
THE PERCEPTION OF TEACHERS ON GENDER ROLES AND IT'S INFLUENCE ON CLASSROOM MANAGEMENT

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ABSTRACT

This study aimed to determine teachers' perceptions of gender roles regarding discipline strategies and teacher-student interaction patterns, and the level of teachers' influence on Classroom Management in terms of teachers' beliefs and expectations. This study utilized a descriptive correlational research design to examine the relationship between teachers' perceptions of gender roles and their influence on classroom management. The descriptive aspect identified the prevailing gender role perceptions among teachers regarding discipline strategies and teacher-student interaction patterns. At the same time, the correlational component will determine the degree and direction of the relationship between these perceptions and classroom management practices. Statistical tools, including the mean, standard deviation, and Pearson correlation coefficient, were used to analyze the data. 121 teachers served as the respondents of the study. The results revealed that teachers' perceptions of gender roles regarding discipline strategies and teacher-student interaction patterns were interpreted as "often." The results suggest that teachers frequently consider gender in their classroom management. Another finding showed that teachers' influence on classroom management, in terms of their beliefs and expectations, was interpreted as "always." The result suggests that teachers consistently play a significant role in shaping student behavior and maintaining classroom order. The analysis indicated that there was no significant relationship between teachers' perceptions of gender roles and their influence on classroom management. The result suggests that schools may implement professional development programs on gender sensitivity to help teachers recognize and address unconscious biases. Teachers may engage in reflective practice and peer observation to ensure consistent,

equitable treatment of all learners. School administrators may establish policies and guidelines that promote gender fairness in classroom interactions, participation, and leadership opportunities.

KEYWORDS: *teachers' perceptions, gender roles, discipline strategies, teacher-student interaction pattern, Classroom Management, teachers' beliefs, teachers' expectations.*

INTRODUCTION

Teachers' perceptions of gender roles significantly shape educational environments. Teachers often unconsciously carry societal norms and expectations about masculinity and femininity into the classroom, which can influence how they interact with students. These perceptions can affect classroom management strategies, discipline approaches, and the allocation of learning opportunities. Understanding teachers' beliefs about gender roles is crucial because they directly impact student engagement and learning outcomes. Moreover, the evolving concept of gender equality in education necessitates examining how these perceptions are reflected in teaching practices. This study explores how teachers' views on gender roles influence their management of classroom behavior and learning dynamics.

Despite growing awareness of gender equality, teachers' perceptions of gender roles may still influence their classroom practices. Some educators may unconsciously favor one gender in participation, leadership, or classroom responsibilities. The result can lead to biased management strategies that affect student behavior, confidence, and academic performance. The problem arises when traditional gender stereotypes hinder fair and effective classroom management. Additionally, there is limited local research examining the link between teachers' perceptions of gender and classroom management outcomes. This study seeks to identify the extent of this influence and how it manifests in everyday teaching.

The findings of this study can help educational institutions design targeted professional development programs for teachers. Understanding gender perceptions enables administrators to implement strategies that promote equality and inclusivity in the classroom. Students can benefit from an unbiased learning environment where opportunities are distributed fairly, regardless of gender. The study may also guide policymakers in creating gender-sensitive educational policies. Teachers themselves can reflect on their practices and develop more equitable classroom management techniques. Ultimately, this research contributes to

fostering an environment that supports both academic achievement and social-emotional growth for all students.

Research indicates that teachers' gender perceptions influence how they interact with students and manage classroom behavior (Lopez, 2022). Studies have shown that gender stereotypes can lead to differential treatment in participation, discipline, and expectations (Amini & Salami, 2021). According to Méndez & Garcia (2020), gender-sensitive teaching practices improve classroom engagement and reduce bias. Moreover, interventions aimed at raising teachers' awareness of gender roles have demonstrated positive outcomes for classroom equity. These studies highlight the importance of examining teacher perceptions in educational management. Therefore, this research builds upon existing evidence to explore local classroom contexts.

While international studies have examined gender perceptions and classroom behavior, there is limited research in the local context. Most existing studies focus on student outcomes rather than on how teacher perceptions influence management strategies. Additionally, there is little exploration of how these perceptions differ across subjects, grade levels, or cultural settings. Current research often emphasizes policy recommendations without analyzing day-to-day classroom practices. This study addresses the lack of localized, teacher-centered research on the impacts of gender perceptions. It aims to fill this gap by providing empirical evidence from teachers' perspectives in the classroom (Navarro, 2021; Lee, 2022).

This study aims to determine teachers' perceptions of gender roles and how these perceptions influence their classroom management practices. It seeks to identify potential biases or stereotypical behaviors that may affect student participation, discipline, and learning opportunities. Additionally, the research aims to provide insights to improve teacher training programs that foster gender-sensitive teaching practices. Another goal is to contribute data that can inform policy and administrative decisions regarding equitable education. By understanding teachers' views, the study aims to support a more inclusive classroom environment. Ultimately, the purpose is to promote fairness, respect, and equality in educational settings.

Conceptual Framework of the Study

This study is grounded in Social Role Theory (Eagly, 1987), which suggests that societal expectations about gender roles arise from historical divisions of labor and influence how

individuals internalize gender-specific norms and behaviors. In educational settings, this theory helps explain how teachers may unconsciously adopt gendered expectations in their classroom practices. Teachers' perceptions of gender roles can shape discipline strategies, interaction patterns, and overall classroom management. For instance, teachers may be stricter with boys and more lenient with girls based on traditional stereotypes, or they may give more attention and opportunities to one gender over the other. Such gendered approaches can reinforce stereotypes, affect student compliance, engagement, and perceptions of fairness, and ultimately influence classroom dynamics.

The dependent variable in this study is teachers' influence on classroom management, reflected in their beliefs, expectations, and ability to maintain a positive learning environment. Teachers who hold equitable, positive beliefs about all students are more likely to implement fair discipline, foster inclusive interactions, and create a structured yet supportive classroom climate. Conversely, biased or limiting beliefs can lead to controlling practices that undermine student motivation and participation. Similarly, teachers' expectations shape student behavior and engagement; high, consistent expectations encourage responsibility, cooperation, and respect, strengthening the teacher's authority and promoting classroom harmony. Applying Social Role Theory allows this study to examine how gender-based perceptions influence these critical aspects of teaching and classroom management.

Significance of the Study

According to the researcher, the following individuals would gain from and find value in this study:

Teachers can gain a better understanding of how their own gender roles impact their pedagogical choices and classroom management strategies from this study. Teachers should reflect on and enhance their tactics to create more fair and respectful classroom settings by becoming aware of potential biases in discipline and engagement. More effective teaching and improved teacher-student connections are the results of this awareness, which also promotes fairness and inclusivity and increases their professional competence.

For students, having a classroom where they are not stereotyped based on their gender is beneficial. Students feel more included, valued, and treated fairly when teachers use gender-sensitive strategies for managing the classroom. This promotes engagement, good conduct, and enhanced academic achievement. Freedom from gender stereotypes and expectations also

increases the likelihood that students will build self-confidence and a positive view of themselves.

A more welcoming and accepting school climate is one result of efforts to promote gender-equitable classroom management. Problems with prejudice, behavioral conflicts, and educational inequality are lessened as a result. Student accomplishment, teacher morale, and community faith in the school's dedication to equity and excellent education can all benefit from a more pleasant school climate brought about by instructors who embrace more balanced approaches.

This study provides a solid basis for future research on gender sensitivity in education, inclusive teaching techniques, and teacher training programs, among other related subjects. The results might motivate researchers to delve further into the ways in which cultural and educational factors influence the development of gender stereotypes. Additionally, it can be used as a foundation for creating policies, training modules, or interventions that promote gender equality in the classroom.

Definition of Terms

The following concepts are explained operationally to help better understand the study:

Effective Management of a Classroom. Classroom management refers to the strategies used by educators to keep their classrooms orderly, conducive to learning, and courteous of all students. Building a strong classroom culture entail establishing clear standards, enforcing discipline, promoting student engagement, and so on. Maintaining order in the classroom allows all students to feel comfortable asking questions and sharing their ideas.

Approaches to Discipline. Teachers employ a variety of measures to keep their classrooms in order, deal with disruptive students, and encourage good behavior. Methods such as timeouts, verbal warnings, behavior contracts, and reward systems are all examples of possible tactics.

Expectation. Teachers' expectations of their students' actions, grades, and abilities are what we call "expectation" in the classroom. Teachers frequently use these expectations as a framework for class planning, task assignment, and student evaluation. Gender stereotypes influence expectations, which might limit chances for some kids. For example, we may anticipate girls to be more submissive or boys to be better at math's. Equity in the classroom and student achievement are both aided by high, objective expectations.

Traditional Roles of Men and Women. Societal expectations, behaviors, and obligations that are deemed appropriate for persons based on their biological sex are known as gender roles. These roles frequently govern the expected behaviors, thoughts, and interactions of males and

females in different social settings, such as schools. Gender stereotypes can hinder students' personal and intellectual development in the classroom because they impact teachers' perceptions of student behavior, assignment of tasks, and setting of expectations.

Credo of the Faculty. Teachers' beliefs encompass their own personal opinions and values regarding the nature of learning, the skills of students, and societal conventions, such as gender roles. Teachers' attitudes, instructional decisions, and relationships with pupils are shaped by these ideas, whether they are aware of them or not. Beliefs like these, if based on stereotypes, might cause unfair treatment and skewed expectations. For fair and successful education, it is crucial to reflect on and question these assumptions.

The Interaction Pattern Between Teachers and Students. The pattern of teacher-student interaction describes the manner in which educators connect with their students through classroom activities, including communication, engagement, and relationship building. Verbal and nonverbal cues, different ways of asking questions, comments, and moral support are all part of these exchanges.

Methodology

This study utilized a descriptive correlational research design to examine the relationship between teachers' perceptions of gender roles and their influence on classroom management. The descriptive component identified the prevailing gender role perceptions among teachers regarding discipline strategies and teacher-student interaction patterns. In contrast, the correlational component determined the degree and direction of the relationship between these perceptions and classroom management practices. Data was collected using standardized questionnaires administered to a purposive sample of teachers across various grade levels. Statistical tools, including the mean, standard deviation, and Pearson correlation coefficient, were used to analyze the data.

Research Locale

Public elementary schools in the Kadingilan II District, Division of Bukidnon, were the sites of this study, which ran from 2025 to 2026. Located in the province of Bukidnon, Philippines, Kadingilan is a 3rd class municipality formally known as the Municipality of Kadingilan. In the Kadingilan municipality of Bukidnon province lies the barangay of Bagongbayan. According to the 2015 Census, the population was 1,552. About 4.59 percent of Kadingilan's population fell into this category. According to the 2015 Census, 213 people fall into the age group of 5 to 9 in Bagongbayan. In the province of Bukidnon, in the town of

Kadingilan, the barangay is known as Pinamanguhan. The 2015 Census found a population of 2,115. This represented 6.26 percent of Kadingilan's overall population. According to the 2015 Census, the age group with the biggest population in Pinamanguhan is 5 to 9 years old, with 280 individuals. In the Kadingilan municipality of Bukidnon province lies the barrio of Balaoro. According to the 2015 Census, 2,247 people called it home. About 6.65% of Kadingilan's population fell into this category. The 2015 Census found that out of all the age groups in Balaoro, 311 were in the 5–9 age bracket. The opposite is true for the age group 80 and up, where there are just 10 people. Approximately 7.5051 and 124.8988 are the coordinates of Balaoro on the island of Mindanao. In the Kadingilan municipality of Bukidnon province lies the barangay of Mabuhay. According to the 2015 Census, 817 people called it home. About 2.42 percent of Kadingilan's population fell into this category.

According to the 2015 Census, the two age groups with the largest populations in Mabuhay are 5 to 9 and 10 to 14, comprising 102 people in total. The barangay of Cabadiangan is in the Bukidnon province, more specifically, in the Kadingilan municipality. According to the 2015 Census, 4,638 people called it home. Of the overall population of Kadingilan, this made-up 13.73 percent. According to the 2015 Census, the age group comprising the largest population in Cabadiangan is 5 to 9 years old, with 714 individuals. In the province of Bukidnon, in the town of Kadingilan, the barangay is known as Kibalagon. There were 1,096 people living there as of the 2015 Census. The entire population of Kadingilan was 3.24 percent comprised of these. According to the 2015 Census, the age group comprising the largest population in Kibalagon is 10 to 14 years old, with 151 individuals.

Residents of Kadingilan and the neighbouring areas can attend classes at the public elementary school Kawilihan Elementary School. The school's inviting and inclusive culture is created by its well-maintained classrooms and amenities. The professors are so committed and enthusiastic that they give their students an excellent education.

Located in the remote area of Bahucanon lies the public elementary school known as Bahucanon Elementary School. Regardless of its location, the school is committed to providing education to the pupils in the community. Because of the small class sizes, teachers can devote more time and energy to each student.

Located in Heudan's rural region, Heudan Te Merak Elementary School is a small public elementary school. The school community is strengthened by the mutual support and cooperation of both teachers and students. The school also places a premium on educating its students about the significance of local traditions and culture.

Publicly funded and situated in Balaoro, Balaoro Elementary School is committed to providing students from diverse backgrounds with an excellent education. The school has a strong focus on creating a welcoming and safe learning environment for all kids, and teachers use creative strategies to keep pupils interested in what they are studying.

Primary education at San Andres Elementary School, which may be named after the town or a famous person in the area, would center on the study of basic concepts and skills in areas like mathematics, science, language, and social studies.

The primary goal of Bagor Elementary School is to fulfil the community's educational needs. To foster a supportive learning environment, it may provide students with resources and programs that will aid in their academic and social success. Bagor Elementary School could take part in community activities and meetings because of its rural setting.

Respondents of the Study

The 121 educators from Kadingilan 2 District teachers, Division of Bukidnon, for the School Year 2025–2026 served as the respondents of the study.

Sampling Procedure

All the educators working in the chosen school or district were asked to participate in the survey because it used a complete enumeration sample method. This approach was suitable since the target population was small enough that the researcher could collect all the necessary data without resorting to random sampling. To ensure a comprehensive and accurate knowledge of teachers' beliefs of gender roles and how these attitudes impact classroom management, the study seeks to involve the whole population of teachers. The results are more accurate and reliable when they are based on the experiences and practices of all teaching personnel in the research region, which is achieved by total enumeration.

Research Instrument

The questionnaires used in this study were modified from those of Lopez (2022). A 2-part questionnaire was utilized as the instrument for data collection. The first section dealt with the extent to which educators view gender roles. In the second part, we looked at how much of an impact instructors have on classroom management. To collect the required data, this study used modified questionnaires originally developed by Lopez (2022). There were two primary components to the research instrument, and they were both created to collect data pertinent to the study's aims. The instrument's validity and reliability, as demonstrated in the

original study, are preserved during adaptation, making it relevant and suitable to the contemporary environment. The questionnaire was the main instrument for gathering data from respondents in a systematic way to evaluate their views and actions in the classroom.

Section I of the survey sought to ascertain the extent to which educators perceive and react to gender-related norms and practices in the classroom by measuring the Level of Teachers' Perceptions of Gender Roles. Part II, in contrast, looked at the extent to which instructors' personal views, attitudes, and gender perceptions impact their pedagogical practices, relationships with students, and the atmosphere in the classroom. The interplay between instructors' gender role conceptions and their methods of classroom management was thoroughly illuminated by these two sections taken as a whole.

Data Gathering Procedure

The first step in collecting data for this study would be to get approval to do so from the appropriate school officials and other authorities. After receiving approval, the researcher arranged an orientation for the participating educators to go over the study's goals, get their informed consent, and answer any questions they might have had. All the educators who were part of the comprehensive survey were given standardized questionnaires to fill out. In particular, the surveys probed educators' views on gender roles in relation to their disciplinary procedures, patterns of interaction between themselves and their students, and general methods of managing the classroom. The time allotted to respondents to finish and submit the surveys is usually between one and two weeks. For optimal results and to address any questions that may arise, the researcher would keep a close eye on the distribution and retrieval processes. After the data was gathered, it would be coded and organized. Then, it would be statistically analyzed using tools like the Pearson correlation coefficient, standard deviation, and mean to find out how the variables were related.

Scoring Procedure

The following rating scales were used for processing and interpreting the data. Teachers' views on gender roles and how they affect classroom management were assessed using this measure.

Teachers' Perceptions of Gender Roles

Scale	Interval	Response Category	Qualitative Description
5	4.20-5.00	Always	Very High Level
4	3.40-4.19	Often	High Level

3	2.60-3.39	Sometimes	Moderate Level
2	1.80-2.59	Rarely	Low Level
1	1.00-1.79	Never	Very Low Level

Level of teachers' influence on Classroom Management

Scale	Interval	Response Category	Qualitative Description
5	4.20-5.00	Always	Very High Level
4	3.40-4.19	Often	High Level
3	2.60-3.39	Sometimes	Moderate Level
2	1.80-2.59	Rarely	Low Level
1	1.00-1.79	Never	Very Low Level

Statistical Treatment of Data

This study's data was analyzed and interpreted using the following statistical tools:

To find out how teachers see gender roles in terms of disciplinary techniques and the pattern of interaction between teachers and students, we employed standard deviation and mean scores.

To find out how much impact teachers had on classroom management based on their expectations and beliefs, we employed standard deviation and mean.

To determine whether there was a statistically significant association between instructors' views on gender roles and their ability to maintain order in the classroom, we used Pearson's product-moment correlation coefficient, abbreviated as r .

FINDINGS

The results revealed that teachers' perceptions of gender roles regarding discipline strategies and teacher-student interaction patterns were interpreted as "high level." The results suggest that teachers frequently consider gender in their classroom management. Overall, this indicates that while gender influences are acknowledged, they do not dominate disciplinary practices.

Another finding showed that teachers' influence on classroom management, in terms of their beliefs and expectations, was interpreted as "very high level." The result suggests that teachers consistently play a significant role in shaping student behavior and maintaining classroom order. Their expectations and personal beliefs guided how they manage rules, monitor behavior, and promote accountability.

The analysis indicated that there is no significant relationship between teachers' perceptions of gender roles and their influence on classroom management. The result suggests that how teachers view gender does not meaningfully affect their ability to manage classroom behavior. Even if teachers hold gender-based perceptions, they can still maintain consistent, effective management practices. Therefore, classroom management is guided more by teacher beliefs and expectations than by gendered assumptions.

CONCLUSIONS

Based on the first finding, it can be concluded that teachers demonstrate a strong awareness and application of gender-related considerations in their discipline strategies and teacher–student interaction patterns. The "high level" result suggests that teachers are mindful of how gender roles may influence their approaches to maintaining discipline and interacting with students in the classroom. This awareness may help teachers create a respectful and inclusive learning environment for both male and female learners. It also indicates that teachers can manage classroom behavior while being sensitive to gender-related dynamics. Such practices may promote fairness and balanced treatment among students. Overall, teachers appear to integrate gender awareness into their daily classroom practices.

From the second finding, it can be concluded that teachers exert a strong influence on classroom management through their beliefs and expectations of learners. The "very high level" interpretation indicates that teachers play a significant role in shaping classroom order, student behavior, and learning engagement. Their beliefs about teaching and learning guide how they establish rules, motivate students, and maintain discipline. Teachers' expectations can also encourage learners to participate actively and strive for academic success. When teachers maintain high expectations, students are more likely to demonstrate responsibility and positive behavior. Therefore, teachers' beliefs and expectations are important factors in creating an effective and productive classroom environment.

Based on the third finding, it can be concluded that teachers' perceptions of gender roles do not significantly affect their influence on classroom management. The result suggests that even though teachers may have strong perceptions about gender roles, these views do not necessarily determine how they manage their classrooms. Teachers may rely more on professional standards, teaching experience, and educational goals when managing student behavior and learning activities. As a result, classroom management practices may remain

consistent regardless of gender perceptions. The result also indicates that teachers can separate their personal beliefs from their professional responsibilities. Consequently, effective classroom management may depend more on teaching competence and expectations than on perceptions of gender roles.

Recommendations

To the School Heads, implement professional development programs on gender sensitivity to help teachers recognize and address unconscious biases. Teachers could engage in reflective practice and peer observation to ensure consistent, equitable treatment of all learners.

To the School administrators: Establish policies and guidelines that promote gender fairness in classroom interactions, participation, and leadership opportunities. Incorporating gender-inclusive strategies into lesson planning, classroom activities, and assessment can further strengthen equitable practices, ensuring that both boys and girls have equal opportunities to excel academically and participate fully in classroom life.

Teachers will be encouraged to reflect on their practices and consistently apply strategies that align with their beliefs and high expectations, ensuring fairness, motivation, and engagement for all learners. Additionally, integrating structured frameworks for classroom management and expectation-setting can help standardize practices across classrooms, fostering a positive, orderly, and academically conducive environment for every student.

Future researchers are likely to continue promoting gender equity awareness through professional development to address subtle biases that will persist in interactions.

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