

UNBALANCED EQUATIONS: GENDER NUMBERS IN TEACHING

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DOI: <https://doi.org/10.5281/zenodo.13304464>

Executive Summary: Generally held social beliefs and perceptions have always exerted tremendous pressure on individuals and groups to conform to those held by society. The perception that certain roles should be assigned to a certain gender continues to be a major issue among these social expectations. This research aims to investigate the prominent presence of female teachers in comparison to male teachers within the teaching profession in Guyana; it seeks to determine if society's perception is one of the key factors for such a disparity. Despite efforts to promote gender equality globally, the educational sector in Guyana has continued to exhibit a significant gender disparity, especially at the Nursery, Primary, and to some extent the Secondary levels. This study further aims to examine the underlying factors that contribute to the disproportionate ratio of female to male teachers in Guyana, including historical influences, and personal career choices. Furthermore, this research highlights the potential implications of this gender imbalance and suggests possible strategies to increase the number of males in the teaching profession.

Keywords: Gender disparity, social norms, teaching profession, Guyana, gender roles, statement of the problem

Introduction

Education plays a crucial role in shaping the future of societies, equipping individuals with the necessary knowledge and skills to succeed in a dynamic world. At the heart of the educational system are teachers who serve as facilitators, mentors, and guides in the pursuit of knowledge. However, despite the increasing recognition of gender equality across various social sectors, the teaching profession in Guyana continues to face significant gender disparities.

Gender disparity in the teaching profession refers to the numerical disparity between male and female in teaching positions. This research aims to contribute to the ongoing dialog on gender disparity in the teaching profession by examining existing literature, analyzing empirical data, and proposing actionable recommendations to encourage a more equitable and inclusive educational environment. This exploration hopes to promote awareness, facilitate meaningful discussions and inspire transformative change toward a more gender-balanced teaching profession that benefits educators and learners alike.

While teaching has traditionally been viewed as a male-dominated profession, recent years have witnessed a gradual shift in this narrative, with a scarcity of males entering the field. However, the overall distribution remains skewed, with a persistent underrepresentation of male teachers in early childhood, primary, secondary, and tertiary education.

Understanding the root causes of gender disparity in teaching requires an examination of complex societal, cultural, and institutional factors. Social stereotypes and gender norms often perpetuate the perception of teaching as a “feminine” profession, leading to a lack of interest among males and reinforcing the gender imbalance. Additionally, biases, discriminatory practices, and salary scales further contribute to the diminished number of male students in the education sector.

The implications of gender disparity in the teaching profession are far-reaching and impact both educators and students. For instance, a lack of gender diversity among teachers can limit the educational experiences and role models available to students, perpetuating gender stereotypes and hindering inclusive learning environments.

Addressing gender disparity in the teaching profession requires a comprehensive approach involving policy changes, institutional reforms, and a shift in societal attitudes. By creating inclusive and equitable teaching environments, promoting recruitment strategies that attract a diverse pool of candidates, and implementing measures to ensure fair representation and advancement opportunities, we can begin to dismantle the barriers hindering gender equality in education.

Background

Gender disparity in the education sector has been a persistent and complex issue that has garnered increasing attention in academic, policy, and social discussions. Education is a critical component of individual and societal development; therefore, understanding and addressing the disparities between male and female representation within the sector are essential for encouraging equitable and inclusive learning environments.

Historically, teaching has been predominantly female, reflecting and reinforcing societal expectations and gender stereotypes. The perception of teaching as a nurturing and caregiving role has contributed to the low number of males in the profession, which limits the diversity of perspectives and role models for students. Concurrently, a parallel minority of women have assumed leadership roles in educational institutions, reflecting systemic gender imbalances that extend beyond classroom dynamics.

Several factors contribute to gender disparity in education. Societal expectations regarding gender roles and career choices significantly influence the decisions of individuals considering teaching as a profession. Stereotypes that associate certain qualities with femininity or masculinity contribute to the perpetuation of gender imbalances, affecting not only the composition of the teaching workforce but also students’ perceptions of gender roles.

Economic factors, including salary differentials and the undervaluation of professions traditionally associated with females, contribute to the gender gap in education. The historical devaluation of caregiving professionals, coupled with societal expectations of males’ roles in providing financial support for their families, may dissuade males from pursuing teaching careers. Targeting these economic factors is crucial for promoting equal opportunities for individuals of all genders in education.

Moreover, the impact of gender disparity extends beyond the composition of the teaching workforce. It influences educational outcomes, with research suggesting that diverse role models and perspectives contribute to improved academic performance and more extensive learning experiences for students. Therefore, understanding the dynamics of gender disparity in education is essential for enhancing the overall quality of education and preparing students for a diverse and inclusive society.

As educational systems evolve, it is imperative to critically examine the existing policies, societal attitudes and institutional practices that contribute to gender imbalance in the education sector. This research study explores the historical context, societal perceptions, policy implications and potential interventions to address gender

disparities in the education sector. The overarching goal of promoting inclusive and equitable educational environments for all is to build an effective education system.

Statement of the Problem

This research project aims to investigate and analyze the existing disparities between male and female teachers in the education sector in Guyana, focusing on access, retention and academic achievement. This study seeks to identify the factors underlying gender-based educational inequalities among teachers; it also considers societal norms, cultural influences and institutional practices. By examining the extent and nature of these disparities, this research aims to provide insights that can inform policy recommendations and interventions to promote gender equity among teachers and enhance educational opportunities for all in Guyana.

The Purpose of the Study: Research Objectives

The objectives of this study are as follows:

1. **Examine the Historical Context:**

Investigate the historical evolution of gender disparity in the education sector and identify key factors., societal norms and policy developments that have contributed to the underrepresentation of certain genders in teaching roles.

2. **Analyzing Societal Perceptions and Stereotypes:**

Explores the influence of societal expectations and gender stereotypes on career choices, with a specific focus on how these perceptions impact the representation of males and females in the teaching profession.

3. **Evaluate Policy Implications:**

Assess existing educational policies and initiatives to understand their role in either perpetuating or mitigating gender disparities in education. Identify gaps and potential areas for policy improvement to promote gender equity.

4. **Examine Economic Factors:**

Investigate the economic factors influencing career choices in education, including salary differentials, undervaluation of caregiving professions, and their impact on the decision-making process of individuals considering teaching as a career.

5. **Assessing the Impact on Educational Outcomes:**

Examine the correlation between gender diversity in the teaching workforce and educational outcomes, including academic performance, student engagement and the development of a more comprehensive learning environment.

6. **Explore Institutional Practices:**

Investigate institutional practices within educational settings, focusing on hiring processes, career progression and leadership opportunities, to identify potential barriers to or facilitators of gender diversity.

7. **Identify Interventions and Best Practices:**

Explore successful interventions, initiatives, and best practices implemented globally or within specific regions to address gender disparities in the education sector in Guyana. Evaluate their effectiveness and potential applicability in diverse educational contexts.

8. **The Impact of Role Models:**

Investigate the impact of role models on career choices in the education sector, examining how diverse representation in teaching roles can influence students and contribute to overcoming gender stereotypes.

9. **Propose Recommendations for Policy and Practice:**

Based on the findings, we propose evidence-based recommendations for policymakers, educational institutions, and other stakeholders to promote gender equity in the education sector. Consider practical measures to enhance diversity and inclusivity.

10. Highlight Implications for Future Research:

The key findings and insights from the study are summarized, emphasizing areas that warrant further research to deepen our understanding of gender disparities in education and improve interventions for long-term impact.

Research Questions

Research Areas (Objectives)	Questions
1. Historical Context	<p>What historical factors and societal norms that have contributed to gender disparity in the education sector in Guyana?</p> <p>How has the perception of teaching as a gendered profession evolved, influencing the representation of males and females in the field?</p>
2. Societal Perceptions and Stereotypes	<p>➤ What are the prevalent social perceptions and gender stereotypes that influence career choices in the education sector in Guyana?</p> <p>➤ How do these perceptions affect individuals' decision-making processes when considering teaching as a profession?</p>
3. Policy Implications	<p>➤ How do existing educational policies and initiatives contribute to or alleviate gender disparities in the teaching workforce in Guyana?</p> <p>➤ What gaps exist in current policies and how can they be improved to promote gender equity in the education sector?</p>
4. Economic Factors	<p>➤ What role do economic factors, such as salary differentials and caregiving professionals play in the disproportionately low representation of certain genders in teaching in Guyana?</p> <p>➤ How do economic considerations influence career choices in the education sector?</p>
5. Impact on Educational Outcomes	<p>➤ To what extent does gender diversity in the teaching workforce in Guyana correlate with educational outcomes, including academic performance and student engagement?</p>

- How does a more diverse teaching environment contribute to a comprehensive and inclusive learning experience for students?
- 6. Institutional Practices
 - How do institutional practices in educational settings, such as hiring processes and career progression, impact gender diversity among teachers?
 - What barriers or facilitators exist to gender diversity in educational institutions?
- 7. Interventions and Best Practices
 - What interventions and best practices, implemented globally or within specific regions, have been successful in addressing gender disparity in the education sector?
 - How effective are these interventions and are they applicable in different educational contexts?
- 8. Impact of Role Models
 - What is the impact of role models on career choices within the education sector, particularly regarding the influence of diverse representation in teaching roles in Guyana?
 - How can the presence of role models help to break down gender stereotypes in the education sector?
- 9. Recommendations for Policy and Practices
 - Based on the research findings, what evidence-based recommendations can be proposed for policymakers, educational institutions, and other stakeholders to promote gender equity in the education sector?
 - How can practical measures be implemented to enhance diversity and inclusivity in teaching?
- 10. Implications for Future Research
 - What are the key findings and insights from the study, and how do they inform future research on gender disparities in education?

➤ What areas require further investigation to deepen our understanding and improve interventions' long-term impact?

Significance of the Study

The research on gender disparity between male and female teachers in the education sector in Guyana is of immense significance because it addresses a pervasive and consequential issue with far-reaching implications for the nation's educational systems and society. By surveying the historical context of gender imbalances in teaching, this study can unravel the roots of existing disparities, providing critical insights that can inform strategies for advancing a more equitable educational environment. Understanding how societal expectations and gender stereotypes have shaped the teaching profession over time is essential for challenging and dismantling these deeply ingrained biases.

One of the primary contributions of this study is its potential to enhance educational equity and inclusivity. An extensive examination of the factors contributing to the marginalization of certain genders in teaching positions can inform policies and practices aimed at creating an environment that values diversity and ensures equal opportunities for career advancement. This, in turn, has the power to transform educational institutions into spaces that embrace and celebrate the contributions of individuals, regardless of gender.

Furthermore, this study's exploration of economic factors influencing career choices in the education sector has significant implications for educators' financial empowerment. Addressing issues such as salary differentials and the disparaging of caregiving professions is crucial for attracting and retaining talented individuals. The findings will contribute to discussions on fair compensation and incentives, ultimately furthering a teaching workforce that is more representative of diverse talents and backgrounds. A diverse teaching workforce that is representative of different genders contributes to an enriched learning environment. This research emphasizes the importance of diverse role models and perspectives in education because they play a pivotal role in shaping students' experiences and preparing them for a society that values inclusivity. This study has implications for the quality of education, emphasizing that a diverse teaching workforce is essential for providing students with a comprehensive and well-rounded learning experience.

Moreover, research on institutional practices in educational settings is crucial for identifying barriers to and facilitators of gender diversity. Insights into hiring processes, career progression, and leadership opportunities can inform strategies for creating inclusive workplaces in educational institutions. By addressing these aspects, the study contributes to the enhancement of an environment where educators, regardless of gender, have equal opportunities for professional development and advancement.

Beyond its immediate impact on the education sector, this study has broader societal implications. By challenging and breaking down gender stereotypes associated with specific professions, this research can contribute to a more equitable and inclusive society. By encouraging discussions and raising awareness, the study can play a role in reshaping societal norms and promoting a culture that values individuals based on their abilities and aspirations rather than conforming to traditional gender roles.

The assumptions of the Study

- i. The study assumes that data related to the gender distribution of teachers in Guyana are accurately and comprehensively reported by educational institutions, acknowledging that discrepancies in reporting could impact the analysis.
- ii. It is assumed that existing gender-related policies and initiatives in the education sector are consistently applied across different regions and educational institutions in Guyana.
- iii. This study operates under the assumption that institutional practices related to hiring, promotions, and professional development are relatively uniform although variations may exist.
- iv. This study assumes that teacher evaluations, promotions, and opportunities for career advancement are administered without gender bias, and any observed disparities are not due to discriminatory practices within the evaluation processes.
- v. The research assumes relative stability in societal attitudes and perceptions toward gender roles and teaching professions within the period under study, acknowledging that shifts in these factors could impact research outcomes.
- vi. It is assumed that male and female teachers in Guyana have equal access to professional development opportunities, training programs, and resources necessary to enhance their teaching skills.
- vii. The study operates under the assumption that male and female teachers face similar challenges and opportunities within the classroom, with fair distribution of teaching assignments, student interactions, and administrative support.
- viii. It is assumed that male and female teachers have equitable access to the educational resources, teaching materials, and support services required for effective classroom instruction.

Limitations of the study

- i. The findings of this research are specific to Guyana's context and are not universally applicable to other regions or countries, limiting the generalizability of the study.
- ii. The conclusions of this study are contingent on the accuracy and reliability of the available data. Any inconsistencies or inaccuracies in the data sources could impact the robustness of the research outcomes.
- iii. This study is based on data available up to the knowledge cutoff date in 2020, and changes or developments in the education sector after that date may not be reflected in the analysis.
- iv. This research may face limitations in fully capturing the nuances of cultural factors influencing gender disparities in education because these aspects can be complex and evolve over time.
- v. Relevant data or information pertinent to gender disparities in the education sector may be inaccessible or underreported, potentially leading to gaps in the analysis. This study primarily focused on gender disparities and did not comprehensively address intersectional factors such as socioeconomic status, ethnicity, age, or disability, which could contribute to a more nuanced understanding of educational inequalities among teachers.
- vii. The dynamic nature of educational policies and interventions means that this research may not fully capture the impact of recent or ongoing policy changes aimed at addressing gender disparities among teachers in Guyana.

Operational Definition of Terms

Disparity: a difference in level or treatment (Oxford Dictionary)

Equality denotes the same status, rights, and responsibilities for all members of a society, group, or family (Collins Dictionary)

Equity: a situation in which everyone is treated according to their needs and no group of people is given special treatment (Cambridge Dictionary)

Gender–to identify someone as male or female (Merriam-Webster Dictionary)

Norm: a pattern or trait considered typical in the behavior of a social group (Merriam-Webster Dictionary)

Perception is a belief or opinion often held by many people and is based on how things seem (Cambridge Dictionary)

Literature Review

A literature review is a fundamental component of academic research that serves multiple critical functions. A detailed summary and analysis of the existing research and literature on a particular topic. By systematically searching, evaluating, and synthesizing published information, a literature review provides an overview of the current state of knowledge. A literature review is not merely a summary of existing literature but a critical synthesis of specific research topics. This involves identifying relevant literature, analyzing it to determine trends, gaps and key findings and synthesizing the information to provide a coherent understanding of the topic. The review of literature for this research aims to identify and highlight existing published work on gender disparity among teachers in the education system, both international and regional. A foundational element of the research design is a systematic literature review. This serves as the foundation for synthesizing existing knowledge and theories surrounding gender disparities among teachers in education. By engaging with a diverse array of scholarly works, the researcher establishes a robust theoretical framework that informs subsequent research inquiries.

Bourdieu (2001) stated, “One of the topical subjects in current debates remains so gendered, just as it does in certain other professions.” This statement highlights the persistent gender disparity in certain professions, an issue that remains a focal point in contemporary debates. Bourdieu’s 2001 work reinforces how gender dynamics are deeply entrenched in professional environments, suggesting that despite progress in some areas, significant inequalities continue to exist. One such area is teaching. This observation is critical because it highlights the structural and cultural factors that perpetuate gender roles and the lack of inclusiveness of certain genders in various fields. The persistence of these disparities indicates the need for ongoing efforts to address and dismantle these established biases to create more equitable professional landscapes.

Furthermore, this quotation invites a reflection on the broader implications of gender inequality in professional settings. These gendered dynamics are not only a matter of representation but also impact work, power relations, and opportunities available to individuals. The reference to Bourdieu’s sociological insights implies that these issues are deeply rooted in social and cultural constructs and require panoramic strategies that go beyond surface-level interventions. Addressing such entrenched gender disparities requires a critical examination of systemic barriers and active efforts to promote inclusivity and diversity across all professional spheres.

As the European Commission/EACEA/Eurydice (2015) noted, “In individual countries, the proportional gender imbalance is highest in Bulgaria, Estonia, Latvia, and Lithuania, in which less than 20% of teachers are men. Only in the Netherlands are the proportions of women and men teachers roughly the same, while in Spain and Luxembourg, the percentage point difference between them is 15.5 and 13.6, respectively.”

This article by the European Commission sheds light on the pronounced gender imbalances in the teaching profession across different countries, with a particularly stark contrast in Bulgaria, Estonia, Latvia and Lithuania, where less than 20% of teachers are men. This significant minority of male teachers in these countries suggests a deep-seated gender division in the profession, which is likely influenced by societal norms and perceptions

regarding gender roles. The data highlight the need for targeted policies to encourage more balanced gender representation because the predominance of women in teaching can reinforce stereotypes that align caregiving and educational roles predominantly with women. This imbalance not only impacts the teaching profession, but also reflects broader gender dynamics within these societies.

In contrast, the Netherlands presents a more balanced scenario in which the proportions of male and female teachers are nearly equal, demonstrating that gender parity in the teaching profession is achievable. Spain and Luxembourg, while not as balanced as the Netherlands, also show relatively smaller gender disparities, with percentage point differences of 15.5 and 13.6, respectively. These variations indicate that cultural, social, and policy differences across countries can significantly influence gender representation in professions. Analyzing these differences can provide insights into effective strategies for promoting gender quality in the workforce, suggesting that nations with more balanced gender representation in teaching might have implemented successful policies or cultural shifts that could serve as models for other countries grappling with significant gender imbalances.

Acker (1995) posits that “Caring professions are still regarded as female-adequate professions.” This enduring perception persists that caregiving and certain professions are more suitable for women, a notion deeply embedded in societal norms and cultural expectations. This gendered view of professions perpetuates stereotypes that align women with nurturing roles, thereby influencing their professional choices and the opportunities available to them. Such perceptions can limit the scope of women’s career aspirations and contribute to the persistence of gender segregation in the labor market. By framing caregiving and related professions as “female adequate”, these societal norms also devalue these roles, often leading to lower wages and lower prestige compared to professions dominated by men.

Moreover, Acker’s observation highlights the structural and institutional factors that sustain these gendered notations. Educational systems, family expectations, and workplace cultures often reinforce the idea that women are better suited for caregiving roles. This not only affects women’s career trajectories but also discourages men from entering these fields, further entrenching the gender divide. Addressing these deeply rooted stereotypes requires a sophisticated approach, including policy changes, educational reforms, and cultural shifts, to promote a more equitable view of all professions, regardless of gender. By challenging and changing these perceptions, societies can work toward greater gender equality in the workforce and ensure that individuals can pursue careers based on their interests and skills rather than outdated gender norms.

McGrath and Van Bergen (2017) highlighted the pervasive gender imbalance in the teaching profession, where females significantly outnumber males: “The gender imbalance favoring females in the teaching profession is ubiquitous. Moreover, the shortage of male teachers is a cause of concern worldwide.” This widespread phenomenon suggests that teaching is often perceived as a female-dominated field that can be attributed to and reinforces long-standing gender norms and societal expectations. The underrepresentation of males in teaching roles is not only a local issue but also a global concern, indicating that similar cultural and structural barriers exist across regions. This imbalance can have various implications, including the reinforcement of gender stereotypes and the lack of diverse role models for students. The presence of male teachers is essential for providing balanced educational experiences and challenging the notion that caregiving and nurturing roles are inherently female traits. The global shortage of male teachers is alarming because it highlights broader issues related to gender roles and workforce diversity. This concern raised by McGrath and Van Bergen points to the need for systemic changes to attract and retain more men in teaching. This could involve addressing the cultural stigmas associated with men’s

caregiving roles and creating supportive work environments that value gender diversity. Additionally, increasing male representation in teaching can have positive effects on student outcomes, as diverse teaching staff can cater to several learning styles and needs. Ultimately, addressing this gender imbalance requires concerted efforts at multiple levels, from policy initiatives to shifts in societal attitudes, to create an inclusive and balanced educational workforce.

“Australian male primary teachers will reach an ‘extinction point’ in 2067” (McGrath & Van Bergen, 2017). This statement by McGrath and Van Bergen presents a stark prediction about the future of male primary school teachers in Australia, suggesting that they could disappear by the year 2067. This projection indicates a severe and growing gender imbalance in the teaching profession, particularly at the primary school level. Such an “extinction point” indicates that the current trends, if unaddressed, will lead to an overwhelmingly female-dominated workforce in this sector. The potential absence of male teachers could have significant implications for the education system, including the perpetuation of gender stereotypes and the lack of male role models for young students, which can affect their perception of gender roles in society.

This alarming trend calls for immediate and strategic interventions to encourage more men to enter and remain in primary teaching. Factors contributing to the decline include societal perceptions of teaching as a female profession, lower salaries than in other fields, and potential stigmatization of men in nurturing roles. Managing these issues requires detailed policy measures, such as offering financial incentives, promoting positive representation of male teachers, and creating supportive work environments that value diversity. Additionally, public awareness campaigns can help challenge and change the cultural norms that discourage men from pursuing primary education. Without such efforts, the Australian education system risks losing the valuable contributions and perspectives that male teachers bring to primary education.

Studies on job satisfaction and motivation for choosing the teaching profession have shown that female teachers often decide on the profession not only at a younger age but also as their first-choice profession, unlike men who often do not choose this profession (Huberman, 1993; Montecinos & Nielsen, 1997).

This notion highlights significant gender differences in job satisfaction and motivation for choosing a teaching profession. Studies have indicated that female teachers typically choose teaching at a younger age and often view it as their first career choice, contrasting with their male counterparts, who may not prioritize teaching as their primary career option. This disparity suggests that societal norms and expectations might influence women’s early career decisions, encouraging them to take on nurturing roles like teaching. In contrast, men may be swayed by different factors, such as societal pressure to pursue higher-status or higher-paying careers. This trend can impact gender balance in the teaching profession, as women’s early and deliberate commitment to teaching enhances their job satisfaction and retention rates, whereas men might enter the profession later or view it as a secondary option, potentially leading to lower satisfaction and higher turnover rates. Coping with these motivational differences requires understanding and mitigating the societal and cultural factors that shape career choices for both genders, ensuring that teaching is seen as a viable and fulfilling career for all.

Mills, Martino, and Lingard (2004) discussed the overrepresentation of female teachers in schools, which has prompted some policymakers and parents to advocate for increased recruitment of male teachers to “re-masculinize” the educational environment: “The overrepresentation of female teachers has led some policymakers and parents to argue for an increase in the recruitment of male teachers to ‘re-masculinize’ schools.” This call for more male teachers stems from concerns that predominantly female teaching staff might not provide balanced role models for students, potentially reinforcing gender stereotypes about certain professions being more suitable

for one gender than the other. The push for a more gender-diverse teaching workforce aims to offer students a variety of role models that reflect the diverse society they belong to and to challenge the notion that teaching is an inherently female profession. Moreover, increasing the number of male teachers could help to break down gender biases and create a more inclusive educational environment that benefits all students. This approach stresses the importance of diversity in the workforce and highlights the need for strategic recruitment and retention policies that address gender imbalances in teaching.

Data from the Guyana Education Ministry's Statistics Digest Data for 2008-2009 reveals a striking gender imbalance in the teaching profession across different educational levels, heavily favoring female educators. At the nursery level, the ratio of male-to-female teachers was an astonishing 1:247, indicating an extreme paucity of male teachers. Although less pronounced at higher levels, this imbalance remains significant, with ratios of 1:7 at the primary level and 1:2 at the secondary level. These figures highlight the severe unequal representation of men in early childhood and primary education, which can be attributed to societal perceptions that promote teaching young children's feminine qualities and nurturing roles.

Furthermore, the data from the 2012 World Bank Indicators report on primary teachers in Guyana underscore the significant gender disparity within the profession. Out of 4079 primary teachers, 3612 were female, while only 467 were male, resulting in a striking ratio of 1:8. The substantial majority of female teachers highlights the acute disparity in the presence of males in primary education in Guyana. This imbalance may reflect societal perceptions regarding suitable career choices for men and women, with teaching often associated with nurturing and caregiving roles traditionally assigned to women.

Mark Lyte, president of the Guyana Teacher's Union, was quoted in the Guyana Chronicle.

(September 24, 2016) stating, "There are more female teachers than male teachers. This is mainly due to the insufficient payment offered to teachers. It [teaching] would not attract males because they are the breadwinners at home. So, I think this is what has contributed to the shortage of male teachers in schools". Lyte's statement amplifies the complex interplay of factors contributing to gender disparity among teachers in Guyana. Lyte suggests that the predominance of female teachers is primarily due to the insufficient remuneration offered to teachers, which may dissuade men from entering the profession, especially if they are expected to be the primary breadwinners in their households. This highlights the economic dimension of the issue because societal expectations often dictate that men pursue careers that offer higher financial rewards. The perception that teaching is a less lucrative profession may discourage men from considering it as a viable career option, particularly if they feel pressure to provide financially for their families.

The following report analyzes the gender distribution among graduates of Cyril Potter College of Education (CPCE) in Guyana in 2017, 2020, and 2022. The data provide insights into gender imbalance in teaching professions in Guyana and highlight trends over a five-year period.

In 2017, 468 teachers graduated from CPCE, of whom 88% were female and 12% were male. This significant disparity indicates a pronounced disproportion of female graduates to their male counterparts.

The trend continued in 2020, with 501 graduates from CPCE, of which 87% were female and 13% male. Although the overall number of graduates increased compared with 2017, gender distribution remained largely unchanged, with females constituting most graduates. 2022 saw a notable increase in the number of graduates from CPCE, with 843 teachers completing their education. However, gender distribution remained consistent with previous years, as 88% of graduates were female and 12% male.

Across all three years analyzed, female graduates consistently outnumbered male graduates, indicating a persistent gender disparity in teaching in Guyana. Despite fluctuations in the total number of graduates, the proportion of assigned female at birth (AFAB) graduates remained relatively stable over the five-year period, with females consistently representing the majority. The data suggest limited progress in addressing gender imbalance among CPCE graduates, as evidenced by the lack of significant changes in gender ratios over the years analyzed.

Historical Context

The historical context of the disparity between male and female teachers in the education sector is shaped by societal norms, gender roles and evolving perceptions of teaching as a profession. Throughout history, education has been influenced by deeply fixed gender stereotypes and expectations, contributing to the few males playing teaching roles.

In the 19th and early 20th centuries, teaching was primarily viewed as a nurturing and caregiving profession, which aligned with the traditional gender roles assigned to females. Men, on the other hand, were often encouraged to pursue careers that were deemed more “masculine” and financially rewarding. As a result, the teaching profession became predominantly female, reinforcing the notion that teaching was inherently suited to women.

The mid-20th century witnessed a shift in societal attitudes toward gender roles, with an increased emphasis on equality and women’s rights. However, the teaching profession continues to face gender biases as men face societal pressure to pursue careers perceived as more prestigious or economically lucrative. The stereotype of male teachers as an exception rather than a norm persisted, influencing career choices and limiting the diversity of perspectives within the education sector.

Additionally, systemic issues such as pay disparities between traditionally male-dominated fields and teaching further contributed to the gender gap. Teaching, perceived as a “feminine” profession, often suffered from lower salaries compared to industries where men were the majority. This financial disincentive strengthened gender disparity, which discouraged males from entering teaching.

In recent decades, efforts have been made to challenge these stereotypes and promote gender diversity in education. Advocates argue that a more balanced representation of male and female teachers can benefit students by providing diverse role models and perspectives. However, overcoming deep-seated stereotypes requires ongoing cultural and systemic transformation.

Societal Perceptions and Gender Stereotypes

The disparity between male and female teachers in the education sector can be attributed to deeply established societal perceptions and gender stereotypes that influence career choices and reinforce traditional roles. Historically, teaching has been associated with nurturing and caring qualities, which are aligned with women’s societal expectations. As a result, males may experience bias or discouragement when considering teaching as a career, contributing to the low number of males in the profession.

Societal perceptions play a crucial role in shaping the image of teaching as a predominantly female occupation. The stereotype of a nurturing and empathetic female teacher has been perpetuated through cultural narratives and media portrayals, upholding the idea that teaching is better suited to women. This stereotype not only dissuades males from pursuing teaching careers and perpetuates the notion that certain professions are inherently gendered. Gender stereotypes also extend to perceptions of authority and leadership in educational settings. The societal expectation that authority figures, especially in academic environments, should be male can disadvantage female

teachers. Conversely, the stereotype that males in teaching positions are anomalies rather than the norm may subject them to scrutiny or stereotyping, potentially affecting their professional experiences.

Furthermore, the reinforcement of traditional gender roles in society has contributed to males' reluctance to enter teaching. Men may feel pressure to pursue careers that align with traditional notions of masculinity, which often prioritize financial success and assertiveness. Teaching, which is associated with qualities traditionally deemed feminine, may be viewed as incompatible with these societal expectations, leading to male underrepresentation in the profession.

Addressing gender disparities in education requires challenging and deconstructing these deeply inherent stereotypes. Efforts to promote the idea that teaching is a valuable and respected profession for both males and females are crucial. Initiatives that encourage diversity in educational roles and challenge traditional gender norms can help to break down barriers and create a more inclusive teaching environment.

Educational Policies and Initiatives

The disparity between male and female teachers in the education sector is influenced by a range of educational policies and initiatives that inadvertently perpetuate gender imbalances within the profession. Examining these policies provides insights into the systemic factors that contribute to the minority of male teachers.

One key factor is the lack of targeted recruitment and retention strategies aimed at addressing the gender disparity in teaching. Educational policies often focus on broader goals without specifically responding to gender imbalance in specific professions. The lack of proactive measures to encourage male participation in teaching, such as targeted scholarship, mentorship programs, and outreach efforts, contributes to the persistent exclusion of male students from the field. Salary structures and compensation policies also contribute to gender disparity among teachers. Historically, teaching has been undervalued compared to other professions, and this undervaluation has disproportionately affected female-dominated occupations. As a result, males may be discouraged from entering the teaching profession due to concerns about financial stability, which perpetuates the gender gap. Re-evaluating and adjusting salary structures to reflect the importance of teaching can contribute to a more equitable representation of both genders. Implicit biases embedded in educational policies can further intensify the gender disparity. Policies that inadvertently reinforce stereotypes that caregiving is a feminine trait may discourage males from pursuing teaching careers. Educational initiatives should challenge and eradicate such biases by promoting an inclusive environment that encourages individuals of all genders to pursue education.

Family and parental belief policies also intersect with the educational disparity. The perception that teaching demands significant emotional labor and may be incompatible with traditional gender roles can dissuade males from choosing education as a career. Policies that support work life balance and challenge stereotypes surrounding caregiving responsibilities can help create a more inclusive environment for male teachers.

Career choices and job preferences

Individual career choices and personal preferences contribute to the large number of female teachers. Factors such as job flexibility, work-life balance, and personal fulfillment may influence women to choose teaching as a profession.

Societal expectations and gender stereotypes play crucial roles in shaping career choices. Teaching has traditionally been associated with nurturing and caring qualities, which are aligned with women's societal expectations. Gender stereotypes preserve the notion that teaching is a suitable profession for women, upholding traditional gender roles and influencing individuals' career decisions.

The perception of teaching as a predominantly feminine profession contributes to female gender imbalance. When certain careers are gendered in societal perceptions, individuals may internalize these norms, leading women to be more inclined toward teaching while dissuading men from considering such careers as viable options. This perception can affect career choices at an early age, creating a self-reinforcing cycle.

Additionally, career stability and flexibility may impact job preferences. Teaching is often perceived as offering a stable and family-friendly career and flexibility in work hours and vacation periods. This perception may attract women who prioritize work-life balance and job stability, further contributing to the disproportion of females in teaching roles compared to males.

Another factor that may influence career choices is educational backgrounds and aspirations. Women, who have historically pursued higher education at higher rates than men, may be more likely to choose careers aligned with their educational backgrounds. As teaching often requires advanced degrees, the educational landscape contributes to the high number of female professionals.

Cultural and societal norms also influence job preferences. In some cultures, teaching is seen as a respected and suitable profession for women, which aligns with broader cultural expectations. These norms may guide individuals toward or away from certain careers based on gender, contributing to the large number of female teachers.

The absence of male role models in teaching may perpetuate the excessive number of female students. Without diverse representation, individuals, including male students, may not view teaching as a viable or appealing career option. The lack of relatable male role models in teaching can contribute to the low number of males in the profession.

Workplace Dynamics and Organizational Culture

The insignificance of male teachers in the education sector is a complex issue shaped by workplace dynamics and organizational culture.

Workplace dynamics encompass interactions, expectations, and power structures within an organization. In the education sector, the prevailing stereotype that teaching is a predominantly female profession can lead to unique challenges for male teachers. Stereotypes may create the perception that men are less suited to nurturing and caregiving roles, potentially impacting their integration into the educational environment. Male teachers may face increased scrutiny in areas such as behavior management and emotional support because of societal expectations regarding gender roles.

Organizational culture plays an important role in shaping educational institutions' ethos. If a school's culture emphasizes traits traditionally associated with femininity, such as empathy and collaboration, male teachers may find it challenging to align with these expectations. Moreover, if leadership positions are predominantly occupied by women, this may perpetuate the perception that teaching is a female-centric profession, dissuading potential male educators from pursuing or advancing their careers.

Additionally, underrepresentation of male teachers may have implications beyond the workforce, influencing students' educational experiences. Exposure to diverse role models is crucial for student development, and a lack of male teachers may reinforce gender stereotypes. Students benefit from interacting with educators who represent a spectrum of genders, providing them with a more comprehensive understanding of diversity and encouraging inclusive learning environments.

Methodology

Introduction

In this chapter, the methodologies employed to investigate and comprehend the important issue of gender disparity among teachers in the education sector are highlighted. As research progresses, the objective is to meticulously design a framework that not only captures the distinction between educational imbalances among the teaching population but also ensures the robustness and reliability of the findings. The chosen methodologies are instrumental in shedding light on the factors contributing to gender-based differences in educational outcomes, thus paving the way for a comprehensive understanding of the challenges faced and potential avenues for reform. According to Beiger and Gerlach (1996, p. 49), “Researchers must develop procedures that will allow them to conclude confidently that the results they obtained were due to the facts they were studying and not extraneous or irrelevant factors”. Beiger and Gerlach (1996) also claimed that a good research design will help researchers believe in the validity of the results of the study so that any conclusions about the effectiveness of any new techniques can be reached with confidence.

Methodology

Methodology refers to a systematic and detailed description of the procedures, techniques, and approaches used by the researcher to conduct the study. This section outlines the overall design of the research, the methods of data collection, and the strategies employed for data analysis.

O’Leary (2004, p.85) describes methodology as “the framework which is associated with a particular set of paradigmatic assumptions that we will use to conduct our research.”

Research Design

The research design outlines the overall strategy and structure of the study, guiding the researcher in collecting and analyzing data to address the research questions and/or objectives. This encompasses key elements such as study type, data collection methods, sampling strategy, and data analysis techniques. Common research designs include experimental, correlational, descriptive, and mixed method designs, each tailored to the nature and goals of the research inquiry. The research design acts as a blueprint for generating reliable and valid results in the pursuit of answering the research objectives.

The research design of this study is as follows:

Theoretical Foundation

A foundational element of the research design is a systematic literature review. This serves as the foundation for synthesizing existing knowledge and theories surrounding gender disparities in education. By engaging with a diverse array of scholarly works, the researcher establishes a powerful theoretical framework that informs subsequent research inquiries.

Mixed-Methods Approach

The research design adopted a mixed-methods approach, recognizing the need for both quantitative and qualitative dimensions to comprehensively address the degree of gender disparity in the teaching population. This dual approach allows for triangulation, thus enhancing the validity and reliability of the findings. Integrating quantitative and qualitative methods ensures a more holistic understanding of the issue.

Quantitative Inquiry

The quantitative strand of the research involves the development and distribution of surveys to 100 employed and unemployed qualified males. These surveys are meticulously crafted to capture key metrics, including the level of educational accomplishment, reasons for not being employed at an educational institution, and factors that may

encourage male students to join the teaching profession. Statistical methods such as SPSS, ANOVA, Microsoft Excel, and Regression will be applied to discern patterns and relationships within quantitative data.

Qualitative Exploration

In tandem, the qualitative aspect encompasses in-depth interviews and focus group discussions. This qualitative aspect seeks to explore participants' lived experiences and perceptions, providing depth and context to the statistical insights gathered. Thematic analysis will be employed to identify recurring patterns and identify subtle variations in the qualitative data.

Population

Best and Kahn (2003) stated that “a population is any group of individuals that has one or more characteristics in common which are of interest to the researcher.” The population under examination comprises 300 qualified males, both employed and unemployed. The specific population was three hundred (300) males from the East Corentyne Berbice area in Guyana. Distinctively, the focus is on males only, aiming to encapsulate the rich variety of gender dynamics within the teaching profession specific to the cultural and regional perceptions of Guyana and Guyana.

A varied analysis of demographic characteristics provides a foundational understanding of the inquiry. Age distribution, educational qualifications, and geographic location form the foundation of this study. Unraveling these facets sheds light on potential correlations with gender imbalances among teachers that are unique to the Guyanese educational context.

Guyana's diverse educational levels prompt an exploration of gender disparities in the teaching population from nursery to tertiary institutions. Does each level present distinct challenges? Examining this aspect provides a granular distinction, allowing for adaptive interventions based on unique dynamics at each educational tier.

An essential focus of this chapter is the examination of professional development opportunities and career advancement pathways. Do male and female teachers in Guyana have equal access to training, mentorship, and leadership roles? Addressing this question unveils systemic barriers that may contribute to gender imbalances within the specific socio-cultural context of Guyana. The Guyanese education landscape is characterized by a rich diversity of ethnicities and cultures. This study explores how factors such as race, ethnicity, religion, and socioeconomic status intersect with gender imbalances among teachers. Recognizing these intersectional dynamics enriches the analysis and informs targeted culturally sensitive recommendations.

Sample

Best and Kahn (2002) described a sample as a small portion of the population that was selected for analysis. They stated that sampling makes it possible to draw valid inferences or generalizations based on careful observations or manipulations of variables within a relatively small portion of the population. To ensure the research's robustness and representativeness, a stratified random sampling approach was adopted. This method carefully considers the diversity within the Guyanese teaching population, accounting for variations in gender, educational level and geographic location. The meticulous sampling strategy contributes to the reliability and validity of the study findings in the distinctive Guyana context.

A stratified random sampling approach is a sampling method in which the population is divided into subgroups or “strata” based on specific characteristics relevant to the research. Each stratum was then treated as a separate homogeneous population, and random samples were independently drawn from each stratum.

The goal of stratified random sampling was to ensure that each subgroup was adequately represented in the final sample, thereby allowing for more precise and reliable analysis within each stratum. This approach is particularly useful when there are known variations in the population that could significantly impact the study findings.

The total population for the research will be three hundred (300). A total of one hundred (100) qualified males drawn from outside teaching professions will be selected. Apart from the qualification variable, the research population will be selected randomly, and each member of the population will have an equal chance of being included in the sample.

Instrumentation

Instrumentation refers to the tools, techniques, and methods used to collect data for the study. This encompasses the instruments or measures used to gather information, whether surveys, questionnaires, interviews, observations, or any other means of data collection. The selection and design of appropriate instruments are crucial components of the research process and influence the reliability and validity of the collected data. According to Cohen (2000), “the instrument selected must yield precisely what data you wish to collect.” To collect the numerical data required for this research, questionnaires and interviews were used.

The tool used for the research is questionnaires, which is a time-efficient method of data collection, allowing the researcher to gather information from many respondents simultaneously. Compared with interviews or experiments, questionnaires are often more cost effective. Questionnaires have advantages over other types of surveys in that they are cheap, do not require as much effort from the questioner as verbal or telephone surveys, and often have standardized answers that make it simpler to compile data (Fisher et al., 1991). In addition, the questionnaires allow respondents to remain anonymous, promoting more honest and candid responses. Moreover, according to Milne (1999), standardized questionnaire responses make them more objective than interview responses. Moreover, the standardized questionnaire format ensures that all respondents receive the same set of questions. This consistency contributes to the reliability of the collected data because all respondents responded to identical questions.

Validity

Validity explains how well the collected data cover the actual area of investigation (Ghauri & Gronhaug, 2005). Validity means “measure what is intended to be measured” (Field, 2005). If research has high validity, it produces results that correspond to real properties, characteristics, and variations in the physical or social world (Harripersaud, 2021). The validity of the research is bolstered by the diligent participation of all respondents, who completed the questionnaire to the best of their ability and knowledge and returned it in a timely manner. Their conscientious efforts ensured that the data collected accurately reflected their perspectives and experiences, thus enhancing the reliability of the study’s findings. This commitment to thoroughness and promptness underscores the credibility of the research process and reinforces the integrity of the study outcomes.

Instrument reliability

Reliability concerns the extent to which a measurement of a phenomenon provides stable and consistent results (Carmines & Zeller, 1979). Reliability is also related to repeatability. For instance, a scale or test is considered reliable if repeated measurements made under constant conditions yield the same result (Moser & Kalton, 1989). The results of the research were reliable because the instrument allowed all participants to answer the same set of questions. However, to increase the reliability of the results, random participants were interviewed after

completing the questionnaire, where they were asked the same set of questions, and a comparison was made to the questionnaire. The responses to both the questionnaire and interview were almost identical. To further increase the reliability of the results, the researcher requested on-the-spot completion of the survey. This ensured that participants answered questions to the best of their ability without any additional resources, such as Google, relatives, or friends.

Procedure for Data Collection

The data collection process was conducted as part of a research endeavor aimed at gathering insights on “Unbalanced Equations: Gender Numbers in Teaching”.

Prior to data collection, participants were provided with a brief outline detailing the purpose and scope of the research. It is emphasized that participation was voluntary, and participants were assured of confidentiality regarding their responses.

Each participant was issued a questionnaire containing structured and open-ended questions relevant to the research objectives. Clear instructions were provided to ensure uniform understanding of the questionnaire contents.

Participants were given the opportunity to complete the questionnaire on the spot, allowing for immediate data capture while minimizing recall bias. They were encouraged to provide thoughtful and honest responses to the best of their ability.

In addition to the questionnaire, a subset of participants was randomly selected for an interview based on the same set of questions presented in the questionnaire. This was carried out to compare the two sets of data, ensuring that the responses corresponded to increase the validity of the study. The interviewer recorded the responses. Analysis was then performed using the recorded data.

Proposed Data Analysis

Quantitative data will be analyzed using statistical techniques, while qualitative data will undergo thematic analysis to identify key patterns and themes related to the research questions.

To adequately answer the research questions, the following statistical analysis was performed:

Descriptive research “focused on providing an accurate description or picture of the status or characteristics of a situation or phenomenon” (Johnson & Christensen, 2012). Some of the data collected from the questionnaire were categorical data. Frequencies for categorical data involve providing the numbers for each category. The frequency and percentage of categorical data were computed using the Statistical Package for Social Science (SPSS) software²³ and Microsoft Excel.

The data collected from this study included results from structured questionnaires on the topic. The questionnaire results were combined into categories according to evolving themes.

The categories provided an organization of the participants’ responses into nine main areas:

- Historical Contexts
- Societal Perceptions and Stereotypes
- Policy Implications
- Economic Factors
- Impact on Educational Outcomes

- Institutional Practices
- Interventions and Best Practices
- Impact of Role Models
- Recommendations for policies and practices

Data Analysis

Introduction

This chapter explores the empirical examination of the collected data, serving as a central element in substantiating the research hypotheses and objectives outlined in the preceding chapters. This chapter also provides a comprehensive overview of the methodology employed in data processing, the statistical tools used, and the interpretive frameworks adopted to draw meaningful conclusions from the data.

In addition, advanced analytical methods are employed to identify patterns, relationships, and trends in the data. These methods were selected based on their appropriateness to the research questions and nature of the data. Each analysis is accompanied by detailed interpretations of the results, supported by visualizations where applicable, to facilitate a clear understanding of the findings.

Furthermore, in synthesizing the results, this chapter bridges the gap between raw data and the theoretical implications of this study. The analyses are not only a reflection of methodological rigor but also serve as the foundation for the subsequent discussion and conclusions.

Data presentation

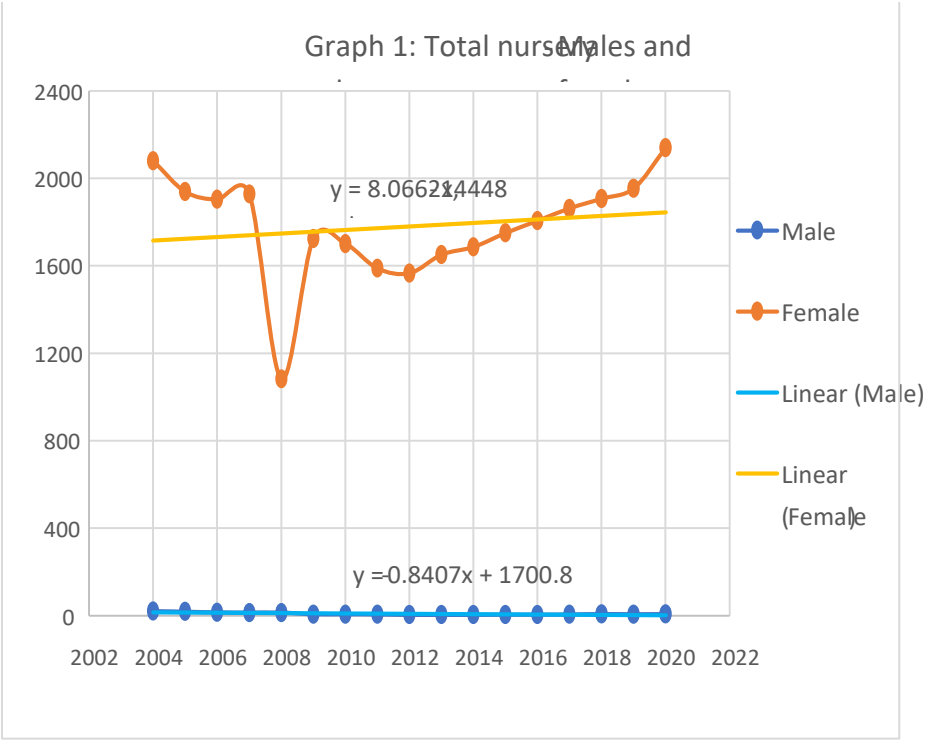
	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0
2	0	0	1	0	0	1	1	1	1	0	0	0	1	2	2	0	1
3	1	1	1	1	1	2	2	2	0	0	1	1	1	1	1	0	0
4	2	3	2	2	2	1	1	1	0	0	0	0	0	0	0	0	0
GT	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	1
5	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
6	1	1	0	1	1	0	0	0	0	0	0	0	0	0	0	1	1
7	2	2	2	1	1	2	2	1	1	1	0	0	0	0	0	0	0
8	2	1	1	1	1	1	1	1	0	0	0	0	0	0	0	1	1
9	7	4	4	3	5	0	0	0	0	1	1	2	1	1	2	3	2
10	7	7	4	5	4	0	0	0	2	2	2	2	2	2	2	2	2
TOTAL	22	19	16	15	15	7	7	6	4	4	4	5	5	6	8	7	8

Table 1 shows the total number of male teachers in Guyana nursery schools from 2004 to 2020.

	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
1	41	40	45	43	42	50	58	54	56	68	70	75	75	78	82	82	93
2	164	152	149	151	75	131	129	116	129	112	120	127	137	147	168	172	176
3	279	255	251	254	141	233	221	206	219	235	235	234	250	250	254	271	286
4	431	397	414	416	118	372	366	344	336	352	338	362	380	398	404	407	461
GT	393	377	351	361	211	292	301	264	223	257	247	241	239	240	231	240	269

5	151	153	148	143	60	135	122	112	111	120	123	133	135	140	139	136	140
6	360	309	283	281	139	275	258	242	236	232	266	282	281	279	287	288	327
7	47	48	51	54	68	46	42	49	50	59	62	62	66	72	72	77	80
8	18	17	20	24	27	20	21	21	24	25	25	27	30	33	32	36	42
9	63	60	66	72	69	65	74	73	77	81	85	91	91	99	104	107	119
10	134	132	126	130	133	106	110	108	106	111	116	117	123	128	135	139	148
TOTAL	2081	1940	1904	1929	1083	1725	1702	1589	1567	1652	1687	1751	1807	1864	1908	1955	2141

Table 2 shows the total number of female teachers in Nursery schools in Guyana from 2004 to 2020.



Graph 1 shows the total number of male and female kindergarten teachers in Guyana.

2004–2020

	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
Male	22	19	16	15	15	7	7	6	4	4	4	5	5	6	8	7	8
Female	2081	1940	1904	1929	1083	1725	1702	1589	1567	1652	1687	1751	1807	1864	1908	1955	2141

M:F	0.0	0.00	0.00	0.00	0.01	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
	105	979	840	778	385	406	411	378	255	242	237	286	277	322	419	358	374
	7																
M:F	1:9	1:10	1:11	1:12	1:72	1:24	1:24	1:26	1:39	1:41	1:42	1:35	1:36	1:31	1:23	1:27	1:26
	5	2	9	9		6	3	5	2	3	2	0	1	1	9	9	8

Table 3 shows the male: female ratio of teachers in Nursery schools in Guyana from 2004 to 2020.

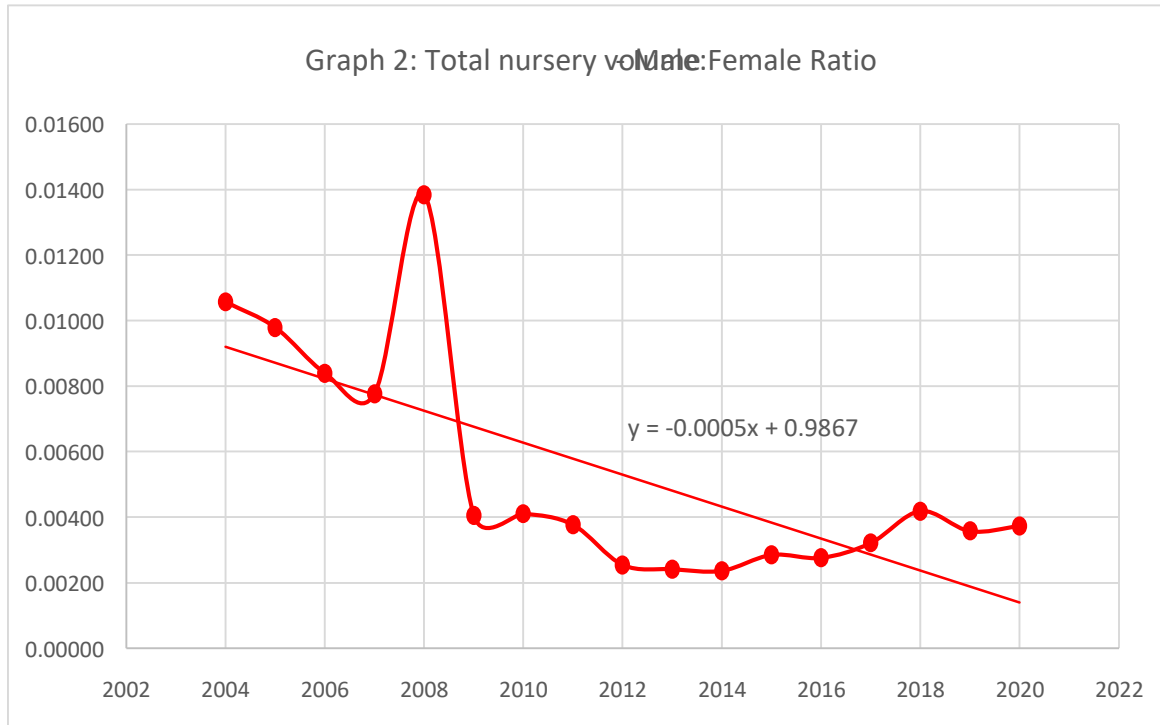


Figure 2 shows the male: female ratio of teachers in Nursery schools in Guyana from 2004 to 2020.

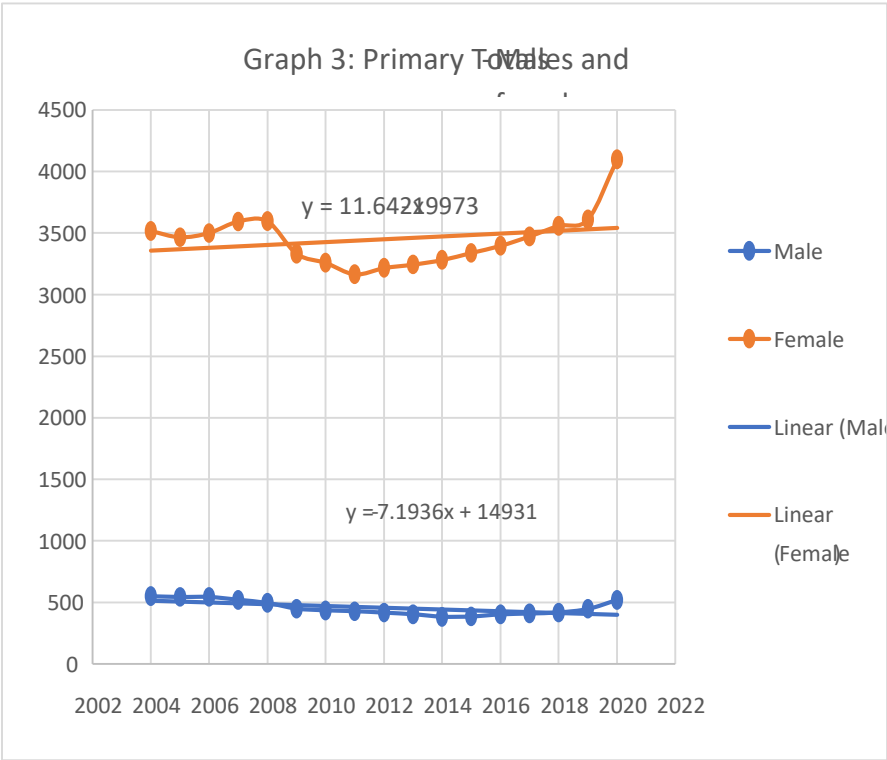
	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
1	48	47	53	50	52	49	56	50	50	47	46	41	43	43	42	50	71
2	65	65	58	61	63	45	46	42	39	33	31	37	45	52	54	62	66
3	73	66	65	63	51	54	44	44	41	42	37	35	38	39	46	44	50
4	59	58	62	57	53	58	58	54	52	48	50	51	50	50	43	46	63
GT	68	57	52	49	47	42	42	39	35	42	34	32	34	26	31	30	30
5	30	28	27	29	24	21	19	20	22	20	18	18	18	18	19	24	24
6	95	104	115	112	110	89	81	85	84	85	78	79	78	76	74	73	91
7	15	16	18	19	16	10	10	14	13	13	16	14	19	20	20	23	20

Table 4 shows the total number of male teachers in Primary schools in Guyana from 2004 to 2020.

8	5	6	6	5	4	8	7	9	10	10	10	7	8	12	11	15	17
9	62	70	66	59	56	57	58	58	58	53	49	57	55	58	65	66	67
10	32	29	24	19	21	18	16	15	14	12	16	16	16	17	15	15	23
TOTAL	552	546	546	523	497	451	437	430	418	405	385	387	404	411	420	448	522

	200	200	200	200	200	200	201	201	201	201	201	201	201	201	201	201	202
	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0
1	125	139	145	149	151	160	162	165	159	165	166	180	174	185	191	189	217
2	260	255	241	253	257	234	227	215	225	220	243	243	258	271	290	292	346
3	506	460	478	480	492	442	430	425	449	464	464	460	476	493	501	502	582
4	644	639	669	672	658	645	627	624	633	643	655	686	712	710	734	742	895
GT	683	690	665	677	691	565	553	516	528	519	514	506	494	507	526	534	587
5	289	281	283	291	286	285	267	260	254	251	250	249	257	257	253	258	267
6	486	492	505	522	519	499	486	465	466	462	444	432	438	441	444	446	490
7	91	95	102	115	113	123	115	105	111	105	118	132	130	140	138	149	159
8	40	37	37	42	39	59	59	62	61	60	56	55	59	62	59	70	83
9	97	90	95	101	99	94	104	109	112	117	118	135	129	130	137	156	170
10	296	289	282	293	291	227	229	220	219	239	254	262	270	278	286	274	302
TOTA	351	346	350	359	359	333	325	316	321	324	328	334	339	347	355	361	409
L	7	7	2	5	6	3	9	6	7	5	2	0	7	4	9	2	8

Table 5 shows the total number of female teachers in Primary schools in Guyana from 2004 to 2020.



Graph 3 shows the total number of male and female elementary school teachers in Guyana. the period 2004-2020

	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
Male	552	546	546	523	497	451	437	430	418	405	385	387	404	411	420	448	522
Female	3517	3467	3502	3595	3596	3333	3259	3166	3217	3245	3282	3340	3397	3474	3559	3612	4098
M: F	0.1570	0.1575	0.1559	0.1455	0.1382	0.1353	0.1341	0.1358	0.1299	0.1248	0.1173	0.1159	0.1189	0.1183	0.1180	0.1240	0.1274
M: F	1:6	1:6	1:6	1:7	1:7	1:7	1:7	1:7	1:8	1:8	1:9	1:9	1:8	1:8	1:8	1:8	1:8

Table 6 shows the male: female ratio of teachers in Primary schools in Guyana from 2004 to 2020.

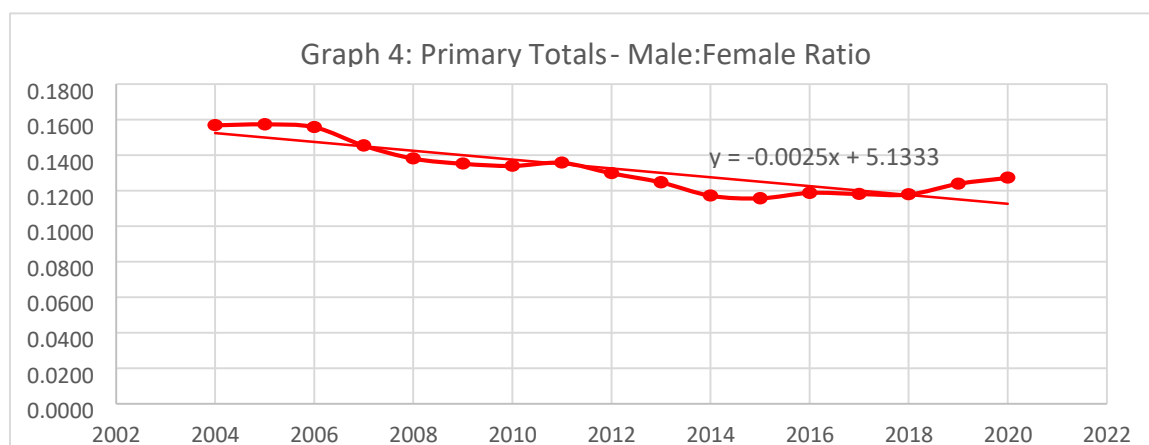


Figure 4 shows the male: female ratio of teachers in Primary schools in Guyana from 2004 to 2020.

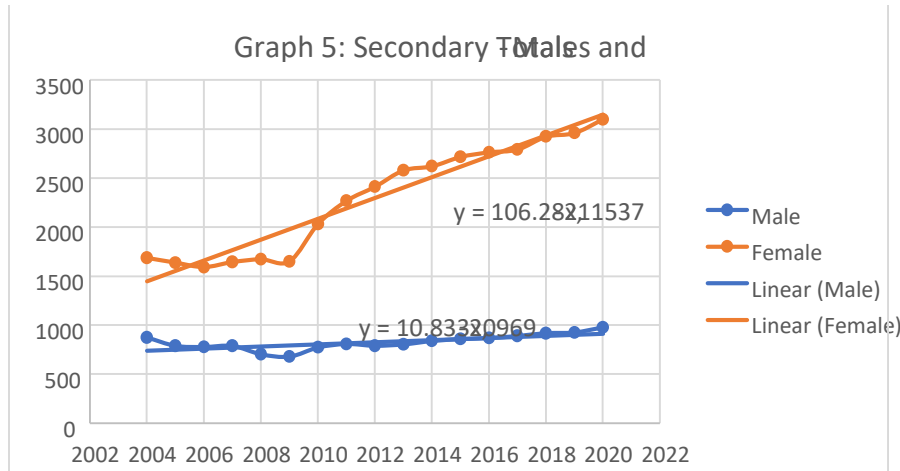
	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
1	18	14	16	17	13	18	16	22	26	28	36	31	23	29	25	30	24
2	70	72	57	61	59	66	73	73	72	76	71	71	66	68	71	77	84
3	83	71	75	74	71	65	81	93	86	88	91	93	90	91	93	96	92
4	65	57	53	51	45	56	83	89	94	97	105	102	121	122	122	130	133
GT	265	253	261	271	217	208	228	213	210	203	209	214	220	214	228	226	238
5	64	57	55	52	49	45	42	56	46	49	54	58	62	60	63	60	72
6	171	140	150	157	139	123	133	143	153	149	154	155	149	150	157	150	164
7	27	29	25	22	17	17	24	24	16	17	15	22	28	28	33	33	36
8	2	3	3	4	6	10	12	11	9	11	9	8	7	14	12	15	14
9	21	20	22	21	13	11	14	14	10	16	21	32	34	43	43	40	42
10	89	74	62	59	76	62	68	71	69	71	74	72	69	71	71	69	78
TOTAL	875	790	779	789	705	681	774	809	791	805	839	858	869	890	918	926	977

Table 7 shows the total number of male teachers in Secondary schools in Guyana from 2004 to 2020.

	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
1	27	14	21	25	27	23	25	40	49	57	67	71	57	65	60	67	73
2	117	118	116	121	123	130	169	193	188	189	194	188	198	210	218	201	206
3	159	152	164	169	160	156	216	281	296	327	335	343	327	335	349	354	358
4	143	136	136	134	138	157	240	264	297	371	380	368	430	444	480	473	520
GT	589	596	539	543	532	514	621	652	680	694	701	741	743	711	752	798	835
5	136	140	132	141	140	122	133	147	153	179	182	219	233	232	234	243	253
6	285	267	277	286	303	319	360	378	415	416	413	426	420	438	436	443	453
7	25	25	24	28	34	37	49	60	59	60	48	57	61	54	54	52	57

Table 8 shows the total number of female teachers in Secondary schools in Guyana from 2004 to 2020.

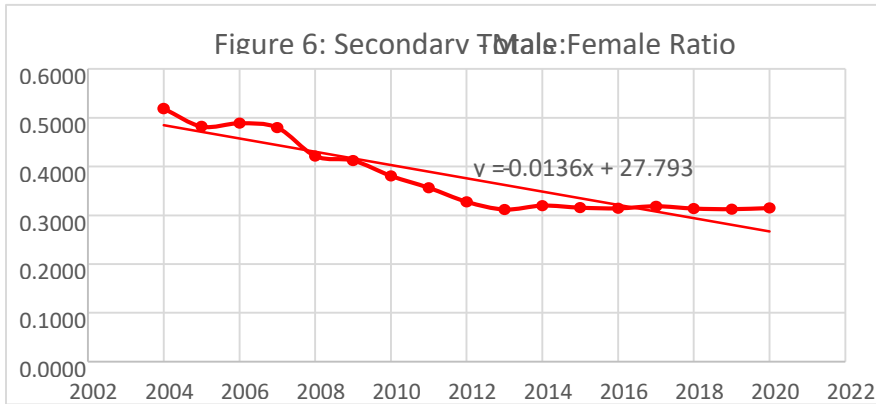
8	17	17	13	19	16	21	17	13	17	23	28	23	23	26	29	30	33
9	17	20	20	21	19	19	24	25	30	31	34	35	42	50	54	59	70
10	171	153	151	157	180	153	178	216	229	233	239	246	230	227	258	241	243
TOTAL	1686	1638	1593	1644	1672	1651	2032	2269	2413	2580	2621	2717	2764	2792	2924	2961	3101



Graph 5 shows the total number of male and female secondary school teachers in Guyana. for 2004–2020

	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
Male	875	790	779	789	705	681	774	809	791	805	839	858	869	890	918	926	977
Female	1686	1638	1593	1644	1672	1651	2032	2269	2413	2580	2621	2717	2764	2792	2924	2961	3101
M:F	0.51 90	0.48 23	0.48 90	0.47 99	0.42 17	0.41 25	0.38 09	0.35 65	0.32 78	0.31 20	0.32 01	0.31 58	0.31 44	0.31 88	0.31 40	0.31 27	0.31 51
M:F	1:2	1:2	1:2	1:2	1:2	1:2	1:3	1:3	1:3	1:3	1:3	1:3	1:3	1:3	1:3	1:3	1:3

Table 9 shows the male: female ratio of teachers in Secondary schools in Guyana from 2004 to 2020.



Graph 6 shows the male: female ratio of teachers in Primary schools in Guyana during the 2004-2020

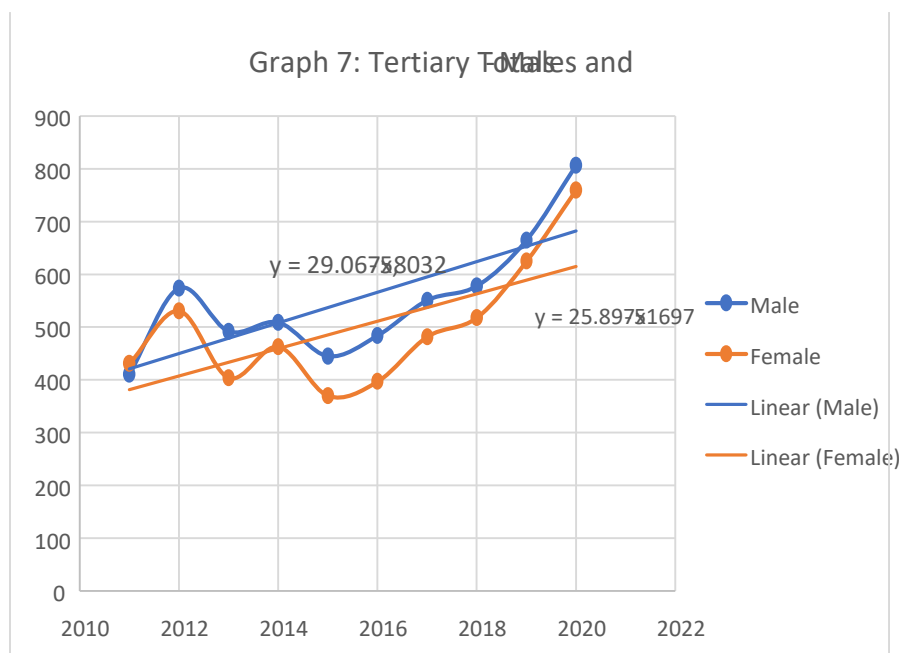
	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
UCTI	6	5	6	6	6	5	10	7	6	5
CSHE	0	1	1	0	0	2	2	1	2	2
GSA	29	36	26	35	24	45	45	38	23	24
GITC	11	10	10	8	5	5	5	6	6	9
ETI	12	15	18	20	26	16	16	22	17	19
GTI	49	69	71	69	53	53	56	50	49	55
LTI	16	15	15	11	18	17	19	20	14	13
NATI	38	38	34	31	23	25	27	27	33	30
CPCE	119	86	59	67	16	18	15	7	29	29
UG	131	299	252	262	274	298	356	400	486	621
TOTAL	411	574	492	509	445	484	551	578	665	807

Table 10 shows the total number of male teachers in Tertiary institutions in Guyana from 2004 to 2020.

	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
UCTI	2	1	2	2	2	2	2	4	4	4
CSHE	46	38	38	39	25	30	30	33	28	26
GSA	13	14	18	30	21	22	21	18	14	15
GITC	5	4	4	5	8	8	8	8	7	9
ETI	3	2	2	4	3	6	6	6	6	7
GTI	16	36	29	36	19	17	20	20	26	31
LTI	6	7	9	9	8	9	10	11	11	13
NATI	9	9	11	10	11	12	15	15	21	14
CPCE	224	237	114	117	16	20	19	9	43	43
UG	107	183	177	211	257	271	351	394	465	598
TOTAL	431	531	404	463	370	397	482	518	625	760

Table 11 shows the total number of female teachers in Tertiary institutions in Guyana from 2004 to 2020.

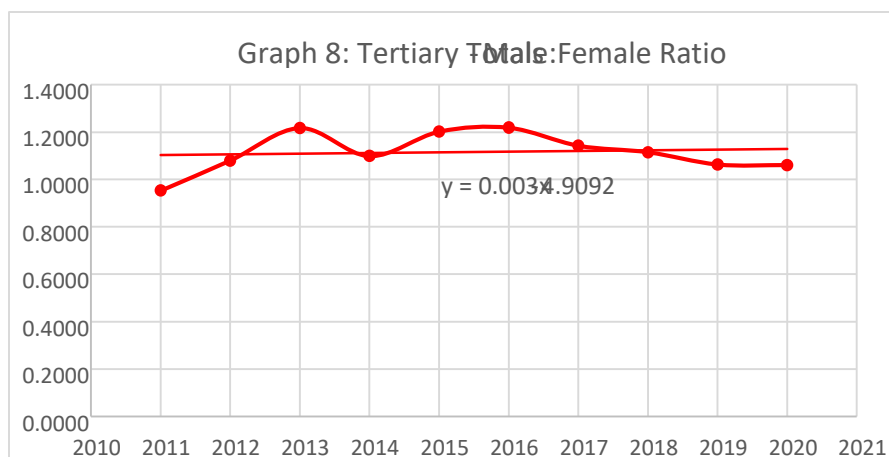
UCTI –	Upper Corentyne Technical Institute,
CSHE –	Carnegie School of Home Economics
GSA –	Guyana School of Agriculture
GITC –	Guyana Industrial Training Center
ETI –	Essequibo Training Institute,
GTI –	Government Technical Institute,
LTI –	Linden Technical Institute,
NATI –	New Amsterdam Technical Institute,
CPCE –	Cyril Potter College of Education
UG –	Guyana University



Graph 7 is the total number of male and female teachers in Tertiary institutions in Guyana. for the period 2004-2020

	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
Male	411	574	492	509	445	484	551	578	665	807
Female	431	531	404	463	370	397	482	518	625	760
M:F	0.9536	1.0810	1.2178	1.0994	1.2027	1.2191	1.1432	1.1158	1.0640	1.0618
M:F	1:1	1:1	1:1	1:1	1:1	1:1	1:1	1:1	1:1	1:1

Table 12 shows the male: female ratio of teachers in Tertiary institutions in Guyana from 2004 to 2020.

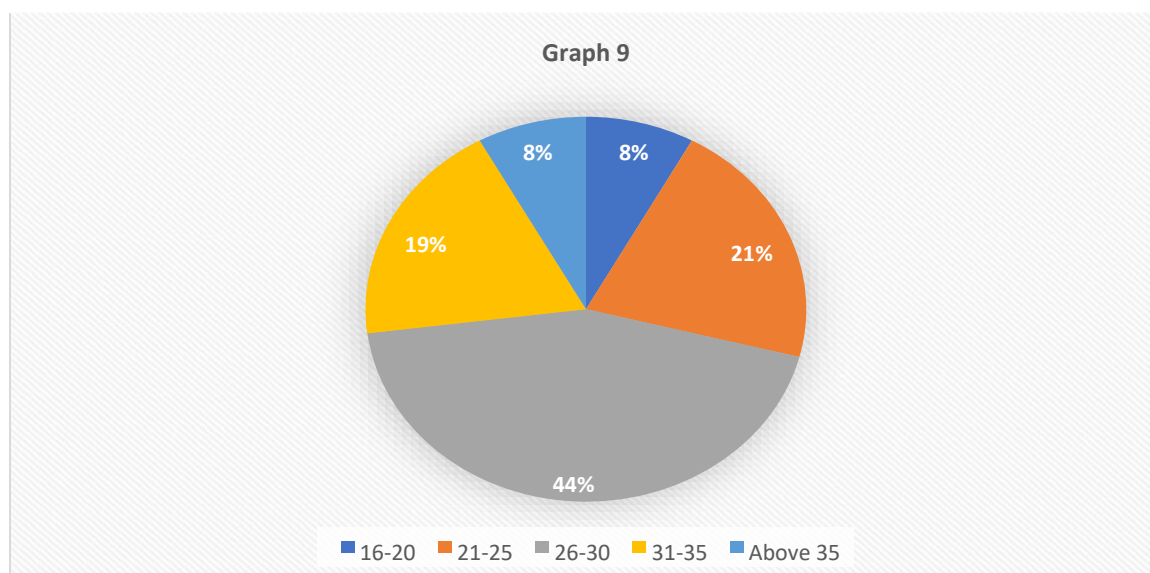


Graph 8 shows the male: female ratio of teachers in Tertiary institutions in Guyana for the period 2004-2020

Question 1

What is your age range?

Responses	Total
16-20	8
21-25	21
26-30	44
31-35	19
Above 35	8



Graph 9 Illustrates respondents' age range. The largest segment of respondents falls

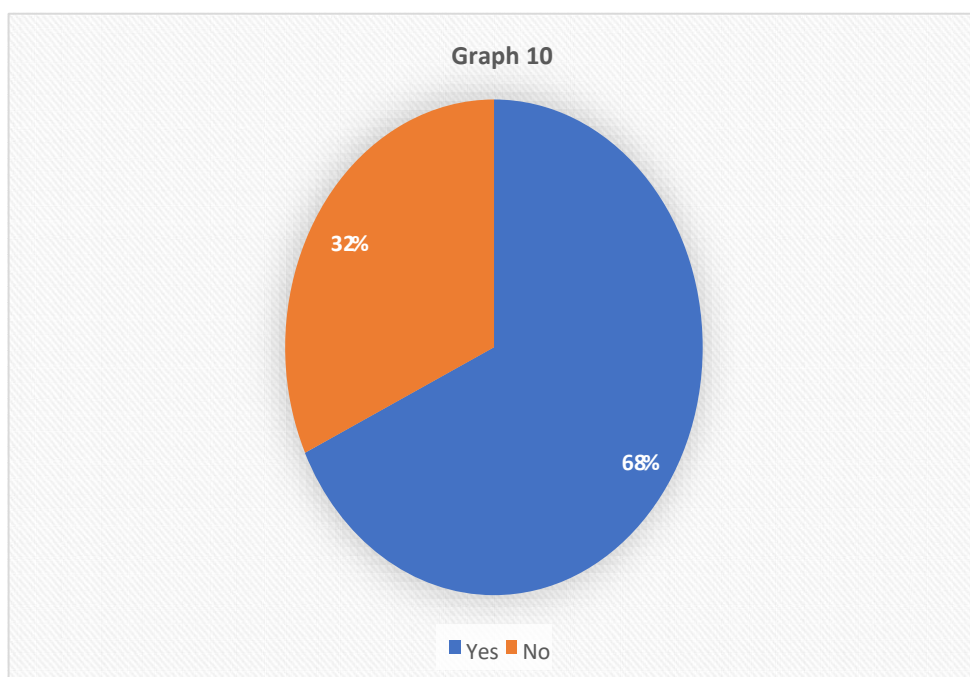
Within the age range of 26 to 30 years, comprising 44% of the total. This indicates that nearly half of the surveyed population falls within this age bracket. The age ranges from 16 to 20 years and above 35 years each constitute 8% of the total. These groups constitute the smallest segments of the surveyed population.

Question 2

Are you currently employed?

Responses Total

Yes	68
No	32



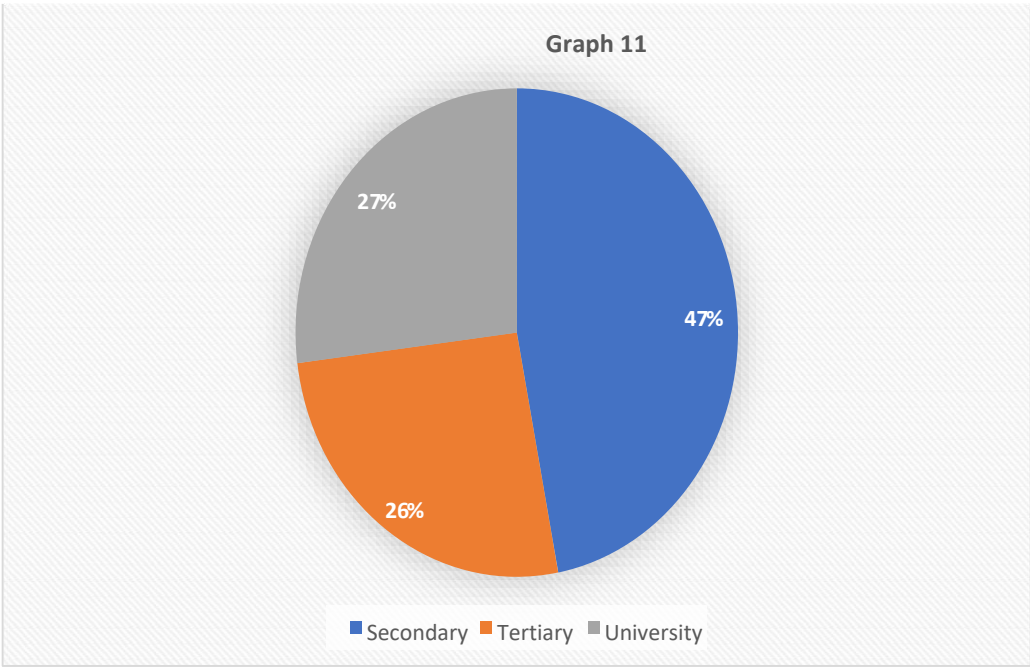
Graph 10 Indicates whether the respondents are currently employed or not. A significant

Majority of the respondents (68%) are currently employed. This indicates that over two-thirds of the surveyed population have jobs. The remaining 32% of respondents were not employed. This is a substantial minority, indicating that nearly one-third of the sample has no job.

Question 3

What are your qualifications?

Responses	Total
Secondary	47
Tertiary	26
University	27

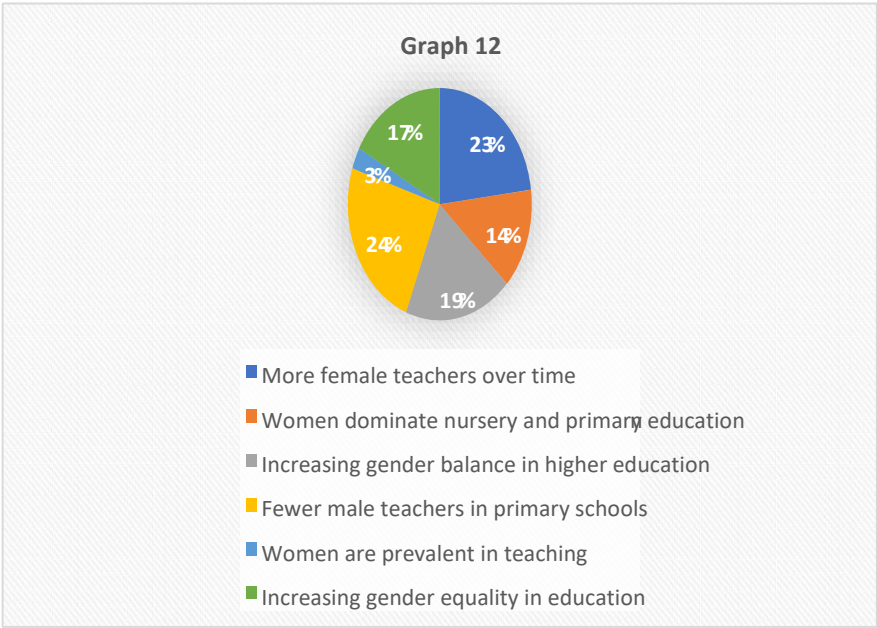


Graph 11 Highlights the academic qualification attainment of the sample. The largest the group of respondents had secondary education as their highest qualification, indicating that a significant portion of the population did not pursue further education beyond high school. Similar proportions of tertiary and university qualifications suggest a balance in higher education pathways. This indicates that vocational and other postsecondary education options are nearly as popular as university degrees. The significant proportion of the population who only received secondary education could imply the need for policies aimed at encouraging further education and training. This can enhance employability and meet the demands of a skilled workforce.

Question 4

How has the gender distribution in teaching roles evolved over the past century, in your opinion?

Responses	Total
More female teachers over time	23
Women dominate Nursery and Primary education	14
Increasing gender balance in higher education	19
Fewer male teachers in primary schools	24
Women are prevalent in teaching positions	3
Increasing gender equality in education	17

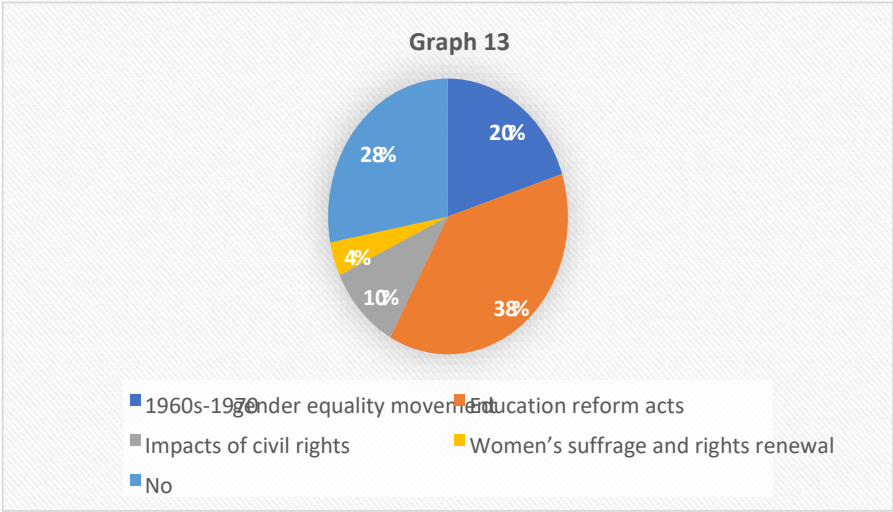


InGraph 12, the largest number of responses indicate a significant trend toward more female Teachers over time (23%) and fewer male teachers in primary schools (24%). A notable percentage (14%) indicates that women dominated nursery and primary education. A significant proportion (19%) suggested that higher education is seeing an increasing gender balance. Although smaller, responses (3% and 17%) also acknowledge women’s increasing prevalence in teaching roles and their increasing gender equality. This analysis suggests that although the teaching profession has historically been and continues to be dominated by women, particularly in early education, there has been a positive trend toward gender balance, especially in higher education.

Question 5

Can you identify any significant historical events that have affected gender perceptions in teaching?

Responses	Total
1960s–1970s gender equality movement	20
Education reform acts	38
Impacts of civil rights legislation	10
Women’s suffrage and rights movement	4
No	28

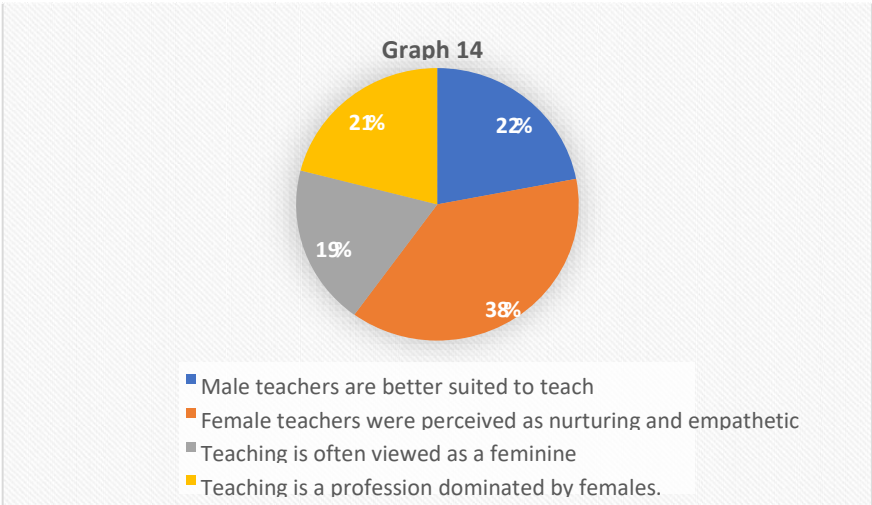


Graph 13 presents data on perceived historical events that have significantly influenced Gender perceptions in the teaching profession. The survey indicates that legislative changes in education and gender equality movements from the 1960s to 1970s are perceived as historical events that have had the greatest impact on gender perceptions in the teaching profession.

Question 6

In your opinion, what biases exist regarding the suitability of different genders in teaching roles?

Responses	Total
Male teachers are better suited to teach	22
Female teachers were perceived as nurturing and empathetic	38
Teaching is often viewed as a feminine profession.	19
Teaching is a profession dominated by females.	21



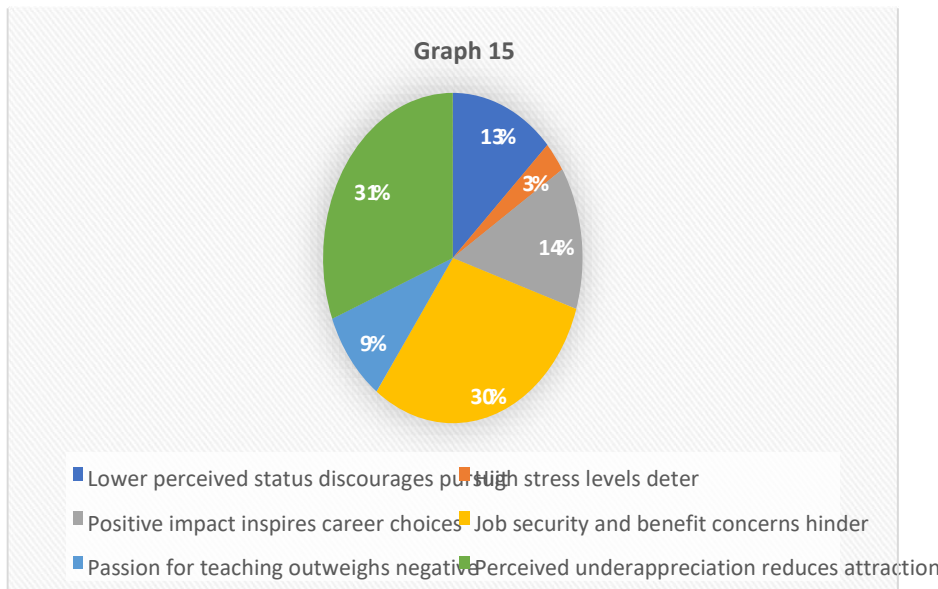
Graph 14 highlights the responses to the question about biases in the suitability of

Different genders in teaching roles revealed several prevalent perceptions. The biases reflected in these responses highlight traditional gender stereotypes that can influence the perception and reality of gender roles in the teaching profession. These biases suggest that women are more naturally suited to nurturing roles, while men might be seen as fitting better in roles requiring authority or specific expertise, contributing to gender imbalances in various educational contexts.

Question 7

In your opinion, how do these societal perceptions impact individuals' decisions regarding whether to pursue or avoid teaching?

Responses	Total
Lower perceived status discourages pursuit	13
High stress levels deter interest	3
Positive impact inspires career choices	14
Job security and benefit concerns hinder decisions	30
Passion for teaching outweighs negative traits.	9
Perceived underappreciation reduces attraction	31

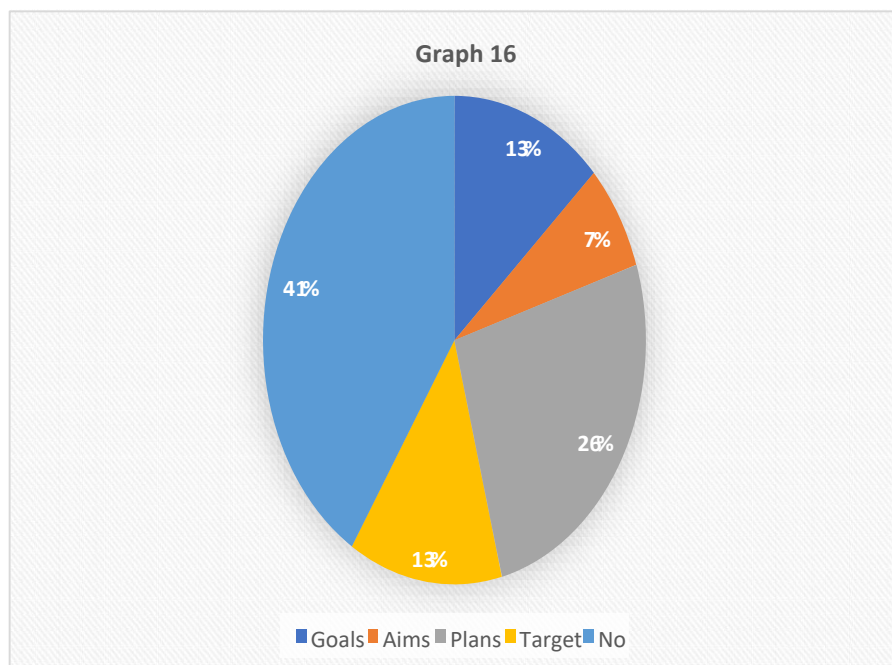


Graph 15 displays how societal perception impact individuals' decisions to pursue or avoid Careers in teaching. These responses suggest that job security and a passion for teaching can attract individuals to the profession; however, factors such as perceived underappreciation, low status, and high stress levels can significantly discourage people from pursuing teaching careers.

Question 8

To the best of our knowledge, have there been any policies or initiatives aimed at addressing gender imbalances in teaching? If so, what were their objectives and outcomes?

Responses	Total
Goals	13
Aims	7
Plans	26
Target	13
No	41

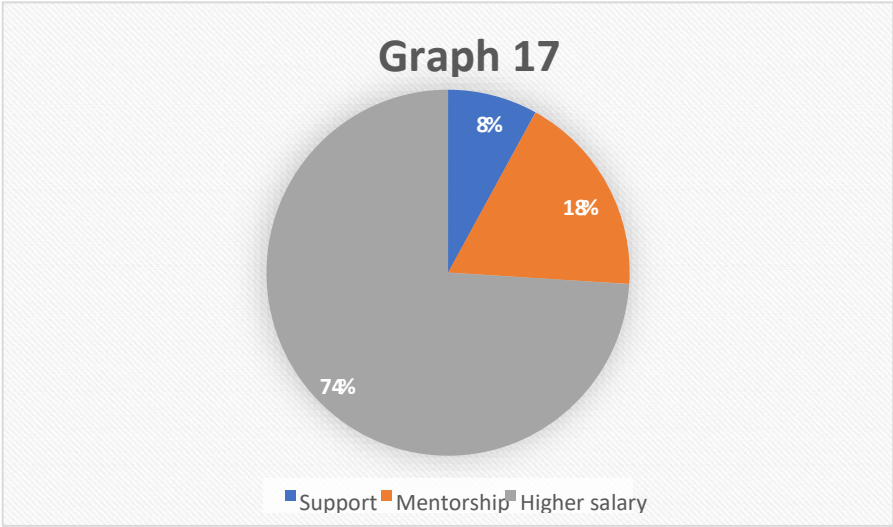


Graph 16 represents the breakdown of responses regarding whether policies or initiatives aimed at addressing gender imbalances in teaching. The data highlight a significant perception of a lack of policies addressing gender imbalances in teaching, with 41% of the respondents indicating that no policies exist or a gap exists in the awareness of existing initiatives. This suggests that although there are plans and specific targets, they are not sufficiently widespread or recognized.

Question 9

In your opinion, what additional policy measures could be implemented to promote gender diversity in teaching professions?

Responses	Total
Support	8
Mentorship	18
Higher salary	74

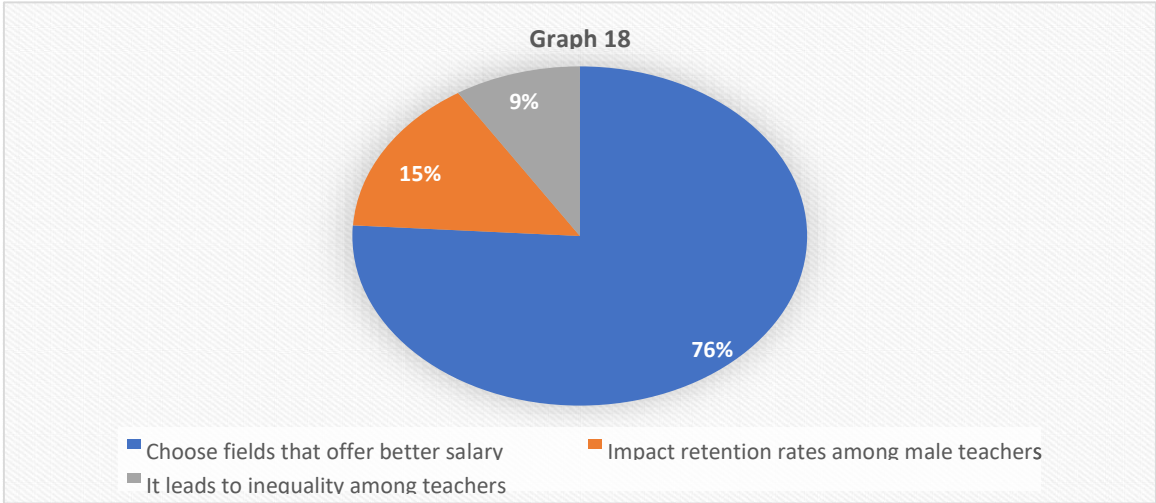


***Graph 17** provides data on additional policy measures that could be Implemented to promote gender diversity in teaching professions. Most respondents (74%) believe that increasing teaching positions could be a significant measure to promote gender diversity. In addition, implementing mentorship programs can provide crucial support and development opportunities for under-represented genders. Although less emphasized, general support measures should not be overlooked because they contribute to a more inclusive and supportive work environment.*

Question 10

In your view, how do economic factors, such as salary discrepancies, influence gender representation in teaching?

Responses	Total
Choose fields that offer better salary	76
Impact retention rates among male teachers	15
It leads to inequality among teachers	9



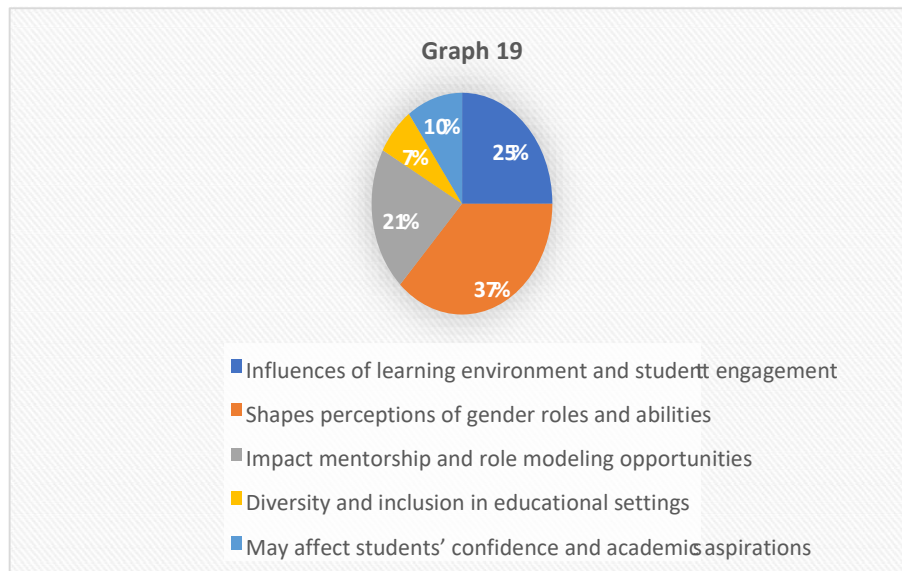
***Graph 18** displays how economic factors, such as salary discrepancies, influence gender*

Representation in the teaching profession. Most respondents (76%) believed that economic factors, specifically the availability of higher salaries in other fields, significantly influence gender representation in teaching. A smaller yet notable portion of respondents (15%) felt that salary discrepancies influenced retention rates, particularly among male teachers. Although fewer respondents highlighted inequality among teachers, the findings still raise concerns. Addressing salary discrepancies within the teaching profession could help ensure that teachers, regardless of gender, are equally compensated.

Question 11

In your opinion, what impact does the gender composition of teaching staff have on students' academic performance and overall educational experiences?

Responses	Total
Influences of learning environment and student engagement	25
Shapes perceptions of gender roles and abilities	37
Impact mentorship and role modeling opportunities	21
Diversity and inclusion in educational settings	7
May affect students' confidence and academic aspirations	10



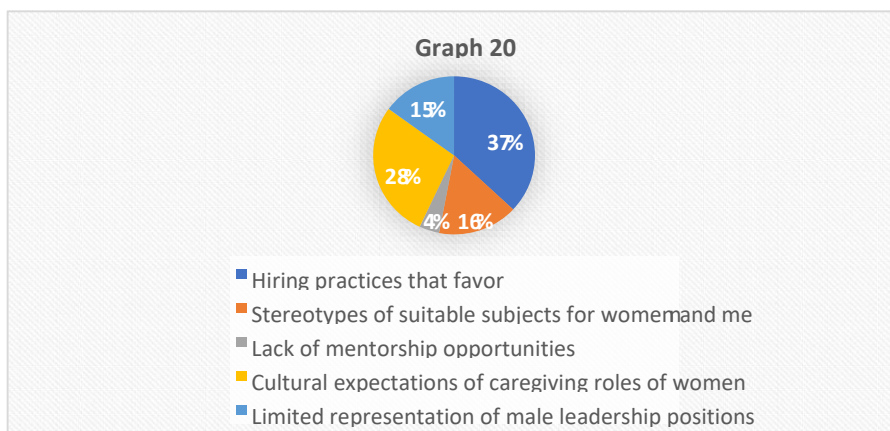
Graph 19 displays responses to the question about the impact of gender composition

Teaching staff to improve students' academic performance and overall educational experience. The largest proportion of respondents (37%) believed that the gender composition of teaching staff significantly influences how students perceive gender roles and abilities. A significant proportion of respondents (25%) felt that the gender composition of teaching staff affects the learning environment and how engaged students are.

Question 12

To the best of our knowledge, are there any institutional biases that contribute to gender imbalances in teaching?
If yes, please state:

Responses	Total
Hiring practices that favor women	37
Stereotypes of suitable subjects for women and men	16
Lack of mentorship opportunities	4
Cultural expectations of women's caregiving roles	28
Limited representation of male leadership positions	15

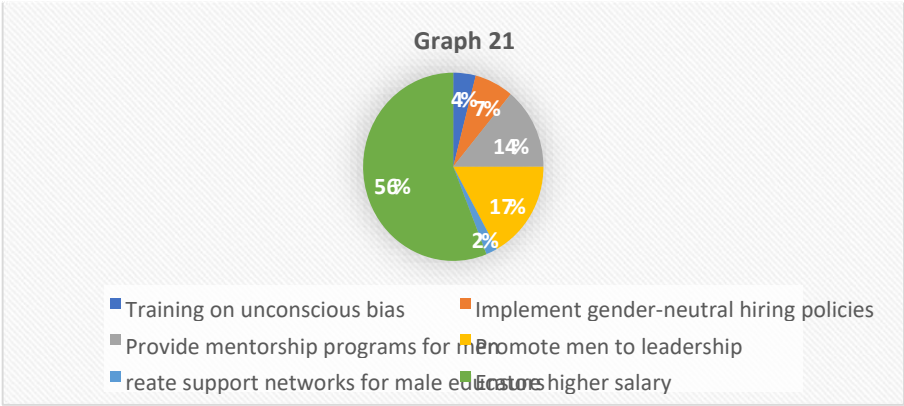


Graph 20 displays extant institutional biases that may contribute to gender imbalances in teaching. The largest proportion of respondents believed that hiring practices favoring women significantly contribute to gender imbalances in teaching. This suggests that there may be biases or preferences in the hiring process that advantage female candidates. The responses highlight the influence of hiring practices and cultural expectations on gender imbalances in teaching. Biases in hiring processes and societal norms regarding women's caregiving roles may deter men from entering or advancing the profession.

Question 13

How do you think educational institutions, through the government of Guyana, can create more inclusive environments to encourage gender diversity among teaching staff?

Responses	Total
Implement gender-neutral hiring policies	7
Training on unconscious bias	4
Provide mentorship programs for men	14
Promote men to leadership positions	17
Create support networks for male educators	2
Ensure higher salary	56

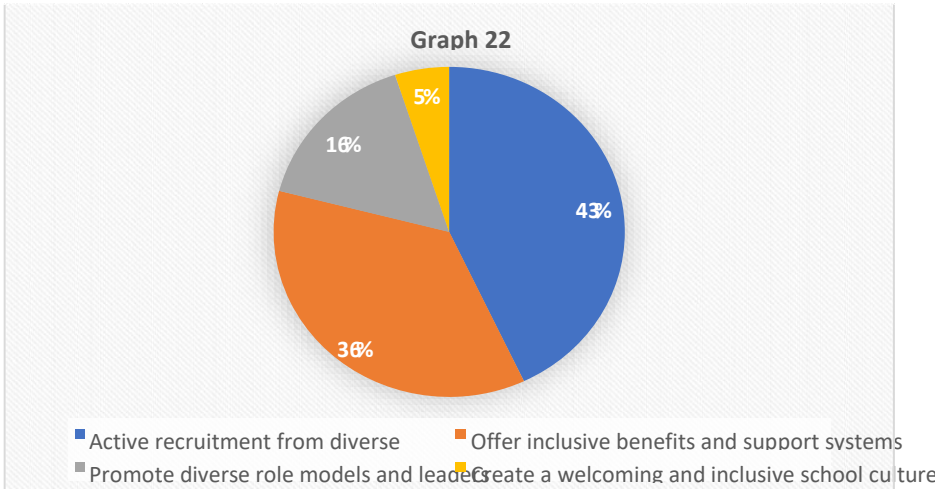


Graph 21 provides data representing responses to the questions about how educational institutions, through the government of Guyana, can create more inclusive environments to encourage gender diversity among teaching staff. Most respondents believe that ensuring higher salaries for teaching positions is the most effective way to encourage gender diversity. A significant proportion of respondents also felt that promoting men to leadership positions within educational institutions can help create a more inclusive environment. Although considered beneficial, training on unconscious bias is not seen as a major strategy for promoting gender diversity among teaching staff. The very low percentage indicates that creating support networks for male educators is seen as the least impactful among the options provided.

Question 14

Based on your experience, what are some best practices for recruiting, retaining, and promoting diverse teaching staff?

Responses	Total
Active recruitment from diverse communities	43
Offer inclusive benefits and support systems	36
Promote diverse role models and leaders	16
Create a welcoming and inclusive school culture	5

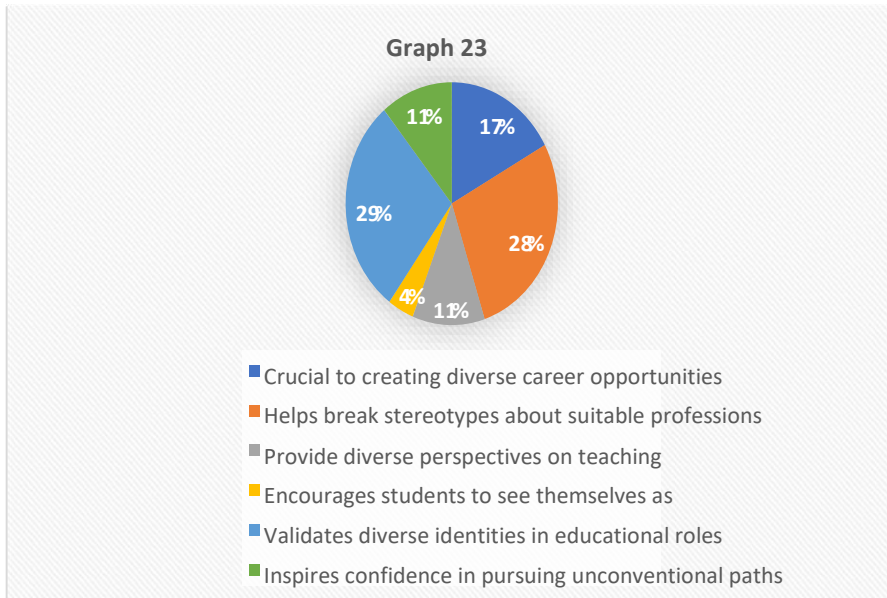


Graph 22 presents responses to questions about best practices for recruiting, retaining, and promoting diverse teaching staff. The largest proportion of respondents (43%) believed that active recruitment from diverse communities is the most effective practice for achieving diversity among teaching staff. A significant proportion of respondents (36%) felt that providing inclusive benefits and support systems is essential for retaining diverse teaching staff. Additionally, promoting diverse role models and leaders and creating a welcoming and inclusive school culture are important complementary strategies that can further support diversification goals.

Question 15

In your view, how important are role models of different genders for inspiring students to pursue teaching careers?

Responses	Total
Crucial to creating diverse career opportunities	17
Helps break stereotypes about suitable professions	28
Provide diverse perspectives on teaching and learning	11
Encourage students to see themselves as represented	4
Validates diverse identities in educational roles	29
Inspires confidence in pursuing unconventional paths	11



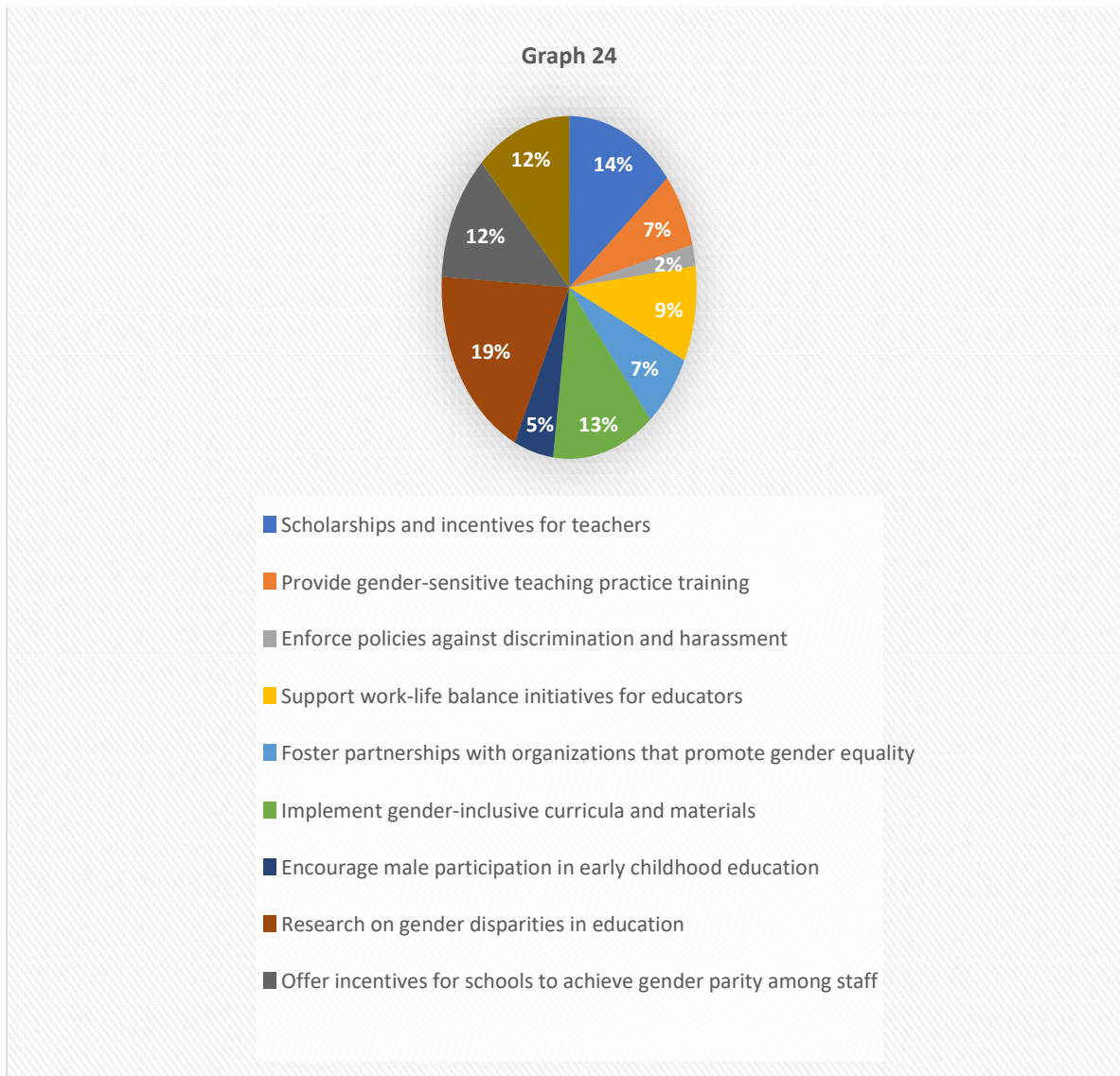
Graph 23 shows responses to questions about the importance of different visible role models

Genders in inspiring students to pursue teaching careers. The largest proportion of respondents believed that visible gender-based role models are important for validating diverse identities within educational roles. This suggests that seeing teachers of different genders helps students feel that their identities are valued in their educational environment. A significant proportion of respondents felt that diverse role models help break down stereotypes about which professions are suitable for different genders. Additionally, respondents believed that having visible role models of different genders was crucial for inspiring students to consider various career opportunities, including teaching.

Question 16

What recommendations would you make to policymakers and educational institutions to promote gender equality in teaching?

Responses	Total
Scholarships and incentives for teachers	14
Provide gender-sensitive teaching practice training	7
Enforce policies against discrimination and harassment	2
Support work-life balance initiatives for educators	9
Foster partnerships with organizations that promote gender equality	7
Implement gender-inclusive curricula and materials	13
Encourage male participation in early childhood education	5
Research on gender disparities in education	19
Offer incentives for schools to achieve gender parity among staff	12
Celebrate and recognize the achievements of diverse educators	12

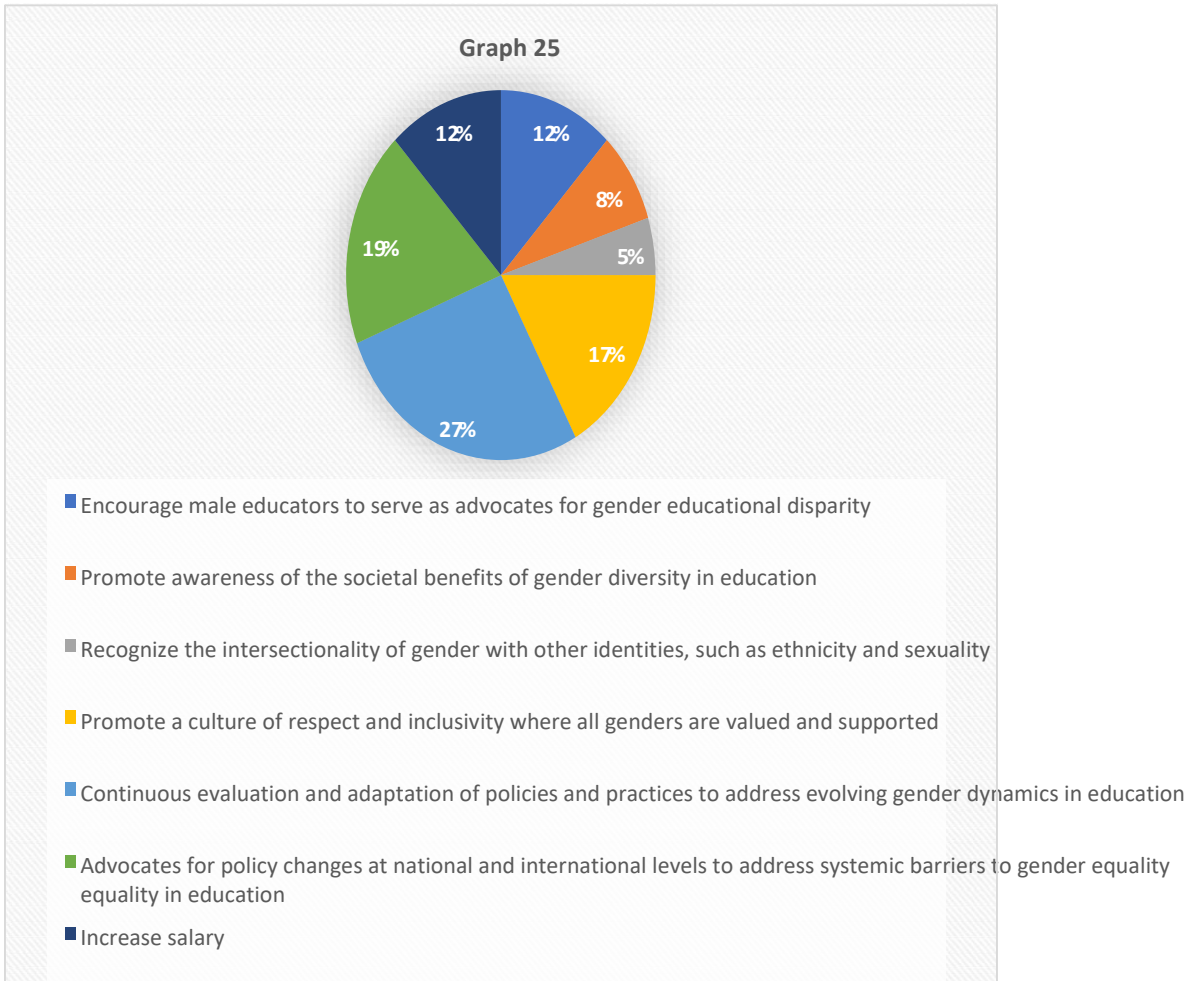


Graph 24 provides responses to the question about recommendations for policymakers and educational institutions to promote gender equality in teaching. The largest proportion of respondents believed that investing in research on gender disparities in education is crucial. This suggests that a comprehensive understanding of existing gaps and issues is necessary to inform effective policies and practices. Recognizing and rewarding schools and educators who achieve gender parity and diversity can serve as motivation to highlight successful strategies. Additionally, encouraging male participation in early childhood education and fostering partnerships with gender equality organizations are targeted strategies that address specific needs and contribute to broader efforts. Enforcing anti-discrimination and harassment policies is essential but seen as a fundamental requirement rather than a comprehensive strategy.

Question 17

Please share any additional insights or suggestions regarding the topic of gender numbers in teaching and its broader implications.

Responses	Total
Encourage male educators to serve as advocates for gender educational disparity	12
Promote awareness of the societal benefits of gender diversity in education	8
Recognize the intersectionality of gender with other identities, such as ethnicity and sexuality	5
Promote a culture of respect and inclusivity where all genders are valued and supported	17
Continuous evaluation and adaptation of policies and practices to address evolving gender dynamics in education	27
Advocates for policy changes at national and international levels to address systemic barriers to gender equality in education	19
Increase salary	12



Graph 25 presents the responses to the question about additional insights or suggestions regarding gender numbers and teaching and its broader implications. The response

‘Continuously evaluate and adapt policies and practices to address evolving gender dynamics in education’ received the highest percentage, indicating that a significant proportion of respondents believed that ongoing assessment and adaptation of policies are crucial for effectively addressing gender dynamics in education. The importance placed on increasing salaries reflects a practical understanding that financial incentives can play a crucial role in attracting and retaining diverse talent in the teaching profession. Additionally, promoting awareness of the benefits of gender diversity underscores the need for broader societal support and understanding. Recognizing the intersectionality of gender with other identities, although less emphasized, indicates an awareness of the complex nature of gender issues in the education sector.

Summary

Introduction

This chapter provides a concise overview of the research, highlighting the key findings, methodologies, and implications. This thesis synthesizes the main points discussed in previous chapters, offering a clear and panoramic recapitulation of the study’s objectives and outcomes. By summarizing the critical elements of the

research, this chapter aims to reinforce the significance of the study and its contributions to the field while also outlining potential areas for future research.

Summary of the main points

- **Historical Context:** Teaching became feminized in the 19th century because of industrialization and societal norms emphasizing women's role as caregivers. The post-World War II era saw increased female participation in the workforce, solidifying the idea of teaching as a predominantly female profession.
- **Societal Perceptions and Stereotypes:** Teaching, especially at elementary level, is often perceived as requiring a nurturing role that is suited to women. Men in early childhood education face stereotypes and suspicion, discouraging their entrance into the field.
- **Policy Implications:** There is a need for policies that encourage gender diversity in teaching through targeted recruitment and support programs. The implementation of policies is necessary to ensure equal opportunities and combat gender biases in hiring and promotion.
- **Economic Factors:** Lower teaching salaries make it less attractive to men who might seek higher-paying roles in other sectors. Financial incentives and career advancement opportunities could attract more men to the profession.
- **Impact on educational outcomes:** Gender-diverse teaching staff can provide varied role models for students to improve educational outcomes. A balanced gender representation can lead to more inclusive and well-rounded learning environments.
- **Institutional Practices:** Schools and educational institutions must adopt unbiased hiring practices to promote gender diversity. There is also a need for support and development programs tailored to retain and advance both male and female teachers.
- **Intervention and best practices:** Implementing mentorship and support networks for teachers of under-represented genders is crucial. Campaigns to change social perceptions and stereotypes surrounding gender roles and teaching may also benefit.
- **Impact of Role Models:** Male and female teachers served as role models, thus breaking down gender stereotypes about students. Visible gender diversity among teachers encourages students to pursue their careers regardless of gender norms.

Findings from the Investigation

“Unbalanced Equations: Gender Numbers in Teaching” provides a comprehensive understanding of the complex nature of gender distribution in the teaching profession. Over the past century, gender distribution in teaching roles has evolved, albeit slowly, with only 23% of respondents noting an increase in male teachers. Significant historical events, such as the Education Reform Act, which 38% of respondents identified as influential, have played a role in shaping gender perceptions within the profession.

Biases regarding the suitability of different genders in teaching roles persist, with female teachers often perceived as more nurturing and empathetic. This societal perception impacts career choices, as 31% of respondents believed that perceived underappreciation for the teaching profession deters individuals from pursuing it. Despite this, there is a lack of awareness of policies aimed at addressing gender imbalances, as highlighted by 74% of

respondents. Economic factors play a significant role in influencing gender representation in teaching, with 76% of respondents indicating that salary discrepancies lead individuals to choose higher paying fields. This economic consideration underscores the importance of implementing policy measures to promote gender diversity, such as enacting higher salaries for teaching positions, a solution favored by 56% of respondents.

The gender composition of teaching staff has a profound impact on students' academic performance and perceptions of gender roles, as noted by 37% of respondents. Institutional biases, particularly hiring practices that favor women, also contributed to gender imbalance. To create more inclusive environments, educational institutions in Guyana must actively recruit from diverse communities and ensure competitive salaries.

Best practices for promoting diverse teaching staff include active recruitment from diverse communities, a strategy supported by 43% of respondents. Visible gender role models are crucial in inspiring students to pursue teaching careers, validating diverse identities and educational roles. Policymakers and educational institutions should invest in research on gender disparities in education, a recommendation favored by 19% of the respondents, to develop informed strategies that promote gender equality in the teaching profession.

In general, addressing gender imbalances in teaching requires a multifaceted approach, including policy reforms, economic incentives, and active recruitment efforts. By implementing these strategies, educational institutions can create more inclusive and equitable environments that reflect and respect gender diversity.

Conclusion Based on Data Presentation

This research paper, "Unbalanced Equations: Gender Numbers in Teaching" provides a detailed examination of gender distribution within the teaching profession across different educational levels in Guyana. The findings highlight the societal perception that associates females with caregiving and nurturing roles, contributing to the significant predominance of female teachers in nursery, primary and, to a lesser extent, Secondary education. This imbalance underscores the deep-rooted stereotypes that influence career choices and the professional context in education. Interestingly, the data revealed that at both the tertiary and university levels, there is a closer balance between male and female teachers. This suggests that although traditional gender roles are more pronounced in the early and middle stages of education, higher education exhibits more equitable gender representation.

The high number of male teachers at the Tertiary and University levels can be attributed to societal perceptions that view females as inherently nurturing and skilled in caregiving roles. At lower educational levels, such as Nursery and Primary schools, where nurturing and development of foundational skills are paramount, women are often seen as more suited to these roles. This perception leads to female teachers' predominance in these settings. Conversely, at the tertiary and university levels, where students are either approaching adulthood or are already adults, the focus shifts from nurturing to imparting specialized knowledge and skills. This environment is perceived as less reliant on traditional caregiving roles, creating a more conducive space for male teachers. Consequently, there is a more significant presence of male educators at higher education levels, reflecting societal norms and expectations regarding gender roles in teaching.

Implications for Future Research

Research with a scope such as this "Unbalanced Equations: Gender Numbers in Teaching" suggests several implications for future research. These implications can help us understand the causes, effects, and potential solutions of this gender imbalance. The following are key areas for future research:

I. Factors contributing to gender imbalance:

- Sociocultural influences: This study investigates how societal norms and cultural perceptions of teaching as a "female" profession influence career choice.

- Educational Pathways: The study examines differences in educational experiences and pathways leading to teaching, including the role of gender stereotypes in early education and career counseling.
- Economic Considerations: Explore how salary and benefits in teaching compared to other professions might influence gender-specific career choices.

II. Impacts of Gender Imbalances:

- Student Outcomes: This study examined how the gender composition of teaching staff affects student performance, behavior, and general perceptions.
- Work Environment: Assess how the predominance of female teachers affects workplace dynamics, including collaboration, mentorship opportunities, and professional development.
- Role Models: The impact of having fewer male role models in schools, particularly on male students and their educational engagement and aspirations, was analyzed.

III. Recruitment and Retention Strategies

- Incentive Programs: Investigate the effectiveness of various incentives (for example scholarships, loan forgiveness, and competitive salaries) aimed at attracting and retaining male teachers.
- Career Development: Examine programs that support career advancement for male teachers and evaluate their impact on retention rates.

IV. Longitudinal Studies

- Career Trajectories: Conduct longitudinal studies that track the career trajectories of male and female teachers to understand long-term trends and factors influencing career longevity and satisfaction.
- Impact over time: The long-term effects of gender imbalances in teaching on educational systems and societal perceptions of gender roles

Recommendations for Policy and Practice

To address the imbalance in general numbers within the teaching profession and specifically increase and retain the number of male teachers, several policy and practice recommendations can be made:

- Recruitment Strategies: Develop campaigns specifically aimed at attracting men to teaching. Use positive male role models in advertising to challenge stereotypes and highlight rewarding aspects of teaching. Moreover, they offer scholarships, grants, or loan forgiveness programs for teacher candidates wishing to pursue teaching degrees to reduce the financial burden and make the profession more attractive.
- Training and Education: Establish mentorship programs where experienced male students and novice teachers can mentor students. This can provide support and encourage retention. Additionally, discussions should be held on gender diversity and the importance of male teachers in education within teacher training programs to raise awareness and promote inclusivity.
- Workplace environment: A school culture that values diversity and inclusivity ensures that male teachers are welcomed and supported. Address any biases and stereotypes that may exist in the school environment. Moreover, they offer continuous professional development opportunities tailored to male teachers, including leadership training, to encourage career advancement and long-term commitment.
- Retention Initiatives: Provide flexible working arrangements and promote a healthy work-life balance to make teaching more appealing to men who might be balancing family and work responsibilities. Further,

implement recognition programs that celebrate the achievements and contributions of male teachers, reinforcing their value within the education system.

➤ Policy and Advocacy: Advocate for policies at the governmental and institutional levels that promote gender diversity in teaching. This can include setting specific targets for male recruitment and retention. Furthermore, this research will conduct ongoing research to understand the barriers faced by male teachers and the factors that influence their career choices. Use these data to inform policies and practices intended to increase gender balance.

➤ Community Engagement: Create partnerships with male-dominated sectors to promote teaching as a second career for male students. Highlight transferable skills that can benefit both fields. In addition, they work with families and communities to challenge traditional gender roles and encourage young boys to consider teaching as a viable and respected career option.

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