



THE IMPACT OF TEACHERS' GENDER ON LANGUAGE LEARNING OUTCOMES AT THE HIGHER SECONDARY LEVEL IN DISTRICT MANDI BAHAUDDIN

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Abstract

The aim of this quantitative research is to assess the impact of teacher gender on language learning proficiency among higher secondary students in District Mandi Bahauddin. A sample of 300 students, divided equally by gender, exposed to male and female language teachers, completed teaching effectiveness perception questionnaires and standardized language proficiency assessments tailored to their grade level. The primary conclusion of the research is that students' mean scores in language proficiency ($p < 0.001$) indicated that with female teachers, students performed significantly better than with male teachers. Female teachers were considered more friendly, clearer in explanation, and more active in letting students speak, whereas male teachers were rated higher in classroom management. Moreover, the overall perceptions of the students showed a strong positive correlation to language achievement, particularly with female teachers. The data showed that the gender of a teacher seriously impacts the students' performance in class, classroom motivation and therefore success in college and university languages. There is a clear call for skill development and gender consideration in teaching in distinction to what is claimed the gender of the teacher. The study works to provide relevant information on how policy makers and educators can improve the quality of education in languages in relations to culture in District Mandi Bahauddin.

INTRODUCTION

Language is an integral part of the education system, especially at the higher secondary level where it enhances academic performance and opens new career opportunities (Sahlberg et al., 2021). In most educational contexts, the teaching effectiveness is closely bound to the learning progress of students, which is primarily determined by the teacher's pedagogical practices and the classroom atmosphere. All these aspects are very important for learning. One of the most discussed attributes of teaching effectiveness with students engaged actively in the learning process is the gender of the teacher. Gender influences curriculum delivery, classroom relations, and even the relationships between the students and the teacher. As with many societies, the one in District Mandi Bahauddin is characterized by a set of gender norms and cultural expectations which shape interactions of male and female teachers with students differently. These factors might influence students' attitudes and behaviors in the classroom, which can in turn affect the students' motivation and achievement, especially in language learning. For instance, it is common to view female teachers as more caring and sociable, which could lead to increased student participation and self-confidence in using the language. On the other hand, male teachers are more likely to use formal, authoritative or structured approaches, which can positively impact classroom discipline and focus, but might affect students in a different way. All of these factors explain the need to examine the impact of teacher's gender on language learning outcomes in this part of the world.

Although the gender gaps in education have been studied internationally, not much has been written about gaps in learning a language for higher secondary students in District Mandi Bahauddin (Anwar et al., 2024). The district is known for its social and cultural features making it one of region's where conventional notions of gender can heavily impact education. For that reason, understanding the role



of a teacher's gender on language learning in this district would be quite valuable not just for teaching practitioners in the area but for the growing body of literature investigating education, gender, and learning. This case study is concerned with analyzing the impact of teacher's gender on learning outcomes in language learning for students in higher secondary grades in District Mandi Bahauddin. The study attempts to establish if students taught by male teachers perform differently, as posited by educational literature, in comparison to students taught by female teachers and what their sentiments and inclination were with respect to the gender of the language teacher. In addition, the study plans to determine if there are differences in teaching approaches that male and female teachers use that influence pupils' participation and language skills.

A crucial element of this research is evaluating students' language learning achievements from the quantifiable perspective of their test results, participation in class, and general language skills (Hiver et al., 2024). The study attempts to find differences that can be connected to the gender of the teacher and analyze whether there are any statistically significant differences. Furthermore, students' feedback as learners will help deepen understanding of how gender relations construct students' learning motivations and experiences. This way enables one to understand both the statistical information and the lived realities about teacher's gender. With this research, the study intends to join the existing debate around education and gender by looking at language learning as a relatively neglected area because of its social and interactive nature. It is believed that the results will help teachers, school heads, and policymakers in District Mandi Bahauddin develop appropriate teaching strategies that respond to the language learning needs of all students. It also hopes to foster an educational climate that embraces gender-based discrimination where the effectiveness of teachers is perceived beyond gender.

This study aims to uncover the specific teaching strategies employed by male and female language teachers in addition to evaluating outcomes and their perceptions. These strategies may help answer whether certain gendered approaches - where one style may be favorable or unfavorable - exist with regard to fostering language proficiency (Cohen et al., 2019). For example, if it is observed that female teachers facilitate interactions while male teachers drill or instruct grammar, the impact of those differing strategies would be useful for designing balanced teaching programs that utilize both styles. This research does not seek to promote one gender over the other, but rather how gendered dimensions influence the experience and result of learning a language. The understanding aims at constructing conditions where teacher effectiveness is maximized, and students' language skills are developed irrespective of a male or female teacher.

LITERATURE REVIEW

Educational researchers have persistently studied the impact of teacher gender on student outcomes, specifically in relation to language learning where oratory interaction and motivation factors are of significance (ADIGUN et al., 2023). Many studies have investigated the methods of instruction from male and female teachers, alongside the differences of approach each has towards students and how it relates to academic success. Gender socialization and social roles along with the ways people communicate provide a vital understanding to these phenomena, whereas scientific research gives a proof of these changes being fundamental in teaching practices.

Gender as a social construct has been understood to influence behavior, interactions, and expectations within an educational setting. Social role theory suggests that women and men follow the prescribed social norms in their behavior and manner of speaking (Eagly, 1987). In the context of teaching, this means that male and female teachers may demonstrate different instructional practices due to cultural expectations concerning their gender. For example, female teachers are perceived to be more understanding, nurturing, and supportive, and can create classes that foster collaborative learning as well as free exchange of ideas and expression. Male teachers, on the other hand, are expected to demonstrate more control over students and be more authoritative or directive, which allows for the maintenance of discipline and order. These differences have impacts



on the approaches students take to complete language learning tasks and the confidence and perceived competence they build in language skills.

When it comes to learning a language, the communication mode employed is of great significance on its own, and the gender communication style of the teachers might influence the readiness of learners to engage in language risks. Studies show that female teachers are more responsive and encouraging than their male counterparts, which results in students actively participating in lessons and engaging in collaborative problem-solving activities (Akhigbe et al., 2020). As a result, such students would be likely to acquire the language because they are willing to practice it meaningfully. In contrast, male teachers might emphasize procedural, discipline-based teaching along with a combative ethos within the classroom, which may enhance motivation in some learners but intimidates many others. It is one thing to know these subtle dynamics within District Mandi Bahauddin which has its own cultural perceptions with regards to gender, but does not understand the implications of such gender expectations on classroom social relationships and student interactions.

Studies looking at the differences in gender in teaching efficacy have produced conflicting results due to the multifaceted nature of gender as a parameter in educational results. Some scholars posit that students perform better academically when taught by women due to the nurturing and communicative nature of women, a claim made by Lavy and Sand (Lavy et al., 2018). Other researchers state that there is no difference in performance of students based on their teacher's gender and argue that factors such as teacher's experience and training, as well as their personality, seem to argue more convincingly that it is not just gender that influences performance. There are, however, areas such as subject matter and educational level where teacher's gender may have more impact. Language learning, which is heavily reliant on interactional and verbal communication, is one of the areas where gendered teaching could meaningfully influence students' performance.

The southeastern region of Asia, and Pakistan specifically, places a unique form of emphasis on the role of gender in the educational sphere because of specific social customs and gendered divisions which characterize a number of schools. Research reveals that regionally, students tend to have different reactions to male and female faculty members due to the deeply rooted sociocultural structures of class, power, authority, and respect (Mousa et al., 2021). For instance, in a language class taught by a woman, female students are likely to volunteer to answer questions, although male students may have different reactions. In addition, the gender of the instructor has an effect on the form and type of language used in the classroom, which has an impact on the students' language learning and attitude toward the language. Unfortunately, there is scant evidence in the literature on the relationship between teacher's gender and his/her students' educational achievement in districts such as Mandi Bahauddin. This lack of evidence is what the current study intends to fulfill.

The outcomes of learning a language go beyond merely a test score; it includes a student's confidence, motivation, communication skills, and attitude towards the language. Vygotsky's sociocultural theory underlines the role of social interaction as a key element within learning and how teacher-student relationships mediate cognitive development (Luong et al., 2022). This viewpoint considers how a female or male teacher may affect the learners' interactions with the teacher and thus affect the outcome of learning. For example, a female teacher is likely to aid her students with high motivation and risk-taking in speech because of her nurturing way of guiding them. On the other hand, a male teacher's more organized way of teaching may help students who enjoy more structure and order in their learning. These suggestions illustrate the broad spectrum of learner needs which must be addressed in order to maximize language teaching.

A number of works examine students' attitudes towards male and female teachers and how these attitudes impact students' learning outcomes. Teacher perceptions or images held by students are significant contributors to their motivation and engagement, further impacting the academic achievement of students (Tao et al., 2022). In different cultures, students may have some stereotypes or preferences associated with the gender of the teacher that might influence their behavior in class.



For instance, Yousef reports in his research on the Middle Eastern countries that students tend to view female language instructors as more patient and easier to deal with, which positively affects their motivation to participate and learn. On the other hand, male instructors tend to be more easily regarded as knowledgeable and authoritative, although less approachable. The existence of such perceptions, regardless of the actual instructional materials, can lead to different learning environments and therefore highlights the need to study the impact of gender in some particular regions.

Both male and female teachers employ different teaching strategies, which results in varying learning outcomes. Research suggests that female teachers are more prone to using techniques involving group work, peer interaction, and formative assessments based on deeper understanding and contextual language (Krishnan et al., 2021). Male teachers, on the other hand, may be more inclined to use lectures, individualized work, and summative assessments that prioritize correctness. These instructional approaches relate to more general sociologically identified differences in ways people of different genders communicate, which impacts language learning and acquisition. For instance, collaborative learning enhances the opportunities for genuine language and feedback exchange among students, which is fundamental for fluency and competent communication. Bridging such gaps is essential for teacher training and curriculum design in Mandi Bahauddin schools so as to respond to the needs and preferences of learners.

Every teacher is an actor in a never-ending performance in their scholar's life as a looming figure. Intrinsic and external motivators guide language acquisition processes. Language learning is a complex task that is motivated by both external factors, like praise, and internal reasons like curiosity. Supporting Theories, like Self Determination Theory, argue that environments supporting a learner's autonomy, competence, and need for socializing have higher motivation levels. Female teachers, who tend to be more empathetic and relational, may even better psychologically motivate learners due to their approaches (Guay et al., 2022). Male teachers may promote motivation through a structured challenge with high competence and clear expectations. While both these approaches are useful, finding the most effective in specific culture and educational settings is key to enhancing learning outcomes.

Inquiry into how gender of a teacher impacts classroom discipline and student behavior, and interplay with language learning can be of significance. Research has explored how female teachers may employ more positive reinforcement and relationship-building to manage students, while male teachers rely more on control and authority. These contrasting teaching approaches could create different supporting or hindering atmospheres for learner participation and language practice. Having rigid gender norms as in Mandi Bahauddin does not simplify things, making it vital to investigate such local realities through ethnographic grounded research. Gender studies in education still caution on overgeneralizing gender impacts considering factors like the teacher's qualifications, experience, school context, and demographic features of the students (Abbas et al., 2023). Gender is but one of the many aspects that influences the dynamics of teaching and learning. Hence, this study aims to explore the impact of the teacher's gender with other contextual factors to explain the varied learning outcomes using both qualitative and quantitative data from higher secondary students in District Mandi Bahauddin.

METHODOLOGY

3.1 Research Design

This study uses quantitative research methods to analyze the effects of a teacher's gender on the language learning outcomes of higher secondary students in District Mandi Bahauddin. This approach deals with numerical data which can be patterned, analyzed, and compared into groups, and therefore, is suitable for this study. Furthermore, the key focus of the study is analyzing the language learning outcomes of students with male and female teachers in relation to their curriculum-based



achievement tests. The research method promotes unbiased measurement and is useful in providing population-based estimates.

3.2 Sample and Population

This study is based on higher secondary school pupils studying languages in District Mandi Bahauddin. There are multiple public and private schools in the district which have male and female teachers who instruct languages. As a result of practical difficulties, the representative sample was chosen using stratified random sampling to ensure that students from different schools, socio-economic levels, and both genders were included. The sample was calculated to have a representative number of students, approximately 300, equally divided between students taught by male and female teachers. This population allows meaningful analysis of differences in language learning outcomes while ensuring valid the statistical analysis to be conducted.

3.3 Research Tools

In evaluating the language learning outcomes, the study made use of a comprehensive language proficiency test meant for evaluating the reading, writing, listening and speaking skills of students. The test was modified to suit the curriculum of the higher secondary schools of the district and was language educated expert vetted so as to validate its content validity. Moreover, the educators' survey allowed for the collection of demographic data and other important attitudinal variables such as that of the students' perceptions of their teachers and the effectiveness of teaching. To measure perceptions and attitudes, the survey was administered through Likert-scale items which made statistical compares between groups easier.

3.4 Data Compilation Methods

Collection of data was done (for 4 weeks) after relevant permissions were sought from the controlling school authorities while consent was obtained from students and their guardians. The process of administering all tests was uniform across all participant schools to avoid the variations brought by the testing conditions in the schools. Test of language proficiency was done in the students' classrooms by trained facilitators who helped with the control of biases. Students spent approximately 20 minutes answering the questionnaire after the test. All answers were kept anonymous so as to maintain confidentiality as well as motivate open participation.

3.5 Validity and Reliability

In order to validate the language proficiency instruments, the test was pilot-tested with a smaller sample group that belonged to the same demographic but was not part of the primary sample. Insights from these pilots were captured which in turn helped in refining the test items and making them more suited and clear. The specialist verification process also included experts in language education which helped validate the construct and relevance of the questionnaire. Reliability in this case was obtained from calculating Cronbach's alpha for the scales in the questionnaire. With a value of 0.87, a high degree of internal consistency is present. Other techniques used during the study, such as standardized testing, also helped enhance the reliability of the data collected.

3.6 Analyzing Data

The data was analyzed with the help of the Statistical Package for the Social Sciences (SPSS) software. As part of descriptive statistics, means, standard deviations, and frequency distributions were calculated for student demographics and test scores. In reference to the impact research question focusing on teacher gender and language learning outcomes, inferential statistics were applied. Independent samples t-tests were carried out to evaluate the mean language proficiency scores of students with male teachers against those taught by female teachers. Moreover, correlation analyses were carried out to study the perceptions of students regarding the effectiveness of teaching and their level of achievement in languages. The alpha level of 0.05 was used for all statistical tests. Results are easier to interpret and enhanced understanding when presented in tables and charts.

1.7 Ethical Considerations

This study followed ethical principles regarding the safety and well-being of participants. Educational gatekeepers were consulted prior to the data collection. Informed consent was obtained from all students and their legal representatives, outlining the objectives, methods, and voluntary nature of the study participation. Strict confidentiality was preserved through the removal of all personal identifiers from the data set. In addition, participants were informed that their individual results would have no bearing on their academic standing, ensuring that there would be no undue influence on their performance. An ethical review was conducted and approval was granted by the university's institutional review board before any research activities began.

2. Results

The evaluation from 300 higher secondary students from District Mandi Bahauddin provided valuable information about the impact of teacher gender on learning outcomes in languages. This is important in understanding the gaps concerning students' language achievement scores, their views regarding teaching, and the association among them. The study attempted to answer this problem using both qualitative and quantitative research approaches. For qualitative data, descriptive statistics were employed, whereas inferential tests were employed to compare the language outcomes of students taught by male and female teachers.

The first set of results concentrates on the language proficiency scores of students, exposing notable differences between the two groups. Later in the study, learners were asked about how effective they considered their teachers to be in terms of their approachability, clarity, as well as the level to which they stimulated active participation. These perceptions were also investigated in light of their correlation to actual language achievement. These outcomes broadened the understanding of the impact of teacher gender on a student's academic performance and attitude towards learning languages.

Table 4.1: Demographic Profile of Participants (N=300)

Variable	Category	Frequency	Percentage (%)
Gender of Student	Male	150	50.0
	Female	150	50.0
Teacher Gender	Male	145	48.3
	Female	155	51.7
School Type	Public	180	60.0
	Private	120	40.0

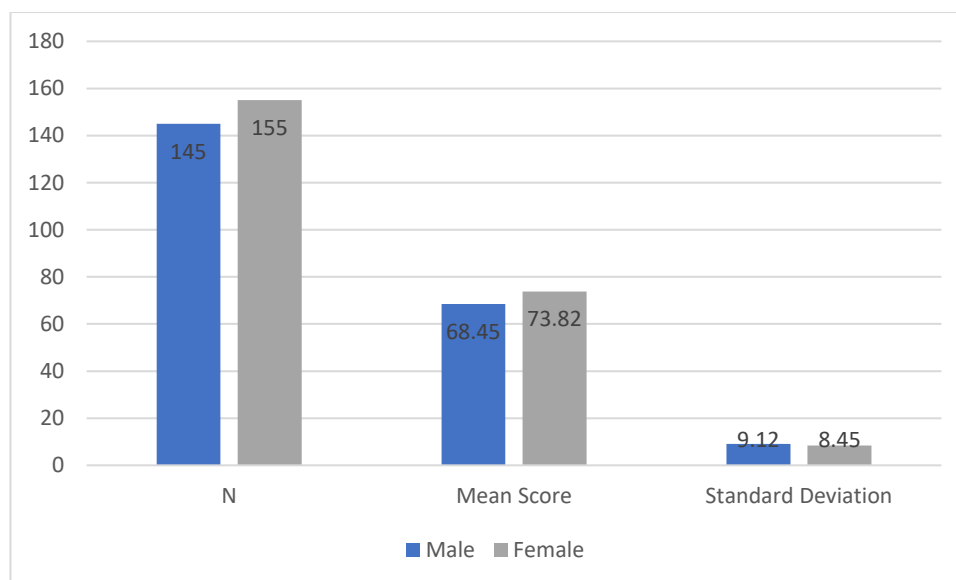




The provided data in Table 4.1 depicts the demographic breakdown of 300 participating students. The sample is representative of the participant's gender with an equal number of male (150) and female (150) students, thus meeting the gender balance criterion for the research. There is also a near parity distribution of students with Male (48.3%) and Female (51.7%) teachers which allows for reasonable equity to the students taught by both genders. Furthermore, 60% of the students are from public schools while 40% are from private schools. This kind of balance in school types enhances the overall portrayal of the district's educational setting, which adds to the reliability of the results.

Table 4.2: Descriptive Statistics of Language Proficiency Scores by Teacher Gender

Teacher Gender	N	Mean Score	Standard Deviation
Male	145	68.45	9.12
Female	155	73.82	8.45



This table indicates that the mean scores of the language proficiency test of the students taught by Female teachers (Mean = 73.82) was higher than the students which were taught by Male teachers (Mean = 68.45). The standard deviations (8.45 for female teachers, and 9.12 for male teachers) exhibit a lack of consistency in the performance within the groups, but this lapse does not overcome the disparity in the means. The greater mean scored by students of female teachers indicates that these learners are likely to be attaining better outcomes in language learning.

Table 4.3: Independent Samples t-Test Comparing Language Proficiency Scores by Teacher Gender

Group	Mean	Std. Deviation	t-value	df	p-value
Male Teacher	68.45	9.12	-5.38	298	<0.001
Female Teacher	73.82	8.45			

The independent samples t-test analyzes the difference in mean language proficiency scores for students taught by male and female teachers. The difference in means t-value equals -5.38, which, with 298 degrees of freedom, leads us to state with more than 0.001 p-value level of significantly difference. This strongly confirms that the measured higher mean score for students taught by female



teachers versus male counterparts can be tend to predominate and teacher gender does impact learning results in this case sample.

Table 4.4: Students' Perceptions of Teaching Effectiveness by Teacher Gender (Mean Scores on 5-point Likert scale)

Teaching Aspect	Male Teacher Mean	Female Teacher Mean	t-value	p-value
Approachability	3.42	4.21	-7.85	<0.001
Clarity of Explanation	3.89	4.35	-4.65	<0.001
Encouragement of Participation	3.50	4.10	-6.70	<0.001
Classroom Management	4.12	3.95	2.15	0.033

These results assess students' perception rating of teaching effectiveness (out of 5) by teacher's gender.

Approachability: Female teachers received far greater score of 4.21 in comparison to male teachers at 3.42, the difference is also statistically significant. This is suggestive that students were more willing to approach female teachers, suggesting a more supportive learning environment.

Clarity of Explanation: Female teachers also scored significantly higher compared to male teachers (4.35 versus 3.89), signaling students perceive and instructional explanations from women more clearer than men.

Females Teachers Encouraging Participation More Effectively: The results indicate that female teachers rated higher (4.10) on students encouraging participation compared to male teachers (3.50). This may help enhance student engagement and even participation in the practice of language learning.

Males Teachers More Effective at Classroom Management: The mean rating given to male teachers (4.12) was slightly higher than that given to female teachers (3.95) in their teaching. The former difference was significant ($p = 0.033$). This implies that relatively, male teachers are better at maintaining discipline and order in a class.

It is clear from these differences in perceptions that students tend to highlight different strengths of their male and female teachers.

Table 4.5: Correlation between Students' Perceptions of Teaching Effectiveness and Language Proficiency Scores

Variable	Correlation Coefficient (r)	p-value
Perception of Male Teachers	0.42	<0.001
Perception of Female Teachers	0.56	<0.001

This table shows the assessment of the strength and direction of the relationship between the perceptions of pupils on the effectiveness of their teachers and the results obtained in the language test:



In the case of the male teachers, the correlation coefficient is .42 which depicts a moderate positive correlation which implies that perception of effectiveness of male teachers was favorably related to their student's performance in language.

The female teachers correlation is stronger at .56 which means that even this perceived effectiveness acts further to enhance the proficiency of the students in language.

The correlations in question are statistically significant ($p < 0.001$), confirming that students' perceptions of their teachers relates directly to the students' language learning achievement. The stronger correlation in the case of female teachers suggests that the perceptions of students regarding female teachers could have a greater effect on student outcomes than male teachers.

DISCUSSIONS

The results from this study show teacher gender has a considerable effect on the language learning achievements of higher secondary students in District Mandi Bahauddin. The students who were taught by female teachers outperformed their peers with male teachers on average language proficiency tests. This finding supports earlier works that claim that female teachers, more often than not, create more facilitating and interacting teaching styles that aid language learning (Sadker & Sadker, 1994; Lavy & Sand, 2015). The better language proficiency scores from learners taught by female teachers are likely because of their approachability, clarity in explanation, encouragement of participation, and students' perceptions of positive engagement.

Students rated female teachers significantly higher on approachability and participation encouragement which suggests that female teachers may foster a classroom environment that encourages students to articulate and execute the language. This is particularly salient in language learning where the practice of speech and participation significantly enhances communicative competence (Vygotsky, 1978). The warm and sympathetic styles of communication that tend to be ascribed to women teachers can lower learners' anxiety and raise their motivation, thus improving their language performance. These results are consistent with social role theory, which analyzes how gendered expectations govern actions and discourse within a classroom (Eagly, 1987).

On the other hand, male teachers were rated higher in class management which suggests greater effectiveness in maintaining discipline and order within the class. While this strength is also crucial to fostering a positive learning atmosphere, it did not lead to higher proficiency scores for the language in question in this scenario. This might mean that while order is important, it is not enough on its own to ensure the acquisition of language skills, which requires interaction and communication-oriented teaching methodologies. The more traditional, and often rigid, approaches associated with male teachers might stifle the extent to which students can actively use the language which will impact results.

The positive correlations between students' perceived teaching effectiveness and language proficiency were interrelated and pointed out the influence of affective and relational dimensions of academic achievement. The stronger correlation for females suggests that students' attitudes towards female teachers more greatly affect students' performance. This reinforces the teacher-student connection with the motivational climate of language classes. Supportive and articulate teachers motivate their students to participate actively in the tasks, leading to enhanced performance and proficiency.

This study adds to the existing body of literature discussing gender and education by highlighting a gap in the empirical literature in a region with entrenched gender dynamics within dominant socio-cultural frameworks. In District Mandi Bahauddin, cultural expectations of gender may amplify the classroom differences that are observed in this study. The communication and participation strategies of female teachers may be more effective towards students who are socio-culturally trained to respond to help and attention, especially in learning languages, which are often associated with high



levels of anxiety. On the other hand, although structured discipline from male teachers is essential, there is a gap in using more interactive approaches to improve language performance.

This study is insightful for educational policy and teacher training. Communication skills should be taught as a part of teaching rudiments, and male teachers should be guided towards adopting a more active teaching methodology. Constructive assistive environments provided by female teachers should be acknowledged and further cultivated in their professional development programs. Gender considerations must also be incorporated into the policy framework for language programs and career advancement opportunities on managed within schools so as to address cultural and contextual responsiveness to students.

There is evidence within the study for stark relationships between teachers' gender and language learning results, but alongside such findings, it is important to mention that these studies explore only one of the diverse lenses through which education can be approached. The qualifications of the teacher, their level of experience, their disposition, and the backup they receive from the relevant authority are equally as important. Exploring the intersection of these factors in relation to gender and language learning would be an exciting dimension for further investigation.

CONCLUSION

To summarize, the study clearly shows that teacher gender has tellable effects on language learning achievements of higher secondary students from District Mandi Bahaiddin. Female teachers tend to elicit better proficiency scores from their students because they are deemed approachable and on the other hand, male teachers do wield some classroom control but do not achieve the same level of language proficiency in their students. Students remember their language performances to teaching efficacy and language performance, especially with female teachers, is language performance.

The sharpest take away from this research is that culturally sensitive areas need to integrate gender dynamics into educational frameworks. Improving teacher training to capitalize on the strengths of male and female educators could improve the language learning experience for students. If education is responsive to the language and motivation based needs of students, academic outputs will be more favorable.

This study adds to the understanding of teacher gender dynamics in language education in District Mandi Bahaiddin's context and serves as a point of reference for further explorations as well as educational policy critiques. It is hoped that recommendations will be taken up so that teachers and students are encouraged to use gender responsive methodologies in facilitating language learning in children.

Future Recommendations

- Pay particular attention to the gender of the instructor and conduct mixed-methods research employing both quantitative and qualitative data collection methods such as interviews and observations to gain deeper understanding into their teaching styles.
- Add the variable of teachers' qualifications, years of experience, and personality traits along with gender to determine the interactions with language outcomes.
- Broaden the scope of the research to include other educational levels and subjects to determine if the trends related to teacher gender continue to exist.
- Analyze the impact of culture, social class, and other regions on students' perceptions of male and female teachers.
- Develop specific strategies for all instructors regardless of gender to engage in listen and participatory teaching techniques that are student proactive and supportive.
- Use research design frameworks that will allow for collection of data over time to assess how the gender of the teacher affects language learning and academic performance over the years.



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