

Reviewing Gender Difference in Adopting Teaching Methodologies in Indian Schools

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Abstract: *The current study explores the aspects of gender and ICT adoption with a focus on the schooling system, the behavior, and attitude of teachers and students. The study focuses on the aspect of gender in the Indian perspective and has been asserted that gender differences in classroom styles depend on the teachers. With the teacher being the central figure in the classroom, he or she encourages and influences the students to act in a specific manner. The study posed the potential of new research that can explore the effectiveness of ICT in schools in rural India, which may help understand how the cultural and social views of the rural population will receive the use of ICT in teaching, with respect to the topic of gender disparity.*

Key Words: Gender, Teaching, Schools, ICT.

1. INTRODUCTION:

The use of Information and Communication Technology (ICT) in the teaching-learning process is a relatively new phenomenon, and it has been the educational researchers' focus. The study will review the effective integration of this technology into classroom practices and how it poses a challenge to teachers and administrators. Apart from that, the study will also review the factors influencing the use of ICT to make teaching-learning effective in schools. The current study explores the gender differences in the use of ICT among teachers, which will be done by exploring the aspect of gender-difference in the tutors' teaching methods. For this, various papers related to the study will be explored to gather an understanding of the variables of the study and its relevance in the current context, by studying aspects such as the components of classroom management, the relationship between gender and teaching methods, gender and classroom participation and the gender differences manifested in the communication of teachers to the students. The paper will currently explore the aspects of ICT and gender differences in adopting teaching methodologies in Indian schools (Adeyemi & Adeniyi, 2008). This study will review the relationship between genders and preferred teaching methods in schools in India. The study's primary focus will be to explore the relations between gender difference and the adoption of ICT in classrooms. The study will also review men's and women's teaching styles and determine whether gender differences vary by course content. This study focuses on how teachers allocate their time in the classroom in terms of lecturing and active classroom practices based on their teaching style.

1.1. OBJECTIVES OF THE STUDY:

- To explore the levels of use of computers and Internet (ICT) by the teachers in classrooms
- To examine the benefits of adopting ICT in classrooms by teachers
- To examine the problems encountered in adopting ICT in classrooms by teachers
- To explore whether there exists a gender disparity in the use of ICT by the male and female teachers.

2. LITERATURE REVIEW:

2.1. Components of classroom management:

According to Ottenbreit-Leftwich, KopchaErtmer (2018), the classroom components are three in number, and they are content management, conduct management, and covenant management. As stated by Froyen and Iverson, 'content management occurs when teachers manage space, materials, equipment, the movement of people, and lessons that are part of a curriculum or program of studies.' While conduct management is 'the set of procedural skills that teachers employ in their attempt to address and resolve discipline problems in the classroom,' and lastly, covenant management 'focuses on the classroom group as a social system that has its own features that teachers have to take into account when managing interpersonal relationships in the classroom.' One of the other aspects or components relevant and central is time management. Although not mentioned by Froyen and Iverson, time management is also a critical component of classroom management. These factors are the teacher-specific primary responsibility to the classroom, who must ensure that the four components are exercised effectively. The components should also not be

made practical with a lack of cooperation from the students as it will ensure failure in recognition of the classroom teacher and the students failing to take responsibility for the inappropriate classroom behaviors. An effective classroom component is not a mere set of rules and guidelines but is the teacher's attitude towards the students.

According to Curwin and Mendler (2008), certain steps would allow a classroom teacher to compose her class better and manage the students. Moreover, they encourage teachers to try out new and different approaches than the usual, involving parents when a student misbehaves and addresses 'teachers' common belief that administrators are not tough enough,' taking up the authority. As per the study conducted by Smith (2004), 'being consistent does not mean being a robot or a machine. It arises out of our caring for our students and caring for their learning', pointing out the importance of understanding each student's capability and working accordingly with him or her. One of the other significant components is the necessity to have a Parent/Student/Teacher contract, which will help maintain clarity of documents and actions. Mendler (2010) points out various strategies that teachers can use daily to connect with their students. All these studies possess the one common ground that classroom management plays a significant role in student achievement, and the classroom teachers should provide the students with a learning environment that is safe and thriving for successful learning to take place. One other study conducted by Angeli and Valanides (2018) asserts that the central principle to classroom management is to circulate, that is, walk around the room while the students are working and check on their progress - this gives the students an image that the teacher is evaluating their efforts, thereby promoting them to work better and harder. According to the study conducted by Kelly (2009), one of the major components to be followed in a classroom is creating a ground of high expectations for the students. That is, the teacher should maintain the mentality that students will behave accordingly and not disrupt the classroom, allowing the teacher to treat the students with a positive attitude rather than a judgemental one.

2.2. Gender and Teaching Methods:

According to a study conducted by Islahi and Nasreen (2013), the need for developing and attaining the suitable standards of effectiveness has increased for all teachers in today's competitive teaching environment. In line with these, one of the significant aspects that affect student effectiveness is considered based on the gender of the teacher. Various studies pointed out that female teachers generally possess the personality traits that are critical to becoming an effective teacher than male teachers. Another study, one conducted by Smith (n.d.), pointed out that gender had little influence on how often technical college faculty used various instructional practices, negating the view that the gender of the teacher does not have any direct impact on classroom effectiveness. The researcher also pointed out that although there are differences in the methods adopted by male teachers and female teachers, a large portion of it is similar, almost diluting the fact that the gender of the teacher is not a relevant factor as it is made out to be. However, a study conducted by Whitworth, Price, and Randall (2002) points out that students tend to perceive the classes differently. A large section of students prefers and connects with a female teacher rather than a male one, mainly due to the existing perception that a female is the best teacher or the assumed natural perception that a woman is affectionate and understanding than that of a man.

According to Jaschik (2009), both the female and male gender are equal to experiencing achievement deficiency, which cannot be pointed out as being the fault of one gender or be defined as being gender specific. The reports from NASSPE (2006) assert the fundamental biological difference between the two sexes, which can make a difference in the way they teach and how it is perceived. A 2006 study by the National Association for Single-Sex Public Education was one such example that pointed out the difference between the genders and the methods adopted by the teachers. The study used teachers' teaching methods in discussing types of literature where female teachers tend to prefer fictional stories, whereas males most often prefer non-fiction. Paul Blundin (2008), in his works, *Education gender issues: Do boys and girls learn differently*, stressed the reality that female and male students do learn differently. For example, cooperative learning as a teaching method supports the way girls learn, not boys, because female students focus on cooperative tasks and are more productive when social interaction is necessary. Simultaneously, male students are keener on receiving the assignment and begin working on it immediately. In recent years, educational institutions and the teachers (both male and female) have taken up measures that would be better and more efficient at meeting the needs of students, both male and female. For example, teacher training programs and curriculum have been improved and are in the process of further improvement because of the increasing awareness of the differences in race, culture, and socioeconomic status, stated Guild (2001), and this has been effective in shifting and eventually changing the methods and approaches adopted for teacher training and school curriculum. One such measure adopted is the Universal Design for Learning (UDL), which is developed to meet students' needs, irrespective of their gender, or any specific needs. Various educational institutions have taken up the need to establish gender-responsive strategies that will help in not creating a separation in the methods adopted to teach the two different sexes.

2.3. Gender and Classroom Participation:

Classroom participation is essential for student effectiveness. It is the key to students achieving their targets and ensuring that they have benefitted from the class. Class participation promotes the student to be interactive in the class, which naturally helps them learn better and understand better. Also, a dejected student and does not involve in class participation is naturally considered lazy and often, by the norm, pushed to the academic structure's back. According to Vandrick, "students who do not participate actively in class are often considered to be lazy, unprepared, passive, or uninvolved and are generally penalized when class grades are assigned." Considering the aspect of gender in effectuating beneficial classroom participation, especially in the Indian context, it can be asserted that boys and girls are indeed treated differently. As a society, though educationally forward than it was 50 years ago, the mentality and perception of gender roles are the still early 1900s. However, it does not state that this sort of treatment is common but rampant. Girls receiving equal treatment as that of a boy is still not digestible to various sections of India, not just rural but also in urban areas where the boys in the family are preferred more to be on the receiving end of all things good, whereas girls are often viewed as burdens. Moreover, this is often reflected in boys' and girls' treatment in classrooms (Opie et al., 2019).

Even though the education ministry in the country is taking various efforts, gender concerns in education have been posing shifts in the school authorities' curriculum. National Council of Educational Research and Training (NCERT), the central and primary education authority in India, since 1975, has considered the notion of asserting gender concerns in the study materials to encourage the teachers and the students. According to the study conducted by Campbell and Bailey (1999), there are two sides to classroom effectiveness based on gender. One section asserts that both the female and male gender are well-achieving academically and do not perceive a need to examine the genderdisparities. That 'teachers are working harder than ever to implement programs and policies that work for both male and female students; girls are participating more and doing better in science, math, and sports than they were a decade ago; and the achievement of boys in math and science is also on the rise, as is their participation in sports.' However, the other section opposes this by asserting either both genders are making inadequate progress, or one gender is achieving at a lower rate than the other, stressing on the need to implement gender-specific methods in classrooms with the aim of achieving classroom effectiveness and student success (Aziz, Quraishi &Kazi, 2018).

2.4. Gender Differences Manifested in Teacher Communication

According to the study conducted by Akhmetov (2017), it is asserted that gender-communicative competence is necessary for effective education and classroom effectiveness. Consequently, there is already an existing preference of female teachers over male teachers simply because the female nature is termed to be more docile and understanding - however, these are all results of basic assumptions that have existed in society for an extended period. According to the study conducted by Mulla et al. (2012), male teachers tend to perceive male students more positively and have been shown to be educationally competent than female teachers. The male teachers were also reported to be stricter towards girls' traits. In opposition to that, the study conducted by Hopf and Hatzichristou (1999) stated that female teachers tend to be more understanding and accepting of the students' behavior, be it male or female.

Furthermore, the female teachers who were examined for the study had more interpersonal behavior and were able to positively assess the child, thereby creating a sense of safety that would excel well psychologically and academically. As per the study conducted by Kelly (1999), male teachers were less interactive or restricted their time of interaction with female students in classrooms, often resulting in creating a barrier between the two and thus not being able to achieve classroom effectiveness. The study also stressed that although there are differences in the methods adopted by male teachers and female teachers, a large portion of it is similar, almost diluting the fact that the gender of the teacher is not a relevant factor as it is made out to be.

3. CONCEPTUAL FRAMEWORK:

In the current study, the researcher attempts to gather an understanding of the attitude of both male and female students in a class that uses Information and Communication Technology (ICT) in the teaching-learning process. A relatively new concept, ICT has the potential to make positive shifts in an Indian classroom. The conceptual framework for this research will focus on revealing the connection between the two aspects of employee attitude and citizenship behavior and how these variables are applicable in creating a better structure for Indian classrooms. The research will be carried out in schools that use ICT and analyze how the use of the innovative method in the classroom is affecting the learning behavior and the students' overall behavior. The conceptual framework also uses the variable ICT to understand how it has impacted the behavior and the teaching measures used by both male and female teachers. Collectively, the study checks whether there exists a gender disparity in the use of ICT by the male and female teachers and whether the school authority should provide the basic and necessary ICT infrastructure in schools which can be equally used by male and female teachers.

4. FINDINGS AND DISCUSSION :

Upon exploring various papers that studied, explored, and assessed the elements such as classroom management components, it was found that the teachers and the students are equally responsible for creating classroom effectiveness. On exploring the aspect of gender and teaching methods, it was understood that the studies posed varying opinions with some researchers suggesting unanimity in the methods adopted by male and female teachers. In contrast, other studies opposed it by pointing out that male teachers are more open and accepting of male and female teachers accepting male and female students. The aspect of gender and classroom participation was explored, and it was found that the teaching methods adopted by educators play a significant role in promoting classroom participation. While male students chose to finish works on an immediate basis without spending and exploring much, female students were more focused on involving more factors into their works and performed well in social interactions. Moreover, on the aspect of gender differences manifested in teacher communication, it was found that although there are differences in the methods adopted by male teachers and female teachers, a large portion of it is similar, which was also met with some opposition.

5. CONCLUSION :

On gathering all the information from the varying literature, it can be ascertained that the gender differences in classroom styles depend on the teachers. With the teacher being the central figure in the classroom, he or she encourages and influences the students to act in a particular manner. Therefore, it can be gathered that educational institutions should focus on giving useful and beneficial training for teachers to manage classrooms and promote student participation. Also, gender-specific teaching methods should be avoided to promote togetherness in the class, which would automatically improve both male and female students' performance, as no one feels left out. Apart from these, new research that explores the effectiveness of ICT in schools in rural India should be carried out to understand how the cultural and social views of the rural population will receive the same treatment for both male and female students - considering the lack of recognizing females as equals to men.

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