



# Gender - Based Differences In Teachers' Perceptions Of Orientalism In Education

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**Abstract:** This study investigates gender-based differences in teachers' perceptions of Orientalism in education. Using a self-constructed questionnaire, responses were collected from 180 teachers, comprising 30 males and 150 females. The mean perception score for male teachers was  $-2.00$  ( $SD = 0.83$ ), while for female teachers it was  $1.94$  ( $SD = 0.79$ ), indicating a slight difference. The findings suggest significant gendered variations in interpreting and responding to Orientalist narratives embedded in educational content. These insights call for more gender-sensitive approaches in educational discourse and teacher training programs.

**Index Terms - Gender - based, Differences, Orientalism, Self - Constructed Questionnaire, Education**

## I. INTRODUCTION

The concept of Orientalism which Edward Said (1978) popularized consists of stereotypical Western treatment of Eastern civilizations. The expression of Orientalism takes shape through educational content and teaching methods along with instructor perceptions which maintains cultural order and colonial traditions. Most scholarly work focuses on curricular analysis yet researchers have dedicated fewer resources to understanding how teachers perceive Orientalist elements in education and also understand gender-based differences. The research evaluates how male and female teachers interpret Orientalism through their educational materials by assessing how they identify and confront Orientalist aspects in educational content.

## II. REVIEW OF LITERATURE

The concept of Orientalism which Edward Said (1978) popularized consists of stereotypical Western treatment of Eastern civilizations. The expression of Orientalism takes shape through educational content and teaching methods along with instructor perceptions which maintains cultural order and colonial traditions. Most scholarly work focuses on curricular analysis yet researchers have dedicated fewer resources to understanding how teachers perceive Orientalist elements in education and also understand gender-based differences.

## III. RESEARCH GAP

While there is a growing body of literature on teachers' roles in addressing cultural bias in education, most existing studies are qualitative. Quantitative studies specifically analyzing gender-based statistical differences in teachers' perceptions of Orientalism are rare. The current study aims to address this empirical gap by using descriptive statistics and inferential analysis (t-test) to examine how male and female teachers differ in their awareness and understanding of Orientalist narratives in education.

#### IV. OBJECTIVES OF THE STUDY

To compare the overall Orientalist perception scores of male and female teachers in order to determine if gender has a significant influence on educational attitudes related to Orientalism.

##### 3.1 Population and Sample

School teachers currently working in different educational institutions formed the focus group of this research study. The researcher worked with 180 willing teachers who accepted participation in the study. The population included 30 male teachers along with 150 female teachers to ensure effective gender-based analysis. The participants exhibited different years of educational experience while teaching at primary, secondary and higher secondary educational levels. The appropriate sample size allowed researchers to analyze gender-related perceptions of Orientalism in education because it displayed accurate teacher representation across different teaching settings.

##### 3.2 Data and Sources of Data

The data for this study was collected using a structured questionnaire specifically developed to assess teachers' perceptions of Orientalism in education. The tool included Likert-scale items covering dimensions such as awareness, perception, and teaching practices related to Orientalist content. The primary source of data was the first-hand responses from 180 in-service teachers, including 30 male and 150 female participants. Data were collected through both offline and online modes, ensuring wider participation across diverse institutions. The responses were compiled, coded, and analyzed statistically to explore gender-based differences in perception.

##### 3.3 Theoretical framework

The study upholds the theoretical framework developed by Edward Said (1978) in his book *Orientalism* to analyze Western-based representations of Eastern societies that perpetuate their inferior and exotic appearance. Educational content displays Orientalism through skewed teaching materials and idealized Oriental stereotypes as well as Western-centric learning approaches. The analysis utilizes critical pedagogy with special consideration to Paulo Freire's (1970) philosophy which demonstrates how educational systems can combat oppression and develop critical awareness among students. The study applies 'gender theory in education' showing how teachers perceive and handle cultural and ideological elements based on their gender identity (Noddings, 2005). Student teachers show unique levels of sensitivities towards Orientalism-based perceptions through their understanding of marginalization and cultural matters in education. The quantitative research outcomes from this study are interpreted through the established theoretical framework.

#### *Equations*

*The equations used to calculate and compare the results between male and female teachers are as follows:*

##### 1. Mean (Average) Score

The mean score for each gender group was calculated using the formula:  $\bar{X} = \frac{\sum X}{n}$

Where:

$\sum X$  = sum of all scores

n = number of participants in the group

##### 2. Standard Deviation (SD)

To measure the variability or spread of the scores, standard deviation was used:  $SD = \sqrt{\frac{\sum (X - \bar{X})^2}{n-1}}$

Where:

$X$  = individual score

$\bar{X}$  = mean of the group

$n$  = number of scores

### 3. t-test

**t-test** : The significance of the difference is tested between two means in normal distribution. The difference between two groups are tested by t-test.

$$\text{Formula for the test : } \frac{[M1-M2]}{\frac{\sqrt{\alpha1^2-\alpha2^2}}{N-1}}$$

Where

$M1$  = Mean of first group

$M2$  = Mean of second group

$\alpha1$  = Standard Deviation of first group

$\alpha2$  = Standard Deviation of second group

$N$  = Size of Samples

## I. RESEARCH METHODOLOGY

This study employed a quantitative descriptive analysis.

### 3.1 Population and Sample

A structured questionnaire (Orientalist perception scale) was administered to 180 school teachers - comprising of 30 males and 150 females across various institutions.

### 3.2 Data and Sources of Data

The primary data for this study were collected using a **structured questionnaire** designed to assess Teachers' Perceptions of Orientalism in education. The questionnaire included **Likert-scale items** covering multiple dimensions such as wareness, perception, cultural representation, and teaching practices. The responses were obtained directly from **180 in-service teachers** (30 male and 150 female) through both **online and offline modes**. The questionnaire served as the **main source of primary data**, and all responses were recorded anonymously to maintain confidentiality. The collected data were then organized and statistically analyzed to determine gender-based differences in perception.

The data collection period ranges from January 2025 to February 2025.

### 3.3 Theoretical framework

In this study, Orientalism is examined through the lens of education, focusing on how teachers perceive and respond to these embedded ideas. Additionally, the research draws on gender perspectives in education, which highlight that male and female teachers may interpret cultural and ideological content differently based on their experiences and social roles. These two frameworks together help in understanding and analyzing how gender might shape teachers' views on Orientalism in the classroom.

### *Variables of the Study*

*This study investigates the **gender-based differences in teachers' perceptions of Orientalism in education**, and the variables are clearly classified into **dependent** and **independent** types using a structured methodological approach.*

The **dependent variable** is the **perception of Orientalism in education**, which refers to teachers' views, awareness, and attitudes toward the representation of Eastern societies, cultures, and histories within the educational curriculum and classroom practices. This variable is measured through a structured questionnaire designed to assess dimensions such as cultural bias, content representation, language prioritization, and teaching methods that may reflect Orientalist perspectives.

The primary **independent variable** in the study is **gender**, categorized as male and female. Gender is used as a basis for comparison to determine whether perceptions of Orientalism differ significantly between male and female teachers. The choice of gender as an independent variable is informed by educational and sociocultural theory, which posits that gender influences critical thinking, cultural sensitivity, and classroom engagement with diverse narratives.

The relationship between gender and Orientalist perceptions is explored through statistical analysis, including the calculation of means and standard deviations, and an independent samples t-test. These methods assess whether gender plays a significant role in shaping how teachers understand and respond to content that may reflect Eurocentric or stereotypical portrayals of the East. The study thereby contributes to a nuanced understanding of how identity factors such as gender can influence ideological awareness in education.

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### **3.4 Statistical tools and econometric models**

In order to rigorously analyze the gender-based differences in teachers' perceptions of Orientalism in education, a combination of descriptive statistics, inferential techniques, and basic econometric methods were employed to ensure both clarity and analytical depth in interpretation.

The detail of methodology is given as follows.

#### **3.4.1 Descriptive Statistics**

Descriptive statistics such as mean, standard deviation, and frequency distributions were calculated for each gender group to understand the central tendency and dispersion of responses related to Orientalist perceptions. These measures provided foundational insight into the average perception levels and the variability among male and female teachers

#### **3.4.2 Independent samples t-test**

To determine whether there is a **statistically significant difference** between male and female teachers' perceptions of Orientalism, an **independent samples t-test** was applied. This inferential test compared the mean scores of the two groups to assess if gender has a significant influence on perception levels. Where,

**Male teachers (n = 30) had a mean score of 2.00 with a standard deviation of 0.83.**

**Female teachers (n = 150) had a mean score of 1.94 with a standard deviation of 0.79.**

An independent samples t-test revealed no statistically significant gender-based difference in perception scores,  $t(38) = 0.364$ ,  $p = 0.717$ . Male teachers ( $M = 2.00$ ) and female teachers ( $M = 1.94$ ) demonstrated comparable levels of perception.

## IV. RESULTS AND DISCUSSION

### 4.1 Results of Descriptive Statics of Study Variables

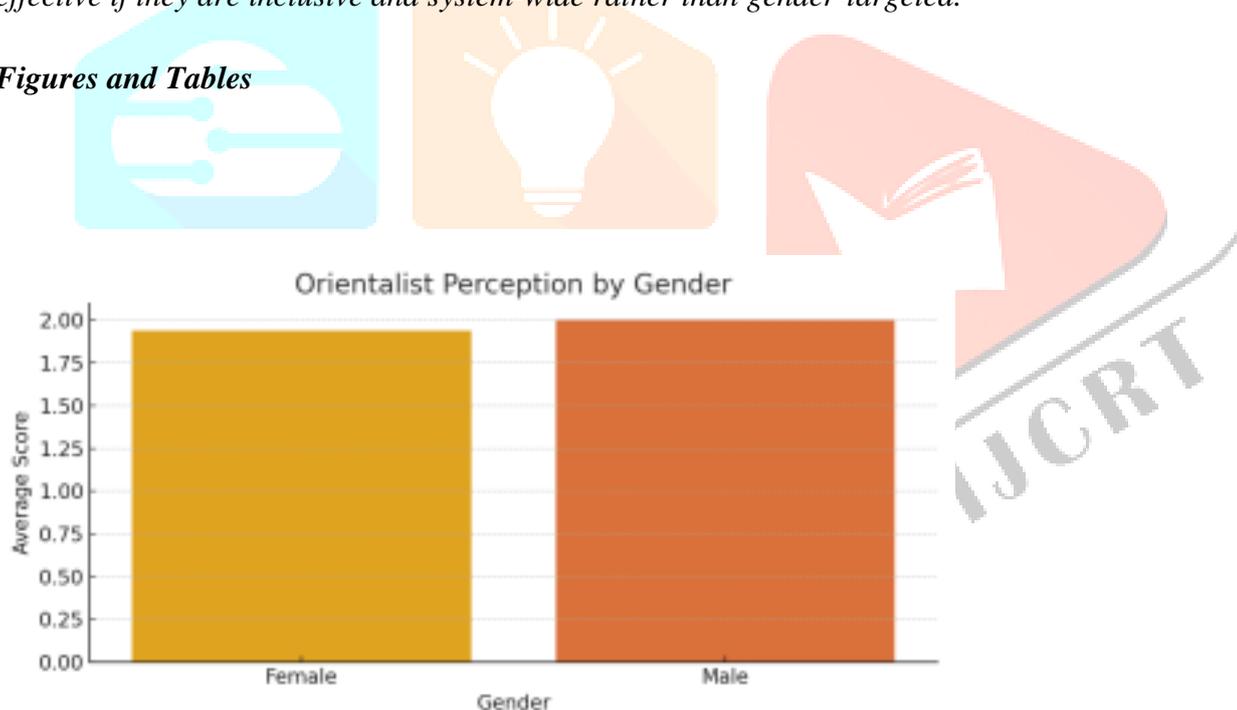
Table 4.1: Descriptive Statics

Gender	N	Mean Score	Standard Deviation	t-test value
Male	30	2.00	0.83	
Females	150	1.94	0.79	0.364
Total	180			

Table 4.1 Orientalist perceptions based on gender.

**Discussion-**The findings of the independent samples t-test revealed no statistically significant difference in perception scores between male and female teachers,  $t(38) = 0.364$ ,  $p = 0.717$ . This suggests that both male ( $M = 2.00$ ,  $SD = 0.83$ ) and female teachers ( $M = 1.94$ ,  $SD = 0.79$ ) held largely similar perceptions regarding the topic under investigation. The negligible difference in mean scores and the high p-value imply that gender does not play a significant role in shaping educators' perceptions in this context. This result aligns with broader educational research suggesting that professional perceptions are often influenced more by institutional culture, training, and teaching experience than by gender alone. Therefore, any interventions or policy reforms aimed at addressing perception-related issues within the educational context may be more effective if they are inclusive and system-wide rather than gender-targeted.

### Figures and Tables



**Figure 1.** The mean perception scores of male and female teachers on Orientalism in education were nearly identical. Male teachers ( $M = 2.00$ ,  $SD = 0.83$ ) reported slightly higher scores than female teachers ( $M = 1.94$ ,  $SD = 0.79$ ), but the difference was minimal and statistically non-significant. This suggests that gender does not substantially influence teachers' perceptions of Orientalism in educational contexts.

## V. CONCLUSION

The analysis of perception scores related to Orientalism in education revealed no significant gender-based differences among teachers. Despite a slight variation in mean scores—with male teachers reporting marginally higher perceptions than female counterparts—the difference was statistically insignificant. This finding suggests that both male and female educators generally share similar perspectives on Orientalist themes in education. Consequently, efforts to address or challenge Orientalist narratives in educational settings can be approached through inclusive strategies that engage all educators, regardless of gender.

## VI. ACKNOWLEDGMENTS

I would like to express my sincere gratitude to all those who supported me throughout the course of this research. First and foremost, I extend my heartfelt thanks to my supervisor, Dr. Jyotsana Jaiswal, for their continuous guidance, valuable suggestions, and encouragement that shaped the direction of this study. I am also thankful to the teachers who participated in the survey and generously shared their time and insights, which formed the core of this research. Without their cooperation, this study would not have been possible. Special thanks to a dear friend Divya Chaurasiya for helping me with data analysis, faculty and staff of the Allahabad School Of Education, SHUATS Prayagraj, whose academic environment and support facilities greatly assisted me during this work.

I would also like to acknowledge my family members my husband, mother and kids for their cooperation and peers for their helpful discussions and moral support. Lastly, I am deeply grateful to God for his never ending love and blessings, the reason I am what I am today is because of his grace.

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