

Gender Stereotypes of Teachers in the Classroom: Beliefs and Practices

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Abstract— Teachers should practice gender equality since they are the role models of their students, which would be reflected in their beliefs and practices on gender stereotypes. Educational institutions and educators at all levels have a key role to play in promoting a gender equity future generation. This study analyzed the gender-stereotyped beliefs and perceptions of tertiary teachers in classroom practices and settings. The teacher respondents answered a questionnaire on how gender stereotypes are practiced in the classroom. Sixty college instructors participated in the study. Data were analyzed using frequency distribution, percentages, mean, and standard deviation. Two-tailed t-test and ANOVA were used to analyze the degree of difference between the beliefs and perceptions of the respondents on gender stereotypes. Results indicate that a one-way ANOVA conducted revealed the highest educational attainment to be significantly different to awareness of gender-stereotyped perception. The findings imply that when an individual knowledge increases his perceptions broaden, which is why they disagreed with gender-stereotyped views. The teacher respondents have a preponderance of attitudes toward gender stereotypes, and they are practicing gender equity.

Index Terms— gender stereotypes, beliefs, perceptions, practices, gender equity, classroom practices

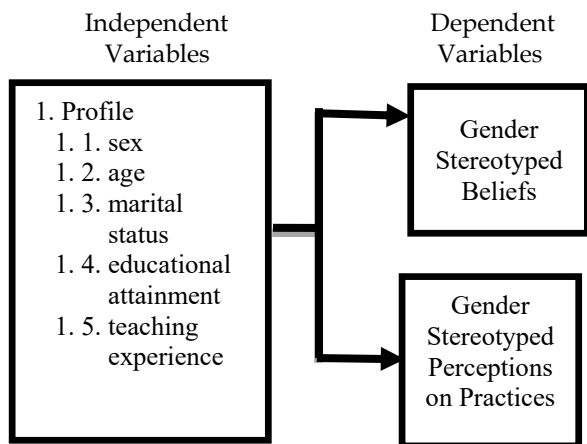
1 INTRODUCTION

The role of education in promoting gender equity is very essential. Teachers should promote gender equality within the framework of their mandates [4]. Academic institutions promote the right to education for all where gender equality is practiced throughout the educational system. Gender equality refers to the equal rights, responsibilities and opportunities of both male and female [11]. Men and women are diverse, but both have the same interests, needs, and priorities. Anywhere in the world, gender inequality in education exists. In the US, first priority were given to girls than to boys [15]. Girls are favored over girls in Uganda [14]. Boys in the UK are important in the society compared to girls, and girls in Tanzania are being disrespected [15]. Gender stereotypes exist in all human societies and in all human endeavors, professions, careers and institutions [8]. Ifegbesan defines stereotypes as personifications is widely accepted and shared among members of a given society and are handed down from generation to generation. Stereotype is subjective perceptions, which may be intuition, prejudice, imagination, or past impression of what a person has been [3]. It is the society who assign roles and responsibilities to each one of us. Males and females have different expectations and opportunities. For instance, it is society that suggests that girls should play with dolls and boys cannot and should not do so. The school milieu plays an important role in the formation of certain gender stereotypes. Thus, schools disseminate stereotypes favoring the patriarchal system in society. Educational institutions play a central role in eliminating gender stereotypes in classrooms [4].

Schools are places where the stereotyping process is reinforced and given legitimacy and authenticity. The present study revealed that educational systems not only reinforce traditional gender roles but also stereotyped attitudes toward gender stereotypes [8]. For many years, there have been stereotypes that have suggested that boys are more intelligent than girls, girls are better at reading and writing, boys do not become nurses and girls are not engineers. There are various

types of gender stereotypes: self-stereotyping, school stereotyping and family/cultural stereotyping by gender [7]. This study focused on school stereotyping. Thus, this study examined teachers' awareness of beliefs and perceptions of gender stereotyped practices in the classroom. It is widely believed and accepted that many decisions we make in life are a result of our being gender stereotyped from birth. "Blue for a boy, pink for a girl" is more than just a cute match for our relative gender - it is already the beginning of early stereotyping influenced by those we come into contact with from a young age. This is then carried over from our infancy into our school years, and certainly into the classroom. This "gender socializing" trend then continues into the classroom. Teachers socialize girls towards a feminine ideal. Girls are praised for being neat, quiet, and calm, whereas boys are encouraged to think independently, be active and speak up [1]. The term 'Gender Equality' is the equal valuing of the different roles assumed by men and women in society [5]. The study has the following objectives: gain a better understanding of teachers' awareness and perception of gender stereotyped practices; compare teachers' characteristics with their knowledge and perception of gender stereotyped practices, and determine the relationship between background variables of teachers and their knowledge and perception of gender stereotypes. The educational institution where the study was conducted will understand gender equity that boys and girls should enjoy the same status. They are in the same position to access resources and opportunities, and equal valuing by society of both the similarities and differences between boys and girls and the varying roles they play.

Fig.1 Paradigm of the Study



The figure above shows the differences between the teacher respondents' gender stereotyped beliefs and gender stereotyped perceptions of practices.

1.1 Problem Statement

The general problem of the study is: How do the awareness of teacher respondents regarding gender stereotyped beliefs and perceptions on practices be analyzed? The study sought answers to the following questions: 1. How may the profile of teacher respondents be classified in terms of the following: sex, age, marital status, education attainment, and teaching experience? 2. How may the awareness of teacher respondents about gender stereotype beliefs be measured? 3. What are the perceptions of teacher respondents regarding gender stereotyped practices in the classroom? 4. Is there a significant difference in teachers' gender stereotyped perceptions of practices based on the following: sex, age, marital status, educational attainment, and teaching experience? 5. Is there a significant difference in teachers' gender stereotyped beliefs based on the following: sex, age, marital status, educational attainment, and teaching experience?

2 METHODS

A descriptive correlational method of research was employed in this study. Specifically, respondents were college instructors. A questionnaire was administered to 60 tertiary teachers at a certain state university. The questionnaire consisted of three sections: (1) the profile of the teacher respondents, (2) awareness of gender stereotyped beliefs, and (3) perceptions of gender stereotyped practices. Permission was sought from the President of the said State University to conduct the study. Random sampling was employed. The questionnaires were administered to 30 female tertiary teachers and 30 male tertiary teachers. The retrieved questionnaires were coded using the Statistical Package for the Social Sciences (SPSS). The two-tailed t-test and ANOVA were used to analyze the degree of difference between the beliefs and perceptions of the practices of the teacher respondents on gender

stereotypes .

3 RESULTS AND DISCUSSIONS

The profiles of the respondents were described in terms of sex, age, marital status, educational attainment, and teaching experience.

Table 1 presents the frequency, percentage distribution, mean and standard deviation of the respondents' sex. Sixty (60) college instructors participated in the study. Of these 60 respondents, 50% were male and 50% were female.

Table1. Profile of Respondents according to sex

Sex	Frequency	Percent
Male	30	50.0
Female	30	50.0
Total	60	100.0

Table 2 indicates the age of the respondents. The age of respondents varied from 22 to 60 years with an average mean of 2.85. The majority of the respondents fell under the age of 32-36 (31.7%).

TABLE 2 PROFILE OF RESPONDENTS ACCORDING TO AGE

Age	Frequency	Percent	Mean	SD
22-26	8	13.3	2.78	.79
27-31	11	18.3	2.64	.72
32-36	19	31.7	2.74	.57
37-41	8	13.3	3.19	.74
42-46	6	10.0	2.57	.42
47-51	2	3.3	3.70	.42
52-56	1	1.7	2.30	-
57-60	5	8.3	3.38	.92
Total	60	100.0	2.85	.70

Table 3 shows respondents' marital status. Of the 61.70%, respondents described themselves as married, 35.00% as single, and 3.30% as widow.

TABLE 3 PROFILE

OF RESPONDENTS ACCORDING TO MARITAL STATUS

Table 4 describes the highest educational attainment of the respondents. Nearly (26.7%) had a bachelor degree in education. Of the 21.7%, respondents are still pursuing their masterate degree, 25% had a masterate degree, 18.3% had a doctorate units, and 8.3 with doctorate degrees.

TABLE 4 PROFILE OF RESPONDENTS ACCORDING TO HIGHEST EDUCATIONAL ATTAINMENT

Educational Attainment	Frequency	Percent	Mean	SD
Bachelor	16	26.7	2.35	.66
Master of Arts with units	13	21.7	2.83	.64
Masterate Degree	15	25.0	3.02	.46
Doctorate with units	11	18.3	3.14	.63
Doctorate Degree	5	8.3	2.45	1.63
Total	60	100.0	2.85	.67

The teaching experiences of the teacher respondents are as follows: 5% taught 1-3 years; 10% taught 4-6 years. The majority which is 50% taught 7-9 years, 15% taught 10-12 years, 10% taught 13-15 years, and 10% taught for 16-20 years.

Table 5 reveals the teacher respondents' gender stereotyped beliefs. Teacher respondents disagree on the following: boys can handle pressure situations better than girls ($\bar{x}=2.52$); male are stronger and females are weak ($\bar{x} = 2.28$); male students generally do better in mathematics than female students ($\bar{x}=2.97$); boys generally possess more scientific skills than girls ($\bar{x} = 2.75$); boys are more active and outspoken than girls ($\bar{x}=2.82$); girls are well dress and neat than boys ($\bar{x} = 3.10$); women's place is at home ($\bar{x} = 1.97$). Teacher respondents agree on the following: females are better in reading than their male counterparts ($\bar{x} = 1.97$); boys are naturally better at most sports ($\bar{x} = 3.32$); and men should be the head of the family($\bar{x} = 3.52$). The results of the study are congruent with the study conducted by Meece and Jones. The results of their study revealed that young women today excel not only in reading but also in mathematics and science. Most young women enrolled in engineering, computer science, and information science. They even outperform boys in the areas of mathematics and science. The teacher respondents believe that when it comes to sports, men are better than women, which is in consonance with the study conducted by Fredricks, Eccles, and Jacobs et al. [2],[9]. that in the sports domain, boys remain stable across all grade levels. For language arts, girls are better than boys, but for mathematics boys are better than girls, which is also the belief of the teacher respondents [2],[10]. The result implies that the teacher respondents do not practice gender stereotyping; they treat their students equally. In the classroom, boys and girls are

given the same opportunity.

Marital Status	Frequency	Percent	Mean	SD
Single	21	35.00	4.29	.22
Married	37	61.70	3.93	.80
Widow	2	3.30	4.53	-
Total	60	100.0	4.06	.68

TABLE 5 GENDER STEREOTYPES BELIEFS

	Frequency	Verbal Interpretation	Mean	SD
Boys can handle pressure situations better than girls.		Disagree	2.52	1.04
Male are strong and female are weak.		Disagree	2.28	1.01
Male students generally do better in mathematics than female students.		Disagree	2.97	1.13
Boys generally possess more scientific skills than girls.		Disagree	2.75	1.10
Females are better in reading than their male counterpart.		Agree	3.23	1.16
Boys are naturally better at most sports.		Agree	3.32	1.16
Boys are more active and outspoken than girls.		Disagree	2.82	1.05
Girls are well dressed and neat than boys.		Disagree	3.10	1.22
Men should be the head of the family.		Agree	3.52	1.14
Women's place is at home.		Disagree	3.23	1.13
Overall		Disagree	2.85	.70

Table 6 shows that the teacher respondents strongly agreed that they practiced the following in the classroom: they encouraged male and female students to carry out the same activities ($\bar{x} = 4.30$); they are involved in shaping their students' perceptions about gender roles ($\bar{x} = 4.40$); they give equal opportunities to boys and they treat them equally ($\bar{x} = 4.42$); and they encourage students to respect other gender ($\bar{x} = 4.40$). Teacher respondents agree that they practice the following in the classroom: they encouraged women to enter traditionally male jobs such as engineering, medicine or architecture ($\bar{x} = 3.91$); they treated students with a non-sexist orientation ($\bar{x} = 4.13$); they discouraged students from acting out gender-stereotyped roles ($\bar{x} = 3.80$); they used gender equitable language in their lessons ($\bar{x} = 4.23$); they used instructional materials that are gender neutral in their lessons ($\bar{x} = 4.35$); they discouraged gender stereotyped behavior in their classes ($\bar{x} = 4.12$). They raised gender issues in the classroom discussions ($\bar{x} = 4.25$). Teachers disagree that they should devote more time to encouraging girls than boys ($\bar{x} = 2.73$); therefore, they do not practice this.

The results of the study coincide with the following studies. In the US, teachers are aware of gender equality in the classroom because they are mandated to attend programs on gender issues; therefore, they practice gender equality. The findings suggest that most teachers treat boys and girls equally [6]. In Northern Ireland, a research conducted revealed that teachers demonstrate awareness of gender stereotypes in the classroom

[4]. In South Korea, researchers observed that teachers practice gender awareness in the classroom. [12] A research conducted in Kenya, teachers are attending seminars and workshops to promote gender equality [12]. The results of the study differ from the following studies. In a study conducted in Israel, gender inequality is rampant because of cultural factors. Girls are considered inferior and are discriminated in education [13]. In South Africa, studies have revealed that gender inequality is very complicated and multi-layered. In Uganda, teachers favor boys and they are empowered to be masculine [14]. In the UK, boys are favored, which is why girls act in a manner that resembles that of boys. They disempower their own gender because they think it is better to be a boy than a girl [15]. A study conducted in Tanzania revealed that girls are treated in schools with disrespect [1],[15].

TABLE 6 **GENDER**
STEREOTYPED PERCEPTIONS OF PRACTICES IN THE CLASSROOM

Frequency	Verbal Interpretation	Mean	SD
Teachers should encourage male and female students to carry out the same activities.	Strongly Agree	4.30	.89
Teachers should devote more time to encouraging girls than boys.	Disagree	2.73	1.25
Teachers should encouraged girls to enter traditionally male jobs such as engineering, medicine or architecture.	Agree	3.91	.73
Teachers should treat students with anon-sexist orientation	Agree	4.13	.70
Teachers should be involved in shaping their students' perceptions about gender roles.	Strongly Agree	4.40	.72
Teachers should discourage students from acting out gender-stereotyped roles.	Agree	3.80	1.01
Teachers should use gender equitable language in their lessons.	Strongly Agree	4.42	.72
Teachers should use gender equitable language in their lessons.	Agree	4.23	.77
Teachers should use instructional materials which are gender neutral in their lessons.	Agree	4.23	.77
Teachers should discourage gender stereotyped behavior in their classes.	Agree	4.12	.74
Teachers should encourage students to respect other gender	Strongly Agree	4.40	.74
Teachers should raise gender issues in the classroom discussions	Agree	4.35	.71
Total	Agree	4.09	.55

Table 7a reveals no significant difference in the beliefs and practices of the respondents when grouped according to sex. This means that the beliefs and practices of males and females on gender stereotypes are the same. We accept the hypothesis because the computed P value is greater than the level of significance, which is 0.05. This implies that the teacher respondents have the same belief regarding the roles of males and females in society. Both male teachers and female teachers have the same perceptions of the practices of teachers in the

classroom regarding gender stereotypes.

TABLE 7A
T-TEST ON GENDER STEREOTYPES BELIEFS AND PRACTICES OF TEACHERS ACCORDING TO SEX

	Sex	N	Mean	SD	t	Sig.
Beliefs	M	30	2.80	.65	.51	.61
	F	30	2.89	.76		
Perceptions	M	30	4.03	.66	.72	.48
	F	30	4.13	.43		

Table 7b shows the teacher respondents age, marital status and teaching experience in relation to their beliefs and perceptions of the practices in the classroom on gender stereotyping. It reveals no significant difference in their beliefs and practices. The beliefs and practices of the teacher respondents regarding age, marital status, and teaching experience on gender stereotypes are the same. This means that teacher respondents views are the same in terms of their beliefs and perceptions of practices regarding gender stereotypes.

There was no significant difference in the beliefs of the respondents when grouped according to highest educational attainment, but there is a significant difference in the perceptions of gender stereotyped practices of the respondents when grouped according to highest educational attainment. We reject the hypothesis because the computed P value is less than the level of significance, which is 0.05.

TABLE 7B **ANOVA**
ON GENDER STEREOTYPED BELIEFS AND PRACTICES OF TEACHERS ACCORDING TO AGE, MARITAL STATUS, HIGHEST

EDUCATIONAL ATTAINMENT, AND TEACHING EXPERIENCE

	df	F	Sig. P-value
Highest Educational Attainment			
Beliefs		1.15	.358
Between Groups	7		
Within Groups	24		
Total	28		
Perceptions		3.86	.015
Between Groups	4		
Within Groups	24		
Total	28		
Teaching Experience			
Beliefs		1.40	2.60
Between Groups	5		
Within Groups	23		
Total	28		
Perceptions		.59	7.06
Between Groups	5		
Within Groups	23		
Total	28		

4 CONCLUSION

Teacher -respondents believe that boys and girls should be treated equally in the classroom and the majority of the teacher respondents disagreed on the gender stereotyped views; therefore, they have preponderance of attitudes toward gender stereotypes. The teacher respondents are practicing gender equity; that's why they are gender sensitive. They treat boys and girls in their classrooms equally and both are given equal opportunities. The academic institution where the teacher respondents are teaching adheres to the mandate of UN that all members should promote gender equity. When an individual knowledge increases, his perceptions broaden. Teachers should study further to broaden their perceptions and improve their practices on gender stereotypes. Every educational institutions should support the GAD program to promote gender equity.

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	df	F	Sig. P-value
Age			
Beliefs		1.66	7.1
Between Groups	7		
Within Groups	52		
Total	59		
Perceptions		.286	.956
Between Groups	7		
Within Groups	52		
Total	59		
Marital Status			
Beliefs		2.92	.072
Between Groups	2		
Within Groups	26		
Total	28		
Perceptions		1.12	.34
Between Groups	2		
Within Groups	26		
Total	28		

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