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## A study of gender sensitive pedagogical environment in relation to gender, locale and type of school

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### Abstract

A gender sensitive pedagogical environment is one where learning material, methodologies, content, learning activities, language use, classroom interaction, assessment and classroom set up are scrutinized to respond to specific needs of boys and girls in teaching- learning process. This study was designed to study Gender Sensitive pedagogical environment among higher secondary school students. The sample of the study was selected by random sampling method which includes 354 higher secondary school students of Kathua district. For data collection the investigator has used standardized tool for knowing gender sensitive pedagogical environment among higher secondary school students. The collected data was analyzed with the help of t-test. The Findings of the study revealed that there exists significant difference in Gender Sensitive Pedagogical Environment with respect to Male and Female Higher Secondary School Students. The finding of the study also showed that there exists no significant difference in Gender sensitive pedagogical environment with respect to Urban and Rural Higher Secondary Students. The finding also revealed that there is significant difference in Gender Sensitive Pedagogical Environment with respect to Private and Government Higher Secondary School Students.

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### Introduction

The environment within a learning institution is an important factor in the development, sanctioning and reinforcement of gender roles and identities. Gender Sensitive Pedagogy refers to teaching and learning processes which pay attention to the specific learning needs of girls and boys. In practical terms, this means that 'the learning material, methodologies, content, learning activities, language use, classroom interaction, assessment and classroom set up are scrutinized to respond to specific needs of boys and girls in teaching- learning process.

The school is an environment in which young people learn about social relationships, about norms and values. The issue of gender identity is closely connected to gender equality and safety in schools and learning institutions. Gender equality in education addresses the different needs of girls and boys and ensures their enrolment, participation and achievement in the learning environment. The school is also the environment in which students learn about their gender identity, the relationships between girls and boys, boys and boys and girls and girls. In school such environment is developed where adolescent learn a lot from interacting with administrative, teachers, peer group and others and thus they enrich more about tackling so many different personalities with entirely different work set and curriculum resulting in good achievement at academic at academic level, learning motivation and betterment in self.

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Gender-sensitive pedagogy holds the key to ensuring equitable quality education for all learners. This approach can help in several educational dimensions such as reducing gender stereotyping, increasing classroom participation, and developing skills to help girls attain employment post-graduation. However, the girls do not fully achieve these outcomes, which limits their experience of an empowering education.

School can play an important role in inculcating gender sensitivity in etiquettes and manners of students. It is necessary to create a gender responsive school in which the academic, social and physical environment and its surrounding community take into account the specific needs of girls and boys. A detailed action plan with a definite road map is required in the school curriculum to achieve gender equality. Education is a basic human right for everyone and gender-responsive education is essential if we are to achieve quality education for all. We can make the school environment welcoming and safe for all girls and boys and advocate for the rights of education for all. Education of boys and girls with a gender-based framework is widely acknowledged as being a single, most powerful vehicle of self-advancement. Programming for gender equality does not necessarily require a lot of expertise and extra resources. Small measures, such as how learners are encouraged to interact or how teachers address male and female students, can be important steps towards gender equality. It is also important not to work alone on gender issues; talk with colleagues, with learner, with those working in order sectors to share experiences, tips and information.

### Review of Related Literature

Agarwal and Shukla (2017) <sup>[1]</sup> studied the attitude of in service teachers towards gender issues. The investigator employed a descriptive survey for the research study. The data was collected from in-service teachers teaching in government and private schools in Delhi at the secondary level. The findings of the study revealed that the teachers hold traditional ways of thinking towards issues related to gender stereotypes and gender roles. There is no significant difference between the attitude of male and female teachers towards gender issues.

Sharma Reetika (2017) <sup>[8]</sup> conducted a study on Gender sensitization: An appraisal of the roles of teachers and educational institutions. The present paper was attempts to explore the need of gender sensitization and the role teachers and educational institution can play to improve gender inequality.

Muasya and Kazungu (2018) <sup>[7]</sup> conducted a study on Exploring teacher's views on gender and pedagogical practices in public preschools in Nairobi country. The aim of this study was to explore the views of preschool teachers in regard to gender and pedagogical practices in their teaching of English language through the use of in-depth interviews. The findings showed that preschool teachers have limited knowledge on how to use gender responsive pedagogy when teaching boys and girls. There is need to train preschool teachers on how to effectively use gender pedagogical practices for purposes of achieving equality as postulated in the United Nations Sustainable Development Goals.

Kohri (2019) <sup>[6]</sup> conducted a study on Gender sensitive classroom and teaching technique. Investigator observed that few classroom policies that the teaching can apply in his or her teaching and in managing the class to create a more equal

and friendly environment for all the students, and the methods in which the teacher can support and promote gender equality in classroom.

Yuden, sonam chuki & Tshewang Dorji (2020) <sup>[9]</sup> conducted a study on "Gender sensitivity in pedagogical practices in secondary education in Bhutan". The study revealed that teachers were not gendered sensitive in pedagogical practices in the secondary education level. There were challenges in understanding gender in education both by teacher and students. There was neither gender awareness nor conscious efforts made by teacher to address gender inequality in the classroom.

Akhigbe & Adeyemi (2020) <sup>[2]</sup> conducted a study on gender responsive collaborative learning strategy to improve student's achievement and attitude towards learning science virtual and hand on laboratory environment. Researcher in this study designed a Gender Responsive Collaboration Learning strategy based on the Universal Design for learning. It was observed that Gender responsive collaboration learning strategy leads to a significant improvement in the achievement of students. The study therefore also recommended the adaptation of Gender sensitive collaboration learning strategy by science teachers to create equal opportunity to students to benefits maximally from learning activities carried out in the laboratory.

Dorji (2020) <sup>[4]</sup> study on the Gender responsive pedagogy awareness and practice: A Case of Higher Secondary School under Thimpur Thromde in Butan. The finding revealed that teacher teaching in higher secondary schools did not know about gender and gender responsive pedagogy in the classroom and their lesson plans also did not have elements of gender in education. The teacher use of language and classroom management did not reflect gender awareness. The study recommended the Ministry of Education to provide orientation workshops and conduct seminar to in service teachers on gender to create awareness.

Kalra (2021) <sup>[5]</sup> conducted a study on A Descriptive Literature Review: Scrutinizing gender sensitization in education sector. This research shed the light on the factors that stimulates gender sensitivity in schools. Researcher had identified four aspects of gender sensitisation such as School infrastructure and Management, Classroom Practices, Instructional Material and Gender Based Violence.

Randolph C.H. Chan (2022) conducted a study on social cognitive perspective on gender disparities in self-efficiency, interest and aspirations in science, technology, engineering, mathematics (STEM). It found that girls were more likely to show lower levels of self-efficiency than boys, this was associated with lower interest in STEM and lower motivation to pursue STEM careers. The result also supported the moderating effect of traditional gender roles beliefs and found that gender differences in self-efficiency, interest and aspiration in STEM were more apparent among students who strongly endorsed stereotypical views of male and female roles.

### Significance of the Study

Education plays an important role in the progress of an individual's mind and country. The challenge of education is to make students more humane and compassionate so that their function as better human-beings. Gender equality in education addresses the different needs of girls and boys and ensures their enrolment, participation and achievement in the learning environment. A gender responsive school environment is one where the academic, social and physical

environment and its surrounding community take into account the specific needs of both girls and boys. Education that aims at gender inequality faces a number of obstacles and challenges. It involves restructuring the culture, policies and practices in education interventions to meet the different needs and capacities of all male and female learners. Gender responsive education is essential if we are to achieve quality education for all.

From the review of related literature it is evident that number of studies were conducted while taking different variables.

Yuden, Sonam Chuki & Tshewang Dorji (2013) <sup>[9]</sup>, conducted a study on Gender sensitivity in pedagogical practices in secondary education in Bhutan. The study revealed that teachers were not gendered sensitive in pedagogical practices in the secondary education level. There were challenges in understanding gender in education both by teacher and students. There was neither gender awareness nor conscious efforts made by teacher to address gender inequality in the classroom.

Tshewang Dorji (2020) conducted a study on Gender Responsive Pedagogy Awareness and Practice: A case study of a higher secondary school under Thimphu Thromde, Bhutan. The findings revealed that teacher do not know much on gender and gender responsive pedagogy. There was also less attention paid to language use, classroom set up classroom interactions and use of textbooks.

Like the above researches, various other researches have also been conducted in this field. The researcher after studying these researches noticed that no doubt various researches have been conducted on Gender sensitivity in relation to different variables. But still less emphasis have been laid on gender sensitive pedagogical environment. This encouraged the researcher to take a study of Gender Sensitive Pedagogical Environment in relation to Gender, Locale and Type of School. Promoting gender equity in education is important for many reasons, both at the level of the individual and at family, community and country levels.

The present study will be helpful for students, teachers, parents and administrators in removing the gender inequality in school. Gender responsive school environment promotes better participation, access, health and development for all children. The study will be helpful for providing recommendations to policy makers on how to implement gender sensitive pedagogy appropriate to improve girls educations and also helpful for ministry of education to conduct professional training for all education stakeholders so that teacher can adopt gender sensitive skills in their day to day teaching learning process.

### Objectives of the Study

1. To study the Gender Sensitive pedagogical Environment of Higher Secondary schools.
2. To study the difference in Gender Sensitive Pedagogical Environment with respect to Male and Female Higher Secondary School Students.
3. To study the difference in Gender Sensitive Pedagogical Environment with respect to Urban and Rural Higher Secondary School Students.
4. To study the difference in Gender Sensitive Pedagogical Environment with respect to Private and Government Higher Secondary School Students.
5. To suggest the educational implications in light of the result of

the study.

### Hypothesis of the Study

1. There will be no significant difference in Gender Sensitive Pedagogical Environment with respect to Male and Female Higher Secondary School Students
2. There will be no significant difference in Gender Sensitive Pedagogical Environment with respect to Urban and Rural Higher Secondary School Students.
3. There will be no significant difference in Gender Sensitive Pedagogical Environment with respect to Private and Government of Higher Secondary School Student.

### Delimitation of the Study

The present study was delimited to the following:

1. The Study was restricted to only Higher Secondary School Students.
2. The Study was confined to the sample of 354 Students only.
3. The Study was confined only to Kathua district of Jammu division.
4. The study was confined to the use of Survey as method of research.
5. The study was delimited to the use of simple random sampling under probability sampling technique.

### Method Used

Survey method under Descriptive method of research was used for the present study.

### Population of the Study

In present investigations, the students studying in class 9th and 10th of Govt. and Private Higher Secondary School located in District Kathua constituted the population.

### Sample of the Study

A sample of about 354 students (9<sup>th</sup>& 10<sup>th</sup> Standard) studying in Government and Private Higher Secondary Schools of District Kathua were collected through simple random sampling under probability sampling technique.

### Tool Used

In the present research, the following tool have been employed for the collection of the requisite data.

Table 1

S. No.	Name of the tool	Developed by	Year
1.	Gender Responsive School Environment Scale	Dr. Jyoti Bala	2017

### Statistical Technique Used

In order to achieve the above mentioned objectives the investigator has employed following statistical techniques i.e.

- Mean, S.D and 't' value.

### Analysis and Interpretation

**Hypothesis 1:** There will be no significant difference in Gender Sensitive Pedagogical Environment with respect to Male and Female Higher Secondary School Students

**Table 2:** Value of Mean, S.D and t value for male and female higher secondary schools students towards gender sensitive pedagogical environment.

Variable	Group	N	Mean	S.D	T value	Significance
Gender Sensitive Pedagogical Environment	Male	180	139.44	8.41	2.304	Significant at 0.05 level
	Female	174	141.5	8.46		

From table no.1, it can be highlighted that calculated value of critical ratio is 2.304 which exceed the table value (i.e. 1.96) at 0.05 level of significance.

Therefore, the hypothesis stating that “There is no significant difference in Gender Sensitive Pedagogical Environment with respect to Male and Female of Higher Secondary School Students”, is rejected at the mentioned level of significance. Hence, it can be concluded that there is significant difference

in Gender Sensitive Pedagogical Environment of Higher Secondary School Students with respect to Male and Female Students.

**Hypothesis 2:** There will be no significant difference in Gender Sensitive Pedagogical Environment with respect to Urban and Rural Higher Secondary School Students.

**Table 3:** Value of Mean, S.D and t value for urban and rural higher secondary schools students towards gender sensitive pedagogical environment

Variable	Group	N	Mean	S.D	T value	Significance
Gender Sensitive Pedagogical Environment	Urban	201	140.52	7.76	0.182	No significant at both the level (0.05 & 0.01)
	Rural	153	140.35	9.38		

From table no. 2, it can be interpreted that calculated value of critical ratio is 0.182 which does not exceed the table value (i.e. 1.96) at 0.05 level of significance.

Therefore, the hypothesis no. 2 stating, “There is no significant difference in Gender Sensitive Pedagogical Environment with respect to Urban and Rural higher Secondary School Students”, is accepted at the mentioned level of significance.

Hence, it can be concluded that there is no significant

difference in Gender Sensitive Pedagogical Environment with respect to Urban and Rural Higher Secondary school students.

**Hypothesis 3:** There will be no significant difference in Gender Sensitive Pedagogical Environment with respect to Private and Government of Higher Secondary School Student.

**Table 4:** Value of Mean, S.D and t value for private and government higher secondary schools students towards gender sensitive pedagogical environment

Variable	Group	N	Mean	S.D	T value	Significance
Gender Sensitive Pedagogical Environment	Private	158	141.98	9	3.043	Significant at both the Level (.05 & .01)
	Govt.	196	139.21	7.85		

From table no.3, it can be highlighted that calculated value of critical ratio is 3.043 which exceed the table value (i.e. 2.58) at 0.01 level of significance.

Therefore, the hypothesis stating, “There is no significant difference in Gender Sensitive Pedagogical Environment with respect to Private and Government Higher Secondary School Student”, is rejected at the mentioned level of significance.

Hence, it can be concluded that there exists a significant difference in Gender Sensitive Pedagogical Environment with respect to Private and Government Higher Secondary Students.

### Findings of the Study

In the light of the interpretation of the results, the findings of the present study are discussed as under:

1. The finding of the study showed that there is significant difference in Gender Sensitive Pedagogical Environment with respect to Male and Female Higher Secondary School Students.
2. The finding indicates that there is no significant difference in Gender sensitive pedagogical Environment with respect to Urban and Rural Higher Secondary Students.
3. The finding indicates that there is significant difference in Gender Sensitive Pedagogical Environment with

respect to Private and Government Higher Secondary School Students.

### Educational Implications

In the view of findings derived from the present study, the following educational implications can be made:

1. Educational institutions should develop school-level policies for gender-equitable approaches to teaching and learning.
2. Include gender equality and gender-sensitive teaching strategies in teacher training courses to ensure that teachers are able to create gender-sensitive learning environments.
3. Counselling services should be provided in schools to help the students to become more socially mature and well-adjusted personality thereby, improving their academic and social skills.
4. School environment must be cordial and congenial for both the gender. School should provide proper physical facilities for games, sports and co-curricular activity as these would inculcate social-skills in the students.
5. Teachers should create a nurturing or positive gender responsive classroom environment which helps to enhance the self-confidence of the students
6. Curriculum framers should develop learning materials with positive female role models that are free of gender

stereotyping.

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