



# Does Teacher-Student Gender Difference Affect Learning?

72. Ilulu

Husna Nambecha and Diana Ngwisa

## Introduction:

Reproductive health is a state of complete physical, mental and social well-being based on reproductive matters. It deals with the reproductive processes, functions and system at all stages of life. Reproductive health education deals with topics like pregnancy, infertility, birth control and sexually transmitted infections. The aim of the project is to investigate if the differences in sex between teachers and students can affect the teaching and learning of reproductive health education.

## Materials:

Forty (40) students, 20 boys and 20 girls from two schools  
 - Two Classrooms  
 - Two Biology facilitator (1 male and 1 female)  
 - Reproductive health materials

## Procedure:

First, we arranged forty students into two classes  
 Second, we put twenty male and twenty female students into two separate classes  
 Thirdly, female teacher entered the classroom containing twenty male students to teach the topic of puberty for two period sessions, then the next period was the questions session. Students and teacher asked questions to each other concerning the topic that was taught. The responses were observed.  
 Fourthly, the same female teacher entered the other class containing twenty female students and teaches the same topic as done in the previous class.  
 Fifthly, male teacher follow the same sequence as done by the female teacher but with the topic of human reproductive system, he started with male students and end up with the female students. The responses were observed too.  
 Sixthly, the female and male teachers repeated the rotation but with different topics of pregnancy and sexual transmitted diseases respectively.  
 Lastly, we calculated the percentage of questions asked by students to teachers in all classes.



## Results:

### Session 1

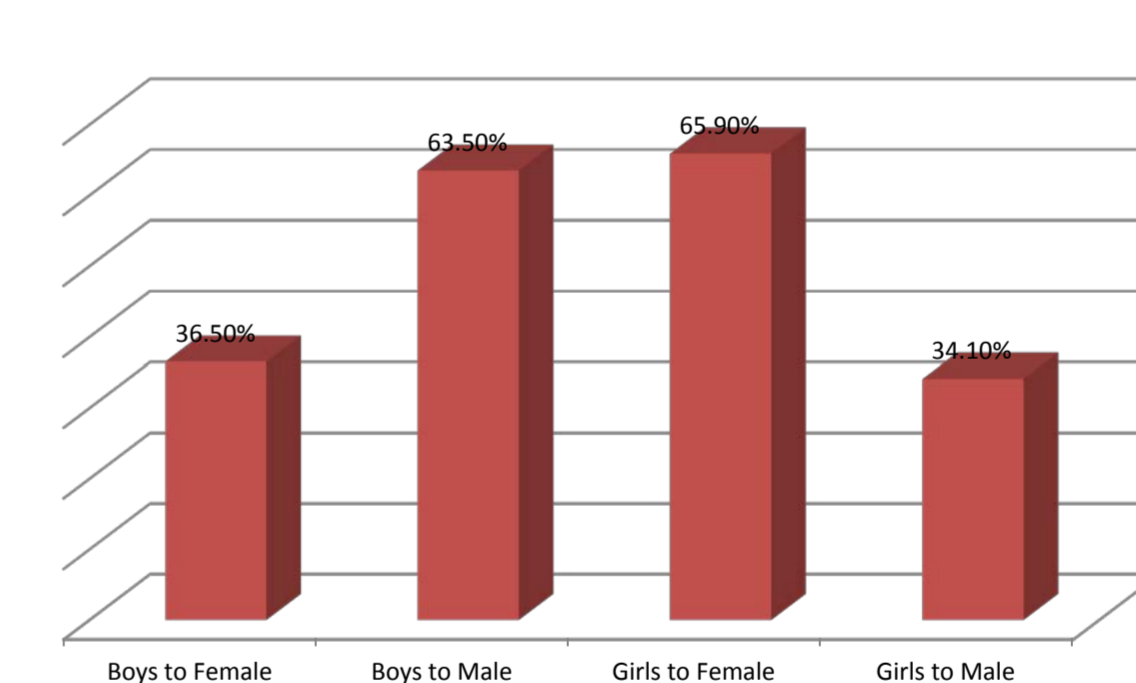
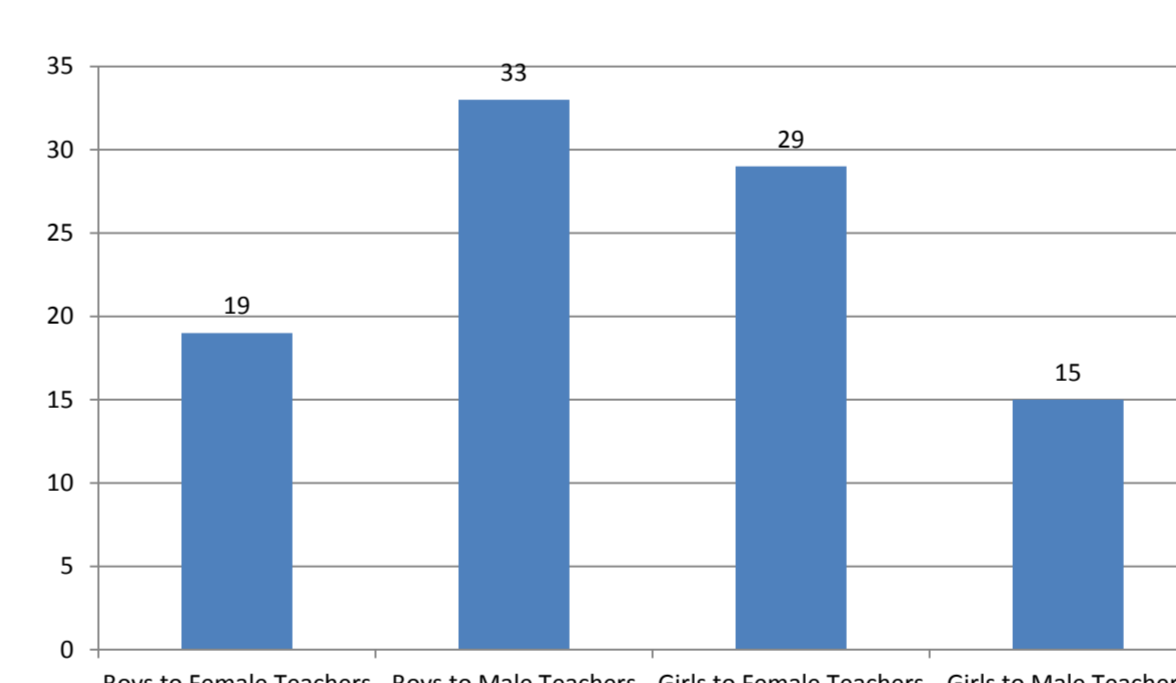
Teacher	Students	Number of students asked questions	sex	Total number of questions asked
Female	20 boys	08	Boys	24
	20 girls	14		
Male	20 boys	16	Girls	23
	20 girls	09		
TOTAL QUESTIONS ASKED		47		

### Session 2

Teacher	Students	Number of students asked questions	Sex	Total number of questions asked
Female	20 boys	11	Boys	28
	20 girls	15		
Male	20 boys	17	Girls	21
	20 girls	6		
TOTAL QUESTIONS ASKED		49		

## Summary

SEX	TOTAL QUESTIONS ASKED	NUMBER OF QUESTIONS ASKED	PERCENTAGE (%)
Boys	52	To female teacher	19
		To male teacher	33
Girls	44	To female teacher	29
		To male teacher	15



Number of Questions Asked

Percentage of Questions Asked:

## Conclusions:

Total number of questions asked is essentially the same for each session  
 Total number of questions asked does not differ by sex (i.e. boys don't tend to ask more questions than girls or vice versa)  
 There is a correlation between the number of questions asked by students and the sex of the teacher.  
 Female students ask female teachers more questions than male teachers.  
 Male students ask male teachers more questions than female teachers

**"...If was a female teacher I could explain it, but for him I was feeling shy"**  
 (Marce Mbukwa, a form one student girl)

**" I was feeling free to talk because the teacher was as male as me, so no need to feel shy"**  
 (Saidy Mbukuchu, a form one student boy)

## Advice

Since the number of Biology teacher in Lindi region is below fifty (50) which is very few as compared to the number of students, the region education officers should impart the reproductive health education to other teachers so that more teachers can be able to teach this subject to the students.

## Acknowledgments:

Miss Sara Mlaponi (Our Headmistress), for giving us permission and financial support  
 Mr. Hussein Bakari (Our Biology Teacher), for comments and advice throughout the project.

## References:

International youth foundation, planning for life (teaching notes)