The Relationship of Teaching Style, Gender Preference, and Gender Match in Single Gender and Coeducational Settings

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Purpose
This study explores the relationship between how teachers answer the question “In what classroom do you prefer to teach – an all boys classroom, an all girls’ classroom, or a mixed classroom of boys and girls” with a survey instrument used to determine “goodness of fit” for a single gender classroom assignment.

The Article
Students have unique learning styles; teachers have unique teaching styles. Teaching styles are categorized by teaching preferences, typically identified by how a teacher teaches, provides student assessment, selects content, and supports the individual needs of the learner. Students will acquire more knowledge, remember more content, and learn skills more effectively when a teacher’s teaching style matches a student’s learning style. Therefore, exploration of the right fit between students and teachers should become a common practice in all schools.

What this Means for the Field
As interest in single gender classrooms fluctuates, so has the concern about who should be teaching in these classrooms. Though gender preference could serve a critical role in PK-12 education, the relationship between gender variables and teacher placement is largely unexplored in college and university preservice teacher preparation programs. There is a need to embrace the role of gender preference in the classroom.

Citation

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