Contemporary Research on Learning Spaces and Teacher Effectiveness in Higher Education

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Abstract

This study aims to explore the classroom environment and teacher effectiveness specifically to create an inclusive learning environment for female students at higher education institutions. The basic purpose is to consolidate the published scientific research documents on classroom-inclusive environments for female students and teacher effectiveness in higher education. This review-based study seeks to provide a concise picture of classroom inclusive environment and teacher competency in several domains. Henceforward, this study has been based on the study findings of various published documents. The crux of the study findings reveals that teacher effectiveness creates an inclusive learning classroom environment for female students at higher education institutions in several countries. It also highlights the brief features of teacher competency and a classroom-inclusive learning environment specifically for female students. Similarly, several studies have been corroborated on teacher effectiveness and learning of female students at higher education institutions. The concluding remarks of the study depict that all the intersected factors of teacher competency have played pivotal roles in the interlinked factors of an inclusive classroom learning environment for female students in higher education.

Keywords: *Teacher Effectiveness, Learning Spaces, Classroom Environment, Higher Education, Inclusiveness*

1. Introduction

The classroom environment has been studied by several scholars around the globe (Humphries, Williams, & May, 2018; Lerdpornkulrat, Koul, & Poondej, 2018; O'Doherty & Harford, 2018). Similarly, creating an inclusive classroom environment is key to effective teaching and learning (Gill, Ramsey, & Leberman, 2015; Petty, Heafner, Farinde, & Plaisance, 2015; Soini, Pietarinen, Toom, & Pyhältö, 2015). However, an inclusive environment has been established on the pillars of respect and dignity in the classroom (Lin et al., 2007; Mazer, Murphy, & Simonds, 2007). It is

important to mention here that teachers provide opportunities for students to share their perspectives, build confidence, and reach their full potential with the help of classroom learning (Teven, 2007; Thuen, Bru, & Ogden, 2007; Wilson & Demetriou, 2007). In the same way, an inclusive classroom environment leads to better academic outcomes for students, at the college and university level (Bates, 2008; Brunsman, 2008; Gajda, 2008). However, inclusiveness in the classroom encourages every student to feel valued, supported, and empowered to succeed in higher education (Alvarez, Guasch, & Espasa, 2009; Bawane & Spector, 2009; Clandinin, Downey, & Huber, 2009). Likewise, the consistent routine of teachers contributed to inclusive classroom learning outcomes not only at the school level but also at the university level (Ajayi, Ekundayo, & Osalusi, 2010; Buczynski, Lattimer, Inoue, & Alexandrowicz, 2010; Wang, 2009). Balanced representation of sources in class encourages student knowledge and skills related to their content (Cisneros, Stamp, Whatley, & Wood, 2019). An inclusive environment encourages diverse perspectives, promotes innovative thinking, and boosts problem-solving skills (He & Cooper, 2009; Khamis, 2009; Malm, 2009).

Main Objective: This study aims to consolidate scientific research documents on the classroom environment and teacher competency to create inclusive learning for female students at higher education institutions.

2. The Data and Methods

This study has been completely based on the existing published research documents and literature. We have swotted the review of scientific documents on teacher competency and inclusive classroom learning environments in higher education institutions. This study has opted for a systematic approach and specific criteria to select several studies on the subject. For illustration, we have concentrated on the studies on teacher competency and inclusive classroom learning environments. Therefore, we have used different well-reputed online databases including Scopus, Sage, Springer Nature, Emerald Insights, CiteSeer, Eric Education, Archive site, Web of Science, Google Scholar, Tylor & Francis, Science Direct, JSTOR, Willey, ProQuest, etc. It is important to mention here that we have continued to review to reach the point of saturation. This study uses 147 published documents and the validity has also been ensured searching Google Scholar and a panel of experts in the field of Sociology of Education and gender studies.

3. Results and Discussion

A huge body of literature has found that the factors that influence student teachers' sense of professional agency in the classroom (Soini et al., 2015; Valeeva & Gafurov, 2017; Vangsnes & Økland, 2015). Likewise, the crux of the study is to delve into teachers' perceptions of both their collective and individual learning experiences related to classroom interaction (Solheim, Roland, & Ertesvåg, 2018). Similarly, the study findings elaborated that reflects on the lessons learned by a teacher educator upon returning to the classroom (Shoaib, Usmani, & Abdullah, 2023). Comparably, the analysis reveals that the study focuses on classroom teacher leadership, specifically examining how service-learning experiences contribute to teachers' sense of efficacy and the development of servant leadership qualities (Shoaib, Rasool, Anwar, & Ali, 2023). Uniformly, the argument of the study asserted that students' perspectives on the poetry teacher's role in the authentic assessment of poetry writing (Sundusiah, Rofiuddin, Suwignyo, & Basuki, 2019). Closely, the study findings outlined students' achievement goals regarding their academic motivation, competence expectancy, and perceptions of the classroom environment (Sungur & Senler, 2010). Additionally, the data analysis confirms that to explore the enhancement of teacher education in Tanzania by investigating student-teachers and tutors' satisfaction with college

facilities and environment (Swai, Nkaizirwa, Hugo, Mahenge, & Komba, 2022). Correspondingly, the study findings concur with analyzing the process of professional learning and the development of proficient teachers in initial teacher education (Shoaib, Naseer, & Naseer, 2023; Tang, Wong, & Cheng, 2016). Simultaneously, the study reported assessing teachers' questioning effectiveness in the classroom and its interaction with student responses and questions (Tawarah, 2013). In addition, the overall conclusion of the study highlighted the relationship between teacher caring and classroom behaviour impact on student affect and perceptions of teacher competence and trustworthiness (Shoaib, Mustafa, & Hussain, 2023; Teven, 2007). The study emphasized that reducing preservice teachers' anxiety enhances authentic learning experiences in teacher education through 360-degree videos and theoretical lectures (Theelen, van den Beemt, & Brok, 2022).

It was found that how future teachers learn practical skills from real-life teaching situations (Schelfhout, Dochy, & Janssens, 2004; Toom et al., 2019). Likewise, the crux of the study pointed out whether a sense of efficacy is indicative of classroom management proficiency among preschool teachers (Shoaib, 2023c; Toran, 2019). Similarly, the study findings elaborated that explored the perspectives of cooperating teachers and teacher candidates regarding the quality of student teaching placements and experiences (Shoaib, 2023b; Torrez & Krebs, 2012). Comparably, the analysis reveal that conducted a multi-site case study focusing on leadership's role in facilitating teacher learning for school improvement in Vietnam (Tran, Hallinger, & Truong, 2018). Uniformly, the argument of the study asserted that mediating underlying values to understand student learning (Shoaib, 2023a). Closely, the study findings outlined a correlation between teachers' self-efficacy beliefs and their ability to foster a constructivist learning environment (Shoaib, Usmani, & Ali, 2022; Uredi, 2015). Additionally, the data analysis confirms how teachers learn to improve their intuitive interaction skills (Shoaib, Tariq, Shahzadi, & Ali, 2022; Valle, 2017). Correspondingly, the study findings concurred that present a realistic approach to classroom management within a Dutch teacher education program (Shoaib, Mustafa, & Hussain, 2022; van Tartwijk, Veldman, & Verloop, 2011). Simultaneously, the study reported how teacher-child relationships develop in rural classrooms (Varghese, Vernon-Feagans, & Bratsch-Hines, 2019). In addition, the overall conclusion of the study highlighted developing proficient classroom management skills (Shoaib, Anwar, & Rasool, 2022). The study emphasized that comprehensive perspectives on teacher and student views regarding digital technology and teacher competency in physical education (Wallace, Scanlon, & Calderón, 2023).

The literature asserted that the relationship between the classroom learning environment, critical thinking abilities, and academic achievement in an interdisciplinary subject among graduates of secondary schools (Mariam, Anwar, & Shoaib, 2022; Shoaib, Ali, Anwar, & Abdullah, 2022; Shoaib, Anwar, & Mustafa, 2022). Likewise, the crux of the study pointed out that examined the dynamics of teacher training within a synchronous cyber face-to-face classroom, focusing on understanding and facilitating the learning process of online teachers (Anwar, Shoaib, & Mustafa, 2022; Ullah & Shoaib, 2021). Similarly, the study findings elaborated that explored the role of life outside the classroom as a valuable resource for language learning (Shoaib & Ullah, 2021). Comparably, the analysis reveals the concept of boundary crossing and working in the third space investigating its implications for the identity and practice of teacher educators (Williams, 2013). Uniformly, the argument of the study asserted that investigated the process of new teacher learning, focusing on the interplay between substantive knowledge and contextual factors (Shoaib, Rasool, & Anwar, 2021). Closely, the study findings examined the perceptions of both students and teachers regarding classroom learning environments facilitated by computer-supported project work (Shoaib, Iqbal, & Tahira, 2021). Additionally, the data analysis confirms that exploring the

essential components that prospective teachers should acquire (Wubbels, 2011). Correspondingly, the study findings concurred on how teachers effectively handle multicultural classrooms in Dutch secondary schools (Wubbels, den Brok, Veldman, & van Tartwijk, 2006). Simultaneously, the study reported the use of cooperative learning techniques in economics education among students (Wyk, 2012). In addition, the overall conclusion of the study highlighted that focusing on the role of personalized learning environments in enhancing the training of teachers resulted in inclusive learning among students (Shoaib, Ali, & Akbar, 2021; Shoaib, Fatima, & Jamil, 2021). The study emphasized that investigated students' preferences regarding seating arrangements and how these preferences influenced their engagement in cooperative learning activities within college English blended learning classrooms in higher education (Yang, Zhou, & Hu, 2022).

The study found that learning strategies varied across different levels of achievement and years of study and also linked with teacher effectiveness (Shoaib, Ahmad, Ali, & Abdullah, 2021; Shoaib, Ali, Anwar, Rasool, et al., 2021; Shoaib, Ali, Anwar, & Shaukat, 2021). Likewise, the crux of the study pointed that explored the core competencies associated with teachers' innovative teaching practices (Shoaib, Abdullah, & Ali, 2021). Similarly, the study findings elaborated that distance learning of Geographic Information Systems (GIS) utilizing Google Classroom have created friendly learning environment for female students (Shoaib, 2021; Zoncova, Vojtekova, & Tirpáková, 2023). Comparably, the analysis revealed that explored the impact of different perspectives on the enhancement of analytical skills in teacher education (S Mariam, Anwar, Shoaib, & Rasool, 2021). Uniformly, the argument of the study asserted that how these studios serve as spaces for professional development, where teachers engage in collaborative activities and exchange knowledge and practices (Anwar, Shoaib, & Zahra, 2021). Closely, the study findings outlined how teachers navigate their professional identities amidst evolving educational landscapes and societal expectations (Ahmad, Ahmad, Shoaib, & Shaukat, 2021; Ahmad, Shoaib, & Shaukat, 2021). Additionally, the data analysis confirms how mentorship programs effectively support the professional development of new teachers by providing them with guidance, feedback, and opportunities for reflection (Shoaib, Abdullah, & Ali, 2020). Correspondingly, the study findings concurred that explores various initiatives aimed at improving the preparation and ongoing professional development of science teachers (Shoaib & Ullah, 2019). Simultaneously, the study reported that examines key developments, reforms, and trends that have shaped the landscape of teacher preparation in Finland (Tirri, 2014). In addition, the overall conclusion of the study highlighted how teacher education programs play a crucial role in equipping educators with the skills, knowledge, and dispositions necessary to engage in research activities (Anwar, Shoaib, & Javed, 2013; Shoaib, Latif, & Usmani, 2013; Shoaib, Shaukat, Khan, & Saeed, 2013). The study emphasized the complex and multifaceted nature of teacher-educator roles, which involve simultaneously looking backward to draw from their experiences as classroom teachers and looking forward to preparing future educators (Smith & Flores, 2019)

The study findings found that the article delves into the dual roles that teacher educators often play as both researchers and instructors, examining how they navigate between these roles to effectively support the development of pre-service and in-service teachers (Dhindsa, 2005; Lee, 2005; Smith, 2022). Likewise, the crux of the study pointed out that evolving demands placed on teacher education programs to equip educators with the skills, knowledge, and competencies necessary to thrive in an ever-changing educational environment (Smith, 2021). Similarly, the study findings elaborated that the study investigates various aspects of the recruitment process, including qualifications, selection criteria, and training requirements, in comparison to international

benchmarks (Shojaei, Bagheri, & Rassaei, 2021). Comparably, the analysis reveals that concluded reflective exploration and collaborative dialogue, the authors investigate how their beliefs, experiences, and practices intersect within the context of teacher education (Saito, Osaka, & Watanabe, 2023). Uniformly, the argument of the study asserted that examines the historical evolution of teacher education, identifies contemporary challenges and opportunities facing the field, and explores potential pathways for advancing teacher preparation in the future (Reid & Hall, 2022). Closely, the study findings outlined that to uncover insights into the factors influencing pre-service teachers' decisions to pursue or avoid teaching positions in rural areas, providing valuable perspectives for addressing teacher shortages and improving education equity in rural communities (Qiao & Lai, 2019). Additionally, the data analysis confirms and examines the role of teacher effectiveness maps and the framework in promoting professional learning among teacher leaders (O'Meara, Whiting, & Steele-Maley, 2015). Correspondingly, the study findings concurred that authors argue that teacher educators are often overlooked or marginalized in these advertisements, which predominantly focus on research productivity rather than teaching and teacher education expertise (Nuttall, Brennan, Zipin, Tuinamuana, & Cameron, 2013). Simultaneously, the study reported that study delves into the holistic aspects of teacher well-being beyond mere job satisfaction, emphasizing the importance of nurturing a sense of purpose, fulfilment, and resilience in teaching practice (Murphy, Masterson, Mannix-McNamara, Tally, & McLaughlin, 2020). In addition, the overall conclusion of the study highlighted the study contributes to our understanding of effective teacher preparation practices and the impact of residency programs on teacher development (Mourlam, De Jong, Shudak, & Baron, 2019). The study emphasized that investigates similarities and differences in approaches to fostering professionalism among pre-service teachers, as well as the broader cultural and institutional factors that shape professional identity formation within the respective education systems (Mayer, Mitchell, Santoro, & White, 2011).

The research-based findings found that the strategies and practices that teacher educators employ to foster a supportive and healthy work environment for teachers (Carrillo & Flores, 2020; Cochran-Smith et al., 2017; Margolis, Hodge, & Alexandrou, 2014). Likewise, the crux of the study pointed out that the study delves into innovative approaches and strategies for promoting holistic growth and reflective practice within teacher education programs (Malm, 2009). Similarly, the study findings elaborated that narrative reflection and theoretical analysis examine the unique demands and responsibilities of teacher educators, as well as the personal and professional growth that accompanies this transition (Loughran, 2011). Comparably, the analysis reveals how teachers perceive the effectiveness and relevance of teacher education programs that prioritize academic knowledge and theoretical concepts (Liao & Hu, 2017). Uniformly, the argument of the study asserted that conceptualizing teacher agency within a process-oriented framework, the article offers new insights into the complex and multifaceted nature of teacher autonomy and empowerment in educational practice (Lee, 2021). Closely, the study findings outlined the study explores a unique program designed to support the development of teacher educators through a combination of coursework, mentorship, and practical experiences (Kosnik et al., 2011).

Additionally, the data analysis confirms that investigates the complex relationships and power dynamics that emerge among student teachers, cooperating teachers, and university supervisors within the context of teacher education practicum experiences (Klemp & Nilssen, 2017). Correspondingly, the study findings concurred that the study investigates how cultural backgrounds, identities, and experiences shape individuals' journeys into teaching, as well as how these factors influence teaching and learning practices (Kim & Reichmuth, 2021). Simultaneously, the study reported that the broader literature on teacher education and professional development

offers valuable insights into the complexities of preparing educators to support the next generation of teachers (Khan, 2011). In addition, the overall conclusion of the study highlighted to investigates how policies and practices related to high-stakes accountability shape the assessment and evaluation of preservice teachers during their teacher preparation programs (Kessler, 2021). The study emphasized to advancement of machine learning techniques and computational approaches to learning and adaptation (Kamimura & Yoshida, 2003).

It was found that the study investigates the criteria and selection process for the prize, as well as the impact of the award on teaching practices and professional development (Darling-Hammond, 2017; Devine, Fahie, & McGillicuddy, 2013; García, Olsen, & Simbaqueba, 2021). Likewise, the crux of the study pointed out that adjustments and adaptations to teacher education to meet the demands of a rapidly changing educational landscape (Flores & Craig, 2023). Similarly, the study findings elaborated that adjustments and adaptations to teacher education to meet the demands of a rapidly changing educational landscape (Even-Zahav, Widder, & Hazzan, 2022). Comparably, the analysis reveals that particularly focusing on the interplay between theoretical academic knowledge and practical experience gained in school settings (Elstad, 2010). Uniformly, the argument of the study asserted ongoing discourse on innovative approaches to teacher professional development (Donehower Paul, Bukaty, & Dieker, 2020). Closely, the study findings outlined how different groups or entities involved in educational management vie for influence, resources, or control over teacher professional development initiatives (Abdullah & Shoaib, 2021; A. Ahmad, Shoaib, & Abdullah, 2021; Shoaib & Abdullah, 2020; Shoaib, Shaukat, et al., 2013). Additionally, the data analysis confirms that focuses on the use of an Attribution Support Tool (AST) to improve the teacher efficacy of student science teachers (de-Boer, Janssen, & van Driel, 2016). Correspondingly, the study findings concurred that the body of research on teacher education provides insights into the outcomes of the Stanford teacher education program and offers implications for improving teacher preparation programs more broadly (Darling-Hammond, Newton, & Wei, 2010). Simultaneously, the study reported offering valuable insights for improving teaching practice and promoting student learning and well-being in this context (Craig, You, & Oh, 2014). In addition, the overall conclusion of the study highlighted teacher professionalization and collaboration in the digital age, offering insights into the dynamics of digital teacher-to-teacher economies and their implications for teaching practice and professional identity (Cone, 2022). The study emphasized that actual content would depend on the specific research findings, and methodologies in the classroom (Cochran-Smith, 2021).

It found how pre-service teachers' implicit theories influence their attitudes, perceptions, and instructional practices related to writing instruction (Gong, Young, & MacPhail, 2023; Goodwin, 2010; Seoane, Jiménez, & Gutiérrez, 2020). Likewise, the crux of the study pointed out that the findings of this study informs policy decisions, teacher training initiatives, and efforts to recognize and reward exemplary teaching practices (García et al., 2021). Similarly, the study findings elaborated on the benefits of integrating research experiences into practicum and fieldwork placements, allowing pre-service teachers to apply research skills in authentic classroom settings (Tatto, 2021). Comparably, the analysis reveals how teacher leaders facilitate discussions, provide support, and promote critical reflection on issues related to English learner education within their professional learning communities (Von Esch, 2021). Uniformly, the argument of the study asserted that how project-based curriculum engages teachers in authentic, inquiry-driven learning experiences that promote the development of critical thinking, collaboration, communication, creativity, and problem-solving skills (Martinez, 2022). Closely, the study findings outlined the

impact of teacher leadership collaboration on individual teachers' sense of efficacy, agency, and professional identity (Buchanan et al., 2023). Additionally, the data analysis confirms how boredom influences teachers' commitment to their profession and how learning engagement enhances their sense of professional fulfilment and dedication (Yan, Zhou, Zhang, & Cui, 2023). Correspondingly, the study findings concurred that Philosophy with children involves engaging students in philosophical discussions and activities to develop critical thinking, communication skills, and moral reasoning (Shoaib, 2023c; Shoaib, Usmani, et al., 2023; Shoaib, Usmani, et al., 2022). Simultaneously, the study reported that the effectiveness of case-based learning and the role of technology in fostering analytical competency among pre-service teachers (Zottmann et al., 2012). In addition, the overall conclusion of the study highlighted that feasibility and effectiveness of using Google Classroom for teaching GIS in a distance learning context resulted in better inclusive learning among students (Zoncová et al., 2023). The study emphasized that focused on understanding the factors that influenced the quality of home learning environments for these children and how these factors contributed to educational inequalities (Colak Oz, Aran, Aktakke, Uckardesler, & Hajhassan, 2023).

Several studies have found that expanding learning environments, initial teacher education programs better equip aspiring teachers with the knowledge, skills, and dispositions needed to succeed in today's dynamic and diverse educational contexts (Nemiña, Gillanders, Leone, & Trigo, 2023; Goodwin, 2020; Goodwin, Madalińska-Michalak, & Flores, 2023). Likewise, the crux of the study focussed on insights into the dynamics of policy-making in teacher education, highlighting opportunities and challenges associated with responding to crises in ways that promote long-term sustainability and positive transformation (Galvin et al., 2023). Similarly, the study findings elaborated that emphasizing learning-cantered lesson design, teacher education programs better equip aspiring teachers with the knowledge, skills, and dispositions needed to create engaging and meaningful learning experiences for their future students (Gravett & van der Merwe, 2023). Comparably, the analysis reveals that not only enhances student learning outcomes but also fosters a positive and inclusive classroom environment conducive to academic success and personal growth (Aliakbari & Tabatabaei, 2019). Uniformly, the argument of the study asserted that teacher education programs better cater to the diverse needs of aspiring teachers and promote equity and inclusivity in the teaching profession (Avalos & Bascopé, 2014). Closely, the study finding outlined the study highlights the role of questions in promoting metacognitive awareness and self-reflection among preservice teachers (Averill, Drake, Anderson, & Anthony, 2016). Additionally, the data analysis confirms the complexities surrounding teacher education policy, highlighting how policy decisions shape the preparation, recruitment, and retention of teachers (Barnes & Cross, 2020). Correspondingly, the study findings concurred that addressing the diverse needs and challenges inherent in teacher education policy, policymakers work towards creating an environment that fosters the recruitment, preparation, and retention of high-quality teachers capable of meeting the needs of all learners (Brennan & Willis, 2008). Simultaneously, the study reported how teachers navigate the challenges of maintaining authenticity and finding meaning in their work amidst external pressures and expectations (Bullough Jr, 2015). In addition, the overall conclusion of the study highlighted how teacher educators have navigated the transition to online instruction, as well as the opportunities and challenges associated with this shift (Carrillo & Flores, 2020). The study emphasized the responses of teacher education institutions to the responsibility pressures, including efforts to align their programs with state standards, integrate technology into instruction, and enhance clinical experiences for preservice teachers (Cochran-Smith et al., 2017).

1. Conclusion

The conclusion of the study has been based on different studies that reviewed that teacher competency created an inclusive learning environment specifically for female students in higher education institutions. The skimmed review asserts that teacher expertise has been important for creating an inclusive learning classroom environment. The study findings conclude that teacher competency has intersected with caring and inclusiveness, collaboration and teamwork, facilitator and engagement, coaching and assessment, and adaptability and flexibility. However, the review skims that an inclusive classroom learning environment has been interlinked with the provision of teaching material, prioritization of reading lists, balanced representation of sources, equal treatment of students, respect and dignity, and consistent routine of class in higher education. The concluding remarks of the study depict that all the intersected factors of teacher competency have played pivotal roles in the interlinked factors of an inclusive classroom learning environment for female students in higher education.

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