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GENDER DIFFERENCES IN TEACHER'S PEDAGOGICAL PRACTICES AND ATTITUDES TOWARDS STUDENTS' LEARNING

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ABSTRACT

Education is crucial for building a strong and developed nation. Formal education begins with primary education which includes a variety of subjects such as Mathematics, languages, Science, Social studies, etc. Teachers' Pedagogical Practices and Attitudes are vital for the teaching of a variety of subjects at the primary level. The study was opted to explore the Gender Differences in Teacher's Pedagogical Practices and Attitudes towards Students' Learning. It is a case study of primary schools of district Sargodha having only one teacher. The research utilized a survey methodology in conjunction with a descriptive strategy to collect data. The 74 single elementary teachers in District Sargodha, both male and female, made up the population and sample. Data collection was conducted through personal visits using two questionnaires (1st for Pedagogical Practices and 2nd for Attitude towards student learning) that included a demographic variable (Gender) too. These questions were verified by specialists and pilot-tested, resulting in a Cronbach Alpha score of 0.92. The data analysis was conducted utilizing statistical measures such as frequencies, percentages, mean scores, and independent sample t-tests. There was no significant difference between the views of single primary school male and female teachers about pedagogical practices and their factors (lesson plan, teaching methods, teacher behavior, instructional materials/technology assessment, community involvement) but a significant difference existed in classroom management ($p\text{-value}=0.03<0.05$) between male and female where male teacher better regarding classroom management. There was also no significant difference between male and female single primary school teachers' attitude towards students learning. It is recommended that single primary school teachers (Male/Female) be facilitated through training in classroom management.

Keywords: Gender differences; Pedagogical practices; Attitudes.

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INTRODUCTION

Education is crucial for building of strong and developed nation. Formal education begins with primary education which includes a variety of subjects such as Mathematics, languages, Science, Social studies, etc. Teachers are a must for the teaching of a variety of subjects at the primary level (Raza et al., 2022). Teachers apply different pedagogical practices and attitude toward students learning. Several studies have shown gender differences (in teachers) impact pedagogical practices and attitudes toward student learning. Teacher subject knowledge and instructional techniques are essential for meeting student learning needs (MSQEP, 2009). Utilizing pedagogical techniques includes but is not limited to classroom management, discipline, technology, instructions, assessment, and others are crucial for ensuring the quality and standards of formal education. For the appropriate concept delivery of subject contents, teachers must have these techniques. In Pakistan, there are several primary schools where only one teacher works and

responsible for all matters of school including teaching, management, etc. Single primary school teachers face a lot of problems due to the whole workload being single teachers (Sultan et al., 2023).

Pedagogical Practices are teaching methods and techniques used by teachers to promote student learning. It is used to enhance students' engagement, motivation, and academic achievement (Jarmon, 2009). Attitude toward students' learning refers to the teacher's beliefs, motivations, and satisfaction with teaching and learning (Burroughs et al., 2019). The attitude of single primary school teachers is affected by due to workload. Gender Differences in Teacher's Pedagogical Practices and Attitudes towards Students' Learning refer to the disparities in pedagogical practices and attitudes toward student learning between male and female single primary school instructors. The disparity in teaching methods and attitudes towards student learning based on gender might have an impact on the academic achievements of students. The influence of gender on the pedagogical practices and attitude of single primary school teachers towards student learning is crucial for fostering effective teaching and learning in primary schools. Studies by scholars showed that gender differences in teacher's pedagogical practices and attitude toward student learning have an impact on student learning, but there is a lack of research on the context of single primary school teachers.

This study is important for educational practices and policy. The findings of the study can lead to the development of professional development programs and conduct training for teachers that focus on promoting effective pedagogical practices and attitude toward students learning while considering gender differences.

LITERATURE REVIEW

According to Galton and John MacBeath's book "Teaching and Learning in Primary Education," primary-level teaching is a complex and demanding profession that involves a thorough knowledge of the subject matter, child development, and successful teaching methods (Galton & MacBeath, 2008). Since they must teach all courses to their students in a single school, frequently with few resources and support, single school instructors face significant difficulties. The authors contend that in order to enhance instruction at the basic level, it is crucial to comprehend the pedagogical practices used by teachers in single-school settings. The level of STEM education pedagogy knowledge that students display throughout an activity has an impact on outcomes such as awareness, recognition, skill acquisition, and the development of attitudes and beliefs. Pedagogical techniques are of utmost importance in formal educational contexts. For example, the project included the practical component of "planning" which entailed creating a student booklet. This booklet was intended to educate students about the stages involved in designing, producing, and testing a medical mission kit. The allocated materials encompassed mathematical and scientific principles to enhance students' comprehension of the engineering task (Hudson et al., 2015). The attitude of the teacher is an important factor in the learning of students. Teacher attitude depends on the environment of the school. Academic achievement among students is highly influenced by teachers' professional attitudes. At Ilorin Metropolis, it was discovered that teachers' attitudes toward communication, classroom management, pedagogy, and topic understanding had a significant impact on students' academic achievement. The teachers' attitudes in the classroom had a big impact on the students' concentration. Let's simply say that instructors' professional classroom management attitudes are concentrated on the techniques they employ to keep the classroom in order and promote a space that is both healthy and conducive to learning (OJO, 2018). Students' learning and personality development are positively affected by teachers' good attitudes, whereas students' learning levels and personality development are negatively impacted by teachers' negative attitudes. This further demonstrates how instructors, in particular, go outside the walls of the classroom to impact students' educational lives, and it makes plain just how powerful they can be over the course of a student's whole academic career. After parents, teachers have the second-highest influence on a person's growth (Ulug et al., 2011). Single-school educators are autonomous professionals who work independently in a specific school. These educators possess unique

perspectives and backgrounds that can influence the teaching methods they use and their perceptions of education and learning. Single-school instructors may face challenges such as limited resources, social isolation, and a lack of support networks. Hence, it is imperative to scrutinize their educational approaches and attitudes to comprehend how they might improve their instructing techniques and the academic accomplishments of their students (Zhu, 2020).

Gender variations in the pedagogical techniques and attitudes of primary school instructors toward student learning have been the subject of multiple studies. These studies offer a more thorough knowledge of these disparities because they were carried out in several nations and cultures. According to a study by Lee and Kim (2017), male teachers in South Korea were more likely to employ a direct instruction approach to teaching than female teachers, who were more likely to employ a cooperative approach. This showed that while male teachers in South Korea may be more focused on leading and controlling the learning process, female teachers may be more likely to encourage student participation and active learning. According to a similar study by Yang et al. (2019), male teachers in China were more likely to use a negative disciplinary approach, whereas female teachers were more likely to take a positive one. This shows that whereas male teachers may be more focused on punishment and control, female teachers in China may be more likely to employ encouragement and positive reinforcement to motivate their students. According to the research conducted by Sun et al. (2022), the type of gender-based teaching strategy employed by teachers affects the student engagement level. Female teachers use interactive and participatory strategies more often than their male colleagues. Through this contrast, learners are instilled with a keen sense of energy and try even more to encourage the best in them. The approach works particularly well in primary settings. Further, the study of Stobaugh et al. (2020), gave essential analytic reviews about the gender-based pressures on conversation with teaching methodologies and in what ways gender-sensitive conversations impact the overall learning experience for students. In contrast to male teachers, female ones are more prone to be disciplinarian and directive if compared with those who choose a family structure of teaching and who consistently nurture their students. This led to the obvious differences in the teaching methods to have not only a measurable but also non-measurable impact on the development of student's critical thinking and problem-solving skills. It is crucial to remember that the self-reported data included in these studies, which comes from teachers, might not fully represent their actual pedagogical methods and views. Furthermore, the fact that these studies were carried out in various nations and cultures could have an impact on how much gender variations in teaching methods affect students' educational experiences. According to Sun et al. (2020) study, male instructors in the UK were more likely to employ a direct instruction method to teaching than female teachers, who were more likely to adopt a cooperative approach. This implies that gender disparities in instructional strategies might exist in the UK more so than in the USA research study conducted by Nazim et al. (2023), found that gender didn't affect the pedagogical practices of teachers. Compared to male teachers, female teachers had superior classroom management abilities on four of the six criteria of classroom management. Teachers must possess the knowledge and abilities necessary for classroom management, as it is a difficult and complex undertaking (Ahmed et al., 2018). When it came to reining in problem conduct and boosting student efficacy, male teachers were more effective. Research indicates that female educators are more effective at fostering student relationships and offering alternating explanations (Savolainen et al., 2022). The educators have favorable opinions of learning. Regarding their gender, mother language, and level of professional experience, there are no statistically significant differences in their attitudes (Karacabey et al., 2019). In conclusion, gender disparities in instructors' pedagogical approaches and attitudes toward students' learning have been documented, although they might not be as pronounced or constant across national boundaries. To find out more about these distinctions and how much gender variations impact on single primary school teachers' pedagogical practices and attitude toward student learning, more investigation is required.

METHODOLOGY

The nature of this quantitative study was descriptive. Data regarding the pedagogical techniques and attitudes of single primary school teachers toward students' learning in the Sargodha district were gathered using the survey technique. The population of this study consisted of all single primary school teachers in the Sargodha district. There are a total of 74 primary schools in District Sargodha, which consist of both male and female students and each is staffed by a single teacher. Because there are a limited number of single primary school teacher's male and female in the primary schools of the Sargodha district, the sample remains unchanged. For this study, a five-point rating scale was used to create a questionnaire with two sections: pedagogical techniques and attitude toward students' learning. Male and female gender variables were included in the demographic data. The initial section of the survey comprised seven components, specifically classroom management (five items), lesson planning (six items), teaching methodology (nine items), teacher behavior (six items), instructional materials and technology (four items), assessment (four items), and community engagement (five items). Collectively, these factors comprised 39 items in the survey. Three elements constituted teachers' attitudes toward students' learning in the second section of the questionnaire, motivation (5 items), self-esteem (6 items), satisfaction (6 items), and 17 items total. The five specialists, who hold a doctorate in education and possess extensive academic backgrounds and research expertise, examined the questionnaire's items and recommended modifications. A sample of sixty single school teachers from the nearby district of Mandi Bahua-Din (22 female and 38 male) were used for the questionnaire's pilot testing. In order to determine the instrument's reliability was examined through Cronbach Alpha, the value was 0.92, data from pilot testing. It demonstrated how reliable instrument was.

Table 1. Participants of study.

Single School Primary Teachers	No of Respondent
Male	43
Female	31
Total	74

RESULTS AND DISCUSSION

The data was collected from single primary school teachers in Sargodha, Pakistan by in-person visits to the chosen schools, including both male and female teachers. The difference between male and female single school teacher's pedagogical practices and attitudes towards students' learning was calculated using the independent sample t-test through SPSS.

Table 2. Gender wise distribution of school category.

Gender	Frequency	Percent
Male	43	58.1%
Female	31	41.9%
Total	74	100%

Table 2 shows that the total number of single school teachers in the sample was 74 including 58.1% (43) male and 41.9% (31) female.

Table 3. Gender-wise comparison of pedagogical practices.

	Gender	N	Mean	SD	Df	T	Sig. (p-value)
Pedagogical Practices	Male	31	132.06	23.88	72	-1.404	.453
	Female	43	139.44	21.09			

Significance level < 0.05.

Table 3 presents a comparison between male and female teachers in terms of their pedagogical practices. The t-value of -1.404 and the p-value of 0.453, which is greater than 0.05, indicate that there is no statistically significant difference between the perspectives of male and female teachers about pedagogical techniques.

Table 4. Gender-wise comparison of attitude toward students' learning

Comparison	Gender	N	Mean	SD	Df	T	Sig. (p-value)
Attitude towards Student Learning	Male	31	69.1	10.1	72	-0.219	.191
	Female	43	69.7	1.1			

Significance level < 0.05.

Table 4 presents a comparison of the attitudes toward learning between male and female teachers. The t-value of -0.219 and the p-value of 0.191, which is greater than 0.05, indicate that there is no statistically significant difference between the perspectives of male and female teachers regarding their attitude toward learning.

Table 5. Gender-wise comparison of pedagogical practices (Factors) and attitude toward students learning.

Factors	Category	Means	Df	T	Sig. (2-tailed)
Class Room Management	Female	16.2903	72	-2.199	0.03
	Male	18.3023			
Lesson Plan	Female	22.4194	72	.704	0.48
	Male	21.2093			
Teaching Methods	Female	30.3548	72	-1.445	0.15
	Male	32.8605			
Teacher Behaviour	Female	25.0323	72	-.520	0.61
	Male	26.2791			
Instructional Materials/Technology	Female	13.8387	72	-1.240	0.22
	Male	14.5814			
Assessment	Female	12.6774	72	-2.17	0.37
	Male	13.9070			
Community Involvement	Female	11.4516	72	-1.260	0.29
	Male	12.3023			
Attitude Toward Student's Learning	Female	26.0323	72	-.589	0.56
	Male	25.2791			

Table 5 reflects the comparison of views of teachers about of pedagogical practices (Factors) and attitude toward students leaning. The one factor of pedagogical practices classroom management showed significant differences between male and female teachers (p-value=0.03<0.05) where male teachers were good at classroom management as compared to female teachers, the other factors showed insignificant differences between male and females in other remaining factors of pedagogical practices and attitude towards student's leaning.

Discussion

There was no significant difference between the views of male and female teachers about pedagogical practices as revealed by t-value=-1.404 p-value=0.453>0.05. A similar scholarly study was done by Nazim et al. (2023), in which they found that gender didn't affect the pedagogical practices of teachers. There were no significant differences between male/female pedagogical practices factors-wise; lesson plan, teaching methods, teacher behavior, instructional materials/technology assessment, and community involvement but a significant difference was found between male/female for classroom management(p-value=0.03>0.05). The study found that, in general, male teachers used to have better classroom management skills than female teachers. The p-value of 0.03 indicated that the difference was less than

0.05 of significance and thus was highly significant. The presence of this crucial dimension of educators' performance in classroom management where male teachers appeared to be more capable than their female counterparts implies that males have historically been noticed in doing this latter job more effectively.

Teachers' gender has an impact on how they run their classrooms. Compared to male teachers, female teachers had superior classroom management abilities on four of the six criteria of classroom management. Teachers must possess the knowledge and abilities necessary for classroom management, as it is a difficult and complex undertaking (Ahmed et al., 2018). When it came to reining in problem conduct and boosting student efficacy, male teachers were more effective. Research indicates that female educators are more effective at fostering student relationships and offering alternating explanations (Savolainen et al., 2022).

There was no noticeable disparity between the attitude of male and female single primary schoolteachers towards students' learning as indicated by the t -value=-0.219 p -value=.191>0.05. The educators have favorable opinions of learning. Regarding their gender, mother language, and level of professional experience, there are no statistically significant differences in their attitudes (Karacabey et al., 2019).

CONCLUSIONS AND RECOMMENDATIONS

There was no noticeable disparity between the views of single primary school male and female teachers about pedagogical practices and their factors (lesson plan, teaching methods, teacher behavior, educational resources /technology assessment, and community involvement) but significant differences exist in classroom management between male and female where the male teacher was good on classroom management as compare to female teachers, it may be due to being single male teacher manage classes well as compare to female. There was no discernible disparity in the attitudes of male and female single primary school teachers towards student learning. It is recommended that single primary school teachers (Male/Female) be facilitated through training for classroom management from the school education department and also arrange collaboration between male and female teachers for better classroom management.

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