

The effect of teacher-made Gender discrimination on students learning process

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Article History

Received : 24/06/2022

Accepted : 28/06/2022

Published : 30/06/2022

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Abstract

Purpose: this research has been conducted to investigate the impact or effect of teacher-made gender discrimination on students learning process.

Methodology: this research, to be better analyzed, ran through two processes: a quantitative process (questionnaire) and a qualitative process (interview). The data collected have been investigated first statistically by SPSS and then logically and rationally.

In this research, 100 students containing 50 females and 50 males, who have been in a coeducational environment, are observed.

Findings: the research showed that male students experienced gender discrimination, especially teacher-made gender discrimination, more than female students, but the negative effect of teacher-made gender discrimination was more on females. Male students could ignore gender discrimination in most cases.

Keywords: Learning, gender discrimination, teacher-made gender discrimination

1. Introduction:

1.1 Learning process

Humans have always been concerned about learning from the first days of existence until now. This learning in the first stages of human existence was about how to survive, but now, in addition to surviving, it includes how to live better and easier.

Learning can happen in two ways; the first is learning through a process (learning process or process-learning), and the second is learning through an event (event-learning). According to Lachman's (1997) definition of process learning is "the process by which a relatively stable modification in stimulus-response relations is developed as a consequence of functional environmental interaction via the senses," and according to the educational system learning takes place through a long or short process, in this paper, our focus is learning as a process(Lachman, 1997).

1.2 Gender discrimination

Gender discrimination or sexism is "a system in which women and men are not simply different, but unequal" (Cameron, 1992, p). Many researchers in the gender discrimination field remarked that women are the ones who are discriminated; Ruiz (2001) says

sexism impacts the role of women at work, at school, and at home. Most research related to sexism (Gender discrimination) noted that Gender discrimination affects Women's life in society. Still, it should be noted that it is possible to see discrimination against both women and men in all situations and ages of life (Pattalung, 2011).

1.3 Gender discrimination in the learning process

In this paper, the main focus of discrimination is gender discrimination in educational environments among university students because the education system in Iran doesn't provide the need for mixed girl and boy students (coeducational environment) to observe discrimination among genders in younger students.

Gender discrimination can happen in three major ways in educational situations:

1.3.1 Student-student gender discrimination

It means students' cultural and behavioral attitude is the main reason for gender discrimination; students start to act unequally with their peers; one example of this kind of discrimination can be students' resistance to working with the second gender as a group just because of their gender.

1.3.2 Teacher-student gender discrimination

This kind of discrimination happens between the students and teachers; this kind of discrimination can be named the worst gender discrimination in universities, especially if teachers make the discrimination point since they are the ones supposed to start teaching equality in society.

1.3.3 System-non-system gender discrimination (systematic discrimination)

The last version that needs to be mentioned here is discrimination made by a system that can be the government rules, education ministry, or educational environment (university, school, etc.). Suppose the ministry of education starts to prohibit studying one of both genders in a specific field of study just because of their gender. In that case, it could be called systematic discrimination. This research is done to see if gender discrimination in an educational environment has any impact on students learning at all.

2. Research question

According to what is already presented, this research question is proposed: Does teacher-made gender discrimination affect students' learning process?

3. Research hypothesis

Teacher-made Gender discrimination does not affect students' learning process.

4. Methodology

4.1 Participants

Because of the absence of a coeducational environment in Iran's pre-university stage, 100 university students were chosen to be observed and interviewed in this research. For equality on both sides, 50 percent are male (50 people), and 50 percent are female (50 people).

4.2 Materials

A questionnaire and an interview are chosen as materials for this research.

4.3 Procedure

4.3.1 Purposive

This research, to proceed, needed a selection stage in which the ones who had at least been in a coeducational class environment for a course. The selection process for the more technical questions and interview contained two questions: "have you ever been in a coeducational environment for at least a course?" and "have you ever experienced gender discrimination in the learning environment?".

4.3.2 Data collection

At first selection link, created by google forms, was sent to a group of students, and the ones with norms were chosen. In the second stage, an interview process was launched to see how they dealt with and reacted to gender discrimination.

To be noted: gender discrimination has a wide range, but the educational-related ones were provided for students as a pdf file attached to the interview guide.

4.3.3 Data analyze

The data analysis process ran through Spss using descriptive statistics related to the title, field, and appropriateness.

5. Result

5.1 Questionnaire

5.1.1 Discrimination based on the gender of students

participant's experience of discrimination in an educational environment			
Male		Female	
Yes %	No %	Yes %	No %
74.0%	26.0%	62.0%	38.0%

Table 5.1. 1.1

Table 5.1 1 shows what percent of each gender experienced gender discrimination in their learning environment. According to this table, 75 percent of male students experienced gender discrimination which is more significant compared to 62 percent of female students who experienced gender discrimination; so, it shows that the male students are more often experiencing gender discrimination in learning environments.

Participant's experience of discrimination in an educational environment		
		Percentage %
Valid	Yes	68.0 %
	No	32.0 %

Table 5.1. 2.2

Table 5.1.1.2 shows the total percentage of students who experienced gender discrimination at least once in their learning life; according to what it shows, 68 percent of students reported experience of gender discrimination.

5.1.2 Teacher-made and non-teacher-made discrimination

				Percentage %
Gender of participants	Male	Teacher-made discrimination	Yes	97.3%
			No	2.7%
	Female	Teacher-made discrimination	Yes	54.8%
			No	45.2%
Total	Teacher-made discrimination	Yes	77.9%	
		No	22.1%	

Table 5.1.2

According to table 5.1 2, 97.3 percent of male students experienced discrimination made by the teacher, and the other 2.7 percent were

caused by other causes; this shows that almost all cases of discrimination experienced by male students in learning environments are teacher-made.

On the other hand, 54.8 percent of female students experienced teacher-made gender discrimination and 45.2 percent of discrimination experienced by other causes; this study shows, in this case, shows that teachers are more circumspect and cautious when their opposite side is a female student.

Without splitting two genders in evaluating Teacher-made gender discrimination, it can be seen that 77.9% of students reported

gender discrimination in the learning environment is caused by teachers.

To sum up; males are more likely to be discriminated against by teachers while female students have other sources and causes of discrimination equal to teachers, which will be discussed in the next part; pay attention when it is mentioned that females have other sources of discrimination it doesn't mean more cases but it means more causes; as it is said in 5.1.1 males are more likely to be discriminated in learning environments.

5.1.3 Cause of non-teacher-made discrimination

			Percentage %	
Gender of participants	Male	cause of non-teacher-made discrimination	System	25.0%
			Classmate	0.0%
			Others	75.0%
	Female	cause of non-teacher-made discrimination	System	62.5%
			Classmate	12.5%
			Other	25.0%

Table 5.1.3

Likewise mentioned in the previous part, this part deals with non-teacher-made discriminations in the learning (coeducational learning) environment. According to what research has shown, in the male gender, the system which refers to the rule and laws set by government and university officials have a 25 percent responsibility for discrimination made against the male gender; the other 75 percent refers to other sources of discrimination like student itself, society, family, etc. classmates and friends are safe for male students in gender discrimination area.

On the other hand, 62.5% of female students reported system-made discrimination in educational environments like strict cloth forms, etc., unlike the male students; female students reported society and family (which are shown as others in the table) as the second source of gender discrimination including 12.5 percent of cases. Unlike males, other students containing classmates and friends are also a source of discrimination for female students containing 12.5 percent of case reports.

5.1.4 Impact of gender discrimination on students learning

			Percentage %	
Gender of participants	Male	discrimination's effectiveness on students learning process	Affected	40.5%
			Not Affected	59.5%
	Female	discrimination's effectiveness on students learning process	Affected	58.1%
			Not Affected	41.9%
Total	discrimination's effectiveness on students learning process	Affected	48.5	
		Not Affected	51.5	

Table 5.1.4

Regarding the effectiveness of gender discrimination on students learning process, 59.5 percent of male students reported that gender discrimination and occasional behaviors have no effect on them and ignored it. The other 40.5 percent of students reported gender discrimination as a factor that affected their learning process.

On the other side, 58.1 percent of female students who faced gender discrimination reported gender discrimination as an

influential factor in their learning process. The other 41.9 percent of students reported that gender discrimination has no impact on their learning process.

Again, without splitting males and females, it can be seen that the impact of gender discrimination on the learning process is 48.5 percent; so it can be said that to be better observed and researched, it's better to split students and observe each gender separately so that it can be better observed to have a conclusion (the same process as is done in this research)

So, when analyzing the impact of gender discrimination on the learning process, it was evident that although male students faced

gender discrimination occasions more than girls, they reacted to that gender discrimination less than the female ones.

5.1.5 How gender discrimination’s effect is?

In this paper, the effect of gender discrimination is divided into three main categories: positive, negative, and neutral. The following table shows the impact of gender discrimination on student’s learning:

				Percentage %
Gender of participants	Male	How the effect of discrimination was	Positive impact on the learning process	10.8%
			no impact at all	59.5%
			Negative impact on the learning process	29.7%
	Female	How the effect of discrimination was	Positive impact on the learning process	6.5%
			no impact at all	41.9%
			Negative impact on learning process	51.6%

Table 5.1.5

Students who denied the impact of gender discrimination despite encountering it are already discussed; now, it's time to investigate the other side. According to the table above, only 10.8 percent of men and 6.5 percent of women reported gender discrimination as a positive factor in their learning process (which will be discussed more in the next part); the other 29.7 percent of males and 51.6 percent of female students reported gender discrimination as a negative factor in their learning process that disrupted their learning.

So, from the observation, it could be concluded that more female students reacted to gender discrimination cases, and gender discrimination is a more severe factor for female students in the learning process.

5.1.6 The effect of teacher-made gender discrimination on students learning process

According to what was previously provided, about 77.9 percent of discriminations are teacher-made. Data analyzed before this part was a prerequisite to being in this part. This part deals with the effect(s) of teacher-made gender discrimination on students learning process statistically to see how they reacted. The next part, which deals with analyzing data obtained from interviews, deals with these effects.

So far, the research shows that about 97.3 percent of male and 54.8 percent of female students face gender discrimination in their learning environment; now, it's time to see how the students of each gender react to those discriminations

					Percentage %	
Teacher-made discrimination	Yes	Gender of participants	Male	How the effect of discrimination was	Positive impact on the learning process	11.1%
					no impact at all	52.8%
					Negative impact on the learning process	36.1%
			Female	How the effect of discrimination was	Positive impact on the learning process	1.0 %
					no impact at all	29.4%
					Negative impact on learning process	69.6 %

Table 5.1 3

The table provides information about the effectiveness rate of teacher-made gender discrimination. 11.1 percent of male students reported teacher-made gender discrimination as a positive factor for their learning, leading them to learn better (the reasons and

causes will be discussed later), and 52.8 percent of male students reported that it was something neutral for them and they didn’t care about what happened to continue their learning journey as it was; the other 36.1 percent of male students reported teacher-made gender discrimination as a negative factor for their learning.

On the other hand, only 1 percent of female students reported a positive reaction to gender discrimination made by teachers, 29.4 percent of them were neutral and could continue their learning journey without any effect. The other 69.6 percent reported gender discrimination as a negative factor in their learning.

This part shows that male students are neutral to gender discrimination made against them, and this teacher-made gender discrimination not only cannot challenge them in learning but also, in some cases, leads to a better learning journey for them; on the other hand, teacher gender discrimination seems to be a real challenge for female students learning as a significant percentage of them reported a negative effect on their learning process.

5.1 Interview

The second phase of this research made up of an interview for the students who participated in the questionnaire; the purpose of such an interview was to make the things students being discriminated against in the gender field of view more clear and see the approximately exact reaction of them to such kind of discrimination.

To be better done in this part, students are observed separately in 2 asked questions, and their responses are submitted.

Note: since some students reported the same question and answers, the ones their response was the same was deleted, and each student represents a group of people with the same answer to both questions.

Q1 represents answer to the question, "Please share your experience of gender discrimination in the Educational Environment, especially if it is made by Your teacher (teacher-made gender discrimination).".

Q2 represents answer to the question, "please explain its effects on your learning process.".

Student 1 (female)

Q1: We couldn't present our final project to the teacher because he wouldn't allow us to present it in front of some male students; we were removed from the course.

Q2: We have been discouraged by this title; we didn't continue trying this title.

Analysis: this kind of teacher-made gender discrimination has a sociological-religious background to be made rarely.

Student 2 (Male)

Q1: The teacher accepted most female students' requests like asking for vacation, leaving class, etc. But he was so strict with male students that he didn't allow them to leave class for essential needs like drinking water or going to the bathroom.

Q2: it does not affect me; it is normal for us as male students in the learning process, so I continued learning without any interference.

Analysis: this type of teacher-made gender discrimination deals straightly with the moral aspect of students, which makes them unmotivated to continue learning; but students who reported this kind of discrimination could ignore it as it happened to them

several times and this was a normal thing for them which didn't corrupt their learning process.

Student 3 (male)

Q1: teacher didn't care about us and what we asked him about the lesson in the classroom while he answered the smallest questions of females.

Q2: I hated that lesson and didn't continue learning it

Analysis: Obviously, this kind of discrimination is the most common kind of teacher-made gender discrimination made against male students; some students, as mentioned in the next part, can ignore it, but once it deals with learning directly (asking questions about misunderstanding the lesson) it seems hard for male students to ignore it; so it had a negative effect on male students.

Student 6 (Female)

Q1: I always faced a statement that said, "in the classroom, men first."

Q2: it had a positive impact on me. I spent more time on it and learned it better to prove myself.

Analysis: this expression which says "men are first," is reported by some female students who participated in this research; this kind of teacher-made discrimination was reported to be positive for the students who faced it because they tried to prove themselves.

Student 4 (male)

Q1: in punishment, the teacher was kinder to girls; corporal and hard punishment were for boys, and girls almost had no punishment.

Q2: I did what I was asked to do as a student, trying to be the best with no impact.

Corporal punishment is forbidden in Iran, but while observing the real world, it's evident that it is a common thing at schools and other places for male students; corporal punishment also seems to be soothing and normal for male students, which can be mostly ignored for the ones faced it; but the ones faced it for the first time have reported it has a negative impact on them which make them run from the lesson and teacher and the whole learning process!

Student 4 (female)

Q1: in the class, more complex projects were given to male students by the teacher.

Q2: It negatively affected me because it made me lazy and unmotivated, trying hard to learn the materials presented.

Analysis: "hard jobs are for men" is a common expression in almost every society; girl students reported this kind of discrimination as pleasant at first, but when it comes to reality, they felt not only this is not pleasant but also destructive; it had a negative effect on female students in the long term.

Discussion

This research was conducted to see if teacher-made gender discrimination has any impact on students learning and its aspects.

At first, Pokharel (2008) stated in research that there is discrimination against women in various aspects and continues that discrimination is an issue for women while this research at the first table shows that 74 percent of a random group of observed male students experienced gender discrimination in a learning environment but 62 percent of female students participated in the research experienced gender discrimination in the learning environment; so it could be concluded that male students are more in danger to face and experience gender discrimination in the learning environment (Pokharel, Samidha 2008).

Learning environments should be safe moral places for students to focus only on learning, not another thing; At the same time, this study shows that 68 percent of students felt gender discrimination in learning environments which is a significant amount and needs to be controlled by holding some course and essential classes for all learning environment workers and students. This helps students to be safe from gender discrimination aspect.

A teacher is supposed to exemplify for students in all aspects and teach them how to live better and more equal in school and learning environments, while from this study, it has been concluded that 77.9 percent of students experienced discrimination from the teacher side in learning environments. In detail, 97.3 percent of male students experienced discrimination from the teacher side, which can be counted as the major source of gender discrimination for males in learning environments; in addition 54.8 percent of females also reported teachers as the source of discrimination in the learning environment. No matter why teachers are more aggressive toward men than women, teachers should be taught to behave toward all students indiscriminately.

The impact of gender discrimination has been analyzed in different parts. The reason was that the student of both genders reported approximately the same effective rate, around 50 percent, while the type of impact had a significant difference, so it was better to be studied separately.

Female students showed more negative sensitivity to discrimination in learning environments, especially when the source was the teacher.

Conclusion

This research aimed to see if gender discrimination, specially teacher-made gender discrimination has any effect on students learning process. Collecting information and data have been done through interview and questionnaire processes containing 12 questions; 2 for purposive, 8 for the data collection through questionnaire, and the other two questions were interview questions. Data was collected from a questionnaire answered by 100 students analyzed through SPSS ver 26, and the interview was analyzed rationally.

The research question was “Does teacher-made gender discrimination affect students' learning process?” according to the result of analyzed data and information, gender discrimination affects students learning process.

This study shows that teacher-made gender discrimination has more effect on females than males, although males reported facing this kind of discrimination more.

The effect of gender discrimination, specially teacher-made gender discrimination, seems to have a direct effect on students' learning motivation.

In the research hypotheses, the statement “Teacher-made Gender discrimination does not affect students' learning process” was rejected

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