

## Gender Preference of Teachers as Perceived by Teachers and Students

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### Abstract

The study was conducted to determine the gender preference of teachers as Perceived by Faculty and Students in Sapián National High School during the School Year 2016-2017. Three hundred twenty four students were randomly selected from all sections of grade 7 to grade 11 and selected teachers from all subject departments. Stratified random sampling was employed to determine the required number of samples from each section. Data were gathered using researcher-made Personal Profile Questionnaire and a 60-item standardized Bem Sex Role Inventory Test adapted from Sandra Bem (1981). The descriptive statistics used in the study were the frequency counts, mean, and standard deviation. The inferential statistics used were t-test and Pearson r. The alpha level of significance was set at 0.05. Results revealed that the perception of the teachers on their gender preference is "High". The data also revealed that students have a "High" perception of the gender preference of the teachers. There was no significant difference in the gender perception of teachers as perceived by them and as perceived by students in terms of masculinity and androgyny. However, there was a significant difference in gender perception of teachers as perceived by them and as perceived by students in terms of Femininity. There was no significant relationship between the gender perceptions of teachers as perceived by them and gender perception of teachers as perceived by students. The result of the study proved that the preference of female student is still male teacher. Male student are closer to the female teacher. Both male and female students perceived the female teacher as harsh, strict, and disciplinarian. The relationship between students in both gender is closer to the male teacher compared to the female teacher.

*Keywords:* androgyny, femininity, gender preference, androgyny

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## Introduction

The development of gender belief and gender stereotypes are learnt very early in life. Gender stereotypes suggest that men are usually tough and women are usually tender (Our perceptions of Masculinity and Femininity are Swayed by Our Sense of Touch), Gender is believed to matter in the teaching field. Gender is constructed in individual, interactional, and structural ways to create environmental constraints and opportunities that usually benefit men more than women (Blackstone, 2003). Their emotional attachments change along with the deteriorating perceptions of a teacher's skills, gender, performance, etc.

When gender does matter to them, some students do well with straight male or female teachers but some do well also with gay or lesbian teachers. It is because every teacher has his or her own unique style in facilitating the students' achievements, beliefs on students' learning ability, and classroom management practices based on his or her gender preference. Teacher's gender significantly affects student management and social patterns which contributes to the personal development of their students, and the school and community as a whole (GLSEN, 2016)

Thus, the researcher anchored this study to The Gender Schema Theory of Sandra Bem (1981) as a supporting theory. Sandra Bem devised her Gender Schema Theory to explain gender development and used the Bem Sex Role Inventory to measure traits of Masculinity, Femininity, and Androgyny. She based her ideas on the Social Learning Theory of Albert Bandura which holds that a person acquires gender roles through observation, reward, and punishments.

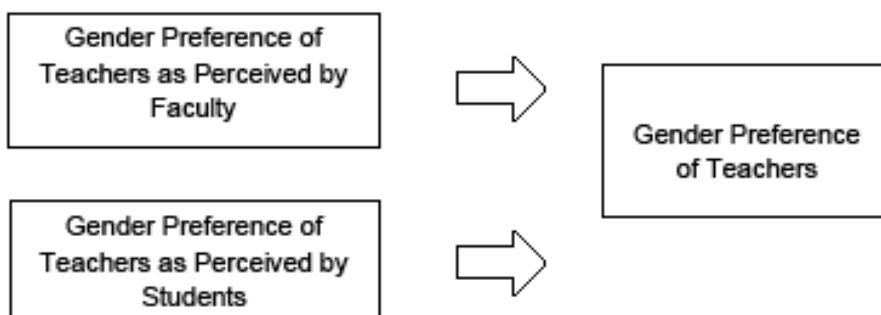


Figure 1. Gender preference of teachers as perceived by faculty and students.

The primary purpose of this study was to determine the Gender Preference of Teachers as Perceived by teachers and Students in Sapian National High School for the school year 2016-2017. Specifically, it sought to answer the following questions: 1. What is the socio-demographic profile of the respondents? 2.) What is gender preference as perceived by teachers in terms of Masculinity, Femininity, and Androgyny? 3.) What is the gender preference of teachers as perceived by students in terms of Masculinity, Femininity, and Androgyny? 4.) Is there a significant difference

between the gender preference of teachers as perceived by them and as perceived by students in terms of masculinity, femininity, and androgyny? 5.) Is there a significant relationship between the gender Preference of teachers in terms of Masculinity, Femininity, and Androgyny as perceived by them and by the students?

This study may help the students to learn to accept and respect their teacher who exhibits gender personality aligned or in contrast to his or her biological sex classification.

Teachers may acquire ideas and understanding why most students attend his or her class and excel in it. They may also learn from this study on how to respond to the perception of students on their teaching skills, behavior, and personality. The result of this study may also give awareness to all individual about the value and importance of this cross-sex typed individual and their capabilities to contribute to good quality education.

### Methodology

The data needed for the study were gathered using the following instruments: the socio-demographic profile of the respondents, and the standardized Bem Sex Role Inventory (BSRI) Questionnaire (Bem, 1981), and the researcher-made title Questionnaire aligned on BSRI. The independent variables of the study were gender preference of teachers as perceived by faculty and gender preference of teachers as perceived by students while the dependent variable was gender preference of teachers.

The statistical tools used in the study were the frequency count, percentage, mean, and standard deviation for descriptive statistics. The inferential statistics were: t-test, mean, frequency counts, and the Pearson r. All inferential tests were set at .05 alpha.

### Participants

The participants of this study were the three hundred twenty-four (324) randomly selected students out of one thousand seven hundred sixteen (1,716) secondary students in all grade levels during the half quarter of the school year 2016-2017 at Sopian National High School, Sopian, Capiz. Table 1a shows the sample. The population sample size was determined using Slovin's formula (Research Assignment, 2019). Probability sampling utilizing stratified random sampling was used as shown in Table 1a and 1b. In line with this, Slovin's Formula was employed in getting the sample population size in each grade level and section. In identifying the actual participants to represent the group or level, stratified random sampling technique was done by drawing separate random samples from each stratum (Sampling Theory and Methods, 2018). The process was done by determining the number of respondents per year level per section. A lottery method was utilized in drawing the names of the respondents. The size was drawn from the students while Table 1b shows the

population size and sample size of the teachers as respondents of this study.

Table 1a. Distribution of Students

Grade levels	No. of Sections	Population size (N)	Sample (n)
Grade 7	10	415	78
Grade 8	8	348	64
Grade 9	8	343	65
Grade 10	7	320	61
Grade 11	6	290	56
Over All Total		1, 716	324

Table 1b. Distribution of Teachers

	Population size (N)	Sample Size (n)
	62	54

The profile of the participants in terms of age, sex, educational attainment, and grade point average (GPA) is shown in Table 2a and 2b.

Table 2a. Personal Profile of the Teachers

Category	F	%
<b>Age</b>		
21-35 years old	27	50.0
50 years and above	13	24.1
<b>Sex</b>		
Male	20	37.0
Female	34	63.0
<b>Civil Status</b>		
Married	27	50.0
Single	24	44.4
Widow/widower	2	3.7
Separated	1	1.9
<b>Length of Service</b>		
10 years and less than	28	51.9
11 -20 years	11	20.4
21-30 years	11	20.4
31 years and above	4	7.4
<b>Teaching Position</b>		
Teacher I	22	40.7

Teacher II	13	24.1
Teacher III	17	31.5
Master Teacher I	1	1.9
Master Teacher II	1	1.9
Master Teacher III	0	0
<b>Subject Taught</b>		
English	11	20.4
Mathematics	8	14.8
Filipino	7	13.0
Science	6	11.1
AralingPanlipunan	5	9.3
Values Education	3	5.6
MAPEH	8	14.8
T.L.E.	6	11.1
<b>Monthly Income</b>		
15, 001-25, 000	48	88.9
25, 001 - 35, 000	5	9.3
35, 001 - 45,000	1	1.9
Total	54	100

Table 2b. Personal Profile of the Students

Category	F	%
<b>Age</b>		
13 years old	60	17.9
14 years old	83	24.7
15 years old	62	18.5
16 years old	66	19.6
17 years old and above	53	15.8
no response	12	3.6
<b>Sex</b>		
Male	149	44.3
Female	175	52.1
no response	12	3.6
<b>Grade level</b>		
Grade 7	78	23.2
Grade 8	64	19.0
Grade 9	65	19.3
Grade 10	61	18.2
Grade 11	56	16.7
no response	12	3.6
<b>GPA (Grade Point Average)</b>		
75-79 OR Fairly Satisfactory	8	2.4
80-84 or Satisfactory	83	24.7

85-89 or Very Satisfactory	142	42.3
90-100 or Outstanding	90	26.8
no response	13	3.9
<b>Total</b>	<b>324</b>	<b>100.0</b>

### Data-Gathering Instruments

A researcher-made questionnaire aligned with BSRI for gender preference of teachers as perceived by faculty and students was made and validated by the Thesis Panel members. The researcher-made questionnaire was pilot tested to ensure the reliability and validity of the questions. The result of the pilot testing was processed using the computer-processed factor analysis, constructed validation, and reliability testing of the research instrument using Statistical Package for Social Science (SPSS) software. Items with a factor analysis of 0.50 and above were retained while those with below 0.50 were discarded. The questionnaire was composed of four (4) parts, namely - Part I: Socio-Demographic Profile of the Student-Respondents, Part II: Gender Preference of Teacher as Perceived by Students with 60 items aligned to the Bem Sex Role Inventory (BSRI) Test, Part III, the Socio-Demographic Profile of Teacher, and Part IV: the Standardized Bem Sex Role Inventory (BSRI) (Bem, 1981) Test with 60 items to identify the personality of teachers that corresponds to his or her gender preference.

Gender Preference of Teacher as Perceived by Faculty. To interpret the result, the scale below was used:

Scale	Description
<3.99	Low
<=4.00	High

Gender Preference of Teacher as Perceived by Students. To interpret the result, the scale below was used:

Scale	Description
<3.99	Low
<=4.00	High

## Results and Discussions

### Descriptive Data Analysis

#### Gender Preference of Teachers as Perceived by them

Data in Table 3 show that according to the gender preference scales, the teachers perceived themselves as "High" in all gender preference.

Table 3. Mean and Standard Deviation of gender preference as perceived by the teachers

Gender Preference	Mean	Description	SD
Masculinity	4.87	High	.73
Femininity	5.10	High	.76
Androgyny	4.66	High	.62

This implies that teachers have the highest perception of their gender preference because they have to be all the gender personalities in order to cope with the needs of the students from a teacher. This also means that a teacher portrays all the roles he or she seems befitting in the situations inside and outside the school. Thus, this “High” perception of the teachers in his or her gender preference may be due in adopting both gender traits that would likely help them to succeed in the field of teaching.

According to Martino (2008), gender alone can never determine the quality of a teacher. Rather, having a representation of competent male and female teachers who not only illustrate the diversity of masculinity and femininity, but come to teaching well equipped to challenge gender stereotypes, can only enhance the quality of teaching positions.

#### Gender Preference of Teachers as Perceived by Students

Table 4. Mean and standard deviation of gender preference as perceived by the students.

Gender Preference	Mean	Description	SD
Masculinity	4.65	High	.54
Femininity	4.58	High	.50
Androgyny	4.88	High	.64

These results imply that the students perceive their teachers “High” in all gender. It may be due to the closeness or good student-teacher relationship inside and outside the classroom. Students who have positive relationships with their teachers feel supported and motivated to learn. This positive relationship between teachers and students may result in the positive responses of the students to rate their teachers higher on the gender preference scale.

## Inferential Data Analysis

### Differences in the Gender Preference of teachers as Perceived by faculty and as Perceived by students

The test of difference in gender perception of teachers as perceived by faculty and students was in Table 5. Statistical analysis of the difference showed that there was no significant difference in the perception of the teachers and students on gender preference in terms of masculinity and androgyny. However, when the teachers were perceived by students according to femininity, their perception has a significant difference.

Table 5. T-test Between the Perception of the Teachers and Students on Gender Preference

Gender Preference	Group	Mean	SD	t	df	Sig
Masculinity	Teachers	4.87	.73	1.79	106	.076
	Students	4.65	.54			
Femininity	Teachers	5.10	.76	4.12*	106	.000
	Students	4.58	.50			
Androgyny	Teachers	4.66	.62	-1.80	106	.074
	Students	4.88	.64			

\* $p < 0.05$  significant @ 5% alpha level

Since most of the respondents were female students, this may be due to some reasons that opposite gender attracts. Male teachers were favored by most of the students because they are viewed to handle the students' behavior well than female teachers.

Another reason to add in the views of the students implied in this finding is that in masculinity in teachers was being perceived as the father-figure of the male teachers. Students usually feel close to male teachers because they seem to be like their fathers who are disciplinarians and strict in applying rules. The teachers prefer to be androgynous in order to suit the growing needs of the students in a teacher, who can understand them and help them achieve more and excel in class. The finding can be explained by the age of most of the teachers (21 – 35 years old). This means that most of the teachers were at a young age. As a 21st century educator, it is essential with equipping themselves with both genders to cope with the needs of the 21st-century learners. Employing this trait will help him or her get the students' favor and trust, thus, making the effective teaching and learning process. In the study of Bem (1981), she found that individuals who were androgynous were more likely than others to display independence when under pressure to conform.



Teachers rated themselves high on gender personality because they want to be feminine and because they are mothers. Since most of the respondents were mothers, they are expected to exhibit feminine traits expected in a female like warm, nurturing, sympathetic, compassionate, and sensitive to the needs of her learners. But the situations reversed according to the perception of the students to femininity. Students tend to perceive a female teacher as “harsh”, “mean”, “strict”, or “annoying” at times. This perception may be due also to their past experiences with teachers who have these negative traits. In support to this findings, Smedley (2006) pointed out that in traditional perspective, female teachers are deemed to perform the feminine behavior like being warm, tender, soft spoken, and loving to their students.

**Relationship of Gender Preference of Teacher as Perceived by faculty and Students**

Table 6 shows the relationship of the independent variable to the dependent variable. Table 6 concluded that there is no significant relationship on the gender preference of the teacher as perceived by them to the gender preference of teacher as perceived by students.

Table 6. Pearson r. among Masculinity, Femininity, and Androgyny as Perceived by the Teachers and Students

Gender Preference	R	Sig
Masculinity	-.036	.798
Femininity	-.127	.360
Androgyny	-.023	.870

Data imply that how the teachers rate themselves on their gender preference has nothing to do with how the students rate their teachers according to what they have perceived them. It also assumes that male and female teachers have different teaching styles and respond differently to boys and girls depending on their own gender. Martino (2006) claims that men are able to act as male role models for boys in a feminized education system making the assumption that all boys are the same and relate to their teachers differently based on the gender of the teacher.

**Conclusions**

This cross-sex typed teachers, as Sandra Bem theorized, are androgynous people and most likely to succeed in life because they have a broad range of characteristics that will help them to adapt to the situation as required especially in the field of teaching.

This may lead to conducive learning because of students were motivated and

feel is supported by the teacher. Teachers' emotional support and academic guidance are very important in academic achievements. And those will only happen when teachers will create a strong and supportive relationship to the students without gender biased issues.

Teachers may also prefer to be androgynous or masculine, expressing both gender personalities. This is an advantage to the teachers because they are able to cater to the needs of the students without being frustrated because they already have the characteristics that the students' need - a need of a mother and a father in one person.

Teachers' preference differed from the preference perceived by the students due to the fact that they had negative impressions of the teachers in their past. Another reason might be linked to the relationships between mothers and daughters. These findings may likely lead to gender bias because of the negative perceptions towards the teachers' gender personality.

Teachers and students are two different groups, they are rating the gender preference independently. Whatever the rate of the teachers of themselves, it does not affect the student's perceptions on the gender preference of the teachers. No relationship between the perception of the teachers and students.

### Recommendations

To help students who seek for foster care, teachers may spend time listening to their stories. In this way, teachers may gain their trust and favor. They may be encouraged to behave well in class because they respect or trust the teachers. There are nothing wrong being friends with students if being so the way to gain their trust and confidence. It simply means that "Opposite sex attracts" as some of the theorists found out in their studies of gender.

Female teachers are often viewed to be mean and strict to the students. This may be corrected to yield positive relationships with all types of students. This may be a start to change teachers' approaches and techniques in dealing with these kinds of learners born in the 21st century where a variety of behaviors will surely emerge.

Future researchers may conduct a more comprehensive study by incorporating the performance of the 21st-century learners. There was a significant difference as well as relationships in the results for the gender perception of students and/or teachers when conducted in much larger scales. The teacher's gender-based perception may continue to influence their interaction with students.

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