

## PERCEIVED INFLUENCE OF GENDER IDENTIFICATION AND EMOTIONAL REGULATION ON CLASSROOM MANAGEMENT OF PRE-SERVICE TEACHERS IN ONDO STATE

BY

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### Abstract

*This study investigated the perceived influence of gender identification and emotional regulation on classroom management of pre-service teachers in Ondo State. Using the descriptive survey research design three hundred (300) pre-service teachers in Adeyemi College of Education were randomly selected as participants for the study. Three standardized and validated questionnaires were used to collect data from the participants. These are the Classroom Management Scale (CMS).78; Emotion Regulation Questionnaire (ERQ) 0.72 and Bem's Sex Role Inventory (BSRI) 0.75. Three research questions were raised for the study. The data collected in the study were analyzed using the Pearson Product Moment Correlation (PPMC), and multiple regression analysis. It was found that gender identification and emotional intelligence had significant relationship with teacher classroom management. The two independent variables reported significant relative effect accounting for a variation of about 32.7% of the criterion measure. Emotional regulation was the best predictor among the variables investigated. Based on the findings from the study, recommendations were made for significant stakeholders' consideration for restructuring teacher relation with classroom activities and system.*

**Keywords:** *Gender identification, Emotional regulation and Classroom management*

### Introduction

The prospect that the principle held by children in a classroom could be the philosophy of a nation tomorrow is an acclamation of children of today is leaders of tomorrow. Hence, how students are managed in the classroom becomes a quid pro quo for nation building. To this few aspects of education have generated as much concern as classroom management. Classroom management strategies have a strong potential to positively influence student achievement and learning, they are paramount concern for many teachers, especially novices (DeLong & Winter, 1998). Effective classroom management includes elements of organization, rule setting and enforcement, managing resources, gaining and maintaining student attention, monitoring task engagement and modelling and reinforcing appropriate social interactions (Marzano, Marzano, & Pickering, 2003). Moreover as classroom management is a serious concern for teachers, administrators, and the general public (Braden & Smith, 2006; Henson & Chambers, 2002; Malmgren, Trezek, & Paul, 2005), they are paramount concern for many teachers.

Classroom management is one prominent skill not to be undermined by any well-meaning instructor in any form. This is because a teacher's ability to effectively manage the classroom and to organize instruction are basic components of teaching. Classroom management pave ways for a better learning environment, particularly keeping the students engaged in learning completing work, looking at teacher, raising hand for questions, working with partner and many more. The engaged students keeps the teacher engaged in instructing, directing and or utilizes the environment to provide effective teaching. Students are expected to have multiple opportunities to respond with feedback for correct and incorrect responses. It is expected that when students are engaged the number of students that are not successful in the classroom is minimized. All these have a strong potential to positively influence students' achievement and learning, hence, a good classroom management is an integral part of effective teaching (Martella et al., 2012; Marzano, Marzano, & Pickering, 2003; Postholm, 2013).

There are many studies indicating that classroom management is one of the crucial factors that influence learning, while poor classroom management results in loss of teaching and learning time and poor educational outcomes (Goss, Sonnemann, & Griffiths, 2017; Jones and Jones, 2012). Hence, the amount of control that teachers have in the classroom is often perceived by the administration as a measure of the quality of an effective teacher. They interpret this classroom management style as evidence that the teacher is in control and must be doing a good job. Losing control of the classroom can be one of the most frustrating and intimidating experiences for both new and experienced teachers. Losing control can happen in several different ways. The most common would be where the class is distracted. This could be from a situation outside the classroom such as noisy conversation from the hall or walkways, or from an event elsewhere that students find out about. Losing control can also happen within the classroom, such as when one student monopolizes the discussion, the teacher makes too many flip flops while teaching, or where there is a general lack of interest in the lecture, and many students are obviously not paying attention.

Ben (2006) states that effective classroom management strategies are significant to a successful teacher's delivery of instruction. This statement of the researcher explains the reason why classroom management is important. Effective classroom management prepares the classroom for an effective instruction which is crucial for the progress of learning. While studies on classroom management accrue little or less has been done on how the teachers' emotional regulation and gender identification could influence classroom management. Consequently adequate understanding of the working principles of emotional regulation and gender is unclear as well as its impact in providing effective classroom management. Emotional regulation is crucially ambiguous, as it might refer equally well to how emotions regulate something else, such as thoughts, physiology, or behaviour (regulation by emotions) or to how emotions are themselves regulated (regulation of emotions). Research suggests that emotional regulation ability is a product of two concepts: reactivity of behavioural, emotional, and physiological systems and control of reactivity to meet goals (Posner & Rothbart, 2007). Additionally, the processes may be automatic or controlled, conscious or unconscious, and may have their effects at one or more points in the emotion generative process. Because emotions are multi-componential processes that unfold over time, emotion regulation may involve changes in "emotion dynamics" or the latency, rise time, magnitude, duration, and offset of responses in behavioural, experiential, or physiological domains. Emotion regulation may dampen, intensify, or simply maintain emotion, depending on an individual's goals. Emotion regulation also may change the degree to which emotion response components cohere as the emotion unfolds, such as when large changes in emotion experience and physiological responding occur in the absence of facial behaviour.

Researchers have focused on teachers' emotions mostly through qualitative methods such as emotional labor (Isenbarger & Zembylas, 2006), teacher identity (Van Veen, & Lasky, 2005), mentoring and teachers' emotions in the context of school reforms (Zembylas & Barker, 2007). Rosemary, René & Catharine (2009) among many findings reported that teachers practice emotion regulation because they believe it makes them more effective in management, discipline, and their relationships with students. Further, teachers are much more confident that they can communicate their positive emotions than reduce their negative emotions, and they use a variety of emotion regulation strategies, including preventive and reactive methods. More so, several studies have found that the beginning years of a teaching career usually evoke intense emotions for educators (Hargreaves, 2005; Intrator, 2006; Liljestrom, Roulston & deMrrais, 2007). Bullough & Baughman (1997) concluded that many novice teachers do not realize the profound, all-encompassing emotional work involved in teaching until their first year. Similarly, Intrator (2006) found that new teachers experience a dramatic range of intense emotions and passions evoked by the fear of not being liked or respected, the vulnerability that comes with awareness of judgment by others, the anxiety of not being familiar with the subject matter, and the discomfort that comes from having to make rapid-fire and uncertain decisions. In responding to the emotional challenges novice teachers are believed to experience, this study aims to examine novice teachers' emotional regulation in the classroom management.

Gender identification is a concept concerned with social representation of oneself as masculine and or feminine. In nearly all instances, gender identity, is self-identified, as a result of a combination of inherent and extrinsic or environmental factors; gender role, on the other hand, is manifested within society by observable factors such as behaviour and appearance. Hence, it is an understanding of demonstrated attributes within the society and not necessarily the biological make up of the individual. Research also shows that gender identification is seen as a personal conception of oneself as male or female (or rarely, both or neither). This concept is intimately related to the concept of gender role, which is defined as the outward manifestations of personality that reflect the gender identity. To this Gender has been described as a cultural term that emphasizes forms of characteristics ascribe to people because of their sex, which include ways they believe people behave, based on cultural expectations of what is male and female. For Constantine (2000), gender is a construct that is developed through the socialization of the cultural attributes, which consists of behaviours and characteristics that are associated with the male and female biological sex. These cultural attributes, behaviours and characteristics are better explained as feminine and masculine. To this, Gold and Hawley (2001) found that the effects of socialization may interfere with the mandate directed to education students to incorporate gender sensitive practices.

With respect to the study of gender and classroom management, some ambiguity has occurred because of the manner in which this subject has been studied. Gender, as a topic in literature, has been approached from both the gender-model and the job- model. Studies on identifying the differences between classroom management and gender among the dimensions reveal that there is a significant difference between managing teaching and managing behaviours in favour of male teachers. Research also shows that teachers' tendency to classroom management is suitable for interventionist approach rather than transactional approach. Newly graduated teachers' and male teachers' classroom management approaches have tendency to be more intrusive. For instance, Martin, Yin and Mayall (2006) reveal that there is a significant difference between classroom management approaches of female and male teachers. Female teachers' approaches seem to be more intrusive than male teachers' approaches. The gender approach to the study of women and management was described as one where the basic belief was that, "women accept family roles as a chief source of their identity and fulfilment, leading to a different orientation to work for men, for whom work is paramount" (Loscocco, 1990). However, the implications of gender within classroom have been an integral part of research studies (Gold & Hawley, 2001).

Summarily it has been seen that effective classroom management is an important concern especially with beginning teachers (Dicke, Elling, Schmeck, & Leutner, 2015) and highly important for teachers' wellbeing (Sutton, Mudrey-Camino & Knight, 2009), as well as their students' academic success (Evertson & Weinstein, 2013). Pre service students are the focus of this study. These set of teachers are those who have successfully concluded their three (3) months teaching practice experience. The teaching practice serves as their only teaching experience hence are far from being called novice teachers. Managing and directing a classroom as well as curbing possible disruptive behaviours may be a herculean task they may need to surmount in real time as full fledge teachers. A well-managed class produces students with positive behaviours which has a spiraling effect in their success. On the other hand, disruptive student behaviour in the classroom can negatively impact the learning environment of the classroom (Braden & Smith, 2006). When discipline issues continue in a classroom due to inadequate classroom management and discipline strategies, all students are impacted because of the time it takes for a teacher to handle the disruptions.

### **Purpose of the Study**

The purpose of this study was to investigating the influence of gender identification, emotional regulation on the classroom management of pre service teachers. The researcher would therefore determine;

- i. if there will be any significant relationship between gender identification, emotional regulation and classroom management among pre-service teachers.

- ii. if there will be any combine effects of gender identification and emotional regulation on the classroom management of pre-service teachers.
- iii. if there will be relative effects of gender identification and emotional regulation on the classroom management of pre-service teachers.

### **Research Questions**

The following research questions are raised in this study

1. Are there any significant relationship between gender identification, emotional regulation and classroom management among pre-service teachers?
2. Are there any combine effects of gender identification and emotional regulation on the classroom management of pre-service teachers?
3. Are there any relative effects of gender identification and emotional regulation on the classroom management of pre-service teachers?

### **Methodology**

The research design adopted for this research is a survey research design. The population chosen for this study consisted of all final year students in Adeyemi College of Education, Ondo, Ondo State, Nigeria. The population of the study covers a broad age range from 22 – 31yrs, which the researcher finds suitable for this survey. Simple random sampling was used to select three hundred (300) final year students from ten randomly selected departments. Thirty students selected from each of the ten schools to amount to the total selected. The sample consisted of one hundred and seventy eight (178) female and one hundred and twenty two (122) male students. The final year students who participated in the study were chosen based on the criteria that they have completed their expected weeks of teaching practice and could be perceived as pre-service teachers. The participants selected were aged between 22 and 31 with a mean age of 28.51 and a standard deviation of 12.77. The details on the instruments used and their psychometric properties are hereby presented. *Classroom Management Scale*: The scale measuring teacher's perceptions of the classroom management that assesses perceptions of the control of classroom environment is an adapted version of the Florida Positive Behaviour Support Project on classroom management rating. The scale contains 12 items scored on a 5-point Likert-type scale. Internal consistency, using Cronbach's coefficient of alpha, is .78 was determined for the scale. *Emotion Regulation Questionnaire*: This is a 20 item Emotion Regulation Questionnaire developed by Gross & John (2003). Typical example of the items are: "When I want to feel more positive emotion (such as joy or amusement), I change what I'm thinking about", "I keep my emotions to myself". It has a reliability coefficient of 0.81 using cronbach-alpha method. It has also reported a two weeks test-retest reliability coefficient of 0.72. *Bems Sex Role Inventory*: Bems Sex Role Inventory (1974) helped to determine the gender-stereotype. Cronbach alpha score of 0.88 for masculinity and 0.83 for femininity were obtained by Bem. A median split method was used to divide respondents into one of two gender-role orientation categories: masculine and feminine on the scale. The mean masculinity and femininity scores obtained were 4.43 and 4.02 respectively. A Cronbach alpha of 0.72 for the feminity and 0.75 for the masculinity was obtained in order to verify the suitability of the scale by the researcher after a pilot study was carried out.

The researchers personally administered the instruments following the approval granted by relevant authorities. The researcher explained step by step how each section should be filled. It took the researcher about three (3) weeks for successful administration and collection of the questionnaire due to busy schedules. The data was analyzed using the Pearson product moment correlation (PPMC), and multiple regression analysis to ascertain the patterns of relationship and the contribution of the independent variables to the criterion measure (creative performance). In each case, the level of significance set for acceptance or rejection will be 0.05).

## Results

**Research Hypotheses 1:** There will be no significant correlations between gender identification, emotional regulation and classroom management among pre-service teachers.

**Table 1: Correlation matrix showing the gender identification, emotional regulation and classroom management**

Variables	Mean	SD	1	2	3
Classroom management	35.02	10.35	1		
Gender identification	4.23	4.69	.342	1	
Emotional regulation	63.9	6.51	.374	.319	1

From the above table, it is shown that gender identification and emotional regulation had significant correlations with classroom management. It is also noted that emotional regulation had a stronger correlation respectively. The respective mean and standard deviation scores are also shown.

**Research Hypotheses 2:** There will be no significant joint effect of gender identification and emotional regulation on classroom management among pre-service teachers.

**Table 2: Summary of Regression Analysis between Predictor's Variable and classroom management**

$R = .574$  ;  $R^2 = .329$ ;  $Adj R^2 = .327$ ; Std. Error of Estimate = 3.48084

Model	Sum of Squares	DF	Mean Square	F	Sig.
Regression	752.076	2	376.038	18.729	.000
Residual	3955.366	197	20.078		
Total	4707.442	199			

Gender identification and emotional regulation reported significant joint effect on classroom management ( $F(2,197) = 18.729$ ;  $R = .574$ ,  $R^2 = .329$ ,  $Adj. R^2 = 0.327$ ;  $P < .05$ ). About 32.7% of the variation was accounted for by the independent variables.

**Research hypotheses 3:** There will be no significant relative effect of gender identification and emotional regulation on classroom management among pre-service teachers.

**Table 3: Relative effect of independent variables to the prediction of classroom management among pre-service teachers**

Model	Unstandardized Coefficient	Standardized Coefficient	T	Sig.	
	B	Std. Error	$\beta$ Values		
(Constant)	12.774	3.717		3.437	.001
Gender identification	.173	.057	.178	3.027	.003
Emotional regulation	.241	.074	.193	3.256	.001

The result above shows the relative contribution of each of the independent variables to the prediction of the criterion measure (classroom management) in varying weights. The results indicated that the following beta weights which represent the independent variables were observed according to order of potency. Emotional regulation ( $\beta = .193$ ,  $p < .05$ ) and gender identification ( $\beta = .178$ ,  $p < .05$ ).

## Discussion

From the result of the correlation matrix in Table 1, it is observed that gender identification and emotional regulation of pre-service teachers are significantly related to their classroom management. The two variables reported significant potent relationship with classroom management of the participants. However, the relationship value of neuroticism and extraversion was negatively significant. As shown in Table 2, the multiple regression analysis indicates that gender identification and emotional regulation reported combine

effect on classroom management. The magnitude of this relationship in predicting the classroom management is reflected in the values of coefficient of multiple regressions (0.329) and in multiple R<sup>2</sup> adjusted (0.327) as shown in table 2. Thus, it can be said that 32.7% of the total variance in the classroom management of pre-service teachers is accounted for by gender identification and emotional regulation. The F – ratio value of 18.729 is significant at 0.05 levels. This further affirms to the fact that the predictive capacity of the independent variables are not due to chance factor

With regards to the contribution of the independent variables to the variation of occurrence of classroom management among the participants, emotional regulation was found to be the most potent. Contemporary functionalist perspectives emphasize the important roles emotions play as it ready necessary behavioural responses, tune decision making, enhance memory for important events, and facilitate interpersonal interactions. However, emotions can hurt as well as help. They do so when they occur at the wrong time, or at the wrong intensity level. It is understood that the current classroom place considering the current types of students is highly disruptive and could demand emotional control to maintain its sanity. Moreover, students do not share the perspective of their teachers when judging the impact of their behaviour on their daily functioning or the level of disturbance experience by other. This occurrence may explain away the current finding which has corroboration with prior investigations with regards to emotional regulations and management (Isenbarger & Zembylas, 2006; Van Veen, & Lasky, 2005; Zembylas & Barker, 2007).

Gender identification is also a potent predictor in this study. The finding is however not much of a surprise. It is pertinent to note that gender exerts considerable influence over motives to teach considering its educational centeredness and focus. Often, teaching is regarded as undemanding, feminine and compatible with domesticity, hence, females are encouraged into this profession. The daily work schedules appear convenient, and the holidays are long, allowing more time with their children. Hence, most women become counsellors because of a sense of job compatibility, less work demand seems much easier a schedule. Thus, classroom management for women is mainly centred on giving, learning and helping. For men, classroom management involves a focus on control and a commitment based on reciprocity. Note that students are often attentive when firmness and control is maintained. These however does not negate the soft and domesticated approach culled feminine. Therefore, the manner in which pre-service teachers respond in the classroom environment may differ based on their gender identification.

### **Conclusion**

The success of educational reforms and the system hinges critically upon the growth of the teacher's competence and commitment throughout their career. Classroom management is a direct demand and skill emanating from teacher's competence. The task of appropriate classroom management is highly demanding, teachers who wish to survive and thrive must become involved in an increased rate of personal adaptation and professional development. Thus, it is expected that teachers must be willing to experience steep learning curves and invest personal time and energy to translate the on-going occurrences successfully into effective practice of adequate classroom management. As societies diversify and being fragmented, schools remain as unifying centers for individuals in a society.

### **Recommendations**

1. Getting the best teachers with adequate classroom management skills into the toughest schools can sometimes seem like a Sisyphian task. Amid this mounting pressure, it is perhaps vital to be informed how pre-service teachers perceive their emotional regulation and gender identification and to what extent do their perceptions classroom management delivery. Probably they may or may not choose to become teachers if it were to affect their careers.
2. Nevertheless, as teachers will continue to play an important role in educating the young, their perceptions of classroom management will undoubtedly provide vital information concerning delivery.

Such information is essential to enable appropriate plans and strategies to be established to make teachers develop effective management skills in the classroom.

3. This study has shown that gender identification and emotional regulation are potent value for effective classroom management. Developing training programmes for teachers that encompasses understanding gender identification and emotional regulation would be vital to effective classroom management.

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