

# A Study on the level of Awareness and Practices among Pre-Service Teachers with regard to Gender Responsive Pedagogy

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## Abstract

Gender discussions have long been prevalent across various spheres of life, with numerous efforts to achieve equality. Despite these efforts, few studies examine the actual impact of such initiatives. Globally efforts to achieve an equalitarian state aiming to make the world a better and sustainable place for all genders today and in the near future are fabricated. This study aimed to assess the awareness and adoption of gender-responsive pedagogy among teacher trainees in Jorhat District. Using a descriptive method and non-probability convenient sampling, data was collected through a questionnaire and analysed with SPSS. The findings indicated that teacher trainees had limited knowledge of gender-responsive pedagogy, including aspects like biased curriculum, language use, and essential core components. This suggests a need for improved training and awareness to foster a gender-responsive teaching environment

**Keywords:** Awareness, Gender Responsive Pedagogy, Pedagogy, Sustainable.

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## INTRODUCTION

The twenty-first century is calling for an equalitarian society, a just society that sees no discrimination against women. Gender equality is a fundamental and inviolable human right and women's and girls' empowerment are essential to bring economic growth and promote social development. Gender equality today for a sustainable tomorrow. (International Women's Day 2022). It has been a long time since we have been talking about equalitarian society. Education is the medium to bring change in society and has been reformed and reconstructed from time to time to promote a society where all genders are accepted and recognized. 'Education should create individuals who fight for a society free of racism, intolerance, discrimination, and xenophobia.' (Dewey, 1937 as cited in Ignacio Perez- Ibanez, 2018). According to Pearce, Walker, Boe, and Lawson, (2019), 'Educational equality and quality play a significant role in fighting economic and gender inequality.' Education is the medium to achieve a state of economic prosperity and social advancement as it brings welfare and well-being to individuals. Social tides that are unjust can valiantly swim through education. Equitable growth for all individuals can be achieved through quality education. Ozturk (2008) stated, 'Education gives rise to people's productivity, and creativity, promotes entrepreneurship and technological advances and plays a significant role in securing economic and social progress.'

Education and society are akin to one another. Throughout history, humankind has witnessed noteworthy changes brought by education that paved for a better society than yesterday. Education is a milestone in a nation's development. Nelson Mandela once said, "education is a weapon to bring change to the world". Each new sunrise brings to us new changes and new chances for growth. The building blocks of education and society are similar. 'Societies shape the goals, structures, curriculum, and institutional practices at all levels of education.' as opined by Francois, (2015). Social ideas, customs, and traditions get reflected in the methods and contents of teaching and learning. Both education and society act like two sides of the same coin. Education is said to be an 'intervening variable' in the phenomenon of social change. Pedagogy is at the heart of the teaching and learning process necessities the curriculum, methods, language, and assessment to reflect and meet the needs of the society.

Pedagogical approaches are the unsaid words of the society that shapes it. It can ignite change and bring about a change in attitude and outlook. A desirable change in society is brought by changing humankind through education given through a pedagogical approach. Brown, (1947) remarks that 'education is a process that brings about changes in the behavior of society.' The methods incorporated in teaching and learning along with the language and content reflect the realities of society. "Education is the soul of a society that passes from generation to generation." as commented by Chesterton, (1924). The structure of societies determines educational policies. Closed societies for example make use of pedagogical practices that bring less chance of social mobility. In instances of societies where matriarchy is practiced, educational policies along with administrative, financial, or land policies are all focused on women and

women's growth. Thus, society and its structure determine a lot of the schemes and educational outcomes. A society that binds itself with age-old customs and practices cuts off the wings of progress that are achieved through pedagogy.

Pedagogy in simple terms refers to the method of teaching a subject. 'Pedagogy promotes the well beings of students, teachers, and the school community.' As stated by Bhowmik, and Banerjee, (2013). Pedagogies are the reflection of societies. Pedagogy includes the content of learning where a society's ideologies are showcased. Knowledge, traditions, and customs of society get passed from one generation to another through pedagogy. The subject matter in the instruction language is a society's musings. What we believe and follow is what we learn and teach. Education formally and informally transfers the idea of social practices through pedagogy. The pedagogies breed the structure, norms, and practices of society. Society is marked by diversity making, so it is necessary for a pedagogical approach to be wide and inculcating in nature. Approaches that are adopted should meet the wants and needs of the learners in terms of age, gender, interest, and intelligence. Instructing a classroom of diversified learners with one method and content limits the potentialities of the learners. Diversity calls for investing in a pedagogy that meets the learners holistically. Sharan (2010) opined that 'Culturally sensitive pedagogy should be used to incorporate all learners in the classroom.'

Teachers are the cardinal element of education. In favor of this Bourn, (2016) stated 'Teachers act as agents by which changes in society can be brought.' Indian society has rooted its existence in casteism, patriarchy, sexism practices, religious fundamentalism, superstition, etc. Teachers with their pedagogical approach need to put herculean efforts to breach the shackles and work for an equalitarian and just society. The Indian education system seems to have a cleft between the educational system we talk of and the education we see and get. The educational system needs changes to sustain the global market. In support Falch, Shinde, and Tated, (2015) commented, 'It is packed with theories, and a rigid curriculum lacks multidisciplinary courses.' The education we give to our children is stagnated. Solutions are talked about and discussed but a failure in implementation is leading to a lacking in the education system. 'Education today lay stress on marks and not on skill development and creative competency' as opined by Jain, (2020).

Indian education system faces the challenges of a rigid curriculum, an inactive learning process, exam-oriented approach, lack of multidisciplinary courses, teacher's role, and poor relationship between parents, teacher, and students, etc are dominantly shaping it. (Mahadevi Banad et al. as cited in Shinde et al., 2015). "India no longer has an education system; we have a system of examination" claims Prof. Krishna Kumar. (cited in Kar, 2019)

The literacy rate of India in 2021 is 74.04% where the male literacy rate is 82.14% and the female rate is 65.46%. (Census 2021). Reports of National Family Health Survey 3 state that 75 percent of the children in the age group 6 to 14 years attend school while 14 % never attend school and 11% drop out of school. (cited in Gouda and Sekher,2014). Reforms and adaptation of a sound pedagogical approach to cater to the problems of India are the need of the hour. India calls for a gender-sensitive pedagogy. India has been trying to achieve the status of a country with a just and equalitarian atmosphere. But Indian society has been turning itself into a breeding ground for atrocities on women socially, politically, and culturally. The abominations of women are so fused with Indian structure that its extension seems to be kind and accepted. The transgression against women is increasing and this is affecting a lot in the establishment of an equalitarian and just society. The cracks in establishing an equalitarian society are increasing. 'Mainstreaming gender and talking about gender is a measure to end violence.' as opined by Walby and Towers, (2017).

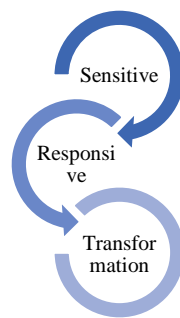
Globally efforts are being made and the millennium era calls for a just and equal society are of vital importance. Sustainable development goals seek to provide women and girls with a safer place to live in. Societies have deep-rooted traditions, customs, prejudices, and beliefs which result in horrific crimes and behaviors against women and create an unjust society. Women are deprived of their basic rights. Women face discrimination in all spheres of life. Violence and acts of injustice occur in every walk of life. Women are seen as objects and as commodities that can be submerged and are entitled to no rights. National Crime Records Bureau (NCRB), 2012 reports a 'crime rate of 46 per 100,000, rape rate of 2 per 100,000, dowry rate of 0.7 per 100,000 and domestic violence 5.9 per 100,000.'

Sustainable development goals FIVE aim to achieve gender equality and empower all women and girls. A society shall not progress if one section is made vulnerable. Women are the equal counterpart to men. They need to be valued; their rights need to be protected. Educating women and making women empowerment eradicates social problems, ill-rooted customs, and traditions. Women should be given equal opportunities to be productive. No discrimination should be made based on gender. Educated and empowered women shall give rise to a society that is in true sense development. Equality needs to be practiced and implemented in all walks of life. Discrimination against sex creates a breeding ground for injustice in all forms. "Human history becomes more and more a race between education and catastrophe" as commented by H.G. Wells,(1920)

A radical change in the scenario has been targeted with the help of gender-responsive pedagogy and gender-sensitive pedagogy where the educational institute, and surrounding social and physical environment take into account the specific needs of the genders. The target is to make teachers, parents, and community leaders including all the stakeholders be brought together under the same umbrella where all the individuals shall be made aware and are made

to practice gender equality. There is a need to recognize the gender-based needs of the genders in terms of management, policies, and practices. A teaching-learning approach that shall be gender-neutral will give rise to more outcome-based learning. Gender-responsive pedagogy includes under it the lesson plan, teaching methods, teaching-learning materials, evaluation, and classroom interaction from the angle of gender-responsive.

The Gender-Responsive Pedagogy (GRP) was a model that are initiated and developed by the Forum of African Women Educationists (FAWE). It seeks to promote a learning environment that promotes equal participation of boys and girls. The adoption of GRP not only implements gender equality but also the potential of eradicating negative attitudes and stereotypic behavior along with a change in perspectives. It sees not only equality but also equity in teaching and learning. Teachers being the mode to bring change in society need to be gender aware and not gender blind. Thus, the incorporation of gender-responsive pedagogy in teaching and learning aims to cut off the disparity that exists among learners. A sensitive learning environment is one where all genders are recognized and the differences that exist are valued and identified. A responsive learning environment, on the other hand, refers to efforts to eradicate differences, inequalities, and gender roles and norms. The transformation thus is the change in the existing pattern of inequalities that existed for a long-lasting time. Change in society can be achieved through sensitization and a responsive attitude.



**Figure 1.1** *The Cycle of Change of Gender Issues.*

Note. The figure shows the cyclic nature of the change concerning gender issues. A sensitive and aware mindset will mend the ways approaches leading to change in society or transformation.

### **SIGNIFICANCE OF THE STUDY**

In the prevailing society where gender disparity and inequality loom in a myriad and unwonderful way, it becomes necessary to eradicate the roots. Educational institutions instead of eradicating gender disparities unintentionally end up breeding more disparities as teachers, teaching-learning materials, practices, classroom interactions, evaluation, infrastructure, etc. contain gender stereotypes where the gender-specific needs are ignored. The prevailing gender blindness breeds more disparity. The annual dropout of boys' and girls' students in the year 2019-2020 in the three levels of education namely primary, upper primary, and secondary respectively are 1.7, 1.2 (primary level), 2.2, 3.0 (upper primary level), and 17.0,15.1 (secondary level). The dropout rates increase as one moves up the ladder of education. (Unified District Information System for Education, 2019-20). Lack of quality teaching and learning is one of the main causes of the learning crisis for girls and boys. Gender-based violence, low aspirants for girls in the community, domestic violence, and lack of learning support from home are severe causes that hamper the education of a girl child. Practices in an educational institution where discrimination based on genders prevents the genders to work or makes them involved in activities that are organized again on the principle of gender stereotype led to an ever-increasing cleft between the genders.

Research throws light on the fact that teaching and learning methods, language, and school and classroom management approaches consciously or unconsciously reinforce gender stereotype that adversely affects girls' ability to learn. Lack of confidence or prejudiced thoughts that tangle girls or boys under specific subjects harm the inner potential of the learner. Textbooks that are the bricks to the ladder of education have male bias content and language where females are depicted as less prestigious, passive, and introverted beings. 'Women are depicted as responsible for cultural transmission and domestic chores whereas higher professional roles are depicted through the males' as stated by Kazi, Mukitul, and Niaz, (2018). A need of the hour is the shifting of the focal point where practitioners improve the quality of the pedagogy for learning and equity to ensure the holistic development of the genders. Studies on gender discrimination and real reasons for the disparity are done but a gap is seen in the adoption of a gender-neutral approach in the classroom. Limited studies are done on the implementation of the approach in mainstreaming gender or the adoption of gender-responsive pedagogy.

The present study shall benefit the pre-service teachers to get an awareness of gender-responsive pedagogy and develop an equal outlook for males and females. It shall also help in reformation or bring change to any practice that was not gender-neutral. A more understanding and cooperation-filled environment among the teachers and educational administration shall be achieved. Teachers who shall be the prime beneficiary shall have a check on their behavior and shall be made aware of their practices and changes in their attitude and approach. The administration shall also be aware of the practices and the possible changes that can be brought about in terms of management and infrastructure for a more gender-neutral campus for effective learning.

### RESEARCH QUESTIONS

For the present study, the investigator planned to study the following research questions that the researcher aims to study-

- What are pre-service teachers' understanding and views of gender equality in the teaching and learning process, especially regarding gender-responsive pedagogy?
- What are the key factors do pre-service teachers need to keep in mind while aiming to achieve gender equality in the teaching and learning process?

### OBJECTIVES OF THE STUDY

For the present study, the investigator aimed to look into the awareness and knowledge of the teacher trainees on gender-responsive pedagogy along with the practices being undertaken. Thus, the study has the following objectives:

**Objective 1:** To assess the level of awareness of gender-responsive pedagogy among pre-service teachers.

**Objective 2:** To examine the existing practices on gender-responsive pedagogy in the teaching and learning process among pre-service teachers.

### LITERATURE REVIEW

Blakemore, Liben, and Berenbaum, (2008) in their study studied gender at all stages of human development. The work focuses on biological, socialization, and cognitive perspective which brings into light the gender role and behaviors which results in the development of an individual. The gender roles assigned to an individual differentiate the two genders assigning them different roles leading to growth and development in their ways. Social agents such as family, peers, the media, and the schools play a significant role in shaping the behavior of an individual

Nevatia, Raj, Mahajan, and Shah, (2012) studied the realities of queer persons and their identical crisis impact on education and livelihood. Education is a means to bring change in education and also it plays a major role in normalizing a gendered world. Thus, the study focuses on the realities of the educational system and how awakening changes in education can bring radical changes to the life of queer people.

Rajni, (2020) talked of the hierarchical structure in society as being the prime reason for discrimination among groups. Discrimination is exercised based on gender, ethnicity, disability, caste, class, etc. The study focuses on girls with disability and aims to identify the issues, concerns, and challenges. The study reflected socio-cultural aspects which marginalize girls. It also brings into light the peer's reaction and relation in an educational setting along with access to facilities are areas needing concern. Initiatives on part of policymakers have a lot in the access and quality of education and facilities for girls with disability.

Florain, (2010) discussed the concept of inclusive pedagogy which helps to meet the individual differences among learners. It differs from the notion that children need some extra and special care or a different approach to teaching that is generally made. The differentiation concept and the stigma that gets associated with the sense of separation are targeted rather it promotes a positive way of inclusion where the teacher shall make use of approaches not to separate the learners but to teach them together in a manner that no one feels separated.

Milner, (2011) studied the culturally relevant pedagogy and the necessity it holds in a highly diverse learning environment. Culturally relevant pedagogy helps teachers to develop their analytical ability so that maximum learning output can be achieved. Teachers can build a cultural congruence and help the learners to develop a communal and collective approach to learning. Teachers' focus should be on knowledge development and how one identifies with the race and builds cultural knowledge and competencies.

Uddin, (2019) stated that the adoption of critical pedagogy in a classroom interaction leads to not just the development of knowledge but also the development and the awakening of values such as equality and justice. Individuals at the end of education should be such that they create a just society. The present education system is not knowledge-oriented rather it has become test-oriented. Thus, the need of the hour has been stressed to adopt critical pedagogy.

Kumar, (2013) in his work found that the Indian education system at the higher level is not sufficient enough for instilling the right attitude among today’s young adults which is essential for living in a democratic country where human dignity is respected. The study was conducted through interview schedules and checklists of 400 postgraduate students. It looked into gender stereotyping in women’s higher education.

Yee and Ambat, (2019) studied the teachers’ attitudes and practice in adopting a gender-sensitive pedagogy which showcased the attitude of teachers based on learners’ participation and the teaching-learning process. The study showed the necessity of having a seating plan that enables all learners to learn and the necessity of adopting a more gender-sensitive pedagogy to deal with the gender-based attitude. The need and initiative of the institute to monitor and organize awareness for all learners and teachers is a necessity.

Eileen and Siobhan, (2020) talked about the gender-sensitive university and the necessity it holds to bring back the lost academia. The need of the hour is the introduction of a learning environment where the existing biases and gender discrimination need to be checked. The whole concept of the gender-sensitive university is the shift towards how men and women are perceived i.e., how gender gets formulated and performed.

Herman and Kirkup, (2018) investigated the interchanging relation between gender and distance education from a feminist perspective. The study necessitates the importance of reconstructing the traditional classroom and aims to achieve gender equality through the increasing virtual technology and the need for democratization of education. A feminist approach to the whole distance education in terms of accessibility and organization.

Abraha, Dagnaw, and Seifu, (n.d.) in their study, tried to examine the general secondary school where science teachers were asked about gender-responsive pedagogy. The study talked about how the learning was effective because of maintaining gender-responsive pedagogy. Usage of language and care in classroom arrangements is reported in the study. There is an inefficiency in terms of the gender-responsive lesson plan. The available teaching-learning material used is also not gender-responsive. The study highlighted the social and cultural beliefs as the hindrance to establishing an equal society. Women role models are suggested to be used to bring awareness and changes. The school should also have gender-responsive counseling.

Ananga, (2021) talked about gender-responsive pedagogy in the initial’s stages of teacher training. The early introduction of gender-responsive pedagogy shapes better teachers. The study revealed significant improvement in the use of gender-responsive pedagogy by the core subjects. Positive changes in attitude, classroom arrangement, and thought process have been started by the study.

### **METHODOLOGY OF THE STUDY**

The study has the following methodologies adopted in the course of the study. The researcher made use of the following-

#### **Population Of Study**

The population of the present study is the pre-service teacher trainees of both private and government teacher training institutions in the Jorhat district of Assam. Jorhat district has a total of four teacher training institutions under Dibrugarh University. The names of the institutions are North East Institute of Management Science (NEIMS), Kamala Bezbarua Memorial College of Teacher Education (KBM), Post Graduate Training College (PGTC), and District Institute of Education and Training, Jorhat (D.I.E.T).

#### **Sample Of The Study**

The sample of the present study constitutes 118 pre-service teacher trainees (110 from the second semester and 8 from the fourth semester) who are at present acquiring training in the four teacher training institutions in Jorhat, Assam. The study also constitutes of 5 teacher educators. All the samples were engaged in acquiring training and teaching in the institutes which is affiliated with Dibrugarh University. There are a total of approximately 17 teacher training institutes in various districts of upper Assam (Brahmaputra Valley)

**Table 3.1 Distribution of the Samples by Gender and Designation**

Designation of the sample	Female	Male	Total
Pre-service teachers	67	51	118
Teacher educators	3	2	5
<b>Total</b>			<b>123</b>

Note. The above table shows the distribution of male and female teacher trainees and teacher educators which constitute the sample for the present study

### SAMPLING DESIGN

The sampling design that was chosen for the study is non-probability convenience sampling. The samples were readily available to the investigator. The tabular distribution of the samples is listed below. The samples are grouped as per their gender, and designation along with the institutional grouping too is the list. The institutions are grouped into private and government organizational setups. The distribution of the samples as per the institutions is listed below.

**Table3.2: Institution-Wise Division of Samples**

TEACHER TRAINING INSTITUTES OF JORHAT												
Designation of the sample	NEIMS				K.B.M				PGTC		D.I.E.T	
	Private Institutions				Government Institutions							
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female		
Pre-Service Teacher Trainee	7	10	15	19	16	12	17	22				
Teacher Educators	1	1	-	1	1	-	-	1				
Total	8	11	15	20	17	12	17	23				
Percentage	15.4%		28.5 %		23.6%		32.5%					

Note. The table above gives a detailed division of the samples according to the institutions. It gives a detailed description of the organizational setup along with the designation of the samples and the gender division.

#### Design Of The Study

The present study intends to look into gender responsiveness from the perspective of its awareness and practice in the teacher training institutes of the Jorhat District. The study adopts a descriptive survey design for analysis. The data was collected through a scale questionnaire to assess the awareness and the practices adopted by the teacher trainee.

#### Tool Adopted

The present study made use of a gender responsive scale questionnaire based on 5-point Likert Scale. It was used to explore the awareness and practices of teacher trainees towards gender responsiveness. The investigator made use of a close-ended scale questionnaire with 35 items. It was developed based on the 5-point scale in Likert Scale. It consists of two parts. The first part consists of 18 statements that aim to measure teacher trainees' understanding of core concepts of GRP and the second part consists of 17 statements that aim to measure teacher trainees' understanding of classroom setup and learning environment meeting GRP.

#### Procedure For Collection Of Data

The investigator for collecting data went to the institutions along with the official permission letter and talked to the head of the institutions for a suitable time to pay a visit. The purpose of the visit was clearly stated along with the objectives of the study and after getting proper permission the investigator proceeded with the collection of data. To ensure genuine participation the investigator went to each institution and collected the data. During the interaction, the investigator explained the study and ensured the data shall be used for academic purposes only and the data shall be kept confidential.

#### Procedure For Data Analysis

The data collected were tabulated and systematic arrangements were made. The data collected from the scale questionnaire were put into quantitative analysis. The items in the scale questionnaire had 5 opinions. It was scored from 1 to 5. The opinions range from strongly agree to strongly disagree. The scoring for the positive statements is given a score from 5 to 1 and the negative items are given a score from 1 to 5. The scoring procedure is listed below.

**Table 3.4 Scoring Procedure of the Scale Questionnaire for Positive Items**

Procedure for Scoring the Positive Items	
Responses	Scoring for the Items
Strongly Agree	5

Agree	4
Neutral	3
Disagree	2
Strongly Disagree	1

Note. The above table is the scoring procedure of the positive statements of the scale questionnaire.

**Table 3.5 Scoring Procedure of the Scale Questionnaire for the Negative Items**

Procedure for Scoring the Negative Items	
<u>Responses</u>	<u>Scoring for the Items</u>
Strongly Disagree	5
Disagree	4
Neutral	3
Agree	2
Strongly Agree	1

Note. The above table is the scoring procedure of the negative statements of the scale questionnaire.

The collected data through the questionnaire will be analyzed quantitatively. Descriptive statistics is done through the calculation of the mean and standard deviation and inferential statistics are inferred through one sample t-test at a 0.05 level of significance. The statistical program SPSS 23.0 was used for data analysis. The percentage scoring is calculated and it gives an insight into the individual weightage a respondent gave to the items. Following is the range that has been taken into consideration to analyze the level of awareness.

### DATA ANALYSIS

After the collection of data, the investigator looks into the data for analysis and interpretation. The following analysis has been arrived at -

#### Teacher Trainees’ Understanding of GRP

**Table: 4.1: Descriptive Statistics of Teacher Trainee’s Understanding of GRP**

Descriptive Statistics of Teacher Trainee’s Understanding of GRP	<u>N</u>	<u>Minimum</u>	<u>Maximum</u>	<u>Mean</u>	<u>Std. Deviation</u>
Effective teaching and learning process does not necessitate meeting gender-specific needs.	110	2	4	2.34	.745
Inclusive education is about gender equality and equal access to education by all genders along with learners with disabilities.	110	1	5	2.37	1.003
All genders have similar needs in terms of learning and acquiring knowledge.	110	1	4	2.60	.848
Code of conduct has many roles to play, in effective learning.	110	1	4	2.84	1.138
Teaching techniques should focus on equal participation along with content delivery.	110	1	5	2.72	1.150
Monitoring by educational institutes on access to education and resources for all genders is essential.	110	1	5	2.39	1.015

Infrastructure in the institute need not be gender-specific.	110	1	5	2.51	1.002
Addressing sexual harassment need not be mainstreamed in the educational setup.	110	1	4	3.01	1.079
Inappropriate sexual behavior does not hamper effective learning.	110	1	5	2.47	1.002
All educational institutes need to have women's centers for women's needs and recognition.	110	1	5	2.85	.940
Educational institutes do not recognize and mainstream the needs of the third gender.	110	1	5	3.08	.978
The use of abusive and deteriorating language targeting one particular gender always leads to gender discrimination.	110	1	5	3.69	.886
Gender-biased	110	1	5	2.35	.818
Gender equality should be explicitly present in the principles of teaching.	110	1	5	3.14	1.129
Traditional classroom sitting arrangement is gender-neutral.	110	1	5	3.07	1.232
Learning objectives must ensure critical thinking among learners to detect and reflect inequality.	110	2	5	3.47	.936
Gender Neutral toilet is a necessity in an educational institute.	110	1	5	2.92	1.033
Choice-Based Uniform breaks the decorum in educational institutions.	110	1	5	2.80	.946
Valid N (listwise)	110				

The above table indicates that out of 18 total statements, the mean score of 12 statements was below 3. The mean score of the positive statements refers to the twelfth statement (3.69), fourteenth statement (3.14), and sixteenth statement (3.47) representing the rating between 'neutral' and 'agree'. The higher mean indicates that teacher trainees agree that language plays an important role in gender equality along with teaching-learning should incorporate gender equality as its principles, and the objectives of effective learning should be the ability to detect inequality. Similarly, the mean score of the negative statements ranges between 'neutral', referring to the eighth statement (3.01), eleventh statement (3.08), and fifteenth statement (3.07) indicating that the teacher trainee gave a neutral opinion on addressing sexual harassment. The respondents also gave a neutral response to the third gender getting adequate recognition and the traditional classroom arrangements being gender neutral. The mean score of the remaining 12 statements out of which the positive statements refer to the second statement (2.37), fifth statement (2.72), sixth statement (2.39), tenth statement (2.85), seventeenth statement (2.92) indicates the score range of 'disagree' and 'neutral'. The teacher trainees did not agree to inclusive education being gender equality along with meeting learners with disability. They also disagreed that equal participation and access to educational resources by all genders is a necessity of quality education. The respondents gave a neutral response to the need for women's centers in educational institutes and disagreed with the need for gender-neutral toilets.

The remaining statements showing the mean score referring to the negative statements such as the first statement (2.34), third statement (2.60), fourth statement (2.84), seventh statement (2.51), ninth statement (2.47), thirteenth statement (2.35), eighteenth statement (2.80) indicates the range between 'disagree' and 'neutral'. The teacher trainee agreed to how an effective learning process does not necessitate meeting gender needs. They also agreed that genders have similar needs, and a code of conduct along with inappropriate behavior plays no role in learning. The teacher trainees agreed that infrastructure need not be gender-specific along with the effects of inappropriate sexual behavior. The respondents agreed that teaching-learning materials have nothing to do with gender bias when women are depicted as inferior, and the adoption of choice-based uniforms breaks the decorum.

The overall mean score of the variable understanding of GRP is given below in table 4.2.

**Table 4.2 One-Sample Statistics for Teacher Trainee's Understanding of GRP**

One-Sample Statistics for Teacher Trainee's Understanding of GRP				
	N	Mean	Std. Deviation	Std. Error Mean
Understanding of GRP	110	2.8116	.32864	.03133



From the above table, it is seen that the overall mean score of the teacher’s understanding is 2.8116 with a standard deviation of 0.32864 which represents the rating to be ‘neutral’. The mean value is less than 3 indicates that teacher trainees’ have limited knowledge about the core concepts concerning Gender Responsive pedagogy. The score indicates a medium level of awareness of the understanding of GRP.

In addition, a one-sample t-test was carried out to compare the mean score to test value 3 to identify if teachers’ understanding were gender-responsive or not. Table 4.3 shows the scores of the one-sample t-test. The p-value of 0.05 indicates high significant differences between the test value and sample mean.

**Table 4.3 One-Sample t-Test Results for Teacher Trainee’s Understanding of GRP**

One-Sample t-Test Results for Teacher Trainee’s Understanding of GRP						
	Test Value = 3				95% Confidence Interval of the Difference	
	<u>T</u>	<u>df</u>	<u>Sig.</u> (2-tailed)	<u>Mean</u> <u>Difference</u>	Lower	Upper
Understanding of GRP	-6.012	109	.000	-.18838	-.2505	-.1263

The above table indicates the result of the one-sample t-test, the p-value of the understanding of GRP is 0.000 which is lower than 0.05. The test indicates a highly significant difference between the test value (3) and the observed mean (2.8116). Moreover, the negative upper limit and lower limit of confidence interval difference confirm that the observed mean is smaller than test value 3.

**Teacher Trainees’ Understanding of Classroom Setup and Learning Environment meeting GRP**

**Table:4.4 Descriptive statistics for Teacher Trainees’ Understanding of Classroom Setup and Learning Environment**

Descriptive Statistics for Teacher Trainees’ Classroom Setup and Learning Environment					
	<u>N</u>	<u>Minimum</u>	<u>Maximum</u>	<u>Mean</u>	<u>Std.</u> <u>Deviation</u>
The spoken and written language used in interaction should be gender-neutral.	110	1	5	2.37	1.003
Male and female notions should appear often and with the same importance.	110	1	5	2.30	1.154
Male and females should be presented in teaching learning materials at the same hierarchical level and in non-stereotypic roles.	110	1	5	1.75	1.035
Male and female students should be addressed equally and with equal stimulating demands.	110	1	5	3.39	1.189
Teachers should give equal and constructive feedback to male and female students.	110	1	5	3.38	1.181
Teachers should not state examples of the attributes and potentialities of one gender based on gender roles.	110	1	5	2.37	1.003
Teachers should not promote gender stereotypic behavior as it leads to categorization.	110	1	5	2.37	1.003
Male and female students should get equal opportunities to participate in classroom interaction.	110	1	5	3.39	1.189
Teachers should not divide students into groups for learning equally based on gender.	110	1	5	2.94	1.206
Only males should not be assigned leaders assuming they have better leadership qualities.	110	2	5	3.75	.696
Only females should not be assigned the duties of decoration and beautification assuming they are more creative than males.	110	2	5	3.77	.673
Teachers should create group dynamics heterogeneously by ability, motivation, and sex.	110	1	5	2.31	.946
Immediate measures should be taken in cases of sexual harassment by the teacher.	110	1	5	3.47	1.047

The institute should be located in a safe and conducive environment for all genders.	110	1	5	3.30	1.019
It is very much necessary to include gender issues in B. Ed Curriculum?	110	4	5	4.12	.324
The prevalent gender issues and disparities among women need much more insight and importance in the teacher training program.	110	2	5	4.04	.605
The acceptance of transgender as teacher educators is still not prevalent.	110	2	5	3.71	.805
Valid N (listwise)	110				

The above table shows that out of the 17 statements, the mean score of the positive statement refers to the thirty-third statement (4.12), and the thirty-fourth statement (4.04) represents the score range of ‘agree’. The higher mean indicates that the teacher trainees agreed that there is a need to include gender issues and the present situation of women in the teacher training programs. The other remaining positive statements have the mean score referring to the thirty-first statement (3.47), and the thirty-fifth statement (3.71) represents the score range of ‘agree’. The score indicated that the respondents agreed that there is a necessity to take immediate measures against sexual harassment and the acceptance of the third gender is still a matter of concern as agreed by the respondents. The mean score of the statements the twenty-second statement (3.39), the twenty-third statement (3.38), the twenty-sixth statement (3.39), and the thirty-second statement (3.30) indicates a score range of ‘neutral’. The respondents agreed that learners need to be addressed equally and should be given equal stimulating demands along with feedback. The respondents also opined that an equal platform for participation is necessary. The need for the institute to be located in a safe place is also agreed upon. The mean score of the remaining statements referring to the nineteenth statement (2.37), the twentieth statement (2.30), the twenty-first statement (1.75), and the thirtieth statement (2.31) represents the score range between ‘disagree’ and ‘strongly disagree’. The respondents disagreed that language should not be gender neutral and that women and men don’t need to appear with the same weightage. The respondents strongly disagreed that males and females need not be present at the same level of hierarchy in the learning materials. The respondents disagreed that group dynamics based on gender, ability, and motivation necessarily need not be created.

The mean score of the negative sentences’ twenty-fourth statement (2.37), and the twenty-fifth statement (2.37), indicate the score range of ‘disagree’. The respondents disagreed that attributes and potentialities should not be based on gender and that stereotypic behavior should not be promoted. The twenty-seventh statement (2.94), indicates a score range of ‘neutral’ referring to the respondent’s agreement that teachers should not divide learners into groups on a gender basis. The twenty-eighth statement (3.75), and twenty-ninth statement (3.77), indicate the range agree to indicate the respondents agreed that males and females should not be assigned roles based on gender.

The overall mean score of the variable class setup and learning environment meeting GRP is.

**Table 4.5 One-Sample Statistics for Teacher Trainee’s Understanding of Classroom Setup and Learning Environment Meeting GRP**

One-Sample Statistics				
	N	Mean	Std. Deviation	Std. Error Mean
Practice of GRP	110	3.1016	.48618	.04636

From the above table, it is seen that the overall mean score of the teacher’s classroom setup and learning environment meeting GRP is 3.1016 with a standard deviation of 0.48618 which represents the rating that lies between ‘neutral’. The mean value is more than 3 indicates that teacher trainees have limited knowledge about GRP concerning classroom setup and learning environment. The score indicates a medium level of awareness of classroom setup and learning environment meeting GRP. In addition, a one-sample t-test was carried out to compare the mean score to test value 3 to identify if teachers know a classroom setup and learning environment meet gender-responsive needs or not. Table 4.6 shows the scores of the one-sample t-test. The p-value of 0.05 indicates high significant differences between the test value and sample mean.

**Table 4.6 One-Sample t-Test on Teacher Trainees’ Understanding of Classroom Setup and Learning Environment Meeting GRP**

One-Sample Test					
	Test Value = 3				
	t	Df	Sig.	Mean	95% Confidence Interval of the

			<u>(2-tailed)</u>	<u>Difference</u>	<u>Difference</u>	
					Lower	Upper
Practice of GRP	2.192	109	.031	.10160	.0097	.1935

The above table indicates the result of the one-sample t-test, the p-value of the understanding of GRP is 0.031 which is lower than 0.05. the test indicates a highly significant difference between test value (3) and the observed mean (3.1016). Moreover, the positive upper limit and lower limit of confidence interval difference confirm that the observed mean is greater than test value 3. The results conclude that teacher trainee knows gender-responsive pedagogy in terms of a classroom environment but lacks in-depth knowledge.

### FINDINGS OF THE STUDY

The findings of the present study were.

- Out of the 118 samples of the study, the male and female respondents were 46.4% and 53.6% respectively.
- The male distribution in the private organizational setup was 18.7% whereas in the government setup it was 27.7%.
- The female distribution in the private organizational setup was 25.2 % whereas in the government setup it was 28.4%.
- The educational qualification of the male respondents in graduation was 84.3% while in post-graduation it was 9.8% and in other qualifications, it was 5.9%.
- The educational qualification of the female respondents in graduation was 76.1% while in post-graduation it was 22.4 % and in other qualifications, it was 1.5%.
- The respondents have a low level of awareness of the necessity of meeting gender-specific needs to achieve effective teaching and learning process. The respondents scored a mean of 2.34 where 82% of the respondents agreed that the teaching and learning process does not necessitate meeting gender-specific needs.
- The respondents have a low level of awareness in terms of inclusive education as the fulfillment of the needs of the learners concerning their gender and giving importance to gender equality and access. The mean score of the respondents was 2.37 meaning 60% disagreed that inclusive education is about gender equality and equal access to education by all genders along with learners with disabilities.
- The respondents had a low level of awareness in terms of knowing that all genders have different needs. The gender needs are not only physical but also psychological. All gender has their own specific learning needs. The mean score of the respondents was 2.60 meaning 55 % agreed that all genders have similar needs in terms of learning and acquiring knowledge.
- The respondents had a medium level of awareness in terms of the importance of a code of conduct for effective learning to take place. The mean score was 2.84 meaning 44% of the respondents disagreed with the statement that a code of conduct has many roles to play, in effective learning.
- The respondents had a medium level of awareness concerning the role and significance of equal participation along with content delivery. The mean score was 2.72 meaning 44% of the respondents disagreed with the statement that teaching techniques should focus on equal participation along with content delivery.
- The respondents shared a low level of awareness of the role of educational institutes in keeping a check and monitoring equal access to resources by all genders. The mean score of the respondents was 2.39 meaning 60% of the respondents disagreed with the statement that monitoring by educational institutes on access to education and resources for all genders is essential
- The necessity of infrastructure to be gender specific and as per the needs of the genders was not known to the respondents. They had a low level of awareness in this regard. The mean score was 2.51 meaning 52% of the respondents agreed with the statement that infrastructure in the institute need not be gender-specific.
- The necessity of addressing sexual harassment should be a core component and the principle of curriculum planning was known to the respondents. They have a medium level of awareness in this regard. The mean score of the respondents was 3.01 meaning 50% disagreed
- The respondents had a low level of awareness when it comes to knowing about the behavioral context in a classroom. They were not aware that any kind of inappropriate sexual behavior hampers learning along with the physical and psychological environment. The mean score of the respondents was 2.47 meaning 56% agreed.
- The respondents shared a medium level of awareness when asked about the necessity of women's centers for their recognition and rights. The mean score of the respondents was 2.85 meaning 40% gave a neutral response.
- The respondents had a medium level of awareness in terms of recognition of the third gender in educational institutes. The mean score of the respondents was 3.08 meaning 42% gave a neutral response.
- The respondents had a high level of awareness in terms of abusive language's role in gender discrimination. Deteriorating language on one particular gender leads to gender discrimination. The mean score of the respondents was 3.69 meaning 70% agreed with the statement the use of abusive and deteriorating language targeting one particular gender always leads to gender discrimination.

- The respondents shared a low level of awareness of gender-biased teaching-learning materials. The mean score of the respondents was 2.35 meaning 73 % agreed with the statement teaching materials portraying women as inferior are not gender biased.
- The respondents shared a medium level of awareness of the necessity of gender equality as a core aspect of principles of teaching. The mean score was 3.14 % meaning 52% agreed with the statement gender equality should be explicitly present in the principles of teaching.
- The respondents had a medium level of awareness in terms of the sitting arrangements being gender specific. The mean score of the respondents was 3.07 meaning 44 % disagreed with the statement traditional classroom sitting arrangement is gender-neutral.
- The respondents had a high level of awareness in terms of the importance of teaching in enabling learners to reflect on gender inequality. The mean score of the respondents was 3.47 meaning 64% of the respondents agreed with the statement that learning objectives must ensure critical thinking among learners to detect and reflect inequality.
- The respondents had a medium level of awareness of the necessity of gender-neutral toilets. The mean score of the respondents was 2.92 meaning 50% disagreed with the statement that a gender-neutral toilet is a necessity in an educational institute.
- The respondents had a medium level of awareness of the necessity of choice-based uniforms in an educational institute as one of the core components of meeting gender-specific learning environments. The mean score of the respondents was 2.80 meaning 50% agreed with the statement that choice-based uniform breaks the decorum in educational institutions.
- The respondents had a medium level of awareness concerning the understanding of the core concepts of GRP.
- The respondents had a low level of awareness in terms of the necessity of gender-neutral language usage in a classroom. The mean score of the respondents was 2.37 meaning 60% disagreed with the statement.
- The respondents had a low level of awareness in terms of the importance of a gender-neutral approach to learning where equal weightage needs to be provided. The mean score of the respondents was 2.30 meaning 51% disagreed with the statement.
- The respondents had a very low level of awareness in terms of the necessity and importance of depicting all genders in the same level and hierarchy. The mean score of the respondents was 1.75 meaning 53% agreed with the statement.
- The respondents had a high level of awareness in terms of the necessity of addressing all learners equally and with equal stimulating demands. The mean score of the respondents was 3.39 meaning 62% agreed with the statement.
- The respondents had a high level of awareness about the role and responsibility of teachers to give equal and constructive feedback to all students. The mean score of the respondents was 3.38 meaning 63% agreed with the statement.
- The respondents had a low level of awareness in terms of the assignment of attributes and potentialities based on gender roles by teachers leading to discrimination. The mean score of the respondents was 2.37 meaning 60% disagreed with the statement.
- The respondents had a low level of awareness of not promoting stereotypic behavior leading to categorization. The mean score of the respondents was 2.37 meaning 60% disagreed with the statement.
- The respondents had a high level of awareness in terms of the necessity of equal participation. The mean score of the respondents was 3.39 meaning 62% agreed with the statement.
- The respondents had a low level of awareness in terms of the necessity of grouping learners into different groups equally based on gender. The mean score of the respondents was 2.94 meaning 41% agreed with the statement.
- The respondents had a high level of awareness in terms of the assignment of roles based on gender is not appropriate and leads to discrimination. The mean score of the respondents was 3.75 and 3.77 meaning 80% and 82%disagreed with the statement only males should not be assigned leaders assuming they have better leadership qualities and only females should not be assigned the duties of decoration and beautification assuming they are more creative than males respectively.
- The respondents had a low level of awareness of the necessity of group dynamics based on age, gender, and, motivation. The mean score of the respondents was 2.31 meaning 65.5% agreed with the statement.
- The respondents had a high level of awareness of the necessity of immediate measures that should be taken in cases of sexual harassment by the teacher. The mean score of the respondents was 3.47 meaning 62% agreed with the statement.
- The respondents had a high level of awareness in terms of the necessity of the location of the institute. The mean score of the respondents was 3.30 meaning 60% agreed with the statement.
- The respondents had a high level of awareness in terms of the necessity of including gender issues in the teacher training program. The mean score of the respondents was 4.12 and 4.04 meaning 88% and 80% agreed with the statement It is very much necessary to include gender issues in B. Ed Curriculum? and the prevalent

gender issues and disparities among women need much more insight and importance in the teacher training program respectively.

- The respondents had a high level of awareness of the lack of recognition of third-gender teacher educators. The mean score is 3.71 meaning 73 % agreed with the statement.
- The respondents have a medium level of awareness in terms of classroom setup and learning environment meeting GRP.

### SUGGESTIONS

Based on the above findings the investigator recommended that:

- An awareness program needs to be introduced into the teaching profession so that teachers are more aware of gender issues.
- There needs to be serious monitoring by the organization on the approaches to teaching.
- Regular developmental programs need to be organized in the institution for the teachers.
- Teacher exchange programs can be adopted in the teacher training program so that exposure to all the cultural diversity is ensured and respected.
- Role of the institute and policymakers in terms of creating an inclusive learning environment with infrastructural facilities are essential and thus need to be furnished.

### CONCLUSIONS

The result of the study indicated that pre-service teachers were not fully aware of gender-responsive pedagogy, they have a medium level of awareness. The teacher trainee did not make use of GRP in classroom teaching to the fullest extent. The new paradigm shift is the adoption of GRP as it is very essential in terms of meeting gender equality in education. The present scenario of society demands individuals who are not just knowledgeable but individuals who have the potential of bringing change to society. The need is to question the wrong and try to bring radical changes keeping the individuality and the social being alive.

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