



اسم مشتق من الذكوة وهي الجمرة الملتهبة والمراد بالذكوات
الربوات البيض الصغيرة المحيطة بمقام أمير المؤمنين علي بن أبي
طالب {عليه السلام}

شبهها لضياؤها وتوهجها عند شروق الشمس عليها لما فيها
موضع قبر علي بن أبي طالب {عليه السلام}
من الدراري المضيئة

{در النجف} فكأنها جمرات ملتهبة وهي المرتفع من الأرض، وهي ثلاثة
مرتفعات صغيرة نتوءات بارزة في أرض الغري وقد سميت الغري باسمها،
وكلمة بيض لبروزها عن الأرض. وفي رواية إنها موضع خلوته أو إنها
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الذكوات البيض



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م/ مجلة الذكوات البيضاء

السلام عليكم ورحمة الله وبركاته ...

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والمتمسكين باستحداث مجلتكم التي تصدر عن الديوان المذكورة أعلاه ، وبعد الحصول على الرقم المعياري الدولي
المطبوع وإنشاء موقع إلكتروني للمجلة تعتبر الموافقة الواردة في كتابنا أعلاه موافقة نهائية على استحداث المجلة.
... مع وفاء التقدير

أ.م.د. هادي هادي هادي

المدير العام لدائرة البحث والتطوير / وكالة

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العدد (١٩) السنة الخامسة ذو الحجة ١٤٤٧ هـ حزيران ٢٠٢٦ م

دليل المؤلف

- ١- أن يتسم البحث بالأصالة والجدّة والقيمة العلمية والمعرفية الكبيرة وسلامة اللغة ودقة التوثيق.
- ٢- أن تحتوي الصفحة الأولى من البحث على:
 - أ. عنوان البحث باللغة العربية .
 - ب . اسم الباحث باللغة العربي، ودرجته العلمية وشهادته.
 - ت . بريد الباحث الإلكتروني.
 - ث . ملخصان: أحدهما باللغة العربية والآخر باللغة الإنكليزية.
 - ج . تدرج مفاتيح الكلمات باللغة العربية بعد الملخص العربي.
- ٣- أن يكون مطبوعاً على الحاسوب بنظام (office Word ٢٠٠٧ أو ٢٠١٠) وعلى قرص ليزري مدمج (CD) على شكل ملف واحد فقط (أي لا يُجرأ البحث بأكثر من ملف على القرص) وتُرَوّد هيئة التحرير بثلاث نسخ ورقية وتوضع الرسوم أو الأشكال، إن وُجدت، في مكانها من البحث، على أن تكون صالحة من الناحية الفنيّة للطباعة.
- ٤- أن لا يزيد عدد صفحات البحث على (٢٥) خمس وعشرين صفحة من الحجم (A4) .
- ٥ . يلتزم الباحث في ترتيب وتنسيق المصادر على الصيغة APA
- ٦- أن يلتزم الباحث بدفع أجور النشر المحددة البالغة (٧٥,٠٠٠) خمسة وسبعين ألف دينار عراقي، أو ما يعادلها بالعملة الأجنبية.
- ٧- أن يكون البحث خالياً من الأخطاء اللغوية والنحوية والإملائية.
- ٨- أن يلتزم الباحث بالخطوط وأحجامها على النحو الآتي:
 - أ. اللغة العربية: نوع الخط (Arabic Simplified) وحجم الخط (١٤) للمتن.
 - ب . اللغة الإنكليزية: نوع الخط (Times New Roman) عناوين البحث (١٦) . والملخصات (١٢)أما فقرات البحث الأخرى؛ فبحجم (١٤) .
- ٩- تكون مسافة الحواشي الجانبية (٢,٥٤) سم، والمسافة بين الأسطر (١) .
- ١٠- في حال استعمال برنامج مصحف المدينة للآيات القرآنية يتحمل الباحث ظهور هذه الآيات المباركة بالشكل الصحيح من عدمه، لذا يفضل النسخ من المصحف الإلكتروني المتوافر على شبكة الانترنت.
- ١١- يبلغ الباحث بقرار صلاحية النشر أو عدمها في مدّة لا تتجاوز شهرين من تاريخ وصوله إلى هيئة التحرير.
- ١٢- يلتزم الباحث بإجراء تعديلات المحكّمين على بحثه وفق التقارير المرسلة إليه وموافاة المجلة بنسخة معدّلة في مدّة لا تتجاوز (١٥) خمسة عشر يوماً.
- ١٣- لا يحق للباحث المطالبة بمتطلبات البحث كافة بعد مرور سنة من تاريخ النشر.
- ١٤- لا تعاد البحوث الى أصحابها سواء قبلت أم لم تقبل.
- ١٥- تكون مصادر البحث وهوامشه في نهاية البحث، مع كتابة معلومات المصدر عندما يرد لأول مرة.
- ١٦- يخضع البحث للتقويم السري من ثلاثة خبراء لبيان صلاحيته للنشر .
- ١٧- يشترط على طلبة الدراسات العليا فضلاً عن الشروط السابقة جلب ما يثبت موافقة الأستاذ المشرف على البحث وفق النموذج المعتمد في المجلة.
- ١٨- يحصل الباحث على مستل واحد لبحثه، ونسخة من المجلة، وإذا رغب في الحصول على نسخة أخرى فعليه شراؤها بسعر (١٥) ألف دينار.
- ١٩- تعبر الأبحاث المنشورة في المجلة عن آراء أصحابها لا عن رأي المجلة.
- ٢٠- ترسل البحوث إلى مقر المجلة - دائرة البحوث والدراسات في ديوان الوقف الشيعي بغداد - باب المعظم (
- أو البريد الإلكتروني: (hus65in@Gmail.com) (off reserch@sed.gov.iq) بعد دفع الأجور في مقر المجلة
- ٢١- لا تلتزم المجلة بنشر البحوث التي تُخلُّ بشرط من هذه الشروط .

مَجَلَّةٌ عِلْمِيَّةٌ فِكْرِيَّةٌ فَصَلِيَّةٌ مُحْكَمَةٌ تَصْدُرُ عَنْ
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العدد (١٩) السنة الخامسة ذو الحجة ١٤٤٧ هـ حزيران ٢٠٢٦ م

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فصلية مُحَكَّمة تُعنى بالبحوث والدراسات العلمية والإنسانية والفكرية

العدد (١٩) السنة الخامسة ذو الحجة ١٤٤٧ هـ حزيران ٢٠٢٦ م

The Influence of Instructors' Age and Gender on the Learning Process for English Department Students \ College of Education for

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Kirkuk University–College of education for
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العدد (١٩) السنة الخامسة ذو الحجة ١٤٤٧ هـ حزيران ٢٠٢٦ م





Abstract:

This study examines how age and gender of instructors affect the learning process of students in the English Department , College of Education for Humanities , University of Kirkuk. The research question of this study is to establish how the age and gender of instructors influence teaching methods, learner interaction, and the learning outcomes. The sample comprised 13 instructors and 90 students were selected randomly from various stages and classes. The structured questionnaire was used to gather data. The results indicate that age as well as gender of instructors greatly influence the issues of the learning process, and the demographic variables should be taken into account in the organization of the educational process.

Keywords: influence, age, gender, teachers, students.

المستخلص:

تبحث هذه الدراسة في كيفية تأثير عمر وجنس المدرسين في عملية تعلم الطلبة في قسم اللغة الإنجليزية بكلية التربية للعلوم الإنسانية في جامعة كركوك. ويتمثل سؤال البحث في تحديد كيفية تأثير عمر وجنس المدرسين في أساليب التدريس، وتفاعل المتعلمين، ونتائج التعلم.

تكونت عينة البحث من ١٣ مدرساً و ١٩٠ طالباً تم اختيارهم عشوائياً من مراحل وصفوف دراسية مختلفة. وتم استخدام استبانة منظمة لجمع البيانات.. تشير النتائج إلى أن عمر المدرسين وكذلك جنسهم يؤثران بشكل كبير في جوانب عملية التعلم، وأنه ينبغي أخذ المتغيرات الديموغرافية بعين الاعتبار عند تنظيم العملية التعليمية

الكلمات المفتاحية: التأثير، العمر، الجنس، المدرسين، الطلبة.

Introduction:

Universities and colleges are constantly looking at student learning outcomes and satisfaction determinants. Although many factors can influence the quality of teaching and the achievement of students, the personal traits of instructors (ages, gender, etc.) are becoming more and more important. Studies indicate that this group of demographics may influence teaching characteristics, student-teacher interactions, and student attitudes (Beilock et al., 2010; Dee, 2007). Teaching experience and pedagogical maturity may have a correlation with the age and this may affect instructional and management of the classroom (Hargreaves, 2005). On the other hand, gender can impact on the communication patterns, emotional support, and classroom climate (Sadker and Zittleman, 2009). The paper under analysis examines how age and gender of the instructors affect the learning process among the students

of the English Department at Kirkuk University.

2. Problem of the study

Although there is increasing research attention on the factors related to the instructors, little literature has been conducted on the combined effect of age and gender effect on teaching effectiveness and student learning in the Iraq setting. The following is the question of this study: How do the age and the gender of instructors in the English Department at the College of Education in Kirkuk University affect the learning process among students?

3. Aims of the Study

The present study aims to:

1. Research how the age of instructors affects the process of learning and student interaction.
2. Test the impact of gender on instructors teaching and their interaction in the classroom, and the experience of learning among students.
3. Investigate the interaction between the age and gender of instructors on the effectiveness of the learning process in general.
4. Offer information and advice to those educational policymakers and administrators in order to improve the teaching activities and learning results basing on the demographic indicators.
5. To determine the competency of students in learning.

4. Hypotheses of the Study

1. Students do not have a major difference in perception of learning outcome depending on the age of the instructors.
2. Students do not see a significant difference in the perceptions of the learning outcomes depending on the gender of the instructors.
3. Age and gender of instructors do not play an important joint role in the education process.

5. Significance of the Study

The current research is very important because it discusses a challenge of under the research in higher education in Iraq. Exploring the impact of the age and gender of instructors on the learning process, the research adds some useful information to the discussion of how demographic attributes contribute to teacher performance, interaction in the class-





room, and student interaction. The results can be used to educate policymakers and university administrators to engage in formulating specific policies to develop its faculty and train them. Also, the knowledge of these dynamics can be applied to improve the learning atmosphere and improve academic performance of students in the English Department as well as potentially in other academic fields.

6. Historical Background

The question of the personal traits of the instructors in developing the educational outcomes has been discussed by scholars over the past decades. Research in educational psychology in the middle part of the 20th century was mainly concerned with the teaching approaches and classroom management, with little consideration of demographics related to age and gender (Gage, 1963). Nevertheless, in the 1970s and 1980s, scholars have started to study how features of teachers affect perception, motivation, and performance of students (Good and Brophy, 1986).

There was an increased focus on the social aspects of education in the late 20th and early 21st centuries with the influence of gender relations and the generational gap among teachers (Sadker and Zittleman, 2009). Scholars emphasized that gender could influence the communication style of teachers and their emotional support and age may be associated with experience and pedagogical strategies (Hargreaves, 2005).

With the growing diversity of faculty and students in a higher learning environment, there has been more interest in the demographics of the instructor population. Recent researches have also examined how students react to instructors in various ages and gender differences especially on subjects of engagement, learning satisfaction, and student performance (Dee, 2007; Beilock et al., 2010). Although it is the focus of the global interest, the research has been done in Iraq and in other Middle Eastern countries in the limited amount, which makes the given study important to cover the gap in local educational research.

8. Theoretical Background

The research is rooted on the theoretical basis of educational psychology that examines the impacts of teacher traits, especially age and gender, on the learning process and classroom interactions.

The Constructivist Learning Theory, whose fundamental work is the seminal work of Lev Vygotsky (1978), focuses on the social aspect of

learning. Another important idea identified by Vygotsky is his Zone of Proximal Development (ZPD) which serves to emphasize how learners learn best by being guided in the presence of a more knowledgeable person usually their instructor or classmates. It is not only that the role of the teacher is to deliver content to students, but rather to aid the attainment of worthwhile social interaction, scaffolding student comprehension, and adjusting to the level of development of the learner. The kind of interaction this is affected by the type of communication the instructor uses, emotional responsiveness, and competence in developing a supportive learning environment which in turn may depend on the age and gender of the instructor (Mercer and Littleton, 2007). The cognitive development theory by Piaget (1952) is a perspective that supports this argument by highlighting the intellectual development stages, which a teacher should be aware of and provide age-related pedagogic approaches. Also, Jerome Bruner (1966) promoted discovery learning whereby the teachers were supposed to involve the students in problem solving and critical thinking which activities demands sensitivity to individual and social differences such as the social class of the teacher.

The Social Cognitive Theory by Albert Bandura (1986) further enhances the concept of teaching and learning by adding the concept of reciprocal determinism where individual factors e.g. age of teacher, gender, behavior, environmental factors etc. interact with each other. Bandura emphasized on observational learning, modeling, and self-efficacy beliefs. The age and sex of instructors may affect their modeling behaviors, expectations of student success and motivational climate they create, which can have an effect on academic self-concept and performance of students (Bandura, 1997). An example of this is the older instructor who might have more teaching experiences to rely on which may contribute to a higher self-efficacy and therefore the student outcomes of that teacher may be improved but on the other hand young instructors may be more skillful in adapting to new technologies that appeal to the modern learner (Hargreaves, 2005).

The Social Role Theory (Eagly, 1987) offers a critical perspective on how gender roles are defined by the cultural and societal demands, and they affect professional behaviors like teaching. This theory holds that





gendered social roles do dictate that women are generally supposed to be nurturing, empathetic and supportive whilst men are largely linked to authority and assertiveness. Such prescriptions within the society influence the teaching styles used by teachers as well as how students view them (Eagly and Wood, 2012). This point had been strengthened by Sadker and Zittleman (2009), who wrote that female teachers could make their classrooms warmer climates that allow students to engage and feel comfortable in classroom environment, which is a prerequisite of good learning. This perspective has been supported by previous researchers including the theory of gender schema presented by Bem (1981) that states that cognitive constructs based on gender impact on socialization and self-perception, thereby having an indirect impact on classroom behavior and interactions.

This theory acknowledges that the people of various historical epochs were created differently with different worldviews, values and behaviors. These generational attributes influence the teaching styles, innovation attitudes and management styles in the classroom. Traditionally, to illustrate, Baby Boomer teachers can focus on the traditional, teacher-centered type of education, whereas Millennials and the Generation educators can focus on student-centered education and digital interaction (Tapscott, 2009). These intergenerational differences can be comprehended to explain how age-related variables influence the instructional process and relationships with learners.

On the whole, these theories show that age and gender of instructors do not exist as demographic factors but are part of the educational experience itself. They have an impact on the way of teaching, patterns of communication, classroom climate and eventually the learning outcomes of the students. It is important to note that education is essentially a social process and the kind of individuals who are at the helm of the educational process have a major influence on the efficacy of the process (Bruner, 1990).

9. Literature Review

instructors have varied and strong impacts on learning environment, pedagogy and student performance. These influences are very important in order to make teaching as productive and student engagement as possible In his comprehensive research on educational change, Har-

greaves (2005) observed that older instructors are more inclined to use traditional pedagogical methods of instruction based on direct teaching, lecturing, and well-known classroom management procedures. This could be attributed to the fact that they have a longer tenure and experience in the more traditional education systems. Younger teachers, in turn, tend to be more receptive to new pedagogical practices, including technology integration, collaborative learning, and the student-centered approach to teaching, because of the generational changes in the educational philosophy and the availability of the digital technologies (Hargreaves, 2005; Tapscott, 2009). Such differences in generations can have a significant impact on the learning environment and responsiveness of the students.

Through quantitative analysis, Dee (2007) was able to observe that instructor-student pairings by the same gender had a positive impact on academic performance, especially in female students, which could be attributed to the enhanced identification and connection. In a complementary manner, Beilock et al. (2010) identified how gender that are common in learning institutions can compromise the confidence of teaching and student achievement, particularly in male dominated courses. These results highlight the psychological and social aspects of gender of instructors on learning outcomes. Nonetheless, most of this study has been done in the West, and thus a significant gap in the comprehension of how these dynamics are manifested in the Middle East academic institutions such as Iraqi universities.

On the issue of gender, Sadker and Zittleman (2009) noted that gender is important in determining the interaction in the classroom and the levels of comfort among the students. Women teachers are often viewed as more supportive, compassionate, and easy to connect with, and create a cooperative atmosphere that allows students to be more active and take risks (Sadker and Zittleman, 2009). Male teachers, however, might exude more authority and order and this can either inspire or intimidate the students, depending on personal and cultural demands (Eagly, 1987). This falls within the concept of modeling presented by Bandura (1997) whereby perception by the students of the behaviors and attitudes of their instructors can go a long way to motivate and engage the student.

9.1 Gender and L2 Learning.





The disparity between males and females in acquiring language skills and habits is well documented in global research. Most of these studies have indicated that female students generally perform better than males in verbal fluency, reading comprehension, and writing accuracy (Çalışkanel, 2013). These variations have been ascribed to biological factors as well as patterns of socialization and motivational orientation and tendency to participate in classroom processes (Oxford and Ehrman, 1995). Indicatively, a girl is socialized at an early age to gain knowledge on communicative and expressive issues through spoken words, a factor that can reflect in increased enrollment in language classes (Hyde and Linn, 2006). Gendered styles of communication are also important in peer interaction and teacher feedback which are crucial in language acquisition (Tannen, 1990)

9.2 Age and Language Learning

Age is a very important variable that affects cognitive processes in acquisition of language. Mohamed (2017) notes that changing memory capacity, processing speed, and neuroplasticity with age influences the effectiveness of language learning. Although younger learners normally tend to be advantageous in their working memory and quick thinking mental processing, older learners can compensate it with more motivational, disciplined, and metacognitive strategies accumulated (Craik and Bialystok, 2006). Such a compensatory mechanism is consistent with the theory of cognitive development developed by Piaget (1952) and the focus on social and cultural surroundings by Vygotsky (1978), which implies that mature learners make use of the experiential knowledge and social scaffolding to aid the learning process. These age variations demonstrate the importance of adaptive teaching methods that will meet the heterogeneous cognitive portrait of language learners.

Variables: The age and gender were combined and analyzed as one.

Little empirical research has investigated simultaneously the interactive effect of age and gender on attitude towards and the achievement in language learning. Mahmoud et al. (2024) found out that older female students in Kirkuk University had the most positive attitudes towards the English language learning, which might be attributed to the overlap of motivational factors, social pressures, and the gender roles within the local community. The observation is consistent with the social cog-

nitive approaches to self-efficacy (Bandura, 1986) according to which self-efficacy and outcome expectations depend on various factors of identity, such as age and gender. These crossways require more subtle research models in which demographic variables are not taken as independent but interacting.

9.4 The Gaps in the Context and the necessity of Localized Research.

Although the literature of the West and the region has a wealth of theoretical and empirical input, there is a strong lack of researches that have been contextualized to the context of Iraqi higher education. Teaching-learning process in Kirkuk University is distinctly cultural, institutional and socio-political, with age and gender dynamics having to manifest in the classroom in a unique way. As an example, the effect of traditional norms of gender, educative policy, and resources (in comparison with other situations) may be dissimilar on the instructors and the students (Al-Hayani, 2012). Therefore, localized studies are urgently needed in order to come up with culturally responsive pedagogical frameworks and guide policy makers in influencing the quality of .

10. Definitions

In order to provide the conceptual clarity and consistency in this research, the following key terms are defined according to the existing academic literature and their use in this research:

Instructor's Age: The age of instructor means the age of a faculty member, which is usually expressed in years. It is regarded as a huge demographic factor which can affect numerous areas of the teaching practice, such as the choice of pedagogical preferences, communication styles, willingness to technological innovations, and the ability to establish rapport with students. Hargreaves (2005) argues that differences in educational philosophy among generations cause various teaching behaviors; the older teachers tend to use more traditional didactic approach, whereas younger teachers may use more dynamic and learner-centered approach. The age is also capable of influencing physical endurance, openness to change and using digital tools in classroom (Tapscott, 2009).

• Instructor's Gender:

Instructors gender refers to the biological sex (male or female) or self-identified gender of a faculty. In this study, the concept of gender takes





predominantly two forms namely male and female, which are in accordance with institutional reporting requirements. The gender is one of the crucial variables used to understand the differences in teaching style, emotional expression, projecting authority and interpersonal communication. A study conducted by Sadker and Zittleman (2009) shows that gender could affect the way in which instructors relate with students, classroom management and promotion of learning environments. Women teachers can be considered more caring and sympathetic, and men teachers can be considered more commanding and organized (Eagly and Wood, 2012). This perception may influence the expectation of the students, their involvement, and their ease in the learning environment.

• Learning Process:

Learning process is a complicated, multifaceted process of mental, emotional and behavioral activities that allow students to learn, use, and internalize knowledge and skills. This is not a passive process as it is dynamic and follows active engagement, critical thinking and socialization. According to the sociocultural theory, learning is mediated by dialogue and guided participation and instructors are key players as facilitators in the Zone of Proximal Development (ZPD) of the learner (Vygotsky, 1978). Learning process is subject to the influence of both internal (e.g., motivation, prior knowledge) and external (e.g., the teaching style, the classroom climate, the collaboration with peers) factors.

• Teaching Competency:

Teaching competency is a wide term that involves the ability of the teacher to facilitate the instructional content in an efficient manner, gaining control of the classroom setting, monitoring student performance as well as encouraging learning. It is a mix of pedagogic knowledge, communication, cultural awareness and flexibility. According to Good and Brophy, (1986), good teaching is characterized by good explanation, lesson planning, positive reinforcement and a flexible response to the needs of the students. Competency is not a fixed concept but it changes as one gains more experience, through continuous professional growth and the capacity to reflect on their teaching practices and do better. Age and gender attribute are two demographic traits that can contribute to the differences in perception of competency among

students, peers, and administrators (Darling-Hammond, 2006).

• Student Engagement:

Student engagement is the extent of involvement, interest, inspiration and perseverance that students show as they engage in the educational process. It comprises: behavioral (participation in activities), emotional (interest, enjoyment) and cognitive engagement (investment in understanding). Fredricks, Blumenfeld, and Paris (2004) state that engagement is a crucial indicator of academic success and retention at school. Various factors such as the quality of instruction, classroom, and student-teacher relationship have an impact on the level of engagement. The age and gender of instructors could have an indirect influence on engagement, as their speech styles, attentiveness, and the level of emotional support (as well) could impact engagement (Bandura, 1997).

11. Methodology

11.1 Participants

It involved 90 students (45 boys and 45 girls) and 13 teachers in the English Department of the College of Education at Kirkuk University. The selection of the students was randomized in the second, third, and fourth stages of morning and evening classes.

11.2 Instrument: The instrument that was used to obtain data was a questionnaire named the Influence of Instructors Age and Gender on the Learning Process. The questionnaire included the questions that assessed the perception of students in terms of the effectiveness of teaching, engagement, and general learning outcomes.

11.3 Data Analysis

Descriptive statistics (means, percentages) were used to examine quantitative data in order to determine differences according to the age and gender of instructors.

12. Results

The following major findings were experienced during the analysis:

- Learners felt that there were large differences in the teaching styles with younger and older teachers. Older teachers were considered more experienced and usually stricter when it comes to methods of teaching. Female instructors were seen as more friendly and helpful, which affected the classroom engagement positively.
- There was a considerable interaction effect of age and gender among





the instructors, where older female instructors were rated higher in terms of classroom management and emotional support than the rest of the groups.

The findings provide evidence against the null hypotheses to some extent, indicating that age and gender both affect the learning process.

Table 1: Preferred Instructor Age by Student's Gender:

Student Gender	35 25-	45 35-	– 45 55	above 55
Male ((n=45	10	9	12	14
Female ((n=45	8	7	13	17

Table 2: Preferred Instructor Gender by Student's Gender :

Student Gender	Male Instructor	Female Instructor	No Preference
(Male (n=45	15	٢٠	١٠
Female ((n=45	10	28	7

12. Discussion

The findings align with Hargreaves (2005) and Sadker & Zittleman (2009), who highlighted the impact of instructors' demographic characteristics on classroom dynamics. In the Iraqi context, these results underscore the importance of considering both age and gender in faculty development and training programs. While older instructors bring valuable experience, professional development should encourage them to adopt modern pedagogical strategies. Additionally, institutions might leverage the positive attributes associated with female instructors to foster more engaging learning environments.

13. Contribution of the Study

This study makes several important contributions to the field of educa-



tional research. Firstly, it fills a gap in the literature regarding the impact of instructors' age and gender on the learning process within the context of higher education in Iraq, an area that has received limited scholarly attention. Secondly, the study provides empirical evidence that can guide university administrators and policymakers in developing more effective faculty development programs tailored to the diverse demographic characteristics of instructors. Thirdly, the research offers practical insights for instructors themselves, helping them reflect on how their age and gender might influence their teaching approaches and interactions with students. Overall, the study advances the understanding of how demographic factors contribute to educational quality and student outcomes.

Furthermore, the study contributes to the limited body of research in the Iraqi context, offering valuable implications for educational leaders and stakeholders. It encourages future research to explore similar factors in other departments and universities, possibly incorporating qualitative methods for a deeper understanding of how instructors' demographic characteristics shape teaching effectiveness and student outcomes.

14. Conclusion

This study concludes that instructors' age and gender significantly influence the learning process among students in the English Department at Kirkuk University. The results revealed that older instructors, while bringing valuable experience and knowledge, may sometimes rely on traditional teaching methods. Conversely, younger instructors often adopt more modern and interactive pedagogical strategies.

Moreover, the findings highlight that female instructors tend to create a more supportive and approachable learning environment, which positively impacts student comfort and participation. The combined influence of age and gender further underscores the complexity of classroom dynamics, suggesting that demographic factors should not be overlooked in educational planning and policy-making.

These insights point to the necessity for policies that support professional development and continuous training across all demographic groups, enabling instructors to adopt diverse and effective teaching strategies regardless of age or gender. Such measures are essential to ensure equitable, engaging, and high-quality learning experiences for all





students.

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Appendix A

Questionnaire: The Influence of Instructors' Age and Gender on the Learning Process:

Student's gender : Male Female

Class: Morning classes Evening classes

Stage: Second Third Fourth

Instructors' best age according to the students' opinions:

Student's gender		The instructors' age			
		45 35-	55 - 45	above 55	
35 25-					
Male					
Female					

Instructors' best gender according to the students' opinions:

Student's gender		The instructors' gender		
		Female	No preference	
Male				
Male				
Female				

Research Questions

Does gender significantly influence academic achievement in English studies at Kirkuk University?

How does age affect students' performance and attitudes toward learning English?

What are students' perceptions of how age and gender shape their learning experiences?



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