

The Impact of Gender Disparity in the Teaching Profession in Secondary Schools in Region Six, Guyana

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Abstract: This study investigates the impact of gender disparity in the teaching profession on secondary school education in Region Six, Guyana. It examines the current gender composition of teaching staff, explores the perceptions of both teachers and students regarding gender roles in education, and assesses how these disparities influence students' academic experiences and development. A mixed-methods approach was employed, utilizing surveys, interviews, and focus groups across three secondary schools in the Upper Corentyne area. Quantitative data provided insight into the distribution of male and female teachers, while qualitative responses captured personal experiences and societal attitudes toward gender in the profession. The findings reveal a significant gender imbalance, with female teachers dominating the workforce, and highlight the potential implications for student engagement, role modeling, and career aspirations. Ethical considerations, including informed consent and confidentiality, were upheld throughout the research. The study provides valuable recommendations for promoting gender equity in teaching and fostering a more inclusive and balanced educational environment in the region.

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I. INTRODUCTION

Gender imbalance in teaching is a significant issue that affects both teachers and students. Across the world, women make up most of the teaching workforce, especially in primary and secondary schools, while men are underrepresented. This pattern is also seen in Guyana's Region Six, where most secondary school teachers are female. This imbalance stems from societal beliefs that link teaching with caregiving, along with issues like low salaries and limited efforts to attract men to the profession (*A New Generation: 25 Years of Efforts for Gender Equality in Education - 2020 GEM Report*, 2020). Such disparities influence not only the teaching profession but also how students view gender roles and how they experience learning.

Research shows that having teachers of different genders benefits students by providing a variety of perspectives and role models. Male teachers can play a key role in inspiring boys, helping them stay engaged, and breaking down stereotypes. In Guyana, where cultural and social factors strongly shape students' experiences, increasing male representation in teaching could improve the learning environment for everyone (*The Guyana Chronicle | the Nation'S Paper*, 2024). Female teachers also make a big impact, especially in motivating girls to explore fields like science and technology, which are traditionally seen as male-dominated.

This study looks at how gender imbalance in teaching affects students in secondary schools in Region Six, Guyana. By comparing local and global findings, it explores ways to create a more balanced and inclusive teaching workforce. The results will help guide policies and programs that promote equity and diversity in education, ensuring better opportunities and outcomes for all students.

➤ Background of Study

The education sector forms the backbone of every society, shaping the future by fostering knowledge, skills, and values in younger generations. Within this critical field, gender balance among teachers emerges as an essential factor in promoting positive educational outcomes. Across the world, including Guyana, gender disparity within the teaching profession is a prevalent concern. Many researchers, such as Jocelyn Aguilar, have noted that the teaching field is heavily female dominated, leading to what is often referred to as the "feminization of schooling." In Guyana, 2012 statistics show that around 70% of secondary school teachers were women, with only 27% being men. This imbalance is partly due to societal gender roles, where girls are viewed as more nurturing, while boys are more likely to pursue careers in fields like science and technology (Borgen Project, 2014).

In Region Six, Guyana, the gender imbalance among secondary school teachers is significant and poses potential consequences for students' academic performance and social

development. Region Six, known for its cultural diversity and economic significance, faces challenges in achieving a balanced distribution of male and female teachers in its secondary schools. This disparity not only affects the classroom environment but also raises questions about the availability of gender role models for students, the fair distribution of responsibilities, and the broader quality of education.

This study aims to explore the extent of gender disparity in the teaching profession in Region Six and examine its potential impacts on secondary education. By examining the gender composition of teachers, understanding the perceptions of both students and teachers, and analyzing educational outcomes, this research seeks to offer insights into how gender disparities among teachers influence students' learning experiences and academic success. The findings from this study may provide valuable information for educators and policymakers to address gender imbalances and foster a more inclusive and balanced education system in Region Six, Guyana.

➤ *Statement of Problem*

Gender disparity in education is characterized by the differences in educational opportunities, outcomes, and experiences between males and females. It encompasses disparities in enrollment, dropout, literacy, academic achievement, and access to tertiary education. (GGI Insights, 2024) According to the OEDC (2017), historically the teaching profession has been largely dominated by women. The share of female teachers has been increasing over the past decade reaching 68% in 2014 for all levels of education combined. The gender disparity decreases gradually with the level of education, from 97% of women in pre-primary education to 43% in tertiary education. Between 2005 and 2014, the gender gap increased at the primary and secondary levels but decreased at the tertiary level.

The gender disparity in secondary school teaching staff in Region Six has been largely underexplored, despite its potential impact on both teachers and students. The disproportionate representation of male and female teachers could contribute to stereotypes, affect teacher-student interactions, and influence students' academic choices and achievements. Moreover, the lack of male role models in certain subject areas or leadership positions may hinder efforts to provide a holistic education for all students. This research seeks to explore the extent of gender disparity in Region Six and understand its implications on secondary education.

➤ *Purpose of the Study*

The purpose of this study is to examine the impact of gender disparity in the teaching profession on secondary school education in Region Six, Guyana. Specifically, it will investigate the current gender composition of secondary school teachers, assess the perceptions of gender disparity among teachers and students, and evaluate how this disparity influences educational outcomes. The study aims to provide actionable insights for policymakers and educators to address

gender imbalance and enhance the teaching profession's effectiveness in Region Six.

➤ *Significance of Study*

This study on "The Impact of Gender Disparity in the Teaching Profession in Secondary Schools in Region Six, Guyana" is important in several ways. The findings will help educators, policymakers, parents, and students understand how an imbalance in the number of male and female teachers affects students' learning and development.

First, the results can help the Ministry of Education make changes to address this gender imbalance in schools. By doing so, they can create a more balanced and supportive learning environment that benefits all students. The Ministry may also use the study to shape policies that encourage equal representation of men and women in teaching, making schools more inclusive and effective.

This study will also be useful for school leaders, teachers, and parents, offering insights into how having both male and female role models in the classroom can positively influence students. It may encourage schools to promote mentorship programs that include teachers of different genders, giving students various perspectives and guidance.

Additionally, this research adds to what we know about how social factors, like gender imbalance, affect education, especially in Guyana. By showing how this issue impacts students and classrooms, the study can support further discussions on creating fair and equal learning opportunities for everyone.

Finally, this study directly affects students by helping schools understand how to support their growth and development better. By creating a more balanced environment, students can feel more represented and supported, which may improve their academic and personal success. Overall, the findings of this study will help improve educational experience and support for all students, regardless of gender.

➤ *Research Questions*

Several research questions will guide the research to show the impact of gender disparity in the teaching profession in region 6, Guyana. Three of these questions are:

- What is the extent of gender disparity among secondary school teachers in Region Six, Guyana?
- How does gender disparity in the teaching staff impact on the learning experiences of students?
- What are the perceptions of teachers and students regarding gender roles and diversity in the profession?

➤ *Assumptions of the Study*

This study on "The Impact of Gender Disparity in the Teaching Profession in Secondary Schools in Region Six, Guyana" is based on several key assumptions that shape its framework:

- It is assumed that the data gathered from secondary schools accurately reflects the gender distribution among teachers over the past five years and is reliable for this investigation.
- The study also assumes that gender disparity among teachers is a noticeable and significant factor in Region Six's secondary schools, potentially influencing students' academic and social development.
- It further assumes that the presence of both male and female role models among teachers plays a crucial role in students' academic engagement and overall development.
- Additionally, the research assumes that students are equally exposed to both male and female teachers across various subjects, allowing any impact of gender disparity on students' learning experiences to be observed.

➤ *Limitations of the Study*

While this study on "The Impact of Gender Disparity in the Teaching Profession in Secondary Schools in Region Six, Guyana" provides valuable insights, several limitations must be acknowledged.

- Firstly, the study may face limitations in measuring the direct impact of teacher gender on student outcomes, as many other factors, such as socioeconomic background and school resources, also influence academic performance and may be difficult to isolate.
- Additionally, the findings of this study are specific to Region Six, and the conclusions may not necessarily apply to other regions with different cultural or educational dynamics.
- Moreover, the study assumes that students are equally exposed to both male and female teachers across various subjects, which may not accurately represent the actual distribution or students' experiences in every school.
- Lastly, the research may not capture the full complexity of gender-related influences on student development, as personal, cultural, and social factors also play significant roles that this study may not be able to fully address.

➤ *Definition of Key Terms*

- Gender - refers to the socially constructed roles, behaviors, expressions and identities of girls, women, boys, men, and gender diverse people. (Government of Canada, Canadian Institutes of Health Research, Institutes, Institute of Gender and Health, 2023)
- Disparity - a lack of equality and similarity, esp. in a way that is not fair. (*Disparity*, 2024)
- Teaching Profession - Teaching is a profession and a mode to make students have more potential and learn important lessons about life like respect, sharing, ethical values, and cultures. (Edmonger, 2024)
- Region Six- Region Six which encompasses East Berbice-Corentyne, borders the Atlantic Ocean to the north; Suriname to the east; Brazil to the south and the regions of Mahaica-Berbice, Upper Demerara-Upper Berbice, Potaro-Siparuni and Upper Takutu-Upper Essequibo to the west. It is the only region in the country that includes parts of all four natural regions — coastal plain,

intermediate savannah, hilly sand and clay area and forested highland. (*Region Six - Guyana Chronicle*, 2021)

➤ *Conclusion*

This study on the impact of gender disparity in the teaching profession in secondary schools in Region Six, Guyana, highlights important insights into how the gender balance among teachers can affect students' academic and personal development. Findings suggest that a balanced representation of male and female teachers plays a significant role in creating a supportive and diverse learning environment, potentially influencing students' motivation, behavior, and academic performance.

By recognizing the value of both male and female role models in the classroom, schools and educational policymakers can work toward reducing gender imbalances in the teaching profession. Such efforts could lead to a more inclusive education system that meets the needs of all students and supports them in reaching their full potential. While further research may be needed to explore additional factors, the study underscores the importance of gender equity among teachers to foster well-rounded development in students.

II. LITERATURE REVIEW

➤ *Introduction*

The educational outcomes and trajectories of both boys and girls are significantly influenced by gendered expectations. Social norms and gender-based expectations impact students' motivation, self-perception, and academic achievement in a variety of areas. There are significant gender differences in the teaching profession, which is essential for societal progress. Research shows that female teachers are more common in many countries, particularly in primary and secondary education (*Global Education Monitoring Report*, 2020). Concerns arise about how this gender imbalance may affect student outcomes, teacher relationships, and fairness in education. This issue is especially prominent in Guyana, where women constitute most of the teaching workforce. Region Six in Guyana, with its unique cultural and economic characteristics, serves as an ideal case to explore these issues.

➤ *Theoretical Framework*

This study on "The Impact of Gender Disparity in the Teaching Profession in Secondary Schools in Region Six, Guyana" is grounded in three key theoretical perspectives: Social Role Theory, Critical Feminist Theory and Role Congruity Theory. These frameworks provide insight into how gender roles shape educational dynamics and how disparities in the teaching profession can influence both students and teachers.

• *The Social Role Theory*

Social Role Theory, developed by Eagly (1987), provides a comprehensive framework for understanding how societal expectations about gender roles are formed, maintained, and reinforced through socialization processes. According to this theory, men and women are often socialized

into roles that associate with traditional notions of masculinity and femininity, shaping their behaviors, choices, and professional aspirations. These roles are culturally and historically constructed, and they influence not only individual actions but also institutional structures, such as the education system. In the context of teaching, Social Role Theory highlights how the profession has been traditionally perceived as an extension of women's nurturing roles, which reinforces the idea that teaching, particularly at the primary and secondary levels, is a "feminine" occupation (Eagly & Wood, 2016).

- *Critical Feminist Theory*

Critical Feminist Theory provides a valuable framework for understanding how power imbalances and gender inequalities shape the teaching profession. It explains how society's structures often favor men while marginalizing women, both in obvious and subtle ways. As hooks (2000) points out, patriarchal systems devalue women's contributions across many fields. Interestingly, even in professions dominated by women, like teaching, their work is often underappreciated, underpaid, and given little societal recognition. This highlights the complexity of gender inequality, where having more women in a profession does not always lead to fair treatment or status. In teaching, the large number of female teachers has not resulted in higher status or better pay. This reflects a broader societal view that "women's work," especially roles linked to caregiving, is less valuable (Acker, 1994). Although teachers play a crucial role in shaping future generations, female teachers often face challenges such as lower salaries, fewer leadership opportunities, and less professional freedom. This is especially clear in secondary education, where male teachers are more likely to be promoted to administrative roles, reinforcing traditional gender hierarchies (Connell, 2009).

- *Role Congruity Theory*

Role Congruity Theory, introduced by Eagly and Karau (2002), suggests that prejudice occurs when a person's gender does not match the typical expectations of a certain role. In teaching, this theory helps explain how society's ideas about gender roles can conflict with what is expected of effective teachers. Teaching is often seen as a nurturing, caring, and emotionally supportive profession, traits typically linked with women. When men enter this field, they may face bias because they are viewed as less capable of handling the emotional and caring aspects of teaching, even though they can meet all the professional requirements. (Evans et al., 2024) This theory is important for understanding gender imbalances in the teaching profession, particularly in secondary schools where teaching is often seen as needing authority and discipline qualities traditionally associated with men. Because of this, male teachers may struggle to be accepted in the role, as their gender does not align with the typical image of a teacher. Conversely, female teachers may face challenges in gaining authority in the classroom, as they are often not viewed as having the same level of control or power that male teachers are given. These issues reinforce gender-based expectations in teaching and further contribute to the gender imbalance in the profession.

These three theories help explain the gender imbalance in the teaching profession, especially in secondary schools in Region Six, Guyana. Social Role Theory shows how traditional views of gender roles lead to fewer male teachers, as teaching is often seen as a female-dominated field. Critical Feminist Theory highlights how teaching, despite being a female-dominated profession, is undervalued, reflecting wider gender inequality. Role Congruity Theory explains how men and women may face challenges in the profession due to societal expectations about authority and caregiving roles. Together, these theories help us understand the gender-related barriers that affect teachers and students in this region.

➤ *Literature Review*

There is existing research that examines "The Impact of Gender Disparity in the Teaching Profession". Three of these reviews are referenced here in relation to the three research questions of this study.

- *Unbalanced Equations: Gender Numbers in Teaching*

Harripersaud (2024) conducted a mixed-methods study to explore the persistent gender imbalance in the teaching profession in Guyana. Her research involved collecting data through surveys distributed to male educators and non-teaching male professionals, as well as interviews to understand the factors contributing to the low number of male teachers. The study analyzes societal norms, economic factors, and the lack of targeted recruitment efforts that discourage men from pursuing careers in teaching. Harripersaud also compares Guyana's gender disparity in teaching to examples from countries with more balanced gender representation, such as the Netherlands.

The study found that in Guyana, teaching is often seen as a caring profession, which many people associate with women. This perception discourages men from joining the profession. Additionally, the low salaries in teaching make it less appealing to men, who are often expected to provide financially for their families. A strength of the study is that it used different methods to gather data, like surveys and interviews, giving a well-rounded view of the issue. However, there were some challenges, such as having a small group of participants and difficulty reaching people in different areas, which may have limited the accuracy of the results. Despite these challenges, the research highlights the importance of changing societal attitudes and introducing policies to attract more men into teaching, creating a better gender balance in the profession.

- *Gender Imbalances in the Teaching Profession*

This article by the Organization for Economic Cooperation and Development OECD (2017) studied gender inequality in teaching and found that women, while making up most of the teaching workforce, are underrepresented in leadership roles like principals and administrators. This is due to systemic issues such as biases in promotions and societal expectations that limit women's advancement into higher positions. The report also notes that the teaching profession is becoming increasingly female, especially at lower education levels, where most teachers are already women ("Gender Imbalances in the Teaching Profession," 2017).

This trend could lead to an even greater gender imbalance. It linked societal beliefs that caregiving roles are suited for women to the low number of men entering teaching, particularly in pre-primary and primary schools. Additionally, economic factors play a role, as men in teaching earn less compared to other professions, making the field less appealing to them. The study suggests that addressing societal stereotypes and wage disparities is key to creating a more balanced teaching workforce.

While the OECD report primarily focuses on member countries, it provides a useful comparative framework for understanding similar global patterns, including in regions like Guyana, as explored by Harripersaud (2024). Harripersaud's research supports OECD findings, emphasizing the need for targeted policy interventions and societal reforms to address these disparities. Both studies underline the importance of creating balanced gender representation in teaching to ensure equity in leadership roles and a diverse educational environment.

- *How Gender Diversity Among the Teacher Workforce Affects Student Learning*

This article by Brookings 2018 explores how the gender makeup of the teaching staff influences student outcomes, including engagement, achievement, and the learning environment. The article challenges the idea that a female-dominated teaching workforce disadvantages male students, particularly in behavior and academics. It suggests that female teachers can be highly effective for all students and that boys may benefit from being taught by female teachers in certain subjects, like math and science. The article also argues for more male teachers, particularly in racially and ethnically diverse contexts, as they may have a more significant impact than focusing on gender balance alone.

Additionally, the article points out how teacher expectations and gender biases can affect student outcomes. These biases can influence how teachers interact with and assess students, regardless of the teacher's gender. Increasing gender diversity in the workforce could help reduce these biases and provide students with a wider variety of role models and teaching approaches, which may improve overall learning outcomes. In conclusion, the article emphasizes that while gender diversity is important, addressing racial and ethnic diversity is also essential for enhancing student learning. A well-rounded approach to diversity, considering both gender and race, is key to creating a more inclusive and effective educational environment.

These findings are particularly relevant to the situation in Guyana, where teaching, especially in primary and secondary schools, is predominantly female. This imbalance reflects global trends but raises concerns about the lack of male role models in classrooms, which may limit students' exposure to diverse perspectives. Additionally, Guyana's ethnically diverse population could benefit from a teaching workforce that better reflects the students' cultural backgrounds, as suggested by the Brookings study. The combination of gender and ethnic diversity is essential for fostering inclusive learning environments.

➤ *Summary of Literature Reviewed*

The studies reviewed reveal that gender imbalance in teaching impacts both the profession and students. Harripersaud (2024) found that societal norms in Guyana associate teaching with caregiving, discouraging men from entering the field, while low salaries add to the problem. Similarly, the OECD (2017) highlights global trends, where biases limit women's advancement into leadership roles and discourage men from lower-level teaching positions. Brookings (2018) emphasizes that a more diverse teaching workforce improves student learning by offering a variety of role models and perspectives. While a female-dominated workforce does not inherently disadvantage boys, balanced gender and ethnic diversity can create more inclusive and effective learning environments. Together, these studies suggest that addressing stereotypes, wage gaps, and diversity in teaching can lead to better outcomes for both teachers and students, particularly in contexts like Guyana.

III. METHODOLOGY

➤ *Introduction*

This chapter outlines the methodology used to examine the impact of gender disparity in the teaching profession among three secondary schools of the Upper Corentyne area in Region Six, Guyana. It details the research design, population, sampling techniques, data collection instruments, validity and reliability measures, data analysis procedures, and ethical considerations. A mixed-methods approach is employed to ensure both statistical trends and personal experiences are captured, providing a comprehensive understanding of the issue.

➤ *Research Design*

Research design is a systematic plan outlining how a study is conducted, including methods of data collection, procedures, and tools for analysis. It aligns the research questions with the appropriate methods, ensuring that the study remains focused, feasible, and ethically sound (Hassan, 2024). This study adopted a mixed-methods research approach, integrating both quantitative and qualitative research. The quantitative approach involved surveys to collect numerical data on gender distribution among teachers and student perceptions of gender roles in education. The qualitative approach used interviews and focus groups discussions to gain deeper insights into teachers' and students' experiences regarding gender disparities in secondary education. This combination allowed for a more holistic exploration of how gender imbalance in the teaching profession affects student learning experiences.

➤ *Population*

The research population, also known as the target population, refers to the entire group or set of individuals, objects, or events that possess specific characteristics and are of interest to the researcher. It represents the larger population from which a sample is drawn (Thomas & Thomas, 2023b). The target population for this study included secondary school teachers and students from three targeted secondary schools from the Upper Corentyne area in Region Six, Guyana. Teachers, both male and female, provided insights

into their career choices, challenges, and perspectives on gender representation in education. Students shared their experiences with male and female teachers who will provide institutional perspectives on gender balance in teacher recruitment and professional development.

➤ *Sample*

A sample is a representative portion from a larger population under study (Thomas & Thomas, 2023). A stratified random sampling method will be used to ensure fair representation of participants across different schools. This study included include: 30 secondary school teachers, ensuring representation of both male and female educators. 50 students, selected randomly from different schools to capture diverse perspectives. Stratified sampling ensured that data is collected from various stakeholders, reducing bias and improving the reliability of the study findings.

➤ *Instrument*

The term research instrument refers to any tool that you may use to collect or obtain data, measure data and analyze data that is relevant to the subject of your research (DiscoverPhDs, 2020). This study employed two main research instruments: Surveys (Questionnaires): Distributed to teachers and students to collect data on gender representation and perceptions. Includes structured (multiple-choice) and open-ended questions to gather both statistical data and qualitative feedback. Interviews (Semi-Structured): Conducted with teachers to explore their views on gender imbalance, career challenges, and institutional policies. Questions will be open-ended to allow detailed responses. Focus Groups: Conducted with students to discuss their perceptions of gender roles in education. Facilitates discussion on experiences with male and female teachers and their influence on learning.

➤ *Validity and Reliability of Instruments*

To ensure the validity of the instruments, a pilot study was conducted with a small group of teachers and students before full implementation. This helped to refine questions to ensure clarity and relevance. Content validity was done by consulting education experts and policymakers for feedback on the survey and interview questions.

For reliability, standardized procedures were followed in the survey distribution and data collection. The internal consistency of survey responses was tested using Cronbach's Alpha, a statistical method used to measure reliability in research instruments. Qualitative data underwent inter-coder reliability checks, ensuring consistency in theme identification across different researchers analyzing the data.

➤ *Description of Proposed Data Collection Procedures*

A formal request for approval to conduct the study within the three secondary schools in Region Six was submitted to the Chief Education Officer through the Regional Education Officer and the respective Headteachers. The letter emphasized the confidentiality and privacy of both students' and teachers' responses, which will be used solely for research purposes.

Once the approval was granted, the researcher visited the selected schools as planned to distribute the research instruments and gather data. All collected data was securely stored in accordance with data protection regulations. Additionally, proper organization and documentation was done to maintained and ensure efficient data management and easy retrieval for future analysis.

➤ *Description of Proposed Data Analysis Procedure*

Upon receiving approval, the researcher coordinated with the Headteachers and scheduled visits to the designated schools. During these visits, data collection was conducted in alignment with the study's objectives and established parameters, while adhering to any specific guidelines set by the schools. All collected data was then securely stored in compliance with data protection regulations, with strict measures in place to uphold the confidentiality and integrity of academic records.

To ensure efficient data management, proper organization and documentation procedures were implemented. Each dataset was systematically cataloged and labeled, facilitating easy retrieval for future analysis. Before the analysis began, the data was thoroughly reviewed for completeness and accuracy, with any inconsistencies promptly addressed to uphold the study's reliability.

Once the preparation phase was completed, data analysis was carried out using appropriate statistical and analytical methods tailored to the research objectives.

➤ *Potential Ethical Issues*

This study adhered to recognized ethical standards throughout its design and implementation to ensure the rights, safety, and well-being of all participants. Care was taken due to the involvement of both adults and minors. Prior to data collection, all participants were fully informed about the purpose of the research, its procedures, potential risks, and benefits. Written informed consent was obtained from each participant. In the case of student participants under the age of 18, additional consent was secured from parents or guardians through the respective school administrations, ensuring compliance with ethical standards for research involving minors.

The anonymity and confidentiality of participants were rigorously maintained. Identifying information was excluded from all instruments and data sets. Participants were assigned pseudonyms or identification codes to protect their identities. All responses were treated with strict confidentiality, and data were securely stored in password-protected electronic files and locked physical storage. Access to the data was restricted solely to the researcher. Participants were assured that their responses would be used exclusively for academic purposes and that their privacy would be respected throughout the study.

Participation in the study was entirely voluntary. At no point were participants coerced or pressured to participate. They were explicitly informed that they could withdraw from the study at any time without any consequences or

explanation. This ensured that their autonomy and right to make informed decisions about participation were upheld. Additionally, all data collection activities were conducted in safe, private, and respectful environments to allow participants to share their experiences and perspectives freely.

Efforts were made to minimize any form of psychological, emotional, or social harm to participants. All questions included in the survey, interview, and focus group protocols were reviewed to ensure they were appropriate and respectful, particularly when addressing sensitive topics related to gender roles and disparity. The study environment

was designed to support open dialogue and protect participants from discomfort or distress.

Finally, ethical approval for the study was obtained from the Research Ethics Committee of the University of Guyana. Permission to conduct the research was also granted by the Ministry of Education through the Regional Education Officer, as well as by the principals of the participating secondary schools in Region Six. By addressing these ethical considerations, the study complied with the ethical principles outlined by the American Psychological Association (2020) and upheld the standards expected in educational research.

➤ *Timetable of Work*

Table 1 Timetable of Work

Task to be Completed	Proposed Completion Date
Discussion of Research with Lecturer	2025-02-01
Identify Research Topic	2025-02-05
Discussion on the Background of the Study	2025-02-09
Discussion of the Statement of the Problem, Purpose of the Study, and Significance of the Study	2025-02-13
Discussion on the Research Questions, Assumptions of the Study, Limitations of the Study, Definition of Key Terms, and Conclusion of Chapter One	2025-02-17
Gathering Information on Theories that Address the Topic	2025-02-22
Finding Relevant Literature to Complement Research Topic	2025-02-27
Submit Chapters 1 and 2	2025-03-04
Working on the Research Design, Population and Sample	2025-03-09
Work on the Instrument(s), Validity and Reliability, Data Collection & Analysis Procedures, and Potential Issues	2025-03-14
Preparation of Letter to the Chief Education Officer through the Regional Education Officer and Headteachers	2025-03-19
Meeting in Person with the Headteachers	2025-03-24
Collect Data from the Schools	2025-03-29
Analysis and Interpretation of the Data Collected	2025-04-05
Preparation of First Draft of Research Paper	2025-04-12
Improvements/Revisions from the First Draft	2025-04-19
Final Improvements/Revisions of the Research Paper	2025-04-26
Submit Research Paper	2025-05-31

➤ *Conclusion*

This chapter outlined the methodology used to investigate the impact of gender disparity in the teaching profession on secondary education in three secondary schools in the Upper Corentyne Region Six, Guyana. It provided a clear rationale for the adoption of a mixed-methods research design, combining quantitative and qualitative approaches to gather comprehensive data from teachers and students. The sampling procedures, data collection instruments, and analysis strategies were carefully selected to align with the study's objectives. Ethical considerations were also addressed, with particular attention paid to informed consent, confidentiality, voluntary participation, and data protection. The methodology presented here reflects a structured and ethically sound approach, ensuring the reliability and validity of the research process as the foundation for the data analysis and interpretation in the following chapter.

IV. RESULT

A. *Introduction*

This chapter presents and analyzes the findings from the data collected to investigate the impact of gender disparity in the teaching profession among three secondary schools in Region Six, Guyana. The analysis is organized according to the study's research questions and draws on both quantitative (survey) and qualitative (interview and focus group) data to provide a comprehensive understanding of teachers' and students' experiences and perceptions. The data are interpreted using descriptive statistics, thematic analysis, and narrative interpretation to highlight key trends and insights.

B. *Qualitative Analysis: Teacher Interviews and Student Focus Group*

➤ *Emerging Themes from Teacher Interviews*

The qualitative data from teacher interviews revealed several recurring themes. When asked about their motivations for becoming teachers, most educators, both male and female,

cited a passion for working with youth and a desire to make a difference. However, male teachers noted that they were often questioned or stereotyped for entering what is perceived as a female-dominated profession. All teachers acknowledged the gender imbalance in their schools, with some suggesting that it contributes to an imbalanced workload and a lack of diverse perspectives among staff. Female teachers reported feeling undervalued despite making up most of the workforce, and some pointed out that men are often fast-tracked into leadership roles. On the impact of gender disparity, teachers felt that boys are especially affected by the lack of male figures and may become disengaged as a result. They also observed that students sometimes behave differently depending on the gender of the teacher, particularly in discipline and communication. Suggestions for improvement included government-sponsored scholarships for male teachers, increased awareness in communities, and mentorship programs to support new male recruits.

➤ Themes of Student Focus Group

The focus group discussions with students echoed many of the concerns raised by teachers. Students described their

schools as having a clear gender imbalance among teachers, with most agreeing that male teachers were rare, especially in subjects like English and Home Economics. They believed that having both male and female teachers brought balance to the classroom and provided different perspectives. Some male students said they felt more understood and comfortable discussing certain topics with male teachers. Gender differences in teaching style were also noted, with some students saying that female teachers were more nurturing while male teachers tended to be stricter. Subject preferences were linked to teacher gender, with students feeling more inclined to enjoy subjects taught by teachers they could relate to. The focus group concluded with a strong consensus that more male teachers are needed, and students suggested career days and school talks to promote teaching as a viable profession for boys.

C. Quantitative Analysis: Survey Results

➤ Teacher Demographic

• Gender Distribution

Table 2 Shows Gender Distribution of Teachers (n=30)

Gender	Frequency	Percentage
Female	22	73%
Male	08	27%
Total	30	100%

• Age Range of Teachers

Table 3 Shows the Age Range of the Teachers

Age Group	Frequency	Percentage
20-29	9	30%
30-39	13	45%
40-49	15	17%
50+	3	8%

D. Years of Teaching Experience

Table 4 Showing Teaching Experience

Experience Level	Frequency	Percentage
0-5	15	50%
6-10	8	27%
11-15	4	13%
16+	3	10%

➤ Educational Qualification

Table 5 Shows the Educational Qualifications of Teachers

Qualifications	Frequency	Percentage
Diploma	9	30%
Bachelor's Degree	18	60%
Other	3	10%

The teacher survey responses reveal that out of the 30 teachers who participated, 73% were female and 27% were male, confirming a significant gender imbalance in the teaching workforce. Most respondents fell within the 30–39

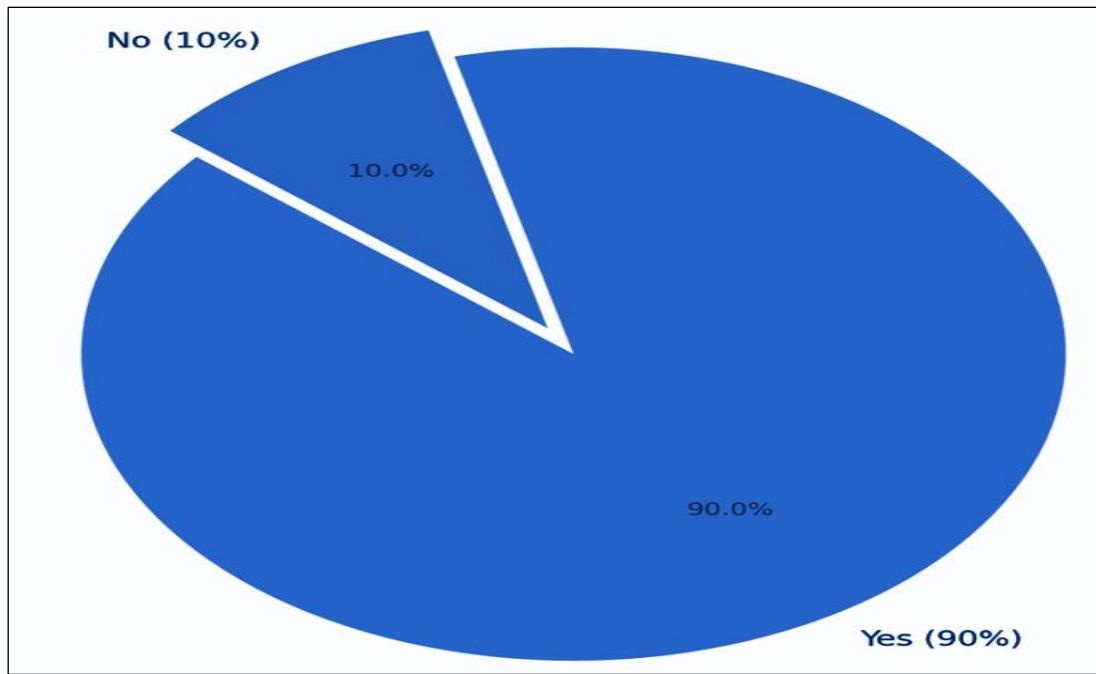
age range, accounting for 45%, followed by 30% who were between 20–29 years old. Regarding teaching experience, 50% of the teachers had been in the profession for 0–5 years, suggesting a relatively young and possibly early-career

teaching population. In terms of qualifications, the majority (60%) held a Bachelor's degree, 30% had a Diploma, and the remaining 10% held other qualifications. This demographic

data sets the context for understanding the perspectives shared in the later sections.

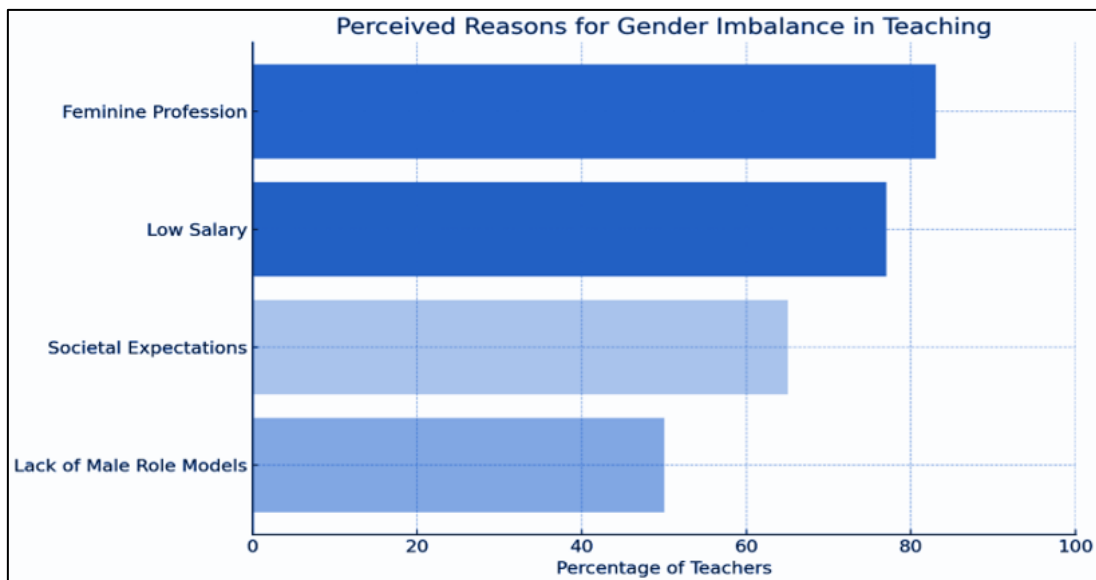
➤ Teachers' Perception of Gender Imbalance

• Perceptions of Gender Imbalance



Pie Chart 1 Showing Teacher Perception of Gender Disparity in the Profession

• Perceived Reasons for Gender Imbalance in Teaching

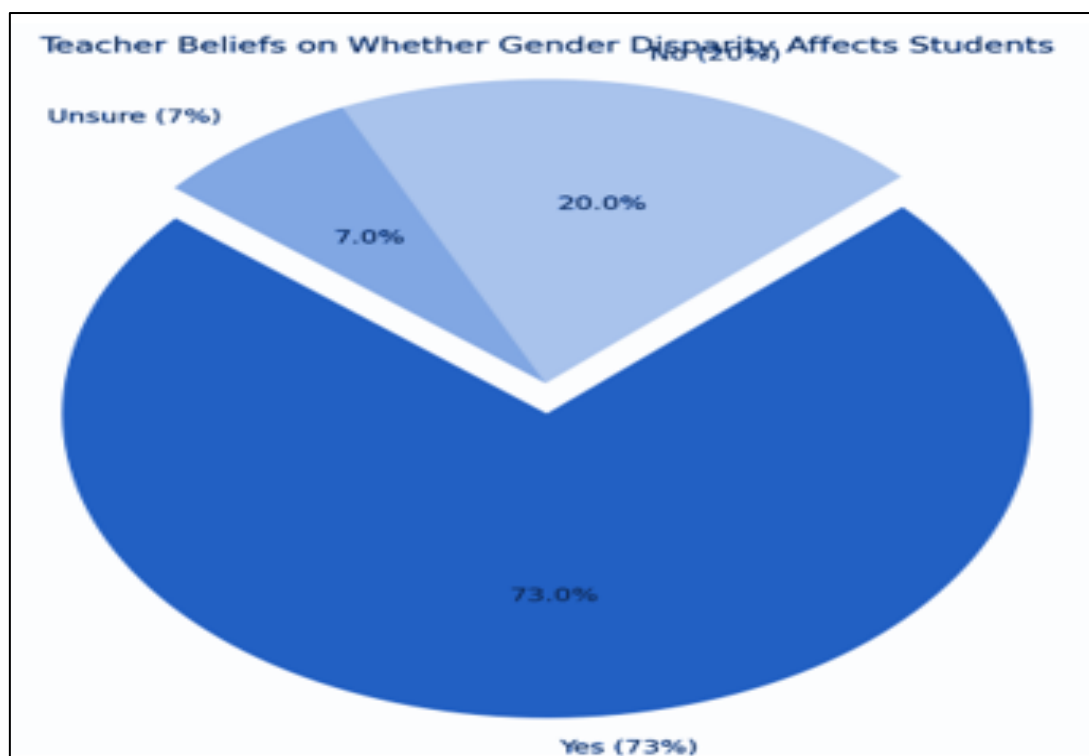


Graph 1 Showing Teacher's Perceptions Relating to Gender Disparity in Teaching at Secondary Schools in Region (6)

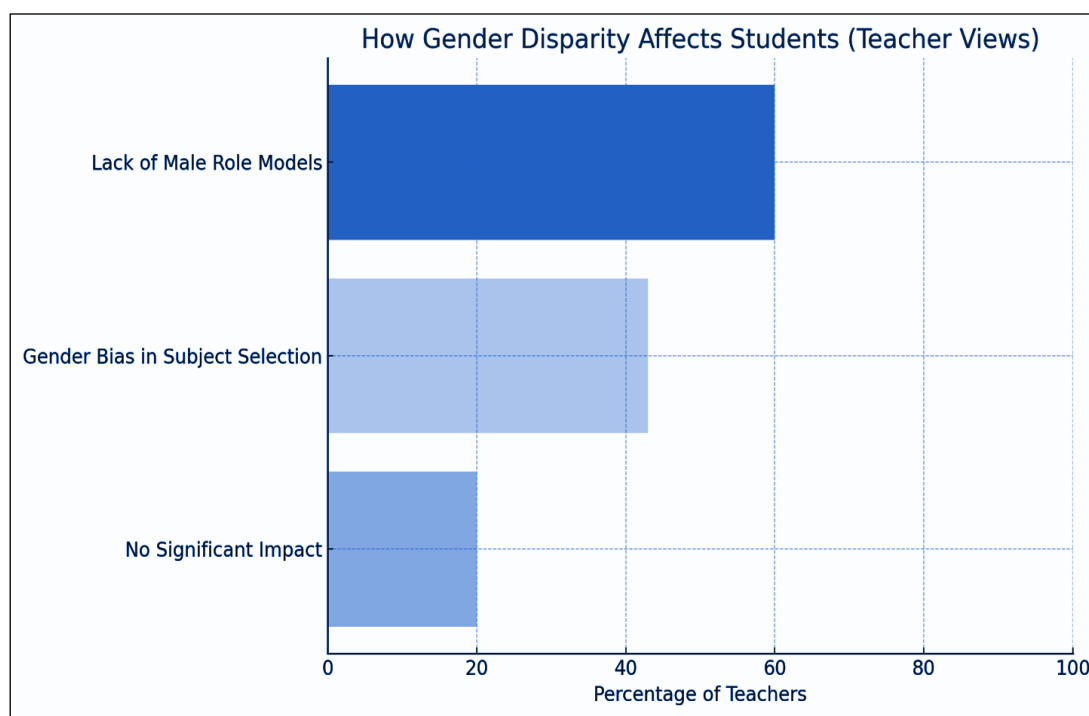
An overwhelming 90% of the teachers agreed that there is a gender imbalance in their schools. When asked about the reasons for this disparity, 83% believed that teaching is still widely viewed as a feminine profession, which deters men from entering the field. Furthermore, 77% cited the low salary as a factor discouraging male participation, while 65%

identified societal and cultural expectations as contributing to the imbalance. Half of the respondents also pointed to the lack of male role models in the profession. These responses highlight the perception that deeply rooted social norms, and economic considerations are major barriers to achieving gender balance.

➤ *Perceived Impact on Students*



Pie Chart 2 Showing Teachers' Belief on Whether Gender Disparity Affects Students



Graph 2 Showing Teachers' Perceptions on how Gender Disparity Affects Students

Most of the teachers (73%) stated that they believe gender disparity affects students' learning experiences. Specifically, 60% noted that the absence of male teachers may deprive boys of male role models, which could impact their motivation and engagement. Another 43% observed that gender biases affect students' subject preferences, such as

girls avoiding science or boys avoiding languages. However, 20% of the respondents felt there was no significant impact of gender disparity on students. Overall, the data suggests that most teachers recognize the role that gender representation among educators plays in shaping student experiences and development.

➤ *Student Survey*• *Student Demographic*✓ *Gender Distribution*

Table 6 Shows Gender Distribution of Students (n=50)

Gender	Frequency	Percentage
Female	33	66
Male	17	34
Total	50	100%

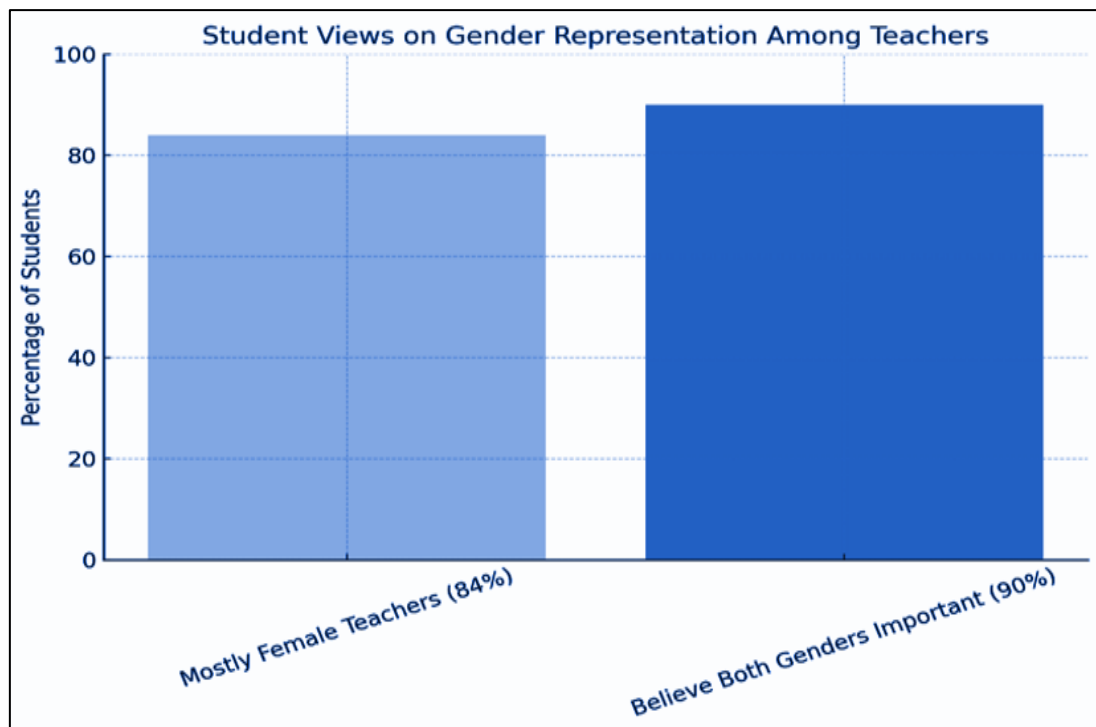
• *Grade/Level of Students*

Table 7 Showing Students Participation from Different Grade/Level

Grade/Level	Frequency	Percentage
7	2	3.9%
8	2	3.9%
9	12	23.5%
10	15	39.4%
11	19	38.2%

A total of 50 students participated in the survey, of which 66% were female and 34% male. The majority were from Grades 10 and 11, comprising 70% of the sample. Their favorite subjects included English, Mathematics, and Science, indicating a balanced academic interest. This demographic overview provides a lens through which their

views on gender representation in teaching can be understood.

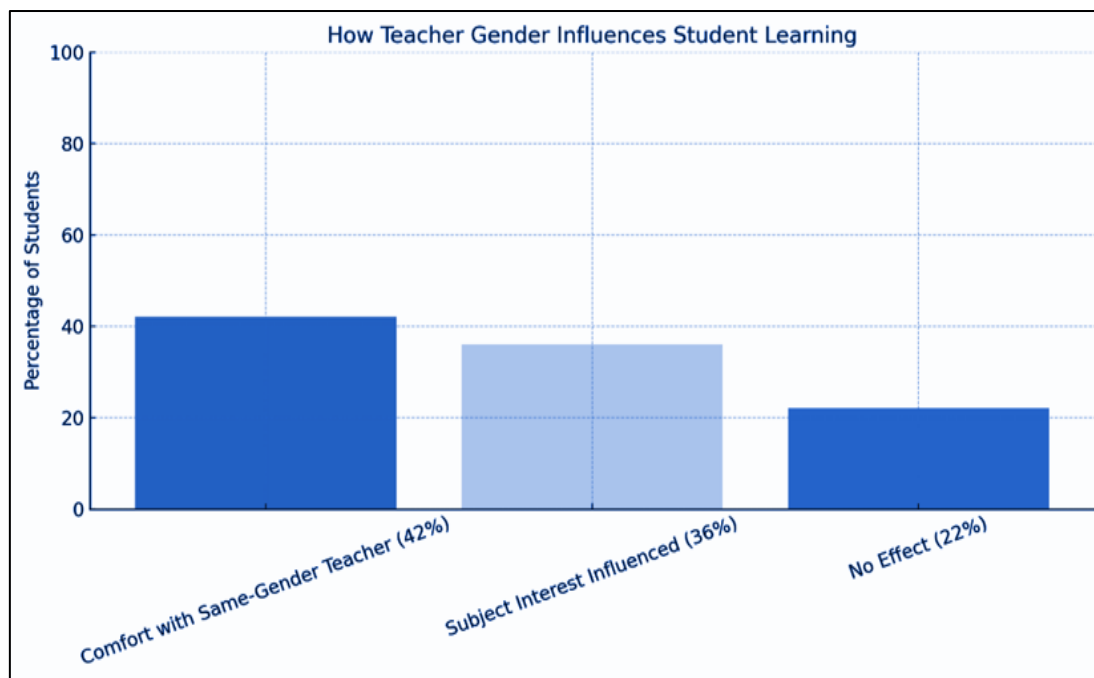
➤ *Students Learning Experience with Male and Female Teachers*

Graph 3 Showing Gender Representation Experience of Students

When asked about their experiences with male and female teachers, 84% of the students reported having mostly female teachers throughout their schooling. A large majority, 90%, believed that having both male and female teachers is

important. This finding emphasizes students' recognition of the need for balanced gender representation, likely reflecting their desire for a variety of teaching styles and role models in the classroom.

➤ *Teacher Gender Influences Student Learning*



Graph 4 Showing Teacher Gender Influence on Student Learning

Influence on Learning regarding how gender affects learning, 42% of students said they felt more comfortable asking questions to teachers of the same gender. Another 36% stated that the gender of the teacher influenced their interest in certain subjects, with several indicating a greater affinity for subjects taught by teachers they related to. Meanwhile, 22% said the teacher's gender had no effect on their learning. These responses suggest that gender does play a role in students' comfort and engagement, although the impact may vary between individuals.

women dominate the lower levels of education while being underrepresented in leadership roles. This international comparison reinforces that Guyana's gender imbalance in teaching is not an isolated issue, but one that reflects broader global trends shaped by persistent gender norms and wage-related challenges.

➤ *Research Question 2: How does gender disparity in the teaching staff impact the learning experiences of students?*

Data from both student surveys and focus groups suggest that gender disparity affects students' classroom experiences, emotional comfort, and subject interest. For instance, 42% of students indicated they feel more comfortable engaging with teachers of the same gender, and 36% said that their interest in subjects was influenced by the gender of the teacher. Furthermore, 66% of students believed that boys specifically need more male teachers as role models, especially in subjects where male participation is traditionally low.

These findings mirror those of Brookings (2018), which emphasized that the presence of male teachers can be especially impactful for boys, particularly in racially and socioeconomically diverse settings. The article also argued that while female teachers are not inherently disadvantageous to male students, diversity in teaching staff promotes varied role modeling and teaching approaches that enrich learning outcomes for all.

In Guyana, with its cultural diversity and history of gendered professional norms, the lack of male teachers may reinforce traditional gender roles and limit boys' academic engagement. The focus group responses in this study support Brookings' claim that gender diversity in the teacher

V. DISCUSSION OF FINDINGS IN RELATION TO RESEARCH QUESTIONS

➤ *Research Question 1: What is the extent of gender disparity among secondary school teachers in Region Six, Guyana?*

The findings of this study confirmed a pronounced gender disparity among teachers in secondary schools in Region Six, with female educators comprising approximately 73% of the teaching staff. This aligns closely with national statistics cited in the literature review, such as the 2012 data referenced by Harripersaud (2024), which indicated that around 70% of secondary school teachers in Guyana were women. The literature attributes this disparity to factors such as the perception of teaching as a nurturing and thus "feminine" profession, alongside low remuneration which makes the field unattractive to men. These same factors were echoed in the teacher survey, where most respondents cited societal expectations, feminized perceptions of teaching, and economic disincentives as key reasons for male underrepresentation.

The OECD (2017) report, as cited in the literature, similarly identifies systemic patterns in other countries where

workforce leads to improved classroom experiences and more inclusive education, which is crucial for holistic student development.

➤ *Research Question 3: What are the perceptions of teachers and students regarding gender roles and diversity in the profession?*

Teachers and students in Region Six hold strong and often overlapping views on gender roles in education. Teachers overwhelmingly agreed that gender disparity exists and believed it was driven by entrenched societal expectations and the perception of teaching as a "soft" profession. Many expressed frustration that despite women being the majority in teaching, they are still underrepresented in leadership positions—an observation supported by the OECD (2017), which found that female-dominated professions like teaching often remain undervalued and offer fewer pathways to advancement.

This perception is critically analyzed in the literature through Critical Feminist Theory, as explored by hooks (2000) and Acker (1994), which argue that even in female-dominated spaces, patriarchal structures continue to shape power and recognition. Female teachers in this study expressed similar sentiments, noting that male teachers were often fast-tracked into leadership roles or received more respect despite being fewer in number. This supports Connell's (2009) argument that leadership roles in education remain gendered, privileging traditionally masculine traits.

From the students' perspective, the preference for having both male and female teachers was clear, with many emphasizing the importance of relatable role models. Some students even noted differences in teaching styles and discipline approaches between male and female teachers. These perceptions align with the Role Congruity Theory (Eagly & Karau, 2002), which explains how individuals respond differently when gender norms do or do not align with role expectations. In the classroom, these dynamics can affect how students perceive authority, empathy, and engagement from their teachers.

Together, the qualitative and quantitative data in this study reaffirms the need for greater gender diversity among teachers not only to improve student experiences, but also to challenge the gendered power structures that persist in the profession itself.

VI. SUMMARY, IMPLICATIONS, RECOMMENDATIONS, CONCLUSION

➤ *Summary*

This study set out to explore the impact of gender disparity in the teaching profession within three secondary schools of the Upper Corentyne area in Region Six, Guyana. Using a combination of quantitative and qualitative methods including surveys, interviews, and a student focus group, the study examined the perspectives of 30 teachers and 50 students. The findings confirmed a marked imbalance in gender representation, with female teachers significantly outnumbering their male counterparts. Both students and

teachers attributed this disparity to several factors, such as the perception of teaching as a feminine profession, low salaries, and cultural expectations that discourage men from entering the field.

Moreover, the study revealed that gender disparity does influence students' learning experiences. Many students, especially boys, expressed a desire for more male role models in their school environments. Some also reported feeling more comfortable or engaged when taught by teachers of their own gender. Teachers echoed these concerns, noting that gender imbalance could reinforce subject-specific stereotypes and limit student motivation. These findings align with the literature reviewed, which emphasizes the importance of gender diversity in education for promoting equity, engagement, and balanced development.

➤ *Implications of the Study*

The implications of this study are significant for education policy and school practice in Guyana. Firstly, the findings highlight the need for targeted strategies to address gender imbalance among teaching staff. This includes reevaluating teacher recruitment and retention policies to attract more men into the profession. Doing so may involve introducing financial incentives, promoting teaching as a respected career choice for men, and tackling the societal narratives that shape occupational gender roles.

The impact of teacher gender on student development is another critical implication. When students lack diverse role models in school, particularly male students, it may affect their academic confidence, engagement, and perception of what is achievable for their gender. Therefore, achieving a gender-balanced teaching staff could enhance inclusivity and better support the holistic development of all learners.

Additionally, the study implies a need to address gender dynamics within school leadership. While women dominate the profession numerically, leadership roles often remain male-dominated, suggesting that gender equity must extend beyond representation to include equal opportunities for advancement. Finally, there is a need for teacher training institutions to incorporate gender-sensitive pedagogy and awareness into their programs, preparing educators to direct and challenge gender-related biases in their classrooms.

➤ *Recommendations*

Considering the findings, several practical recommendations are proposed. Firstly, the Ministry of Education should implement recruitment and retention strategies that specifically target male participation in teaching. These could include scholarships for men entering the field, housing support, and media campaigns that showcase male educators as positive and successful role models.

Secondly, schools and educational institutions should host regular workshops and awareness campaigns aimed at sensitizing both staff and students to the importance of gender balance in education. Gender equality should also be formally integrated into teacher education programs and school

curricula to challenge existing stereotypes and promote equitable learning environments.

Thirdly, mentorship programs should be established in schools to ensure that male students have access to male role models. These programs could support students' emotional and academic development while simultaneously promoting teaching as a viable career path for young men. Leadership development opportunities should also be made more accessible to female teachers, to address hidden gender biases in professional advancement.

Finally, a system for ongoing monitoring and evaluation should be implemented. This would involve collecting and analyzing gender representation data within schools and teacher training institutions and conducting regular research to measure progress. Such accountability would ensure that strategies for improving gender balance remain informed, adaptive, and impactful over time.

➤ Conclusion

Gender disparity in the teaching profession is a persistent issue in Region Six and reflects a broader national and global trend. This study has shown that while female teachers dominate the profession numerically, their presence alone does not ensure equity. The underrepresentation of male teachers affects classroom dynamics, limits students' access to relatable role models, and reinforces stereotypical beliefs about gender roles in education. Addressing this issue requires a multifaceted approach that includes policy reform, community education, financial investment, and cultural change. Promoting gender balance among teachers is not simply a matter of fairness it is a strategic investment in the future of Guyana's education system and its youth.

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