



University of Luxembourg

Faculty of Language  
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## **Gender Variations in Educational Success: Searching for Causes**

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**Abstracts**

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Cornel Constantinescu, Ana Maria Dumitrescu  
University of Pitesti, Romania

Maria Constantinescu  
Faculty of Sociology and Social Work , University of Pitesti, Romania

**The Influence of the Gender in what concerns the students'  
performances in schools from the perspective of teacher – student relationship  
(Poster)**

E-Mail: mmc77ag@yahoo.com

**Abstract:**

The school influence of developing the so called gender-role stereotypes has been disputed for a long time, the majority of the researchers think that teachers, like parents tend to show a stereotypical view of the boys and girls in their school activity. The teachers have some expectations towards their students mostly based on gender, thus interacting with them. Gender does not represents a native dimension for the humans, but a continuous construction and reconstruction, the appearance of the gender representing a process which the parents are involved in, the school, the society, and the child himself.

The study has been initiated at the University from Pitesti and has as objective the study of the way that gender has an influence in what concern the students' performances in middle school. Likewise, it had been taken into consideration the relationship teacher-student from the gender perspective.

The work instruments used during this research were questionnaire investigation, observation, the analysis of school documents, the analysis of activity products, the interview.

The results of the research showed that girls receive less attention from their teachers in classroom, this aspect being valid for all group ages. More than this the researches put in evidence the fact that the teachers offer rewards more to boys that prove powerful behaviors, and in what concern girls the behavior of dependence, the boys who were involved in this study has been appreciated in a greater measure for their school results, while the girls were appreciated for their close school relation to teachers. In the same time teachers presents a more accentuated tendencies in offering help to girls in obtaining their tasks, while some verbal instructions are offered to boys in order to help them to finish their tasks, they being supported to take risks, to be creative and independents, and the girls to feel helpless and dependent. Analysing teachers' behavior during classes in the middle school, their answers offered to the children of different genders it had been concluded that they offered an particular positive and negative attention, the boys getting answers from the both sides in a larger measure than the girls.

Appreciating the importance of school and of teachers in the education of the children, more in what concerns the equality of gender, the results of the research draw the attention to avoid the stereotypy. There are a series of methods by which the teachers can contribute in reducing the gender-role stereotypes, and of organizing some discussions with their parents referring the style and the space of playing of the children, although supporting the children in developing the native abilities, no matter their sex.