

PERCEPTUAL STANCE OF TEACHERS TOWARDS GENDER RESPONSE PEDAGOGICAL PRACTICES IN LIFE SKILL EDUCATION OF STUDENTS OF UNITED KINGDOM AND PAKISTAN

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ABSTRACT

The current study focuses on the perceptual stance of teachers towards Gender Response Pedagogical (GRP) practices in life skill education of students of United Kingdom and Pakistan. The study was descriptive in nature. Teachers working in Abbottabad District, Pakistan, and Durham County, United Kingdom were included as target population. A sample of 320 teachers was selected out of 1618 teachers (1165 teachers from UK and 453 from Pakistan) through stratified sampling technique. A questionnaire was used including items related to Gender Response Pedagogy (GRP) in life skills education. The statistical result indicates that there is significant difference in the teachers working in UK and Pakistan regarding written and spoken language towards GRP implementation ($p=.041<.05$), giving equal attention to students in general as well as students of special needs ($p=.036<.05$) and teachers addressing the gender wise challenges ($p=.031<.05$).

Keywords: Gender Response Pedagogical Practices, United Kingdom, Pakistan.

INTRODUCTION

Teaching about sustainability expressly recognizes the role that education and learning will play in influencing the future. The two people that make up the educational process are the teacher and the pupil. The student knows that learning is the objective of his or her presence in the classroom, and he or she is ready to acquire knowledge as a clear aim of motivation behind the activities. Consequently, the student focuses his deliberate efforts on gaining particular skills and information. Consequently, there are two primary facets of formal education. It is, first and foremost, organized, methodical, and planned. Second, the student is completely aware of the reason(s) for their education. It is also characterized by imaginative thoughts, feelings, excitement, and a general need to investigate and decide. In secondary schools, adolescence is seen as a period for both physical and psychological growth. Adolescence is considered to be one of the most challenging life stages by parents, educators, and students alike. Teenage years usually begin between

the ages of 10 and 13 and end between the ages of 18 and 22. During this period, the majority of people experience biological, intellectual, or cognitive development, which is usually followed by behavioral changes. Schools must provide pupils of both sexes with the abilities necessary to tackle the difficulties ahead because this period of human development is critical and challenging (Kreitz-Sandberg, 2016).

The term "life skills" refers to psychosocial competencies focused on desired behavior, such as critical thinking and problem-solving skills. They also support the development of interpersonal and self-awareness skills, including the capacity for clear communication and upholding wholesome connections with people. By practicing life skills, secondary school students can improve the ability to make decisions in unexpected situations. These qualities include the capacity for action as well as self-worth, manners, and acceptance. Living well,

acquiring life skills through schooling, or the other way around (Ingham, 2010).

Gender discrimination is practiced in classrooms to the same degree as it is in society. It has been proven in instructional strategies, student-teacher relationships, school planning and administration, and physical infrastructure design. For example, instructional materials and learning resources may contain gender preconceptions. Teachers don't always realize what demands boys and girls have that are specific to their gender (UNESCO, 2015).

The school's administration systems might not be able to adequately handle gender-specific restrictions such as having separate restrooms for boys and girls. Schools do not provide a gender-sensitive environment for effective teaching and learning as a result. Teachers must remember that when they act in a biased manner toward their students, it encourages them to discriminate against women. A tutor who lacks a thorough understanding of gender-sensitive teaching and learning can mislead a student through the socialization of inappropriate messages, the unequal distribution of special and skills-based educational services in schools, the use of teaching aids and learning materials that are biased toward men, and the unequal attention given to boys and girls in the classroom. According to Brock (2015) in order to promote sustainable development, education should be based on equality and equity principles. This includes providing students with access to a fair learning environment that fosters excellence for all without discriminating on the basis of gender, socioeconomic status, race, or ethnicity.

Gender responsive pedagogy" describes teaching methods and approaches that consider the differences in learning styles that exist between boys and girls. Teachers are provided with the means by gender responsive pedagogy to incorporate a gender perspective into their lesson plans, instruction, classroom management, and assessment. Among the many available and in-use cutting-edge teaching methods are role plays, group discussions, case studies, skits, demonstrations, and study trips. None of these are inherently gender sensitive, though. Teachers, both male and female, feel limited in their ability to handle gender-specific issues that affect both boys and girls because of human gender limits. Socializing factors, such as societies and schools, have imposed gender-specific norms and behaviors on both men and women. Such viewpoints undermine the goal of imparting life skills and dictate

the anticipated behavior of both teachers and students (Mlama, 2005). The gender-based restriction has an impact on life skills instruction as well as the program's overall goal. The stereotyped attitudes of both genders—students and teachers—about life skills and which gender to present exacerbate the situation (Lahelma, 2014).

In the UK, gender-responsive pedagogy was first implemented many years ago. Educationists in Pakistan are increasingly implementing gender-balanced education, taking into account all of its components, and this approach has been producing great results in the education sector. Gender responsive pedagogy has become essential because it improves learning outcomes for female students and gives them more access to high-quality education. Several scholars have spent a great deal of time researching gender equality in the educational system. There is also a wealth of material on life-skills education and gender balance in the hiring of instructors for coeducational institutions (Jaiswal et al., 2019). Nonetheless, gender-responsive teaching and learning have received little attention, especially in Pakistan. Gender responsive education is still in its infancy. Too far, no attempt has been made to compare the effectiveness and prevalence of gender responsive educational approaches in Pakistan with those in any other developed nation. As a result, the reference contained no literature and a research void. By conducting the current study, the researcher hopes to close this gap. It is thought that teaching is a difficult job that calls for just specialized knowledge and commitment. It is the responsibility of educators to provide a learning environment that caters to the requirements of both boys and girls students, taking into account their gender. The learning needs of students, especially teenage boys and girls, at the secondary level of education can only be met if gender-responsive pedagogical approaches are implemented in the classroom and are encouraged to develop in educational activities. Gender-responsive pedagogy employed in schools is a key barrier to girls participating in education, according to experts advocating for gender equality in education (Chikunda, 2010). The goal of this study is to identify the weaknesses and gaps in the gender responsive pedagogical approaches and techniques currently used in our educational system. It also aims to provide a roadmap for the implementation of gender responsive and life skills education at the

secondary school level. Following objectives were made to achieve:-

1. To examine the perceptual stance of teachers regarding written and spoken language towards Gender Response Pedagogy (GRP) implementation of United Kingdom and Pakistan.
2. To investigate the perceptual stance of teachers regarding giving equal attention to students in general as well as students of special needs of United Kingdom and Pakistan.
3. To examine the perceptual stance of teachers regarding the addressing the gender wise challenges of United Kingdom and Pakistan.

RESEARCH METHODOLOGY

The research philosophy of positivism was applied. Thus, the researcher employed a descriptive research design. The population included teachers employed in Abbottabad District, Pakistan, and Durham County, United Kingdom. They were selected with consideration for the different ways in which they interpret information. Yamane (1967) formula was applied to determine the sample size. So, a sample of 320 teachers was selected out of 1618 teachers (1165 teachers from UK and 453 from Pakistan) by using stratified sampling technique. A questionnaire was used including items related to Gender Response Pedagogy (GRP) in life skills education. Content Validity Index (CVI) was used to assess the content validity through experts and Cronbach’s Alpha was used to measure the reliability of the tool

Table 1
Sampling, CVI and Cronbach’s Alpha Value

Sampling	Validity	(Cronbach’s Alpha)
Sample (n) = $N/1+Ne^2 = 1618/1+1618(.05*.05) = 320$	Scale Instrument	No. of items 26 CVI Score 0.60-0.90 .860

RESULT AND DISCUSSION

Table 2
Comparison of Teachers in written and spoken language towards GRP implementation

S. No	Item	Country	N	M	SD	t – Value	P – Value
	Written and spoken language the teachers	Pak	184	2.621	0.296	2.968	0.041
		UK	269	5.568	0.217		

Table 2 indicates average score for teachers in Pakistan (M=2.621) and the UK (M=5.568) shows that whereas teachers in the UK have a high level of written and spoken language proficiency for GRP implementation, teachers in Pakistan have an average score (M=2.5). The results of the statistical analysis (t = 2.968, P < 0.05) suggest that there was a noteworthy distinction in the way teachers in Pakistan and the UK implemented "Gender Responsive Pedagogy" in their written and spoken language instruction. Consequently, the null hypothesis is hereby rejected.

Table 3
Comparison of Teachers in giving equal attention to students in general as well as students of special needs

S. No	Item	Country	N	M	SD	t - Value	P - Value
	Teachers give equal attention to students	Pak	184	2.521	0.321	1.995	0.036
		UK	269	4.721	0.164		

Table 3 shows that, in terms of providing equitable attention to kids with special needs, Pakistani teachers rank average (M = 2.521) compared to UK teachers (M = 4.721). There was a substantial difference between Pakistani

and UK teachers in providing equal attention to pupils with special needs, as indicated by the statistical results ($t = 1.995, P < 0.05$). The null hypothesis is thus disproved.

Table 4
Comparison of teachers addressing the gender wise challenges

S. No	Item	Country	N	M	SD	t – Value	P – Value
8	Teachers identify gender wise challenges	Pak	184	2.312	0.292	2.120	0.031
		UK	269	4.215	0.216		

Table 4 displays the mean scores of teachers in Pakistan ($M = 2.312, SD = 0.292$) and the UK ($M = 4.215, SD = 0.216$). The results indicate that teachers in Pakistan perform poorly when it comes to resolving gender-related difficulties, whereas teachers in the UK do well. The statistical value ($t = 2.120, P < 0.05$) indicates a noteworthy significant difference in the teachers perceptual stance two nations when it comes to handling gender-specific difficulties. The null hypothesis is thus rejected.

Discussion

The current study aimed to investigate the Gender Response Pedagogical practices of teachers of UK and Pakistan. The study reveals that there was a noteworthy distinction in the way teachers in Pakistan and the UK implemented "Gender Responsive Pedagogy" in their written and spoken language instruction. Moreover, there was a substantial difference between Pakistani and UK teachers in providing equal attention to pupils with special needs and it was found that significant difference in the teachers perceptual stance two nations when it comes to handling gender-specific difficulties. When it comes to taking gender-responsive teaching into account, British and Pakistani educators employ quite different pedagogical approaches. The information shows that there are significant differences between the ways that teachers in the two countries teach. Across all questions, Pakistani teachers' mean and standard deviation values are less significant than those of British teachers. The result of the study is in line with Abrha et al. (2023) and Khalil et al. (2023)

Additionally, gender responsive pedagogy is encouraged by the UK education system, which is evident in the way that curricula, facilities, room arrangements, and classroom upkeep are all designed. However, there are significant distinctions between teachers in Pakistan and the UK. When it comes to tackling gender-specific difficulties and giving male and female students equal opportunities, Pakistani teachers do poorly. Additionally, Pakistani teachers fall short of creating a safe enough learning environment in which students feel comfortable asking questions, sharing ideas, offering suggestions, and getting their questions answered. The study made the recommendation that administration and management in schools could be very important in creating a classroom or school that is gender sensitive. The regional and provincial institutes for teacher education should, in this regard, arrange workshops for teacher training.

CONCLUSION AND RECOMMENDATIONS

In comparison with Pakistan, the UK makes extensive use of gender sensitive education. The teachers from the UK outperformed the teachers from Pakistan in both spoken and written language. In the UK, teachers give pupils with special needs disabled, etc. The same attention and opportunity in the classroom as they do for male and female students. Instructors concentrate on offering students constructive criticism, addressing their requests, and providing them with appropriate counseling.

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