

**THE INFLUENCE OF GENDER BIAS TOWARDS SOCIAL &  
SCIENCE STUDENTS' ACADEMIC PERFORMANCE IN  
HASANUDDIN UNIVERSITY**



**A THESIS**

**Submitted to Faculty of Cultural Science Hasanuddin University in Partial  
Fulfillment of the Requirements to Obtain a Bachelor Degree in  
English Literature Study Program**

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#### AGREEMENT

On Thursday, February 10<sup>th</sup> 2022, the Board of Thesis Examination has kindly approved a thesis by Fatimah Adelaida Ivan (F041181316) entitled *The Influence of Gender Bias Towards Social and Science Students' Academic Performance in Hasanuddin University* submitted in fulfillment of one of the requirements to obtain Sarjana Degree in English Literature Study Program, Faculty of Cultural Sciences, Hasanuddin University.

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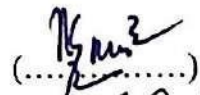
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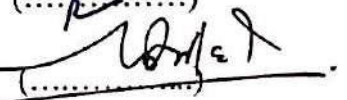
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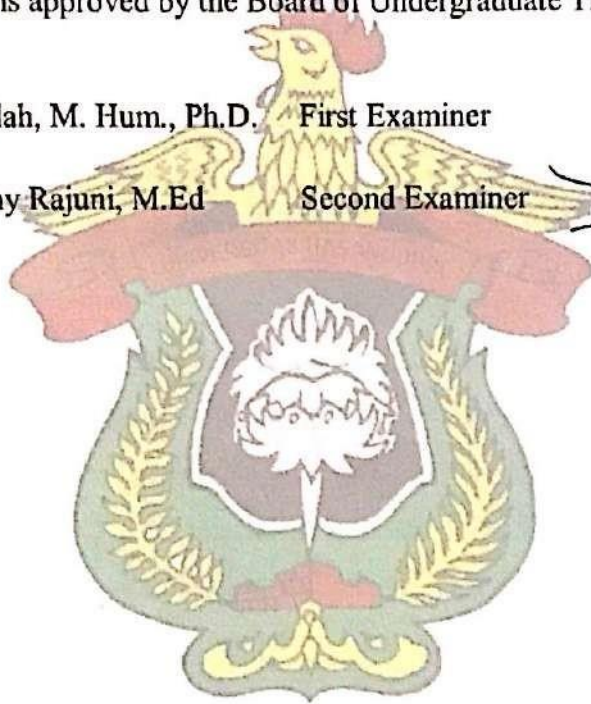
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**APPROVAL FORM**

With reference to the letter of the dean of Faculty of Cultural Sciences Hasanuddin University No. 1622/UN4.9.1/KEP/2021 regarding supervision, we hereby confirm to approve the undergraduate thesis draft by Fatimah Adelaida Ivan (F041181316) to be examined at the English Department of Faculty of Cultural Sciences.

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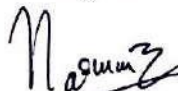
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## **STATEMENT OF WORK'S ORIGINALITY**

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At this moment, the writer declares that this thesis I have written does not contain any materials published by other people. It does not cite other people's ideas except the quotations and references as a scientific paper should.

Makassar, February 10<sup>th</sup> 2022

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Finally, the researcher recognizes that this thesis is far from perfect and requires extensive revision and improvement. As a result, reader feedback and

suggestions will be greatly appreciated and welcomed. The researcher hopes that this thesis will be useful to readers.

Makassar, September 24<sup>th</sup> 2021

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Fatimah Adelaida Ivan



## **ABSTRAK**

**FATIMAH ADELAIDA IVAN.** *The Influence of Gender Bias Towards Social & Science Students' Academic Performance in Hasanuddin University.* (Dibimbing oleh **Dr. Abidin Pammu, M.A** dan **Drs. Nadirah Mahaseng M.Ed**).

Bias gender adalah salah satu masalah yang sering dihadapi mahasiswa oleh dosen mereka. Fenomena ini terjadi ketika dosen memiliki harapan tertentu tentang bagaimana mahasiswa laki-laki maupun perempuan harus bertindak secara akademis, yang membuat mereka cenderung untuk menunjukkan sikap pilih kasih dan berprasangka terhadap salah satu gender dibanding yang lain. Perilaku bias gender ini bisa saja mempengaruhi performa akademis mahasiswa dari berbagai aspek. Oleh karena itu, peneliti ingin mengangkat topik mengenai bagaimana bias gender mempengaruhi kinerja akademis mahasiswa.

Penelitian ini bertujuan untuk mengamati bagaimana perilaku bias gender mempengaruhi performa akademis mahasiswa dari fakultas sains dan sosial pada Universitas Hasanuddin. Terdapat 40 mahasiswa yang menjadi sampel untuk penelitian ini, yang masing-masing terdiri dari 20 orang yang berasal dari fakultas sains dan sosial. Mereka diberikan kuesioner yang berisi 7 pertanyaan mengenai pengalaman mereka tentang bias gender. Data yang dikumpulkan kemudian diolah menggunakan metodologi kualitatif sebagai metode penelitiannya dan disajikan dalam bentuk penemuan dan diskusi.

Setelah melakukan penelitian yang menyeluruh tentang penelitian ini, ditemukan bahwa setelah menghadapi fenomena bias gender yang dilakukan oleh dosen, mayoritas dari mahasiswa sains dan sosial terpengaruh secara akademis. Akibatnya, sebagian besar dari mereka menjadi tidak tertarik dengan kelas dosen tersebut dan proses pembelajarannya.

**Kata Kunci : Bias Gender, Dosen, Mahasiswa, Performa Akademik**

## **ABSTRACT**

**FATIMAH ADELAIDA IVAN.** *The Influence of Gender Bias Towards Social & Science Students' Academic Performance in Hasanuddin University.* (Supervised by **Dr. Abidin Pammu, M.A** and **Dra. Nadirah Mahaseng, M.Ed**)

Gender bias is one of the issue that student often face by their lecturers. This phenomenon happened when the lecturer hold certain expectation about how male and female students should perform academically, which makes them tend to show favoritism or prejudiced action toward one gender over another. This gender bias behavior may affect students' academic performance in various way. Hence, the researcher want to raise this topic about how gender bias affect students' academic performance.

This study aimed to observe how gender bias behavior affect student academic performance from science and social faculty at Hasanuddin University. The samples for this study were 40 students, consists of 20 students each from science and social faculty. They were given a questionnaire with 7 questions regarding their experience about gender bias. The data collected then were processed using qualitative methodology as a research design and presented as findings and discussion.

After doing a thorough research about this study, it was found that after encountering the gender bias phenomenon caused by their lecturers, the majority of science and social students were academically impacted. As a consequence, most of them became disinterested in the lecturers' classes or the learning process.

**Keywords : Gender Bias, Lecturer, Students, Academic Performance**

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# **CHAPTER I**

## **INTRODUCTION**

The writer discusses the introduction in this chapter, which includes the background, identification of the problems, scope of the problems, research questions, objectives of the study, and significances of the study.

### **1.1 Background of the Study**

Teachers play an important role for their students, they are the ones who have the power to control the classroom's atmosphere. Teachers are just like a role model in their students' eyes, which is why they are obligated to be well-behaved. The way teachers treat their students determines how their students will act. Most teachers are dedicated to treat the students equally. Unfortunately, there are some teachers out there who still treat their students unfairly. They might do it consciously or unconsciously, but one thing for sure, it may affect their students' academic performance.

Some people may have some stereotypical attitudes or expectations, even well-intentioned teachers (The Graide Network). When teachers have some stereotypical attitudes or expectations toward their students, it's called teacher bias. "Bias can affect beliefs teachers hold about students' achievements, behaviors, and backgrounds" (Batchelor et al.). Casad & Bryant pointed out that the first teacher bias research was done by Robert Rosenthal in the 1960s. As stated by Casad & Bryant in their reseach, it was confirmed by Rosenthal that teacher could implicitly tell their high or low expectations in diction, instruction, or nonverbal ways and it affects students' attitude & performance. When students are being underestimated

by their teachers, it will affect not only the students and teacher's relationship, but the students' self-concept as well such as their GPA (The Graide Network). The 2002 Education Longitudinal Study even pointed out that among other factors, teachers' expectations have the most major influence towards their students including students' motivation and effort which will determine students' college success.

“Many investigators examining teachers' behavior towards students have consistently found differences in their treatment...Low achievement students, for example, usually receive considerably less opportunity to respond in class than high achievement students” (Lee). It is educators' responsibility to give a good education for their students. However, if they show their biases in the classroom, it could lead to an unsuccessful education which is the opposite purpose of teacher's job.

It is actually normal if educators have biases because we all perceive the world and interpret what we see in different ways. Our views toward everything are influenced by our experiences and vice versa. “Although we cannot be free of bias, if we can acknowledge and understand our biases, we will be better able to overcome their effects.” (Xu). As long as teachers are aware of their biases and how they should handle it, it will not affect the learning process.

Gender is one of the teacher bias' forms. Gender in this term refers to “social characteristics, roles, behaviours, and attributes assigned to men and women in any given socio-cultural context” (Halilović et al.). Reiniers defines gender bias as “the tendency to prefer one gender over another”.

In this era, gender inequality still becomes one of the issues that students often face. Lots of teachers out there are still biased by gender. They hold expectations about how female and male students should perform academically, which makes them tend to show favoritism or prejudiced action toward one gender over another. However, only few students seem to take notice and stand up against gender bias in education since it is an insidious problem. "The victims of this bias have been trained through years of schooling to be silent and passive, and are therefore unwilling to stand up and make noise about the unfair treatment they are receiving." (Chapman)

The researcher found several previous studies related to gender bias, one of the studies is 'Gender bias in student evaluations' by Mitchell & Martin. Their study findings indicated that students evaluated their professors differently depending on their gender. Students were far more likely to comment on females' appearance and personality compared to males'. Most students perceived women as "teachers" more frequently than men, implying that students may have less professional respect for their female professors in general. Students seemed to have a low opinion of women simply because they are female. Their study focused on students biased view related to gender towards their professors or instructors. Compared to previous study mentioned, the researcher was interested in doing a research focused on the influence of social and science lecturers of Hasanuddin Univeristy's gender biased behavior towards their students' performance.

Based on the explanation above, the researcher did a research entitled 'The Influence of Gender Bias towards Social & Science Students' Academic

Performance In Hasanuddin University'. The researcher observed cases related gender bias that happened in social and science faculties of Hasanuddin University from its students' perspective.

## **1.2 Identification of the Problems**

In college, the researcher have seen and heard several cases related to gender bias behavior from lecturers towards their students occurred. At some cases, it gets to the point where it affects the students' performance, either academically, non-academically, or even both. However, the researcher noticed that the students, lecturers, department, and the faculty aren't really aware about how serious this issue is and how it could affect the students' performance. Most of the times, they just brushed it off without solving it, there were no solution from any parties. After observing several cases in college and doing some research about this issue, the researcher found several problems related to gender bias phenomenon that happened in education:

1. The influence of gender bias phenomenon towards students' academic performance. (e.g. score decreasing due to gender bias)
2. The influence of gender bias phenomenon towards students' non-academic performance. (e.g. having a bad relationship with teacher(s) that did gender bias)
3. The lack of awareness against gender bias.
4. The resolution from students' perspectives upon facing gender bias.
5. The lack of ways to overcome gender bias from the institution.

### **1.3 Scope of the Problems**

Based on the identification of the problems, the researcher aimed to point out 2 problems as following:

1. The influence of gender bias phenomenon towards students' academic performance.
2. The resolution from students' perspectives upon facing gender bias.

### **1.4 Research Questions**

Based on identification of problems, the writer formulated the research questions as follows:

1. To what extent does the gender bias phenomenon affect Hasanuddin University science and social students' academic performance?
2. What are the most effective way for teachers/lecturers and students to resolve the gender bias phenomenon?

### **1.5 Objectives of the Study**

This research requires a clear and deep intention in order to be relevant to the target. The study's goal is to observe the impact of gender bias from social and science Hasanuddin University's lecturers towards the students. Based on the problems stated above, the objectives of the study are:

1. To find out the effect of the gender bias phenomenon towards the academic performance of Hasanuddin University's science and social students.
2. To find out the most effective way to resolve the gender bias phenomenon based on Hasanuddin University's science and social students' perspectives.



## **1.6 Significances of the Study**

This study is conducted to benefit the following:

### **1. Theoretical Benefit**

This research provides information related to the gender bias behavior of teachers' influence towards college students' academic performance which can also be useful as a reference for further research about the same or similar case.

### **2. Practical Benefit**

#### **a. For teachers/lecturers**

The researcher expects that the result of this study will help the teachers/lecturers to become more aware about gender bias and how they handle it. It can help to improve the teaching and learning process to be more active, effective, and efficient.

#### **b. For students**

By observing and reporting the obstacles students' face when they encounter gender bias, the researcher hopes that the students would know how to deal with gender bias and would feel comfortable during every teaching and learning process.

#### **c. For future researchers**

This thesis can be a reference for future researchers who are interested in this field of study as well. They can get insights about the influence of lecturers' gender bias behaviour towards students' performance from this thesis. Future researchers are also able to continue this thesis by

expanding this thesis' discussion with their own experience and subjects or doing a research related to this thesis' topic from the same or another perspective, then may compare the result of this thesis' research with theirs.

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **2.1 Previous Studies**

There are some relevant studies that have been previously conducted by several researchers who are also interested in topics related to gender bias. Some of them are:

Banks (1988) did a research entitled “Gender Bias in the Classroom”. In her research, she stated that since the 1970s, numerous legal educators have raised severe concerns about American law schools' teaching methods. Although there have been some significant advances, the majority of modifications in law education have been focused on what "works" for male law students. Women are only secondary beneficiaries, if they qualify at all. Their grievances go mostly unheard. Despite the growing number of women enrolling in law school, men continue to perceive women as weird, strangers, or outsiders, whether intentionally or unconsciously. Women do not inherently belong to the "club" due to their gender.

As a result, in order to join the club, women are expected to alter and adapt—to become more like males. Few doubt that being ‘manlier’ achieves the club's declared purpose of developing, interpreting, and administering the law in a fair and unbiased manner. According to anecdotal evidence, many female law students still regard the law school climate “as hostile to women”. Women, particularly racial minorities, often feel alienated in the classroom since the agenda is established by and administered by white middle-class males. As a result, they lose their voices in class. They remain silent because they believe their opinions are

irrelevant. They are quiet because they believe that in law school courses, women are mainly neglected or invisible. The usage of sexist texts and terminology contributes to the feeling of isolation. Since no real attempt has been made to investigate women's quiet in law school classes, Banks conducted a study to see if the classroom climate is a factor in their silence.

A pilot survey of students' opinions of gender bias in law school courses gathered 155 answers from one school in the fall of 1986. Several trends arose despite the fact that statistical significance tests were not calculated for the pilot study. Female respondents (60%) reported they rarely or never voluntarily engaged in class, compared to male respondents (43%). When only second- and third-year students are considered, the findings are even more striking: 75% of women compared to 40% of men said they rarely or never volunteered in class, and “17% of all women compared to 9% of all men said they were not called on three or more times when they volunteered in class”. When asked why their professors did not call on them when they raised their hand, more women (31.8%) than men (12.8%) stated it was because the professors did not see or ignore them. In the classroom, 55% of students say their professors make disrespectful remarks or humor.

The result of Banks' preliminary findings pointed out that women are quiet because the law school classroom setting, organization, and language likely to exclude or make women feel inferior. A larger sample size and more minority students will be included in her future study to see if the law school classroom climate alienates minority students—especially female minority students—as much as it alienates the women surveyed. Nonetheless, the first data raise some troubling

concerns about whether women and men in American law schools receive truly equal instruction.

Carlana (2019) conducted a research entitled “Implicit Stereotypes: Evidence from Teachers’ Gender Bias”. In her research, Carlana explained that women exceed males with tertiary education in most OECD nations, but they are a small minority in high-paying sectors like science, technology, engineering, and math, especially when teaching is excluded. According to 2015 PISA statistics, less than 5% of 15-year-old girls in OECD nations want to pursue a career in these disciplines, compared to about 20% of boys. The development of abilities and educational choices are heavily influenced by culture and social conditioning. The implicit prejudices of teachers have a significant impact on the gender difference in arithmetic achievement, according to this article. When girls are allocated to teachers with stronger math-male and literature-female implicit associations, they lag behind, especially those with weaker initial skills. Teacher stereotypes have no effect on boys, who are not ability-stigmatized in terms of math performance. The impacts on reading are unequal, and stereotypes about literature teachers have no impact on the gender difference in reading. Math teacher stereotypes have an impact on high school track selection, causing more female students to enroll in a less difficult high school. Furthermore, they nurture low self-esteem and lead to girls' lack of confidence in male-dominated sectors. Even after controlling for their capability as indicated by standardized test scores, females are more likely to believe they are incompetent at math by the end of middle school if they are



assigned to a teacher with stronger biases. These findings raise the question of what policies should be undertaken to mitigate the negative impacts of gender stereotypes.

At this level of development, implicit biases, as indicated by the IAT (Implicit Association Test) score, should not be utilized to make high-stakes judgments like hiring or firing. IAT scores are educational tools to help people become more conscious of their implicit preferences and preconceptions, and they should not be used as a standard (Tetlock and Mitchell 2009). However, one set of prospective regulations could be targeted at enlightening people about their own biases or training them to treat all pupils equally, particularly in the setting of education (Alesina et al. 2018). The samples of the research were math and literature teachers working in schools in the north of Italy. The writer measures the samples using the Gender-Science Implicit Association Test (IAT). The result of the research shows that math teachers' stereotypes have a negative impact on female students' self-confidence in math and it has no effects on male students, whereas there are no significant effects on students outcomes caused by literature teacher stereotypes. To reduce the vulnerability to these stereotypes, increasing girls' math self-confidence or providing alternative role models—as done in the context of Indian elections, where exposure to female leaders weakens gender stereotypes in the home and public spheres (Beaman et al. 2009)—or in schools, by providing alternative STEM role models or coding courses for girls (Breda et al. 2018; Carlana and Fort 2019) can be alternative ways. The impact of these sorts of policies will require more research.

Schechter (2013) wrote a thesis entitled “GENDER EQUITY IN EDUCATION: MEANINGS AND PRACTICES”. The goal of this research is to learn more about how American instructors interpret gender in the classroom. Teachers were also asked about any official gender sensitivity training they had received, as well as how important gender equity is to them in today's educational system.

Twenty teachers from Pennsylvania and Maryland, representing a wide range of age groups and disciplines, took part in in-depth interviews over the course of a four-month data collection period. Dedoose, a mixed-methods software, was used to code the data, which was then mined for themes using memoing.

According to the findings, teachers regarded gender to be primarily a biological division between the sexes, however others included sexual identity and personality factors in their definitions. Being a parent and a teacher was found to have a particularly substantial influence, with parents-as-teachers retaining more sex-based views of gender than teachers without children.

None of the teachers interviewed had undergone official gender sensitivity training, despite the fact that they all believed such training would be beneficial in their schools. On the other hand, race and poverty were seen to be more important than gender. Gender-diverse treatment in pedagogical decision-making, such as lesson design, behavioral direction, and student-teacher contact, is the norm rather than the exception, according to the findings. The findings suggest that a lack of clarity and intentionality in teachers' gender conceptions, as well as a lack of gender

sensitivity training, has contributed to an atmosphere of gender inequities in education.

Mitchell & Martin (2018) did a research with the title “Gender Bias in Students Evaluations”. Student evaluations of teachers (SETs) are used by many colleges to determine tenure, salary, and other employment considerations. However, they may be discriminating against female academics as a result of their actions. This study uses “both content analysis in student-evaluation comments and quantitative analysis” of students' ordinal grading of their instructors to further investigate the relationship between gender and SETs established by MacNell, Driscoll, and Hunt (2015). The authors indicate that students use significantly different terminology in rating male professors than female professors. They also show that a male teacher who teaches the same online course as a female instructor gets higher ordinal scores in teaching evaluations, even when the questions are not instructor-specific. The findings reveal that the association between gender and teaching evaluations could indicate that using evaluations in hiring decisions discriminates against women.

Since it's impossible to account for instructor-specific characteristics, determining the impact of instructor gender on SETs can be tricky. For example, if a woman receives a low grade and a male receives a high grade, this could be due to gender prejudice or instructor-related factors such as teaching style or overall teacher quality. MacNell, Driscoll, and Hunt (2015) conducted an experiment in which two assistant instructors (one male and one female) each taught two

discussion groups of students in an online course, one under their own identity and the other under the identity of the other instructor.

With the opportunity to give students the exact same course material while controlling for instructor quality, MacNell, Driscoll, and Hunt (2015) discovered that students in the experiment rated the man's identity higher than the instructor with woman's identity. Boring (2017) used classes in which students were randomly allocated to a man or a woman lecturer and then compared evaluations across sections in a comparable study. Women received lower marks than men, according to her findings.

Gender prejudice is more than just an issue of whether male and female professors are treated differently. Women, they contend, are also judged differently than their male counterparts. Women are judged differently in at least two areas, according to us: intelligence/competence and personality.

In academia, female instructor are frequently recognized as less qualified than male instructors, and in many cases, they are regarded as having a lesser academic rank than men. The fact that academia is still predominantly a male-dominated profession is one reason why women are stereotyped in this way. Women who work full-time, for example, are more likely than men to work in non-tenure-track roles (Curtis, 2011).

This stereotype is particularly visible when a female professor is wrongly described as an instructor by a student while a male professor is correctly labeled as a professor. Miller and Chamberlain (2000) found evidence to support the claim that women are more likely to be referred to as "teachers" and men are more likely

to be referred to as "professors," despite the fact that this was not examined in the SETs context. This suggests that students may perceive a female professor as lacking in experience and education, or as less accomplished than a male professor. If there is a qualification stereotype, it should be visible in SETs and student feedback. As a result, we hypothesize that men are more likely to be referred to as "professors" and women are more likely to be referred to as "teachers" in their SETs.

Women are more likely to be judged based on their personality than males, in addition to the qualifications stereotype. Previous academic studies on gender indicated that women were perceived as having "warmer" characteristics (Bennett, 1982). Furthermore, Bennett (1982) discovered that female instructors are required to provide greater interpersonal support to students than male instructors. Women have been stereotyped as needing to be caring and sensitive (e.g., compassionate and sympathetic) to others in addition to being regarded as "warm" (Heilman and Okimoto, 2007). Consider the opening of this article's excerpt from a student e-mail to a female online professor: the student expresses a need for sympathy from the female professor.

According to Mitchell and Martin's research of remarks in both formal and informal student evaluations, students rate their professors differently depending on whether they are women or men. Students are significantly more likely to comment on a woman's beauty and personality than on a man's. Women are more frequently referred to as "teachers" than men, implying that pupils have less professional regard for female professors. Bias does not appear to be based simply (or even predominantly) on teaching style or even grading patterns, according to their

empirical findings of online SETs. Students appear to hold women in low regard merely because they are female.

Since these systematic inequalities may not be limited to academia, the findings that women are evaluated based on different criteria than their male counterparts have huge consequences for women in many professional domains.

After reading several relevant studies above, the researcher decided to identify gender bias and its' impacts towards the performance of college students in Hasanuddin University. The sample will be taken from college students from Hasanuddin University.

## **2.2 Theoretical Background**

### **2.2.1 Bias**

National Museum of African American History & Culture (n.d.) stated that a preference for or against a person, group of people, or item is known as bias. These first human reactions, which are sometimes unconscious, are based on inaccurate information or reasoning and can be dangerous. Biases are a natural element of the human condition. We can begin to understand our own patterns of thinking once we recognize and accept that we have bias. We have the potential to modify how we think and challenge our own negative or harmful prejudices if we are aware of them and make a conscious effort to do so.

Our minds use bias to streamline our thinking so that we can easily make sense of the world. Our brains are biologically equipped to make these snap decisions without thinking about it. This unconscious, simplified thinking was a type of protection against hazards from the natural world in early prehistory. Individuals

and groups of people have continued to process information in this manner across time. When the brain recognizes another individual or group, it instinctively creates an opinion – good, terrible, or indifferent – often diminishing the complexity and humanity of others. Although bias is natural, we can learn to adjust our thinking to have a more complete and nuanced view of others with practice. Our biases influence everything we see, hear, and feel. We've all had distinct experiences that have influenced our perceptions of reality and shaped the way we see the world. Humans, whether consciously or unconsciously, function on bias.

Hasa (2021) specified that bias against a certain group that we are aware of is known as conscious bias. We know we're biased when we use conscious bias, and we do it on purpose. For instance, a person who prefers to work with men rather than women, or a person who dislikes being associated with individuals from other cultures. All of these biases have the potential to discriminate against specific categories of individuals. Furthermore, a person's beliefs and actions might easily reveal their conscious bias. Extreme conscious bias is frequently defined by blatantly unfavorable behavior manifested through physical and verbal harassment. Such mindsets, however, should have no place in the modern workplace or in modern society. In truth, laws and rules exist to avoid prejudice and bias based on gender, color, age, physical abilities, sexual orientation, and a variety of other factors.

On the other side, biased attitudes that operate outside of your awareness and control are referred to as unconscious bias or implicit bias by Hasa (2021). In other words, you may be unaware that you are subconsciously holding such biased



attitudes. You may be doing anything without realizing it in this situation. In fact, your unconscious prejudice may be completely contradictory to the views and values you profess to espouse. They are harder to identify and can have a greater influence on your actions and behaviors than conscious prejudices. The danger is that we are unaware that our behavior has been influenced by this prejudice. Everyone has an unconscious bias that varies depending on the social factor that affect their lives. When we make decisions or form judgments, unconscious bias comes into play. We do not often make conscious decisions that consider all relevant factors. When the brain works quickly, it seeks out material that is already familiar. This is knowledge based on personal experiences, which include a natural bias toward ideas and beliefs that align with our own worldview. Furthermore, there is no malicious intent in unconscious bias; we are oblivious of our bias and its consequences.

### **2.2.2 Gender**

As specified by WHO (2022), Gender describes the socially constructed traits of women, men, girls, and boys. This covers the conventions, behaviors, and roles that come with being a woman, man, girl, or boy, as well as their relationships with one another. Gender as a social construct differs from one society to the next and can change through time. Gender inequalities overlap with other social and economic inequities because they are hierarchical. Gender discrimination connects with various forms of prejudice, such as race, socioeconomic position, disability, age, geographic location, gender identity, and sexual orientation, to name a few. Intersectionality is the term for this.

Gender is related to, but distinct from, sex, which refers to the biological and physiological differences between females, males, and intersex people, such as chromosomes, hormones, and reproductive organs. Gender and sex are intertwined, but gender identity is distinct. Gender identity refers to a person's strongly felt, internal, and unique gender experience, which may or may not correlate to the person's physiology or birth sex.

People's experiences with and access to healthcare are influenced by gender. The organization and delivery of health services can either limit or enhance a person's access to healthcare information, support, and services, as well as the outcomes of those encounters. Health care should be inexpensive, accessible, and acceptable to everyone, and it should be delivered with quality, equity, and dignity.

Planned Parenthood (n.d.) stated that gender identity refers to how you feel on the inside and how you communicate those feelings. Gender identity can be expressed through clothing, appearance, and behavior. The majority of people believe they are either male or female.

Some people identify as either a masculine female or a feminine male. Some people identify as neither masculine nor female. These individuals may identify as "genderqueer," "gender variant," or "gender fluid." Gender identity sentiments can emerge as early as the age of two or three.

Some people have the same or similar assigned sex and gender identity. Cisgender people are those who are male and female at the same time. Others believe their assigned sex is of the opposite gender based on their gender identification (i.e., assigned sex is female, but gender identity is male). These

individuals are referred to as transgender or transsexual. Transgender people do not all have the same identity.

### **2.2.3 Teacher Bias**

According to Casad & Bryant (2015), teacher bias refers to expectations that teachers have toward their students caused by other than students' prior academic achievement. The teachers may implicitly or explicitly treat some of their students unfairly because of these expectations. The relationship between teachers and students can be affected because of this. The expectations and judgments that teachers hold related to student achievements "play a huge role in whether or not teachers favor a student" (Urhahne & Zhu, 2015). Urhahne & Zhu (2015) assumed that teacher expectations are presumptions about students' future academic achievement that teachers made while teacher judgments are "estimates of students' current academic achievement".

As stated by Hamre et al (n.d.), teacher bias does not show itself in the form of clear favoritism. Nonverbal action that expresses a favor or dislike for another person is an example of subtle hints (e.g., facial expressions, length of eye contact, body movements). A teacher may not even realize that he or she is favoring one student over another or focusing more in one student while neglecting others. Researchers have found that while punishing misbehavior, teachers frequently favor specific students (implicitly or explicitly) (Brown & Dobbins, 2004; Tirri & Puolimatka, 2000).

Rosenthal (1960), the first person who did a research about teacher bias, found out that teachers can unintentionally show their expectations by expressing it

through nonverbal behavior, diction or instruction and it does affect students' behavior and performance. "Teachers are probably more well-intentioned than the general population, but they still have the same bias levels," (Starck et al., 2020).

#### **2.2.4 Gender Bias**

Gender bias in this term could relate to many perspectives, including social, cultural, and educational perspective.

According to The US National Judicial Education Program, gender bias has 3 main aspects:

- *"Stereotyped thinking the nature and roles of men and women"*

Lots of unconscious assumptions about women and men's natural natures are founded on stereotypes and have no empirical basis. These beliefs refer to how men and women should act and what roles they should play in society.

- *"Devaluing what is perceived as women's work"*

Paid work, which is more frequently performed by men, is given a higher value than unpaid caretaking, which is primarily performed by women and is frequently taken for granted.

- *"Lack of knowledge of the social and economic realities of women's and men's lives"*

Professionals in positions of power frequently lack understanding of the lives of the women and men whose lives are most affected by their decisions. A male judge, for example, may not understand what it's like to be a stay-at-home mother. Even a judge who is a mother may be unable to appreciate the experiences of other mothers or comprehend why they make different decisions than she does.

In today's society, conscious and unconscious gender biases are still happening, especially in workplace, school, college, even at home. In fact, there are lots of teachers out there that still treat their students unequally based on the gender. "When a teacher endorses a stereotype based on gender, such as girls' underperformance in mathematics or boys' limited capacity in language, their treatment of boys and girls may differ" (Casad & Bryant, 2015, p.3).

### **2.2.3. Academic Performance**

Student academic performance is an important aspect of education (Rono, 2013). It is regarded as the center of the educational system. According to Narad and Abdullah (2016), the success or failure of any academic institution is determined by the academic performance of its students. Narad and Abdullah (2016) also pointed out that academic performance is "the knowledge gained which is assessed by marks by a teacher and/or educational goals set by students and teachers to be achieved over a specific period of time."

Many factors influence students' academic performance in order for them to graduate on time. It is shown in the previous research that good student performance may be attributed to "the teaching and learning process, the university's infrastructure, the influence of family and peers, the students' financial situation, etc." (Razak et al., 2019). Other researchers have also discovered that age, gender, and parents' educational level all have an impact on academic performance (Khan, Iqbal & Tasneem, 2015; Eshetu, 2014).

Gender, as one of these factors, has been mentioned in the literature to have a significant impact on students' academic performance. Gender refers to the set of

physical, biological, mental, and behavioral characteristics that belong to and distinguish the feminine and masculine populations (Adigun et al., 2015).

The significance of examining performance related to gender relies heavily on the socio-cultural differences between girls and boys. Some occupations and professions have traditionally been considered to be men's domains (engineering, arts and crafts, agriculture etc.) whereas others see professions such as catering, typing, nursing as woman's (Adigun et al., 2015).