

**RESEARCH PROJECT PARTICIPANTS:  
UNIVERSITY INSTRUCTORS**

The ODLEP questionnaire survey collected 235 responses from University Instructors across six participating Universities and the results identify statistically significant differences among the Teaching Preferences of the female and male participating Educators.

**ODLEP SURVEY INSTRUCTORS' GENDER AND  
TEACHING PREFERENCES: INDEPENDENT SAMPLES  
TEST**

The ODLEP project is funded by I.K.Y., the Erasmus+ National Agency in Greece (**Erasmus+ Programme Cooperation Partnership in Higher Education Key Action 2, Project reference No: 2022-1-EL01-KA220-HED-000089152**). Participating Instructors assigned scores on a number of predefined teaching preferences. Table 1 below summarizes the findings of all University Instructors who participated in the survey. Values range from 0-5, and higher values indicate the most desired teaching preference. Table 1 presents the average scores per gender.

Group Statistics			
Teaching Preferences	Gender	N	Mean
Instructor that has a preferred way of doing things and does not much like to do things in other ways.	FEMALE	105	2,54
	MALE	137	<b>3,07</b>
Instructor that carefully sets priorities and then sticks to them.	FEMALE	105	3,72
	MALE	137	<b>3,84</b>
Instructor that does not easily allocate class time so that the most important things receive the most coverage.	FEMALE	105	2,48
	MALE	137	<b>2,66</b>
Instructor that is not so organized in the teaching style, but is very creative, and sparks creative ideas in his / her students.	FEMALE	105	2,63
	MALE	137	<b>2,71</b>
Instructor that tends to be very detail - oriented in lecturing.	FEMALE	105	3,04
	MALE	137	<b>3,23</b>
Instructor that tends to be very general in his teaching and concentrate on the big picture rather than the details.	FEMALE	105	2,95
	MALE	137	<b>3,16</b>
Instructor that is not so enthusiastic about team teaching and prefer to teach on his / her own.	FEMALE	105	2,40
	MALE	137	<b>2,99</b>
Instructor that welcomes team teaching or other opportunities to collaborate with fellow instructors.	FEMALE	105	<b>3,69</b>
	MALE	137	3,09
Instructor that likes to teach in new ways and to try new teaching techniques.	FEMALE	105	<b>3,88</b>
	MALE	137	3,78
Instructor that likes to teach in traditional ways and is hesitant to try new ways of teaching.	FEMALE	105	2,08
	MALE	137	<b>2,53</b>

**Table 1.** Female and Male instructors' average scores assigned to the teaching preferences

An independent-samples t-test was conducted to compare teaching preferences for Instructors based on scores assigned by female and male university educators participating in the survey. The results are presented in detail in the following Table 2. The findings are very interesting. Male instructors have assigned greater scores in almost all teaching preferences. In only two cases female instructors assigned greater scores. These teaching preferences included the following:

- Instructor that likes to teach in new ways and to try new teaching techniques.
- Instructor that welcomes team teaching or other opportunities to collaborate with fellow instructors.

Two critical points stand out: new teaching techniques and team teaching.

The next Table 2 presents Female and Male instructors' independent samples test for the teaching preferences. The table shows that there exist a number of statistically significant differences in the scores assigned by male and female university instructors. These teaching preferences include the following (indicated with bold within the table):

- Instructor that has a preferred way of doing things and does not much like to do things in other ways.
- Instructor that is not so enthusiastic about team teaching and prefer to teach on his / her own.
- Instructor that welcomes team teaching or other opportunities to collaborate with fellow instructors.
- Instructor that likes to teach in traditional ways and is hesitant to try new ways of teaching.

Independent Samples Test				
Teaching Preferences	Equal Variances	Levene's Test for Equality of Variances		Significance Two - Sided
		F	Sig.	
Instructor that has a preferred way of doing things and does not much like to do things in other ways.	Assumed	1,178	0,279	<b>0,000</b>
	Not Assumed			0,000
Instructor that carefully sets priorities and then sticks to them.	Assumed	3,012	0,084	0,295
	Not Assumed			0,300
Instructor that does not easily allocate class time so that the most important things receive the most coverage.	Assumed	0,030	0,864	0,212
	Not Assumed			0,210
Instructor that is not so organized in the teaching style, but is very creative, and sparks creative ideas in his / her students.	Assumed	1,041	0,309	0,573
	Not Assumed			0,569
Instructor that tends to be very detail - oriented in lecturing.	Assumed	0,014	0,906	0,172
	Not Assumed			0,174
Instructor that tends to be very general in his teaching and concentrate on the big picture rather than the details.	Assumed	1,211	0,272	0,112
	Not Assumed			0,110
Instructor that is not so enthusiastic about team teaching and prefer to teach on his / her own .	Assumed	0,740	0,391	<b>0,000</b>
	Not Assumed			0,000
Instructor that welcomes team teaching or other opportunities to collaborate with fellow instructors.	Assumed	1,085	0,299	<b>0,000</b>
	Not Assumed			0,000
Instructor that likes to teach in new ways and to try new teaching techniques.	Assumed	0,280	0,597	0,468
	Not Assumed			0,470
Instructor that likes to teach in traditional ways and is hesitant to try new ways of teaching.	Assumed	2,602	0,108	<b>0,001</b>
	Not Assumed			0,001

**Table 2.** Female and Male instructors' independent samples test for the teaching preferences