise.

Class	Frequency	Percentage
XI	125	55
XII	106	45
Total	231	100

The table expressions the results of the class wise circulations of the students. The results suggested that students of XI class included in the study were 125 with 55 percent and students from XII class were also 106 with 45 percent.

Students Class Wise



Individual Item Statistics For Objective 1

Q.no	Statement of the questions		Mean	Std dev	Total
1	Most of the course teachers spend the whole class time on educational content	Male	3.15	0.49	131
		Female	3.51	0.41	100
2	Because of the setting in our class, I can start working right away after the lesson.	Male	3.89	0.96	131
		Female	3.51	0.61	100
3	I am actively interested in the majority of the subjects that teachers teach.	Male	2.91	0.14	131
		Female	3.49	0.56	100

The table has included the mean responses of both male and female students included in the study. This table has shown the strategies adopted by the teachers for gender basis on students in co-education. The table has shown the mean, standard deviation and total respondents of the data sources. The mean values of the questions means that the average response of the respondent included in the likert scale. The most of the respondent's response were on scale 3 while some of the cases on 4. The mean values of the respondents shows that most of the strategies adopted by the teachers in co-education were found significantly different for male and female teachers.

Individual item statistics for objective 2.

4	Everything that occurs in the classroom is within the teachers' control.	Male	3.47	0.31	131
		Female	3.98	0.51	100
5	The teachers give me a gentle warning initially if I misbehave.	Male	3.47	0.59	131
		Female	2.98	0.25	100
6	If I don't focus, the instructors make sure I do.	Male	3.61	0.41	131
		Female	3.49	0.28	100
7	If anyone disrupts the lesson, the teachers make sure that he/she will stop doing that.	Male	3.69	0.36	131
		Female	4.12	0.51	100
8	All students are treated equally by the teachers	Male	4.25	0.06	131
		Female	4.96	0.02	100

This table has shown the difference in gender basis strategies adopted by the male and female teacher on students in co-education. The table has shown the mean, standard deviation and total respondents of the data

Count of responses for each item objective 1.

Q.no	Statement of the questions		Rarely/Never	Sometimes	Half the time	Often	Very Often	Total
1	Most of the course teachers spend the whole class time on educational content	Male	8	10	21	81	11	131
		Female	2	15	13	52	18	100
2	Because of the setting in our class, I can start working right away after the lesson.	Male	14	7	14	91	5	131
		Female	9	11	23	47	10	100
3	I am actively interested in the majority of the subjects that teachers teach.	Male	12	15	11	90	3	131
		Female	10	3	10	58	21	100
Total	Male		34	32	46	262	19	
	Female		21	29	46	157	49	

The difference in total values of the respondents identifies that most of the strategies adopted by the teachers in co-education were found significantly different

Count of responses for each item objective 2.

4	Everything that occurs in the classroom is within the teacher's control.	Male	1	3	9	113	5	131
		Female	2	4	2	88	4	100
5	The teachers give me a gentle warning initially if I misbehave.	Male	38	10	16	65	2	131
		Female	25	13	7	49	6	100
6	If I don't focus, the instructors make sure I do.	Male	3	7	21	98	2	131
		Female	3	6	3	85	3	100
7	If anyone disrupts the lesson, the teacher make sure that he/she will	Male	9	7	15	90	10	131

	stop doing that.	Female	4	9	11	73	3	100
8	All students are treated equally by the teachers	Male	24	11	7	87	2	131
		Female	14	6	9	69	2	100
Total	Male		75	38	78	453	21	
	Female		48	38	32	364	18	

The difference in respondents shows the difference in strategies adopted by the teachers in co-education were found significantly different for male and female teachers.

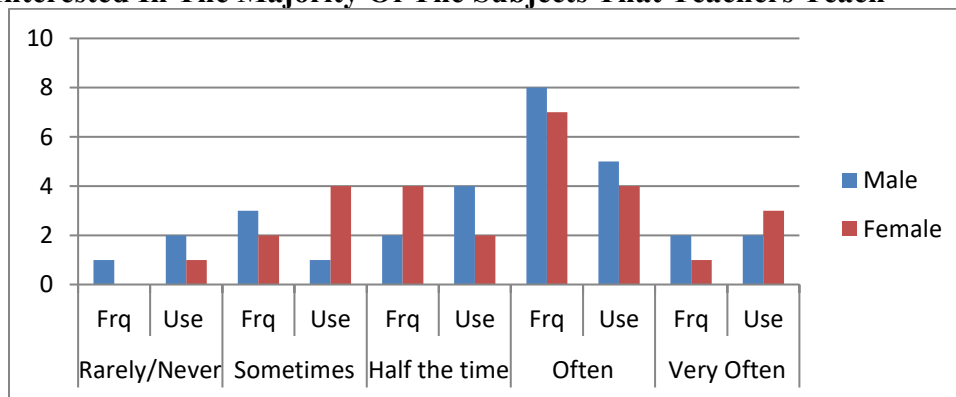
The statistics of some random questions with graphs is taken as to elaborate the significance of the study.

I am actively interested in the majority of the subjects that teachers teach.

	Rarely/Never	Sometimes	Half thetime	Often	Very Often	Total	T-value (P-value)
Male	12	15	11	90	3	131	3.27 (.000)
Female	10	3	10	58	21	100	

The above are the findings of the question 7 “I am actively interested in the majority of the subjects that teachers teach?” on the basis of gender diverse responses. The findings in the table show that 90 of the male students are agreed to the “Often”, 3 among them were in favor of “Very Often”, 12 of students were not agreed with the question and they in favor of “Rarely/Never”. The responses of female students showed that 70 of the female students were in agreed to “Often” option, 9 among them were agreed to “Very Often” while 2 were not convinced and they were on “Rarely/Never”. The above t-value suggest that there is difference of significant value among responses of male and female students by considering this question. In case of p-value the standard values is 0.05 so the obtained value is less than standard value which reveals that the male and female teachers strategies regarding the aforementioned question have a significant difference.

I Am Actively Interested In The Majority Of The Subjects That Teachers Teach

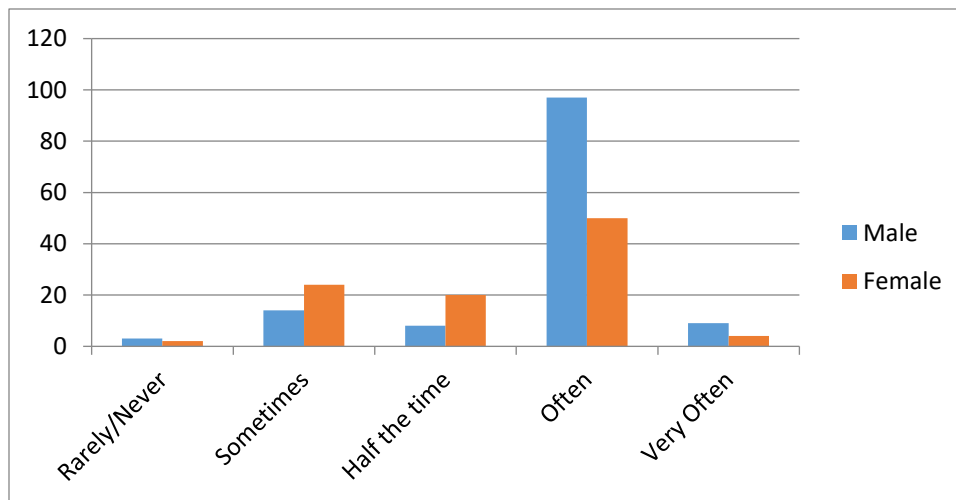


Everything that occurs in the classroom is within the teacher's control.

	Rarely/Never	Sometimes	Half the time	Often	Very Often	Total	T-value (P-value)
Male	3	14	8	97	9	131	4.17 (.000)
Female	2	24	20	50	4	100	

The above are the findings of the question 16 “Everything that occurs in the classroom is within the teacher's control?” on the basis of gender diverse responses. The findings in the table show that 97 of the male students are agreed to the “Often”, 9 among them were in favor of “Very Often”, 3 of students were not agreed with the question and they in favor of “Rarely/Never”. The responses of female students showed that 50 of the female students were in agreed to “Often” option, 4 among them were agreed to “Very Often” while 2 were not convinced and they The above t-value suggest that there is difference of significant value among responses of male and female students by considering this question were on “Rarely/ Never”.* with respect to f value and p-value the aforementioned question have significant difference.

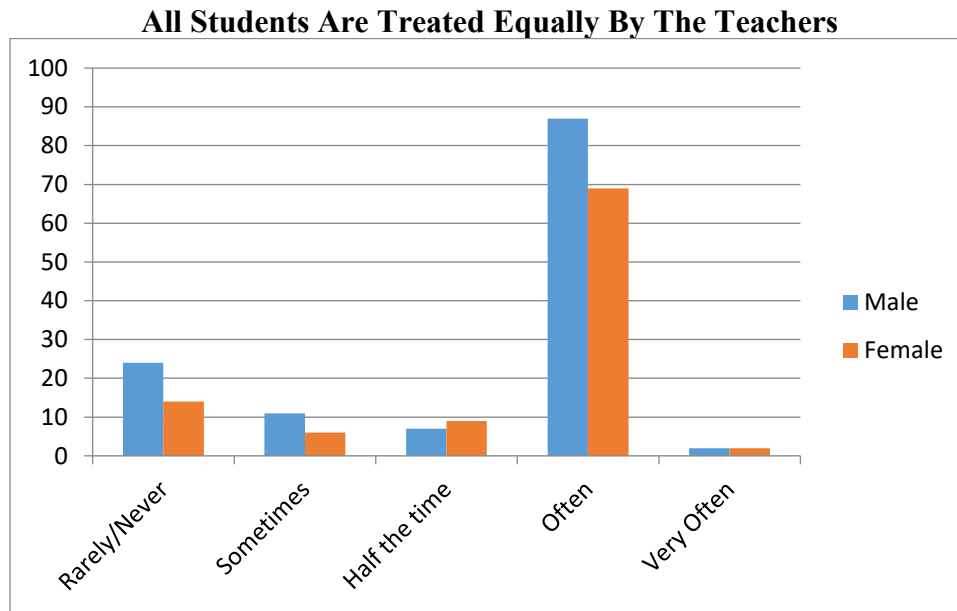
Everything That Occurs In The Classroom Is Within The Teacher's Control



All students are treated equally by the teachers.

	Rarely/Never	Sometimes	Half the time	Often	Very Often	Total	T-value (P-value)
Male	24	11	7	87	2	131	4.52 (.000)-
Female	14	6	9	69	2	100	

The above are the findings of the question 20 “All students are treated equally by the teachers?” on the basis of gender diverse responses. The findings in the table show that 87 of the male students are agreed to the “Often”, 2 among them were in favor of “Very Often”, 24 of students were not agreed with the question and they in favor of “Rarely/Never”. The responses of female students showed that 73 of the female students were in agreed to “Often” option, 3 among them were agreed to “Very Often” while 4 were not convinced and they were on “Rarely/Never”. The above t-value suggest that there is difference of significant value among responses of male and female students by considering this question with significant p-value.



Student questionnaire Independent Sample T-Test.

	Item	F-value	P-value	T-value	P-value
1.	Most of the course teachers spend the whole class time on educational content.	5.14	(.00)**	3.12	(.00)**
2.	Because of the setting in our class, I can start working right away after the lesson.	6.89	(.00)**	2.89	(.00)**
3.	I am actively interested in the majority of the subjects that teachers teach.	5.47	(.00)**	4.61	(.00)**
4.	Everything that occurs in the classroom is within the teacher's control.	8.61	(.00)**	5.64	(.00)**
5.	The teachers give me a gentle warning initially if I misbehave.	7.49	(.00)**	4.82	(.00)**
6.	If I don't focus, the instructors make sure I do.	2.31	(.31)	1.19	(.30)
7.	If anyone disrupts the lesson, the teachers make sure that he/she will stop doing that.	11.32	(.00)**	9.39	(.00)**
8.	All students are treated equally by the teachers.	8.73	(.00)**	7.22	(.00)**

The findings of Independent sample t-test applied to check the significant difference of responses between male and female students. The data collection has been collected from the respondents through questionnaire and then the responses have been divided on the basis of gender of students. It means that f-value in the table has been found significant in majority of the cases (>4). The values show that the f-value more than 4 can be considered as the significant model which measured the significant difference among male and female. All the values have been found more than 4 except, "The teachers have specific, clear and standard guidelines for working independently." with 2.39, "The instructors are always aware of what is going on in the classroom" with 1.33, "If I don't focus, the instructors make sure I do." with 2.31 and the t-values of these questions are found less than 2 which indicates that there is no discernible difference between males and females for these queries.

Hypothesis Testing.

The quantitative data in this study was analysed and included the entire recommended statistical tests based on computer package programme SPSS which were used for the analysis. The data was analysed on 5-point likert scale (Rarely/Never=1, Sometime=2, Half the time=3, Often=4, Very often=5) both questionnaire contained 30 (teacher questionnaire) and 20 (student questionnaire) items each based on 4 main objectives of the study.

1. To identify the male and female teacher classroom management strategies in co-education.
2. To compare the difference in male and female teachers' classroom management strategies in co-education school system.

These two objectives are related to the following two hypotheses.

H₀₁. There is no significant difference in classroom management strategies used by male and female teacher.

H₀₂. There is no significant difference in classroom management strategies of male and female teacher in mixed classrooms.

Hypothesis 1.

Item based on objective -1 are the supporting issues of hypothesis 1 from the questionnaires.

Hypothesis 2.

Item based on objective -2 are the supporting issues of hypothesis 2 from the questionnaires.

Individual statistics for each hypothesis is as under.

H₀₁. There is no significant difference in classroom management strategies used by male and female teacher.

CMS used by male and female teacher	Mean	SD	t-test	
			t-value	Sig
Male	3.54	1.031	4.598	.000
Female	3.24	0.931		

The table displays the outcomes of the employed independent sample t-test to check the significant difference in classroom management strategies used by male and female teacher in sample Colleges. The t-value for the classroom management strategies used by male teacher is 4.598 which has concluded that there is a significant difference in classroom management strategies used by male and female teacher in classroom..

H02. There is no significant difference in classroom management strategies of male and female teacher in mixed classrooms..

CMS of male and female teachers for mixed classrooms	Mean	SD	t-test	
			t-value	Sig
Male	3.439	1.136		
Female	3.279	0.897	4.559	.000

The table displays the outcomes of the employed independent sample t-test to check the significant difference in classroom management strategies used by male and female teacher for mixed classrooms. The t-value for the classroom management strategies used by male and female teacher for mixed classrooms is 4.559 which has concluded that there is a significant difference in classroom management strategies used by male and female teacher for mixed classrooms.

Findings

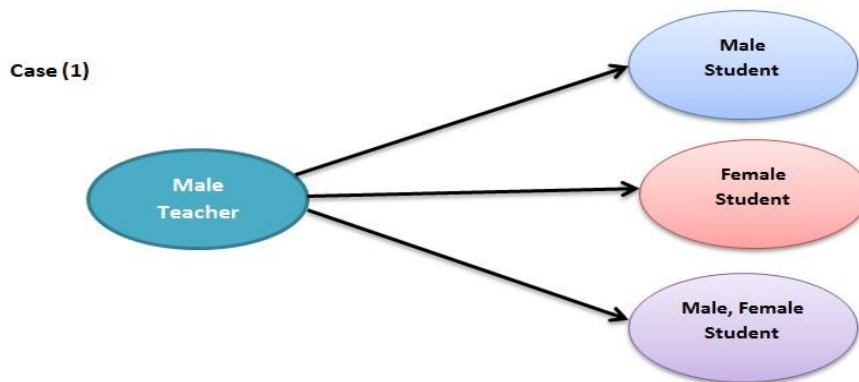
The aim of this chapter is to sum up all findings of the study, discuss the outcomes and effect of the study. Researchers also discussed strengths and weaknesses of the study. It also includes recommendations for further future studies and challenges of integrated technologies in learning environment.

The adapted questionnaires i.e. student questionnaire was used so, the reliability and validity were not re-ensured.

The findings of the study in general showed that the classroom management strategies used by male and female teachers working in co-education setup have significant difference, furthermore as the complex nature of this study; especially in co-education setup where male and female teachers communicate with two gender boys and girls results in an intricate linkage shown in the following diagram the findings were classified in to three cases.

The first case shows that a male teacher has to deal with boys and girls students using different classroom strategies for both the gender similarly sometimes when situation arises teachers also apply gender neutral strategies this unique relationship is shown below.

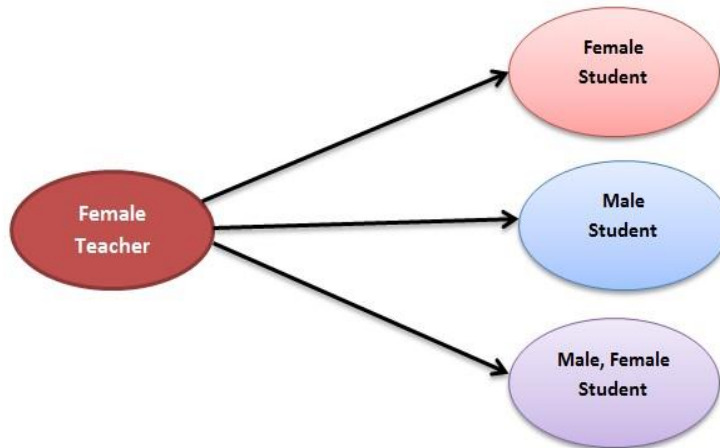
Distribution of classes regarding male teachers



Same is the case for female teachers they face the challenge to deal boys as well as girls in the same class this relationship is shown in the following diagram.

Distribution of classes regarding female teachers

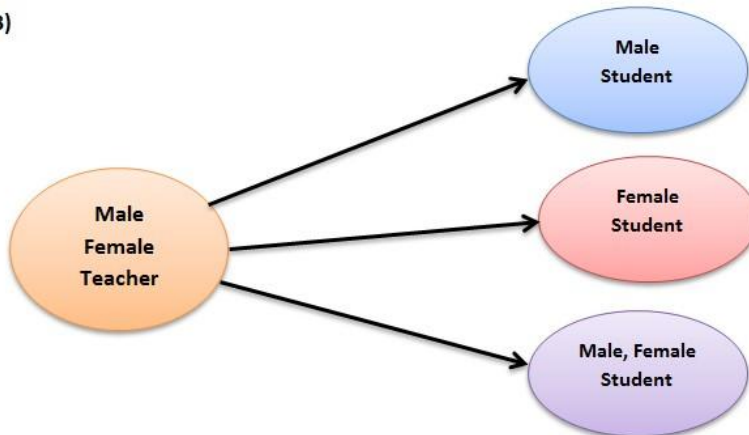
Case (2)



However, there is a third category where teachers regardless of their gender deal with boys and girls in a co-education class use certain management strategies, this dichotomy is shown in the following diagram.

Distribution of classes regarding male-female teachers

Case (3)



The findings of independent sample t-test were applied to see significant difference of handling behavioral problems, teachers' abilities, subject command, student motivation, communication and classroom discipline between male and female teachers. The results showed that all the f-values of Leven's test have been found significant and also the t-test values are also more than the standard which confirms that there is a significant difference of handling behavioral problems, teachers' abilities, subject command, student motivation, communication and classroom discipline between male and female teachers.

The result displaces the findings of Independent sample t-test applied to see significant difference of responses between male and female. The data collection has been collected from the respondents through questionnaire and then the responses have been divided on the basis of gender. The outcome displays that f-value in the table has been found significant in majority of the cases (>4) with significant p-value(<0.05)

.The values show that the f-value more than 4 as well as p-value less than 0.05 can be considered as the significant model which measured the significant difference among male and female. All the f-values have been found more than 4 and less than 0.05 p-value except, “Reward targeted positive behaviors with incentives (e.g., stickers)” with f- value 1.19 and 0.145 with p-value, “Use group incentives” with f-value 1.39 and p-value .179, “Review my discipline hierarchy according to the student’s developmental ability” with 2.79 and the t-values of these questions are found less than 2 which means that There is no significant difference for these questions among male and female.

The results of student’s data show the findings of Independent sample t-test applied to see the significant difference of responses between male and female students. The data collection has been collected from the respondents through questionnaire and then the responses have been divided on the basis of gender of students. The outcome displayed that f-value in the table has been found significant in majority of the cases (>4).The values show that the f-value more than 4 can be considered as the significant model which measured the significant difference among male and female. All the values have been found more than 4 except, “If I don't focus, the instructors make sure I do.” with f-value 2.31 and p-value .31 and the t-values of these questions are found less than 2 which means that Therer is no significant difference for these questions among male and female.

Findings related to Objective-I.

1. The research tool that is students questionair comprised of 8 items in total however as per research objective different items were linkedup with each research objective in particular for instance the research items 1 to 3 were focused to extract data for research objective 1 “To identify the teacher classroom management strategies in co-education” the data showed that the mean scores of students’ responses based on scoring of each item 1 to 3 in teacher questionair related to first objective is significant.
2. Count of responses for each item 1 to 3 in student questionair of objective 1 “ To identify the teacher classroom management strategies in co-education” shows that out of 1 to 3 items, there is differences in identification of the strategies of male and female teacher in classroom management is significant. Additional the research is of the opinion that Teachers spending time on course content, interest on starting working on lessons and actively participation in subject shows significant difference.

Findings related to Objective-2

1. The research tool that is student’s questionnaire comprised of 8 items in total however as per research objective different items were linked up with each research objective in particular for instance the research items 4 to 8 were focused to extract data for research objective 2 “To compare the difference in male and female teachers’ classroom management strategies in co-education school system”. Analysis of the mean scores of students’ responses based on scoring of each item 4 to 8 in student questionnaire related to fourth objective is significant .
2. Count of responses for each item in student questionnaire of objective 2 “To compare the difference in male and female teachers’ classroom management strategies in co-education school system “ shows that each item out of 4 to 8 items, To compare the difference in male and female teachers’ classroom management strategies in co-education school system is significant. Additionally the research is of the opinion that teachers control in the classroom, gentle warning on misbehave, act to stop the misbehave and treatment to both male and female student have significant difference except focus of teacher on work doing.

T-test was applied to all the research hypotheses, collectively all the null hypotheses of the study were rejected in the light of the test results

Findings related to Hypothesis 1.

Results showed that research hypothesis 1 that There is no significant difference in classroom management strategies used by male and female teacher, was rejected having t-value 4.598 and the alternate hypothesis was accepted that There is significant difference in classroom management strategies used by male and female teacher.

Data revealed that confidence of teacher in current and future management of class and ability to promote the emotional, social and problem-solving skills, positive social behaviour, comment on bad behaviour and praise behaviour have difference in regarding the male female teacher except positive incentive.

Findings related to Hypothesis 2.

Results showed that research hypothesis 6 that There are no significant difference classroom management strategies of male and female teacher in mixed classrooms. Was rejected having t-value 4.559 and the alternate hypothesis was accepted that There is significant difference in classroom management strategies of male and female teacher in mixed classrooms.

Data revealed that self-regularity of teacher, teaching student to avoided disruptive behavior, teaching anger management strategy, promoting parent involvement, enhancing the parents' skill, discussing home activities with parents, to look the progress in students' behavior and collaborating with other teachers have differences except review discipline hierarchy.

Conclusion

The main duty of a teacher is to run the classroom. Students' attitudes towards learning will alter depending on how their instructor runs the classroom. Additionally, it outlines the students' roles, behaviours and decisions as well as the school's general goals and tone. There are fewer difficulties with classroom discipline when administration and organization are strong and reliable. It has been noted that classroom management issues exist for instructors in Pakistani schools. In Pakistan, there are many urban and rural schools with such dissatisfied, troubled and unruly kids.

Many of these kids grow up in rural regions with parents who are either uneducated or have dysfunctional family structures. Such children are numerous and the neighborhood they reside in hurts their level of school preparation. Routines for pupils are established by teachers using procedures, such as assigning papers, inquiring questions, honing pencils and engaging in cluster or couple activities. Instructions offer students as well as teachers a feeling of regularity and organization. Rules in the classroom help to create a positive learning atmosphere. Therefore, laws should be unambiguous, rational and constant.

Students should feel proud of and accountable for following the rules. Students are involved in a range of difficult and beneficial activities by effective teachers. Students' feelings of collaboration grow as a result of this. This may be accomplished by allowing them to distribute responsibilities among one another. The students' commitment to making decisions will therefore rise as a result of responsibility sharing. Classroom management involves setting up the environment, the schedule and the resources to support efficient teaching. Because a teacher must deal with many children who have unique needs, it is a very challenging responsibility. They each have unique interests and preferences.

An important factor in a student's academic success and general growth is classroom management. A well-run classroom directly correlates with the effectiveness and performance of the instructor. The main goal of good classroom management is to maintain students' active and effective participation in the teaching-learning process. The classroom is where interactions between teachers and students' takes place. The way and degree to which the teacher exercises authority, demonstrates love and support, fosters cooperation and promotes tolerance for individual freedom of choice and decision-making shapes the education atmosphere in the class.

Discussions

The findings of Independent sample T-test applied to see significant difference of responses between male and female teachers. The data collection has been collected from the respondents through questionnaire and then the responses have been divided on the basis of gender of teacher. The f-value in the table has been found significant in majority of the cases (>4). The values show that the f-value more than 4 can be considered as the significant model which measured the significant difference among male and female. All the values have been found more than 4.

The findings of Independent sample t-test applied to check the significant difference of responses between male and female students. The data collection has been collected from the respondents through questionnaire and then the responses have been divided on the basis of gender of students. The f-value has been found significant in majority of the cases (>4). The values show that the f-value more than 4 can be considered as the significant model which measured the significant difference among male and female. All the values have been found more than 4.

The process of education requires complicated exercises in classroom management. Because it directly affects student behavior, managing classrooms requires talent, skills, enthusiasm and ability from instructors. The most complicated thing is how people behave. Effective classroom management requires teachers to have highly practical vision, techniques, abilities and knowledge (Tan, Parsons, Hinson and Sardo-Brown, 2003). According to Krause, Bochner and Duchesne (2003), classroom management denotes to whole the actions teachers do to promote education procedures and offer their pupils the best possible chance to learn.

Our research topic focuses specifically on the impact of gender on classroom management strategies. Berliner (1988) and Froyen and Iverson (1999) provide a basis for examining whether gender plays a role in how teachers organize their classrooms, plan instruction and motivate students. Would there be gender-specific challenges or opportunities in carrying out effective classroom management strategies in a co-educational institution? Connecting the core concepts of classroom management to our case research enables us to explore the shades of gender's influence on classroom behavior in a co-educational environment, providing useful insights into the realm of education and classroom management.

Echoing Feldman's comprehensive approach to classroom management, our study aims to investigate beyond traditional action regulation. The study explores how male and female teachers differ in lesson design, organization of instructional materials, behavior management, goal-directed learning and creating a supportive environment. The aim is to discover whether there is gender-specific approaches to upholding highly effective teaching and learning experiences. By examining such facets, the study is intended to provide insights into the more nuanced ways in which female gender influences classroom management strategies in the co-education context, moving a step beyond behavior control to capture the broader spectrum of instructional and educational environment practices.

Looking at the literature of Omar (2000), Ishtiaq (2009) and Saad (1999), this research concentrates on the impact of mental stress and disturbed behavior on students in the academic context of public schools in rural areas of Pakistan. The ultimate aim of the study is to examine the relationship between stressful factors at home and school on the one hand and inappropriate behavior in the classroom and identify possible consequences of unaddressed classroom behaviour problems in the long run. With a strong focus on rural areas, patterns such as low self-esteem, rebellious attitudes, use of aggressive language and high rates of truancy and delinquency are identified among students. The broader aim here is to provide insight into efficacious classroom management strategies that seek to address stress-related factors alongside disruptive behavior to ultimately foster a positive learning environment and mitigate the risk of persistent anti-social behavior among students in these challenging educational contexts.

Student socialization is the main goal of classroom management. It relies on the culture that exists in the classroom. Students' behaviour is directed towards positivity by a good atmosphere. Teachers should model desired behaviour for their students. When there is a disruption in the classroom, instructors may seek assistance from specialists and create better techniques to deal with specific kids who are acting inappropriately. Teachers must successfully prepare lessons for students to learn and succeed.

Successful classroom management is supported by effective lesson plans for teachers. Consistent with the perspectives offered by Ingersoll and Smith (2003), this research aims to investigate efficacious approaches for attaining a constructive classroom management atmosphere. The foundation for assessing and enhancing classroom dynamics is formed by the identified strategies, which include considering students' evolving needs, establishing a safe physical environment, encouraging voluntary learning, abiding by rules and procedures, efficiently managing classroom activities, fostering student collaboration and using an appropriate classroom management style.

Expanding on the viewpoint of Dreikurs, Grunwald and Pepper (1998), the study attempts to match these tactics to the developmental needs of the students, stressing the significance of establishing a supportive learning environment. The study's main objective, which is to find and use classroom management strategies that support students' comfort, engagement and positive developmental outcomes, is further supported by Feldman's (1998) notion of a classroom as a place where students can feel at ease and calm.

Student level of accomplishment is based on the communication that occurs between the instructor and the class. Teachers who answer queries from students and provide clear directions for tasks demonstrate an understanding of the requirements of their charges. Thus, using straightforward language while communicating helps pupils better understand the topics. According to Gieger (2000), effective communication reduces the likelihood of miscommunication between teachers and pupils. Fewer discipline issues in the classroom will result from this. Behaviour management is crucial for keeping good discipline. Teachers must therefore be tough, sensitive and gentle while disciplining misbehaving kids.

Inspired by the observations of Nayak and Rao (2008), this study attempts to inquire about the vital role educators play in helping students identify and assess their habits, promoting the growth of self-discipline. Furthermore, in keeping with Tan's (2001) viewpoint, the study highlights how important it is for teachers to create a nurturing learning atmosphere where students can feel valued, cared for and allowed to grow both personally and socially. Tan emphasizes the need to address difficulties and preserve a pleasant classroom environment, which emphasizes the necessity of putting in place particular rules, procedures and guidelines. The goal of the research is to determine how these ideas might be put into practice in a way that will make it easier for students and teachers to interact and foster a supportive environment for learning.

Recommendations

Identifying effective classroom management strategies in a co-educational setting involves considering the dynamics between male and female students, as well as the unique challenges and opportunities that arise in such an environment. Here are some recommendations for teachers to enhance classroom management in co-education.

- Teachers' male and female may receive pertinent training in classroom management and how to covenant with difficulties and hurdles related to classroom management.
- Teachers might be gifted to resolve challenges in classrooms by regularly organizing successful lessons. Even the management problems can occur in the neutral class Foster an inclusive classroom environment where all students feel valued and respected. Encourage open dialogue and mutual respect among students, regardless of gender, cultural background, or beliefs..

- Teachers may improve classroom management by making appropriate use of the tools at their disposal, including technologies, teaching and reading resources and even students. The principal of the school may also suggest to the instructors that they do things in this regard.
- Co-education is recommended in the sense that students avoid harsh misbehavior in co-education and get the sense of interaction with opposite gender. Anyhow the difference is found in management of classroom but overall, both the male and female teacher claim the same strategies rather than having difference in strategies Use a variety of instructional strategies that cater to different learning styles and preferences, taking into account the diverse needs and abilities of both male and female students. Incorporate collaborative learning, group work and hands-on activities to engage all students actively..
- The disruptive behaviors can be improved by encouraging them to engage in the educational process and ask questions. Some of the discipline issues that kids have might be managed in this way.
- The pupil's male and female could be instructed to abide by the rules of the classroom. Teachers may include students in the practice of creating the laws and events for the classroom in this respect. In this manner, the rules will become the student's attitude'.
- Rather than being seen as a recipient of education, students may be seen as participants in it. To include the students in the activities of teaching and learning, the teachers may assign them various obligations for this reason. The pupils' strong feeling of responsibility and sense of purpose will be fostered by this action.
- By appreciating students' efforts, teachers may rein in pupils' impolite or off-color behavior's self-esteem will rise as a result. They will study more happily as a result of this. They will get interested in the teaching and learning process.
- Teachers may provide a variety of learning activities in the classroom to keep children interested and prevent them from having additional time for mischief and disruptions. They'll be quite busy.
- The co-education is recommended on behalf of lack of separate buildings as to overcome the hurdles of economy.
- The decision-making authority of the instructors may be delegated by the school's principal. This would make it easier for the teachers to interact with the parents of the children and include them in their children's education. This aids in reducing some of the pupils' bad behaviors.

By implementing these recommendations, teachers can effectively manage their co-educational classrooms, create a positive and inclusive learning environment and support the academic and social development of all students, regardless of gender

Future Research Directions

This research data set and hypothesis are conducted on two institutions in the city of Kohat, our research will expand to other renowned institutions not just in Kohat city but also on a provincial level and country level as well. Also, to explore the intersections of both gender and other factors like race, socioeconomic status and cultural background, to understand how several identities influence class management strategies and how effective they are. Investigate the consequences of inter-teacher collaboration in co-educational institutions. To explore whether peer monitoring and feedback assist in sophisticating classroom management responses and patterns of collaboration by gender. To inquire into how the infusion of technology in the classroom might result in gendered management strategies in the classroom. To inquire into the use of educational technology to foster inclusive and efficacious management practices. Inquire into the relationship between the gender of teachers, their classroom management strategies and their well-being. Inquire into any potential links between certain strategies and the risk of burnout and identify supportive measures that could be employed.

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