

Veiled-Unveiled Teaching: Essential Comparative Dynamics for their Effective Classroom Management at University Level

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Abstract— The study aimed at knowing the difference between the veiled and unveiled university faculty effective class management. Professional responsibilities of teachers demand certain investigations which organize diverse teacher management policies and programs. Teacher-student relationship has its strength in the professional pursuit of the teacher in their routine interactions. These class management practices are diverse and engraved well in three major domains of classroom management; organizational, emotional, and instructional. The purpose of the present investigation was to identify the affect of veil on the classroom management of university female faculty who carries veil while teaching male students. The research design was qualitative and veiled and unveiled teachers' interview data were compared. A semi-structured interview was conducted from the selected sample of university teaching faculty which constituted available veiled female faculty of male or co-education universities and those unveiled equivalent to veiled. Universal sampling technique was used to acquire the required teachers'sample (veiled and unveiled). Blended Class Management Dynamics Model (Figure 1) was developed on the three major classroom management dynamics as; Class organization, Students emotions, and Class Instructions. The study was approved by the research review committee. Themes were drawn out of the interview. The data collected from the Interviews' themes were examined, compiled, tabulated, calculated on their means and finally analysed. Interview data findings included; veiled faculty were 98 % and unveiled 88% in favor of veiled teachers' class management skills in section: A. In section B veiled female faculty favored veiled teachers' classroom management to 95% and unveiled to 58%, whereas in section C veiled remained 96% and unveiled 68% in favor of veiled teachers' classroom management. Study results exposed difference found between the veiled university teachers classroom management and those of unveiled but it was not very significant. Their classroom management was almost alike in its diverse attributes. Pakistani society will be receiving the major benefit in reducing resistant and rejection policies of varied workplace environments and that of institutional management against veiled female employees especially at the university level. Veiled faculty will also be more conscious and prepared to fill gaps due to veil, if appear in their classroom management dynamics.

Index Terms— Veiled Teaching, Unveiled Teaching, Classroom Management Dynamics, University Level.

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1 INTRODUCTION

Teachers as the proficient individuals getting full opportunity to involve in the life of a student and to see him engaged with the society he lives[1]. Professional responsibilities of teachers demand certain investigations which organize diverse teacher management policies and programs. They impact both teaching as well as learning influencing the usefulness of school development plans[2]. [3] recognized seven strategic aspects associated with better teaching practices like; learning time of educational involvement, useful revision plans, collaborative group learning events, constructive class settings, challenging modes of questioning and feed-forward, and practice of using advance organizers. It is also the fact that teachers' practice of self-monitoring can be carried meaningfully with the help of checklist that also favors in maintaining effective classroom management [4]. Teacher-student relationship has its strength in the professional pursuit of the teacher in their routine interactions which helps them understand each other and to adjust better in the classroom. Knowing whole child further raises students' expectations from their teachers in terms of instructional, emotional, and class organizational matters of their routine school life. In the present educational scenario teachers need to replace their choice of traditional teaching style with that recommended by the recent researches which provide interactive learning opportunities to the students in their classrooms. These interactive methods actively employ students for their own learning. Teachers may need additional provisions for the effective implementation of diverse interactive actions inside the classroom settings [5] that needs a proactive approach to achieve classroom management goals at maximum. A teaching style helping classroom management embraces schemes for example; self-blame and aspiring mode of thinking that is linked to better knowing of one's own inhibitory dynamics like time and effort needs, and wider dynamics like answerability to parents developing good sense of responsibility. The teachers who receive trainings on effective classroom management skills are practically proficient in applying these skills. Teacher trainings can be much beneficial in teacher education [6] providing opportunities to perform in the field and become skillful in the real sense so as to perform and manage well in the real classroom settings. Class collaborations of teacher and students with his emotional backing are the attributes shown by the teacher with high rating for having a prosocial conduct[7]. It is a significant fact that knowledge can't be attained at faster pace without any hinderance. The major causes may be the ones people know well since long [8] but they may not be the actual causes. Unluckily in many cases like that of veil, responsibility may be linked to the other components of teaching which may not be the important reason or if they are then they are so, merely in special circumstances[9]. Previous studies disclose that classroom management practices essentially emphasize on proactive attitudes, but is usually unable to pro-

vide explicit practices which can lead teachers towards enhancing their classroom management expertise[10]. These class management dynamics are diverse and engraved well in three major domains of classroom management; organizational, emotional, and instructional. Class organization combined with how a teacher arranges and manages with his classroom teaching practices while keeping himself sensitive about students' emotions build a complicated structure of classroom management dynamics.

2 LITERATURE REVIEW

Higher order classroom management dynamics may constitute the following:

2.1 Planning: An Organization of Decisions

For effective classroom management proactive planning is a distinctive and essential article that also includes, the time period earlier than learners' entry in class as once they reach their class, they may cause misbehavior[11]. A productive classroom management needs a successful annual, monthly, or weekly planning, that is also needed for an individual class lesson, and for all in between. Planning needs to include all according to the subjects, their particular units, and related activities for every lesson teaching. School occasions may disturb the allotted teaching time, along with varied other factors which require a very measured planning of the teachers' instructions. Categorising teaching objectives of the routine lessons and sharing them with learners, support teacher in planning and achieving teaching precision [12] that leads them to active lesson plan management and that of classroom collaboration. A previous study recognized various factors included in instructor's general behavior such as; moving head in response, cheerful non-verbal expression, and appreciating high achievers more than those who achieved less. Similarly, some other prominent teacher behaviors effecting student learning can be teacher competence, educational beliefs, and future learning opportunities[13]. Therefore, teachers' beliefs, level of proficiency and training, and planning skills help her manage the tasks differently inside the class that would influence her timely and useful decision making. Effective and minute planning of all the related tasks and estimate of scopes of the instructional strategies using verbal and non-verbal communications mostly lead the class towards successful teaching-learning processes and management accomplishments.

2.2 Rules and Procedures: Systemization of Task

Rules and regulations always help in streamlining the task. Result oriented work efforts need to follow some set principles to meet certain learning objectives. Their proper and regular follow up strengthens their worth in systemizing the task for better outcomes. [11] is of the view that if the rules and procedures are known, their follow up makes them reinforced, in turn supporting their execution. Their regular mon-

itoring and accountability in case of any misconduct can be a very important strategy if to target work improvement. Possible supervision of student conduct can be reachable by exciting appropriate behavior with a parallel needful adjustment. An important attribute of the effective classroom management practices is that it notifies the learners about the criteria, prospects, agendas, evidences, and contributions having strong worth in the classroom environment. Moreover, such a teacher's foremost mission is to decide the category of messages about knowledge and learners' contribution they require to understand[14]. An instructor's management structure of the classroom tells about his beliefs about the content to be taught to follow a successful course to know something. It too adopts the type of classroom teaching taking place in a specific classroom. Teacher's decision of how to arrange the class following which set of class rules and how to carry them in routine, these all depend upon the teacher how he creates a different learning environment. There is a different situation where these elements are left to the students completely. Subject content will be taught and comprehended in a different manner in each of both class settings. Furthermore, challenging class situations and academic needs of a task that can show high quality outcome while tackling varied class problems demand complex management choices[15]. The teacher whether revealing facial expressions or not if ensures task systemization through developing as well as implementing set rules and procedures, is able to accomplish high standards of class management and ensures quality teaching practice.

2.3 Expectations: Never Ignored

Keeping certain level of expectations for students' behavior play vitally if to get accepted immediately for a successful management of a class[12]. A social setting of a classroom is essentially needed through applying peer-supported social skills and approaches, facilitating and enriching constructive peer relations. It is possible through organising appropriate activities along with a proper guideline for the learners to collaborate in a distinctive way with those secluded or difficult[16]. It is vital to organize the instructional, physical, and communal settings of the class for learners' active collaboration before students' enter the class for maintaining a suitable and meaningful class management. Foreseeing learners' responses in terms of misconduct requires a teacher-classroom manager to arrange for the continuous energetic, instructional replies to forthcoming complications[15], if to save the situation and time for a productive teaching-learning process.

The negative concerns of strong teacher-class collaboration can be numerous which are easy to manage if teacher- learner association is strong. The negative concerns can be; weaker level of success in academics, despair, fear, low self-confidence, poor self-confidence, societal removal, rarer progressive work prospects, and disruptive behaviors like hostility and misconduct[6]. The Hijab eases an adult female to serve at her workplace with her high sense of safety and professional focus on whatever job assignment she is carrying. She always intends to seek Allah's attention and try not to disobey Him by following His instructions. She executes her duties very justly and in a dignified manner even when carry-

ing her professional life outside her home. Her concern in never to appear good-looking to men at her workplace, or to impress as she believes that her attire carries a leading-edge in fashion and the most up-to-date hairstyle. She goes for job being a self-assured member of the society with high level of trust in her Almighty Lord as well as on the skills she is gifted by Him. Islam encourages female gender to be knowledgeable, pious and influence their society positively. It evaluates a female contributor of the society for her awareness, and rates low to the outward physical traits [17] as given importance presently. Women's attire that she prefers today is not of any value to the one who observes hijab or veil. It also does not disturb her normal and efficient mode of professional life like teaching as misconceived today even in the Muslim countries like Pakistan. Quite often she performs better as a manager in plenty of challenging situations.

2.4 Discourse: A Constructive and Accommodating Tool

Discourse establishes its worth by being quite dynamic and generative and helps in modifying routine influential relationships and also supports in reaching better and up-to-date approaches of giving decision and perceiving associations. It also helps in studying the communicative exchanges [18] to build better meaning. Exchange of ideas is at all times profitable and supports teachers' meaningful interaction with his students which ensures teachers' active management of the class. It is widely useful in sorting out valuable answers to a variety of questions related to teacher's interactions with their students which benefits them by decreasing the strength of the disputes they come across. Management of a productive discussion results in the successful administration of teaching, as well as of its everyday practice[19]. Conversation leads to the sharing of thoughts which in turn helps in problem-solving. It generates the prospects for integrating cooperative culture of learning and research amongst the contributors, empowering knowledge building and its distribution[20]. Class discourse between the teacher and students sources vital solutions to a large variety of problems associated with students' behavioral patterns. Class effective management is a complicated and demanding dimension of classroom teaching which can never be acquired without some level of meaningful discussion. Attending the concerns of every individual in the class accommodates difficult cases while constructing an environment where opinions and views of all are valued in a way wise and acceptable to all. It is not a matter of observing or not observing veil by a female teacher but her skill to generate effective class discourse and moving towards the solution of individual academic, social, psychological, and moral problems of the students inside the class. [4] Is of the view that involved discussion based on common sense can be carried in order to notify the proper instructional and learning exchanges between a teacher and her pupils in class and permit the occurrence of a thoughtful and critical viewpoint on larger social truths.

2.5 Decision Making: A Healthy Completion

A healthy completion of the task for the managers is their skill of decision making. It is a key managerial expertise ensuring the attainment of successful management practices. Contribu-

tion of teaching faculty as a good decision maker expands his horizon of instructional practice, sustaining an unbroken improvement of learners' learning practices. Since management is closely knitted together with the instructional practice, therefore teacher needs to be proficient essentially if to continue with both dimensions parallelly for an active accomplishment of the learning practice. [21] appraises [22] to assert the role of educational research in directing teacher decision-making, but the researchers of the recent era like [23] very correctly disapproved the part of education researchers as they remained unable to provide clear rationale to educationists and policymakers.

Audience Response Systems (ARS) also termed as clickers serve as an effective management device to improve students' classroom engagement in huge spaces. These systems are opted in a diversity of fields and at all educational levels. ARS mainly targets the assurity of question discussions, and also to devise compensation methods if lecture time is reduced which usually happens in case of ARS [24]. An expert teacher takes active decisions on time about the learners' requirement including; conceptual thoughtfulness, emotive contentment, physical and intellectual development, their behavioral patterns, their communication arrangements, their insufficiencies and opportunities. Whether veiled or unveiled, teacher as a good decision maker is able to handle the students' affairs in the class meaningfully helping his own class management as well as teaching practice.

2.6 Classroom Arrangements: A Firm Support

A progressive organizational environment is an environment which is safe, well organized, and well accomplished[25]. Active classroom measures decrease distractions, and support learners' controlled mobility inside the class, facilitating overall management of the class. High grade teachers who are willing to develop student-centered class environment need to be aware of modifying the class environment like, they prefer to make class face-to-face seating arrangements that help better interaction and learning[15]. Class seating measures are main classroom arrangement procedures having the capability to keep a good check over behavioural issues which otherwise limit students' positive involvement in the class affairs and reduce offered time period for instructions. It seems valuable if teachers make seating arrangements according to the type of the class activity [26] accommodating all members of the class usefully along with maximum level of learning during each session.

Class sitting organization favors or disfavors a variety of issues inside the classroom. The related planning reflects teacher's proficiency in handling other class affairs like discipline. Teachers do need to apply accommodating body language and provide learners space to discuss the related issue with the teacher or in students' groups[27]. Availability of space in the class let the students execute a specific set of tasks and prohibits some others not needed. These limitations has a strong impact on the socialization of the class and vice versa[28]. Classroom arrangements in term of seating, availability of lesson related material, proper light and ventilation, class board, availability of AV-aids etc. are some of the di-

mentions to establish a well managed class that in turn help in developing vital instructional procedures of the teacher.

Suitable adjustments of classroom supporting curriculum often shifts across students' class levels, and these usually occur in a more formal manner towards higher class levels. In case of any plan to alter any classroom arrangements, learners need to be informed for better awareness to adjust while working under such different situations[15]. In different situations students training and set of relevant instructions can be supportive in accommodating students better, targeting their better learning. An experienced teacher can manage to overcome the shortfalls in the class arrangements with her effective management skills irrespective of revealing or not revealing facial expressions.

2.7 Social Environment: Self-Regulation of Actions

Preservice teacher's reflection on social effects and instructional talent reveal that their motivations to become a teacher are the most important[29]. The classroom social environment involves teacher-student and student-student interaction. These interactions can progress in the right direction following set rules and regulations of the class, finally reaching positive learning results. A teacher plans the layout of the class environment during her planning phase keeping it intact with the set rules and regulations and what prospects need to be employed. Effective classroom works easily, with least misunderstanding and unhappy impression, and makes the most of student learning. Such a classroom has set arrangements and practices making class interaction and mobility inside the classroom peacefully organized and accomplished[30]. Humor serves a dynamically in evolving vigorous and profounder class collaboration that relieves in keeping the class's standard expectation level. Humor needs to be meaningful for filling gaps in the class communication social network. It has to be easy and refined with a practical imprint on the students excluding irony. It sets a social environment where students' particular hopes ripen in them a secure feeling helping building a class environment to accomplish jointly, even in critical situations[15]. Humor deintensifies the difficult situations and provides a good source of energy to the students to rethink and make effort to reach the targets successfully. It also appears to be a relaxing therapy for all inside the classroom that empowers the team with better work ideas and clicks to progress their task further without compromising their classroom social relationship.

Teacher role in determining class activities is very imperative along with the classroom discipline that is of excessive importance for instructors as well as for parents' majority[31]. Self-regulation has been demarcated as a compound mechanism of interaction that involves cognitive self-regulation other than that of motivational self-regulation. However, pupils regulating themselves at an event may not do the same for their study at some other time[32]. Teacher interaction with her students inside the class leaves a long lasting effect on their mind and matters even outside the classroom. A positively arranged social set up of a class accommodates the students which are usually shy, quiet, introvert, less motivated, or struggling in their academics. A variety of interaction be-

tween students during their classroom interventions mostly encourage positive socialization that helps the deficient students improve their sense of self-realization. Self-realization further instigates them to play a better role inside the class and work hard for progress, self-regulating themselves. Self-regulation has a strong relation with the display, practice, and handling of tactics applied for students' learning. Learning tactics may contain; beliefs, conducts, or passions which enhance the reflection, understanding, and in the later stages transmission of recent knowledge and talents. The ability to regulate oneself is a scheme of concepts that relates the complete management of an individual's behavior through a series of collaborative practices among diverse control mechanisms like: thoughtfulness, metacognition, inspiration, sensation, action, and aspiration[32]. In positively arranged social environment of a classroom, motivational and cognitive self-regulation supplement each other which help a student in devising his own strategies to learn better. He intends to attend the class lessons attentively, modifying his general behavior that further assists him in improving his beliefs and in controlling emotions leading to better image building in the class. This is what effective classroom management means which establishes a supporting social environment of a class where each individual really grows by all means. This is all a very critical plan and policy of an expert teacher which does not just depend upon her facial expressions but on much more than this.

3 METHODOLOGY

The study design was qualitative and a comparison was carried between the veiled and unveiled female teaching faculty responses at universities. A semi-structured interview was designed to collect responses from the chosen sample of both categories of faculty so that useful data could be gathered on same lines for the more valid and generalized results. Veiled and unveiled teaching faculty sample was taken through universal sampling due to the shortage of those practising veil. Population was also subjected to the obtainability of the veiled teaching faculty, thus was acquired from two of the co-education universities of the federal capital Islamabad. The unveiled female teaching faculty was also contingent with the specification of the on-job veiled teaching sample. Teaching faculty sample was matched on their age, professional experience, training, and field, study content, number of students in class and their educational level. Interview was structured on the model of Blended Class Management Dynamics (Figure 1) which arranges for a structure based on student-teacher positive association inside the classroom. The researchers drew out varied sub-indicators from each of the three main domains.

All of the existing university teaching faculty observing veil and selected un-veiled teaching faculty were investigated with the help of an interview. It was a semi-structured interview with a fixed and well-arranged question list to trace the required information conveniently. Questionnaire was composed of twenty nine items in all. Six open-ended questions followed the closed-ended items in all the three sections of the interview questionnaire. Interview themes were drawn out and answers coded, organized in tables, calculated by applying percentages and means, and then interpreted and analyzed.

3.1 Conceptual Model

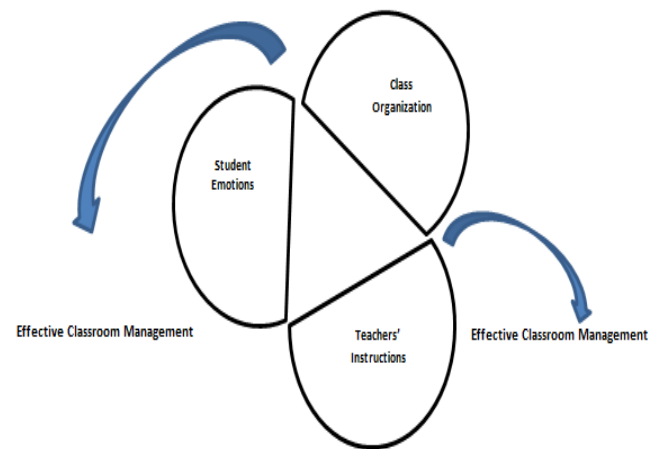


Figure 1: Model of Blended Class Management Dynamics

Figure 1: Classroom management model was developed on the three main domains of classroom management named; organization, emotion, and instruction. It represents the blending of all the three underlying classroom domains of a teacher which can be represented by a variety of sub- domains or indicators of each of the three. Therefore, a variety of indicators casing minor specifications of classroom management were derived for each and placed in the interview items mentioned as indicators in the analysis given below.

3.2. Research results

3.2.1 Teachers Interviews

A semi-structured interview was conducted that was consisted of three divisions and twenty eight items in total from which themes were drawn out. The interview items enriched the important dimensions of the data collection on the teacher's management of their classrooms and the mark of teachers' veil on their management in the classroom at university level. Interviews were directed for the sample veiled and un-veiled university female teaching faculty to distinguish between the opinions and information based on their individual experiences. The data collected from the Interviews were examined, compiled, tabulated, and finally analysed as follows:

Table 1. Interview Section A: A Comparison

| Interview Section: A | | | |
|---|--------------|--------------------------------------|--------------|
| Veiled - Unveiled University Teachers Classroom Management | | | |
| Veiled University Teachers | | Un Veiled University Teachers | |
| Item | %age | Item | %age |
| 1 | 100 | 1 | 100 |
| 2 | 100 | 2 | 100 |
| 3 | 100 | 3 | 100 |
| 4 | 75 | 4 | 75 |
| 5 | 100 | 5 | 100 |
| 6 | 100 | 6 | 75 |
| 7 | 100 | 7 | 100 |
| 8 | 100 | 8 | 100 |
| 9 | 50 | 9 | 50 |
| Mean | 91.66 | | 88.88 |

Table 1: The important sub-indicators of the first domain of classroom management i.e. Class Organization in the section A of the interview included; communication, confidence, skill, influence, teaching outcomes, class interaction, popularity, competency, and concern. The respondents opinion showed that various other elements might also mark teacher's communication, like; voice level, weaker ability in collaborating with her students for what she desired which might also occur in case of unveiled teachers. The interview responses revealed that veil had no strong impact on the faculty's confidence level. The interview respondents largely responded that skills were either innate or established through any level of related training and practice. Their responses also reaffirmed the absence of any significant direct affect of female university faculty facial expressions on their students with reference to their classroom management. In the support of the account that university veiled female faculty is more prominent than the unveiled, the unveiled university teachers' feedback was 75% positive and 25 % stayed neutral and were not sure about the situation. The respondents also elaborated their views about various circumstances that instructional results of veiled university teachers seem superior as compared to the other. Most of the opinions were in favour of the approach that creating a well collaborative classroom environment had no significant impact of teachers' veil, on the other hand the remaining were of the view that veil hindered active classroom interaction which lead to weaker teaching- learning products.

Majority of respondents from both categories highlighted popularity as a significant factor appearing as a product of the teaching process and it could be the case for both categories of teachers. About 50% of the veiled respondents showed their complete assurance regarding their individual understandings that veiled university teachers became more popular than the other category of university level teachers. They also elaborated that teacher's sincerity played vital role in how much she delivered. 50% of the each category of responses reinforced the account that veiled university teachers were more anxious to achieve a progressive classroom atmosphere.

Furthermore, the respondents' personal experiences elaborated on the views that veil like numerous others was one minor factor influencing classroom interaction. It might or might not mark its impact on classroom interaction negatively or positively depending upon its grouping with a numerous other factors. These factors did interact with each other and might not result in positive or negative outcomes. Also, the difference between both categories of the university teaching faculty remained insignificant. Teaching was found collectively an activity based on; knowledge, expertise, the way to deliver knowledge, and also use ways to practice their skills successfully, teaching faculty's veil had least to do with this all. Findings also revealed that emotional state of mind and expressions could not be blocked by the veil, committed and expert teachers whether in veil or without it always knew how to show their feelings and know their contract with their students.

Unveiled teaching faculty's viewpoint based on their students' responses contained that veiled university teachers were relatively stern, tougher, and practice loudness of voice in the classroom. According to them it might be due to being more conscious and be audible to their class as veil also covering their mouth blocked what they verbally utter. They tried to recover this blockage by raising their volume during classroom communication.

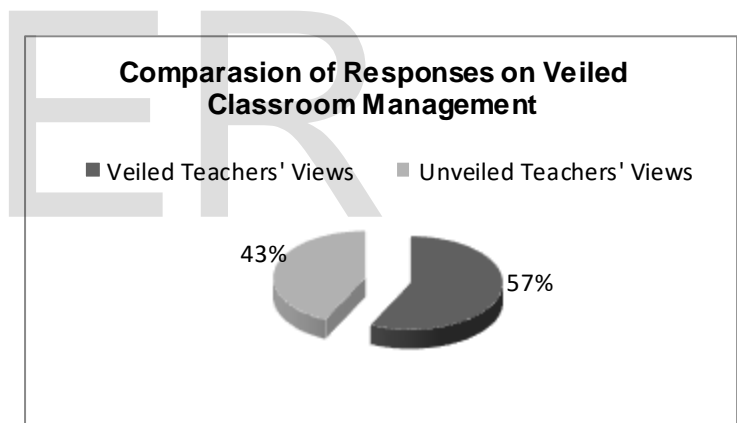


Figure 2: Interview responses of section A in favor of the themes

Figure 2: 43% of the unveiled university teachers were satisfied with the classroom management of the university veiled teachers whereas veiled teachers supported veiled teachers' management by 57%.

Table 2. Interview Section B: A Comparison

| Interview Section: B | | | |
|--|--------------|--------------------------------------|--------------|
| Students' Response on Veiled Classroom Management | | | |
| Veiled University Teachers | | Un Veiled University Teachers | |
| Item | % age | Item | % age |
| 1 | 100 | 1 | 50 |
| 2 | 100 | 2 | 75 |
| 3 | 100 | 3 | 50 |
| 4 | 100 | 4 | 50 |

| | | | |
|-------------|-------|---|-------|
| 5 | 100 | 5 | 75 |
| 6 | 75 | 6 | 50 |
| Mean | 95.83 | | 58.33 |

Table 2: Section B of the interview contained teachers' perception on their students' response on each category of classroom management. The sub-indicators of the second domain, Student Emotions to get relevant responses from both categories of the teaching faculty were; comfort level. Feeling of affection, teacher-student distance, hesitation in raising questions, level of understanding, teacher-student relationship, teachers' strategies to overcome the possible negative impact of hidden facial expressions. The respondents who were not favoring veiled teaching reflected that some student sensed uncomfortable when taught by veiled teachers, whereas several others likewise stayed uncomfortable with the unveiled female faculty. Veiled category of teachers expressed their feeling of confidence by experiencing stronger emotions of affection from students and vice versa. The veiled category of university faculty when interviewed, they made it clear that teacher-student gap was misjudged as the lack of understanding or communication which was infact a mark of added respect. Also their students took them more truthful in sharing their problems and to discuss other essential matters. Unveiled category of teachers were also of the view based on their life experiences that difficulty in students' understanding in veiled teaching faculty's classroom was mostly due to being not evidently audible or their faces not fully visible to their students. Veiled teachers also shared their experience that their students needed a little additional time in establishing association with their veiled university faculty in the beginning if other features like; better communication, live expression, voice level, etc. were kept unattended to any level. They also told that otherwise students' sensed more comfortable in securing a stronger association with their veiled teachers, and this was what which also took place with unveiled teachers.

Effective application of body gestures, maintaining useful eye contact, voice fluctuation, verbal expressions, conscious effort to be clearly audible, teacher stare when essential can play its role commendably in improving teaching and minimize the mark of limitation if any regarding veil. The interviewed university teaching faculty further more identified a few factors like; empathy, honesty, emotions as the secrets for a teacher to enrich her teaching practice. The personal practical views of the interviewed university teaching faculty can be collected as; students may face some level of hesitation from a veiled teaching faculty in the start but after some time get used to and start judging their veiled teachers' almost every verbal as well as non-verbal lexes very well. After they get aware of their teacher's flair, they comprehend maximum out of the teacher's expressions even from the gaze and quietness. This may also happen in case of an unveiled teaching faculty and her students that some period of time is needed in making students develop strong and empathetic communication with their teaching faculty and vice versa. Some respondents identified courtesy along with respect developing a sense of being trustworthy in the category of veiled teachers that lead them to a successful accomplishment of their strong classroom management through sound interactions.

Interviewed university teachers also reported that a veiled teacher enjoys highly respectful status in front of her students. Also, the

responses disclosed the fact that revealed faces may prove meaningful for the ones who hinge upon their expressions for message conveyance but when are unrevealed as in case of veiled teachers, may refine their some other beneficial skills and check the deficiency if any when they teach with their concealed facial expressions.

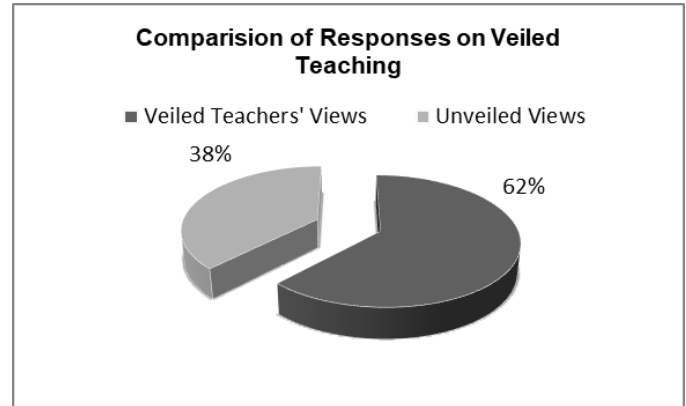


Figure 3: Interview responses of section B in favor of the themes

Figure 3: For section B 38% of the unveiled remained in favour of veiled classroom management whereas veiled spoke in its favour to about 62%.

Table 3. Interview Section C: A Comparison

| Interview Section: C Classroom Management and Veiled Classroom Teaching | | | |
|--|--------------|-------------------------------------|--------------|
| Veiled University Faculty | | Un Veiled University Faculty | |
| Item | % age | Item | % age |
| 1 | 100 | 1 | 100 |
| 2 | 100 | 2 | 50 |
| 3 | 100 | 3 | 50 |
| 4 | 100 | 4 | 50 |
| 5 | 100 | 5 | 75 |
| 6 | 75 | 6 | 25 |
| 7 | 100 | 7 | 100 |
| 8 | 100 | 8 | 100 |
| Mean | 96.87 | | 68.75 |

Table 3: The third domain of the classroom management i.e. Class Organization covered in Interview section C included the sub-indicators like; teacher-student interaction limit, sitting arrangement, physical space of the class, availability and arrangement of study resources, affect of hidden facial expressions on teaching, affect of hidden facial expressions in reducing negative factors like; adult attractions etc., distance as an acute feeling of respect, other motives of teacher and student gap with each other, veil as a cause of fragile bonding between a teacher and students, scarcity of verbal interaction between a veiled teacher and learn-

ers due to veil, additional motives of veiled teacher-student space, other causes of weak relationship between a veiled teacher and learners, and respondents' any other valuable views.

Many respondents further added that the level of class interaction was subject to how teacher reflected and planned and it also varied among the unveiled teachers as well. Interviewed veiled respondents explained further as; if veil could be a prerequisite for those not in the practice of observing veil while their classroom teaching and when they took veil once or while then they might had found problem in taking care of all aspects of classroom teaching and management. On the other hand in case of those who carried veil as a routine practice it kept them relaxed being used to and recognized ways to encounter the limitations if seen. Concealed faces with the blocked expressions of a veiled teaching faculty mark her instructional practice by limiting their interaction, was not accepted by all and about 50% of the unveiled teaching faculty entirely overruled it. Veiled teaching faculty's hidden facial expressions enrich their teaching practice at university level by limiting adverse aspects for instance; by escaping a sensation from a male university student (which is important in Islam) for his female teacher was approved by the unveiled faculty to 50% and 100% by the veiled. Unveiled teachers shared their opinion as there was no visible distance between their students and them, whereas the veiled teachers commented on it to be certainly in line of their higher respect level in front of their students. Out of the veiled category some expressed that veil of a university teacher infact fortified teacher's association with her students. Moreover, class sitting arrangement along with the provision of resources is all dependent upon teachers' proficiency regardless of being veiled or unveiled. All seemed deeply influenced that veil created no blockade in teacher and student active communication.

The interview respondents also added up to the item that other causes of gap between a veiled university teacher and her class students as: shortage of teacher's professional experience, shortage of essential training of teachers, lack of teachers self- realization and shortage of encouragement for the students, and above all now a days a public viewpoint of students is in disfavor of the practice of veil due to some other reasons. The respondents further considered the teachers' attitude as the most important factor helping a teacher in developing and maintaining her bond with her class students.

The respondents also insisted upon the necessity of having subject expertise. Expertise in the subject taught assures the credibility of the teacher and the discourse of command is always visible even through veil. Numerous other factors interact and contribute in an effective classroom interaction other than only veil and influence the overall teaching-learning practice. The respondents found it just an exploitation and an accusation under the global influence to consider it a blockage or limitation in all categories of classroom collaboration. Moreover, university level teaching decreases the need of facial direct expressions as the students at this level face no difficulty in understanding their teacher. They easily understand messages even through eyes, variations in the tone of voice, gestures, silence, etc. Teacher's association with her student is strengthened if teacher remains cooperative with the students. Also if she encourages them whenever is required

with an appropriate and timely guidance throughout their teaching and students' session long interaction.

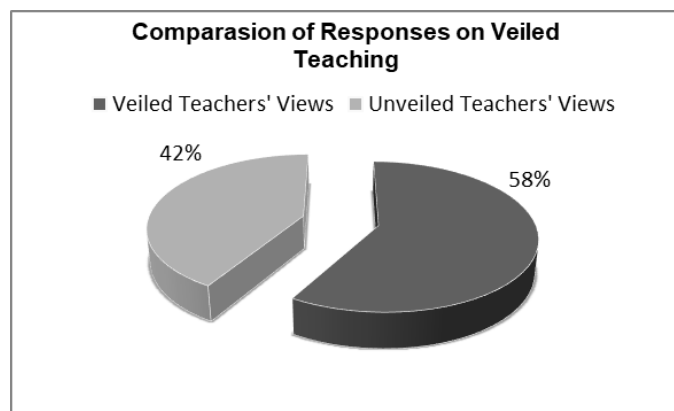


Figure 4: Interview responses of section C in favor of the themes

Figure 4: For section of the interview the responses in favour of veiledteachers' classroom management at university level were 42% whereas they remained 58% from the veiled teachers.

Table 4. Interview responses: difference in veiled and unveiled teachers' responses

| Variable | Section | n | % | M |
|------------|---------|---|----|-------|
| Veiled | A | 4 | 57 | 91.66 |
| Unveiled | | | 43 | 88.88 |
| Difference | | | 14 | 2.78 |
| Veiled | B | 4 | 62 | 95.63 |
| Unveiled | | | 38 | 58.33 |
| Difference | | | 24 | 37.3 |
| Veiled | C | 4 | 58 | 96.87 |
| Unveiled | | | 42 | 68.75 |
| Difference | | | 16 | 28.12 |

Table 5: Table 5 presents the difference between the views of both categories of female university teaching faculty regarding all the three domains of the classroom management. They reveal that the veiled category of the interviewed university teachers spoke in favor of veiled teachers' better class management as compared to the unveiled category of the sample teachers. Whereas no doubt unveiled category of sample teachers were convinced on various factors same as the veiled category of sample teachers were, which deintensified the level of strain from the act of observing veil during classroom teaching at university level. On the other hand, the unveiled respondents were not fully in favour of

the veil and considered it a blockage in effective class management. The interview data analysis highly support the practice of observing veil at the university level institutions, however unveiled sample teachers supported it to a level ranging from moderately to high.

3.3. DISCUSSION

Data analysis of the interview presented a very high support for the use of veil at higher level institutions whereas interviewed unveiled teachers supported it moderately to high level. Teacher use of authority is balanced by teacher's nonverbal expressions like nearness and thoughtfulness [33] long with a large variety of indirect contributions that a teacher arranges being a conscious instructor. He makes all such arrangements to fill maximum gaps in the overall teaching-learning process as in case of conscious classroom teaching and management even if veiled. Findings of a previous study point out that BEST in CLASS policy certainly influence a teacher in his application of meaningful teaching practices, in maintaining strong wisdom for assuring self-efficiency, and also their whole classroom excellence in comparison with other teaching faculty members in a normal class[34]. This awareness and proactive strategy to deliver the best inside the classroom leads to the accomplishment of set targets according to the level, needs, and demands of the educational goals. Explicitly, the execution of productive approaches of classroom management majorly affect the teachers whose insights as preliminary teacher association was small or average. On the other hand it majorly affects the students' overall achievement and were merely seen in case of teachers with preliminary high association with their students [35] as the views of the interviewees reflected in this study. Effective classroom management of a teaching faculty comprises a diverse range of planned efforts that are made possible through challenging training programs of teacher trainings as well as better opportunities to reflect learnt theories and practices in the field. This is what the present study results reflect in terms of teachers' stress on the need based and meaningful multiple strategies to be opted by the teachers in their classrooms if to execute successfully regardless of veil. The main element that makes a teacher successful is contributing better in terms of their students learning, is their self-commitment to the cause that keeps them on toes starting from planning and leading to its best implementation while incorporating with all the three main domains of classroom management mentioned in the study conceptual model.

The present study also enforced classroom management as a platform helpful in not only addressing but also reducing students behavior challenges and uplift constructive student conduct[36]. Class strength is not a factor that influences achievement level of the class or teacher directly, instead it affects through various tough decisions that a teacher makes in routine to cope with every situation in the classroom including group teaching of students as shared by the sample teachers in the study. A planned strategy is essential for instructing and handling groups and for following collaborative instructional design successfully [37] which ends in better learning outcomes by ensuring better classroom management of the instructor. The concept of transformational leadership needs to be introduced in order to raise teacher's wisdom and to

apply it in progressing teaching strategies [38] for improved classroom practices, also reinforced in the study findings of this study. Robust influences of transformational leadership are seen obviously on administrative settings, though resulting in medium level of its overall effects on pupil involvement but are important[39]. Healthy effects of such a leadership role of the teaching faculty appear as rise in student inspiration to take initiative and show commitment to classroom learning regardless of the fact that the teachers are covering their faces with veil or not as derived in the present investigation.

Educational institutions which opt the programmes of enhancing organizational approaches by developing classroom student learning How to Learn, face substantial challenges [40] in the early success of program. It requires a wider application of practical instructional approaches in the class. The paramount instructional designs are the ones considering all students important in the classroom and value individual differences based on their academics, culture, language, and socioeconomic multiplicity [41] seen in the study. The communal structural backgrounds of instructors' learning prospects and their worth are also demarcated. It also spots clearly the compulsory measures to be taken to develop a successful teacher recruitment program [42] to meet the challenges of the time and task. The present study endorses these previous studies and reflects the worth of quality teacher trainings to stimulate newly inducted teachers to realise how important is their role in their classroom not just to impart knowledge but also for the whole development of their students. They need to be provided with essential understanding of how they can make their instructional methods suitable for their class along with its proper blending with a sharp realization of students' emotional realities and needs, and also to develop the skills of creating effective class environment by focusing on physical needs of the class. All these diverse areas need to be blended well through following effective and practical class management policies known well before taking this responsibility of building new generations for good.

The present study also identifies a gap in the related researches in terms of an acute shortage of studies focusing on veil as a variable. There seems a wider scope in future to work on the influence of the role or effect of veil on teaching or learning in the national and international scenario. There is high possibility to come across different results of the same related studies on veil in the East or West or in the Muslim or Non-Muslim countries but at least a productive discourse is the dire need of time. It will be addressing the related concerns of the stakeholders in East and West. The present study explores the role of effective classroom management in effective teaching practices and vice versa that can be mainly the case with both types of teaching faculty at universities. It also identifies complete satisfaction of veiled female university faculty while performing their professional duties especially classroom teaching and complete management of the classrooms. On the other hand, those not using veil are partially convinced with the same viewpoint but also have some reservations about veil's role or effect on classroom teaching and management. Therefore, there is a good scope to carry a series of related studies in future which is also very important for correcting the ongoing baseless dialogue if to reduce serious differences amongst nations, societies, and communities.

3.4. Conclusions

The significant conclusions of the study are as under:

1. The difference found between the veiled university teachers' classroom management and those unveiled was not very significant. Their classroom management was alike in its diverse attributes.
2. Teachers' veil did not affect 'effective classroom management' in university education but if it occurred that was effecting positively, therefore backing veiled teachers' contribution in university education.
3. Individual views of both categories of the teachers (veiled and unveiled) were different regarding veil's issue, but the unveiled teachers also supported veiled teachers' classroom management up to the moderate level. On the other hand, support of veiled teachers' for their classroom management rested high.
4. The veiled university teachers' students exhibited higher level of respect for their veiled teachers due to veil.
5. University students showed healthier interaction with their veiled faculty if compared to that of the other category of their female teachers. Veil refined their emotions and resulted in purified contacts at the university level. The gap between university students with their veiled teachers was in fact the show of such a purified relation seen as distance between both but usually misjudged as 'communication gap'.
6. Moreover, university teaching declined the requirement of facial direct expressions to be always visible. The students at this level faced no difficulty in understanding their teacher and understood messages even from her eye contact, and from other many non-verbal expressions.
7. The study results likewise established that in veiled teaching case the learners might need a little surplus of time in establishing association with their veiled university faculty in the beginning if other features like; better communication, live expression, voice level, etc. were not left unattended to any level.

3.5. Implications

1. Pakistani society will be receiving the major benefit in reducing resistant and rejection policies of varied workplace environments and that of institutional management against veiled female employees especially at the university level.
2. It will initiate a productive discourse in the education sector of Pakistan helping in reviewing general misconceptions about the role of veil at the workplace or classroom and improve general attitude of those not favoring veil.
3. It will also be realizing the veiled teaching faculty to take better measures to fill gaps in their classroom teaching and management due to veil like; ensuring their audibility to each in the classroom.
4. It will also be raising courage of the female candidates to practise observing veil with confidence while managing classroom teaching practices as well as while contesting for job.

5. It will also be raising challenges for the researchers in and outside Pakistan to disclose important facts attached to the topic which would lead to an improved cultural narrative.

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