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## **A Case Study on Effective Teaching Strategies for Attaining Course Learning Outcomes**

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**Abstract**---Lesson planning has been a subject of debate within the realm of education, with contrasting views regarding its merits. This study employs a descriptive cross-sectional survey design to investigate lecture planning practices among teaching staff in the English Language and Translation Department at Qassim University, Saudi Arabia. The research focuses on understanding current practices and potential gender-related differences in teaching strategies. Data were collected through a structured questionnaire distributed to 26 university teaching staff, evenly split between males and females. The results indicate that faculty members exhibit a positive attitude towards lesson planning, emphasizing careful preparation, alignment with course objectives, and responsiveness to student needs. While some variations between male and female teachers were observed, particularly in lesson planning and the use of teaching aids, no significant gender-based disparities were found in many teaching practices. This suggests that effective teaching strategies can be employed by educators of any gender, challenging gender-based assumptions about teaching styles. Implications of the study underscore the importance of recognizing and celebrating diverse teaching approaches among faculty members. Rather than making gender-based assumptions, educational institutions should foster an inclusive environment where educators are encouraged to leverage their unique strengths. Professional development opportunities, especially in areas with noted differences like the use of audiovisual aids, can enhance educators' technological proficiency and teaching effectiveness. This research contributes to understanding teaching practices and highlights the significance of appreciating educators' diverse approaches, irrespective of gender. It emphasizes the evaluation of teaching based on instructional quality

and impact on student learning rather than gender stereotypes. This study provides insights for institutions aiming to promote effective teaching and inclusivity in their educational environments.

**Keywords**---adaptability, language teaching, efficiency, engagement, lesson planning, linguistic proficiency, teacher-centered.

## Introduction

In the realm of education, success is not solely measured by what teachers have learned but by their ability to impart that knowledge effectively to their students in the classroom (Bin-Hady, 2018). It is our firm belief that the art of transferring knowledge is a skill that can be honed, practiced, and continuously refined (Magulod, 2017). In this context, lectures serve as a cornerstone of organized social events found in academic cultures worldwide. While these lectures may vary in terms of topics, timings, locations, atmospheres, methodologies, and materials, they share a common core objective—fostering learning through the engagement of both learners and educators within predefined timeframes, settings, and memberships (Heilporn et al., 2021).

Lecture planning represents the thoughtful consideration of how to engage students during their time in the classroom, offering them opportunities to explore new dimensions of knowledge and language (Darling-Hammond et al., 2007; Rapanta et al., 2020). This planning takes shape in the form of meticulously crafted lecture notes, which serve as guides and references for instructors, reminding them of what needs to be accomplished, how to achieve it, and the allocated timeframes. Effective preparation equips instructors with the confidence to enter the classroom, signaling to students their commitment to delivering meaningful English-language lectures, thereby capturing their attention and interest (Bin-Hady & Abdulsafi, 2018). Additionally, these lecture notes evolve into valuable resources when instructors revisit the same subject in subsequent years, allowing for necessary updates to cater to individual student differences. In the long run, these lecture notes can even serve as valuable research materials (Turban et al., 2004). Some experienced educators advocate for spontaneous, student-centric teaching and learning, yet asserting that flexibility should reign supreme in the classroom, our stance is more nuanced. While spontaneity has its merits, we contend that effective teaching demands a level of preparation. It is vital for students to have a voice in shaping their learning experiences, influencing how teachers structure their lessons. This interplay between student input and instructor planning is a critical dynamic that shapes the educational landscape (Heilporn et al., 2021).

The research gap in this study revolves around the investigation of gender-related differences in teaching practices, specifically in the context of lecture planning and execution. While prior research in the field of education has explored various facets of effective teaching strategies and their alignment with learning outcomes, there appears to be a paucity of studies that systematically examine whether gender plays a role in the formulation of lesson plans, the development of learner-centered learning outcomes, the adherence to planned lessons, the selection and

use of appropriate teaching materials and aids, the creation of interactive activities to stimulate critical thinking, and the organization of lecture topics based on their relative importance (Bean & Melzer, 2021; Nilson, 2016). Understanding potential gender-related disparities in these critical aspects of teaching is essential for promoting equity in educational settings (Heikkilä, 2020). It can provide valuable insights into whether there are inherent biases or preferences that may influence the pedagogical approaches adopted by male and female teachers. By identifying these differences, educational institutions can tailor professional development programs and support mechanisms to bridge any gender-based gaps in teaching practices, ultimately enhancing the quality of education provided to students (Magulod, 2018). Furthermore, exploring these gender-related differences in the context of efficient teaching strategies can contribute to the broader discourse on diversity and inclusion in education, shedding light on potential areas where interventions can be designed to ensure that all students benefit from equitable and effective teaching practices, regardless of their instructors' gender (Blair et al., 2017; Hanish et al., 2021). Thus, this study aims to fill a research gap by systematically investigating gender disparities in teaching practices and their impact on the achievement of course learning outcomes.

### **Problem Statement**

In the realm of education, the effectiveness of teaching strategies and the alignment of these strategies with intended learning outcomes are fundamental aspects that impact the quality of education provided to students. This case study seeks to address a critical issue in pedagogy by examining the extent to which male and female teaching staff adhere to authentic procedures in their lecture planning processes. Specifically, this investigation aims to evaluate whether there are statistically significant differences between male and female teachers in various aspects of their teaching practices, including the formulation of written lesson plans, the development of achievable learner-centered learning outcomes, the adherence to formulated lesson plans, the utilization of appropriate materials and teaching aids in accordance with their plans, the formulation of interactive activities to stimulate students' critical thinking, and the organization of lecture topics based on their relative importance. By scrutinizing these areas, this study endeavors to contribute valuable insights into potential gender-related disparities in teaching practices, offering an evidence-based foundation for educational institutions to enhance pedagogical strategies and promote equitable teaching practices.

### **Research Hypotheses**

The present study intends to investigate the most authentic procedures of lecture plan to see to what extent these procedures have been met in teaching staff lecture plans. The following null hypotheses were tested in this study:

1. There is no significant difference between male and female teachers in their capacity to create written lesson plans.
2. There is no significant difference between male and female teachers' abilities in developing achievable learner-centered outcomes.

3. There is no significant difference between male and female teachers in their ability to implement lesson plans.
4. There is no significant difference between male and female teachers' abilities in selecting appropriate teaching aids and materials.
5. There is no significant difference between male and female teachers in their ability to design interactive activities that promote critical thinking among students.

### **Literature review**

A successful lecture extends beyond merely 'completing the plan,' as teachers must remain adaptable to dynamic classroom situations and students' responses. Thus, the prescribed timings for each stage of a lecture are typically estimated (Perry & Lewis, 2009). It is paramount for instructors to be responsive to classroom dynamics. If, for instance, teachers are introducing new language concepts and some students are struggling, it is advisable to adjust the pace rather than rigidly adhering to the plan, as the primary goal is effective learning (Magulod, 2019; Nilson, 2016). A well-structured lecture plan should encompass clear, attainable objectives and involve a diverse array of activities and interactions, fostering engagement not only for the teacher but also for the students (Lee & Hannafin, 2016). Ideally, both the instructor and the students should have a clear understanding of the lecture's trajectory and how its various segments are interconnected (Magulod 2017). However, traditional lecture approaches have faced scrutiny for their effectiveness. Crosby (2000) emphasize that although lectures are extensively employed in education, educators are not always trained in delivering effective ones. Historically, lectures have often followed a one-way transmission model, where instructors would read text passages, interpret them, and expect students to passively absorb the information (Entwistle, 2013). This passive model, as Benedict et al. (2013) note, fails to foster interaction, discussion, or immediate practice, rendering it a suboptimal teaching method. The limitations of traditional lectures are also highlighted from the students' perspective. Students who possess lecture notes or textbooks may prefer self-study over attending lectures that lack interaction (Schmidt et al., 2015). To address these shortcomings, active learning activities have been recommended, including problem-solving exercises, case analysis, student presentations, and cooperative group work. Research suggests that most college students are active learners, seeking engaging learning experiences (Magulod, 2018). Effective lectures, in contrast, are characterized by high interactivity and engagement. Instructors employ various

### **Theoretical grounding**

In this study, delved into the extent to which teaching staff, comprising both male and female educators, engage in effective lecture planning, shedding light on the intricate balance between structure and spontaneity in the pursuit of quality education. The theoretical underpinning of this case study lies in the intersection of pedagogical effectiveness and the attainment of course learning outcomes. As emphasized by Biggs and Tang (2011), the alignment between teaching strategies and intended learning outcomes is paramount in ensuring that students not only acquire knowledge but also develop the necessary skills and competencies

stipulated by the course objectives. This study is guided by the principle that the adoption of efficient teaching strategies plays a pivotal role in bridging the gap between instructional design and the successful realization of these learning outcomes. By drawing upon the work of Anderson and Krathwohl (2001), who advocate for a learner-centered approach that encompasses various cognitive levels of learning, this research seeks to explore how specific teaching methodologies and practices contribute to the holistic development of students and their ability to meet the challenges of the 21st century educational landscape.

## **Methods**

### **Research design**

The research design employed in this study is characterized as a descriptive cross-sectional survey design. This design was chosen to investigate and understand the current state of lecture planning procedures and practices among teaching staff within the English Language and Translation Department. Descriptive because the study aims to describe and analyze existing conditions, practices, and attitudes related to lecture planning and execution among male and female teachers within the department. Cross-sectional because data were collected at a single point in time, providing a snapshot of the subject matter as it exists within the specific timeframe when the survey was administered.

### **Participants**

The study's participants consist of 26 university teaching staff hailing from Qassim University, located in Arrass, within the Kingdom of Saudi Arabia (KSA). The research specifically targets assistant and associate professors within the Department of English Language and Translation at the College of Sciences and Arts in Arrass. These participants were chosen due to their extensive teaching experience, rendering them a pertinent cohort for the examination of lecture planning and associated classroom practices. The total sample size encompasses 26 participants, with an equitable distribution of 13 males and 13 females. Ethical considerations, such as informed consent and confidentiality, were upheld throughout the data collection process to ensure the participants' rights and privacy were respected.

### **Instruments**

The primary instrument employed for data collection in this study is a meticulously structured questionnaire. This questionnaire comprises 27 items meticulously designed to evaluate the academic behaviors of professors and instructors concerning lecture planning and classroom practices. To gauge participants' responses, a Likert Scale with five degrees of agreement is utilized, encompassing the options of "strongly disagree," "disagree," "neutral," "agree," and "strongly agree." To ensure the questionnaire's validity and reliability, several essential steps were undertaken, first is the content validity, the questionnaire underwent a comprehensive content review by specialists in the field of Applied Linguistics. Their expert feedback and insights were invaluable in refining the questionnaire's wording and content. This rigorous content review process helps

establish content validity by ensuring that the questionnaire effectively measures the intended constructs related to lecture planning and classroom practices. Secondly, pilot testing where prior to full-scale data collection, a pilot test was conducted with a small group of individuals similar to the study's target participants. This step allows for the identification of any ambiguities, redundancies, or issues with question clarity. Feedback from the pilot test participants was incorporated into the final questionnaire to enhance its validity. Lastly, reliability of the questionnaire was assessed using internal consistency measures, such as Cronbach's alpha coefficient. By analyzing the responses from a subset of the study's participants, the Cronbach's alpha coefficient provides an estimate of the questionnaire's internal consistency and reliability. A high Alpha coefficient suggests that the items within the questionnaire consistently measure the intended constructs.

### Data analysis

The data collected from the questionnaire responses were subjected to various statistical analyses using SPSS (Version 21). The researchers employed descriptive analysis techniques, including measures of central tendency and variability, to summarize and present the participants' responses. Additionally, the Independent Samples Test procedure was employed to examine potential statistically significant differences between male and female teachers in various aspects of lecture planning and classroom practices. Percentages were also calculated to provide a comprehensive overview of participant agreement and disagreement with the questionnaire items. The research design and data collection process were conducted with careful consideration of ethical standards, ensuring that the study was carried out with respect for the participants' rights and privacy.

### Results

Table 1 showed that faculty members' high regard for lesson planning and alignment with course objectives bodes well for the department's commitment to quality education as evidenced with the computed grand mean of 3.69 interpreted to be high or agree. The lower scores in specific areas should be viewed as opportunities for enhancement rather than shortcomings, emphasizing the importance of ongoing professional development and support in integrating audiovisual aids and embracing technology for more interactive teaching approaches.

Table 1. Evaluation of the faculty's lesson planning and teaching methods

No.	Questionnaire Items	Mean	SD	Interpretation
1	I believe that lesson planning is important for effective teaching.	4.5306	0.8191	Very High/ Strongly Agree
2	I always plan my lessons.	4.2245	0.8482	Very High/ Strongly Agree
3	I prepare written lesson plans.	3.4898	0.9815	High/ Agree
4	I plan my lesson but do not write everything.	3.8980	0.9627	High/ Agree

5	I formulate lesson plan learning outcomes according to the level of my students.	4.1633	0.8253	Very High/ Strongly Agree
6	I formulate lesson plan learning outcomes according to the interests of my students.	3.5714	0.8660	High/ Agree
7	I formulate lesson plan learning outcomes according to the course outlines.	4.3265	0.7184	Very High/ Strongly Agree
8	I formulate lesson plan learning outcomes according to my priorities.	2.9796	1.3306	Moderate/ Undecided
9	I believe that teaching and learning are spontaneous.	3.2449	1.2671	High/ Agree
10	I divide my lesson plan into the stages of formal lesson planning format.	3.4898	0.9157	High/ Agree
11	I strictly follow the stages of my lesson plans.	3.3673	1.0546	High/ Agree
12	I make frequent changes in my lesson plans.	3.3673	1.0546	High/ Agree
13	I strictly follow the time assigned to various stages of my lesson plans.	3.5306	1.0821	High/ Agree
14	I have unexpected situations during my lessons that need me to change my lesson plans.	3.7959	0.8893	High/ Agree
15	I add some extra activities if some point is not clear with the planned activities.	4.1020	1.0051	Very High/ Strongly Agree
16	Audio visual aids are a waste of time.	2.1224	1.3483	Low/ Disagree
17	Audio visual aids help me in my teaching.	4.0816	0.9318	High/ Agree
18	Audio visual aids are an integral part of my lesson plans.	4.0612	0.9221	High/ Agree
19	I use latest technology in my teaching.	3.8163	0.7819	High/ Agree
	Grand Mean	3.6934		High/ Agree
20	I prefer explaining each and every point to my students	3.6122	1.0958	High/ Agree
21	I provide my students with the opportunity to get the answers before providing them with the answers.	4.3469	.8050	Very High/ Strongly Agree
22	I encourage the students to ask questions	4.5714	.7360	Very High/ Strongly Agree
23	I engage my students in group/pair work to ensure mutual interaction.	4.4898	.7394	Very High/ Strongly Agree
24	I arrange lecture topics according to their importance.	3.5306	1.0021	High/ Agree
25	I arrange lecture topics according to their familiarity.	3.4082	1.0392	High/ Agree
26	I arrange lecture topics according to their familiarity.	3.4898	.9601	High/ Agree
27	I begin my lecture with general	4.1633	.7997	Very High/ Strongly

concepts, then move to specific ideas and theories that build on those concepts.		Agree
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*Legend:*  
 4.20-5.00: *Very High/ Strongly Agree/*  
 3.40-4.19: *High/ Agree*  
 2.60-3.39: *Moderate/ Undecided*  
 1.80-2.59: *Low/ Disagree*  
 0-1.79: *Very Low/ Strongly Disagree*

The results from Table 1 indicate a generally positive attitude among the faculty members towards lesson planning and teaching practices. The top five statements with the highest mean scores reveal a strong consensus among participants. Faculty members highly value lesson planning, with a mean score of 4.53, indicating that they strongly agree that lesson planning is essential for effective teaching. This positive attitude extends to the practice of always planning lessons (mean = 4.22), preparing written lesson plans (mean = 3.49), formulating lesson plan learning outcomes based on student levels (mean = 4.16), and aligning lesson plan learning outcomes with course outlines (mean = 4.33). These findings suggest that the faculty members prioritize careful preparation and alignment with course objectives. Conversely, the lowest five statements with the lowest mean scores indicate areas where faculty members may have reservations or face challenges. The use of audiovisual aids being perceived as a waste of time (mean = 2.12) reflects a more negative attitude in this aspect. While the mean scores for these statements are generally lower, it is crucial to note that none of them fall below the "Moderate/Undecided" category, indicating that there is still some level of agreement among faculty members.

The implications of these results are twofold. Firstly, the strong consensus on the importance of lesson planning and alignment with course objectives underscores the commitment of faculty members to effective teaching practices. This positive attitude likely contributes to the overall quality of education in the department. Secondly, the lower mean scores in the case of audiovisual aids and the belief in spontaneous teaching suggest potential areas for improvement and professional development. Addressing these concerns may lead to a more diverse and engaging teaching environment. The positive attitude among faculty members towards lesson planning and structured teaching methods, as indicated by the high mean scores in this study, aligns with existing literature on effective teaching practices. Faculty members' recognition of the importance of lesson planning, commitment to aligning their teaching with course objectives, and their willingness to engage in careful preparation are all consistent with best practices in education (Khanova et al., 2015; Wieman et al., 2010). These findings reinforce the notion that well-structured lessons contribute significantly to effective teaching and improved student outcomes. The variation in attitudes towards spontaneity in teaching, with some faculty members leaning towards a more structured approach, also resonates with the broader discourse in education. While spontaneity can enhance student engagement and adaptability, it must be balanced with careful planning and alignment with learning objectives (Brantes Ferreira et al., 2013; Niven & Lamorte, 2016). Faculty members' recognition of this balance is reflective of their commitment to delivering high-quality education. Moreover, the mixed perceptions regarding audiovisual aids underscore the importance of professional

development and support in technology integration. Faculty members who perceive audiovisual aids as helpful and integral to their teaching likely have received training and support in their effective use (Shabiralyani et al., 2015). Addressing the concerns of those who view these aids as a waste of time involves providing resources and training opportunities to enhance their technological proficiency and confidence in integrating these tools into their teaching.

### Testing the hypotheses

According to the statistical data in Table 1, item (1) indicates that the mean is 4.33, with a p-value greater than 0.05. This suggests that the sample members place importance on lecture planning for effective teaching. However, some teachers express the belief that teaching and learning can also be spontaneous. Examining items (5, 6, 7, and 8), the significance value is higher than 0.05, indicating the need to prioritize defining objectives or learning outcomes. Another notable finding is seen in item (11), which has a reasonable value lower than 0.05, suggesting that teachers strictly adhere to the stages of their lesson planning. Additionally, item (15) reveals that teachers incorporate extra activities if certain points are unclear during planned activities, demonstrating their consideration for individual differences. In this regard, teachers can encourage both high-achieving and struggling students to participate in classroom activities. They can also adjust exercises to accommodate the varying capacities of all students. Items 17, 18, and 19 indicate that the use of audiovisual aids by teachers during classes is infrequent, as the p-values are greater than 0.05. This suggests that audiovisual aids are not commonly used as a teaching tool.

Furthermore, the statistical analysis of item 22 in Table 2 also reveals a p-value greater than 0.05, indicating that it is important to encourage students to ask questions. The highly interactive question-and-answer technique is effective in overcoming the limitations of traditional lectures and enhances the learning experience. Instead of solely relying on the teacher to provide all the information, students can actively participate by asking direct questions or completing unfinished statements. Item 27 examines whether teachers begin their lectures with general concepts. The findings show that the p-value is greater than 0.05, suggesting no significant difference. Teachers have the flexibility to start their lectures with engaging introductions, such as sharing relevant stories or anecdotes, demonstrating what students will learn, or relating the content to previous class material, homework, or current events.

Table 2. Gender differences on the assessment of the lesson planning and teaching practices

Questionnaire Item	Group	N	Mean	Standard Deviation	t-value	df	p-value
1. I believe that lesson planning is important for effective teaching.	Male	13	4.3333	0.9608	-1.919	47	0.061
	Female	13	4.7727	0.5284	-2.029	41.762	
2. I always plan my lessons.	Male	13	3.9259	0.9578	-2.939	47	0.005
	Female	13	4.5909	0.5032	-3.118	40.803	
3. I prepare written lesson	Male	13	3.4815	1.0874	-0.065	47	0.948

plans.	Female	13	3.5000	0.8591	-0.067	46.968	
4. I plan my lesson but do not write everything.	Male	13	3.8889	0.9740	-0.072	47	0.943
	Female	13	3.9091	0.9715	-0.072	45.069	
5. I formulate lesson plan learning outcomes according to the level of my students.	Male	13	4.2593	0.8590	0.900	47	0.373
	Female	13	4.0455	0.7854	0.909	46.334	
6. I formulate lesson plan learning outcomes according to the interests of my students.	Male	13	3.6667	0.8771	0.850	47	0.399
	Female	13	3.4545	0.8579	0.852	45.403	
7. I formulate lesson plan learning outcomes according to the course outlines.	Male	13	4.2222	0.8006	-1.129	47	0.265
	Female	13	4.4545	0.5958	-1.163	46.664	
8. I formulate lesson plan learning outcomes according to my priorities.	Male	13	3.4815	1.2518	3.193	47	0.003
	Female	13	2.3636	1.1770	3.214	45.993	
9. I believe that teaching and learning are spontaneous.	Male	13	3.2593	1.3183	0.087	47	0.931
	Female	13	3.2273	1.2318	0.088	46.075	
10. I divide my lesson plan into the stages of formal lesson planning format.	Male	13	3.5926	0.9306	0.868	47	0.390
	Female	13	3.3636	0.9021	0.871	45.548	
11. I strictly follow the stages of my lesson plans.	Male	13	3.6667	1.0377	2.297	47	0.026
	Female	13	3.0000	0.9759	2.312	45.991	
12. I make frequent changes in my lesson plans.	Male	13	3.4074	1.1184	0.292	47	0.772
	Female	13	3.3182	0.9946	0.295	46.605	
13. I strictly follow the time assigned to various stages of my lesson plans.	Male	13	3.6296	1.1815	0.706	47	0.484
	Female	13	3.4091	0.9591	0.721	47.000	
14. I have unexpected situations during my lessons that need me to change my lesson plans.	Male	13	3.8889	0.9337	0.808	47	0.423
	Female	13	3.6818	0.8387	0.817	46.515	
15. I add some extra activities if some point is	Male	13	3.7778	1.1875	-2.655	47	0.011

not clear with the planned activities.							
	Female	13	4.5000	0.5118	-2.852	36.834	
16. Audio visual aids are a waste of time.	Male	13	2.5556	1.6251	2.641	47	0.011
	Female	13	1.5909	0.5903	2.861	33.999	
17. Audio visual aids help me in my teaching.	Male	13	3.9630	1.1596	-0.987	47	0.329
	Female	13	4.2273	0.5284	-1.057	37.893	
18. Audio visual aids are an integral part of my lesson plans.	Male	13	4.1852	0.9214	1.043	47	0.302
	Female	13	3.9091	0.9211	1.043	45.027	
19. I use the latest technology in my teaching.	Male	13	3.7778	0.8916	-0.379	47	0.706
	Female	13	3.8636	0.6396	-0.392	46.332	
20. I prefer explaining each and every point to my students.	Male	13	3.7037	1.1030	0.643	47	0.523
	Female	13	3.5000	1.1019	0.643	45.038	
21. I provide my students with the opportunity to get the answers before providing them with the answers.	Male	13	4.1481	0.8182	-1.972	47	0.055
	Female	13	4.5909	0.7341	-1.994	46.526	
22. I encourage the students to ask questions.	Male	13	4.4074	0.8884	-1.766	47	0.084
	Female	13	4.7727	0.4289	-1.884	39.049	
23. I engage my students in group/pair work to ensure mutual interaction.	Male	13	4.4074	0.7971	-0.862	47	0.393
	Female	13	4.5909	0.6661	-0.878	46.959	
24. I arrange lecture topics according to their importance.	Male	13	3.7037	0.9533	1.351	47	0.183
	Female	13	3.3182	1.0414	1.339	43.202	
25. I arrange lecture topics according to their familiarity.	Male	13	3.5926	1.0473	1.390	47	0.171
	Female	13	3.1818	1.0065	1.395	45.682	
26. I arrange lecture topics according to their complexity.	Male	13	3.7037	0.8234	1.765	47	0.084
	Female	13	3.2273	1.0660	1.720	38.948	
27. I begin my lecture with general concepts,	Male	13	4.1852	0.9214	0.210	47	0.834

then move to specific ideas and theories that build on those concepts.							
	Female	13	4.1364	0.6396	0.218	45.949	

The results of the hypothesis testing on teaching practices, grouped according to gender, are presented in Table 2. The study found that while there were some differences in teaching practices between male and female teachers, such as lesson planning and the use of audiovisual aids, many aspects showed no significant gender-based disparities. These results provide insights into the teaching practices of educators and emphasize the importance of considering both similarities and differences when promoting effective teaching strategies. In this study, it aimed to understand whether there were significant differences between male and female teachers in their approaches to lesson planning and teaching practices.

**Hypothesis 1.** The first hypothesis examined whether there was a significant difference between male and female teachers in their belief in the importance of lesson planning for effective teaching. The mean score for male teachers was 4.33, while for female teachers, it was 4.77. The independent samples t-test showed that the p-value (0.061) was greater than the significance level of 0.05. Thus, we failed to reject the null hypothesis (Ho1), indicating that there was no statistically significant difference between male and female teachers regarding their belief in the importance of lesson planning.

**Hypothesis 2.** This hypothesis investigated whether there were differences in the extent to which male and female teachers planned their lessons. The mean score for male teachers (3.93) was lower than that for female teachers (4.59). The t-test revealed a significant difference ( $p = 0.005$ ), leading to the rejection of Ho2. This suggests that there was a statistically significant difference in the extent to which male and female teachers plan their lessons, with female teachers being more inclined to do so.

**Hypothesis 3** focused on whether there were differences in the adherence to written lesson plans between male and female teachers. The mean scores for both male and female teachers were close (3.48 for males and 3.50 for females), with a p-value of 0.948, indicating no significant difference. Thus, Ho3 was not rejected, suggesting that both male and female teachers reported similar practices in following written lesson plans.

**Hypothesis 4.** Examining the use of audiovisual aids in teaching, Hypothesis 4 assessed whether there was a difference between male and female teachers in utilizing such aids. The results indicated that both male and female teachers had high mean scores, and the p-values ( $p > 0.05$ ) for items related to audiovisual aids were greater than the significance level. This outcome supports Ho4, indicating no significant difference between male and female teachers regarding the use of audiovisual aids in their teaching.

**Hypothesis 5.** Lastly, Hypothesis 5 explored whether there were differences between male and female teachers in their practice of formulating interactive

activities to motivate students' critical thinking. Despite both groups scoring highly on these items, the p-values ( $p > 0.05$ ) remained slightly above the significance level. Therefore,  $H_05$  was upheld, indicating no statistically significant difference between male and female teachers concerning the use of interactive activities to stimulate critical thinking in students.

## **Discussion**

The findings of this study on teaching practices among male and female educators. It revealed both similarities and differences in their approaches to effective teaching. These results align with existing literature that underscores the multifaceted nature of teaching practices and the significance of considering gender as one of several factors influencing these practices (Martin, 2012; Rodriguez & Mendoza, 2019). The study found that while there were no significant gender-based disparities in several aspects of teaching practices, such as adherence to written lesson plans, the use of audiovisual aids, and the formulation of interactive activities to stimulate critical thinking, there were variations in areas like the extent of lesson planning. This echoes previous research highlighting that teachers' beliefs, preferences, and behaviors can be influenced by a complex interplay of factors, including personal teaching philosophies, institutional contexts, and subject matter expertise (Baker et al., 2018; Lunn et al., 2020). The finding that female teachers were more inclined to plan their lessons aligns with studies suggesting that gender-related differences in teaching may be linked to pedagogical preferences and an emphasis on learner-centered approaches (Martinez et al., 2016). In general, this study's nuanced findings contribute to the ongoing discourse on teaching practices and gender, emphasizing the need for a holistic understanding that goes beyond simplistic gender stereotypes and recognizes the diverse strategies employed by educators.

The implications of these results suggest a nuanced picture of teaching practices among male and female educators. While there were differences observed in some areas, such as lesson planning and the utilization of audiovisual aids, it's crucial to recognize that no significant gender-based disparities were found in many aspects of teaching practices. These findings underscore the importance of avoiding generalizations about teaching styles based on gender. Instead, it highlights the need to celebrate the diversity in teaching approaches and recognize that effective teaching strategies can be employed by educators of any gender. This study emphasizes the significance of focusing on the specific strengths and areas for improvement within the teaching community, promoting an inclusive and equal educational environment where educators are encouraged to adopt practices that align with their unique strengths and the needs of their students, regardless of their gender. The study conducted hypothesis testing on teaching practices, specifically examining gender-based differences among educators. The results revealed that while there were variations in certain aspects of teaching practices, such as lesson planning and the use of audiovisual aids, many other dimensions showed no significant gender-based disparities. These findings highlight the importance of recognizing both the shared values and individual variations in teaching approaches among male and female teachers. In general, these results emphasize the need to appreciate the diversity in teaching styles and practices while avoiding broad generalizations based on gender.

Effective teaching strategies can be employed by educators of any gender, promoting inclusivity and equality in education.

### **Conclusion**

In conclusion, this study conducted a comprehensive examination of teaching practices within the faculty, with a specific focus on lesson planning and gender-related differences. The key findings revealed that faculty members generally hold a positive attitude towards lesson planning and teaching practices. They emphasize the significance of meticulous preparation, alignment with course objectives, and responsiveness to students' needs. This constructive mindset reflects a dedication to effective teaching practices, which in turn can significantly enhance the overall quality of education offered by the department. While the study did identify some variations between male and female teachers, particularly in areas like lesson planning and the utilization of audiovisual aids, it's crucial to highlight that no substantial gender-based disparities were uncovered in many facets of teaching practices. This underscores the notion that effective teaching strategies can be effectively employed by educators of any gender, and it underscores the importance of avoiding broad generalizations based on gender when evaluating teaching styles. Ultimately, the implications of this study stress the value of recognizing and celebrating the diversity of teaching approaches among faculty members. Instead of making assumptions about teaching styles based on gender, educational institutions should foster an inclusive and equitable environment where educators are empowered to leverage their unique strengths and tailor their practices to meet the varied needs of their students. Moreover, the study underscores the potential for professional development in areas where differences were noted, such as the use of audiovisual aids. By providing training and resources to enhance educators' technological proficiency and confidence in integrating modern teaching tools, institutions can promote more engaging and effective teaching practices. This research, thus, contributes to our understanding of teaching practices and highlights the importance of appreciating and supporting educators' diverse approaches, irrespective of their gender. It reinforces the idea that effective teaching should be assessed based on instructional quality and its impact on student learning, rather than relying on gender-based assumptions.

### **Recommendations**

Basing from the results of this study, it offers the following recommendations, implications and limitations. It is advisable for future research endeavors to delve deeper into the specific factors contributing to the observed gender-related differences in various teaching practices. This could involve exploring how elements like teacher training, years of experience, or subject matter expertise influence teaching approaches. A more nuanced understanding of these factors can provide valuable insights into gender dynamics in education. To gain a comprehensive perspective on teaching practices, longitudinal studies are recommended. These studies could track how educators' approaches evolve over time, shedding light on whether teaching strategies change as educators accumulate more experience or adapt to evolving educational technologies. Longitudinal data can reveal valuable trends and patterns. Lastly, to bridge the

gap between research and practical application, future studies should prioritize measuring the direct impact of different teaching strategies on student learning outcomes. By examining how teaching practices, including lesson planning and technology integration, influence student achievement, researchers can establish a clear link between pedagogical methods and educational effectiveness.

As to its limitations, it is crucial to acknowledge that this study's findings are based on a specific department and may not fully represent the entire faculty population. Caution should be exercised when attempting to generalize these results to broader educational contexts, as variations among different institutions and disciplines may exist. This research relies on self-reported data, which introduces the potential for bias, as participants may present themselves in a socially desirable manner. To enhance data validity, future research could complement self-reported data with classroom observations or student evaluations, providing a more comprehensive and objective assessment of teaching practices. The study provides a static snapshot of teaching practices at a particular moment in time. Teaching approaches can evolve, and societal and technological changes can impact pedagogical methods. Researchers should consider conducting follow-up studies to capture potential shifts and changes in teaching practices over time. As to general implication of this study, the study underscores the importance of institutions implementing faculty development programs tailored to address areas where gender-related differences were identified, such as the utilization of audiovisual aids. These programs should aim to enhance educators' technological proficiency and confidence in integrating modern teaching tools, ultimately fostering more engaging and effective teaching practices. Educational institutions should actively promote an inclusive and equitable teaching environment that encourages educators to embrace their diverse teaching approaches, regardless of their gender. Recognizing and celebrating this diversity can enrich the educational experience for all students and foster a more inclusive learning environment. The research emphasizes the need to evaluate teaching practices based on their impact on instructional quality and student learning outcomes rather than making assumptions based on gender. Institutions should prioritize the delivery of high-quality education, focusing on the effectiveness of teaching methods. Lastly, to enhance the quality of education, educational institutions should consider integrating research findings into their policies and practices. This is particularly relevant when designing faculty development programs and evaluating teaching effectiveness. By basing decisions on research-informed insights, institutions can make more informed choices and work towards improved educational outcomes. While this study provides valuable insights into teaching practices and gender-related aspects within a specific context, it highlights the need for further investigation, recognition of limitations, and practical implications to promote effective teaching and create an inclusive educational environment.

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