The Effect of Teachers Gender on Emotional and Social Justment of Elementary School Male Students

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Abstract

This study, investigated the effect of teachers' gender on social and emotional adjustment of sixth grade male students of elementary schools in Bandar-e Mahshahr. Method of this study was causal-comparative. The research community was Sixth grade male students from first grade to sixth grade of elementary schools in Bandar Mahshahr that had female teachers.

This study used available sampling and simple random sampling method. The sample consisted of 40 sixth-grade elementary school students that have female teachers, parents (mother or father) and students teachers are the control group. And comparison group consisted of 40 students in sixth grade elementary school with male teachers, parents (mother or father) and students' teachers.

Measuring devices in this study are three existing questionnaire based on compatibility questionnaires and instructions of book, the measure variables in the Psychology and Educational Sciences (Saif, 2012) has been made and fits any standard.

To assess the validity of tools based on performed calculations, the Cronbach's alpha was 82%, 94%, 92% for the students questionnaire and teachers' questionnaire and parents (parent) questionnaires, respectively.

And to enhance the internal validity of the study from matching and assembling Subjects in group with the control group, tried that confounding variables as much as possible be controlled or neutral. To analyze assumptions, used of t-test for independent samples and chi-square test.

Overall, the results show that emotional and social adjustment of students with female teachers hasn’t significant difference with students with male teachers.

All teachers participating in the study believe that teachers gender must comply with the gender of the student, 75% of teachers believe that students affect teachers' gender, parental satisfaction off male teachers and male teachers is 100% and 92.5%, respectively. Because parents believe that teachers have less control over students, 87.5% of parents in the control group agreed that the teacher's gender has an impact on the adjustment of students, 90% of parents in the comparison group were in favor of teacher's gender on adjustment affect
students. But while the adaptation of two groups of students showed no significant difference in the results of the data.

Also, 90% of male students that have female teachers tend to have male teacher, because the students stressed that they are men which maybe one of the reasons that male students tend to have male teachers is that boys from third to sixth class, strengthen their identification with masculine personality traits. 100% Students who had male teachers completely satisfied of their teachers' gender.

Keywords: Educators’ gender, social adjustment, emotional adjustment, male students.
**Introduction:**

Iranian children entered school at age 7, and most of them, reached early adulthood when they come out of school. So, it is natural to expect that this long time had a profound effect on every one of them. Basically, School is different from family, because is neutral emotionally. Child isn’t only person who placed the attention of adults. He, like other 20 to 30 children and must be compatible with different realities. In short, the types of events that occurs in the community and in real life adult, happens in small-scale at school.

So, due to long period of studying and considering the sensitive nature of childhood and adolescence, expect that the school should play an important role to ensure students' mental health or behavioral difficulty for them.

Because most of the time students spend in the classroom and have closest relationship with their teacher or teachers, therefore, the effect of teacher and classroom environment on student behavior will be more than other people or the general atmosphere of the school.

According to the Influence of teacher in the classroom, its contribution in Interaction with students and creating a favorable atmosphere in class is more than any other person.

Teacher leadership affects on creating a good atmosphere in the classroom, attitudes toward school, study, education, and even student's self-concept. (Davidson, 1980, quoted Amiri)

Teachers play an important role in disciplining the behavior of students, since students consider one of the most important behavioral patterns of their teachers, if teachers have good patterning, can leave a profound influence on personality development of students. (Shamloo, 2009, quoted Mousavi)

Fakut(1981) believes that male and female teachers reinforce similar behavior in classroom and they value for its. But many children can imitated the teachers of the same gender more easily.

If boys see male teachers while doing something in school, they are convinced that school behavioral expectations are consistent with masculine characteristics, if see their teacher during reading, they are convinced that it is possible to study the characteristics of men and if the girls see women as a school teacher engaged, more motivated to follow their teacher's behavior. (Sadeghi, 1373)

Set of internal features with in each school, including schoolteachers that distinguish it from other schools and affects students’ behavior.

It is necessary to conduct research such as this study to examine whether teachers' gender can affect elementary school students emotional and social adjustment? And if it is effective, increase or decrease the adjustment?

In this study, teachers’ gender is independent variable and social adjustment is dependent variable.

**Methodology**

The study is ex post facto (after the event) with two groups: the control group and the comparison group. The study population consisted sixth grade elementary school students
from first grade to sixth grade at Bandar-e Mahshahr that have female teacher, selected as society. The students had female teachers about six consecutive years at school.

That's why selecting them as a community and a sample from it, we can trust to research results research. The ages of the students are almost between 12 and 13years.

In this study, we used of sampling and random sampling method. Referring to Department of Education in Mahshahr and preparation of list from schools that have Women teaching staff and primary schools that have male teaching staff, the use of available sampling method in four elementary school districts, the same level has been selected, The two schools had female teachers and two schools had male teachers.

In this study, sampling and random sampling method is used. Referring to the education and preparation for the selection list has staff's primary schools and primary schools with male teaching staff, the use of sampling available in four elementary school districts the same level has been selected ,That two schools had female teachers and two schools had male teachers.

To enhance the internal validity of research, from matching and assembling Subjects in group with the control group In terms of characteristics such as age and gender, age or economic and social status of the family and the school district, to the extent possible, be neutral or controlled for confounding variables.

Then, using simple random sampling method, 40students with teachers, parents(mother or father) and the students' teachers for the control group and 40 students with male teachers, parents(mother or father) and teachers these students selected for the group.

Measuring devices in this study, three questionnaire consists of three form of students, teachers, parents (mother or father), respectively.

Based on consistency questionnaires and book instructions, Construction of measuring instruments to measure variables in the Psychology and Educational Sciences (Saif2012) ,consisted with any standards .

Results

Based on the data tables in the following, a significant level of emotional and social adjustment in two styles is less than0.05, so rejected the null hypothesis; then, for parents, teacher's gender affected on emotional and social adjustment of elementary school students in Mahshahr.

Table-1: Demographical data of subjects

<table>
<thead>
<tr>
<th>Mean deviation</th>
<th>standard deviation</th>
<th>Average</th>
<th>Number</th>
<th>Gender</th>
<th>Variable</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.61145</td>
<td>10.19172</td>
<td>76.2250</td>
<td>40</td>
<td>Female</td>
<td>Emotional</td>
</tr>
<tr>
<td>1.79456</td>
<td>11.349800</td>
<td>81.5500</td>
<td>40</td>
<td>Male</td>
<td>adjustment</td>
</tr>
<tr>
<td>0.73571</td>
<td>4.65302</td>
<td>45.8750</td>
<td>40</td>
<td>Female</td>
<td>Social</td>
</tr>
<tr>
<td>1.19118</td>
<td>7.53369</td>
<td>48.7500</td>
<td>40</td>
<td>Male</td>
<td>adjustment</td>
</tr>
</tbody>
</table>

Table-2 Social adjustment and Emotional adjustment equality of two populations
The most basic aim of educational, is preparing mental and emotional health of students. Students' mental health correlated with academic achievement. Students who somehow suffer from a lack of mental health and emotional, often faced with academic failure. Therefore, it seems necessary to provide the right conditions, to achieve the educational goals-educative and ensuring the health of people of different ages practices appropriate to meet the mental and emotional health in schools be considered. (Omidi, 2009)

**Discussion and Conclusion**

The results of previous researches that further explores the gender impact of teachers on student achievement and so on, and indicated that Sadegh (1995) in his research entitled comparing the academic achievement of male students in government primary schools with a male teacher and female teacher achieved to this result. That students have a male teacher, in terms of academic achievement, significant differences have female teachers and male students and teacher gender will had a great impact on students' academic achievement.

Keshavarzian (2001-2002) in a study titled “The Role of scientific character”, behavioral and emotional Darab city primary school teachers on the academic achievement of elementary school boys and girls achieve to results that Include: 1. increase the utility of scientific, behavioral and emotional character of male teachers, increases academic achievement of students.

2. With the increasing utility of scientific, behavioral and emotional character of female teachers, increases academic achievement of students.

3. female teachers have better scientific, behavioral and emotional character than male teachers.
Dabiri (2006) in a study titled “Evaluation of teachers on the basis of gender Classroom Management students” showed: Classroom interactions between students and teachers aren’t apart from the teachers’ attitudes and expectations.

8.65% of the teachers recounted their teaching practices based on changing the gender of students and 5.78 percent of them believes that girls and boys should take a job worthy of their gender.

Thomas D. (1988) conducted research on students and their findings showed: Gender patterns in the field of learning involved and especially at each of the opposite sex hurts a student's progress. He also believes that gender affects people's attitudes, for example, for a teacher, the more likely that disordered boys and girls seem less likely to be considered irregular and head into the air.

Perhaps one of the reasons why students like their male teachers is that boys from third grade to sixth, his identification with masculine personality traits are strengthened, While the reduced replication of girls with feminine traits (Serbin, Pulysha, Vgulku, 1993, quoted Seyed Mohammadi, 2000).

But, in general, the results of this research showed that emotional and social adjustment of male students with female teacher and emotional and social adjustment of male students with male teacher hasn’t significant difference.
References


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