



“Gender Identities and Gender Inclusive Education: Exploring the Perspective of Educators in Private Schools”

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ABSTRACT

The major focus of the study was to examine the teachers' conceptions, classroom dynamics, and role of peer support in teaching mixed genders in private primary education schools in sub-district Rawalpindi, Pakistan. We used qualitative approach to gather the perspective of Five teachers relating to gender dynamics, challenges in the classroom for bridging gender gap and promoting gender-responsive pedagogy. The study revealed that the teachers are lacking gender-awareness and gender-inclusive pedagogy. Furthermore, the gender conceptualization phenomenon is the interplay of parental, cultural, ideological and academic factors that must not be restricted to school. The study also concluded that male and female teachers are facing various challenges relating to seating arrangements, classroom management, managing indoor and outdoor sports for gender mainstreaming. We need a comprehensive gender policy framework for the school to implement inclusive gender-responsive pedagogy.

Introduction

Nature has intricately divided humanity into different genders and identities with unique characteristics and attributes. These gender variations, throughout history, have always been concerned with benefiting males, whereas only minute changes were made to satisfy the needs of minority populations i.e. females and transgender. The female population is almost equal to the male population, with 101 males to 100 females ratio (Laure Humbert & Hubert, 2021). Even though, most of the democratic world still fails to recognize the rights of females and transgender. The dominant ones have always been associated with provoking and committing violence towards the oppressed ones (Freire, n.d.). Furthermore, there are several types of acts of violence that females face, starting from domestic parity discrimination, social acceptance, cultural oppression and workplace harassment (Bondestam & Lundqvist, 2020). This issue might have originated from ancient times when the main role of a female was to be a homemaker, thus, they were suppressed and considered minor in their family, at societal, and national levels.

On a global stage, we can see a paradigm shift in gender parity; and several European countries have implemented gender-sensitive pedagogy in their curriculum. Sweden is among those countries that have almost eradicated gender biases from the education system (Bayne, 2009). Similarly, Norway is among those countries which have almost overcome the issue of gender parity in education. A study by Siddiq & Scherer (2019) has established that females are more skilled in ICT as compared to males. However, the above arguments were negated by the study of Meho, (2021) who claims that in higher education, most females adopted teaching practices as a profession but still their contribution to education is much less as compared to males. Men are considered to be more involved in scientific and academic

research. Laure Humbert & Hubert (2021) states that European countries have overcome gender disparity in the domain of knowledge where almost 27 percent of females are achieving higher education as compared to 26 percent of males (Cerna et al., 2021). Moreover, according to the UN (2004) report on holistic Transitional Justice cited by Kastner (2020) has acknowledged that women as being an oppressed gender in several aspects of life even today.

Despite excessive work, the current statistics show that developing world is still fighting a gender conflict (Erdol, 2019). Even though by adopting tool-kits, strategies, programs and a wide variety of grants given by the UN and UNICEF, no significant changes could be seen. Although formal education is playing its role, there is still a dire need to spread awareness through the informal education sector. Gender gap related to age, level of education, academic domain and recently emerged artificial intelligence digital environment are vibrant even today. Education-related gender gap diminished in the recently emerged digital era, where we can see results of international and national assessment tests where females are taking the lead over males in standardized testing and practices (Cerna et al., 2021). The use of technology in teaching might not be the same for all of the students. Boys and girls have different learning preferences and technology use. Teaching and learning with games have different aspects and outcomes related to different genders, as boys are more aggressive and want to compete in computer game-based learning with their fellows as compared to girls, who just want to play games for learning. Although different preferences are seen based on boys and girls there is no significant change is noted for both genders and problem-solving in game-based learning (Admiraal et al., 2014).

Pakistani Perspective

Pakistan's national gender literacy

percentage displays the huge gap between male and female literacy rates in Pakistan. Government of Pakistan Economic Survey (2021) reports that literacy rate for male is 71% whereas the female literacy rate is 49% . According to the International Monetary Fund (IMF), elimination of gender gap in Pakistan, can improve the country's GDP by 30% by creating and sustaining the enabling environment for women entrepreneurship and workforce participation. Improving working conditions for women and fostering women leadership can help to close the gender pay gap and support women participation in Pakistan's economic recovery (Yelvita, 2022). However, differential and biased treatment of females is a challenge in the way for national progress in Pakistan (Afzal et al., 2013). Gender disparity is a deep-rooted phenomenon in Pakistani society in the form of unequal distribution of resources and opportunities for females in all spheres of life including education, health and economic domains. According to the global gender gap index report (2022), Pakistan ranks 145/156 for economic participation and opportunity, 135/156 for educational attainment, 143/156 for health and survival, and 95/156 for political empowerment. The impact of keeping almost 48% of total population out of employment would create disastrous results for the country in the form of under development, poverty, ignorance, low socio-economic status, moral downfall and weak societal structures. The situation demands an urgent response to foster awareness and policy actions for gender parity and gender main streaming (Shaukat, Siddiquah, & Pell, 2014).

Despite several confirmations and commitments, globally Pakistan has been at the bottom four countries on gender development indices for the last many years. This might be one of the major hindrances in a country's economic and social development (Ali, 2015). Gender consciousness helps us to identify the

structural inequalities and discrimination that are often experienced based on one's gender. It makes us able to recognize and challenge gender norms, stereotypes, and expectations that spread inequality and limit opportunities for females. By raising awareness about these issues, we can work towards removing harmful societal norms and promoting gender harmony in various spheres of life. A human rights framework can support teachers and schools to raise awareness and dismantle harmful gender practices and stereotypes, so that girls and women, along with boys and men, can bring forth their needs and desires, as well as their creative ideas and brilliance to address the social and environmental issues of our time (Dowd et al., 2018).

Purpose Statement

The major purpose of this exploratory study is to find out the prevalence of gender discrimination in the private sector primary school in Rawalpindi regarding classroom environment, use of language and teaching strategies for promoting inclusivity and addressing gender-based inequalities in education institutions. The findings will provide insight to teacher educators, Early Childhood Care and Education and primary school teachers to improve the situation of gender gaps in Pakistani society by giving more insight to gender-responsive education which refers to an educational approach that takes into account the unique needs and experiences of all genders.

Following are the research questions of the study:

1. How do teachers perceive the concept of gender mainstreaming in running classroom activities?
2. What challenges do female teachers face while teaching the opposite gender in a coeducational setting?
3. How do female teachers collaborate and support each other in overcoming gender-specific

challenges in coeducational settings?

Literature Review

Gender refers to socially constructed roles and responsibilities of women and men in a society. The difference in roles and responsibilities among women and men stems from their families, societies and their culture. Gender awareness recognizes the complexities of gender as a social construct. It moves beyond the traditional perception of gender as male and female, rather it accepts the diversity of gender identities (Pervez & Iraqi, 2018). The beginning of the 21st century witnessed a plethora of new thinking paradigm in gender studies across the globe. The modern conceptualisations of gender equality have been significantly rephrased to take into account new social agendas around multiculturalism and diversity whereas new concept of citizenship and nationhood needs a reconsideration of women position and her status in modern society (Benhabib 2002; Yuval Davis 2001).

Gender-based education refers to the practice of tailoring educational approaches, curriculum, and learning environments according to the specific needs and characteristics of boys and girls. This approach recognizes that gender plays a role in shaping individual learning styles, abilities, and interests. Fennell and Arnot (2007) identified that one of the most important catalysts for establishing gender education and development as a new scholarly arena is the increased involvement of international organizations in gender education policy making. This tendency began in the 1990s and was considerably enhanced by the approval of the Millennium Development Goals (MDGs) in 2000. Such goals focused on the need to ensure development across the globe and established the legitimacy of talking about gender equality in relation to education.

At local, national and global levels, gender equality in education remains a priority area for governments, civil society and multilateral organizations across the globe. The United Nation's Sustainable Development Goals, 2020-2030 demands achieving quality education-goal 4 and gender equality-goal 5 by 2030. The G7 Foreign Ministers have made fresh commitments to supporting gender equality and girls' education, which build on those they made in 2018 and 2019. Yet fulfilling these agendas and promises not only depends on stimulating sufficient support and resourcing but also on developing sufficient means of measuring and evaluating progress (Chisamya et al., 2012)

International efforts to get all children into primary schools have yielded a significant decrease in percentage of out-of-school children, and in particular a decrease in the global gender gap in out-of-school children; nevertheless, more than 50% of out of school children are still girls (Unterhalter, 2010). Gender equality is a fundamental aspect of gender-based education. Botha and Mokone (2021) highlighted the importance of gender equality in education and its potential to empower individuals and promote social justice. However, the study did not provide specific findings or empirical evidence related to the impact of gender-based education on gender equality.

Pakistani Perspective of Gender Differences

Women constitute 48.4 percent of Pakistan's population, as a UN member state, Pakistan stands among one of the first countries to formally endorse the 2030 Agenda, through a unanimous parliamentary resolution. The 2030 Agenda, known as SDGs, recognizes the importance of empowering women; goal 5 aimed to "Achieve gender equality and empower all women and girls". The targets for this goal aspire to end all forms of discrimination, eliminate violence against

women and girls in all its manifestations, ensure health and reproductive rights, ensure political, social and economic participation of women. Targets 5.4, 5a and 5b are of particular importance for enabling women's economic empowerment as they relate to acknowledging the value of unpaid care work and domestic work, encourage women's access to land and physical assets and information and communication technology (Initiatives et al., n.d.). According to National Gender Policy Framework (2022), Pakistan's International commitments to gender equality and women's human right include; The Universal Declaration of Human Rights (1949), Beijing Platform for Action(1996), ILO Convention(1951) and Convention on the Elimination of all forms of Discrimination Against Women(1979). Despite these endorsements and commitments, globally Pakistan has been at the bottom four countries on gender development indices for over quite a few years. The Planning Commission undertook an intensive nation-wide multi-channel consultative exercise with ministries, provincial departments, subject experts, development partners, academicians, researchers, practitioners and youth representatives to set national gender policy framework agenda identifying focused, evidence-informed high impact strategic priorities for accelerating progress on gender mainstreaming and improving the consistently low ranking on gender indices.

For women education, Wilson (2003) presented threefold characterization of rights in education: Rights to education (Equality), Rights within education (Justice), Rights through education (Empowerment). According to this framework achieving gender parity (equal numbers of boys and girls) in school is only one step towards gender equality in and through education. Moreover, parity is a quantitative concept and equality is a

qualitative one. Women rights protection and achieving gender equality demands more than numerical equilibrium; it needs to focus on conceptual equilibrium, and a conscientious effort to readdress inequality. An exclusive focus on numeric agenda manifests apparent progress and hide real patterns of discrimination and disadvantage. In education, while increasing parity in enrolment is important, but that is not enough. Addressing the right to education, without addressing rights in education and through education may mean compelling attendance in education that may be of limited use and relevance to increasing equality between the sexes.

Multiple theories explain the formation of gender schema, Sandra Bem, a psychologist (1981) presented gender schema theory and asserted that children learn about male and female roles from the culture in which they live. It is a cognitively based theory that uses an information processing approach to explain how gender development occurs. The basis of this model is the cognitive representation called a schema. A schema is an organising structure that helps to simplify and categorize new information. There are two types of gender-related schema, the first is a general 'superordinate' schema that helps children categorize objects, characteristics, and traits into basic male and female categories. The second is a narrower version of schema, called the 'own-sex' schema, that children use to identify and learn in-depth information consistent with their own sex. These two schema types allow children to process information about events, objects, attitudes, behaviors, and roles, and in turn, categorize these aspects in terms of masculine or feminine (Martin and Halverson 1981; Liben and Bigler, 2002). Children adjust their behavior to align with the gender norms of their culture from the earliest stages of social development, which becomes

increasingly complex as children grow up (Bem, 1981). They actively play a role in their gender identity, starting at age two or three, develop gender schema, then use this information to interpret the world and make sense of their experiences.

Kohlberg's theory (1966) is an example of a cognitive developmental approach which emphasizes the role of thinking or cognition in the development of gender. The basic principle of Kohlberg theory is that a child's understanding of gender develops with age (due to maturation). Kohlberg identified three stages in gender development: gender identity; gender stability; and gender constancy. It suggests that children's gender development is influenced by their social interaction and experiences. Children learn about gender through reinforcement, observation and modeling. A child's thinking is the basis of gender role as Kohlberg's theory stated however Martin and Halverson believe gender identity occurs around two or three years of age. The gender schema theory suggests that children actively seek out information about appropriate behaviour for their own group (Martin & Halverson, 1991).

Role of Schools in Gender Mainstreaming

Gender responsive schools play a critical role in lifting up every child's right to safety, dignity and education, regardless of gender. A human rights framework can support teachers and schools to raise awareness and dismantle harmful gender practices and stereotypes, so that girls and women, along with boys and men, can bring forth their needs and desires, as well as their creative ideas and brilliance to address the social and environmental issues of our time (Dowd et al., 2018). Gender responsive pedagogy is an educational approach that recognizes and addresses the unique needs and experiences of boys and girls in the teaching and learning process. It aims to

create an inclusive learning environment where all children, regardless of their gender, feel valued, supported, and engaged. This pedagogy takes into account the social construction of gender and how it affects children's educational experiences

A Gender Responsive Teacher encourage equal participation and involvement in class activities. ensures equal distribution of leadership roles and position, has no gender preference in any subject or activities within the school or classroom. Teaching methods and learning materials that takes into account the specific learning needs of transgender, female and male students. Concerned with what is taught, how teaching take place and how it is learned.

Methodology

The major focus of the study was to examine teachers' perceptions about gender mainstreaming, challenges of teaching the opposite gender and support practices provided by school management. Qualitative data in the form of interviews was analyzed to answer the research questions. Interviews provide in depth insights of the individual's perception based on cultural grounds (Parry, 2002). This analysis of practices adopted by teachers in schools helped researchers to explore the teacher's stance on gender issue and in-depth understandings of their experiences related to gender inclusive practices in school.

The construction of interview protocol on gender inclusive practices for teachers was based on the extensive literature review on the gender-inclusive pedagogical practices. The piloting of an interview carried out on two teachers who are expert in gender teaching and learning. The major components of the interview protocol were the following: perception and understanding about teaching opposite genders, challenges (physical, psychological and social) faced during teaching with mixed gender classes, strategies and techniques employed to deal

with mixed genders, support provided by the peers, senior teachers and school administration in addressing gender-sensitive issues.

The purposive sampling technique was used to select four participants of the study for these interviews. They were those who had been teaching in co-education at the primary level for three or more years. The majority of the teachers working in primary schools are female, therefore, three female and only one male teacher participated in the study. The first respondent with the pseudo name 'A' was a female teacher, 27 years of age, having master's degree in English. She has been teaching English to primary classes for seven years. The second respondent with the pseudo name 'B' was also a female teacher, 34 years of age, having a master's degree in Urdu. She has been teaching Urdu to primary classes for five years. The third respondent with the pseudo name 'C' was a male teacher, 26 years of age, having a master's degree in computer science. He has been teaching computer science to primary classes for three years. The fourth respondent with the pseudo name 'D' was a female teacher of 28 years of age, having a master's degree in chemistry. She has been teaching Sciences to primary classes for five years. Tabular description is as under:

S. No	Pseudo Name	Gender	Age	Qualification (last)	Teaching Experience (Years)	Teaching subject
1	A	Female	27	Masters	7	English
2	B	Female	34	Masters	5	Urdu
3	C	Male	26	Masters	3	Computer Science
4	D	Female	28	Masters	5	Science

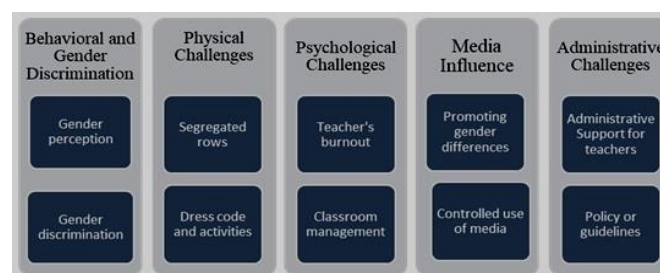
Table 1 Demographic details

We obtained permission from the Army Public Schools & Colleges (APSACS) secretariat to carry out research. We briefed the participants about the research questions of the study and ensured them that their responses would be only used for research purposes. Their views would not be shared by their names or with the

nomenclature of the institution. All the respondents gave their consent to record the interviews.

The qualitative analysis of the interview data was done through thematic analysis (Theodoridis & Kraemer, n.d.). The data were recorded, transcribed, refined and peer checked for ensuring credibility. The verbatim records of all four interviews were further analyzed for the line coding. The colour codes were developed based on the focused themes that emerged from line coding (Agency et al., 2006). Focused themes were grouped, and the main themes of the data emerged. Based on those main themes, a thematic analysis of all parts of the interviews was done. Major themes are as under:

MAJOR THEMES AND SUB-THEMES



Findings and Discussion

School has a special place in the formation of students' values, perceptions about gender and gender stereotypes along with other cultural and societal factors. Teacher is the major agent of inculcating, grooming and practising of different traits in the personality of the child that has long lasting effects throughout life. The question arises, for this significant job, whether they join teaching profession by choice or by chance. The study revealed that the majority of the teachers working in private primary schools join teaching profession on parents' recommendations and by chance (when they do not get place in other departments). Consequently, they are lacking clarity of goals for their professional accomplishments. This may lead to under performance, lacking in profound commitment, missing learning

opportunities about studying the multidimensional problems of children and provide intimate support for effective learning. The findings are aligned with Kotherja (2013); Mahler, Großschedl and Harm (2018) who believe that motivated and goal-oriented teachers are more effective and productive in their profession commitment and enthusiastic in their performance.

Understanding of teachers regarding gender and gender-based education and gender equality are also confusing, lacking clarity and they are aligning it with co-education. This has depicted quite a narrow version of the concept which in reality has very diverse dimensions. They are also in favour of co-education that they consider useful for building confidence. As already determined by Abrahams and Sommerkorn (1995), co-education can be taken as an essential condition for gender equality, but it is not a sufficient condition to ensure, attain and achieve gender equality. Narwana and Rathee (2017) argued that provision of co-education schools only, cannot impact gender dynamics as school being a social unit is heavily influenced by its sociocultural norms. Schools are the change agents in society and gender disparities can be increased or minimized in schools (Morawski, 2014). Teachers and classmates are disseminators of learning about students' gender differences, attitudes, and behaviours. Therefore, the clarity of the phenomenon in its diverse form is utmost important for teachers in school settings. Blur or narrow level of understanding about gender awareness can worsen the situation instead of bridging the gender gap through the medium of education.

Teachers also viewed that gender stereotypes and discrimination between boys and girls are nurtured at home instead of schools. They also suggested greater connection between schools and parents

for addressing this gender discrimination problem that has been gradually increasing. The findings are aligned with prevailing structural gender discrimination in Pakistan, as observed during this study that there are numerous separate schools for girls and boys in the public and private sector.

Segregated seating and dress codes

When participants were asked about their preferences related to seating arrangements in the mixed gender classroom. Information provided by the participants revealed that most of them do not follow any set rules for seating of mixed genders. According to the study of Narang (2014), most of the teachers do not consider seating as a discriminating criterion. Their choice of seating is mostly because of the classroom management perspective and working conditions of the classroom. Setiawan (2012) also viewed that seating order reflects key categorization factors at school, including gender, academic ability and working habits of children. The reason may be either they are unaware of the inclusive classroom approach, or they do not consider it important. According to DiFonzo & Bordia (1998), unintentional practices give rise to hidden curricula that cultivate gender discrimination in boys and girls. Furthermore, the theme also investigated an alternative strategy of mixed seating for both genders, demonstrating that a disciplined class atmosphere may be maintained in such circumstances. However, difficulties occur, as illustrated by the requirement for punishment because of boys' unwillingness to sit with girls.

Separate dress codes are judged unimportant at the primary level according to the views of participants. However, Yoon (2014) viewed that the implementation of distinct clothing regulations may unintentionally contribute to the early phases of gender discrimination. Despite these reservations,

almost 100% of participants in our study believed that implementing a different dress code does not have any effect on gender, it showed their lack of clarity on gender equality and ensuring GIE in their classes.

Gender preference in play and studies

Activities at school play a remarkable role in the overall academic achievements of the children. In an educational environment, the goal is to investigate gender stereotypes and behavioral attitudes in mixed-gender activities. Teachers' responses to mixed-gender preferences in classroom activities and games should be inclusive, allowing for various interactive learning experiences. These activities not only play their role in academic achievements but also improve social behavioral perspectives (Singh, 2017; Roslan & Abdul Hamid, 2020). Girls are considered more sensitive and at ease of playing with other girls, whereas boys are stereotyped as powerful and tough (Uzair-ul-Hassan et al., 2023). The acceptance of mixed activities is accompanied by the fact that they will be easier to manage. Boys' excitement for co-curricular activities is recognised positively, but girls are viewed as less bothered about such activities while being serious about their schoolwork. This subject emphasizes the prevalence of gender-related attitudes, which might impact interactions and activities in the educational setting.

Management of gender-inclusive classrooms

Managing mixed genders in the classroom entails developing an inclusive and fair learning environment that meets the individual requirements of all students, regardless of gender. Classroom management is the core issue in teaching and learning processes. Teachers' perspectives differ in ideas of managing mixed-gender classes. The focus is centred on the dynamics of classroom management and the power of instructors. Almost 80% of the teachers include judgement of student behaviour, with boys viewed as

bold and difficult to manage, while girls are perceived as more manageable. Teachers play an important role in inculcating respect and understanding among different genders (Schuelka, 2012). Teacher is the role model for students in disproving gender stereotypes. The value of well-prepared lectures and particular attention to students is emphasized in well-managed classrooms. This theme also covered disciplinary issues, emphasizing the importance of the teacher's behaviour in class control.

This theme covers the psychological perspectives and experiences of educating students of the opposite gender. Moreover, teachers optimistically viewed this context and said that it contributed to enhancing their experiences in gender perspectives. While no considerable psychological stress is noted, specific obstacles and disparities encountered while dealing with boys are highlighted. The theme also explored the stress and challenges related to noise-related difficulties in classroom management. Furthermore, all the respondents pointed out that there is a preconception that boys are more difficult to handle than girls. The aggressive and energetic behaviour of boys is also stereotyped by the respondent teachers.

The interviewees anxiously discussed the burnout practices involved in teaching mixed-gender classes. Two basic concepts highlighted by most of the respondents are the determination for the job and the importance of experience, both contribute favourably. The importance of emotional intelligence (EI) and job satisfaction at the primary level is undeniable and both are positively correlated (Singh & Kumar, 2016). These findings revealed that class involvement, questioning frequency, and the number of consecutive classes affect teacher's fatigue. Teachers also reported specifically that they feel burnout when interacting with the opposing gender.

Media's influence on the gender

Technology and media are indispensable for education in the 21st century.

Analyzing the importance of media, researchers specifically asked teachers about its role in inclusive education. Respondents' views are aligned with the study of (Cerna et al., 2021) which state that "living in the 21st century, we cannot deny the media's role in shaping our educational realm". Participants viewed that integration of technology in education is unavoidable for both genders and integration of Artificial Intelligence (AI) has diverse experiences for both teachers and students (Tyson et al., 2021). However, there are certain issues related to ethical boundaries, that have a devastating impact on education and society in using AI (Baidoo-Anu & Owusu Ansah, 2023); and uncontrolled use of media negatively influences on growing children and gender parity. All participants draw attention to the critical role of parents in media monitoring. Moreover, they stressed the importance of the family's attitude in shaping a child's behaviour towards his/her peers and parents' negligence or busy schedules also contribute to child stereotyping.

Globally, there are practices of development of guidelines to be followed by educational institutes for gender-inclusive education. The school administration has a key role in shaping inclusive practices in teaching learning process. Unfortunately, in underdeveloped countries like Pakistan, specific gender education policies and frameworks do not exist. It is accepted by all the teachers that there is no clear policy guidelines at the primary level for dealing with gender issues. All of the participants emphasized the need for an organizational support to address gender related challenges instead of going on accountability modes. The teacher needs to create inclusive and supportive classroom environments where all students feel safe, respected, and valued, regardless of their gender identity. This involves incorporating inclusive teaching practices, using gender-inclusive language, and addressing issues of gender

identity and diversity in the curriculum. As an inclusive education, these theories highlight the importance of creating a safe, supportive, and inclusive environment for individuals of all gender identities.

Conclusions

The global dynamics are moving towards the gender-responsive pedagogical in education. This study concludes that teachers perceive gender in schools as a multifaceted issue shaped by the parental, cultural and academic factors. Moreover, teachers lack clarity between gender equality and co-education. Societal norms and cultural values impact school environment, making teachers key influencers in shaping students' perceptions of gender. They suggested that gender stereotypes and discrimination are rooted in homes rather than schools, prompting a call for increased collaboration between schools and parents to address these issues.

The study also concluded that male and female teachers face various challenges while teaching mixed gender classroom that include unintentional seating arrangements that may lead to gender discrimination and reluctance of boys to sit with girls. Dress code relevance, selection of subjects and games is debated with concerns about potential contributions to early gender discrimination. Managing mixed-gender classrooms involve varied perspectives on student behaviour, with boys viewed as bold and challenging, while girls are seen as more manageable. Teachers' burnout is significant; however, it can be managed with use of determination, experience, and interacting with the opposite gender. The study concluded that awareness and support for gender-inclusive policies is also missing. The crucial role of administrative support, particularly from section heads for addressing gender related issues in the classroom are required to be addressed as policy measure. Emphasizing the importance of inclusive teaching practices, gender-inclusive language, and curriculum

diversity to create a safe and supportive environment is suggested to be the top most priority.

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