

## TEACHERS' CLASSROOM MANAGEMENT STYLES: INPUTS TO THE DEVELOPMENT OF GENDER TRANSFORMATIVE MECHANISMS

MARIA GLENDA O. DE LARA, PD.TQM, ERLENE JOY D. ESPERANCILLA, MAEd, CHRISTINE ANDREA O. DE LARA & CHRISTIAN DAVE ANDRES

Philippine Normal University – Manila

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### ABSTRACT

Educational institutions play a critical role in promoting gender equality and inclusive learning environments. This study examines teachers' classroom management styles and their contribution to the development of gender-transformative mechanisms within educational settings. Using a qualitative phenomenological research design, the study explores educators' perceptions and practices related to gender-neutral classroom management strategies. Data were collected through semi-structured interviews with teachers from selected state universities and colleges in Metro Manila. Findings indicate a growing trend toward gender-inclusive teaching practices, particularly in leadership selection, classroom participation, role assignments, and decision-making processes. Most educators demonstrate an awareness of gender equality by prioritizing merit-based practices rather than gender-based assumptions. However, some traditional perceptions persist in certain classroom contexts. The findings underscore the importance of ongoing professional development programs that foster gender-sensitive teaching practices and promote inclusive classroom environments. The study contributes to the growing body of literature on gender-inclusive pedagogy and provides insights for developing mechanisms that promote gender equality in education.

**Keywords:** classroom management styles, gender-inclusive education, gender-transformative mechanisms, inclusive pedagogy, educational equity

### 1.0 INTRODUCTION

Gender equality remains a critical issue in modern education. Despite growing global support for inclusive education, gender stereotypes and biases still shape classroom dynamics and learning outcomes. Teachers hold a pivotal role in forming students' perceptions of gender roles and expectations within the educational environment (Zahner & Stoffregen, 2021).

Classroom management practices significantly influence the dynamics of student participation, leadership, and responsibility in educational settings. The way teachers organize group activities, assign leadership roles, distribute responsibilities, and facilitate classroom discussions may either reinforce traditional gender norms or promote inclusive and equitable practices (Banks & Banks, 2019).

Recent studies emphasize the importance of gender-transformative approaches in education. Gender-transformative mechanisms refer to strategies and practices that challenge traditional gender stereotypes and encourage equality among learners. Educators who consciously

implement inclusive teaching practices contribute to creating learning environments where students are empowered to participate equally regardless of gender (Kimmel & Aronson, 2017).

Furthermore, inclusive pedagogical practices encourage diverse participation and reduce structural inequalities within classroom environments. Teachers who adopt gender-sensitive teaching approaches help foster equitable learning conditions that allow students to develop confidence, leadership skills, and academic engagement without gender-based limitations (UNESCO, 2020).

Therefore, this study aims to examine teachers' classroom management styles and explore how these practices contribute to the development of gender-transformative mechanisms in educational settings.

## 2.0 METHODOLOGY

This study employed a qualitative research design grounded in a phenomenological approach to explore teachers lived experiences and perceptions regarding classroom management styles and their implications for gender-transformative mechanisms in educational settings. Phenomenology was considered appropriate for the study as it allows researchers to examine participants' perspectives and experiences in depth, particularly in understanding how educators interpret and implement gender-inclusive practices within classroom environments. The study focused on teachers from selected state universities and colleges in Metro Manila, representing diverse academic contexts, teaching experiences, and subject specializations.

Participants were selected through random sampling in order to obtain a diverse and unbiased representation of educators across different educational backgrounds and institutional settings. This sampling strategy ensured that the study captured a range of classroom management practices and perspectives related to gender dynamics in the classroom. The selected participants represented various levels of teaching experience and disciplinary areas, allowing the study to examine classroom management styles across multiple educational contexts.

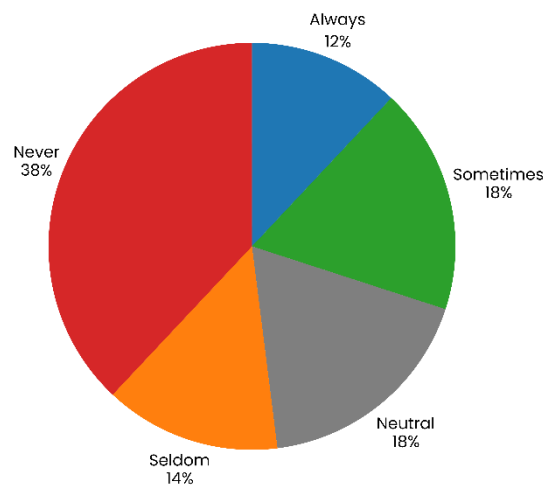
Data collection was conducted through (Data were collected through) semi-structured interviews, which enabled participants to describe their classroom practices, decision-making processes, and perceptions of gender-related interactions within the classroom. The use of semi-structured interviews allowed for both consistency in questioning and flexibility in exploring emerging themes during the data collection process. This method facilitated a deeper understanding of how educators implement classroom management strategies and how these practices influence gender inclusivity in learning environments.

The data were analyzed using thematic analysis to identify recurring patterns, concepts, and themes related to classroom management styles and gender-transformative mechanisms. Through systematic coding and categorization of responses, the researchers identified key themes that reflect educators' approaches to promoting inclusivity, addressing gender stereotypes, and fostering equitable classroom participation. Ethical considerations were observed throughout the study. Participants were informed of the research objectives, and confidentiality was maintained in the reporting and interpretation of the findings.

### 3.0 RESULTS AND DISCUSSION

This section presents the interpretation of the responses of the participants regarding classroom management styles and their implications for gender-transformative mechanisms in educational settings. The results provide insights into how educators approach gender inclusivity in leadership assignments, classroom organization, student participation, and other instructional practices.

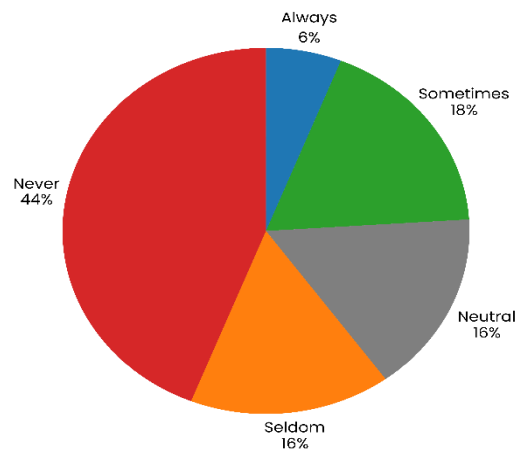
Teachers were asked about the role of gender in selecting leaders for group activities. This question aimed to determine whether educators prioritize gender considerations when assigning leadership roles within group work.



**Figure 1. Teachers consider gender when selecting leaders for group activities**

As shown in Figure 1, the majority of respondents indicated that they never consider gender when selecting leaders for group activities (38%), suggesting that most educators prioritize students' abilities and leadership skills rather than gender. A smaller proportion reported that they seldom consider gender (14%), while 18% remained neutral, and 18% sometimes consider gender when assigning leadership roles. Only 12% of respondents reported always considering gender in leadership selection. These findings suggest that educators generally adopt a merit-based approach to leadership assignments, which contributes to inclusive classroom practices.

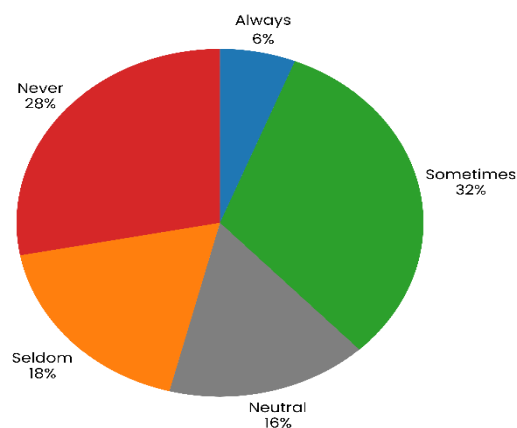
Another aspect examined in the study concerns the influence of gender on classroom seating arrangements. This item aimed to determine whether teachers organize classroom seating according to gender.



**Figure 2. Seating arrangements based on gender**

The findings reveal that 44% of respondents reported never arranging their students’ seating based on gender, indicating a strong tendency toward gender-neutral classroom organization. Meanwhile, 16% seldom consider gender in seating arrangements, while 16% expressed neutral responses. Additionally, 18% sometimes arrange seating based on gender, and only 6% always consider gender when organizing seating arrangements. These results indicate that most educators avoid gender-based seating arrangements and instead promote inclusive interactions among students.

The study also explored whether teachers use examples associated with gender-specific skills during classroom instruction.

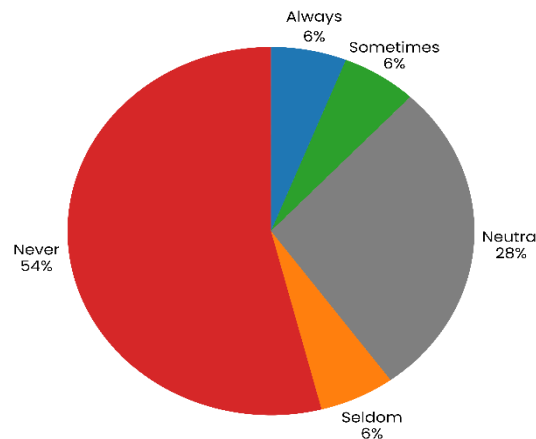


**Figure 3. Teachers use examples in class with skills associated with gender**

The responses show that 28.0% of respondents never use gender-associated skill examples, while 18.0% seldom use such examples in their teaching. Meanwhile, 16.0% expressed neutral views, and 32.0% reported sometimes using gendered examples in instructional contexts. Only 6.0% indicated that they always use gender-associated examples during classroom instruction.

These findings suggest that although many teachers attempt to avoid reinforcing gender stereotypes, some educators may occasionally rely on traditional examples when explaining certain concepts.

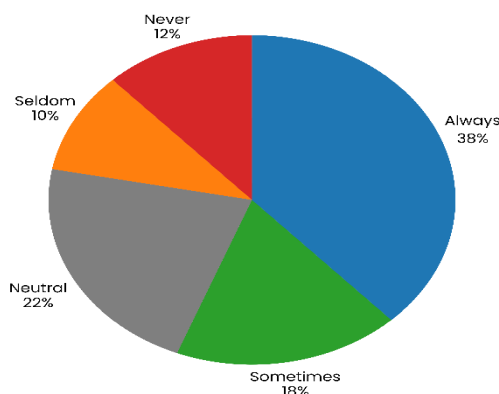
Another important dimension investigated in this study relates to classroom task assignments, particularly whether teachers assign cleaning responsibilities specifically to female students.



**Figure 4. Teachers ask girls to be the room cleaners after class**

The results indicate that 54% of respondents reported never assigning cleaning tasks exclusively to female students, demonstrating a strong preference for gender-neutral task distribution. Meanwhile, 6% seldom assign such tasks to girls, while 28% expressed neutral responses. In contrast, 6% sometimes assign cleaning duties to female students, and another 6% reported always assigning such tasks based on gender. These findings suggest that most educators consciously avoid reinforcing traditional gender roles when assigning classroom responsibilities.

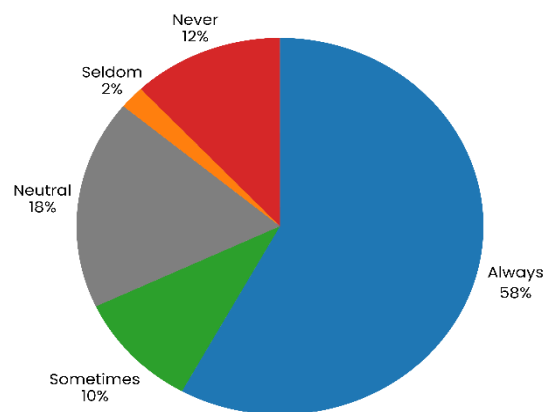
The study also examined teachers' attitudes toward student autonomy in choosing attire during institutional programs.



**Figure 5. Students may choose attire based on comfort during institutional programs**

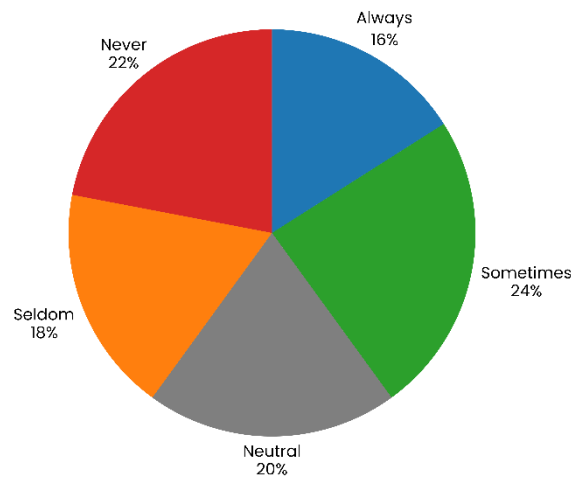
The responses indicate that 38% of respondents always allow students to choose attire based on comfort, reflecting strong support for student individuality and expression. Meanwhile, 18% sometimes allow students this flexibility, while 22% expressed neutral responses. A smaller proportion reported seldom allowing such flexibility (10%), while 12% indicated that they never allow students to choose attire freely. These findings suggest that many educators are increasingly supportive of student autonomy and comfort during institutional activities.

Participants were also asked whether they encourage students to understand that the class secretary can be either male or female.

**Figure 6. The class secretary can be either male or female**

The findings reveal that 58.0% of respondents always encourage gender neutrality in the selection of class secretaries, indicating a strong commitment to inclusive leadership roles. Meanwhile, 10.0% sometimes promote gender neutrality, while 18.0% expressed neutral views. A smaller percentage reported seldom encouraging such practices (2.0%), and 12.0% indicated that they never explicitly encourage gender-neutral role assignments. These results demonstrate that most educators actively promote inclusive leadership opportunities in classroom settings.

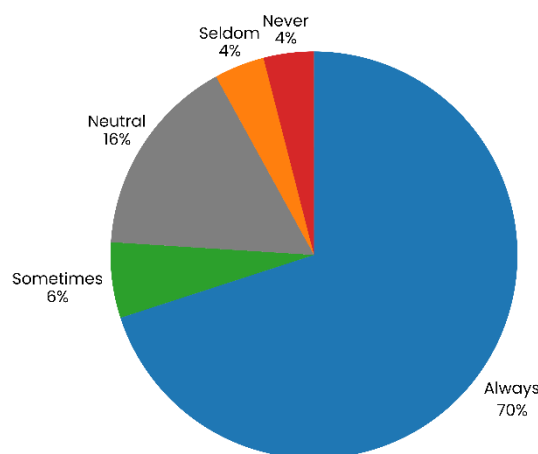
Another dimension explored in this study concerns teachers' perceptions of students' academic attitudes.



**Figure 7. Female students tend to be more grade-conscious than male students**

The responses indicate diverse perceptions among educators. Approximately 22.0% reported never observing such differences, while 18.0% seldom observed female students being more grade-conscious than male students. Meanwhile, 20.0% expressed neutral responses, while 24.0% sometimes observed this pattern. Additionally, 16.0% of respondents reported always noticing that female students tend to be more grade-conscious. These findings suggest that educators have mixed perspectives regarding gender differences in academic motivation.

The study also examined educators’ beliefs regarding the association between creativity and (the relationship between creativity and) sexual orientation.

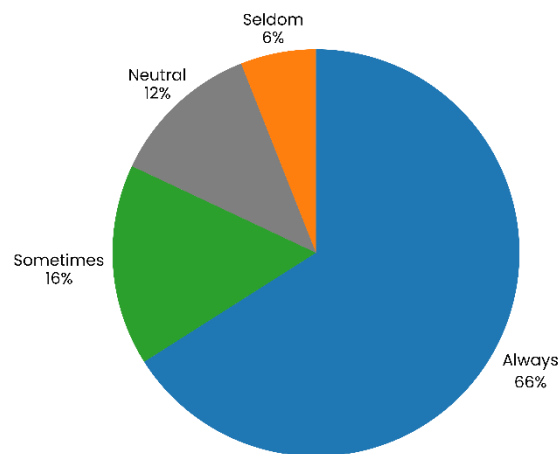


**Figure 8. Creativity is not influenced by sexual orientation**

The results show that 70.0% of respondents strongly agreed (always) that creativity is not influenced by sexual orientation, indicating strong support for inclusive perspectives regarding student identity and creativity. Meanwhile, 6.0% sometimes believed that creativity may be influenced by sexual orientation, while 16.0% expressed neutral views. Only 4.0% seldom

believed creativity was unrelated to sexual orientation, and 4.0% reported never believing creativity is independent of sexual orientation. These findings highlight a strong tendency among educators to view creativity as independent of identity categories.

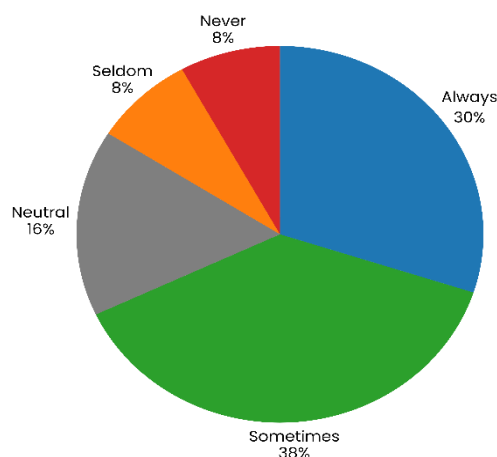
The study further explored whether students of all genders are equally active in classroom discussions.



**Figure 9. Students of all genders are equally active in class discussions**

The responses indicate that 66.0% of respondents always observe equal participation among students of different genders, suggesting that many educators promote inclusive classroom discussions. Meanwhile, 16.0% sometimes observe equal participation, while 12.0% expressed neutral responses. A smaller proportion reported seldom observing equal participation (6.0%), while none of the respondents reported never observing equal participation. These findings suggest that many classrooms are evolving toward more balanced student engagement.

Finally, the study examined teachers' perceptions regarding differences in decision-making styles between male and female students.



**Figure 10. Variations in decision-making approaches (Differences in decision-making styles) between male and female students**

The responses reveal that 38.0% of respondents sometimes observe variations in decision-making approaches (differences in decision-making styles), suggesting that some educators perceive occasional variations in decision-making behavior among students. Meanwhile, 30.0% always observe such differences, while 16.0% expressed neutral responses. A smaller proportion reported seldom observing differences (8.0%), while 8.0% reported never observing such differences. These findings indicate that educators' views on decision-making approaches (perceptions of decision-making styles) vary among educators and may be influenced by classroom contexts and individual student characteristics.

Collectively, the results suggest a growing shift toward gender-inclusive classroom management practices among educators. Most teachers prioritize merit-based leadership selection, equitable participation, and gender-neutral responsibilities, which contribute to the development of inclusive learning environments that challenge traditional gender stereotypes.

#### **4.0 CONCLUSION AND RECOMMENDATIONS**

The findings of this study highlight the evolving role of educators in promoting gender-inclusive classroom management practices. The results indicate that many teachers demonstrate awareness of gender equality in various aspects of classroom interaction, including leadership selection, task assignments, seating arrangements, and student participation. A significant number of respondents reported that they do not prioritize gender when assigning responsibilities or leadership roles in classroom activities. Such practices suggest that educators increasingly adopt merit-based approaches that emphasize students' abilities and competencies rather than gender-based assumptions.

The results also reveal that most educators actively encourage gender neutrality in administrative and leadership roles, such as allowing students of any gender to serve as class secretary or group leader. Similarly, many respondents reported avoiding gender-based task assignments and classroom management practices that may reinforce traditional gender stereotypes. These approaches reflect educators' commitment to fostering inclusive learning environments that support equality, respect diversity, and encourage active participation among all students.

Despite these encouraging findings, the study also indicates that certain perceptions regarding gender differences remain present in some classroom contexts. Some respondents reported observing variations in academic motivation and decision-making patterns among students based on gender. These perceptions may be influenced by cultural norms, teaching experiences, or broader societal expectations. Addressing these perceptions requires continued efforts to strengthen educators' awareness of gender-sensitive teaching practices.

Based on these findings, educational institutions are encouraged to provide professional development programs that focus on gender-inclusive pedagogy and classroom management strategies. Such initiatives can help educators recognize potential gender biases and develop instructional practices that promote equity and inclusivity. Schools and universities may also integrate gender-sensitive perspectives into curriculum design and instructional materials in

order to support inclusive learning environments. Furthermore, educators are encouraged to engage in reflective teaching practices that allow them to evaluate their classroom management strategies and identify opportunities to strengthen gender-transformative mechanisms in their classrooms. Future research may also expand this study by exploring gender-inclusive classroom practices in other educational contexts and by examining larger and more diverse participant groups in order to provide broader insights into the development of inclusive educational environments.

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