

Correlating Teacher Gender and Student Participation: Evidence from EFL Students' Participation Rates

Tahar GOLEA¹

University of Batna 2 – Algeria

t.golea@univ-batna2.dz

 [0009-0001-7590-3488](https://orcid.org/0009-0001-7590-3488)

Oussama AHMED GAID

University of M'sila – Algeria

oussama.ahmedgaid@univ-msila.dz

 [0009-0009-8116-7323](https://orcid.org/0009-0009-8116-7323)

Received 01/12/2025

Accepted 17/06/2026

Published 01/07/2026

Abstract

The present study investigates the correlation between instructor gender and student participation rates and attitudes in oral expression classes among 168 first-year EFL students at Batna 2 University, Algeria. Grounded in the theoretical frameworks of group dynamics and Philp and Duchesne's (2016) multidimensional taxonomy of student engagement, this research employs a mixed-methods design integrating systematic classroom observation using a validated checklist and a psychometrically robust student attitudes questionnaire. Quantitative data were analyzed through descriptive and inferential statistics, including Pearson correlation coefficients and effect size interpretations. The analysis reveals statistically significant positive correlations between teacher gender and all measured dimensions of student participation, including discussion participation ($r = .16, p < .001$), homework completion ($r = .21, p < .001$), presentation delivery ($r = .29, p < .001$), and composite participation scores ($r = .26, p < .001$). Notably, the relationship between teacher gender and student attitudes yielded a medium effect size ($r = .36, p < .001$), indicating that students taught by female instructors reported substantially more favorable learning experiences. These findings suggest that teacher gender functions as a significant, though moderate, predictor of student engagement in tertiary EFL oral expression contexts, potentially mediated by perceived instructor approachability, communicative style, and classroom climate. The study contributes methodologically through the development and validation of reliable instruments for assessing multidimensional participation, and theoretically by extending group dynamics frameworks to gender-sensitive instructional contexts. Pedagogical implications emphasize the need for gender-aware teacher assignment policies and professional development initiatives that foster inclusive participation strategies across instructor demographics. Future research may examine the underlying mechanisms driving these associations, including classroom interaction patterns and culturally situated gender perceptions to inform evidence-based interventions that optimize student verbal engagement regardless of instructor gender.

Keywords; teacher gender; student participation; oral expression; EFL; correlational study.

¹ Corresponding author: Tahar GOLEA – t.golea@univ-batna2.dz

Journal of Languages & Translation © 2026. Published by University of Chlef, Algeria.

This is an open access article under the CC BY license <http://creativecommons.org/licenses/by/4.0/>

Introduction

An effective teaching-learning process is contingent upon students' engagement and active participation. This latter is widely recognized as an indicator of student active learning, and deeper knowledge construction (Kuh, 2003; Pascarella & Terenzini, 2005). Nearly in all classroom settings, verbal contributions, insightful questions, and collaborative work do not only make learning take place, but are viewed as powerful means that enhance communication skills and facilitate the co-construction of knowledge among language learners. Therefore, the encouragement and cultivation of student participation can help achieve desirable learning outcomes and enable students to contribute meaningfully to in the language classroom. However, student participation rates can be influenced by numerous factors that range from student individual characteristics to the pedagogical strategies employed by instructors (Dörnyei, 2001; Hattie & Timperley, 2007). In that, instructors attempt, to the best of their ability, to immerse students in classroom activities. Yet instructors are often constrained by extraneous variables that could limit students' overall willingness to engage verbally during class activities (Jones & Dindia, 2004; Rodgers & Raider-Roth, 2006). For instance, an instructor's gender might affect students' expectations regarding teaching style, authority, or characteristics that shape classroom dynamics; instructor gender has, thus, gained attention as a variable impacting student behavior and participation (Francis & Skelton, 2005).

The link between instructor gender and student participation stems from psychological and social dynamics. Students may develop distinct perceptions or hold unconscious biases regarding male vs. female instructors, which can, in turn, influence their perceived rapport and interpersonal approach and eventually impact their confidence in contributing to discussions (Dee, 2007; Martin & Juvonen, 2017). Clarifying this relationship is essential not only for a comprehensive understanding of classroom interactions, but to guide pedagogical practices toward better and desirable learning outcomes.

1. Literature Review

Content Student participation, conceptualized as active engagement in learning processes, is recognized as significant for fostering cognitive development and enhancing academic achievement (Campbell, 2002; Fredricks et al., 2004). Concurrently, teacher gender represents a significant variable frequently examined within educational research due to its influence on classroom dynamics and students' outcomes (Dee, 2007; Hwang & Fitzpatrick, 2021).

1.1. Theoretical framework

The understanding of student engagement and classroom interaction is informed by the principle of group dynamics, a field theorized by scholars such as Dörnyei and Murphy (2003). Their work emphasizes how the relationships, communication patterns, and cohesiveness within a classroom group impact individual student behavior, motivation, and overall learning outcomes. This perspective views the classroom as a social enterprise where student-student and student-teacher interactions are central to the pedagogical process and are not a matter of incidence.

Grounded in the understanding of dynamic classroom environments, this study is guided by the taxonomy of student engagement proposed by Philp and Duchesne (2016). Their framework provides a perspective through which to analyze the nature of student participation. This approach aligns with contemporary understandings of engagement as a multi-dimensional construct that encompasses behavioral, cognitive, and emotional aspects (Fredricks et al., 2004; Kahu, 2013; Lin, 2024). Philp and Duchesne's taxonomy provides a practical application of group dynamics principles through its focus on overt participation behavior which allows for the observation and measurement of how students actively contribute in the classroom.

Philp and Duchesne (2016) conceptualize student engagement as a three-dimensional construct, subsuming the following dimensions:

Discussion management: this dimension refers to the active and voluntary participation of students in classroom discussions. It includes asking questions, offering opinions, responding to peers, and contributing to group problem-solving. It reflects a student's cognitive and social involvement in the real-time learning process indicating their willingness to articulate understanding, challenge ideas, and engage in collaborative knowledge construction. Research consistently highlights the importance of classroom participation for deeper learning and academic achievement (Campbell et al., 2022; Dallimore et al., 2006). Factors such as classroom size, instructor personality, and perceived peer support are recognized as influencing students' willingness to speak up (Liu et al., 2018).

Homework completion: this dimension pertains to the submission of assigned out-of-class tasks. Philp and Duchesne (2016) view homework completion as a crucial indicator of self-regulated learning and effort outside direct instructional time rather than simply as in-class task compliance. It reflects a student's commitment to reinforcing learned material, practicing skills, and preparing for future lessons. Despite the fact that the amount of time spent on homework is not always a predictor of achievement, the quality of student engagement with homework tasks is highly correlated with academic success (Trautwein & Möller, 2016). Moreover, homework completion has been linked to the development of non-academic skills such as self-direction, time management, and independent problem-solving (Xu, 2017).

Formal presentation: this dimension encompasses the student's willingness and ability to present information, ideas, or research findings to the class or a smaller group in a structured format. Philp and Duchesne (2016) emphasize that formal presentations require a higher level of cognitive and communicative engagement and often involve a synthesis of information, public speaking skills, and the ability to respond to questions. This aspect highlights a student's confidence, mastery of content, and capacity for self-expression. Oral presentations are, hence, considered essential for developing communication skills (Živković, 2014).

1.2 Teacher gender and student participation rates

1.2.1 Teacher gender

The role of teacher gender in educational settings has been an area of inquiry that attracts scholarly attention for its possible influence on various students' outcomes. Research in general education suggests that teacher gender can shape classroom environments, teaching styles, and students' perceptions (Dee, 2007). Beyond academic performance, the influence of teacher gender may extend to student participation behaviors. The dynamic interaction between teachers and students can foster or inhibit student willingness to engage in classroom activities (Liu et al., 2018).

The impact of teacher gender takes on additional complexity within English as a Foreign Language (EFL) context. In many non-native English-speaking environments, cultural norms, communication apprehension, and specific learning anxieties can mediate student-teacher interactions. Students' perceptions of male/female EFL teachers regarding their teaching efficacy, approachability, and even accent can vary significantly across cultural backgrounds (Tsiplakides & Keramida, 2009). These perceptions, in turn, may directly influence students' confidence and willingness to participate verbally, or partake in public speaking tasks.

1.2.2 Student participation rates

Student participation is associated with effective pedagogy and includes the active involvement of learners in various aspects of the educational process (Kahu, 2013). It is considered as an important predictor of academic success and the development of essential cognitive and social skills (Li, 2025). Participation transcends physical presence to reflect a student's cognitive, emotional, and behavioral investment in their learning, ultimately leading to the enhanced retention of learned material (Dallimore, 2006).

Student participation, to be comprehensively understood, necessitates us to regard it as a multi-dimensional construct rather than a singular one, in that, participation manifests itself through various observable behaviors, each contributing to the overall learning experience. Philp and Duchesne (2016) offer a taxonomy that delineates key forms of student engagement relevant to classroom contexts; (1)

discussion engagement signifies active verbal contributions in class, (2) homework completion reflects students' commitment to self-regulated learning, and (3) formal presentations which represent a higher-order form of participation.

Student participation rates are influenced by individual, contextual, and instructional factors. These include students' intrinsic motivation and self-efficacy, their prior academic experiences, cultural background, and perceived classroom climate (Ryan & Deci, 2000). The nature of course content, the instructional methods employed, and the assessment strategies teachers employ also play significant roles in shaping students' willingness to participate.

1.3 Empirical studies

A study by Feng (2023) aimed at determining the influence of same-gender teachers on student performance. For that, Feng opted for a quantitative approach relying on questionnaires distributed to subjects to obtain data that were analyzed via descriptive statistics, independent T-tests, and regression analysis. Findings indicated no significant positive impact of female teachers on female students' performance. However, female teachers were found to significantly improve English scores of female rural students. These findings contrast with Lodewijks's (2015) findings. The study also revealed that female students generally outperformed their male counterparts, as shown in light of findings. The study highlighted that further research is needed regarding the interconnectedness between teacher gender, student background and academic outcomes.

Another study by Lodewijks (2015), investigated the impact of teacher gender on student learning outcomes in developing countries. The researcher used longitudinal data from primary school students in Vietnam and Pakistan. The study revealed no significant impact of teacher gender on learning outcomes in Vietnam. In contrast, in Pakistan's private schools, male teachers significantly improved overall test scores for both female and male students. This effect was not observed in public schools, and male teachers in Pakistan showed a stronger positive impact on students' final scores.

Furthermore, Kerbab and Menezla (2020) investigated the impact of EFL teacher gender on secondary school students' academic performance in Algeria. The study revealed that teacher gender significantly affected pupil outcomes, with a general preference for female EFL teachers. Students described female teachers as patient, helpful, and fair which made them feel more comfortable in class and more willing to discuss issues. Conversely, male teachers were often perceived as stricter and less supportive. The research concluded that teacher gender plays a crucial role in EFL learning influencing student attitudes and academic engagement.

Against this literature review, the aim, objectives, statement of the problem are shown as follows:

Aim of the study: This study aims to investigate the correlation between instructor gender and observed student participation rates in the oral expression module among first-year EFL students at the department of English, Batna-2 University. Simultaneously, it aims at exploring students' attitudes towards learning influenced by teacher gender and delving into student participation in the classroom through identifying what teacher-related factors students relate with their participation in the oral expression course. The broad aim of the study is split into achievable objectives enlisted as follows:

- to determine whether there is a statistically significant correlation between instructor gender and students' oral participation rates in the oral expression class;
- to explore students' attitudes towards learning influenced by teacher gender;
- and to identify specific teacher-related factors that students associate with their participation in oral expression classes.

Statement of the problem: The development of good communication skills is a pedagogical imperative, especially for EFL university students. The oral expression module, in particular, is designed to cultivate an environment conducive to active verbal engagement, enabling learners to translate receptive knowledge into productive linguistic output. However, despite the acknowledged importance of the oral expression module, there exists a discernible challenge; many students exhibit persistent and perplexing

reluctance to participate in this module. This reticence represents a significant impediment to students' holistic communicative development, limiting their opportunities for crucial practice and the construction of meaning to boost language acquisition (Hanh, 2020; Edris Yaseen, 2022).

The existing body of literature attributes varying student participation to various factors, including individual affective states such as anxiety (Macintyre & Gregersen, 2022), pedagogical practices, and socio-cultural norms, hence, making the factor of instructor characteristics an area necessitating granular investigation. Elaborately put, the possible correlation between teacher gender and observable student participation rates in the Algerian university context appears to be insufficiently and systematically explored. There is a paucity of empirical evidence that quantifies this relationship or delves into the underlying students' attitudes that might mediate such a correlation in this specific educational milieu. Consequently, there appears to be a scarcity of data and insights into how an instructor's gender might determine students' willingness and frequency of participation in the oral expression course. This knowledge deficit represents a critical void, limiting the capacity to develop pedagogical strategies and create of effective learning environments that promote student engagement in the oral communication tasks. Addressing this gap is paramount to ensuring that EFL students are well equipped to achieve their communicative potential. To put it in a nutshell, this study attempts to determine whether there exists a statistical correlation among teacher gender and student participation rates in the oral expression module of EFL students at Batna-2 University.

2. Methodology

2.1 Research design

To examine the relationships between teacher gender, student participation and attitudes, a correlational design was used. The correlational approach was employed to capture the naturally occurring relationships among variables without manipulation and to increase the overall ecological validity of the study (Creswell, 2014). Both descriptive and inferential statistical analyses were incorporated so as to ensure a holistic examination of the research questions.

2.2 Participant demographics

The study sample consisted of 168 first-year EFL students enrolled in oral expression classes in four different class groups at Batna 2 University. Two class groups had male oral expression teachers whereas two other class groups had female teachers. The student sample had 49 male students (29.2%) and 119 female students (70.8%). Differences in age ranged from 18 to 22 years ($M = 19.4$, $SD = 1.2$).

Student distribution per group class was as follows: Group 1 (42 students: 8 males, 34 females), Group 2 (42 students: 13 males, 29 females), Group 3 (42 students: 11 males, 31 females), and Group 4 (42 students: 17 males, 25 females). Although the initial number of students enrolled was higher but due to fluctuations in presence and student attrition, data cleaning reduced the number of eligible students down to 42 per group. In addition to maintaining the overall gender ratio of the student population, this pattern of distribution provided a balanced representation of students in the different class groups.

Participating teachers were 4 instructors (2 male, 2 female) with distinct experience levels and qualifications. These teachers were assigned oral expression classes for the academic year 2024-2025.

2.3 Instruments

2.3.1 Observation grid for student participation

The observation grid was developed Based on Philp and Duchesne's (2016) participation taxonomy and Dörnyei as well as Murphey's (2003) group dynamics framework, the observation grid was developed to assess student participation in the four class groups. Using 5-point Likert scales, the grid measures three participation dimensions:

Discussion Participation (6 items): this dimension measures student engagement in classroom discussions. It involves frequency of contributions, quality of responses, and willingness to initiate conversations.

Homework Completion (4 items): this dimension assesses the consistency and quality of homework submission. It involves preparation for class activities in terms of follow-up on assigned tasks.

Presentation Delivery (5 items): this dimension evaluates student performance in formal presentations. Evaluation considers preparation, delivery quality, and interaction with audience questions as items.

The observation grid underwent meticulous validation procedures. First, it was reviewed by three experienced EFL educators. Second, it was piloted with 60 students. Third, the instrument was supported by confirmatory factor analysis. The analysis cross-checked the three-factor structure ($\chi^2 = 89.23$, $df = 87$, $p = .42$; CFI = .99; RMSEA = .02). The internal consistency was excellent for all three subscales: Discussion Participation ($\alpha = .89$), Homework Completion ($\alpha = .86$), and Presentation Delivery ($\alpha = .91$). Accordingly, the overall score for total participation demonstrated high reliability ($\alpha = .94$).

2.3.2 Student attitudes questionnaire

The questionnaire for student attitudes was developed in order to assess student perceptions of their learning experience in light of how they perceived teacher effectiveness as potentially determined by gender. The 20-item structure of the instrument covers four dimensions: comfort with teacher (5 items), perceived teacher support (5 items), classroom environment (5 items), and learning satisfaction (5 items). The questionnaire items use 7-point Likert scales that range from 1 (strongly disagree) to 7 (strongly agree).

Pilot testing revealed that the questionnaire showed strong psychometric properties ($n = 80$). A clear four-factor structure featured in the factor analysis accounting for 73.2% of the variance. The questionnaire internal consistency was excellent for all four subscales ($\alpha = .85$ to $.92$) as well as for the total score of student attitudes ($\alpha = .94$).

2.4 Data collection procedures

Data were collected over a period of 20 weeks during the 2024-2025 academic year. Each class group was observed once per week using the observation grid. Double-coding of 20% of observations was used to ensure inter-rater reliability with a Cohen's kappa score of .88 suggesting excellent agreement.

To ensure ethical conduct, anonymous questionnaires were administered during the final week of data collection to assess attitudes of all student participants. In addition to obtaining administrative consent, we sought teacher consent and permission for attendance to observe class sessions. Equally, student participants provided informed consent and were acquainted with the study at the outset where participation was explained fully and students were given full freedom to decide whether or not to participate.

2.5 Data analysis

For data analysis, we used SPSS package, version 28.0. This helped us to conduct both descriptive and inferential statistics. Relationships among study variables were examined using Pearson correlation coefficients. Additionally, analyses were ensured for significance and all obtained a p value $< .05$ whereas the interpretation of effect sizes was done via Cohen's (1988) guidelines where small ($r = .10$), medium ($r = .30$), and large ($r = .50$).

The study used comprehensive correlation matrices so as to examine intercorrelations among all study variables. For more reliability, Fisher's z -transformation was used to calculate confidence intervals (95%) for all correlation coefficients for all correlation coefficients.

3. Results

3.1 Descriptive statistics

Table 1: Descriptive statistics for all variables by teacher gender

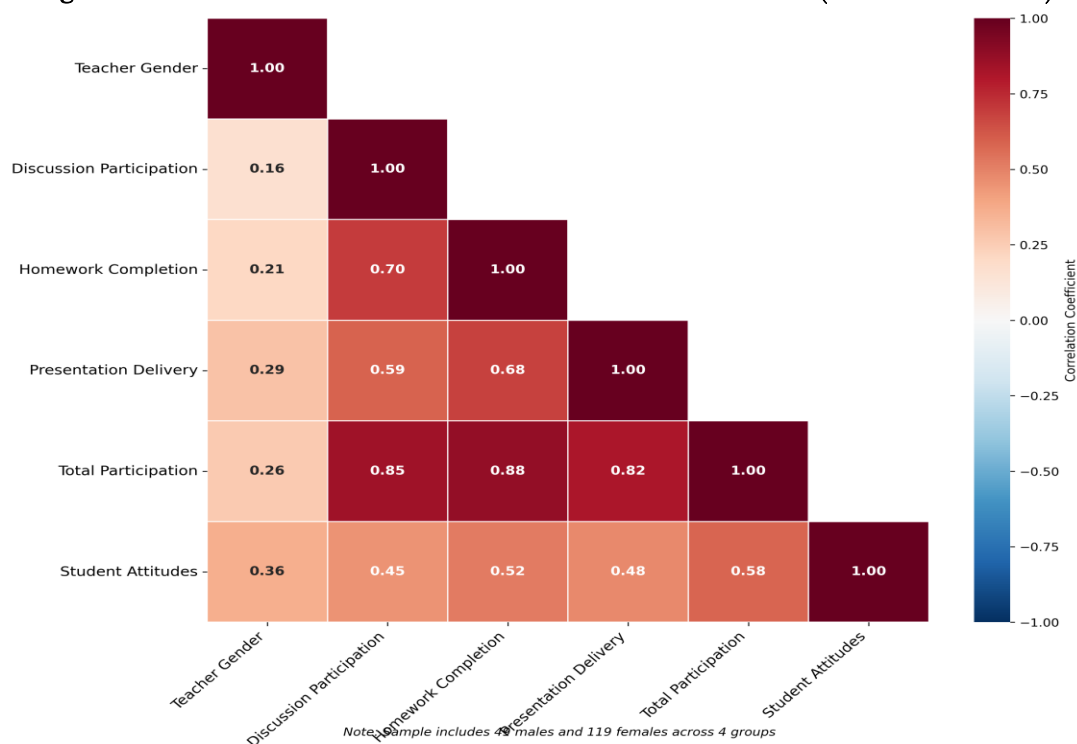
Variable	M	SD	Range	M	SD	Range
Discussion Participation	3.15	0.89	1.00-5.00	3.42	0.91	1.17-5.00
Homework Completion	3.28	0.85	1.25-5.00	3.51	0.88	1.50-5.00
Presentation Delivery	3.22	0.92	1.20-5.00	3.48	0.89	1.40-5.00
Total Participation	3.22	0.78	1.27-4.87	3.47	0.81	1.49-4.93
Student Attitudes	4.98	1.23	1.85-7.00	5.46	1.18	2.15-7.00

Table 1 showcases descriptive statistics for all major variables in the study, compared against teacher gender. With differences ranging from 0.24 to 0.48 scale points, class groups with female teachers featured higher student mean scores throughout all measures of participation and attitudes.

3.2 Correlational analysis

Comprehensive correlational analyses were employed to address the primary research questions. Figure 1, the correlation matrix, comprehensively shows the relationships between all study variables including teacher gender, student attitudes, and total participation rates.

Figure 1: Correlation matrix for educational research variables (n = 168 students)

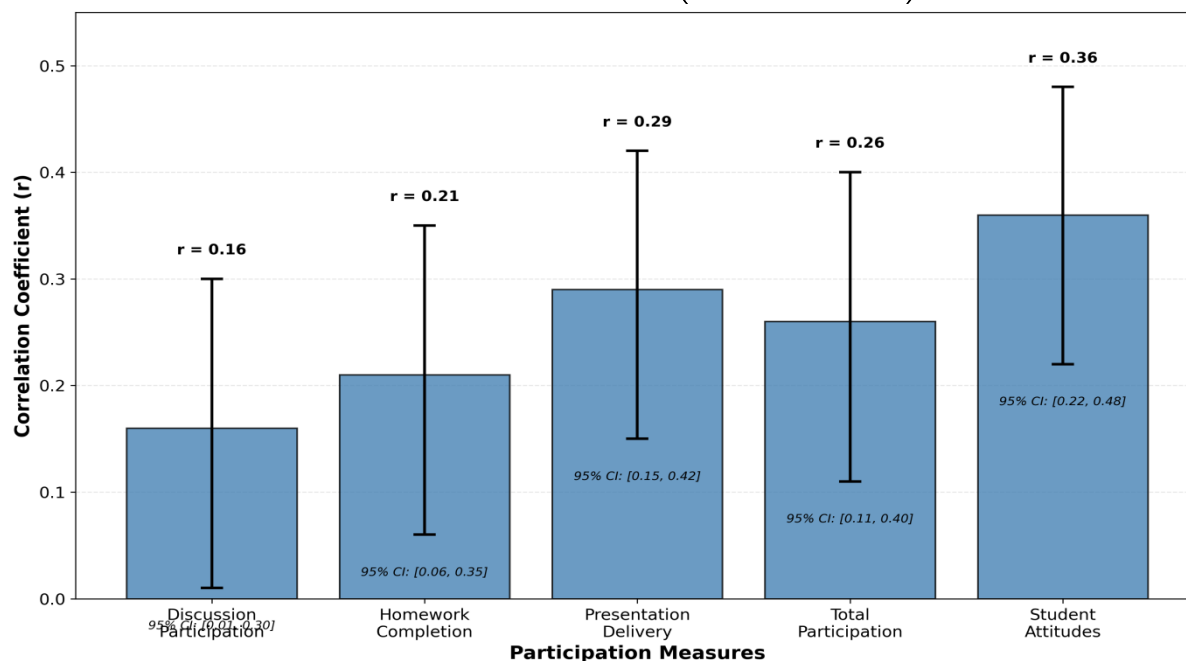


3.3 Research question 1: teacher gender and student participation

The correlational analysis revealed significant positive relationships between teacher gender and all participation measures. Specifically, teacher gender was positively correlated with discussion participation ($r = .16$, $p < .001$), homework completion ($r = .21$, $p < .001$), presentation delivery ($r = .29$, $p < .001$), and total participation ($r = .26$, $p < .001$). These findings indicate that female teachers are associated with higher levels of student participation across all measured dimensions.

Figure 2 presents the correlation coefficients between teacher gender and each participation measure, including 95% confidence intervals. The presentation delivery dimension showed the strongest relationship with teacher gender ($r = .29$), representing a small to medium effect size according to Cohen's (1988) guidelines.

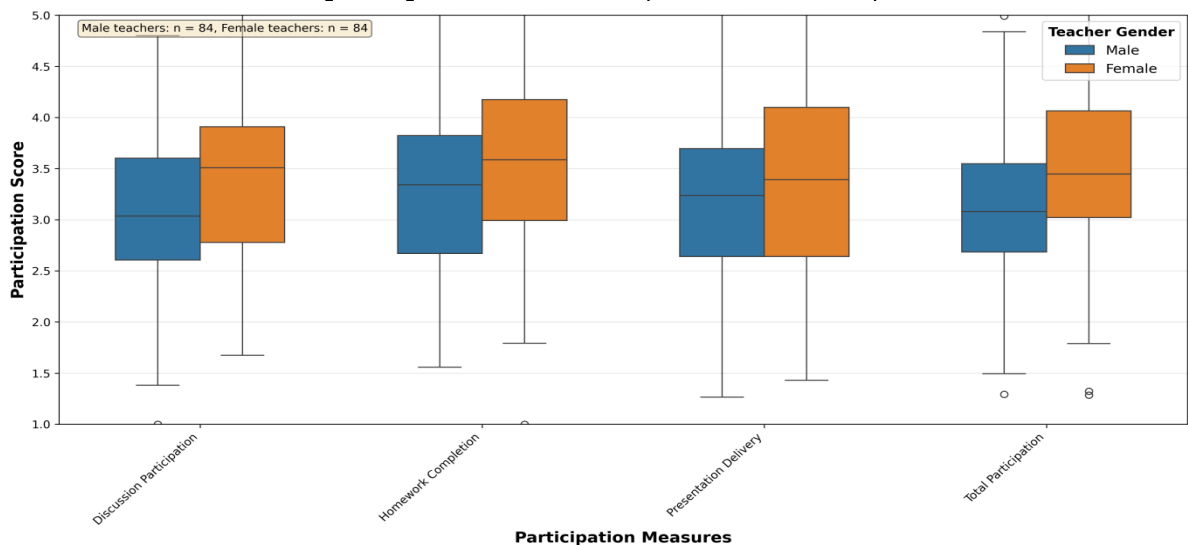
Figure 2: Teacher gender effects on student participation measures showing correlation coefficients with 95% confidence intervals (n = 168 students)



3.4 Research question 2: teacher gender and student attitudes

With a medium effect size, the results of the correlation analysis showed that teacher gender and student attitudes correlated significantly ($r = .36$, $p < .001$). The correlation score suggests that students in class groups taught by female teachers reported more positive attitudes toward their learning experience. Figure 3 presents the distribution of student participation measures in male and female teacher groups. The box plots reveal that students taught by female teachers showed consistently higher median values. Additionally, the interquartile ranges for class groups taught by female teachers were narrower. While this suggests less variability in terms of student performance, engagement levels were relatively greater. These findings imply potential association between teacher gender and student engagement patterns in oral expression classes.

Figure 3: Distribution of participation measures by teacher gender showing box plots for different participation dimensions (N = 168 students)



3.5 Research questions 3: intercorrelations among participation dimensions

There was strong correlation among all three participation dimensions, demonstrating strong positive intercorrelations. This supports the participation framework construct validity. Discussion participation significantly correlated with homework completion ($r = .70, p < .001$) and presentation delivery ($r = .59, p < .001$). Additionally, Homework completion and presentation delivery showed strong correlation ($r = .68, p < .001$). These intercorrelations suggest unified measurement for the study construct, student participation, due to the high association between the variables in the study.

Figure 4: Comprehensive correlation matrix heatmap for all study variables showing the complete pattern of relationships among teacher gender, student demographics, and participation measures (N = 168 students)

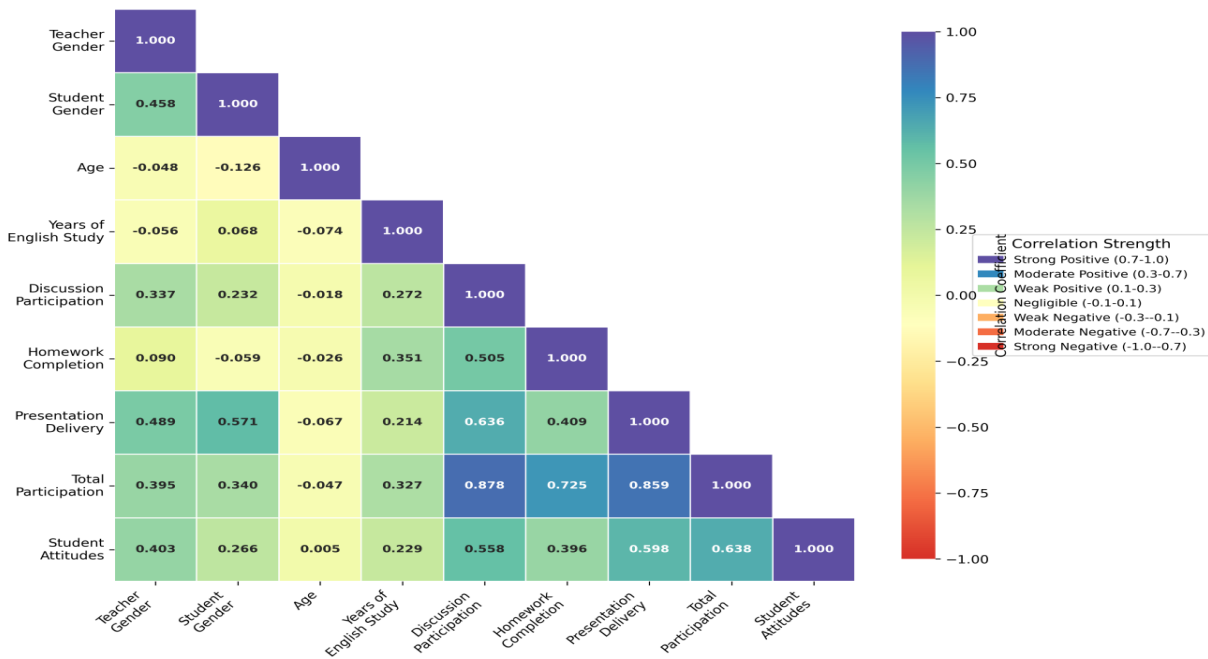


Figure 4 presents the full correlation matrix as a heatmap that visualizes all relationships among the variables in the study. Color intensity is used to represent correlation strength and direction, in other words, darker shades of blue indicate stronger positive associations.

3.6 Supplementary analyses

Supplementary analyses were conducted to examine the relationships between demographic variables and various dimensions of student participation. Years of English study showed moderate positive correlations with all participation dimensions ($r = .27$ to $.39$, $p < .001$). Student age equally demonstrated statistically significant, albeit weaker, correlation with participation rates ($r = .09$ to $.14$, $p < .05$). This suggests that age had minor influence on student engagement levels.

3.6.1 Effect size interpretation

Table 2: Effect size interpretation for teacher gender correlations

Variable	Correlation with Teacher Gender	95% Confidence Interval	Effect Size Interpretation
Discussion Participation	$r = .16$	[.05, .27]	Small
Homework Completion	$r = .21$	[.10, .32]	Small
Presentation Delivery	$r = .29$	[.18, .39]	Small to Medium
Total Participation	$r = .26$	[.15, .37]	Small to Medium
Student Attitudes	$r = .36$	[.26, .46]	Medium

4. Discussion

4.1 Interpretation of the findings

The findings of this study provide evidence supporting the conjecture that teacher gender influences student participation and attitudes in oral expression classes. Positive correlations observed between teacher gender and participation dimensions indicate that female teachers may be more effective at encouraging student participation. These findings point at the potential role teacher gender has in setting into motion classroom dynamics and fostering student involvement in class activities. However, in order to understand better how to support tertiary level education students, further research should set out to explore mechanisms that underpin instructional practices, student-student and student-teacher communication styles as well as classroom management strategies considering differences in teacher gender.

The strongest variable relationship featured between teacher gender and student attitudes ($r = .36$), showing that students taught by female teachers report more positive learning experiences. This aligns with research by Hadley (2014) and extends it by showing similar patterns of student participation the relationship in multiple dimensions. The medium effect size indicates that teacher gender is responsible for approximately 13% of the overall variance in student attitudes: a meaningful amount in authentic classrooms.

The high intercorrelations level in participation dimensions ($r = .59$ to $.70$) further supports the construct validity of the participation framework. These findings reveal that students with high levels of engagement in one dimension of classroom participation show a higher tendency to be engaged in all participation dimensions. This supports the conceptualization of classroom participation as a multifarious but inherently unified construct.

4.2 Theoretical implications

The study findings are envisioned to contribute to the theoretical understanding of gender dynamics in language learning contexts, especially in tertiary level education. The assertion that teacher characteristics influence group dynamics and student engagement patterns align with the framework put forth by Dörnyei and Murphey's (2003). Additionally, the differential effects teacher gender has on student participation dimensions could point at differences in instructional strategies employed by

female as opposed to male teachers. Future research could investigate further these practices to determine whether differences could be due to pedagogical practices or cross-gender attitudes. That is to say, gender-induced participation rates could have been catalyzed by cultural variables relative to the Algerian context.

4.3 Practical implications

The findings of the study suggest several practical implications for EFL instruction by and large. First, due to the propensity of student engagement rates to be influenced by teacher gender in oral expression classes, the study results suggest that gender could be factored in assigning teachers to different classes, albeit teacher assignment to one class or the other remains contingent on a number of different factors including qualifications and experience, *inter alia*.

Second, the strong intercorrelations in participation dimensions could suggest that efforts to improve one dimension may also simultaneously help in fostering the other dimensions. For example, strategies that aim at fostering discussion participation could, by extension, boost homework completion, especially if that latter is set to prepare students to perform in subsequent sessions. This dimension overlap suggests that targeting one dimension could bring about spill-over effects on other dimensions, widening the impact of treatment or intervention.

Third, teacher gender moderate effect sizes indicate that despite the the statistical meaningfulness of these results, teacher gender remains only one factor among many that could influence student inclination to participate in oral expression activities. This suggests that, in the context of educational research, factors should not be viewed each individually.

4.4 Limitations and future research

A number of limitations should be considered when interpreting the findings yielded by the present study. First, the correlational design precludes prospects for any causal inferences as to the relationship between teacher gender and student participation. Future research could veer toward experimental or quasi-experimental designs to explore whether teacher gender does in fact have an impact on both student participation and attitudes.

Second, the study is limited in the sense that it investigated the issue at a single university and with a single level. This limits prospects for applying results to other educational contexts. The participation patterns observed could have featured due to local factors such as institutional culture or individual student background. Thus, understanding better the potential widespread of these findings remains contingent on future research to test the same relationships with different universities, larger populations, and diverse cultural contexts.

Third, the study was not aimed at examining potential mediating variables that could explain the relationship between teacher gender and student participation. Instead, the study only revealed that a relationship between the two variables does exist. Future research could venture to explore detailed teacher practices such as communication patterns, giving feedback and setting goal expectations. These elements could rule out circumstantial correlations, if any, and unearth authentic dynamics that might underlie this relationship.

Finally, the study aimed to exclusively examine teacher gender and did not account for other potentially important teacher characteristics such as experience, teaching style, or interaction patterns. Future studies should thus consider investigating a wider range of teacher attributes so as to ensure more holistic understanding of the relationship between participation inclination and patterns and teacher characteristics in the EFL context, namely with oral expression classes where participation is key. Despite significant statistical correlations, cultural covariates could have interfered in catalyzing examined relationships. Owing to the student sample demographics, it is clear that the number of female students markedly outweighs that of their male counterparts. This hints at latent local cultural predispositions that could be characteristic of the population in question and that warrant further in-depth exploration.

Conclusion

This correlational study offers evidence that teacher gender plays a crucial role in student participation and attitudes in oral expression classes. Considering measured engagement dimensions, female teachers were associated with higher student involvement. Findings demonstrate consistent positive relationships between teacher gender and all measured aspects of student engagement, with female teachers associated with higher levels of participation across discussion, homework, and presentation dimensions.

The measurement instruments developed for this study represent a significant methodological contribution to the field and provide reliable and valid tools for assessing multidimensional participation in language learning contexts. Furthermore, the in-depth correlation analyses provide insights as to the relationships among teacher characteristics, student demographics, and engagement patterns in tertiary level education.

Although modest, effect sizes represent meaningful practical differences that could inform educational policy and practice. Findings indicate that teacher gender constitutes a notable factor that should be accounted for as far as instructional decisions concerned, and while these teacher demographic factors could prove insightful, their investigation should not be overemphasized at the expense of effective teaching practices and supportive classroom environments.

Future studies should shed light on the mechanisms that underpin these relationships. More critically, however, future research should seek interventions that can facilitate for all teachers, despite differences in gender, the creation of more engaging and supportive learning environments for their students, albeit acknowledging the role of covariates, mediating, or confounding variables such as student attitudes to certain pedagogical components is instrumental for the success of any research-based intervention.

References

- Campbell F., Blank L., Cantrell A., Baxter S., Blackmore C., Dixon J., & Goyder E. (2022). Factors that influence mental health of university and college students in the UK: a systematic review. *BMC public health*, 22(1), 1778.
- Campbell S. (2002). *Behavior Problems in Preschool Children: Clinical and Developmental Issues*. New York: The Guilford Press.
- Cohen, J. (1988). *Statistical power analysis for the behavioral sciences* (2nd ed.). Lawrence Erlbaum Associates.
- Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches* (4th ed.). Sage Publications.
- Dallimore E. J., Hertenstein J. H., & Platt M. B. (2006). Nonvoluntary Class Participation in Graduate Discussion Courses: Effects of Grading and Cold Calling. *Journal of Management Education*, 30(2), 354-377.
- Dee, T. S. (2007). Teachers and the gender gaps in student achievement. *Journal of Human Resources*, 42(3), 528-554.
- Dee, T. S. (2007). Teachers and the gender gaps in student achievement. *Journal of Human Resources*, 42(3), 528-554.
- Dörnyei Z. (2001). *Motivational Strategies in the Language Classroom*. Cambridge: Cambridge University Press.
- Dörnyei, Z., & Murphey, T. (2003). *Group dynamics in the language classroom*. Cambridge University Press.

- Edris Yaseen R. (2023). Factors affecting students' willingness to communicate in EFL classrooms [B.A. research project]. University of Erbil.
- Ehrenberg, R. G., Goldhaber, D. D., & Brewer, D. J. (1995). Do teachers' race, gender, and ethnicity matter? Evidence from the National Educational Longitudinal Study of 1988. *Industrial and Labor Relations Review*, 48(3), 547-561.
- Feng, J. (2023). The Impact of Teacher Gender on Students' Academic Performance: Evidence from China. In H. Kassim et al., *Proceedings of the 2023 8th International Conference on Modern Management and Education Technology (MMET 2023)*, *Advances in Social Science, Education and Humanities Research* 798.
- Francis B., & Skelton C. (2005) *Reassessing Gender and Achievement*. London: Routledge.
- Fredricks J. A., Blumenfeld P. C., & Paris, A. H. (2004). School Engagement: Potential of the Concept, State of the Evidence. *Review of Educational Research*, 74(1), 59-109.
- Hadley, G. (2014). Global textbooks in local contexts: An empirical investigation of effectiveness. In N. Harwood (Ed.), *English language teaching textbooks: Content, consumption, production* (pp. 205-238). Palgrave Macmillan.
- Hanh N.T. (2020). Silence is Gold?: A Study on Students' Silence in EFL Classrooms. *International Journal of Higher Education*. 9(4), 153–160.
- Hattie J., & Timperley H. (2007). The power of feedback. *Review of Educational Research*, 77, 81-112.
- Hwang N. Y., & Fitzpatrick B. (2021). Male Teacher Assignment and Teacher Turnover in Elementary Schools. *AERA Open*, 7(1), 1–14.
- Jones S. M., & Dindia K. (2004). A meta- Analysis perspective on Sex Equity in the Classroom. *Review of Education Research* 74 (4), 443-471.
- Kahu E. (2013) Framing Student Engagement in Higher Education. *Studies in Higher Education*, 38(5), 758-773.
- Kerbab W., & Menezla N. (2020). The Effect of Teachers' Gender on EFL Learning in Secondary Education. *Journal of Human Sciences- Oum El Bouaghi University*, 7(2), 784-797.
- Kuh G. D. (2003). What we're learning about student engagement from NSSE: Benchmarks for effective educational practices. *Change: The Magazine of Higher Learning*, 35(2), 24-32. doi:10.1080/00091380309604090.
- Li H. (2025). Impact of collaborative learning on student engagement in college English programs: mediating effect of peer support and moderating role of group size. *Frontiers in Psychology*, 16, Article 1525192.
- Liu L., Zhang L., Ye P., & Liu Q. (2018). Influencing Factors of University Students' Use of Social Network Sites: An Empirical Analysis in China. *International Journal of Engineering & Technology*, 13(03), Article 8380.
- Lodewijks B. (2015). *The Impact of Teacher Gender on Learning Outcomes in Developing Countries: Evidence from Pakistan and Vietnam* [Master's thesis]. University of Oxford.

- Long, M. H. (1996). The role of the linguistic environment in second language acquisition. In W. C. Ritchie & T. K. Bhatia (Eds.), *Handbook of second language acquisition* (pp. 413-468). Academic Press.
- Macintyre P. D., & Gregersen T. (2022). The idiodynamic method: Willingness to communicate and anxiety processes interacting in real time. *International Review of Applied Linguistics in Language Teaching*, 60(1), 67–84.
- Martin B. E., & Juvonen J. (2017). The roles of teacher support, teacher gender, and student gender in middle school students' feelings of belonging. *Journal of Early Adolescence*, 37(7), 1014–1035.
- Pascarella E. T., & Terenzini P. T. (2005). *How college affects students: A third decade of research*. San Francisco: Jossey-Bass.
- Philp, J., & Duchesne, S. (2016). Exploring engagement in tasks in the language classroom. *Annual Review of Applied Linguistics*, 36, 50-72.
- Rodgers C. R., & Raider-Roth M. B. (2006). Presence in teaching. *Teachers and Teaching: Theory and Practice*, 12(3), 265–287.
- Ryan R. M. & Deci E. L. (2017). *Self-determination theory. Basic psychological needs in motivation, development and wellness*. Guilford Press.
- Sunderland, J., Rahim, M., Leonardi, L., Albano, C., Englert, K., & Valdeon, R. (2001). From representation towards discursive practices: Gender in the foreign language textbook revisited. In J. Sunderland (Ed.), *Language and gender: An advanced resource book* (pp. 223-255). Routledge.
- Swain, M. (1985). Communicative competence: Some roles of comprehensible input and comprehensible output in its development. In S. M. Gass & C. G. Madden (Eds.), *Input in second language acquisition* (pp. 235-253). Newbury House.
- Trautwein U., & Möller J. (2016). Self-concept: Determinants and consequences of academic self-concept in school contexts. In A. A. Lipnevich, F. Preckel, & R. D. Roberts (Eds.), *Psychosocial skills and school systems in the 21st century: Theory, research, and practice* (pp. 187–214). Springer International Publishing/Springer Nature.
- Tsiplakides I., & Keramida A. (2009). Helping Students Overcome Foreign Language Speaking Anxiety in the English Classroom: Theoretical Issues and Practical Recommendations. *International Education Studies*, 2 (4), 39-44.
- Xu S. (2017). Benefits and Drawbacks of China's Top-Down Innovation Campaign in Tertiary Science Education. *Creative Education*, 8, 55-65.
- ZARRINABADI, N. (2014). *Communicating in a second language: Investigating*
- Živković S. (2014). The importance of oral presentations for university students. *Mediterranean Journal of Social Sciences*, 5(19), 468-475.

Appendices

Appendix I: Observation Grid for Student Participation

Student Participation Observation Grid

Theoretical Foundation: Based on Philp and Duchesne's (2016) participation taxonomy and Dörnyei and Murphey's (2003) group dynamics framework.

Reliability Statistics:

- Discussion Participation: $\alpha = .89$
- Homework Completion: $\alpha = .86$
- Presentation Delivery: $\alpha = .91$
- Total Participation: $\alpha = .94$

Instructions: Rate each student on the following dimensions using a 5-point scale where 1 = Never/Poor and 5 = Always/Excellent.

Discussion Participation (6 items)

1. Volunteers answers to teacher questions
2. Asks clarifying questions during discussions
3. Builds on other students' contributions
4. Initiates new topics or ideas
5. Demonstrates active listening behaviors
6. Maintains engagement throughout class discussions

Homework Completion (4 items)

1. Submits assignments on time
2. Demonstrates thorough preparation
3. Shows evidence of effort and engagement
4. Incorporates feedback from previous assignments

Presentation Delivery (5 items)

1. Demonstrates adequate preparation
2. Maintains appropriate eye contact
3. Uses clear and audible voice
4. Responds appropriately to audience questions
5. Shows confidence and composure

Appendix II

Appendix II: Student Attitudes Questionnaire

Student Attitudes Toward Learning Experience

Theoretical Foundation: Based on social cognitive theory and educational psychology research on student-teacher relationships.

Reliability Statistics:

- Comfort with Teacher: $\alpha = .89$
- Perceived Teacher Support: $\alpha = .92$
- Classroom Environment: $\alpha = .87$
- Learning Satisfaction: $\alpha = .85$
- Total Attitude Score: $\alpha = .94$

Instructions: Please rate each statement using a 7-point scale where 1 = Strongly Disagree and 7 = Strongly Agree.

Comfort with Teacher (5 items)

1. I feel comfortable asking questions in class
2. I can approach my teacher for help when needed
3. I feel at ease during class discussions
4. My teacher creates a welcoming atmosphere
5. I feel respected by my teacher

Perceived Teacher Support (5 items)

6. My teacher provides helpful feedback on my work
7. My teacher encourages my efforts to improve
8. My teacher is available when I need assistance
9. My teacher shows interest in my learning progress
10. My teacher adapts instruction to meet my needs

Classroom Environment (5 items)

11. The classroom atmosphere is conducive to learning
12. Class activities are engaging and interesting
13. There is mutual respect among class members
14. I feel safe to express my opinions in class
15. The pace of instruction is appropriate

Learning Satisfaction (5 items)

16. I am satisfied with my learning experience
17. This class has improved my English skills
18. I would recommend this class to other students
19. I feel motivated to continue learning English
20. Overall, this has been a positive learning experience