

DOCTORAL DISSERTATION COMMITTEE

Director

Martha Lash, Ph.D.

Professor, Early Childhood and C & I
School of Teaching, Learning, and Curriculum Studies

Co-Director

Monica Miller Marsh, Ph.D.

Associate Professor & Executive Director,
KSU Child Development Center
Kent State University

Committee Members

Scott Courtney, Ph.D.

Associate Professor of Mathematics Education
School of Teaching, Learning, and Curriculum Studies
College of Education, Health, and Human Services

Graduate Faculty Representative

John Rainey, Ph.D.

Associate Professor
School of Lifespan Development & Educational Sciences

KENT STATE UNIVERSITY

College of Education, Health, and Human Services

DOCTORAL DISSERTATION DEFENSE

of

Nawal Alnomasy

For the degree of

Doctor of Philosophy

Curriculum and Instruction

Early Childhood Education Emphasis

**THE IMPACT OF TEACHERS' GENDER ON
READING ACHIEVEMENT AND SCHOOL
ENROLLMENT AND ATTENDANCE FOR MALE
PRIMARY STUDENTS IN SAUDI ARABIA**

July 21, 2023

1:30 p.m. – 3:30 p.m.

College Classroom at the CDC
KENT STATE UNIVERSITY

Nawal Alnomasy

M. A. Educational Studies
Loyola Marymount University, 2017

B.A. English Education
Hail University, 2011

Nawal began her career as an elementary school teacher, where she taught for two years. She then volunteered at CDC Kent state university for a semester, gaining valuable experience working with young children. Nawal's dedication to professional development led her to participate in conferences such as the NAEYC Professional Learning Institute Conference, the Anti-Racism Conference at Kent State University, and the 14th Asian Conference on Education.

Her research interests revolve around teacher professional development and child development, as she seeks to contribute to the improvement of teaching practices and the overall well-being of students. Nawal is particularly interested in exploring topics related to effective teaching strategies, curriculum development, and the impact of sociocultural factors on children's learning experiences. She aims to integrate her passion for education with her commitment to supporting teachers and facilitating optimal learning environments for children.

Nawal aspires to make a positive impact in the field of education and contribute to the advancement of teacher professional development and child-centered practices.

THE IMPACT OF TEACHERS' GENDER ON READING ACHIEVEMENT AND SCHOOL ENROLLMENT AND ATTENDANCE FOR MALE PRIMARY STUDENTS IN SAUDI ARABIA

This study investigates the impact of teachers' gender on reading achievement, enrollment, and attendance of male students in Grades 1-3. The research examines whether significant differences exist in reading achievement, enrollment, and attendance of male students in Grades 1-3 between male students taught by male and female teachers. Additionally, it explores the perspectives and experiences of teachers and administrators regarding the Early Childhood School (ECS) project in Saudi Arabia. The study adopts a mixed-methods approach and takes place in Saudi Arabia. The findings indicate that mandatory education policies have resulted in no significant difference in enrollment across schools taught by male or female teachers. However, quantitative analysis revealed a significant disparity in reading achievement for male students, with higher performance observed in schools taught by male teachers, particularly in grade 3. Qualitative data supported these findings, highlighting the challenges faced by female teachers, particularly with older boys.

Conversely, teachers of younger grades reported more positive experiences. Moreover, the qualitative data demonstrated that the project served as an opportunity to challenge gender stereotypes and fostered increased mother involvement in their son's education. The study recommends professional training for female teachers and administrators and adequate resource provision in schools to ensure the project's future success.