Gender Stereotypes and Teachers Perceptions (The Case of Pakistan)

Sajid Gul (Corresponding Author)

Faculty of Administrative Sciences Air University Islamabad, Mardan 23200 KPK Pakistan

Tel: +92-332-8102955 *E-mail: sajidali10@hotmail.com

Muhammad Bilal Khan

Faculty of Administrative Sciences Air University Islamabad, Tel: +92-334-8819057
E-mail:mbilalkhan88@yahoo.com

Sumra Mughal

MS Scholar Air University Islamabad

Tel: +92-301-8959323 E-mail: sumra.ansar@yahoo.com

Shafiq Ur Rehman

Lecturer University of Malakand, Pakistan

Tel: +92-333-9842005 E-mail:shafiquol@hotmail.com

Naveed Saif

PhD Scholar Gomal University D.I Khan

Tel: +92-333-9300811 Email: Naveedsaif_naveedsaif@yahoo.com

Abstract

The purpose of this study is to investigate the attitude and perception of university teachers towards students' gender role. A self-administrated questionnaire was used to engender the responses from 155 university teachers of private and public sector   universities in Pakistan and responses were analyzed according to gender and education in order to find out that why they show biasness towards male and female students and how gender-stereotype is played out by teachers in the classroom. In this paper we will also analyze that how these demographic independent variables effects the belief and perception of teachers regarding students' gender role. Results indicate that teachers have different behavior towards male and female students and it is due to teacher's perceptions and attitude toward their students' gender role. Result shows that discrimination by teachers towards the students' gender role in public and private sector universities as well as age, qualification, designation, language, marital status and ownership have significant relationship with students' gender biasness. This relationship has not been investigated in Pakistan before so our study is with the purpose to empirically get an insight to Pakistan. As teacher gender role stereotyping is the most considerable factor in educational differences of gender but there are few studies focusing on it. It is agreed that teachers have the greatest influence on educational stereotypes so; our study is part of the minority effort to deal with this problem.

Keywords: Teachers 'Demographics, Gender Stereotypes, Teachers' Perceptions and Belief, Students' Gender Roles; Pakistan.

1. Introduction

Past researches indicate that teachers have different behaviors towards male and female students and it is due to teacher's perceptions and attitude toward their students' gender role which leads to the existence of societal stereotyping. "Despite indications that teachers perception of gender role is one of the most influential factor concerning teachers different behaviors' and educational discrepancies, relatively few Israel studies have addressed this issue of gender and teacher-student classroom interaction" Ben Tasvi-Mayer (1993) . "Teachers are unaware and

deny that they hold or perpetuate biased perceptions of males and females. Results show a significant difference between the gender stereotype belief, attitudes and practices of males and females teachers" Ayodeji Ifegbesan (2010). "Unless teachers are made aware of the gender-role socialization and the biased messages they are unintentionally imparting to students every day" Amanda Chapman (2001). University teachers shows biasness towards students' gender role which is reinforcing in their students through unequal distribution of special education service, entertained messages, more concentration toward girls, unbalanced time, give inequitable attention towards boys and girls.

Our base study is conducted by Moshe Tatar and Gina Emmanuel in Israel in which "Attitudes and perceptions of teacher's behaviors' regarding student's gender role" is investigated. "These findings may reflect a relative lack of teacher awareness concerning the in-depth nature of gender stereotypes and their overall influences" Tatar & Emmanuel (2001). This study has been done in Israel, France, US, Spain, India, Nigeria, Hong Kong but this relationship has not been investigated in Pakistan before. Our study is with the purpose to empirically get an insight to Pakistan. As teacher gender role stereotyping is the most considerable factor in educational differences of gender with very few studies focusing on it. It is agreed that teachers have the greatest influence on educational stereotypes so; our study is part of the minority effort to deal with this problem.

The present study is an attempt to investigate the attitude and perception of university teachers towards students' gender role in private and public institutional sector in Pakistan. The objective of our study is to understand the features and causes of teachers biased behavior towards the male and female students. This effect of biasness should be eliminated by teachers because deserving and intelligent students suffers a lot, and in return their performance became low and they become unable to contribute their gifts to society. The present study can be helpful in creating awareness among the teachers regarding their biased behavior which they are reinforcing in their students, and it can be abolished by eradicating the socialization messages, more concentration toward girls, inequitable division of special education services, and unbalanced time and types of attention spent on boys and girls in the classroom, this will insure high level of students' performance and contribution of their talent to society.

1.1 Research Objectives

This study has three objectives to achieve. First is to gain a better understanding of teachers' awareness and perception of gender-stereotyped practices. Second is to compare teachers' characteristics with their knowledge and perception of gender-stereotyped practices. Finally is to determine the relation between background variables of teachers and their knowledge and perception of gender-stereotyped.

2. Literature Review

It is clear that there are a number of debates about the impact and influence of perception that still remain even despite marked advances in human understanding and technology. Reviewing the literature, the relationship between gender-role orientations and gender stereotype with some related variables has been discussed.

2.1 General Perceptions of Gender Stereotypes

Expectation effects occur ". . . because of the actions which teachers take in response to their own expectations" Good (1987). Fung and Ma (2000) stated that stereotype is a biased perception, which may be a sixth sense, discrimination, a mind's eye, or past impression of what a person has been.

According to Martin and Halverson (1981) gender stereotype is one type of "subjective perception of what a man or woman should be or how people should behave". Young and Hurlic (2007) stated that gender, can be viewed as "an interaction between men and women within contexts of power and status".

Sometimes stereotype usually communicate that men as intellectually, capable, Knowledgeable, brawny and bold, while women are as homely, humid and expressiveness, unskilled and inactive. According to Fiske (1993) and Stangor & Lange (1994) the boys are the sturdy, foremost person with headship trait, one who works should outside the home in often-prestigious occupations, while girls are usually represented as being subordinate and detained in the home. There are various types of gender stereotypes: self-stereotyping, school stereotyping and family/cultural stereotyping by gender. However, most of these researches are conducted in developed countries and has been preoccupied with gender-stereotyped and school system, gender-stereotyped and career or in workplace, gender-stereotyped in

textbooks and gender-stereotype and students' achievement and performance Leder (1992); Watt & Bornholt (1994); Powell, et.al., (2002); UNESCO (2004) and White & White (2006).

2.2 Gender Roles in Education

According to Tiedemann (2002) studied effect of teachers' gender stereotypes on their impressions of their students' talent and attempt in mathematics. He reported that teacher perceptions were reliable with stereotypes of gender discrimination. Sadker (1994) stated that while taking lecture in the same class different students receive different response from teachers due to gender discrimination and due to which boys and girls receive very different educations. This effect of biasness should be eliminated by teachers because deserving and intelligent students suffers a lot, and in return their performance became low and if this problem is not eliminated then they become unable to contribute their gifts to society.

According to past researches, some authors said that boys suffers a lot and being neglected by teachers due to gender discrimination while some studies are opposite to these findings and argued that it is not necessary that only the boys suffered by discrimination but at some places girls are also being neglected and thought to be inactive, unintelligent, subordinate, and passive. As Bailey (1992) stated that Girls are being popular and well-liked as more important than being perceived as competent or independent while on the other hand, boys are more likely to rank self-determinate and capable, skilled and talented. Elwood and Comber (1996) investigated that girls are generally apparent to be more enthused and hard-working than boys, but boys are supposed to be more self-confident and anxiety free. Jasmijn C. Bol (2006) discussed two attribute of biasness in his study that are lenience bias and centrality bias and resulted that Leniency bias positively affects performance improvement, while Centrality bias has a negative effect on performance. There are potentially significant consequences for gender differences in power. For instance, past studies suggest that women's career progression, networking opportunities and access to benefits may be linked to power Carli (1999). In addition, research has shown that women may be castigated more than men for exercising certain types of social power Elias & Loomis (2004).

2.3 Relationship between Teachers' Attitudes and Classroom Behaviour

As attitude toward gender role are composite and conflicting. Sometimes individuals often adhere verbally to the rhetoric of equality, but that is not necessarily revealed in their behavior. Sadker (1994) stated that over the course of years the unequal distribution of teacher's time, energy, uneven attention towards girls and boys, boys getting the lion's share, and girls are being ignored and neglected. As Amanda Chapman (2001) found that sometimes teacher are unaware of their own biased behavior because they are simply teaching and the slightly inequity in the teachers' material are overlooked. According to Sadker (1994) until educational chauvinism is wiped out, more than half our children will be short changed and their gifts lost to society. Jones, Evans, Burns, and Campbell (2000) provided teachers should realize their reinforced biasness and aimed to reduce this in the classroom. The module contained research on gender equity in the classroom, specific activities to reduce stereotypical thinking in students, and self-evaluation worksheets for teachers. Shepardson and Pizzini (1992) reported that teacher considered the males are more competent in tasks that require mental or abstract operations (analyzing, synthesizing, hypothesizing, evaluating, interpreting, questioning), while girls are apparent as more proficient in talent related to completing a task (observing, measuring, communicating, graphing, manipulating equipment and materials).

In the present study, a teacher self-report questionnaire concerning perceptions of their classroom behaviors' has been included to determine any differences between teacher perceptions of gender roles and perceptions of their behaviors' regarding their students' gender. The present study can be helpful in creating awareness among the teachers regarding their biased behavior which they are reinforcing in their students, and it can be abolished by eradicating the socialization messages, more concentration toward girls, inequitable division of special education services, and unbalanced time and types of attention spent on boys and girls in the classroom, this will insure high level of students' performance and contribution of their talent to society.

3. Research Methodology

The data has been obtained from private and public sector universities in Islamabad, Pakistan. Our sample was based on 155 university teachers. Sampling technique which is being used in this paper is convenience sampling. The purpose of being choosing 155 teachers from private and public sector universities is to investigate the attitude and perception of university teachers towards students' gender role. Teachers Gender-Stereotype Beliefs and Perception

has been taken as dependent variable and Teachers Designation, Tenure, Qualification, Language, Marital Status, Gender, Age, University Ownership and Religion have been taken as independent variables. In this paper we will analyze that how these demographic independent variables effects the belief and perception of teachers regarding students' gender role.

We have collected data from 3 public sector and 2 private sector universities. The questionnaires were distributed to 200 university teachers in both private and public sector universities. 170 questionnaires was returned back to us and 30 were didn't return back because some have been lost by teachers in their quizzes and assignments and some teachers didn't take serious to fill it on time and make them pended. Out of 170, valid questionnaires were 155. 15 were invalid or unusable because they were not filled properly and incomplete. So response rate was

=Useable respondents/total distribution

=155/200=77.5%.

A questionnaire is adopted from "Gender-Stereotypes Belief and Practices in the Classroom: The Nigerian Post-Primary School Teachers" developed by the author named Ayodeji Ifegbesan based on its literature. The questionnaire consisted of three sections: (1) demographic and background variables, (2) awareness of gender-stereotyped beliefs, (3) attitudes and practices towards gender.

I.   Demographic and university background data

This section included questions about teachers' background: Designation, Tenure, Qualification, Language, Marital Status, Gender, Age, University Ownership, and Religion.

II.   Awareness of gender-stereotyped beliefs:

In this section respondents will be asked to what extent the statement reflect their personal belief out 10 gender-stereotyped beliefs, using a Likert-type scale with five possible responses (1-strongly disagree, 2-disagree, 3-undecided, 4–agree, 5-strongly agree).

Examples of statements include "Boys generally possess more scientific skills than girls" and "Boys are more active and outspoken than girls" as well as "Men should be the head of the family" and "Women's place is at home".

III.   Attitude/practices variables

There are 19 statements rated on a Likert-type scale, with five possible responses to each statement (1-strongly disagree, 2-disagree, 3-undecided, 4–agree, 5-strongly agree).

Examples of statements include "Teachers should encourage male and female students to carry out the same activities" and "My classroom practices encourage students to respect other gender", as well as "Teacher education program should foster awareness of gender-stereotyped issues" and "I try to discourage gender stereotyped behavior in my class."

3.1 Hypothesis

All returned survey questionnaire will be coded on Statistical Package for the social sciences (SPSS). The awareness of gender-stereotypes beliefs and perception statements will be scored with the responses progressing from one through to five for strongly agree (SA), agree (A), undecided (UD), disagree (D) and strongly disagree (SD) respectively.

To ascertain differences according to teachers' characteristics: Designation, Tenure, Qualification, Language, Marital Status, Gender, Age, University Ownership and Religion, the t-test and analysis of variances (ANOVA) statistics and descriptive statistics will be employed.

H_1: According to Gender-Stereotype belief, Teachers exercise positive attitude towards students regarding students' gender role.
H_2: According to Gender-Stereotype perception, Teachers exercise gender equitable behavior in class.
H_3: Teachers' gender significantly effects the belief of teacher regarding students' gender role.
H_4: Teachers' marital status significantly effects the belief of teacher regarding students' gender role.
H_5: Teachers' university ownership significantly effects belief of teacher regarding students' gender role.
H_6: Teachers' gender significantly effects the perception of teacher regarding students' gender role.
H_7: Teachers' marital status significantly effects the perception of teacher regarding students' gender role.

H_8: Teachers' university ownership significantly effects perception of teacher regarding students' gender role.

H_9: Teachers' designation significantly effects the belief of teacher regarding students' gender role.

H_{10}: Teachers' tenure significantly effects the belief of teacher regarding students' gender role.

H_{10}: Teachers' qualification significantly effects the belief of teacher regarding students' gender role.

H_{12}: Teachers' language significantly effects the belief of teacher regarding students' gender role.

H_{13}: Teachers' age significantly effects belief of teacher regarding students' gender role.

H_{14}: Teachers' designation significantly effects the perception of teacher regarding students' gender role.

H_{15}: Teachers' tenure significantly effects the perception of teacher regarding students' gender role.

H_{16}: Teachers' qualification significantly effects the perception of teacher regarding students' gender role.

H_{17}: Teachers' language significantly effects the perception of teacher regarding students' gender role.

H_{18}: Teachers' age significantly effects perception of teacher regarding students' gender role.

3.2 Characteristics of population

3.2.1 Demographics of respondents

According to Gender, 57.4% male and 42.6 female have participated, this means that ratio of male teachers is more than female in universities.

According to designation, 98% lecturers, 27.7% assistant professor, 6.5% associate professors and only 2.6% professors have participated which shows that most of the teachers are designated as a lecturer in universities.

The case of tenure shows that 25% teachers have less than 1 year experience, 51.6% teachers have 1-3 years' experience and only 1.9% teachers have more than 10 years' experience.

According to Qualification, 32.9% are Masters, 61.3% teachers are MS/MPhil and only 5.2% teachers are PhD's which shows that most of the teachers teaching in universities are graduates and only few are PhD.

According to Native language 41.9% speak Urdu, 3.9% speak English, 37.4% speak Punjabi, 14.8% speak Pasto and only 1.9% speaks others which show that most of the teachers of this area like to speak Urdu, Punjabi and Pashto.

In case of marital status, teachers teaching in universities are 59.4% married and 40.6% are unmarried.

According to age, 60.6% teachers lie between (20-35), 36.8% between (35-50) and only 2.6 are above 50 which means that most of the teachers are young having their age from (20-35). We take into account 58.1% public universities and 41.9% private universities.

According to religion all the teachers are Muslim and all the universities are located in urban area.

4. Results and Discussion

Analysis revealed that the university teachers are largely aware of the gender stereotyped belief; however some of them are not interested in gender issues. Majority of the teachers accepted most of the gender-stereotyped views. An item and item analysis show some inconsistencies in responses.

For instance, 75.4 percent of the respondents agreed to stereotype belief that "boys can handle pressure situations better than girls". While 66.4% agreed to the stereotype that "male are strong and female are weak". 70.3 per cent said, "Male students generally do better in mathematics than female".

While to the stereotype belief "boys generally possess more scientific skills than girls" 67.1% agree. 70.3% agree that "Females are better in reading than their male counterpart". While 59.4% agree that "Boys are more active and outspoken than girls". 87.7% agree that "Boys are naturally better at most sports" This is consistent with the reaction to item 9 "men should be the head of the family", 90.4%.

Again, it is surprising to find that only (45.2%) of the teachers agreed to the gender stereotype belief "Women's place is at home" This is consistent with the reaction to item 8 "Girls are well dress and neat than boys" 71.6% agree with this which shows that teachers also hold positive attitude towards female gender. After getting these responses from teachers it has been suggested that universities' teachers hold positive beliefs towards male as well as female students.

Table 2 suggests that teachers possess positive attitudes and was favorably prepared to address gender imbalances among students. Indeed, expect for item 2, all has mean scores above the neutral level of 3.0. The means of the responses ranged from 2.4839 to 4.5677, with an overall mean of 68.8131. The findings reveal that, despite the

variability in responses given, respondents generally agreed with all statements. Teachers have majority of attitudes towards gender-stereotype practices. More than half of the teachers either agreed or strongly agreed that "Awareness about the gender-stereotyped issues should be incorporated into all university subject" (89.6%), "Teacher education program should prepare students to deal with gender-stereotyped and bias in classroom and universities" (83.3%) and they would "Teacher education program should promote gender sensitive behavior" (81.3%). (94.2%) agrees that "My classroom practices encourage students to respect other gender". (90.9%) agrees that "Teachers should be involved in shaping their students' perceptions about gender roles". (94.8%) agrees that "Boys and girls should be given equal opportunity and not treated differently". (89.6%) agrees that "Girls/women should be encouraged to enter traditionally male jobs such as engineering, medicine or architecture".   So according to these results we can say that university teachers exercise gender equitable behavior in the class and encourage students to respect other gender.

T-test and One-way analysis of variance (ANOVA) was conducted to determine significant differences in teachers' background variables and their awareness of gender-stereotyped belief and perception gender-stereotyped. The summary of results is presented in Table 3 and 4.

Table 3 indicates that there is insignificant difference existed in teachers' gender-stereotyped perception and gender, marital status, and university ownership. On their Belief significant difference was observed in teachers' marital status and ownership. This shows that teachers' beliefs are based on marital status and university ownership. All teachers were Muslims and from urban area.

Table 4 indicates that one-way ANOVA has been conducted, significantly difference of awareness of gender-stereotyped belief has been observed with designation (F=4.406, <0.05), age (F=7.626, <0.05), and has insignificant difference with regard to tenure, qualification, language.

However, significantly difference of gender-stereotyped perception has been observed with qualification (F=2.924, <0.05), language (F=3.342, <0.05), age (F=5.852, <0.05), and has insignificant difference with regard to tenure, designation.

This shows that gender-stereotyped belief is effected by designation and age while gender-stereotyped perceptions are effected by qualification, language and age.

According to result, Table 1 shows that we will accept Hypothesis 1 that teachers exercise positive attitude towards students regarding students' gender role, as they don't discriminate between girls and boys, so universities' teachers hold positive beliefs towards male as well as female students. While Table 2 shows that university teachers exercise gender equitable behavior in the class and encourage students to respect other gender as when teachers are asked about gender stereotype perception (90.9%) agrees that "Teachers should be involved in shaping their students' perceptions about gender roles". (94.8%) agrees that "Boys and girls should be given equal opportunity and not treated differently". (89.6%) agrees that "Girls/women should be encouraged to enter traditionally male jobs such as engineering, medicine or architecture". So we will accept Hypothesis 2 that Teachers exercise gender equitable behavior in class. Table 3 shows that Teachers genders don't significantly effects the belief of teacher regarding students' gender role so we reject the Hypothesis 3 which shows that teacher gender don't affect the belief of teachers. While Teachers' university ownership and marital status significantly affect belief of teacher regarding students' gender role so we will accept Hypothesis 4 and Hypothesis 5.

This shows that married and unmarried have different belief towards student gender role and with consistent to this by the change in university ownership effects teachers' belief toward student gender role.

While results in Table 3 regarding teachers perception shows that teachers gender, university ownership and marital status don't have significant effect with the student gender biasness. So we reject H6, H7, and H8. Table 4 shows that Teachers' designation and age significantly effects the belief of teachers regarding students' gender role so we accept H9 and H13 and Teachers' tenure, qualification, and language have insignificantly effects the belief of teacher regarding students' gender role so we reject H10, H11 and H12. While Table 4 shows that Teachers' qualification, language and age significantly effects the perception of teacher regarding students' gender role so we accept H16, H17 and H18 and Teachers' designation and tenure have insignificantly effects the perception of teacher regarding students' gender role so we reject H14 and H15.

5. Conclusion

As from above results we conclude that teachers have positive attitude towards male and female students, as they show no biased behavior towards student's gender. While they exercise equitable attitude with students and encourage both regardless of gender. Most of the teachers detained gender-stereotypes and are embarrassed of gender-stereotypes practices in universities. Teachers are unaware and deny that they embrace or publicize biased perceptions of males and females. Some results show a significant difference between the gender stereotype belief, attitudes and practices of males and females teachers. These results found huge support with previous studies. The finding related to the variable age was found to contradict previous research Alsalehi (1998) and Wooldridge & Richman (1985) where teachers' age significantly effects the belief of teacher regarding students' gender role. Another important conclusion drawn from the study is that there was a significant difference between teachers' awareness of beliefs and perception of gender stereotyped and teachers' background characteristics which is really prominent in results. According to the previous studies done by Tatar & Emmanuel (2001); Sahin et al., (2002) and Tantekin (2002) suggested that there is difference between teachers' background characteristics and teachers' awareness of beliefs, and practices in the classroom.

5.1 Implications

The findings from this study has great implications for classroom practice and university administration of the need for a cultivated awareness of gender issues in terms of professional development, gender-balanced curriculum, instruction and assessment and universities culture. Therefore it is recommended that our teachers must learn to recognize and eliminate gender bias in their student-teachers interactions both within and outside the classroom because age, qualification, designation, language, marital status and ownership have significant relationship with students' gender biasness. Seminars and workshops should be organized for in-service teachers, administrators and parents to eliminate this element due to which students suffered a lot. Teacher should avoid language that limits one gender or another from participating in classroom interaction. They should learn to be careful in their language. The use of gender-neutral labels such as chairperson and head teachers should be exhilarated in social engagements. Teachers should use gender-neutral educational materials and texts in their teaching as a step to avoid this bias. In addition, Federal and States Ministries of Education need to develop textbooks and materials, establish mechanisms to monitor and evaluate education policy implementation from a gender equality perspective.

5.2 Research limitations

University teachers shows biasness towards students' gender role which is reinforcing in their students through unequal distribution of special education service, entertained messages, more concentration toward girls, unbalanced time, give inequitable attention towards students and if this element is not removed, students will fail to contribute their gifts to society.

5.3 Direction for future research

It has been directed for future research that there should be need to know why diversity of teachers shows different attitude towards student gender in universities instead of they are highly educated and they should be neutral. A comparison should have made that where this gender stereotyping is more exercised, either in private or public sector. In this paper, this relationship has only been find in universities, it has been recommended, that the effect of biasness should be examined in other sectors like OGDCL, Telecom sector and such type of other organizations.

References

Ayodeji Ifegbesan, (2010). Gender-Stereotypes Belief and Practices in the Classroom: The Nigerian Post-Primary School Teachers. *Global Journal of Human Social Science*, 10(4), 29-38.

Bailey, S. (1992). How Schools Short Change Girls: The AAUW Report. New York, NY: Marlowe & Company.

Ben Tsvi-Mayer, S. (1993). Teaching Girls to Be Women in Israeli Jewish Schools. In B. Swirski & M. P. Safir (Eds.), Calling the Equality Bluff Women in Israel, (Pp. 75-81). New York: Teachers College, Columbia University.

Carli, L.L. (1999). Gender, Interpersonal Power, and Social Influence. *Journal of Social Issues*, 55(1), 81-90.

Elias, S.M. & Loomis, R.J. (2004). The Effect of Instructor Gender and Race/Ethnicity on Gaining Compliance in the Classroom. *Journal of Applied Social Psychology*, 34(5), 937-958.

Fiske, S. T. (1993). Social Cognition and Social Perception. *Annual Review of Psychology*, 44, 155-194.

Fung, A., & Ma, E. (2000). Formal vs. Informal Use of Television and Gender-Rote Stereotyping in Hong Kong. *Sex Roles*, 42, 57-81.

Good, T. T. (1987). Two Decades of Research on Teacher Expectations: Findings and Future Directions. *Journal of Teacher Education*, 38, 32-41.

Jones, K., Evans, C., Byrd, R., Campbell, K. (2000) Gender Equity Training and Teaching Behavior. *Journal of Instructional Psychology*, 27 (3), 173-178.

Jasmijn C. Bol. (2006). The Determinants and Performance Effects of Supervisor Bias.

Martin, C. L., & Halverson, C. F. (1981). A Schematic Processing Model of Sex-Typing and Stereotyping in Children. *Child Development*, 52, 1119-1134.

Stangor, C., & Lange, I. E. (1994). Mental Representations of Social Groups: Advances in Understanding Stereotypes and Stereotyping. *Advances in Experimental Social Psychology*, 26, 357-416.

Shepardson, D. P., & Pizzini, E. L. (1992). Gender Bias in Female Elementary Teachers' Perceptions of the Scientific Ability of Students. *Science Education*, 76, 147-153.

Sadker, D., Sadker, M. (1994). Failing at Fairness: How Our Schools Cheat Girls. Toronto, ON: Simon & Schuster Inc.

Tiedemann, J. (2002). Teachers' Gender Stereotypes as Determinants of Teacher Perceptions in Elementary School Mathematics. *Educational Studies in Mathematics*, 50 (1): 49-62.

Tatar, M. & Emmanuel, G. (2001). Teachers' Perceptions of Their Students' Gender Roles. *Journal of Educational Research,* 94 (4): 215-224.

UNESCO (2004). Gender Analysis of School Curriculum and Textbooks. UNESCO, Pakistan.

Watt, H. & Bornbolt, L (1994). Gendered Perceptions of Talent and Planned Participation in Mathematics. *Australian Journal of Career Development*, 43-50.

White, M. J. & White, G. B. (2006). Implicit and Explicit Occupational Gender Stereotypes. Sex Roles, 55, 259-266.

Young, A.M. & Hurlic, D. (2007). Gender Enactment at Work: The Importance of Gender and Gender-Related Behavior to Person-Organizational Fit and Career Decisions. *Journal of Managerial Psychology*, 22 (2): 168-18.
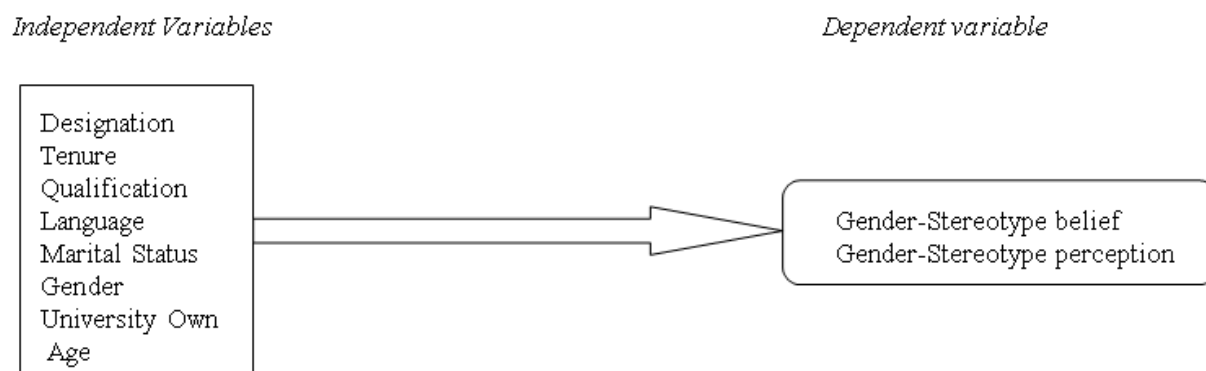
Figure: 1 Theoretical Framework

Independent Variables　　　　　　　　　　　　　　*Dependent variable*

Designation
Tenure
Qualification
Language
Marital Status
Gender
University Own
Age

Gender-Stereotype belief
Gender-Stereotype perception

Table 1: Percentage, Mean and Standard Deviation of Teachers' Gender-Stereotype Beliefs

Statements	SA	A	UD	D	SD	Mean	S.D
Boys can handle pressure situations better than girls	52 (33.5)	65 (41.9)	6 (3.9)	28 (18.1)	4 (2.6)	3.8581*	1.1477
Male are strong and female are weak	29 (18.7)	74 (47.7)	11 (7.1)	30 (19.4)	11 (7.1)	3.5161*	1.2025
Male students generally do better in mathematics than female students	46 (29.7)	63 (40.6)	5 (3.2)	30 (19.4)	11 (7.1)	3.665*	1.2806
Boys generally possess more scientific skills than girls	28 (18.1)	79 (49)	16 (10.3)	29 (18.7)	6 (3.9)	3.5871*	1.1036
Females are better in reading than their male counterpart	46 (29.7)	63 (40.6)	5 (3.2)	3 (19.4)	11 (7.1)	3.665*	1.2806
Boys are naturally better at most sports	54 (34.8)	82 (52.9)	1 (.6)	13 (8.4)	5 (3.2)	4.0774*	.9904
Boys are more active and outspoken than girls	30 (19.4)	62 (40)	4 (2.6)	52 (33.5)	7 (4.5)	3.3613*	1.2529
Girls are well dress and neat than boys	42 (27.1)	69 (44.5)	6 (3.9)	26 (16.8)	12 (7.7)	3.6645*	1.2550
Men should be the head of the family	72 (46.5)	68 (43.9)	2 (1.3)	7 (4.5)	6 (3.9)	4.2452*	.9759
Women's place is at home	22 (14.2)	48 (31)	3 (1.9)	54 (34.8)	28 (18.1)	2.8839	1.3955

* mean score above the neutral level of 3.0

www.iiste.org

Table 2: Teachers Perception of Gender-Stereotyped Practices in Classroom

	Statements	SA	A	UD	D	SD	Mean	S.D
1	Teachers should encourage male and female students to carry out the same activities	66 (42.6)	71 (45.8)	2 (1.3)	11 (7.1)	5 (3.2)	4.1742*	.99445
2	Teachers should devote more time to encouraging girls than boys	7 (4.5)	47 (30.3)	2 (1.3)	57 (36.8)	42 (27.1)	2.4839	1.29612
3	Girls/women should be encouraged to enter traditionally male jobs such as engineering, medicine or architecture	52 (33.5)	87 (56.1)	12 (7.7)	4 (2.6)	0	4.2065*	.69035
4	There should be concerted efforts to raise students with a non-sexist orientation, at home and in universities	68 (43.9)	54 (34.8)	19 (12.3)	14 (9)	0	4.1355*	.95399
5	Teachers should be involved in shaping their students' perceptions about gender roles	56 (36.1)	85 (54.8)	6 (3.9)	8 (5.2)	0	4.2194*	.74964
6	Teachers should discourage students from acting out gender-stereotyped roles	47 (30.3)	60 (38.7)	20 (12.9)	28 (8.1)	0	3.8129*	1.06165
7	Boys and girls should be given equal opportunity and not treated differently	89 (57.4)	58 (37.4)	2 (1.3)	2 (1.3)	4 (2.6)	4.4581*	.81574
8	I use gender equitable language in my lessons	53 (34.2)	72 (46.5)	3 (1.9)	27 (17.4)	0	3.9742*	1.03163
9	I obtain and use instructional materials which are gender neutral in my lessons	54 (34.8)	71 (45.8)	14 (9)	16 (10.3)	0	4.0516*	.92437
10	I try to discourage gender stereotyped behaviour in my classes	52 (33.5)	70 (45.2)	13 (8.4)	2 (12.9)	0	3.9935*	.97032
11	My classroom practices encourage students to respect other gender	97 (62.6)	49 (31.6)	9 (5.8)	0	0	4.5677*	.60323
12	Every student needs to learn about gender issues	73 (47.1)	59 (38.1)	23 (14.8)	0	0	4.3226*	.72017
13	Awareness about the gender-stereotyped issues should be incorporated into all university subjects	52 (33.5)	87 (56.1)	12 (7.7)	4 (2.6)	0	4.2065*	.69035
14	Schools and government are not doing enough at the moment to create awareness about gender issues in university	41 (26.5)	86 (55.5)	8 (5.2)	20 (12.9)	0	3.9548*	.91412
15	Teacher education programme should foster awareness of gender –stereotyped issues	39 (25.5)	104 (67.1)	12 (7.7)	0	0	4.1742*	.54830
16	Teacher education programme should prepare students to deal with gender-stereotyped and bias in classroom and university	41 (26.5)	88 (56.8)	14 (9)	12 (7.7)	0	4.0194*	.81759
17	Teacher education programme should promote gender sensitive behaviour	54 (34.8)	72 (46.5)	17 (11)	8 (5.2)	4 (2.6)	4.0581*	.94826
	Overall						68.8131	
	*mean score above the neutral level of 3.0							

Table 3: T-test of Significant Differences in Some Independent Variables and Beliefs and Perception of Gender-stereotyped

		N	Mean	S.D	t	sig
	Gender					
Belief	Male	89	3.6652	.77314	-.279	.781
	Female	66	3.6348	.49318		
Perception	Male	89	4.0271	.38584	.815	.146
	Female	66	4.0758	.34109		
	Marital Status					
Belief	Married	92	3.5304	.745200	2.810	.006*
	Unmarried	63	3.8302	.48448		
Perception	Married	92	4.0723	.35435	-1.001	.318
	Unmarried	63	4.0121	.38503		
	University Ownership					
Belief	Public	90	3.5622	.80791	1.9998	.048*
	Private	65	3.7769	.36690		
Perception	Public	90	4.0065	.38472	1.657	.100
	Private	65	4.1050	.33575		

Significance level 0.05

Table 4: Analysis Of Variance in Some Independent Variables and Beliefs and Perception of Gender-Stereotyped

		Sum of Squares	df	Mean Square	F	Sig.
	Designation					
Belief	Between Groups	5.510	3	1.837	4.406	.005*
	Within Groups	62.937	151	.417		
	Total	68.447	154			
Perception	Between Groups	.994	3	.331	2.532	.059
	Within Groups	19.759	151	.131		
	Total	20.753	154			
	Tenure					
Belief	Between Groups	1.004	4	.251	.558	.693
	Within Groups	67.443	150	.450		
	Total	68.447	154			
Perception	Between Groups	.333	4	.083	.611	.655
	Within Groups	20.420	150	.136		
	Total	20.753	154			
	Qualification					
Belief	Between Groups	2.144	3	.715	1.628	.185
	Within Groups	66.303	151	.439		
	Total	68.447	154			
Perception	Between Groups	1.139	3	.380	2.924	.036*
	Within Groups	19.613	151	.130		
	Total	20.753	154			
	Language					
Belief	Between Groups	4.431	5	.886	2.063	.073
	Within Groups	64.016	149	.430		
	Total	68.447	154			
Perception	Between Groups	2.092	5	.418	3.342	.007*
	Within Groups	18.660	149	.125		
	Total	20.753	154			
	Age					
Belief	Between Groups	6.242	2	3.121	7.626	.001*
	Within Groups	62.205	152	.409		
	Total	68.447	154			
Perception	Between Groups	1.484	2	.742	5.852	.004*
	Within Groups	19.269	152	.127		
	Total	20.753	154			