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Original scientific paper
UDC: 37.043.2-055
<http://doi.org/10.5937/IstrPed2502457E>

DOES GENDER INFLUENCE TEACHERS' SUBJECT MATTER KNOWLEDGE, PEDAGOGICAL KNOWLEDGE AND TEACHING STYLES IN LESSON DELIVERY?

Abstract: Variation and distinctiveness exist in teachers' mastery of subject matter, teachers' teaching styles, and ways in which they carry out pedagogical practices. Several studies present contradictory findings on factors that account for variation and distinctiveness in teachers' classroom delivery. This study, therefore, seeks to investigate if teachers' gender could be a driving force for such variance and idiosyncrasies in Literature-in-English teaching delivery. The study examines Literature-in-English teachers' perception of the influence of gender on their teaching practices, and also explores Literature-in-English students' preference for teachers' gender in Ekiti State. The study was a descriptive research of a survey type. Five research instruments were used for the study. The sample size of the study comprised 127 teachers who teach Literature-in-English and 632 students in Arts Class in public senior secondary schools. Descriptive statistics of frequency counts, percentages, mean scores and standard deviations were used in the analyses. The hypotheses were tested with inferential statistics of multiple regression analysis at a 0.05 level of significance. The findings showed that the manner in which male Literature-in-English teachers teach and relate with students differs from female teachers. Findings revealed that teachers' teaching styles, content mastery and pedagogical know-how are not determined by teachers' gender. Mention is made that recruitment of Literature-in-English teachers should not be gender-specific, while teachers should bear it in mind that effective classroom delivery is not occasioned by teachers' gender.

Keywords: Gender, Literature-in-English, Pedagogical Knowledge, Subject Matter Knowledge, Styles of Teaching

Introduction

The teaching profession is connected with the dissemination of appropriate knowledge, skills and attitude. To achieve effective teaching and improved learning outcomes, diverse teaching competencies are needed. Different teacher-related factors have been put forward as responsible for students' attitude to and performance in various school subjects: teachers' confidence, adequate resources, skilled teaching personnel, teachers' qualification, self-efficacy, teaching experience, and teachers' professional development programs (Akram, 2020; Akram & Yang, 2021; Cladio et al., 2011; Olaleye, 2013; Olanipekun & Aina, 2014). Besides these teacher-related factors, teacher subject matter knowledge, pedagogical knowledge and teaching styles have been researched and confirmed to be good determinants of students' academic achievement (Ansah et al., 2020; Guerriero, 2014; Khanam et al., 2022; Ullah et al., 2024).

Despite the influence of the subject matter knowledge, pedagogical knowledge and teaching style on learners' academic achievement, Bas and Senturk (2018) argued that teachers' gender is a probable potent factor that may affect the efficacy of these teacher variables in the classroom. Tebeje (2004) expounded that in some culturally inclined societies, certain roles, activities and responsibilities are assigned to men and women based on their sex, being male or female. In some

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climes, it is expected that people of the community ought to react, behave, relate, or carry out fixed roles assigned to them in a certain way because they are either men or women. This perception is gender-induced and biased. Gender, in different studies, is a force to be reckoned with in teaching and learning practices (Alnahdi & Schwab, 2023; Ilanlou & Malmir, 2015; Akiri & Ugborugbo, 2008). Subjectivity of judgement and assessment of issues can portray certain genders as caring, tender, patient, resilient, while other genders can be termed as stern, impatient, rigid, unconcerned, and non-tolerant. Variation and distinctiveness can be noticed in the ways teachers carry out pedagogical practices, communication, teaching styles, mastery of subject matter, attitude, interest, behavioural tendencies, psychological traits, and instructional practices. Out et al., (2023) affirm that differences in the selection of genders or job preference in the teaching profession can cause differences in the job performance of male and female teachers. Men perceive teaching jobs as neither lucrative nor prestigious, so only a few with a passion for teaching or those who have no options choose this profession, leaving the job for female folk (Kundu & Basu, 2022).

Some studies have shown that gender impacts teacher characteristics, while some research differs in its findings. Odunaike et al., (2013) examined whether teachers' gender would influence professional achievements in secondary schools. The study confirms that female teachers are more dedicated to the teaching profession than their male counterparts. Odanga et al., (2015) examined gender and teachers' self-efficacy in schools. It was reported in the study that male teachers had better self-efficacies than female teachers because they are resilient, actively engaged in school programmes, and are undaunted even if they do not meet the stated goals. Igberadja (2016) examined whether teachers' gender has any significant effects on learners' performance in Vocational Technical Education. The result indicated that the teachers' gender has nothing to do with students' performance in Industrial Safety. This means that a teacher's gender will not affect a teacher's ability to impact knowledge in the learners, so long as he is skilled and competent in the subject.

Out et al., (2023) examined how the effectiveness of mathematics teachers can be influenced by classroom management, gender, and teaching methods. The study revealed that teachers' gender significantly influenced classroom management and teaching methods of mathematics teachers. On the other hand, Imran et al., (2024) explored the influence of teachers' gender on teachers' pedagogical practices and attitudes towards students' learning. The study showed that gender did not influence pedagogical practices, except for classroom management, where male teachers had better classroom management skills than their female counterparts.

The rationale for this study stems from the controversial discrepancies in the submissions of past researchers on whether teachers' gender determines teachers' teaching practices and teaching output in any given school subject. Besides, the school subjects investigated in the studies reviewed in this paper were not Literature-in-English. To the knowledge of the author, it seems research has not been done on teacher subject matter knowledge, pedagogical knowledge, teaching styles, and teachers' gender in the teaching and learning of Literature-in-English. Here lies the novelty of the present study. Therefore, the present study bridges this research gap, and it is against this backdrop that this study seeks to examine if teachers' gender would influence subject matter knowledge, pedagogical knowledge, and teaching styles in Literature-in-English. The study would be of benefit to teachers by providing insights into the relatedness of gender, teacher factors, and classroom delivery. To achieve this objective, a research question was raised, and one hypothesis was formulated:

Research Questions

1. What is Literature-in-English teachers' perception of the influence of Literature-in-English teachers' gender on their teaching practices?

2. Do Literature-in-English students have a preference for Literature-in-English teachers' gender?

Research Hypothesis

1. Literature-in-English teachers' gender will not significantly influence their subject matter knowledge, pedagogical knowledge, and teaching styles in Literature-in-English teaching practices.

Literature Review

Literature-in-English

Literature-in-English is a school subject that belongs to the Humanities. It is an embodiment of features that give a vivid account of scenery, climatic conditions, architecture, beautification, traditions, beliefs, and lifestyles. It fosters vocabulary acquisition, language learning, and gives cultural insight (Cruz, 2010). It provides opportunities for teachers and students to share experiences that can stimulate discussion (Abraham, 2010). Literature-in-English develops learners' sociolinguistic competence in the target language and introduce them to various linguistic tasks through the medium of informal or formal speech styles (Murat, 2005). Literary texts afford the readers emotional, intellectual, linguistic, and aesthetic pleasure. However, the manner in which teachers teach Literature-in-English, and the manner in which schools handle the subject, are not satisfactory.

Many believe that teachers who instruct the English language are also skilled in teaching Literature-in-English. However, a lack of expertise negatively impacts the subject because many teachers handling it are not properly trained. Effective teaching cannot occur when a teacher does not have a strong mastery of the subject (Simuchimba, 2016). Non-qualified teachers who teach content outside their area of specialisation often end up disseminating inaccuracies. It is expected that competent teachers, with a good grasp of the subject, will teach Literature-in-English (Fakeye, 2012). Teachers' ability to provide clear and straightforward explanations increases the likelihood that students will understand what they are learning (Eucharía & Alexander, 2011; Khanam et al., 2022).

Subject Matter Knowledge

Teachers' knowledge of how to teach is essential, but not sufficient in itself. A teacher could have an understanding of pedagogy, but might not have subject matter mastery. It is expedient that teachers comprehend the objectives, concepts, principles, theories, and facts of the subject they teach. This will help them give a succinct and detailed explanation of content and information related to the subject to students, which could cause a change in attitude and improve their performance. A competent teacher demonstrates an array of knowledge of his specialization, breaks down concepts to their simplest form, and is aware of innovations in his field. Kennedy (1990) noted that teachers' knowledge of the methods of enquiry employed within the ambit subject, the content of the subject matter, and the arrangement of the subject matter helps teachers to teach from the known to the unknown.

Nixon et al., (2019) observed that different studies have shown diverse perspectives on content knowledge. They observed that teachers can be skilled, yet they may be unable to synchronize the subject matter to be taught with the different levels of students' background experiences, previous knowledge and ways to comprehend the content. However, Ball et al., (2008) provided a model that caters for this lacuna and name them as common content knowledge, specialized content knowledge and horizon content knowledge. Jüttner et al., (2013) classified content knowledge as declarative, procedural, and conditional knowledge, while Gess-Newsome (2015) delineated content

knowledge as practices in science and engineering, the act of crosscutting concepts and disciplinary core ideas. Syntactic and substantive are other dimensions of content knowledge. Syntactic knowledge understudies knowing how to find out the nature of a discipline, proven facts and authenticity of truth in that discipline, and how the new knowledge is conceived, initiated, presented and approved in the community, while the substantive knowledge is about the facts, principles, terminologies, structures, and foundations of a discipline (Sehgal & Standish, 2021).

Pedagogical Knowledge

Pedagogical knowledge is teachers' knowledge of how to teach in general terms in relation to knowledge of learning and teaching theories, techniques, and procedures of learning and teaching; cognitive science, collaborative and facilitative learning, knowledge of what and how misconceptions hinder learning, and how to tackle learning problems. Pedagogical knowledge entails acquiring learning theories and instructional principles through the application of creative approaches, methods, and learning strategies. Teachers with pedagogical knowledge develop instructional activities and understand instructional design alongside the selection of learning materials that suit learners' development. Teachers with pedagogical knowledge are versed in assessing and evaluating instructional processes and learning outcomes (Indonesia Ministry of National Education, 2007).

Teachers' knowledge of what to teach is important, but not sufficient in itself. A teacher could have the knowledge of the content of Literature-in-English, but might not know how to teach the subject, or may not even know how to teach different categories of learners in the classroom. Nadif (2025) explained that effective teaching takes place when teachers adopt innovative, student-centred, and interactive teaching strategies into their instructional delivery. Besides, teachers need to encourage learners to develop self-regulating mechanisms to foster their understanding and retention of content. Dhamija and Dhamija (2025) explicated that teachers must desist from using unclear expressions that may cause confusion, apprehension, and anxiety, which could take a negative toll on students' academic achievement. Rather, teachers need to spell out clear communication of learning objectives and lesson expectations because they are fundamental to effective learning experiences. Teachers' ability to offer comprehensive explanations, examples, and give clarifications on knotty issues contributes in no measure to students' understanding. Rodil (2024) noted that teachers' dexterity at generating learning materials that incorporate problem-solving tasks, which students can relate to and are relevant to their varied backgrounds, would help them tackle real-world problems.

Teaching Styles

Teaching is a deliberate activity designed to facilitate and induce learning. Given that contemporary classrooms comprise students from varied origins, cultures, and languages, it is important to employ multiple teaching styles to effectively engage every student. Teaching styles differ among teachers. Some teachers deliver lectures, while others exhibit or engage in discussions; some prioritize rules, whereas others focus on analogies; some emphasize memorization, while others advocate for comprehension. SD College-Barnala (2024) classified teaching styles as direct command, practice, reciprocal, and guided discovery styles. Grasha (1996) delineated teaching styles into five types: expert, formal authority, personal model, delegator, and facilitator.

Expert teachers believe they possess the requisite information that students require. They stick to the status of an authority among students by demonstrating a comprehensive understanding of facts and figures. This style values teachers' possession of information, knowledge, and abilities. Formal authority teachers provide different shades of feedback, they define the learning goals, and always want students to behave in fixed and traditional ways. The teachers give clear expectations and structure; however, the aftermath of this style could lead to rigidity and a structured approach

to addressing students and their problems. Personal model teachers exhibit how things work, how to do things, and inspire students to watch and imitate the teacher's actions. These teachers teach by personal example through direct observation and role-modelling. They set an example for how to think and act following their own teaching style (Grasha, 1996; SD College – Barnala, 2024).

A facilitator stresses the human dimension of teacher-student interactions. Students are allowed to ask questions, give suggestions, provide alternatives, and choose from the right alternatives. Teachers are flexible; they do not set rigid and unrealizable goals. Teachers focus on students' needs, goals, and aspirations. Teachers with a delegator style allow learners to work on projects independently. The autonomy given to students promotes a sense of independence in learners. The demerit is that if the autonomy is not checked, students' readiness may be taken for independent learning. A delegator focuses on helping students develop their capacity to function autonomously.

Gender and Studies on the Influence of Gender on Teaching Practices

Gender entails the psychological and socio-cultural dimensions of being tagged male or female. Gender, according to UNESCO (2012), is the responsibilities and roles of men and women formed by people of our clan, our culture, our societies and members of our families. The World Health Organisation cited in Broughton et al., (2017), defined gender as socially constructed behaviours, activities, roles, and attributes that a given society deems it right for men and women. Gender roles and duties are modified by class, political status, ethnicity, age, belief, and traditions. Several researchers have investigated whether teachers' gender would influence students' learning outcomes. Research was carried out to examine whether teachers' gender could be a determinant of pupils' performance in primary science. The result showed that there no significant relationship between the performance of pupils taught by male and female teachers in 99 primary sciences (Afolabi, 2009). Dada (2015) investigated pattern of interaction in English as Second Language (ESL) classrooms and some demographic variables of teachers. The study showed that teachers' gender is not a variable that could influence teachers' patterns of interaction in the class.

Abdu-Raheem (2012) reported that students' performance in the English language cannot be attributed to gender. However, divergent views suggest that the female gender has a positive impact on students' learning outcomes. Kazi et al., (2013) investigated the influence of teachers' gender on primary pupils' achievement. Their findings revealed that females have the potential to teach slightly better than men in primary schools. Escardibul and Mora (2013) researched teachers' gender and students' performance in Mathematics. They found that pupils who scored higher on the blind test were all taught Mathematics by a female teacher. However, Ilanlou and Malmir (2015) noted that gender can influence teaching preferences, teachers' professional lives and personalities, and individual characteristics. Their findings showed that gender affects teachers' choice of different teaching styles, with Iranian EFL male teachers outperforming their female counterparts compared to female language teachers. Gender appears to be a key factor in learning, and opinions about its impact remain conflicting in the reviewed papers.

Methodology

Research Design

Descriptive research of the survey type was used in this study. This design was deemed appropriate for this study because it helped in eliciting direct responses from respondents, investigating and describing an existing phenomenon that was concerned with the influence of teachers' gender on teachers' pedagogical knowledge, content knowledge and teaching styles in Literature-in-English without manipulating the variables. Specifically, the design allowed the participants to give their opinions. Research ethics were observed and upheld during the study. Respondents were informed of the purpose of the study. No respondent was coerced because they gave their consent willingly and volunteered themselves.

Sample and Sampling Technique

The sample comprised 127 Literature-in-English teachers and 632 Literature-in-English students in Ekiti State, Nigeria. 71 were female teachers, while 56 were male teachers. 344 were females, while 288 were male students. The purposive sampling technique was employed in the study. The reason for the choice of the purposive sampling technique was based on the school type. In Ekiti State, there are schools meant for boys only, girls only and the mixture of both boys and girls. The criterion set for the study was premised that the students in the schools where teachers would be sampled should be a composition of both boys and girls, because their responses would yield useful and appropriate information about gender. Teachers who taught in single sex schools were not considered. In all, 48 schools were selected.

Research Instruments

Five instruments were employed for data gathering: a questionnaire on Literature-in-English students' preference for teachers' gender; a questionnaire on Literature-in-English teachers' perceptions of the influence of their gender on their teaching practices; an observation scale measuring styles of teaching in Literature-in-English; an observational scale measuring pedagogical knowledge of teachers in Literature-in-English; and observational scale measuring teachers' subject matter knowledge in Literature-in-English. The questionnaire on Literature-in-English students' preference for teachers' gender had two sections. Section one was on students' demographic variables of gender and the name of the school. Section two elicited information on the gender of teachers they prefer to teach Literature-in-English. The questionnaire on Literature-in-English teachers' perceptions of the influence of their gender on their teaching practices had two sections. Section one was on teachers' demographic variables of gender and the name of the school. Section two elicited information on teachers' perception of whether Literature-in-English teachers, either male or female, possess teaching competence differently. Respondents were asked to tick four Likert-type responses of Strongly Agree, Agree, Disagree, and Strongly Disagree, as appropriate.

For classroom observations, the research assistants were there live in the classroom to observe teachers. For subject matter knowledge in Literature-in-English, the research assistants observed teachers' knowledge of literary techniques, characterization, themes, plot, analytical skills, diction, inferential skills, and application of literary works to life situations. For teaching styles, focus was on Grasha and Riechmann's (1996) teaching styles of the formal authority, expert type, the facilitator type, the delegator type, and the role model type. For pedagogical knowledge of teachers, the observation scale consisted of teachers' expertise on learning theories, teaching approaches, classroom management, and classroom assessment techniques.

Validity and Reliability of Research Instruments

The face and content validity of the instruments were scrutinized and validated by teachers of Literature-in-English in secondary schools, and research experts in the fields of Literature Studies, Measurement and Evaluation, and English Language Education. Students' questionnaires were administered to 50 students who were not in the scope of the study. Teachers' questionnaires were administered to 60 Literature-in-English teachers in a pilot study. A test-retest was carried out on the respondents. Through Pearson's Product-Moment Correlation, the reliability coefficients of 0.72 and 0.81 were obtained for the students' questionnaire and the teachers' questionnaire on teachers' gender, respectively. Inter-rater reliability method was employed to test the reliability of the classroom observational scales. The reliability of the of the instruments are as follow: observation scale measuring styles of teaching in Literature-in-English (0.77), the observational scale measuring pedagogical knowledge of teachers in Literature-in-English (0.82) and the observational scale measuring teachers' subject matter knowledge in Literature-in-English (0.81).

Data Analysis

Descriptive statistics of frequency counts, percentages, mean scores and standard deviations were used in the analyses. The hypotheses were tested with inferential statistics of multiple regression analysis at a 0.05 level of significance.

Results

Table 1: Literature-in-English teachers' perceptions of the influence of gender on teaching practices

S/N	Statement	Strongly Agree	Agree	Disagree	Strongly Disagreed
1	Possession of adequate knowledge of subject matter in Literature-in-English is dependent on whether the teacher is male or female.	12(9.4%)	9(7.1%)	43(33.9%)	63(49.6%)
2	Teachers' classroom management in the Literature-in-English classroom is determined by whether they are female or male.	20(15.7%)	18(14.2%)	48(37.8%)	41(32.3%)
3	The manner in which male Literature-in-English teachers teach students differs from females.	47(37.0%)	31(24.4%)	26(20.5%)	23(18.1%)
4	Teachers' teaching styles are subject to being either female or male.	25(19.7%)	16(12.6%)	45(35.4%)	41(32.3%)
5	Teaching is a female-friendly profession.	56(44.1%)	30(23.6%)	19(15.0%)	22(17.3%)
6	Teaching is a female-dominated profession.	17(13.4%)	30(23.6%)	47(37.0%)	33(26.0%)

In table 1, the majority of the respondents posited that gender does not determine teachers' subject mastery and knowledge of how to teach in Literature-in-English. It can be inferred that teachers' teaching practices stem from individual skills rather than gender. They affirmed that teaching is a free-for-all profession and that teaching practices have nothing to do with teachers' gender. Contrarily, most of the respondents claimed that the manner in which male Literature-in-English teachers react, teach and relate with students differs from females. This could be dependent on respondents' perceptions of cultural or personal experiences. Respondents opined that teaching is a female-friendly profession.

Table 2: Students' Preference For Teachers' Gender in Literature-in-English

ITEMS	N	Sum	Mean	Remark
I prefer a male Literature teacher to a female Literature teacher.	632	1510	2.39	Disagree
I prefer a female Literature teacher to a male Literature teacher.	632	1362	2.16	Disagree

Result in table 2 shows that students have no preference for teachers' gender; they neither preferred male Literature-in-English teachers to female Literature-in-English teachers nor vice versa. Thus, there is no student's preference for teachers' gender in Literature-in-English.

Table 3: Literature-in-English teachers' gender influence on pedagogical knowledge, content knowledge and teaching styles in Literature-in-English teaching practices

Variables		SS	df	MS	F	Sig.
Pedagogical knowledge	Between Groups	1.859	1	1.859	.078	.781
	Within Groups	2980.749	125	23.846		
	Total	2982.608	126			
Content Knowledge	Between Groups	.058	1	.058	.586	.445
	Within Groups	12.290	125	.098		

	Total	12.347	126			
Teaching Style	Between Groups	1.833	1	1.833	.366	.546
	Within Groups	626.040	125	5.008		
	Total	627.873	126			

$p > 0.05$

The result in table 3 reveals that F-calculated, teachers' pedagogical knowledge, content knowledge and teaching styles were 0.078, 0.586 and 0.366, respectively, while the corresponding p-values were 0.781, 0.445 and 0.546, respectively. Since the p-value for each of the variables was greater than 0.05 level of significance, it implies that teachers' gender has no significant influence on their pedagogical knowledge, content knowledge and teaching styles in Literature-in-English ($F=0.078$, $p>0.05$ for pedagogical knowledge, $F=0.586$, $p>0.05$ for content knowledge and $F=0.366$, $p>0.05$ for teaching styles). The null hypothesis is accepted.

Discussion

The findings showed that respondents affirmed that teachers' teaching styles, content mastery and pedagogical know-how are not determined by teachers' gender. The findings are in tandem with the study of Lazarus (2019) who explained that teachers' gender does not affect the knowledge teachers possess about the roles they are to play as teachers; nonetheless, there existed a gender difference in teachers' attitudes towards their roles. Female teachers had positive attitudes towards their roles than male teachers. The result of the findings of Nawaz and Atta (2018) indicates that the fact that teachers in secondary schools are male or female has nothing to do with competency in teachers' education. Also, Sharma (2016) averred that pedagogical knowledge of student teachers does not differ by gender. However, Alnahdi and Schwab (2023) reported that students adjudged that female teachers exhibited positive attitudes toward pedagogy and were more positively inclined to classroom practices.

The present study also revealed that teachers' gender could largely inform the manner and style of teaching adopted by Literature-in-English teachers. The study showed that the manner in which male Literature-in-English teachers react, teach and relate with students differs from females. These findings resonate with the study of Karimnia and Mohammadi (2019), who submitted in their findings that teachers' gender is capable of influencing their teaching styles. Keshavarzi and Fumani (2015) posited that gender contributes to teachers' teaching style. Different teaching styles in the female group were observed to be on a higher side than in their male counterpart. In addition, the present findings are supported by Rahimi and Asadollahi (2012) who remarked that female makes subjective decisions based on their emotions and feelings, which makes them caring and kind-hearted. In their study, there was a significant difference between male and female EFL styles of teaching. Female teachers preferred feeling, extroverting and sensing style. The female teachers adopted teaching styles that gave room for students' participation in discussions and group-based activities. They partook in hear-see-touch activities, while the teachers came up with pre-teaching tasks and activities that involved the use of audiovisual aids. With these, the teachers and students established rapport. Also, Odunaike et al., (2013) established that female teachers were more devoted to their job than the male teachers due to their genetic make-up.

A significant number of respondents in the present study suggested that the teaching profession is unfeminine. Respondents stated that teaching is an unbiased, open profession for both men and women. These findings contrast with the study by Tašner et al., (2017), who explored gender and the teaching profession. That study affirmed the predominance of women in teaching, with reasons linked to the perception of teaching as a calling that involves helping, giving, and caring for others. UNESCO (2023) pointed out that men are disproportionately represented in primary, lower, and upper secondary education. Globally, the number of women in teaching has increased since 2015 across all education levels except tertiary education. The rise in female teachers is attributed to

gender biases and cultural norms that associate caregiving and education with females (UNESCO, 2023). Kundu and Basu (2022) investigated why teaching is commonly associated with femininity. Their findings showed that women tend to choose teaching because it is believed that women are naturally engaged with children, and factors like social security and family support further influence their decision. Conversely, men find teaching unattractive due to low pay and the profession's low socio-economic status.

Findings showed that Literature students did not have a preference for teachers' gender in Literature-in-English. This could be attributed to the fact that the students did not see any disparity in having either females or males as teachers. It was revealed that Literature students did not expect any special roles or duties from their Literature teachers based on the fact that they were either males or females. This finding is supported by Owolabi and Adebayo (2012), who discovered that, so long as a teacher is skilled in his area of study, a teacher's gender does not affect a teacher's ability to impact knowledge on the students. Also, Afolabi (2009) revealed that there was no significant relationship between the performance of pupils taught by female and male teachers in primary science. Contrarily, Kazi et al., (2013) revealed that students were bothered whether they were taught by teachers of the same or an alternative gender. Kubiato et al., (2017) discovered that students' perceptions of Biology were significantly more positive when they were taught by a female teacher than a male teacher.

Another findings in the study revealed that teachers' gender would not influence their pedagogical knowledge, content knowledge and teaching styles in Literature-in-English. Invariably, how teachers acquire or demonstrate pedagogical skills is not influenced by gender. Both female and male teachers can equally be proficient and dexterous in pedagogical knowledge. In addition, teaching style is not affected by teacher gender. This implies that gender has nothing to do with a teacher's ability to fashion out necessary pedagogical techniques needed for efficient learning outcomes, communication and managerial skills related to time allocation and effective classroom delivery, and problem-solving tasks. It also depicts that irrespective of gender, Literature teachers can hold an appropriate comprehension of the subject matter to be taught and understand the composition of the subject. It reveals that teachers' gender has no influence on teachers' mode of presenting information, interaction with students, classroom management style, supervision of classroom tasks, and socialization with the learners. This finding is corroborated by Dordinejad and Porghoveh (2014), who indicated that students in their study perceived that the gender of their teachers has no link to their academic performance. Oktan and Kivanç Çağanağa (2015) discovered that there was no big difference between female and male teachers in classroom management. In case of any difference, it was concluded that it may be attributed to the personality of the teacher, not the gender. Also, teachers' gender was said not to make a statistically significant difference in students' academic growth in Mathematics (Winkelmann, 2009). However, the findings countered the research of Akiri and Ugborugbo (2008), who revealed that teachers' gender has a significant relationship with students' academic achievement.

Conclusions and Pedagogical Implications

Gender is a socially constructed role given by society to men and women as it deems it right. Prejudices, gender biases and other socio-cultural beliefs seem to influence career choices. However, this study opposes the belief. The study concluded that the teaching profession is considered gender-friendly. The study concluded that teachers' gender does not influence teachers' subject matter knowledge, pedagogical knowledge and teaching styles in Literature-in-English. If there is presumed influence, such could be attributed to the personality of the teacher, not gender. If unsatisfactory learning outcomes are observed, it could be as a result of teachers' personality, student-related factors, environmental factors, teacher-related factors, and other intervening variables not contained in the study. The roles performed by teachers in the holistic development of students in society are crucial. The profession is not for the weak-hearted, but spirited individuals

who are determined and committed to offering noble service of educating the future generation in society. Therefore, it is the duty of all and sundry, irrespective of gender, to ensure that all hands are on deck to push the frontiers of the teaching profession to enviable heights.

Limitations and Implications for Further Studies

The study investigated gender in relation to teaching practices in Literature-in-English in 48 secondary schools. The sample size is not large enough to describe controversial issues like gender-related variations in teaching practices, thus cancelling the generalization of the findings. Further research can be carried out using explorative research and/ or experimental research. The geographical scope of the study can be widened if future studies can cover a wider scope. Also, respondents' responses could be a result of the nature of gender-sensitive questions and social desirability bias. This could make the findings of the study less applicable in other educational systems or settings. Lack of qualitative data may not give deeper insight into how and why certain perceptions exist. Future studies should incorporate interviews or focus groups. This may provide comprehensive insights into factors influencing gender perceptions in teaching. Investigating students' perspectives about how their teachers' gender influences teaching and learning situations could offer a broader view of gender.

Recommendations

Recommendations were made from the findings and conclusions of the research:

- i. recruitment of teachers should not be based on gender selection or preference.
- ii. socio-economic package needed by both genders in the teaching profession should be provided by concerned education stakeholders to maintain gender equity and prestige in the teaching profession.
- iii. professional programmes like seminars, conferences and workshops should be organized for teachers regularly on issues that bothers on what effective teaching and learning.
- iv. teachers should bear it in mind that gender would not make or mar effective teaching classroom delivery. In case of any difference, it may be attributed to the personality of the teacher, not the gender.

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