

## A Gender Based Study for Behavior Management Strategies of Students at Secondary Level

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### Abstract

The research was about A Gender Based Study for Behavior Management Strategies of Students at Secondary Level. The purpose of the study was to find out strategies use by the male and female teachers for behavior management at secondary level students using effective strategies by teacher can enhance students overall learning. Effective strategies for behavior management include setting clear expectations, providing consistent consequences, fostering positive relationships with students, implementing proactive interventions, and promoting a supportive classroom environment. These strategies aim to prevent disruptions, address behavioral issues promptly, and create a conducive learning atmosphere. The main objective of the study was to find out strategies use by the male and female teachers for behavior management at secondary level students. For this study researcher use quantitative Research Design to collect data with the target population for the current study comprises teachers from IMCG I-10/4 in Islamabad Pakistan and IMCB VI-X I-9/4. The total number of teachers in these schools is 55, For the research study, a population of 40 teachers was selected through sampling from this institution, were 25 females and 15 males. To analyze data t test was used by researcher. Research hypothesis 1 was analyzed through t test. Quantitative research design was used to collect data. The positive t-value of 2.785 indicates that there is a significant difference between male and female teachers in terms of their ratings, with female teachers receiving higher ratings (4.68) compared to male teachers (4.53).

**Keywords:** Effective Strategies, Behavior Management, Secondary Level

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## **1. INTRODUCTION**

Behavior management in secondary education is a critical aspect of ensuring a conducive learning environment. Effective strategies for managing student behavior not only enhance academic performance but also foster a positive school climate and promote social and emotional development. However, the effectiveness of these strategies can vary significantly based on the gender of the students. This research aims to explore and analyze gender-based differences in the effectiveness of various behavior management strategies at the secondary level. Behavior management is essential for maintaining order and discipline within the classroom, which is crucial for both teaching and learning processes. According to Marzano, Marzano, and Pickering (2003), effective classroom management is one of the key factors influencing student achievement. Without proper behavior management, classrooms can become chaotic, reducing the quality of education and negatively impacting both teachers and students.

Research indicates that boys and girls often exhibit different behavioral patterns and respond differently to various management strategies. Boys are generally more likely to exhibit externalizing behaviors such as aggression and hyperactivity, whereas girls are more prone to internalizing behaviors like anxiety and depression (Smith & Pellegrini, 2008). These differences necessitate tailored behavior management approaches that address the specific needs of each gender to be effective. The recognition of gender differences in behavior management is supported by findings from studies such as those by Sadker and Zittleman (2009), who emphasize that gender-responsive teaching strategies can lead to better educational outcomes. For instance, boys may benefit more from clear, structured environments with consistent rules and immediate feedback, while girls may respond better to collaborative and supportive settings that address their social and emotional needs.

The primary objective of this research is to identify and compare the effectiveness of various behavior management strategies for male and female students at the secondary level. This includes examining the different types of behavior problems exhibited by male and female students, evaluating the effectiveness of specific behavior management strategies tailored to each gender, and providing recommendations for educators on implementing gender-responsive behavior management techniques.

The study seeks to answer the following questions: What are the common behavioral issues faced by male and female students in secondary schools? How do different behavior management strategies affect male and female students' behavior and academic performance? What are the most effective gender-specific behavior management strategies that can be employed in secondary schools? Understanding the gender-based differences in behavior and the corresponding effective management strategies is crucial for educators, administrators, and policymakers.

This research will contribute to the development of more inclusive and effective educational practices, ultimately leading to improved educational outcomes and a better school environment for all students. By addressing these aspects, the study aims to fill the gap in the existing literature regarding gender-specific behavior management strategies and provide practical insights for educators at the secondary level.

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## **1.1 RATIONALE OF THE STUDY**

Behavior management in secondary schools is a critical aspect of fostering an effective learning environment. As students navigate the challenging adolescent years, behavioral issues can emerge, requiring educators to implement effective management strategies. Understanding these strategies through a gender-based lens can provide deeper insights into tailored approaches that address the distinct needs and behaviors of male and female students.

Research indicates that male and female students often exhibit different behavioral patterns due to a combination of biological, psychological, and social factors. Boys might display more overt aggression or physical misconduct, while girls might exhibit relational aggression or internalizing behaviors such as anxiety and depression. Understanding these differences is essential for developing strategies that are effective for each gender. Behavioral issues can significantly affect academic performance. By addressing gender-specific behavior management, educators can create a more conducive learning environment that minimizes disruptions and promotes academic success for both boys and girls. Adolescence is a crucial period for psychosocial development. Effective behavior management strategies that are sensitive to gender differences can support healthier emotional and social development, helping students navigate this critical stage more successfully. Traditional behavior management strategies often adopt a one-size-fits-all approach, which may not be effective for all students. A gender-based study can highlight the need for differentiated strategies that acknowledge and address the unique needs of boys and girls. Gender bias in behavior management can lead to unfair treatment and reinforcement of stereotypes. For example, boys might be unfairly labeled as troublemakers, while girls' behavioral issues might be overlooked. This study can help in identifying and mitigating such biases, promoting fairness and equity in disciplinary practices. By understanding gender-specific behaviors, teachers can be better equipped with targeted strategies that are more effective in managing classrooms. This can lead to improved teacher-student relationships and a more positive classroom atmosphere. Insights from gender-based studies can inform professional development programs, helping educators develop a nuanced understanding of student behavior. This can enhance their skills in implementing behavior management techniques that are responsive to the needs of both genders.

Policymakers can use findings from gender-based studies to develop policies that support effective behavior management practices in schools. This can include guidelines for gender-sensitive disciplinary measures and support systems. Curriculums can be designed to include components that address social-emotional learning and gender-specific needs, fostering a more inclusive and supportive educational environment. Effective behavior management contributes to a positive school climate where all students feel safe and supported. A gender-based approach ensures that the specific needs of both boys and girls are met, promoting inclusivity and respect. Addressing behavioral issues through gender-sensitive strategies can enhance overall student well-being, reducing instances of bullying, harassment, and other negative behaviors that disrupt the learning environment.

A gender-based study of effective strategies for behavior management at the secondary level is crucial for developing tailored approaches that address the distinct needs of male and female students. By doing so, educators can enhance academic performance, support

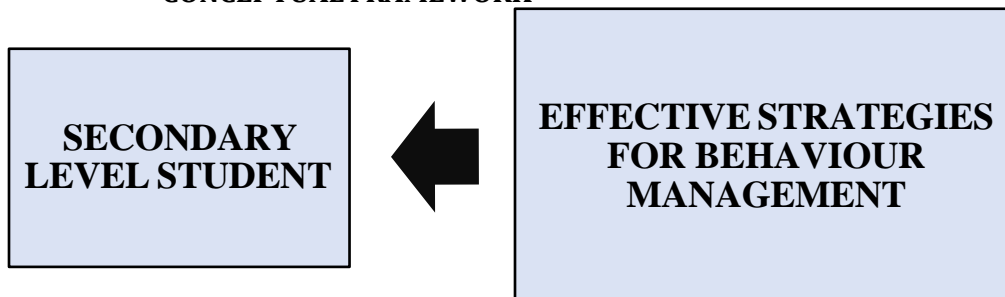
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psychosocial development, reduce gender bias, and promote a positive and inclusive school climate. This study will contribute valuable insights that can inform policy and curriculum development, ultimately fostering a more effective and supportive educational environment for all students.

## **1.2 STATEMENT OF THE PROBLEM**

The challenge of effectively managing student behavior at the secondary level is compounded by the distinct behavioral patterns exhibited by male and female students, which are influenced by a range of biological psychological, and social factors. Current behavior management strategies often fail to account for these gender-specific differences, leading to inequitable and ineffective outcomes. Boys are more likely to display overt aggression and physical misconduct, while girls may exhibit relational aggression or internalizing behaviors such as anxiety and depression. This discrepancy necessitates a deeper understanding and development of tailored behavior management strategies that address the unique needs of each gender, ensuring a more equitable and supportive learning environment. Without such gender-sensitive approaches, educators risk perpetuating biases and inadequately addressing the diverse behavioral issues that impact academic performance and psychosocial development during this critical stage of education.

## **1.3 CONCEPTUAL FRAMEWORK**



**Figure.1 Conceptual Framwork Of Effective Strategies For Behaviour Management**

## **1.3 RESEARCH OBJECTIVES**

1. To find out strategies use by the male and female teachers for behavior management at secondary level students.

## **1.4 RESEARCH HYPOTHESIS**

Ho1: There is no significant difference between male and female teachers regarding use of effective strategies for behavior management of secondary level students.

## **1.6 SIGNIFICANCE OF THE STUDY**

The study will be significant for secondary level teachers that aims to uncover tailored approaches to behavior management that address the distinct needs of male and female students during a critical developmental period. By identifying gender-specific strategies, the research has the potential to enhance classroom dynamics, promote gender equity, and

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improve educational outcomes. Furthermore, it can inform teacher training, parental involvement, and community programs, ensuring that behavior management practices are inclusive and effective, ultimately fostering a more supportive and equitable educational environment for all secondary students.

## **LITERATURE REVIEW**

### **GENDER-BASED STUDY OF EFFECTIVE STRATEGIES FOR BEHAVIOR MANAGEMENT OF STUDENTS AT SECONDARY LEVEL**

Behavior management is a critical aspect of teaching, especially at the secondary level where students are in a crucial developmental stage. Gender differences can play a significant role in how students respond to various behavior management strategies. This chapter explores the influence of gender on behavior management and investigates four key areas: the impact of behavior theories on gender-based management strategies, effective approaches tailored for boys and girls, criteria for developing gender-sensitive behavior management plans, and steps for implementing these strategies in the classroom.

#### **Influences on Gender-Based Behavior Management**

Behavior theories from the early 20th century to the present day have provided valuable insights into student behavior and how it can be managed effectively. These theories also highlight the importance of considering gender differences in behavior management strategies. According to Emmer and Stough (2001), research has often focused on student engagement and reducing classroom disruptions, with some studies specifically addressing gender differences. The following paragraphs summarize the contributions of key behavior theorists and their relevance to gender-based behavior management.

#### **BURRHUS FREDERICK SKINNER THEORY**

Burrhus Frederick Skinner's behaviorist theories emphasize the role of reinforcement in shaping behavior. Skinner (Sprinthall, 1981) suggested that positive reinforcement can encourage desirable behavior, while ignoring or punishing undesirable behavior can reduce its occurrence. In the context of gender-based behavior management, Skinner's principles highlight the need for tailored reinforcement strategies. Boys, for instance, may respond better to tangible rewards and clear consequences, while girls might be more motivated by social approval and verbal praise.

#### **WILLIAM GLASSER THEORY**

William Glasser's Reality Therapy focuses on the importance of choice and personal responsibility in behavior management. Glasser (Emmer and Stough, 2001) emphasized that students should make value judgments about their behavior. Gender differences in socialization mean that boys and girls might approach decision-making differently. Boys may benefit from more structured choices and clear, logical consequences, while girls might respond better to discussions that allow them to express their feelings and understand the impact of their behavior on others.

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### **JACOB KOUNIN RESEARCH**

Jacob Kounin's research on classroom management identified key teacher behaviors that contribute to effective behavior management, such as "withitness," smoothness, and momentum (Conte, 1994). Kounin's work suggests that maintaining a well-organized classroom can prevent many behavior issues.

Gender differences can influence how boys and girls react to these strategies. For instance, boys might need more physical movement and activities that channel their energy positively, while girls might benefit from collaborative and communicative activities that foster social connections.

### **ABRAHAM H. MASLOW THEORY**

Abraham Maslow's hierarchy of needs provides a framework for understanding student behavior based on the fulfillment of various needs. Maslow (Sprinthall, 1981) proposed that basic needs must be met before higher-order needs can be addressed. Gender differences can affect how these needs manifest in the classroom. For example, boys might require more focus on physical safety and structured environments, while girls might need more emphasis on social belonging and self-esteem.

### **CAROL GILLIGAN THEORY**

Carol Gilligan's research on moral development emphasizes the differences in how boys and girls approach ethical dilemmas and relationships. Gilligan (1982) argued that boys often focus on justice and rules, while girls prioritize care and relationships. This perspective is crucial for developing gender-sensitive behavior management strategies. Boys might respond well to clear, rule-based systems, while girls may benefit from approaches that emphasize empathy, understanding, and relational dynamics.

### **OTHER INFLUENCES ON GENDER-BASED BEHAVIOR MANAGEMENT**

In recent decades, social and cultural shifts have influenced behavior management strategies, making it essential to consider gender dynamics. Educators need to be aware of these influences to create effective, inclusive environments. According to Brownlee (1996), social and peer pressures can significantly impact student behavior, with boys and girls experiencing different types of pressures. Addressing these pressures requires gender-specific strategies that consider the unique challenges each gender faces.

### **APPROACHES FOR MANAGING STUDENT BEHAVIOR**

Effective behavior management strategies must be tailored to address gender differences. Educators often use a combination of approaches to manage behavior effectively. The following strategies have been reviewed, with a focus on their applicability to boys and girls.

### **ASSERTIVE DISCIPLINE**

Lee Canter's Assertive Discipline plan is a comprehensive method of classroom management that involves clearly communicating expectations and enforcing consistent consequences (Canter, 1976). This approach can be adapted to address gender differences. For example, boys might respond better to visual aids and clear, direct communication, while girls might

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benefit from discussions that involve empathy and understanding.

### **POSITIVE BEHAVIORAL INTERVENTIONS AND SUPPORTS (PBIS)**

PBIS is a proactive approach that uses positive reinforcement to encourage good behavior (Sugai & Horner, 2002). This method can be tailored to meet the needs of boys and girls by using gender-specific rewards and recognition. Boys might appreciate competitive games and physical rewards, while girls might value verbal praise and social activities.

### **SOCIAL-EMOTIONAL LEARNING (SEL)**

SEL programs focus on developing students' social and emotional skills (Zins et al., 2004). These programs can address gender differences by incorporating activities that cater to the emotional and social needs of both boys and girls. For instance, boys might benefit from activities that build teamwork and cooperation, while girls might appreciate exercises that foster empathy and relationship-building.

### **RESTORATIVE PRACTICES**

Restorative practices emphasize repairing harm and restoring relationships (Wachtel, 2013). This approach can be particularly effective in addressing gender differences in conflict resolution. Boys might engage more with structured, action-oriented restorative circles, while girls might prefer dialogues that allow for emotional expression and mutual understanding.

### **CRITERIA FOR EFFECTIVE GENDER-SENSITIVE BEHAVIOR MANAGEMENT PLANS**

Developing effective gender-sensitive behavior management plans requires clear criteria that align with the diverse needs of boys and girls. These criteria should include:

**Inclusivity:** Strategies should cater to the interests and needs of both genders.

**Flexibility:** Plans should be adaptable to different classroom dynamics and individual student needs. **Engagement:** Activities should be engaging and relevant to both boys and girls.

**Supportiveness:** The environment should be supportive, promoting a sense of safety and belonging for all students.

### **STEPS FOR IMPLEMENTING GENDER-SENSITIVE STRATEGIES**

Implementing gender-sensitive behavior management strategies involve several steps:

**Identify Gender-Specific Needs:** Understand the unique needs and challenges faced by boys and girls. **Develop Tailored Strategies:** Create behavior management plans that address these needs. **Train Educators:** Provide training for teachers on gender-sensitive approaches.

**Monitor and Adjust:** Continuously monitor the effectiveness of the strategies and make necessary adjustments. **Provide Feedback:** Offer constructive feedback to students to guide their behavior positively.

## **1.5 METHODOLOGY**

### **RESEARCH DESIGN**

Quantitative research design was used by the researcher in this study. It was a survey study.

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**Population**

The Target population for the current study comprises teachers from IMCG I-10/4 in Islamabad Pakistan and IMCB VI-X I-9/4. The total number of teachers in these schools is 55, For the research study, a population of 40 teachers will be selected through sampling from this institution, were 25 females and 15 males.

**SAMPLING TECHNIQUE**

Stratified random sampling was used by researcher in the study.

**SAMPLE SIZE**

72% population was taken by the researcher as sample size

**DATA COLLECTION INSTRUMENT**

The author of the preschool questionnaire survey linked is listed as "Dr. Sook Hwa Yeo.". A questionnaire consists of 16 items and 2 indicators. The first session of questionnaire consisted of demographics information. Name (optional) Gender, education. It has 2 indicators and 16 items. One indicator has 11 items and other have 5 items.

**DATA COLLECTION**

Data was collected through personal visits.

**DATA ANALYSIS**

T-Test was used by the researcher to analyze the data.

**DELIMITAION**

The study was delimited to:

- IMCG I-10/4
- IMCB VI-X I-9/4

**Table 4.1 Effective Strategies**

*Table 4.1 Difference of gender regarding effective strategies for behavior management*

Gender	N	Mean	SD	t-value	Sig
Female	25	4.68	.459	2.785	0.01
Male	15	4.53	.564		

SD = Standard deviation; t-value=Mean difference between two data sets; Sig= Level of significance.

Table 4.1 shows that female teacher ( 4.68) male ( 4.53) there is a significant difference between male and female teachers t value 2.785 shows that positive difference between male and female teachers.

## **5. SUMMARY, FINDINGS, LIMITATION, DISCUSSION, CONCLUSION AND RECOMMENDATION**

### **5.1 SUMMARY**

The research was about A Gender Based Study of Effective Strategies For Behavior Management Of Students At Secondary Level. The purpose of the study was to aim that to find out strategies use by the male and female teachers for behavior management at secondary level students using effective strategies by teacher can enhance students overall learning. Effective strategies for behavior management include setting clear expectations, providing consistent consequences, fostering positive relationships with students, implementing proactive interventions, and promoting a supportive classroom environment. These strategies aim to prevent disruptions, address behavioral issues promptly, and create a conducive learning atmosphere. The main objective of the study was to find out strategies use by the male and female teachers for behavior management at secondary level students. For this study researcher use quantitative Research Design to collect data with the target population for the current study comprises teachers from IMCG I-10/4 (morning shift) in Islamabad and IMCB VI-X I-9/4. The total number of teachers in these schools is 55, For the research study, a population of 40 teachers will be selected through sampling from these institution, were 25 females and 15 males. To analyze data t test was used by researcher. Research hypothesis 1 was analyzed through t test. Quantitative research design was used to collect data. The positive t-value of 2.785 indicates that there is a significant difference between male and female teachers in terms of their ratings, with female teachers receiving higher ratings (4.68) compared to male teachers (4.53).

### **5.2 FINDINGS**

#### **Research Hypothesis 1**

Ho1. There is no significant difference between male and female teachers regarding use of effective strategies for behavior management of secondary level students.

#### **Finding 1**

Research hypothesis 1 was analyzed through t test. Quantitative research design was used to collect data. The positive t-value of 2.785 indicates that there is a significant difference between male and female teachers in terms of their ratings, with female teachers receiving higher ratings (4.68) compared to male teachers (4.53).

### **5.3 DISCUSSION**

The findings presented in Table 4.1 highlight a significant difference in the behavior management effectiveness ratings between female and male teachers, with female teachers receiving a higher average score of 4.68 compared to 4.53 for male teachers. The t-value of 2.785 indicates a positive difference between male and female teachers in their behavior management approaches. This suggests that female teachers may exhibit more effective

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strategies for managing student behavior at the secondary level compared to their male counterparts.

One possible explanation for this difference could be the adoption of more nurturing and communicative approaches by female teachers, which are often associated with relational teaching styles. Research has shown that female educators tend to emphasize building positive relationships with students and creating a supportive classroom environment, which can contribute to better behavior management outcomes. Additionally, female teachers may be more adept at recognizing and addressing the diverse needs of students, including those influenced by gender differences. Furthermore, societal norms and expectations regarding gender roles could also play a role in shaping behavior management practices among teachers. Female teachers may face societal pressure to be more empathetic and nurturing, leading them to develop effective behavior management strategies that prioritize emotional support and rapport-building with students. On the other hand, male teachers may feel compelled to adopt a more authoritative or disciplinary approach, which may not always resonate as well with students, particularly in a secondary school setting. These findings have significant implications for teacher training and professional development programs. Educators could benefit from training sessions that focus on enhancing their understanding of gender dynamics in the classroom and provide strategies for implementing more inclusive and effective behavior management techniques. Additionally, school administrators should consider fostering a supportive school culture that values and celebrates diverse teaching styles, regardless of gender. By recognizing and leveraging the strengths of both female and male teachers, schools can create more enriching and engaging learning environments for all students.

#### **5.4 CONCLUSION**

The gender-based study of effective strategies for behavior management of students at the secondary level highlights the necessity of recognizing the unique behavioral patterns and needs of both male and female students. The findings reveal that tailored approaches can significantly improve classroom dynamics, enhance student engagement, and lead to better educational outcomes. These strategies not only help in addressing behavioral issues more effectively but also promote a supportive and inclusive learning environment. Furthermore, the study emphasizes the importance of integrating gender-sensitive methods into teacher training programs, ensuring that educators are well-equipped to handle diverse classroom scenarios. Schools should also collaborate with parents and the community to extend these tailored strategies beyond the classroom, providing consistent support for students' behavioral development. By adopting these gender-specific approaches, educational institutions can work towards reducing gender disparities and fostering a more equitable academic experience for all students.

#### **5.5 LIMITATION**

**The limitation of the research was:**

1. Not getting enough data due to shortage of time, if the time was more researcher would have collected more data.
  2. The population taken from research is very low due to short span of time.
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## **5.6 RECOMMADIATION**

1. It was found that professional development should be provided to male teachers facilitate their teaching.

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