

Sociology of Classroom: Role of Perceived Pedagogical Skills, Andragogy and Social Capital in Evaluation of Students Learning

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Abstract

The current study investigates the role of perception of teacher's pedagogical skills, andragogy and social capital in evaluation of students learning. Furthermore, it examines the association of classroom feedback, interaction, classroom based gender awareness and role of socio-economic status in assessment of the students learning. A sample of 300 respondents was chosen through a multi-stage proportionate sampling technique from three universities of province Punjab, Pakistan. A self-structured questionnaire was used as tool of data collection. The results highlighted the influence of social capital, andragogy, sociology of classroom, gender differences, and perception of students, student-student interaction, student-teacher interaction and classroom environment on the process of students learning in classroom. Educational insight of the current study helps in construction of conducive classroom environment that is effective for learning curve of the students. The current study attempts to redress the dearth of literature at micro level through examination of the role of classroom milieu, social capital and andragogical practices on students' learning in classroom.

Introduction

Sociology of classroom deals with physical and social aspects of a classroom that are conducive or impeding to learning behavior (Goh & Khine, 2002; Khine & Fisher, 2003). It plays a significant role in gratification, interaction, retention and learning of a student (Dearing et al, 2006). Physical aspects of the classroom include ventilation system, lighting, room-size, temperature, floor, desks, walls, rugs, whiteboards, chairs, computers etc. (Suleman & Hussain, 2014).

The current study primarily emphasizes on the social aspects of classroom including classroom feedback, classroom interaction and perceived pedagogical skills (PPS) of teacher. Furthermore, it examines the influence of these social aspects of classroom on learning behavior of the students.

Social aspects of the classroom include myriad of factors including social status, classroom feedback, classroom interaction and PPS of teacher that influence the learning process of the students. Variance in socio-demographic backgrounds and experiences at homes have some substantial effects on the learning and evaluation faculties of the students (Sirin, 2005). In addition, social identity (locality, gender, caste, race, age, and monthly household income, etc.) of students and instructors in classroom is an important determining factor of learning (Hirschy & Wilson, 2002). Furthermore, student-teacher interaction affects the retaining aptitude, learning and evaluation, and achievements of student (Hammond, 2008). Similarly, teacher's interest in students' academic progress significantly contributes to the intellectual and professional development (Anaya & Cole, 2001).

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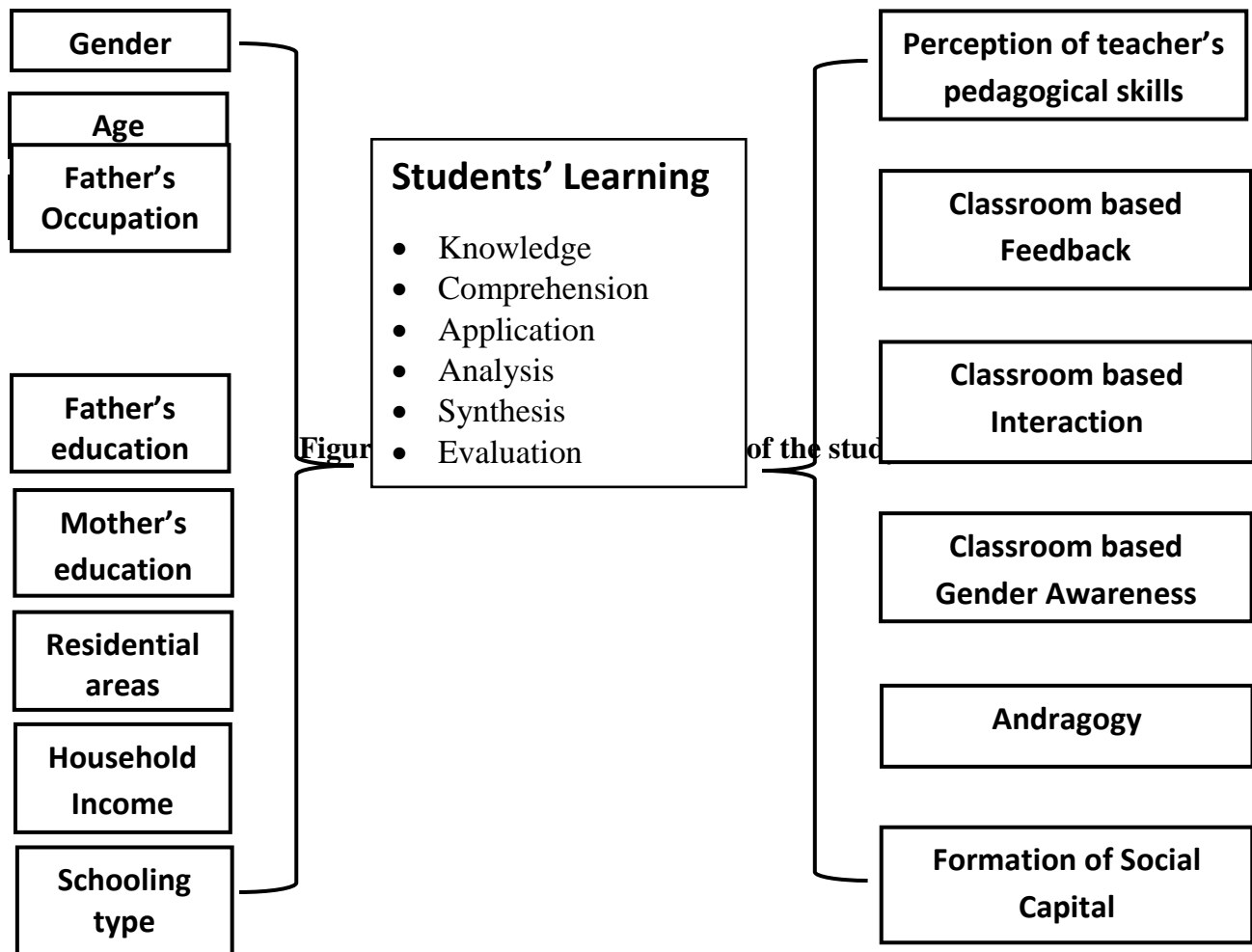
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Interaction leads to collaborative learning that is helpful for students in construction of knowledge. Teachers need to be certain that interaction with students is important to motivation and learning process (Stewart, 2008). Classroom interaction requires focus as it is an important part of the learning process (Schmidt, 2001). It is central question in the educational debate that focuses on construction of knowledge through student-teacher participation (Elbers & Streefland, 2000). Learning environment influences students' achievement, engagement, learning and retention (Cheryan, Ziegler, Plaut & Meltzoff, 2014). Learning is not a mere cerebral produce that transcends context instead learning is conceived to be rooted when the person participates according to the constructivist views (Fenwick, 2003). Scholarly literature confirms an involvement of students and teachers in the process of designing learning environment (Evans & Stecker, 2004). In sociology of the classroom, a myriad of physical and social factors influences students' learning such as building's structural facilities (Suleman & Hussain, 2014), classroom's symbolic features including objects and wall scheme, (Cheryan et al., 2014) and students' discernment of teachers' acquaintance of the subject matter and communication ability (Etuk, Afangideh & Uya, 2013). Many educationalists, students, teachers, policy-makers agree that students' attitude toward learning can be influenced by the perception about teachers' characteristics (Dalley-Trim, 2007). Among these features, teachers' teaching effectiveness (Muijs & Reynolds, 2002), use of precise terminology, connected discourse and emphasis on two-way communication are basic aspects of effective communication in the class room rituals (?). Similarly, use of appropriate teaching methodology integrates a well-ordered way of achieving the desired academic goals (Adediwura & Tayo, 2007).

Along with other modus operandi, andragogy is a reliable practice for easy and productive learning (King, 2005). It is an educational theory that upholds a democratic method characterized through involvement of adult learners in planning the process (Wang & King, 2008). Social capital has great importance in the learning process (Jones et al., 2007). Social capital has gained increasing popularity in socio-economic spheres (Balatti & Falk, 2002). It is positively correlated with innovative capabilities of businesses (Maskell & Malmberg, 1999) and academic accomplishments in higher education (Carbonaro, 1998; Morgan & Sorensen, 1999).

The current study focused on the influence of demographic characteristics, perception about teacher's pedagogic skills, sociology of classroom, social capital, and andragogy on students' learning. Sociology of classroom includes all the social aspects taking place in class during learning. Social situations and statuses influence learning process in various ways. Similarly, social position (gender, economic status) of students has been seen influencing teacher's interaction.

The main objective of the current study was to assess the impact of sociology of classroom on students' learning. It also examined the role of social capital, PPS and andragogy in students' learning. Furthermore, the current study investigated the association of classroom interaction, feedback and classroom based gender awareness (CBGA) with learning of the students. Additionally, it also found out the relationship between socio-demographic variable and students learning.



In order to test the association between dependent and independent variable for the current study has following hypothesis, given as under

H₁: Higher the formation of social capital, higher the learning among students.

H₂: Higher the andragogy, higher the learning among students.

H₃: Higher the gender based awareness, higher the learning among students.

H₄: Higher the classroom feedback, higher the learning among students.

H₅: Higher the classroom based interaction, higher the learning among students.

H₆: Higher the perceived teacher's pedagogical skills, higher the learning among students.

Literature Review

Socio-economic status and students learning

Children from higher income families usually showed positive attitudes, higher academic ambitions and achievements (Strayhorn, 2010). Parents' education influenced child's educational motivation (Buchmann & Dalton, 2002) as family set the social, cultural and economic context for child's nurture. In addition, better student-attendance, social behavior, academic grades and achievement are directly associated with parental involvement in school events and programs (Guerra & Huesmann, 2004; Catsambis, 2001). Furthermore, age of student is a significant

determinant in learning process as mature students perform better than that of younger students (Koh & Lim, 2012). Similarly, students' learning is also influenced by parents' occupational prestige (Arshad, Attari & Elahi, 2012). Socio-economic characteristics of students are important in school outcomes (Israel, Lionel & Glen, 2001).

Social capital and students learning

Social capital gained importance in education because of its efficacy in learning and development (Haghighatian, 2010). An individual's development is shaped primarily by familial elements of social capital (such as norms of reciprocity, amount of trust and social networks) that have prevailing effects on creativity, educational success, and behavioral development (Young, 2006). Specifically, adolescents' academic accomplishment is garnered by the familial social capital (Neri & Ville, 2008). Social capital in the form of friendships also contributes in language learning and literacy (Ryabov, 2009). Social capital embedded in campus networks affects decisions to continue education after school (Kim, 2005; Martin, 2009).

Andragogy and students learning

Andragogy can be differentiated from pedagogy, as later entails teacher's full responsibility in decisions-making about the learning. Content coverage, organization and effective transmission have important logical sequence in overall learning process (Rachal, 2002). Andragogy empowers learners with autonomy and self-directedness that is connected to transformative learning (Howie & Bagnall, 2013). Similarly, transformative learning, academic growth and structural outcome can be catalyzed by the principles of andragogy (Forrest & Peterson, 2006). It is a learning philosophy that distinguishes the ways in which adults learn from children learning to guide the instructors around the world (Kelly, 2013).

Classroom based interaction and students learning

Although new inventions have changed the ways of communication, yet interaction and communication remains basic components of learning (Moore, 2016). Examining interaction in classroom is important aspect to improve learning environment (Rayneri, Gerber & Wiley, 2006). Students learn and retain more through active participation in the classroom. student's knowledge effectivity might be achieved through participatory teaching methodologies in the class (Tinto, 1997; Fritschner, 2000). Active classroom participation initiates critical thinking, provides motivation, and facilitates learning process (Petress, 2006).

Classroom feedback and students learning

Open student-teacher feedback constructs a healthier milieu of learning (Yoshida, 2010). Students' feedback seeking behavior in or outside the classroom improves learning environment (Hwang, Ang & Francesco, 2002). Feedback serves as a formative assessment tool designed to ameliorate and accelerate the learning process (Nicol & Macfarlane-Dick, 2006). In general, instructional feedback is necessary for students' confirmation or alteration of existing knowledge (Higgins, Hartley & Skelton, 2002). In feedback process, meaningful interaction with peers and content of the discussion increase students' satisfaction with learning (McConnell, 2002).

Perception of teachers' pedagogical skills and students learning

Scholarly literature has shown a relationship among students' perception about teachers' knowledge of subject-matter, use of appropriate and effective teaching strategies, communication skills, and teachers' classroom management ability (Hill, Rowan & Ball, 2005; Etuk, Afangideh & Uya, 2013). Teaching effectiveness is indicator of subject based knowledge that develops

positive perception among students (Adediwura & Tayo, 2007). Perception about teaching efficacy is also measured through communication skills of teacher (Esu, 2004).

Classroom based gender awareness and students learning

Getting teacher's attention and domination in the classroom interaction is another important communicative mode. Teachers trigger students' class participation and discussions but these efforts may not bring results unless systematically designed (Moguel, 2004). Girls participate less in class than that of boys, similarly they took less oral starts in their interaction with the teachers (Pavlidou, 2003). In contrast to the fact, few studies show that girls seek clarification on work-related matters, ask questions, and make best use of the support of the teacher as compared to boys (Younger, Warrington & Williams, 1999).

Methodology

The target population of this research was comprised of the male and female students of three different universities (Government College University, Faisalabad, Baha-ud-din Zakriya University, Multan and Pir Mehr Ali Shah Arid Agriculture University, Rawalpindi) in Punjab province, Pakistan. Data were collected from students (including males and females) of these above-mentioned universities. A sample of 300 students was taken by using proportionate sampling technique in respective universities. Students from diverse backgrounds comprised of population for the current study. As tool of data collection, the current study used self-structured questionnaire while field survey was used as the technique of data collection.

The tool of data collection was divided into two different sections. The first section asked question about demographic details including age, gender and education. The second portion asked questions about scales of PPS, andragogy and social capital. Furthermore, scales of classroom feedback, interaction, and CBGA and students' learning were in this portion. The scale of students learning asked questions about remembering previously learned information, grasping the meaning of learned information and apply knowledge to actual/practical situation. Furthermore, it inquired about attaining the central point of the study, making simple connections between ideas to get the basic facts and knowing about several different topics about subject. Scale of social capital included categories of having very good relationship with other siblings, spending desired time with parents and household members provide proper time. Scale of andragogy inquired questions about having a self-concept about every matter, experience is always valued and feeling a readiness to learn. Scale of gender-based class awareness comprised of questions about male teachers having more understanding of students' learning process, girl supposition about the classroom as learning place rather fun, and teachers' different gender based treatment causes negative attitudes. Scale of the classroom feedback inquired about authority of the teacher influences students' feedback, feedback of student on teachers' lecture helps in investigation of problems through discussion and feedback on classwork helps in evaluation. Scale of classroom interaction included categories of excessive communication with fellows enhancing ability to respond to others' knowledge in a good way, friendly behaviour of teacher in classroom is essential to acquire knowledge and participation in class discussions is necessary for effective knowledge. Scale of PPS asked question about usage of English language is directly linked with teachers' teaching skill, usage of charts, images and other additional examples in classroom to augment the aptitude of retrieving a concept and perception about teachers' assessment methods affects my abilities. A Likert-type response format ranging from Agree (3), No opinion (2) to Disagree (1) was used for all the scales of the current study.

Researchers pre-tested the questionnaire to enhance the face validity, reliability and robustness of the questionnaire. Questionnaire used in pre-testing were excluded in the final data analysis. After the pre-testing phase, data were collected from relevant universities. Out of total 300 students, 119 students were from Government College University, Faisalabad, 134 students from Baha-ud-din Zakriya University, Multan and 47 students from Pir Mehr Ali Shah Arid Agriculture University, Rawalpindi. The current study used SPSS (version 21) for analysis of the data. Factor analysis and reliability analysis were executed to check the validity and reliability of the scales used for assessment of sociology of classroom. Bivariate regression analysis was used to test the hypothesis while multiple linear regression analysis was used for model fitness.

Validity and reliability of scales

The standardized Cronbach alpha reliability coefficient of 0.752 was obtained for scale of students learning. Scale of students learning enlisted 12 items including remember previously learned information, application of the knowledge, connections between ideas to get the basic facts and synthesis of the ideas. Furthermore, rearrange component ideas into a new whole, application of the principals to new/novel situations and attainment of the central point of the topic of study were included in the scale of students learning. In addition, factor analysis was also run to estimate the validity of statements of the scale of students learning. The range of the values of the factor analysis was between 0.60 to 1 except 'I am able to break down objects/ideas into simpler parts to understand the relationship of parts' (.584), 'I can make judgments about value of ideas or materials in a critical situation' (.535) and 'I know/appreciate the significance of the parts in relation to the whole' (.573).

The standardized Cronbach alpha reliability coefficient of 0.6782 was obtained for scale of formation of social capital. Scale of formation of social capital enlisted 7 items including good relationship with parents, spending desired time with parents, and encouragement by the household members on every occasion. Furthermore, devoting reasonable time with friends, gaining social support by parents in extracurricular activities and having good relationship with other siblings were included in the scale of formation of social capital. In addition, factor analysis was also executed to estimate the validity of statements of the scale of formation of social capital. The range of the values of the factor analysis was between 0.60 to 1 except 'I have very good relationship with other siblings' (.581) and 'household members encourage me on every occasion' (.529).

The standardized Cronbach alpha reliability coefficient of 0.711 was obtained for scale of andragogy. Scale of andragogy enlisted 6 items including self-concept about every matter, feeling readiness to learn, and clear direction of learning. Furthermore, need to know in classroom, motivation for learning and value of experience as student were included in the scale of andragogy. In addition, factor analysis was also executed to estimate the validity of statements of the scale of andragogy. The range of the values of the factor analysis was between 0.60 to 1 except 'I have a self-concept about every matter' (.558).

The standardized Cronbach alpha reliability coefficient of 0.665 was obtained for scale CBGA. Scale of classroom based gender awareness enlisted 5 items including "teachers' different gender based treatment causes negative attitudes"; "male teachers have more understanding of students' learning process" and "girl assumption that a classroom is a learning place and not fun". In addition, factor analysis was also executed to estimate the validity of statements of the scale of CBGA. The range of the values of the factor analysis was between 0.60 to 1 except 'A boy assumes that a classroom is a learning place and not fun' (.583) and 'a girl assumes that a classroom is a learning place and not fun' (.588).

The standardized Cronbach alpha reliability coefficient of 0.752 was obtained for scale of classroom feedback. Scale of classroom feedback enlisted 5 items including teacher's authority influences students' feedback; feedback on classwork helps in evaluation and encouragement of feedback initiate positive attitude. In addition, factor analysis was also executed to estimate the validity of statements of the scale of classroom feedback. The range of the values of the factor analysis was between 0.60 to 1 except 'A boy assumes that a classroom is a learning place and not fun' (.583) and 'A girl assumes that a classroom is a learning place and not fun' (.588).

The standardized Cronbach alpha reliability coefficient of 0.771 was obtained for scale of classroom interaction. Scale of classroom interaction enlisted 5 items including excessive interaction with fellows enhance the ability, participation in class discussions is necessary for effective knowledge and friendly behavior of teacher is essential to acquire knowledge. In addition, factor analysis was also executed to estimate the validity of statements of the scale of classroom interaction. The range of the values of the factor analysis was between 0.60 to 1 for all categories.

The standardized Cronbach alpha reliability coefficient of 0.744 was obtained for scale of perception of teacher's pedagogical skills. Scale of perception of teacher's pedagogical skills enlisted 5 items including usage of English language is directly linked with teachers' teaching skill, usage of images, charts and additional examples in classroom enhance the ability of retrieving a concept and perception about teachers' assessment methods affects my abilities. In addition, factor analysis was also executed to estimate the validity of statements of the scale of perception of teacher's pedagogic skills. The range of the values of the factor analysis was between 0.60 to 1 except 'Use of images, charts and additional examples in classroom enhance the ability of retrieving a concept' (.599).

Data Analysis

Demographic analysis

Based on gender, 43 percent were males and 57 percent of the respondents were females. Based on type of Schooling, 49 percent of the respondents were from Private Schools and 51 percent of the respondents were from Government Schools. Majority of the respondents were in the age bracket of 21-23 years. 45 percent of the students were enrolled in graduation, 47 percent respondents were enrolled in master's degrees while 8 percent were doing MPhil. Majority of the respondents (22 percent) have 16 years of education. Mother's education of majority (35.7 percent) of the respondents was less than 10 years of schooling.

Hypothesis testing

This portion tested hypothesis between dependent and independent variable of the study. The hypothesis (H₁) was confirmed indicating higher formation of social capital lead to greater classroom learning among students (standardized beta=0.227, p<0.001, adjusted R²=0.048 and F=16.142). The hypothesis (H₂) was confirmed indicating higher andragogy lead to greater classroom learning among students (standardized beta=0.292, p<0.001, adjusted R²=0.083 and F=27.736). The hypothesis (H₃) was confirmed indicating higher classroom based gendered awareness lead to greater classroom learning among students (standardized beta=0.359, p<0.001, adjusted R²=0.126 and F=44.130). The hypothesis (H₄) was confirmed indicating higher classroom feedback lead to greater classroom learning among students (standardized beta=0.540, p<0.001, adjusted R²=0.289 and F=122.790). The hypothesis (H₅) was confirmed indicating higher classroom interaction lead to greater classroom learning among students (standardized beta=0.503, p<0.01, adjusted R²=0.251 and F=100.963). The hypothesis (H₆) was confirmed indicating higher

perceived teacher's pedagogical skills lead to greater classroom learning among students (standardized beta=0.422, $p < 0.01$, adjusted $R^2=0.176$ and $F=64.675$).

Model fitness

The findings of the current study highlighted that the factors including type of schooling, andragogy, gender based awareness, classroom feedback, classroom interaction and perception of teacher's pedagogic skills are significant with students learning ($F=16.802$, $p < 0.001$) and the association among them accounted for 44.2% (adjusted $R^2=0.442$). Value of the $p < 0.001$ suggested overall model fit. Students' andragogy (standardized beta=0.195, $p < 0.001$), type of schooling (standardized beta=0.091, $p < 0.05$), classroom based gendered awareness (standardized beta=0.113, $p < 0.05$), classroom feedback (standardized beta=0.328, $p < 0.001$), classroom interaction (standardized beta=0.150, $p < 0.05$) and perception of teacher's pedagogic skills (standardized beta=0.233, $p < 0.001$) lead to greater learning among students. Contrarily, gender, age, residential area, level of education, father's occupation, household family income, mother's education, father's education, and formation of social capital were not significant with students learning in overall model. (see table 1)

Discussion

This study described the students learning based on perception of teacher's pedagogical skills, andragogy, social capital, classroom feedback, classroom interaction, CBGA and socio-economic status (gender, age, education, parentage education and household income). Prior to this study, a little research has investigated social dimensions of classroom influencing students' learning in Pakistan.

Table 1: Multiple linear regression analysis of learning of the students

Independent variables	Unstandardized		Standardized	T	Sig.
	Coefficients				
	B	Std. Error	Beta		
(Constant)	1.352	1.935		.699	.485
Gender	.495	.383	.059	1.290	.198
Type of Schooling	.761	.396	.091*	1.920	.046
Age	-.493	.394	-.063	-1.252	.212
Education	.192	.347	.029	.553	.580
Residential area	-.216	.337	-.031	-.642	.521
Household Income	.034	.169	.010	.200	.842
Father's occupation	.094	.152	.030	.619	.536
Father's education	.203	.148	.074	1.370	.172
Mother's education	-.190	.165	-.064	-1.152	.250
Formation of Social capital	-.029	.091	-.016	-.315	.753
Andragogy	.388	.094	.195***	4.124	.000
Gendered based awareness	.196	.089	.113*	2.205	.028
Classroom feedback	.762	.136	.328***	5.596	.000
Classroom interaction	.301	.119	.150*	2.523	.012
Perception of teacher's pedagogic skills	.473	.100	.232***	4.718	.000

($p < 0.001$, $F=16.802$ (0.000), Adjusted $R^2=0.442$)

Note: * $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$.

This research was built on empirical work in the field of sociology of education that has important role in teaching and learning. The researchers have specifically focused on sociological dimensions of classroom that influence students' learning behavior. In this study researchers hypothesized that social capital, andragogy, classroom based interaction, students' feedback, gender awareness and perceived pedagogic skills of teacher influence students' learning.

The results of the study have illustrated that appropriate andragogy is significantly associated with students' learning. Scholars and instructors agree that experiential and participatory andragogy is a substantial model and perspective in the field of adult learning. It is a model of learning that promotes democratic styles and methods in contrast to traditional authoritarian styles where learners engage in a critical manner (Wang & King, 2008; Rachal, 2002). Andragogy plays role in learning as the continued application of its principles rebuild, renew, and revitalize social institutions and human lives through provision of wonderful opportunity for bridging (Bright & Mahdi, 2010). They furthermore vindicate the vitality of andragogy in learning as its constructivist aspect offers a substitute to emphasize on passive learning from lectures in valuing the reflections of learning process and learners. Andragogy and social capital contribute to transformation of the traditional learning environment into a conducive learning environment, focusing on the standing of social networks, collaboration, interaction, and knowledge sharing (Kessels & Poell, 2004).

Classroom environment has important implications to promote learning behavior and motivation (Young, 2005). These multiple communicative modes consist of classroom feedback, participation and structure of the interaction. The presence of fewer students in school classrooms setting results in constructive psychological and behavioral effects (Pianta & Hamre, 2009). In fact, the social capital embedded in the network of relations did not produce significant effects of learning. This might point to the aggregating effects of grouping on academic attitudes and class participation. All these factors contributed to the formation of socio-psychological environment that ultimately affected the affective and cognitive outcomes of students (McMahon, 2007).

Scholarly literature has approved the influence of gender on learning and academic outcomes (Carrell, Marianne & James, 2010; Sax, 2006). Gender differences among students can affect their learning positively and negatively. Issue of gender has been extensively explicit since 1970's with studies on disadvantages for females (Endepohls-Ulpe, 2012). Social sciences studies on gender and academic learning has generated diverse results. There are countries (Germany) where there is no gender based difference in learning and academic achievement while in some countries differences are very small (United Kingdom) (Blossfeld et al., 2009) or great (Pakistan). Gender of teacher is decisive in producing different academic outcomes, especially performance is affected when teacher's gender is opposite to the student (Carrell, Marianne & James, 2010).

PPS of teachers have significant association with learning of the students. There are many factors that play a mediating role in construction of this association of PPS and students learning. Student's perception and reaction to their learning tasks and classroom instruction are more imperative in terms of manipulating student outcomes than the observed quality of teaching behaviors (Knight & Waxman, 1991). Perception of pedagogical skills of teachers plays a second fiddle role in relationship to the interaction between the pedagogical environment of classroom and students' experience of it (Hotam & Hadar, 2013). That's why the direct methods of classroom observation or assessment are useful to determine the degree to which specific pedagogical skills and behavior are useful at a given moment for students (Pianta & Hamre, 2009).

Classroom interaction and students' feedback were associated with students' learning. Classroom interaction and students' feedback has significant relationship with students learning

because it is primary mean to accomplish learning (Kumpulainen & Wray, 2012). Interaction and supportive feedback increases motivation and the use of self-regulated learning strategies (Young, 2005). Less faculty-student interaction leads to disengagement that demotivates students learning ambition (Harmer, 2007). Teacher always has the capacity to provide the feedback, often evaluative in nature (Nassaji & Wells, 2000). There is need to initiate students' explicit and implicit feedback for better communicative learning (Mackey, 2007). It matters how students perceive teacher and teacher's teaching skills (Davis, 2006). Teachers' articulation of academic expectations play role in construction of effective classroom environment including (Hattie, 2009).

Conclusion

The current research investigated the effects of perceived pedagogical skills, andragogy and social capital on students' learning. Empirical evidence of the current study suggested that andragogy was significantly associated with students' learning. In addition, it revealed that perception of pedagogical skills of teachers had significant association with learning of the students. Furthermore, it was found that classroom interaction and students' feedback were associated with students' learning. The way teacher communicates with students has significant impact on students' learning. Multivariate analysis explicated that students learning was influenced by variables i.e., type of schooling, andragogy, gender based awareness, classroom feedback, classroom interaction and perception of teacher's pedagogic skills. These findings support earlier researches on these variables with a minor variation.

Research implications, limitations and future research

Based upon the findings of this survey the researchers can make some useful recommendations for the instruction models to be followed at university. Findings of this research have implications for designing classroom environment to make it more productive and smooth for learners. Basic aspects of effective communication like precise terminology, connected discourse, transition signals and emphasis on two-way communication need to be addressed. Furthermore, this implies that training programs that train teachers about gender awareness need to be established so that gender based biasness and differences can be mitigated. There are few key limitations of the current study. First, the drawn sample size (300) for this study represents only three universities with a large enrollment (~40000). The focus of the study was the classrooms and students of these universities only. Findings of the study cannot be generalized on the students of all universities. Future research needs more evidence about how sociology of classroom can facilitate learning behavior and opportunities of the students' by means of qualitative in-depth studies. The current study explored the social aspects of classroom exclusively; future research can delve into the role of both, physical and social aspects of the classroom, on students learning behavior to present more vivid picture of the educational institutions. Scales have been constructed during this research; future research needs to test in other population with different socio-cultural context.

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