Unveiling Teachers' Intentions to Implement Gender-Responsive Classroom Management Using the Theory of Planned Behaviour: The Basis of Teacher Empowerment Policy

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ABSTRACT

Implementing gender-responsive classroom management is crucial for teachers to create an inclusive and equitable learning environment for all students. Although teacher empowerment on gender-based classroom management has been implemented through training, it is often hampered and less sustainable if it is not supported by teachers' intentions to implement it. This study examines the impact of attitudes, behavioral control, and subjective norms on teachers' intentions to adopt gender-responsive classroom management practices. The study employed a survey method, involving a sample of 60 elementary school teachers in Sukabumi Regency. Data were collected through questionnaires designed based on the Theory of Planned Behaviour (TPB) to measure intentions, attitudes, subjective norms, and perceived behavioral control. Data analysis was carried out using Partial Least Squares Structural Equation Modeling (PLS-SEM). The results showed that positive attitudes and perceived behavioral control had a significant impact on teachers' intentions, with path coefficients of 0.297 and 0.337, respectively ($p < 0.001$). Meanwhile, subjective norms do not significantly affect the teacher's intention. These findings confirm the importance of perceived behavioral control as a key factor in encouraging teachers to adopt gender-responsive classroom management practices. This research provides policymakers with insights to develop effective intervention strategies that support teacher empowerment and promote gender-responsive and inclusive classroom management practices. Therefore, it is recommended that teacher empowerment policies focus on providing adequate training and creating a supportive environment to improve teachers' intentions and abilities in implementing gender-responsive classroom management.

Keywords: *gender-responsive classroom management, perceived behavioral control, teacher empowerment, teachers' intentions, the Theory of Planned Behavior (TPB).*

1. INTRODUCTION

The implementation of gender-responsive classroom management provides opportunities for all students to be treated equally and to respect one another (Aafaf et al., 2025; Miralles-Cardona et al., 2025). Gender-responsive classroom management also meets students' academic, social, and emotional needs, which supports long-term educational development. Integrating gender responsiveness in classroom management is crucial for achieving the goals of sustainable development, as a holistic approach can significantly enhance gender inclusion in education (Bustamante-Mora et al., 2024; Pailman & De Groot, 2021).

While the positive impact and importance of implementing gender-responsive classroom management have been recognized, many factors that affect teachers' intentions and ability to implement this approach have not been fully explored. Teacher empowerment through training, although frequently carried out, is often constrained by unsustainable factors if it is not supported by the teacher's intention to implement new innovations received through training. Factors that affect teachers' intentions to implement gender-responsive management include teacher resistance, lack of training, and other contextual barriers, such as the school environment or context, that prevent teachers from implementing gender-responsive classroom management. These three factors are supported by the results of previous research, which challenges include resistance from teachers, a lack of training, and contextual barriers that hinder the implementation of gender-responsive and inclusive classroom management (Bustamante-Mora et al., 2025). This indicates a gap in the internal (attitude) and external (behavioral control and subjective norms) obstacles that teachers face in implementing effective gender-responsive classroom management.

The Theory of Planned Behaviour (TPB) offers a relevant framework for analyzing teacher resistance in relation to the teacher's intention. By considering teachers' attitudes, subjective norms, and behavioral controls, TPB helps explain the barriers behind teachers' decisions in managing gender-responsive classrooms. This study seeks to uncover the factors of teachers' intentions to implement gender-responsive classroom management reviewed from the TPB. The primary objective of this study was to identify the factors that influence primary school teachers' intention to implement gender responsiveness in the management of inclusive classrooms. The results of the research will contribute to the formulation of more effective intervention strategies and support the improvement of gender-responsive and inclusive classroom management practices in schools.

2. METHODOLOGY

This study applies a survey method to investigate teachers' intentions in implementing gender-responsive classroom management. The research population consisted of 376 elementary school teachers in Sukabumi Regency. Sampling, using random sampling techniques that ensure each individual has the same chance of being selected (Otzen & Manterola, 2017). Sampling of 60 people, with consideration of a smaller sample size, can accurately estimate parameters (Schillaci & Schillaci, 2022). The data collection process was conducted from March to July 2025, following permission obtained from the Sukabumi Regency Education Office.

The research variable is the intention of teachers to apply gender-responsive classroom management, which will be measured using the Theory of Planned Behaviour (TPB) framework, a theoretical framework that predicts individual behaviour

(Gülsün et al., 2025; Hellmich et al., 2019). The data collection technique, which involved distributing questionnaires to teachers who were willing to participate, consisted of 12 items that measured four dimensions based on the Theory of Planned Behavior (TPB), namely teacher intentions, attitudes, subjective norms, and perceived behavioral control (Table 1). Option answers developed on the Likert scale consist of five categories: always, often, sometimes, rarely, and never.

2.1. Instruments

Table 1. Questionnaire with Applying the Dimensions of TPB Measurement

Teacher Intention	
TI1	I intend to apply a gender perspective in creating an inclusive classroom.
TI2	I plan to integrate gender issues into classroom management
TI3	I am committed to training on gender equality in education
Attitude	
ATT1	I believe in the importance of gender equality in education.
ATT2	I support the implementation of flexible and inclusive gender roles in the classroom.
ATT3	I believe that the implementation of gender responsiveness can increase students' active learning participation
Subjective Norms	
SN1	I consider the support of colleagues and school leaders important for gender mainstreaming
SN2	I believe that parents and society support the implementation of a gender perspective in schools
SN3	I pay attention to the social norms in the school environment that influence my decision to adopt a gender-responsive approach
Perceived Behavior Control	
PBC1	I intend to apply a gender perspective in creating an inclusive classroom
PBC2	I plan to integrate gender issues into classroom management
PBC3	I am committed to training on gender equality in education

The research hypothesis that will be proven consists of three hypotheses. First, there was no influence of perceived behavioral control (PBC) on teachers' intentions to implement gender-responsive classroom management. Second, there was no influence of teachers' attitudes on teachers' intentions to implement gender-responsive classroom management. Additionally, there is no significant influence of the Subjective Norm (SN) on teachers' intentions to implement gender-responsive classroom management.

The data analysis technique employed was Partial Least Squares Structural Equation Modeling (PLS-SEM), using Smart PLS 4.1.1.4 software. The PLS-SEM method was chosen because of its ability to handle smaller sample sizes and provide reliable estimates despite the limited data available. The data analysis technique is complemented by Importance-Performance Map Analysis (IPMA), which serves to evaluate the contribution of each variable to teachers' intentions in implementing

gender-responsive classroom management. Through IPMA, it aims to identify key variables that need to be prioritized in teacher intention interventions to enhance the effectiveness of implementing gender-responsive classroom management.

3. RESULT AND DISCUSSION

The survey data were analyzed using PLS-SEM, with the following processing steps.

3.1 Evaluation Results of the Reflective Measurement Model

The results of data analysis of 60 driving teachers using PLS-SEM began with an evaluation of the reflective measurement model. This analysis aims to evaluate reflective measurement models as the first step in data analysis using PLS-SEM. Reflective measurement models are used to represent theoretically based constructs, and their evaluation criteria are essential to ensure the validity of the results (Hanafiah, 2020; Lub et al., 2025). Reflective measurement models assume that indicators are manifestations of the underlying constructs, and thus, indicators must be correlated. Evaluation of the reflective measurement involves assessing the reliability of internal consistency, convergent validity, and discriminant validity (Hanafiah, 2020; Prasojo et al., 2020). For further clarity, refer to Table 2.

Table 2: Evaluation Results of the Reflective Measurement Model

Construct	Item	Internal Consistency Reliability		Convergent Validity		Discriminant Validity
		Cronbach's Alpha α ≥	Composite Reliability (CR) ≥0,7	Outer Loading	AVE ≥ 0.50 C	
Teacher Intention	TI1	0.88	0.887	0.92	0.806	Yes
	TI2			0.89		
	TI3			0.88		
Attitude	ATT1	0.795	0.865	0.70	0.706	Yes
	ATT2			0.92		
	ATT3			0.89		
Subjective Norms	SN1	0.842	0.858	0.81	0.761	Yes
	SN2			0.92		
	SN3			0.88		
Perceived Behaviour Control	PBC1	0.772	0.818	0.80	0.679	Yes

Table 2 shows that all proposed model constructions meet the criteria of internal consistency, convergent validity, and discriminant validity. The reliability of the internal consistency (Table 2) proves that the results of Alpha (α) and Cronbach's Composite (CR) >are 0.70. Similarly, a Convergent Validity (AVE) > of 0.50 indicates that there is a construction of most variances in the variable indicators. Validity of Discriminant with < criterion 1 as proof that constructions are different from each other (Byon & Jang, 2024; Hanafiah, 2020; Vishnoi et al., 2024). Thus, Table 2 shows that all proposed

model constructions meet the criteria of internal consistency, convergent validity, and discriminant validity. Based on Table 2, a structural model analysis was conducted to illustrate the relationship between the variables studied (Figure 2).

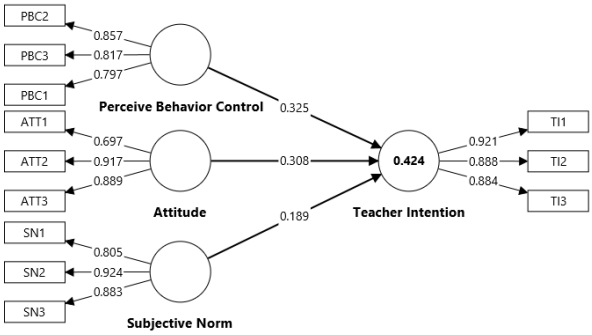

Figure 2: Structural Model Analysis Results

The results of the PLS-SEM analysis, as shown in Figure 2, illustrate the proposed model that explains the factors influencing teachers' intentions to implement gender-responsive classroom management. Thus, Figure 2 serves as a visual representation that clarifies the results of the Evaluation of the Reflective Measurement Model analysis, facilitating an understanding of the interaction between variables in the research. Referring to the structural model analysis (Figure 2), the next step is to conduct the Heterotrait-Monotrait Ratio (HTMT) analysis to evaluate the validity of the discriminant.

Table 3. Analysis HTMT

Construct	Heterotrait-Monotrait	Threshold
PBC□ATT	0,629	(Ab Hamid et al., 2017; Aburumman et al., 2023; Benitez et al., 2020; Latif et al., 2025)
SN □ ATT	0,385	
SN □PBC	0,535	
TI □ ATT	0,596	
TI □ PCB	0,646	
TI □ SN	0,483	

Table 3 presents the results of the Heterotrait-Monotrait Ratio (HTMT) analysis used to evaluate the discriminant validity of the constructs in the study. HTMT is a ratio that measures the relationship between different constructs (heterotraits) compared to the same construct (monotrait). A low HTMT value indicates that the construct has good discriminant validity, meaning that the constructs do not overlap significantly with each other.

The HTMT values in Table 3 for the various pairs are all below the set threshold, which is 0.85. The results of the analysis showed that the HTMT value met the criterion. This criterion refers to the opinion that an HTMT value of less than 0.85 indicates adequate discriminant validity (Ab Hamid et al., 2017; Aburumman et al., 2023; Benitez et al., 2020; Ekundayo & Ezugwu, 2025). These results are consistent with the criterion

that HTMT values lower than the threshold indicate that the construct has good discriminant validity.

3.2 PLS-SEM: Evaluation of the Structural Model

The results of the structural model evaluation analysis, using Partial Least Squares Structural Equation Modeling (PLS-SEM), showed the path coefficients and significance of the tested hypotheses (Table 4). This analysis aims to assess the suitability of the proposed model and to measure the strength and direction of the relationship between variables. The results of the analysis also provide important insights into the influence of attitudes, subjective norms, and behavioral control on teachers' intentions in implementing gender-responsive classroom management.

Table 4. Structural Model Evaluation Result

Hypothesis	Path	Coeff Path	T Statistic	p-value	Supported
H1	PBC TI	0.337	3.481	0	Supported
H2	ATT TI	0.297	2.479	0.007	Supported
H3	SN TI	0.208	1.436	0.076	Not Supported

The results of the analysis, as shown in Table 4, evaluate the structural model based on the tested hypothesis. The effect of PBC on IT showed a path coefficient of 0.337 with a T-statistic of 3.481 and a p-value of 0. A significant p-value indicates that the hypothesis is not supported (Fernandez, 2021). In other words, the first hypothesis (H0) that there is no influence of PBC on teachers' intentions is rejected, indicating that the influence of behaviour control felt by teachers has a significant impact on their intentions to implement gender-responsive classroom management (Ha). The influence of Attitude on Teacher Intention has a path coefficient of 0.297, a T-statistic of 2.479, and a p-value of 0.007. These results indicate that the second hypothesis (H0) is not accepted, suggesting that the teacher's attitude does not contribute significantly to the teacher's intention (Ha). The effect of Subjective Norm on Teacher Intention showed a path coefficient of 0.208, with a T-statistic of 1.436 and a p-value of 0.076. Since the p-value does not reach the established significance level (<0.05), the third hypothesis (H0) is supported (Eden & Inan, 2022). In other words, subjective norms have a limited influence on the teacher's intentions.

3.3 Importance Performance Map Analysis (IPMA)

Based on the results of the structural model evaluation, the next step is to estimate the Importance-Performance Map Analysis (IPMA) by construct and the IPMA by indicator. Based on the construction and items, variable areas that need improvement can be identified. The comparison of the importance (horizontal axis) of each construction with its performance (vertical axis) is seen in Figure 3.

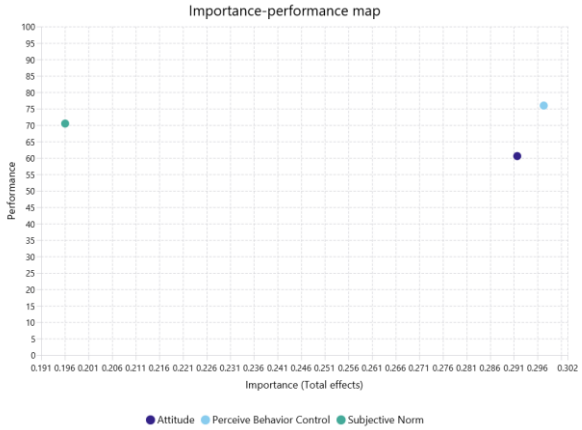

Figure 3. IPMA Results by Construct

In Figure 3, PBC is the most important variable in the model (0.297), as seen from its performance (75.95). The results of this analysis indicate that the PBC variable is a crucial factor that warrants prioritization. Based on the results of the IPMA by construct analysis, the next step is to examine the most important indicators of PBC, followed by the IPMA by indicator analysis (Figure 4).

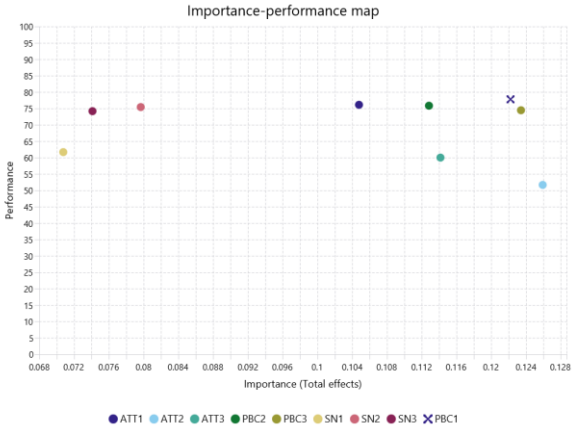

Figure 4. IPMA Results by Indicator

Figure 4 shows that the PBC1 and PBC3 indicators have very high performance values and importance. More clearly displayed in the form of a table (Table 5).

Table 5. Importance Performance Map Analysis

The influence of indicators on IT	Importance	Mean Value (MV) performance
ATT1	0.105	76.11
ATT2	0.126	51.67
ATT3	0.114	60.00
PBC1	0.122	77.78
PBC2	0.113	75.83
PBC2	0.123	74.44
SN1	0.071	61.67

Table 5 presents the results of the Importance-Performance Map Analysis (IPMA) by indicator, which shows the influence of various indicators on teacher intent (IT) and the performance of each indicator. The PBC 1 indicator has the highest importance value of 0.122 and performance (performance) 77.78, showing that the statement "I intend to apply a gender perspective in creating an inclusive classroom" is a very influential indicator and also has good performance. The PBC 2 and PBC 3 indicators also showed significant importance values, at 0.113 and 0.123, respectively, with performance levels of 75.83% and 74.44%. This indicates that the two indicators, "I plan to integrate gender issues in classroom management" and "I am committed to training on gender equality in education," also contribute positively to teachers' intentions to implement gender-responsive classroom management.

Attitude indicators (ATT1, ATT2, ATT3) have varying importance values, with ATT2 having the highest value of 0.126, but with a lower performance of 51.67. This indicates that, although this indicator is important, its performance still needs improvement. The SN (Subjective Norm) indicator showed a lower importance value than the PBC and ATT indicators, with SN1, SN2, and SN3 having importance values of 0.071, 0.080, and 0.074, respectively. The performance of these indicators also varies, but overall has less effect on the teacher's intention. Thus, it can be said that the results of the IPMA analysis in Table 5 indicate that the PBC indicator, especially PBC 1, has a significant impact on the teacher's intention, while other indicators, such as ATT and SN, need more attention to improve their performance.

4. CONCLUSION

This study revealed that positive attitudes and perceived behavioral control had a significant impact on teachers' intentions to implement gender-responsive classroom management, whereas subjective norms did not show a significant influence. The results of the analysis showed that teachers who felt empowered and resourceful were more likely to commit to implementing gender-responsive practices, indicating the importance of institutional support and effective training. Although teachers' positive attitudes contribute to their intentions, social norms are not strong enough to motivate behavior change. These findings offer valuable insights for education policy development, highlighting the importance of providing adequate training and creating a supportive environment for teachers to feel more confident in implementing inclusive and gender-responsive classroom management.

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