



## Comparative Analysis of Gender Responsive Pedagogy Practices in United Kingdom and Pakistan: A Mixed Method Approach

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### Abstract

The current paper aimed to investigate the of Gender responsive pedagogy practices in United Kingdom and Pakistan. The study was mixed method in nature. Therefore, convergent parallel design was used. The study was conducted in County Durham, UK and District Abbottabad, Pakistan. A sample of 453 teachers (269 from UK and 184 from Pakistan) and 1165 students (825 from UK and 340 from Pakistan) were selected through stratified sampling method by using Yamane (1967) sample formula. Twelve (12) individuals (6 from UK and 6 from Pakistan) were selected for qualitative data collection. Close ended questionnaire was used including item related to GRP. An open-ended questionnaire was developed by the researcher. There were twenty questions on the open-ended survey. These tools pertain to how students view the promotion of GRP and the growth of life skills among themselves. Content validation was done through experts' feedback whereas reliability of the tools was done through Cronbach alpha which estimated .850 for close ended and .868 for open ended. Independent sample t-test was to compare the views of teachers and students of UK and Pakistan while thematic analysis was used to analyze the qualitative data. The study concluded quantitative and qualitative data reveals that UK uses gender response pedagogy education much more than Pakistan does. The spoken and written language proficiency of the British educators was superior to that of the Pakistani educators. In the UK, teachers provide the same opportunities and attention to children with disabilities, special needs, etc. in the classroom as they do to students who are male or female.

**Keywords:** Gender Responsive Pedagogy, Mixed Method Research

### 1. Introduction

Research shows that tackling inequities in girls' education can break the cycle of poverty and bring girls and their families out of marginalization. Ananga (2021) emphasizes the significance of enhancing girls' education access, retention, and transition from kindergarten to tertiary level in Ethiopia. Additionally, school culture, including resources and pedagogy, might perpetuate unequal treatment of males and girls. Several initiatives have been implemented to address gender biases, particularly in education (Swanson & Holton, 2005). Additionally, school culture, including resources and pedagogy, might perpetuate unequal treatment of genders. Gender biases have been addressed through various approaches, particularly in schooling (Swanson & Holton, 2005). It is vital, however, that the barriers to girls' access, retention, and completion be addressed concurrently. The teacher has been identified as an important component in maintaining grade completion among girls. Gender-responsive teaching is believed to improve grade survival and completion rates for both genders (Ananga, 2021). Schools are obliged to provide an enabling learning environment for all children. Gender-sensitive schooling is essential for challenging the dominant gender prejudice in patriarchal systems. Gender responsive pedagogy is defined as instructional strategies and learning procedures that consider how boys and girls learn differently based on their gender. GRP provides instructors with the tools they need to include gender perspectives into lesson design, instruction, classroom management, and evaluation. Role plays, group discussions, case studies, skits, demonstrations, and study trips are just a few of the cutting-edge teaching strategies that are available and being used. None of these, however, are particularly gender sensitive (Abrha, 2023).

#### 1.1. Problem Statement

Despite efforts by governmental and non-governmental organizations to promote gender equality and increase girls' participation in education, gender disparities persist in general secondary school instruction (Women, 2014). Unequal participation of men and women in teaching and learning is a major issue in educational organizations (Botella et al., 2019). In 83 developing nations, half achieved gender equality at the basic level and fewer than one-fifth at the secondary level (UN Women, 2014). Teachers are obliged to foster a teaching and learning environment that matches the requirements of their students (boys and girls) based on gender. Only if gender-responsive pedagogical approaches are implemented in classrooms and encouraged to evolve in educational activities will it be possible to meet the learning demands of students, particularly adolescent boys and girls, at the secondary level. According to experts that advocate for gender equality in education, one major barrier to girls' participation in education is a lack of gender responsiveness in school pedagogy (Chikunda, 2010). So, this study was aimed to investigate to compare the gender responsive pedagogy practices in United Kingdom and Pakistan by employing Mixed Methods Research (MMR).

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## 1.2. Objectives of the study

Following objectives were made: -

1. To compare the teachers and students views of UK and Pakistan regarding the curriculum on the gender-based needs.
2. To examine the views of respondents of UK and Pakistan regarding communication in GRP
3. To compare the perception of respondents of UK and Pakistan regarding appropriateness of classroom environment and arrangement in both countries

## 1.3. Significance of the study

This study is useful in highlighting the current pedagogical practices and learning environment in Pakistan and the United Kingdom in terms of gender-specific special learning needs of students. It highlights constructive methods in British schools that can be emulated in Pakistani schools to improve outcomes. It provides valuable ideas, techniques, and strategies that may be used by educationists and policymakers in Pakistan to solve challenges of gender equality in schools. It provides evidence for improving pedagogical techniques, learning environments, lesson preparation, teaching/learning aids, student-student interaction, student-teacher communication, classroom activities, and school management by considering the requirements of both boys and girls. It presents evidence-based appropriate recommendations that can be applied to increase teacher capacity and student learning outcomes.

## 2. Literature Review

### 2.1. Gender Responsive Pedagogy (GRP)

The term "gender responsive pedagogy" describes instructional strategies that take into account the different learning requirements of boys and girls. This method suggests that teachers create lessons, deliver teaching, manage the classroom, and assess students from a holistic gender perspective. For instance, in order to provide a balanced learning environment, teachers of practical science classes should take into account the unique gender-based demands of both boys and girls while planning lessons. In order to preserve equality when girls are present, the goal is to stop guys from controlling the learning processes (Chapin & Warne, 2020).

It is frequently the case that observations of classroom processes indicate bias against women in the methods of instruction and learning. Many teachers deploy resources that perpetuate gender stereotypes and teaching practices that deny boys and girls equal opportunity for engagement. Consequently, it is imperative that gender-responsive teaching be implemented right away. The term "pedagogy" refers to a broad range of teaching and learning methods, including what is taught, how it is taught, and how the material is retained in a classroom setting (Lee, 2021).

Forum for African Women Educationalists (FAWE) created the Gender Responsive Pedagogy (GRP) model in 2004 to give educators the knowledge, abilities, and attitudes they need to tackle the learning demands of both genders. In order to guarantee that every student participates equally in the classroom and the community, the GRP model trains teachers in gender-sensitive classroom practices. It offers direction on how to change the way that teaching and learning are done so that they are more gender-responsive. Topics covered include lesson design, pedagogical techniques, resources, language use, classroom organization, classroom interaction, and the role of school administration (Ezeibekwe, 2004).

### 2.2. Gender Responsive Pedagogy (GRP) in UK

Gender-responsive pedagogy has deep roots in the educational system of the United Kingdom, having been incorporated into tactics some decades ago. To better meet the requirements of students of both sexes, educators, however, are always working to improve the educational system. The goal of implementing gender-responsive pedagogy in schools has led to the development of policies, programs, and funding for the construction of facilities that cater to the requirements of pupils categorized based on their sex. The quest of gender equality in higher education is strengthened by the realization that better education plays a crucial role in establishing women's social status and encouraging their individual autonomy (Skjortnes & Zachariassen, 2010)

UK educators actively seek to eradicate negative gender stereotypes, conscious of the possibility that their language may do so. To eliminate gender preconceptions, it is stressed that instructional materials and assessments need to be thoroughly examined. Although having a great teacher-student relationship is important, teachers may unintentionally come out as strong, distant, and authoritative which makes it difficult for students especially girls to ask for help and support when they need it with personal issues like difficulties with their sexual development (Chapin & Warne, 2010).

### 2.3. Gender Responsive Teaching in Pakistan

The incorporation of GRP into the national educational system in Pakistan is still in its infancy, and considerable measures from important stakeholders are needed. Being gender-responsive in schools is difficult when there aren't enough regulations or programs in place. Both male and female students' learning in higher education institutions is impacted by traditional, cultural, and social conventions that uphold gender stereotypes and disparities. The implementation of gender-sensitive and gender-responsive pedagogy is hampered in many schools by issues including poor motivation and a lack of resources. In classrooms, where teachers have historically maintained lower standards and harbored biases against female pupils, misconceptions about girls'

education endure. These misconceptions affect how boys and girls are treated at home and at work (Achyut et al., 2016).

Nonetheless, Teachers may be reluctant to adopt gender-sensitive pedagogies because of things like inadequate training or a sense of ineffectiveness. The inclusion of gender-sensitive education in the curriculum may not be understood or supported by all teachers, despite updates to the curriculum. A curriculum that is gender-sensitive on its own is insufficient if teachers do not understand and promote gender-sensitive education, according to UNESCO, which highlights the critical role that educators play in fostering a gender-sensitive learning environment (Jamal et al., 2023).

Supporting gender-responsive learning settings and curricula requires gender-responsive teachers. They ought to provide equal participation in class activities, acknowledge the unique needs of boys and girls, and guarantee equitable access to educational resources. When educators don't take accountability for empowering girls, government efforts to improve the quality of education for women suffer. Females really gain when educators use gender-sensitive pedagogies and help boys and girls move away from gender biases and stereotypes. In this process, older women are frequently quite important (Pardhan, 2011). One such barrier to the complete implementation of gender-sensitive pedagogy is teachers' perceptions of their own time constraints. Some people would rather concentrate on finishing the syllabus because they find this strategy to be time-consuming. The idea that teachers are frequently compensated based on the quantity of content delivered and the percentage of students passing tests is reinforced by the media's emphasis on student pass rates. Nonetheless, despite teaching the same material from the national curriculum and getting pupils ready for exams, gender-sensitive pedagogy enables teachers to employ a variety of techniques. It suggests a different kind of instruction rather than more instruction. Furthermore, when students are "hesitant to engage in new approaches" that the instructor implements in the classroom, a phenomenon known as "learner rigidity" can arise, making it difficult for teachers to acclimate children to changes effectively (Felder & Brent, 1996).

#### **2.4. Gender Response School**

Gender differences are noticeable in many areas of the school environment, including instruction, interactions between teachers and students, administration, and the physical facilities of schools. It's possible for educational materials to contain gender stereotypes, and teachers might not always be aware of the unique needs that boys and girls have. Lack of a gender-responsive environment in many schools can make it difficult to educate, learn, and deal with gender-related issues including sexual abuse and harassment. Studies conducted in Kenya have demonstrated that when educators foster an environment that is more supportive of boys, it can demotivate girls, raising their chance of dropping out and reducing their capacity for adult life skills (Trump, 1998). When a school acknowledges and caters to the distinct needs of boys and girls in its physical, social, and academic environments, it is deemed to be gender-responsive. In order to achieve this, educators, parents, community leaders, and students must pledge to advance gender equality. Gender-responsive educational institutions employ tactics, materials, and administrative procedures that take into account the unique requirements of both male and female pupils. The following traits are present in gender-responsive schools as per Ezeibekwe, (2004).

1. Establish a framework that guarantees gender parity in the management and functioning of the educational institution.
2. Give educators the information and abilities they need to modify the teaching and learning process to meet the particular requirements of boys and girls.
3. Give females the tools they need to overcome obstacles to education based on their gender, including bargaining, decision-making, communication, assertiveness, and self-assurance.
4. Set up desks for counseling and advice to aid in the social and psychological growth of boys and girls alike.
5. Establish infrastructure that is gender-responsive, such as boarding houses for students who live a long way from school, separate and ample restrooms for boys and girls, and facilities for proper hygiene and sewage to improve menstrual control and general community health.

#### **2.5. Gender-Responsive Educational Resources**

The pedagogical process, which is vital to children's mental growth, is mostly dependent on teaching and learning materials. However, a close examination of instructional materials and textbooks frequently uncovers the subtly promoted inflexible gender stereotypes. Textbooks typically present men as strong, confident leaders and women and girls as weak, submissive, and mostly involved in household duties. These representations reinforce gender stereotypes seen in instructional materials by conforming to cultural notions of masculine authority. It is the duty of educators to spot and correct any gender stereotypes that may exist in textbooks as well as to develop and apply resources for teaching and learning that are gender-responsive (Athill & Jha, 2009).

In Sub-Saharan African countries, scientific textbooks frequently feature boys doing experiments and include a preponderance of male characters, perpetuating gender stereotypes. The rise of masculine pronouns in texts has been attributed to the growth of the English language, which serves to reinforce gender stereotypes. Although an all-encompassing overhaul of textbooks would prove difficult from an institutional standpoint, educators have the power to adapt classroom-level material by incorporating clarifications and illustrations that support gender

responsiveness. Teachers can promote diversity in the classroom by developing their own gender-responsive lesson plans (Dorji, 2020).

### 3. Research Methodology

Pragmatism research philosophy was used. Therefore, Mixed Methods Research Design (MMR) was used. After the section of MMR, researcher used convergent parallel design. According to Pablo-Clark (2017), a convergent parallel design comprises the researcher conducting both the quantitative and qualitative elements concurrently in the same phase of the research process, weighing the methods equally, analyzing the two components independently, and interpreting the results jointly. During the academic year 2014–15, there were 5050 students and 825 teachers enrolled in schools in County Durham, UK, while in District Abbottabad, Pakistan, there were 3558 students and 295 teachers. A sample of 453 teachers (269 from UK and 184 from Pakistan) and 1165 students (825 from UK and 340 from Pakistan) were selected through stratified sampling method by using Yamane (1967) sample formula. Twelve (12) individuals (6 from UK and 6 from Pakistan) were selected for qualitative data collection. Close ended questionnaire was used including item related to GRP. An open-ended questionnaire was developed by the researcher. There were twenty questions on the open-ended survey. These tools pertain to how students view the promotion of GRP and the growth of life skills among themselves. Content validation was done through experts' feedback whereas reliability of the tools was done through Cronbach alpha which estimated .850 for close ended and .868 for open ended. Independent sample t-test was to compare the views of teachers and students of UK and Pakistan while thematic analysis was used to analyze the qualitative data.

### 4. Result and Discussion

**Table 1: Comparison of curriculum on the gender-based needs**

S. No	Items	Country	N	M	SD	t-Value	P-Value
	Curriculum is designed considering gender-based needs.	Pak	184	2.702	0.302	2.892	0.039
		UK	269	4.532	0.252		

As can be seen in Table 1, the mean scores for UK and Pakistani teachers, respectively, are  $M = 4.532$  and  $M = 2.702$ , indicating that UK teachers perform at a high level when it comes to curriculum design that takes into account the needs of pupils based on their gender. A substantial difference in curriculum design based on gender-based student demands was seen between teachers in both nations, as indicated by the statistical value ( $t = 2.892$ ,  $P < 0.05$ ). Rejecting the null hypothesis follows.

**Table 2: Comparison of communication in GRP**

S. No	Observation	Country	N	M	SD	t-Value	P-Value
1	Regular communication is ensured to class through gender-based class representative	Pak	184	2.615	0.226	2.01	0.23
		UK	269	4.99	0.191		

When it comes to establishing regular communication in the classroom through gender-based class representatives, Table 2's mean score for Pakistani teachers ( $M = 2.615$ ) and UK teachers ( $M = 4.99$ ) indicate that the former are at an average level while the latter are at a high one. When it comes to making sure that gender-based class representatives communicate regularly, there is a substantial difference between the teachers in the two nations, as indicated by the statistical value ( $t = 2.01$ ,  $P < 0.05$ ). Rejecting the null hypothesis follows.

**Table 3: Comparison of appropriateness of classroom environment and arrangement in both countries**

S. No	Observation	Country	N	M	SD	t-Value	P-Value
	Appropriateness of classroom environment and arrangement.	Pak	184	2.301	0.324	2.431	0.238
		UK	269	5.01	0.219		

Table 3 displays the mean scores for teachers in Pakistan ( $M = 2.301$ ,  $SD = 0.324$ ) and the UK ( $M = 5.01$ ,  $SD = 0.219$ ). The results indicate that teachers in Pakistan perform poorly when it comes to setting up and organizing their classrooms, whereas teachers in the UK do well. The statistical analysis reveals that there is a substantial

difference between the two countries' teachers in terms of creating a classroom environment and arrangement that is suitable for their students ( $t = 2.431, P < 0.238$ ). Therefore, the null hypothesis is rejected.

#### **4.1. Theme-1: Providing Encouraging environment**

The students in both nations gave generally good answers when asked how gender responsive pedagogy affected their enthusiasm in learning. Students from Pakistan said that their desire to attend class on a regular basis has increased and that their interest in studying has increased. S8 (a student from the UK) clarified that although Pakistani students were less certain of their goals, they were more certain of their future plans and objectives.

#### **4.2. Theme-2: Support from the school to develop your creative abilities**

While just one-third of Pakistani pupils responded in the affirmative, the researcher received good replies from S2, S5, and S8 students in the UK. It has been noted that pupils' uniqueness and creativity are prioritized in the UK educational system. S3 (Pakistani student) clarified that creativity is not promoted in our educational institutions, where bookish information is concentrated and stressed from an examination point of view.

#### **4.3. Theme-3: Developing Interpersonal Skills**

Compared to students in the UK, who do not desire more friends, Pakistani students are more socialized. Particularly in secondary school, Pakistani students take pleasure in friendships and social events with peers of the same gender. S4 has shared her opinions regarding her social circle and friends. After a thorough debate, it was evident that Pakistani culture values friendships and social interactions in general. In response, S3 (UK) stated that their friendships are primarily restricted to their current tasks.

#### **4.4. Theme-4: Group Work**

Students were asked about working in groups with people of the opposing gender by a researcher. In response, S3 (UK) stated that there isn't a problem in this regard and that they typically collaborate with diverse student organizations, regardless of their gender or ethnicity. However, a Pakistani student (S4) said that they would rather work with people of the same gender. Students in Pakistani society find it acceptable to collaborate with people of the same gender.

### **5. Discussion**

The result of the study reveals that teachers' knowledge, abilities, and attitudes are focused on providing education to students in accordance with their gender-specific learning needs. Classroom environments are intended to be accommodating, and educators work hard to create them. Inclusionary content for both boys and girls is being developed. School administrators work hard to establish facilities that are gender-neutral for the pupils. However, there are some ways in which British and Pakistani teachers educate differently from one another. When it comes to creating and preserving gender parity, British educators work harder than their Pakistani counterparts. The qualitative data also supported the quantitative data. The result of the study is supported by Abraha et al. (2019) and Dorji (2020).

### **6. Conclusion and Recommendation**

The UK uses gender response pedagogy education much more than Pakistan does. The spoken and written language proficiency of the British educators was superior to that of the Pakistani educators. In the UK, teachers provide the same opportunities and attention to children with disabilities, special needs, etc. in the classroom as they do to students who are male or female. Giving students constructive feedback, attending to their needs, and providing them with the necessary direction are the top priorities for instructors. It has also been observed that the UK education system endorses gender responsive pedagogy, as evidenced by the way curricula are created, schools are organized, rooms are arranged, and the classroom environment is kept up. According to students' perceptions of fostering GRP, teachers in the UK appropriately address behavioral issues that affect both genders equally. The curriculum is fully implemented in the UK, and students are fully aware of their rights and obligations as citizens. It is noted that curricula in both nations help students develop a civic consciousness, but educational procedures in the UK are significantly more advanced when it comes to inspiring pupils to speak out against discrimination. Moreover, compared to Pakistan, the UK tightly enforces environmental hygiene, and they provide students with specialized training and lectures. Both genders should be taught civics and basic ethics in secondary education in both developed and developing nations. There are no mechanisms in place to teach civics to Pakistani high school students. Given the critical importance of civic sense in secondary school students, it is advised that this often overlooked subject be added to the current curriculum through an integrated approach and that students be informed about it not only in their classes but also through frequent seminars, symposiums, library sessions, morning assemblies, individual psychological counseling while in school, and eventually in their everyday practical experiences. Through their brief orientation workshops, the concerned teachers may also receive official training for this reason.

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