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The Gender Difference In Students-Teachers Interaction At University Level: A Quantitative Analysis

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Abstract

The teaching profession is known worldwide as a respectful profession as teachers play a key role in preparing the country's future generations. In this context, a quantitative cross-sectional research design with a survey was carried out to find out the gender-specific differences in the perception of students. The structured student questionnaire on student-teacher interaction (QTI) by Nugent (2009) was used to gather data. To this end, 300 students were selected (150 male and 150 female students) from various disciplines from a public university in the city of Lahore through a convenient sampling technique. The results revealed the gender-specific differences in the interaction between teachers and students; it was found that male teachers are significantly higher in their attitude and attention-holding skills compared to female teachers. The outcomes of the research could be utilized to formulate some interventions to improve the quality of interaction between students and teachers to make the classroom environment mutually beneficial for both.

Keywords: Teaching, Gender, Student, Interaction, University.

تلخیص

درس و تدریس کو دنیا میں ایک قابل احترام پیشہ کے طور پر جانا جاتا ہے کیونکہ اساتذہ ملک کی آئندہ نسل کو تیار کرنے میں کلیدی کردار ادا کرتے ہیں۔ اس سلسلے میں، نیوجنٹ (۲۰۰۹) کے ذریعہ تیار کردہ اسٹوڈنٹ انٹریکشن کیوٹی آئی پر طلباء کے خیالات میں مخصوص جنسی فرق کو جاننے کے لئے ایک سروے کیاگیا۔ اس مقصد کے لئے لاہور شہر میں ایک عوامی یونیورسٹی کے مختلف شعبہ جات سے ۳۰۰ طلباء و طالبات کا انتخاب کیا گیا۔ اساتذہ کے طلباء کے تعامل میں صنفی اختلافات کاانکشاف ہوا ہے کیونکہ مرد اساتذہ کو ان کے رویے اور توجہ دینے کی اہلیت کی وجہ سے خواتین اساتذہ کے مقابلے میں نمایاں طور پر اعلی درجہ دیا گیا جبکہ کلاس روم کے ماحول کو دونوں کے لئے سازگار بنانے کے لئے طلباء اور اساتذہ کے مابین باہمی

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رابطے کے معیار کو بہتر بنانے کے لئے تحقیق کے نتائج کو سفارشات مرتب کرنے کے لئے استعمال کیا جاسکتا ہے۔

کلیدی الفاظ:درس،صنف،طالبعلم،تعامل، جامعہ

Introduction

The learning environment is an important component of the educational experience that associates groups and individuals in an organized setting such as classrooms; which is stereotypically an interaction that took place between teachers and students. The nature of this interaction has been studied by various educational researchers and practitioners(Cornelius-White, 2007; Den Brok et al., 2004; Mainhard et al., 2012) and the role of the teacher is considered to be an important element in the educational achievements of students and for this, a positive student-teacher interaction has been stressed by many researchers (Christensen, Niederhauser & Knezek, 2016; Bouras & Keskes, 2014). Additionally, it was found that if learners think that their teacher is not cooperative then it becomes difficult for them to concentrate on their studies which consequently affects their academic participation in the class (Tyler & Boelter, 2018). Therefore, the classroom environment is considered to be important for sustaining the curiosity and concentration level among learners, it gives a sense of power and a safe learning environment that helped them to concentrate more on studies with keenness (Maulana et al., 2013). Moreover, numerous researchers agree if teachers transform the learning environment into a good place, then consequently their students will generally produce better and positive results (Churchill et al., 2012).

Similarly, Eschenmann (2014) also proposed that teachers with the help of strong interaction with students can motivate their students to learn and excel. For this purpose, teachers have the resilient belief that their positive dealing with students is success key towards the motivational process (Eschenmann, 2014). Another study by Pianta (1999) found that positive interaction always fosters the learning and social skills of students, and lowers the levels of behavioral problems.

To focus on the argument of research about gender differences in faculty and students regarding interaction, various factors were studied by many researchers in understanding the potential role, gender was found to be a significant variable when it comes to studying the connections between pupils and instructors in a formal situation (Duffy, et al., 2001; Canada & Pringle,1995; Hopf & Hatzichristoo, 1999), the gender of educators and learners peculiarly both can influence the nature of interaction in the classroom (Rashidi & Naderi, 2012). With students, women faculty members are found to be more interactive, compassionate, and easy going as compared to the male faculty. They are expected to inquire more about the subject matter, praise their pupils, and some

impractical instructive forms. Previous studies have reported the gender biases in the treatment of teachers towards their students in educational institutions (Huston, 2006; Miller & Chamberlin, 2000).For instance, Basow (1995) found that pupils acknowledged that women educators are more sympathetic and showed more understanding of students' opinions than men instructors, though male teachers are credited by pupils to have extensive practice and knowledge about the subject. Similarly, previous studies also highlighted that learners report gender differences in teachers' teaching attitudes (Whitworth, Price & Randall, 2002; Martin and Marsh, 2005; Chudgar & Sankar, 2008).

To assist faculty in their attempts to enhance their teaching skill, it is imperative to examine the way show male and female teachers taught. For this, taking feedback from students is considered to be the standard strategy for faculty to obtain students' input about the interaction in classrooms. Studies have shown that the assessments of students can be greatly affected by the gender of their teachers. The explanations given by studies for such results are multifaceted. Students, for instance, may have distorted views of the disparities between male and female faculty members (Andersen & Miller, 1997; Wiest, 2003). This variance might be due to the disciplinary zone or other situations which have been subjugated by women educators as compared to other institutions being run by male administration (Centra & Gaubatz, 2000).

Numerous studies pinpointed no substantial gender gap in teaching styles of both male and female teachers (Islahi & Nasreen, 2013; Francis et al., 2006; Centra & Gaubatz, 1998),while other researchers proposed that increase in student achievement is motivated by teacher's behavior and due to the existence of stronger relationships between female teachers and students(Dee, 2005, 2007; Winters et al., 2013). Some other empirical data e.g., Basow (2000); Lacey et al. (1998) revealed that students perceived male educators as more expert in their field, whereas women instructors according to students are more courteous and put more stress on maintaining discipline in class. Ibe et al. (2013) found a substantial gender gap in the reported expertise and experience level between male and female science teachers how they deal with laboratory equipment. The male teachers were considered to be good in this comparison as they practically handled the equipment.

On the contrary of reported gender differences in teachers' attitude, some other studies (Rashidi & Rafiee Rad, 2010; Doray, 2005) in their research on classroom and educators-pupils contact in Australia and Iran, did not find any gender differences in teachers' attitudes, support the fact that the selection of the academic sermon in the classroom depends on the circumstances and on the nature of dealing with students.

According to Sadker & Sadker (1994), faculty in university reported that they used to make high-level inquiries from male students about critical thinking on the topic by having eye contact, normally male teachers did it more often with male students than

with female students. Moreover, instructors turned their lecture room into a conference room only with men gathering by repeatedly asking more questions from men students rather than from female students (Thorne, 1979). Similarly, Lavy & Sand (2015) investigated understanding the gender differences in teacher-student interaction and found it gender-biased as that the majority of male instructors are inclined to intermingle more with males than with female students and also give them more opportunities to participate in class discussion.

Gill et al. (2011) elucidated that the students always consider their teachers an important pillar and great source of knowledge for every stage of academic life. Hence, teachers' teaching styles affect students both unfavorably and insistently in building their basic thinking abilities, they set up positive associations with their colleagues, lower staff, and with their institution administration. Khalid & Rehman (2010) discovered that student-to-teacher interactions distinctly influence the students' learning habits and achievements at the same time. For example, a positive relationship between teaching styles and students' satisfaction is influenced by better directions given by teachers to their class. Marks et al. (2005) while researching different racial groups, found that teachers give great attention to Asian students, as they are more knowledge-oriented and intellectuals. Similarly, Asian students consider their teachers as gurus (experts/masters) it was due to the strong teacher-student bondage that existed between them. The social setting of the classroom and interaction outside the classroom is considered to be the critical elements for Asian students that helped to achieve better academic results.

Onyekuru (2015) revealed an optimistic connection between the pupil's academic accomplishment and the educator's teaching style that positively affects the students' educational satisfaction. Moreover, it is also found that students' educational fulfillment is affected by a variety of other components, for example, healthy student-teacher relationship, focus on students rather than his gender, high GPA, professional classroom experiences, and effectiveness of the academic program. Sultana and Rashid (2013) concluded that if teachers are latecomers in school, students might have issues of time management and punctuality. Quari & Bhat (2015) held a study in secondary level schools in the Kashmir region and found that male teachers showed better teaching attitudes than female teachers.

Similarly, while exploring the effectiveness of the teaching method, researchers believe that an efficient teaching strategy to alter the behavior of students and increase their critical abilities in a cooperation setting is proven good to maintain classroom decorum. According to Al-Modhefer & Roe (2009); Price (2004) that instructors and students may jointly deliberate together to discuss their subject contents, share their experiences, and present the contents in a traditional presenting way. Moreover, one of the studies explains that using only the traditional lecture method can sometimes restrict the students'

participation in class and such a situation asked for strong rapport-building between both (Al-Modhefer & Roe, 2009).

Although some other studies have highlighted the differences in the interaction of teachers in their classrooms, several others have documented gender differences in their interaction and teaching styles as reported by both students and teachers. These gaps and biases on the part of teachers may have either a positive or a negative effect on the significance of instructions styles and knowledge. Moreover, because the issue of both male and female teachers and students was measured differently in different regions and cultures with dissimilar beliefs with diverse opinions, it is not possible to generalize the findings of such studies on other cultures and regions especially in the Pakistani context, where gender plays an important role in social and societal matters and men have the decision-making power (Rashidi & Naderi, 2012).

Consequently, it is necessary to conduct more investigations in this area to make the situation more vibrant. The focus of this current investigation is to compare the perceptions of male and female students about the difference in teaching styles and attitudes of male and female teachers while interacting in the classroom with university students.

Review of Literature

The classroom environment plays a key role in maintaining student interest and attention on academic matters. That is why creating and maintaining meaningful teacher and student interactions is the primary element for students to make them more stimulus, active, and academically productive (Aktar et al., 2019). That's why a teacher is considered to be an important person for creating this learning environment (Whitaker, 2014). Additionally, their expectations and prospects for students, also help them to recognize the worth of the interaction with students, without which it is difficult to move their learning capacity. Likewise, having a healthy environment for learning can boost the learners' potential and urge them to achieve their goals (Whitaker, 2014).

Thus, as per the words of Chang (2009); Wubbels, Brekelmans, Den Brok, & Van Tartwijk, (2006) that an educator's interactive behavior plays a major part in giving better direction to the learning, critical thinking, and flow of knowledge in the teaching space. Cornelius-White (2007); Den Brok et al. (2004); Roorda et al. (2011) believed that the key characteristics of instructor-student interactions in process of imparting knowledge were also linked to student cognitive and motivational learning outcomes and also with better well-being of teachers (Maulana, Opdenakker, & Bosker, 2014; Spilt, Koomen, & Thijs, 2011). The character of educators in the process of imparting and providing the same type of knowledge and prospects for interaction to all students irrespective of their

gender, ethnicity, and social position is considered to be a crucial point in this regard because it will not only offer the opportunities but it also supports the development process(Xiao-Yan, 2006).

Hassaskhah & Roshan (2013) & Dabiri (2006) highlighted that the connections amongst educators and students in the classroom are affected by the behaviors of teachers and differences in gender perceptions and that this situation could only be better if instructors regulate their attitudes, viewpoints, and style of teaching for boys' and girls' student. Although positive incentives are proficient in promoting the growth of knowledge seekers, however, the existence of any undesirable barrier can obstruct the progress.

While exploring the gender differences in students' perception about teachers and their gender, several studies such as (Nuhfer, 2003; Feldman, 1992; Centra & Gaubatz, 1998; Den Brok, P., Brekelmans, M. & Wubbels, T. (2004)), didn't find the gender of teachers as an important predictor for overall feedback of students. On the contrary, many studies found that female teachers are more likely to get a higher rating than male teachers when assessed by women students however, the evaluations of male pupils did not differ with the instructors' gender (Whitworth, Price, & Randall, 2002; Bachen, McLaughlin, & Garcia, 1999). According to Kimmel (2000), male and female faculty is viewed differently which is possible due to different traditional mindsets of people about the standard patterns of relationship and interaction. One of the studies opined that students perceived male teachers as more knowledgeable, whereas female teachers are more sensitive and considerate towards the discussion on subject matters by students (Basow, 1995).

Lacey et al. (1998) discovered that the elegance of male teachers is more assertive and stricter, while the style of female teachers is more relaxed and open to student and their ideas. Similarly, Ifegbesan (2010) found that students viewed female teachers as more successful in creating a participatory atmosphere for their students.

In general, the empirical researcher agreed that female teachers were more likely to practice cooperative educational methods such as tutorials, work in student clusters, and mode of assignments. These methods are aimed at organizing non-hierarchical and feminist pedagogical patterns. Men tend to use fewer personal methods such as lectures and computer applications in the classrooms (Starbuck, 2003).

According to various studies such as Kane and Staiger (2012); Araujo et al. (2016), they believed that the standard of instructions is critical in promoting student learning, as teachers can reduce the noticeable learning disparities between students. In addition, according to Chetty et al. (2011), the role of teachers can also be related to early school

leaving rates and can have far-reaching effects on outcomes such as university acceptance and good earnings.

It is concluded that successful teaching is related to the importance of teacher-student interactions, class environment, and effective use of classroom time for teacher efficacy. The other perceptible features like educational level, experience, maturity, or interactive ways do not predict the usefulness of teachers (Araujo et al., 2016).

Students perceive and learn better when educators provided more time to class for educational tasks and captivate students for long hours to lessen the period spent on organizing activities in the classroom (participation, interpretation of the day's schedule, distribution of documents, etc) (Bruns & Luque, 2015).

The above conversations show a few impediments to teachers' devotion and connections (Bassi et al., 2018). As regards the teacher's role, it is apparent that teachers have power in classrooms. They can generate gender-neutral or gendered classrooms. In this regard, it becomes necessary to investigate students' insights about teachers' interplay and their teaching styles to devise teaching more effectively Many kinds of research have compared gender segregations between teachers in the terminology of their teaching styles, e.g., whether they spend more time lecturing or utilizing other student-focused approaches (Starbuck, 2003). However, less evidence is accessible in exploring gender variations in teaching attitude, for instance having a grip over the topic and content, and having the potential to hold the student's attention, as viewed by the students. The findings of this study can contribute to the professional evolution of educators to nurture a healthy learning classroom environment by using an effective teaching attitude.

Theoretical Framework

This research was guided by the invitation education theory given by Purkey (1992), who believed that every individual has some potent, its required attempts to recognize them to achieve the objectives in life. To incorporate this model into an educational platform, where the key role revolves around lecturers and pupils, faculty can expand their potentials and abilities, they can focus on the teaching ways. This model laid stress on respect, trust, optimism, and intention. When we respect, we value someone, through trust, we cooperate and collaborate with others, optimism brings out the actual abilities of persons, and through intentions, a healthy, friendly, and conducive environment is maintained that highlights the real capabilities of individuals. In this way, people are being welcomed through professional potentials like teaching styles in the case of faculty and superior results in the case of a knowledge seeker (Purkey, Schmidt & Novak, 2010).
Students get involved in their classroom activities when they receive a welcoming gesture from the teachers, they have performed well in comfortable situations, the teachers if

provide a good learning opportunity, then the session went well till the end. In this model, it's the teaching styles of faculty that matter to support students, encourage them, or demoralize them to be involved in the learning process (Purkey, Schmidt & Novak, 2010). It's the teacher who promotes hospitality in the classroom to motivate pupils to study (Marmon, 2008). Hospitality refers to the care, struggle, and innovative ideas. The intention involves in it to create such a situation, by both teacher and student, it's a two-way process.

The study revolves around main objectives as follows

Objectives

- To understand gender differences in students' perception about teachers' attitude
- To examine the gender differences in student-teacher interaction as perceived by students from different disciplines
- To investigate the difference in male and female faculty subject knowledge
- To explore the faculty capacity to hold students' attention in class

Hypothesis

1. There will be a significant difference in male and female teachers' attitudes as perceived by the student.
2. There will be a significant difference in male and female faculty grip over the subject and course content as perceived by pupils
3. There will be significant gender differences in the student's insight of university educators' capacity to hold the attention of students in class
4. There will be a gender variance in instructors' attitude, their grip over content, and attention-holding span across the different academic disciplines as perceived by the student

Method

This research was a cross-sectional quantitative research design and selected a survey method to contact respondents. The survey method requires limited resources to gather a substantial amount of information speedily, and it retains the proportion of distinguishing and peculiarity of the huge population with a small group of contributors (Creswell, 2011). The respondents of the current investigation comprised students of a Public University. Overall, 300 Male and Female (150+150) students enrolled in Masters and Bachelors programs from three main disciplines; Managements Sciences, Social Sciences, and Applied sciences were selected by convenient sampling technique. Demographic information was also collected. These sample proportions displayed an equal representation of the whole population.

Tool

The instrument of quantitative research was the teacher-student interaction questionnaire by Nugent (2009). This questionnaire comprised of pupils' perception of the attitude of male and female teachers, specialization of the subject course/ content, and attentiveness of students. Each statement was assigned a scale from 1 to 5 with 1 standing for absolutely no agreement and 5 for a strong agreement. Negative statements we recorded in reverse converted into positive statements with reversed scales, with1 strongly agreeing and 5disagreeing so that each answer was equally weighted in the same direction. Cronbach's alpha on the scale was 0.850, which is considered an acceptable level of reliability. For the statements that are ascribed to the attitudes of male teachers, the value was 0.636. The number assigned to statements for female teachers was0.613. The data for subject competence assigned to male teachers was 0.615 and for female teachers, it was 0.585. There was only one statement attributed to the attention-holding ability for both males and females, so a Cronbach's alpha was not required to be done.

Procedure

A structured questionnaire was used to gather data. Formal permission to use the scale was obtained from author Tisome T. Nugent via emails. In addition, necessary changes to the tool were also approved. Then permission was obtained from the university management to enable the students to take part in the investigation. The researcher ensured that the confidentiality and anonymity of the data and participants were preserved. A total of 300 students from the University of Punjab, Lahore was visited and briefed on the aim and purpose of the research after obtaining their informed consent and collecting demographic data. A questionnaire was then given to the participants. When completing the questionnaire, the concerns of the participants were addressed. In the end, the study participants were thanked for their cooperation in the study. The result was interpreted and discussed in detail. The participants took 15-20 minutes to fill out the questionnaire. The data was entered, viewed, cleaned, and evaluated using the social sciences statistical package. A statistical test such asa t-test was used to find out the mean difference and relationship.

Results

This study was designed to examine the interaction between students and teachers at the university level, it also tried to explore the perception of students about their faculty both male and females during classroom settings in terms of their attitude, their mastery of the subject matter, and their ability to seek attention. These aspects are important to maintain a conducive classroom atmosphere. In the current study, mean, standard deviation, alpha reliability, and t-test were utilized. The socio-demographic characteristics of the respondents are displayed in table 1.

Table: 1
Descriptive statistics for demographics of students

	Student Gender		Discipline of Study		
	Males	**Females**	**Social Sciences**	**Economics**	**Applied Sciences**
Frequency	150	150	213	45	42
Percent	50.0	50.0	71	15	14

Table: 2
Alpha Reliability of Scale

Scale	**Cronbach Alpha**
Student-Teacher Interaction	.850
Attitude scale	.613
Subject grip scale	.585

Table: 3
Descriptive Statistics and t-test Results for Student' Perception of Male and Female Teachers' Attitude, Grip over Subject Course Content and Ability to hold Student' Attention

	Male Teachers		Female Teachers			95% CI for Mean Difference			
Outcome	**M**	**SD**	**M**	**SD**	**N**		**p**	**T**	**Df**
Attitude	27.40	4.82	26.01	4.28	300	0.76, 2.01	.001	4.33	299
Subject Grip	19.50	3.37	19.26	3.06	300	-0.22, 0.71	.298	1.04	299
Attention-holding ability	3.54	1.18	3.33	1.21	300	.007, .42	.058	1.90	299

* p< .05.

1. Table 3 shows the mean, the standard division, and the t-test value for the hypothesis that there is a remarkable gender variance in the attitude of male and female teachers perceived by the students. The outcomes showed that male teachers (*M*=27.40, *SD*= 4.82) were statistically significantly higher on attitude as compared with female teachers with a mean of 26.01 and standard deviation of 4.28to t=4.33, level of significance as P= .001. The outcomes showed that the attitudes of male teachers were different from that of female faculty.
2. To regulate that male teacher, differ significantly from female faculty over subject competence. The outcome showed an insignificant difference between male and female teachers in the over-subject grasp. Male faculty (*M*=19.5, *SD*= 3.37) were not statistically significant about subject competence than female teachers with a mean of

19.26 and standard deviation of3.06 at t=1.04, level of significance as P= .298. The outcomes represented that the subject competence of male teachers was different from that of female faculty.

3. About the hypothesis of the gender difference in attentional posture between male and female faculty. The results showed a non-significant difference between the two at t=1.90 with p=0.058. Both faculties received equal attention from the students.

Table: 4
Descriptive statistics and t-test results for boys' and girls' students' perceptions of student interaction of male and female teachers

	Male Teachers		Female Teachers			95% CI for Mean Difference			
Outcome	***M***	***SD***	***M***	***SD***	***N***		***p***	***t***	***Df***
Male Student	65.53	9.30	63.11	8.22	150	-3.03, .564	.178	-1.35	298
Female Student	66.95	8.69	64.35	7.58	150	-3.46, .626	.173	-1.36	298

* p< .05.

Table 4 shows the student perception of male and female teachers and the result showed a non-significant difference between teachers and male students at p=0.178 and t=-1.35 while a similar insignificant difference was seen between female students and teachers at t=-1.36 and p=.173.

Table: 5
Descriptive statistics and t-test results for student' perception of male and female teachers' attitude, in different disciplines of study

	Male Teachers		Female Teachers			95% CI for Mean Difference			
Outcome	***M***	***SD***	***M***	***SD***	***N***		***p***	***t***	***Df***
Social Sciences	27.18	4.72	26.04	4.29	213	0.39, 1.89	.003	2.99	212
Applied Sciences	27.21	5.41	25.69	4.08	42	-0.17, 3.22	.077	1.81	41
Economics	28.62	4.58	26.20	4.48	45	.75, 4.10	.006	2.91	44

**p< .05*

1. Table 5 shows the mean, the standard division, and the t-test value for the hypothesis that a significant change in the attitude of women and men teachers is perceived from the perspective of social sciences students. The result showed that male faculty (*M*=27.18, *SD*= 4.72) were statistically significantly higher on attitude as compared to the mean of

26.04 and standard deviation of 4.29 of female teachers at t=2.99, level of significance as P= .003. The outcomes showed that the attitudes of male teachers are different from the female faculty as perceived by social sciences students.

2. To measure the hypothesis that a significant change in the attitudes of women and men teachers is perceived by the applied sciences students. The outcome showed that male faculty (*M*=27.21, *SD*= 5.41) were not statistically significant about attitude than female teachers with a mean of25.69 and standard deviation of 4.08 at t=1.81, level of significance as P= 0.077. The outcomes showed that male and female lecturers exhibited the same attitude as perceived by applied sciences students.

2. The hypothesis was measured that a significant change in the attitude of women and men teachers is perceived by the economics students. The outcome revealed that male faculty (*M*=28.62, *SD*= 4.58) were statistically significantly on attitude than female teachers with a mean of 26.20 and standard deviation of4.48 at t=2.91, level of significance as P= 0.006. The finding showed that male and female teachers exhibited different attitudes as perceived by economics students.

Table: 5.1
Descriptive statistics and t-test results for students' perception of male and female teachers' grip over subject, in different disciplines of study

	Male Teachers		**Female Teachers**			**95% CI for Mean Difference**			
Outcome	***M***	***SD***	***M***	***SD***	***N***		***p***	***t***	***Df***
Social Sciences	3.4	1.18	3.33	1.22	213	-0.07, 0.42	.058	1.91	212
Applied Sciences	3.57	1.35	3.40	1.19	42	-0.177, .510	.333	.98	41
Management Sciences	3.44	1.18	3.22	1.20	45	-.32,.77	.414	0.83	44

**p< .05.*

Table 5.1 shows the mean value, standard division, and t-test value for the hypothesis that a significant gender-specific variance in male and female lecturers on the topic of grip is perceived by the students of social sciences applied sciences and economics. The outcome showed an insignificant difference between male faculty and female teachers as it is perceived by students of all disciplines. The results signified that male and female faculty showed the same professional competence over the subject as perceived by students from three disciplines.

Table: 5.2
Descriptive statistics and t-test results for the perception of male and female teachers' ability to hold student attention, in different disciplines of study

	Male Teachers		Female Teachers			95% CI for Mean Difference			
Outcome	*M*	*SD*	*M*	*SD*	*N*		*p*	*t*	*Df*
Social Sciences	19.51	3.33	19.43	2.98	213	-0.49, 0.65	.783	.276	212
Applied Sciences	19.17	3.74	18.45	3.26	42	-0.28, 1.71	.156	1.45	41
Management Sciences	19.78	3.22	19.18	3.19	45	-.66, 1.86	.345	0.95	44

*$p < .05$.

Table 5.2shows the mean, standard division, and t-test value for the hypothesis that a significant gender difference in educators' attention-seeking ability is perceived by the students of social sciences, applied sciences, and economics. There was an insignificant difference between male faculty and female lecturers as it is perceived by students of all disciplines. The results represented that male and female teacher has the same level of attention as perceived by students of three disciplines.

Discussion

The results of the hypothesis that male teachers differ from female teachers in the attitudes as observed by students of social and economic sciences from students of applied sciences, which contradicts the results of a study by Nuhfer (2010), but does not agree with the results of Quari & Bhat(2015), which show a significant difference found in the pupil perception between male and female teachers with regards to attitude.

In the second hypothesis, no significant gender-specific difference was found in the perception of students with regards to subject-specific teaching contents by male and female teachers. This is also confirmed by Nuhfer (2010).

Similarly, in the results of the third hypothesis, "no significant gender differences were found in the ability of teachers to hold the attention of more students according to students' perception. These results are consistent with the outcomes of the research which found no gender difference in teachers and their teaching styles (Doray, 2005; Rashidi &

Rafiee Rad, 2010). However, Lacey et al.(1998) found gender differences in teaching styles.

In addition, gender differences in teachers' attitudes were found among teachers of the social and economic sciences compared to other applied sciences. Students gave male teachers higher scores on teaching attitudes than female teachers, which is in contrast to the results of Whitworth, Price, and Randall (2002), Bennett (1982), and inconsistency with the results of Basow (1995), Lacey et al. (1998) & Ibe et al. (2013).

Other comparisons between attitudes of male and female teachers and students of social, economic, and applied sciences. No significant gender differences were found between both genders and students of the three disciplines. The most plausible reason for these results could be the double burden (gender role) on female teachers, which can lead to differences in attitudes. Additionally, the reasons may be that students' perception is biased based on their own experiences. Which can be further researched in the future.

Conclusions

Although this study reveals gender differences in teachers' attitudes towards male teachers versus female teachers as a whole and across social, economic, and applied disciplines, how they are perceived by the students.

However, this study found no gender differences in teachers' ability to draw students' attention in the classrooms or to control the content of the subject content, suggesting that the quality of education in public universities is improving, but the attitude of the teachers with higher professional level capacity building training can be improved.

It is concluded in the light of the invitation education model that put great emphasis that for better teacher-student interaction, it is necessary that students respect their teachers and showed the necessary intention to learn, and teachers should trust and be optimistic about their students. Because if there is an environment of respect and trust, teachers will give importance to pupils, both will collaborate and work together with others, and the optimistic attitude of teachers will groom the actual potentials of knowledge seekers, good intentions will promote healthy classroom situation.

A healthy classroom environment compels the pupils to take interest in studies and perform well in case of welcoming gestures of teachers. The teachers should provide better learning opportunities, then the lectures will be well received by students.

Teaching styles often bring out good and adverse results and even it motivates the students to learn and perform well. The interaction between teachers and students is a two-way process. It depends on the struggle and cooperation of both.

Limitations

The research was limited to the students and teachers at a public university in Lahore. The evaluation of the teaching style and the teacher-student interaction is based only on the students' perceptions, while the actual lecturers were not rated. The sample size was small and could not be generalized to the entire population. It was a cross-sectional research design where data was ingested for a limited period and other researchers were asked to conduct longitudinal studies.

Recommendations and Future Implications

To close this academic gap, advanced level Professional training and workshops can be held especially for female teachers. In future studies, it would be useful to add observation techniques to get comprehensive results. This research can help revitalize the concept of receiving student feedback, which has become almost extinct in public sector universities.

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