

Gender Responsive Pedagogy Awareness and Practices: A Case Study of a Higher Secondary School under Thimphu Thromde, Bhutan

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Abstract

The discussion on gender in education is not new in Bhutan. The policies, program and political will for years aimed to achieve gender equality. Despite numerous program, strategies and policies in various forms, there is less studies done to examine its effectiveness. The main aim of this study was to find out how teachers are aware and adopt gender responsive pedagogy in their day to day teaching learning process. This study was carried out in one higher secondary school under Thimphu Thromde with mixed method by adopting non-probability convenient sampling techniques. Data was collected through test, observation and face to face interview with teachers. SPSS version 22 was used to analyze test score via mean, standard deviation and one sample t-test. The findings revealed that teachers do not know much on gender and gender responsive pedagogy. There was also less attention paid to language use, class room set up, classroom interactions and use of text books. This study recommended the Royal University of Bhutan, Ministry of Education, Royal Education Council and school to conduct professional development, training and sensitize all education stakeholders on gender responsive school and pedagogy. The Ministry of Education and schools should carry out capacity development for teachers and education officials to enable them to adopt gender responsive skills in their day to day teaching learning process and to promote positive mind set on gender equity with a bottom up approach.

1. INTRODUCTION

The gender concept is widely used by scholars, politicians, civil servant, financial institutions, private sector, civil society organizations, teachers and citizens. Gender responsive pedagogy is specifically important for teachers to create a gender responsive academic environment. Many times, teachers and students are not aware of gender specific needs of both boys and girls. Knowingly or unknowingly, discriminatory practices against girls take place in classroom (Mlama et.al, 2005). For example, most of the teaching learning materials used in the classroom contain gender stereotypes and gender blindness. Similarly, literature also reveals that many school management fail to address gender constrains such as separate restroom for boys and girls. The Royal Education Council (2011) found that there is immediate attention needed in Bhutan on providing infrastructure such as toilet, water and better security for girls among others. Education is the key instrument to promote gender equality and enhance equitable growth (Abraha, Dagneu & Seifu, 2019).

South Asia is the second lowest scoring region on 2017 Global Gender Index (behind Sub-Saharan Africa and ahead of the North Africa and Middle East). It was projected that South Asia will take another 62 years to close its gender gap (UNICEF, 2017). Bhutan has made significant progress in gender gaps in health, education, labour force and decision making (GNHC, 2019). However, gender inequalities are found in sex ratio, labour force, classroom teaching, learning outcomes and economic situation. According to NSB (2017), the sex ratio of the population was 110, which indicates that there are 110 males for every 100 females. Asia had the highest proportion of males in the world. A higher sex ratio implies the existence of gender biases against women (Ministry of Education, 2013). While in Bhutan the girls' enrollment has increased rapidly in higher secondary schools, there is still a gap to enhance quality learning outcome for girls and to promote female participation in civil service, politics and financial institutions. Bhutan significantly lags behind Organization for Economic Co-operation and Development (OECD) countries with average solution rates: 45.34% in Reading literacy, 38.84% in Mathematics literacy and 45.10% in scientific literacy. Boys outperformed girls in mathematics and girls outperformed boys in reading (BCSEA, 2019). The girls' enrollment in STEM subjects is low compared to male (GNHC, 2019). In academic, girls were lagging behind than the boys (Paudel, n.d). The Ministry of Education (2014) in the Bhutan Education Blueprint 2014-2024: Rethinking Education highlighted an immediate need to focus on gender equity. Girls enrollment in the higher education has improved from 35 % to 46 % in 2018 from 2005 with gender parity at 0.85 (GNHC, 2019).

Regarding economic situation of the country, the labour force participation rate is significantly higher for male than female at 73.1 percent for male and 52.2 percent for females. The female youth unemployment rate is higher than male youth at 13.2 percent for male and 11.2 percent for female (NSB, 2017). Similarly, female representation at decision making, policy formulation is lower than male in parliament and local government with 15.27 percent and 11.6 percent. There are 11.2 percent female at executive level in the civil service under Royal Civil Service Commission of Bhutan (GNHC, 2019).

According to NCWC (2017) one of the main barriers of gender equality and women empowerment is gender based violence against women. The tolerance rate of violence against women was 53.4 percent. Without focusing on the development of 21st century skills for girls, it will still remain a development challenges for girls' participation in formal sector (Ministry of Education, 2014). In continuation with Millennium Development Goal, gender is the 5th Sustainable Development Goal adopted by world leaders in 2015. The development efforts need to be given high priority to achieve goal 5 gender equality by 2030. In 1989, the world leader signed the Convention on the Right of Children after discovering that Human Rights do not protect children completely. Bhutan was the first country to recognized and agree to Convention on the Right of Children. The Convention on the Right of Children protect rights of children by setting standards in education, legal, health, civil and social services (UNICEF, 2006). The constitution of the Kingdom of Bhutan (RGoB, 2008) states that the duty of the state is to take appropriate measures to ensure the children are well protected against discrimination, abuse, violence and exploitation. Thus, gender responsive pedagogy is a major concept that education sector of a country has to give high priority to address gender equality (Paudel, n.d). Gender discrimination begins early in the school. It is important for teachers to know and aware about it who educate on the rights of students and address gender discrimination in the school.

Many studies show that the classroom teachings are gender biased and gender stereotypes. Quality education cannot be achieved without addressing gender dimension inside and outside the classroom setting (Paudel, n.d). Although teachers apply teaching methodology or strategy in the classroom however they do not give equal opportunities for boys and girls to participate in teaching learning process (Mlama et.al, 2005). In other words, teaching pedagogies do not provide equal needs of students especially girls and disadvantage boys.

So far, no study has been carried out on gender responsive pedagogy in the school. There is also less attention and focus on the gender responsive pedagogy initiatives in Bhutan. In many schools, teachers were not aware of gender sensitive teaching practice, gender responsive pedagogy and do not address gender inequality in their teaching practices (Kahamba, Massawe & Kara, 2017). Education is seen as a way to achieve global equality between men and women. The adaptation of gender responsiveness teaching practice or pedagogy in higher secondary school will correct gender bias in teaching learning process and promote gender friendly school. With the understanding of gender responsive pedagogy, teachers can provide equal support for both boys and girls and address gender bias in teaching learning process in a male dominated teaching learning environment (Kahamba et. al, 2017). According to Paudel (n.d), there is direct relationship between gender responsive pedagogy and quality of teaching learning. World Bank (2012) found out that, the most efficient way to address poverty and to increase economic growth and social development of entire society is through educating girls.

UNESCO's (1999) study on country like Nepal, India, Indonesia, Leo and Thailand shows that it is very important to sensitize both men and women on 'gender issues' and work collectively towards 'gender aware culture'. This study is important in many ways. If teachers are made aware with gender responsive pedagogy, it would be of good use to brush up their knowledge and pay better attention to gender in teaching and everyday exchanges in the classroom become easier. The finding from this study might help us know how teachers are aware about gender responsive school and gender responsive pedagogy. The Ministry of Education can keep track and come up with appropriate measure and research based policy decision to achieve gender equality outlined in the Bhutan Education Blueprint 2014-2024: Rethinking Education (Ministry of Education, 2014). The study might also provide a platform for promoting gender friendly school, classroom, teaching instruction and understand the significance of gender responsive school and pedagogy as holistic development of both gender- boys and girls. The failure of anti-poverty programs is due to women's issues at all stages of development (UNESCO, 2004).

1.1.Objectives of the Study

This study attempt to create awareness among teachers on gender responsive pedagogy and apply gender responsive pedagogy in teaching learning process. Gender awareness does not happen automatically. There are often many girls and women at a greater disadvantage compared to boys and men. Gender responsive pedagogy can be included in teaching from Pre-Primary school to university. When gender stereotypes are replaced by gender awareness, gender equality is possible (The Global Partnership for Education, 2017). There were three objectives for this study:

1. assess the level of awareness of gender responsive pedagogy among the higher secondary school teachers.
2. examine the existing practices of gender responsive pedagogy in teaching learning process in higher secondary school.
3. create positive societal mindset and practices to promote gender equality in the higher secondary school.

2. LITERATURE REVIEW

To be able to use gender responsive pedagogy, it is important to understand what gender, gender responsive school and gender responsive pedagogy are. Gender is a broad concept that every teacher needs to understand (Paudel, n.d). Gender roles are different from sex roles. According to Mlama et.al, (2005) gender means socially determined role and relations between male and females. According to UNESCO (2005) "gender refers to the roles and responsibilities of men and women that are created in our families, our societies and

our cultures” (p.4). The classification between male and female are based on societal norms and values. Thus, gender roles are created by a society and passed down from generation to generation (UNESCO, 2005). Sex roles are natural, biological and god given which are universal and determined at birth. The men make women pregnant. The women give birth and feed children. Society assigns different tasks or responsibility to male and female based on the societal norms and values. For instance, decision making is made by male and cooking is done by female. Since gender is a socially determined role, anything associated with gender can be changed to achieve equality and equity for both men and women (UNESCO, 2005).

A gender responsive learning school and environment is one in which the academic, social and physical environment and its surrounding community take into account the specific needs of both boys and girls. Teaching methodologies, teaching learning materials, classroom management and interaction should be gender responsive. The school building, toilet, health room, class sitting, furniture should be gender friendly (Lan, 2010). There is a need for school management to plan and look for sanitation, playground and seating infrastructure for both boys and girls in the school. The class teacher should plan sitting arrangement that have equal opportunities for both boys and girls for class participation and interaction with other students and teachers (Kahamba et. al, 2017). An overcrowded classroom cannot address child-centered learning and conductive learning. The traditional seating arrangement of students with table arranged in neat row facing teachers will not encourage student-centered learning environment and active participation particularly of girls. Tall chair or table in school can also bar girls’ participation in teaching-learning process. The gender responsive school also brings all school managers, teachers, parents, community leaders, boys and girls together and make all aware and practice gender equality. Both boys and girls are empowered, practice gender equality and promote democratic and human right of both boys and girls in the school (Mlama et.al, 2005).

Pedagogy is broad that include what is going to be taught, what is taught, how teaching will take place and how it is taught and what is taught is learned inside and outside classroom. Lesson planning, teaching instruction, classroom management, performance evaluation and assessment are all incorporated in the gender responsive pedagogy (Mlama et.al, 2005). While planning a lesson, teacher should identify key element of gender stereotypes to promote gender balance (FAWE, 2006). Teacher should apply different pedagogy and methodologies such as group discussion, role play, case study, study tour and concept mapping. Seng, Parsons, Hinson and Sardo-Brown (2003, p. 191) argue that, “there has been debate about the needs to address learning style differences in students as well. Students may vary in several ways according to their learning preferences. Learning style is a broad category and students may differ in their cognitive processing preferences, their physiological styles, and their psychological/ affective styles. We know that ‘as we learn so do we teach’; therefore, it is a good idea for teachers to have a sense of their own learning styles before we attempt to address variances in our students”. Teacher should encourage students’ participation or provide equal opportunities for both boys and girls. Do not side line less assertive both boys and girls in gender responsive pedagogy. However, none of these pedagogy and methodology adopted by teachers address gender responsiveness and take account of gender specific needs of boys and girls in the classroom (Komba, 2011). Teacher demonstrate different attitude and expectation between boys and girls in the school. Many a times teachers are found not aware of the discrimination on the basis of gender (Abraha et al. 2019).

Gender responsive lesson planning incorporate teaching learning materials, teaching methodologies, learning activities, classroom set up and interaction, management of other gender constraints to learning inside the classroom, and feedback and assessment to ensure equal participation and interaction of both boys and girls (Mlama et al. 2005). Textbooks and learning materials plays an important role in shaping attitudes, values and social skills to achieve gender equality. Teacher uses teaching learning materials from the text books that

depict stereotypes that only one gender performing certain types of activities such as driving for man, household chores for women. Too often the textbooks also show girls or women being passive, weak and submissive. While men are portrayed as assertive, powerful, intelligent and as leader. It is crucial for teachers to review and adopt lesson plan and teaching learning materials free of gender stereotypes (Mlama et al. 2005). Stereotype used in the textbooks and teaching learning materials may determine how boys and girls choose their subject and ultimately their careers (UNESCO, 2009; UNESCO, 2004). Teachers need to develop their own gender responsive teaching learning materials. Gender responsive school environment and gender responsive pedagogy are needed to give equal opportunity for both boys and girls and to motivate them actively in teaching-learning process. Teacher needs to ensure that both boys and girls have equal chance of using resources, equipment and activities. Through equal involvement and participation of boys and girls it will ensure equal access to teaching-learning in the classroom (Kahamba et. al, 2017). Teacher should become aware to treat all students-both boys and girls fairly (Ministry of Education, 2014). However, the classroom arrangement was traditional- student table are line up in line in rows and column facing subject teacher and green board. As a result, both boys and girls do not receive fair attention during the teaching-learning process.

The use of language is very important in gender responsive pedagogy and socialize students for teaching learning process. When teacher constantly uses abusive, harsh, and threatening language the communication line between teachers and students become thin. Language reinforces gender differences and inequalities and determine the status of boys and girls. Teacher should use assertive language and reinforce gender differences (UNESCO, 2015). Inappropriate language use can transmit negative message and inhibit learning. Mlama et al. (2005, p. 14) argue that “A boy or girl whose teacher constantly tells them “you are stupid”, may actually come to believe this to be true, with potential for a negative impact on academic performance”. Thus, it is very important for teachers to enhance students’ performance by using encouraging, and inclusive language in the classroom.

There is low commitment for teacher to prepare gender based lesson plan and instructional materials. This could affect effort made by government in promoting gender equality. Shortage of gender fair teaching learning materials are notable problem to facilitate gender responsive pedagogy. There is immediate need to create awareness on teachers how to treat boys and girls fairly in instructional hours (Abraha et al.2019). The school management should ensure that both boys and girls are in leadership positions, activities, programs, project and discussion (Kahamba et. al, 2017). During co-curricular activities, both boys and girls should be offered equal opportunities regardless of gender and nature of games (Banks & Banks, 2005). The basic concept of gender is important approach in school for girls and women development especially in empowering girls and women and transform equal power and work relations between men and women. In school, girls face various types of discrimination, bullying, abuse and sexual harassment (Paudel, n.d). Good teachers can close the gap between poor and good quality education by maximizing the benefits of learning in every classroom for every child (UNESCO, 2014).

2.1. Research Questions

Based on the objective and literature review the study seeks to answer the following questions:

1. How and to what extent teachers understand gender responsive pedagogy in higher secondary school?
2. To what extent do teachers in higher secondary school practice gender responsive pedagogy in teaching-learning process?

3. To what extent are the teaching learning materials, including textbooks gender sensitive?

3. METHODOLOGY

Research methodology of this study was mixed method study. The study adopted a cross section survey research design. The participants were selected through non-probability convenient sampling techniques. The data was collected through test, classroom observation and face to face interview with teachers.

This study was carried out in one higher secondary school under Thimphu Thromde, Bhutan. There were 74 regular teachers (21 male and 53 females, 6 contract teaches (5 male and 1 female), 1 male substitute teacher, 8 student teachers (4 male and 4 female), 9 non-teaching staff (4 male and 5 female) and 6 supporting staff (63 male and 3 female). The school is a co-educational day school with an enrolment of 1813 students (850 boys and 863 girls) ranging from classes PP to XII. The school offers science, commerce and arts stream. The school management and teachers are striving for academic excellence although the outcome of class XII board examinations was not encouraging and satisfactory despite collective commitment, hard work and efforts initiated by the school.

3.1. Test

In doing so, 50 teachers (18 male and 32 female) out of 74 teachers willingly participated in the test to determine their knowledge and practices on gender responsive pedagogy in the school. There were ten multiple choice questions on gender and gender responsive pedagogy. For each question, there are four alternatives: A, B, C and D. Participants chose the correct alternative and circle it. The total marks were 10 and test score of teachers were converted to 100 for easy tabulation. The objective for designing multiple choice question was to determine the understanding and knowledge of teachers on gender and gender responsive school and gender responsive pedagogy.

3.2. Observation

Observation plays a central role in practice teaching. Based on the random selection, the researcher observed one section and lesson each from class IX, X, XI and XII, with the objective to examine whether teaching learning are gender responsive. The observation was done only once due to limited time and resource. In addition to observation of teaching learning, the researcher went through lesson planning to examine whether teaching instruction, teaching learning materials, language use in the classroom, classroom set ups and interaction are gender responsive. The researcher reviewed and analyzed the Introductory Economics: A Course Book for Class IX (Revised Edition 2012), and Introductory Economics: A Course Book for Class X (Revised Edition 2013) to assess gender stereotypes in them.

3.3. Interview

Like observation, a random selection was done. Eight teachers (4 male and 4 female) agreed and participated in the face to face semi-structured interview. The semi-structured interview explores existing practices and gender responsive pedagogy and provide platform for teachers to explain what they feel on gender responsive pedagogy more explicitly. A questionnaire and check list was used during the interview.

4. DATA ANALYSIS

The study approval was obtained from the school principal. The researcher briefed the overall objectives of the study to the teacher participants while distributing questionnaires. Consent was obtained from the teacher participants. Confidentiality was assured for teacher participants and names of the teacher participants and school would not be disclosed at any

time. Teacher participants were also informed that the information provided by the teacher participants would be used for academic purpose only. To make interaction and interview simple, the interview was conducted both in Dzongkha and English.

A pilot test was conducted in one higher secondary school under Thimphu Thromde to examine the validity and test reliability of the gathered data. The marks collected through test was analyzed quantitatively via descriptive statics (mean and standard deviation) and inferential statistics (such as one sample t-test at the significant level of 0.05). The SPSS version 23 was used for statistical analysis. The semi-structured face to face interview were recorded and then transcribed. For qualitative data such as semi structure face to face interview, thematic analysis was used to analyzed data. After coding and classifying qualitative data, themes were generated and analyzed. Data collected through different sources were triangulated to confirm the findings and result.

5. FINDINGS AND DISCUSSION

5.1. Teachers' understanding on gender responsive pedagogy in higher secondary school

According to Kahamba et. al (2017, p.7), “the ability of a teacher to adopt and practice gender responsive pedagogy starts with their understanding and knowledge level of the concepts itself, and the skills to apply the concept”. As shown in Table 1 and Table 2, the mean score of the marks and one sample test score by teacher participants that measured the knowledge level of concept and gender responsive pedagogy skills to apply the concept and knowledge was low. The findings revealed that teacher participants do not understand much on gender concept and gender responsive pedagogy (Mlams et al, 2005). It is very important to create awareness among teachers what gender and gender responsive pedagogy is and how to used it during instructional activities.

Table 1. Descriptive Statistics of test

	N	Minimum	Maximum	Mean	Std. Deviation
Gender	50	1.00	2.00	1.6400	.48487
Test	50	10.00	80.00	35.4000	14.31568
Valid N (listwise)	50				

Table 2. One-Sample Test

	Test Value = 0					
	T	Df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Gender	23.917	49	.000	1.64000	1.5022	1.7778
Test	17.485	49	.000	35.40000	31.3315	39.4685

During face to face interview, all teacher participants admitted that they were not aware and did not know anything on gender responsive pedagogy. Due to limited knowledge on gender responsive pedagogy, they were not able to apply consciously and mindfully in their lesson. One teacher said, “I prepare lesson plan incorporating the indicator framed by the Ministry of Education, Thromde Education Office and school. Our duty is to follow the daily lesson

plan. So far I have not thought anything about gender responsive pedagogy". All teacher participants responded that they cannot create gender responsive academic environment and respond professionally to the specific needs of both boys and girls in teaching learning processes. There is also lack of gender responsive pedagogy taught in colleges or higher education in Bhutan. There is also limited awareness program on gender and gender responsive pedagogy among teachers in the higher secondary school.

During observation, the researcher found none of the teacher participants has reflected gender needs in their day to day lesson plans. There were no plans in advance to ask substantive questions to both boys and girls, nor a plan to stand or move, interact during the classroom teaching (Mlama et al, 2005). The use of teaching instruction, teaching learning materials, language use in the classroom, classroom set ups and interaction were not gender responsive. The teacher participants were not aware of gender responsive pedagogy yet their use of gender responsiveness in the classroom can be by default or by chance or by the use of common sense. During observation, the researcher found two teachers used harsh and threatening language when students fail to participate in the group activities.

5.2. Teachers' practice of gender responsive pedagogy in teaching learning process

The teaching learning process was more of teacher direct. The group work during lesson was done bench wise or row wise or follow the grouping done by the class teachers. Dominant and outspoken students carry out the leading group task. In many case the researcher found submissive and shy students were ignored. The naughty and rebellious students are left unengaged. There was limited interaction among students because of sheer size of students and limited time for the lesson or activity and does not promote learner autonomy in the classroom. An overcrowded classroom setting arrangement would affect the quality interaction among students. There is also absence of adequate feedback for both boys and girls to ensure that both boys and girls have understood the activity and lesson. Many classes still follow traditional setting lay out such as tables and chairs are arranged in rows facing teachers and does not promote student-centered learning and student participation. Although teacher uses different teaching strategies such as role play, group discussion, case study, lecture and demonstration, storytelling, none of this strategy were gender responsive (Mlama et al, 2005).

The face to face interview with teacher participants confirmed that teachers were not aware of gender responsive pedagogy. They did not apply gender responsive pedagogy in the classroom. None of the teacher participants have studied gender responsive pedagogy in educational colleges under Royal University of Bhutan. All teacher participants and students used text book directly without analyzing gender stereotypes.

5.3. Gender sensitivity of teaching learning materials, including textbooks

The analysis of Introductory Economics Textbook: A course book for class IX (Revised Edition 2012) portrays gender stereotype. Most named characters in text books are men yet it is known that there were also women (Mlama et al., 2005). There are three male advisors and two female advisors for the text books. Research and writing, copy editing and proof reading, artwork, computer layout and design, compilation and coordination were all done by male. In the textbook 'Economics is defined as study of mankind' instead of humankind (page 6). Capital is defined as man made goods used for further production such as tools, machinery, equipment (page 13). Men were portrayed as leaders and masculine in the society. Under major economic thought topic, economist are all men. (page 2 to 5). Classical economist defines economics from man point of view. According to Samuelson, Economics is the study of how man choose, with or without the use of money to employ scarce productive resource (page 6). Resources are classified as man-made resources with examples (page 12). Many of the learning activity questions are in favour of males. For instance, Mr. Dorji Rabten is used in the example to calculate the price elasticity of demand (page 63). Men are depicted as traders (page 40, 41, 61, 88, 89, 110), farmers (page 88), fishing (page 89), mining (page 89),

police (page 89) and manufacturer (page 89). Women are depicted as buyer (page 61), are in advertisement (page 47), nursing (page, 89) and teaching (page 89).

Similarly, the analysis of Introductory Economics Textbook: A course book for class X (Revised Edition 2013) shows there were one male advisor and two female advisors for the text books. Research and writing, copy editing and proof reading, artwork, computer layout and design, compilation and coordination were all done by male. Only one woman was included as researcher and writer for the text book. The textbook depicts gender stereotype such as women as cashiers in banks (page 1), man carrying out trade and physical activities (page 11, 51). Labour is defined as all efforts made by man to earn a living (page 1). The Learning activity 1.1 depicts washing is done by a housewife, washing clothes is done by a laundry man, mother nursing her baby (page 3). The example of productivity of labour was women (page 7) and only man is depicted in Desho (Bhutanese paper) making (page 71). Students learning activities are not gender sensitive. In learning activity 7.5 Dawa, is used as 'he' in the supplier of apples (page 68). Similarly, the word 'he' is often used in many case studies such as local bus services run on losses (page 31-32). Under the topic 'why pay interest', he is also used to explain the reasons for paying interest (page 25). The case study 'Phuentsholing's Housing Crunch' make fun for women (page 23-24). The man sketch was also used to describe 'to trade or not to trade' (page 51). The cartoon of male was drawn in the determination of wage rate (page 11).

The cover page of Introductory Economics Textbook: A course book for class IX (Revised Edition 2012) and X (Revised Edition 2013) depicts men as aggressive, decision maker while female as submissive, obedient, passive and supporter. The word 'mankind' was often used in the textbooks. Such gender stereotypes might promote gender biases and may hinder gender equality (Paudel, n.d). As gender drives development progress, the role of women in economic development was not mentioned in the economics text books of class IX and X. During observation, the researcher found the teacher and student use text books without examining gender stereotypes.

The use of classroom posters is not gender friendly. In a few classes, the researcher observed quotations on the classroom walls that were gender stereotypical such as "Indeed, man wishes to be happy even when he so lives as to make happiness impossible", "A reader lives a thousand lives before he dies ... The man who never reads lives only one". "A blind man's world is bounded by the limits of his touch: an ignorant man's world by the limits of his knowledge; a great man's by the limits of his vision"- Paul Hovey. The use of such posters on the classroom walls are an indication that the teachers are unawareness of the implications.

The triangulation of the data confirms the finding and discussion. Data Analysis from test score, observation and interview with teacher participants showed there is limited knowledge and awareness on gender responsive pedagogy. The observation revealed that gender needs were not address in the lesson plans. The use of teaching instruction, teaching learning materials, language use in the classroom, classroom set up and interactions were not gender responsive and up to the satisfactory level. The application of gender responsive pedagogy will not be efficient if teachers were found not gender conscious (Kahamba et. al, 2017) in teaching-learning process.

6. CONCLUSION AND RECOMMENDATION

Going by the evidence of the study, the higher secondary school teachers do not know much on gender and gender responsive pedagogy. The gender responsive pedagogy was not reflected in their day to day lesson plan. The practical part of applying gender responsive practices in classroom was very low. The language usage, classroom setups and classroom interaction do not address gender fairly. Teachers have a long way and would remain impractical in times to address gender biases in teaching. To assure gender responsive

pedagogy in the classroom, certain intervention strategies need to be developed and addressed (Paudel, n.d).

Based on the findings from the study, the researcher recommended that:

- a mounting orientation, workshops and seminars for teachers to create awareness on gender responsive pedagogy spearheaded by Ministry of Education.
- the Royal University of Bhutan integrate gender related topics in the teacher preparation programs and use gender responsive pedagogy in the classrooms.
- the Royal Education Council addresses gender in the Economics textbooks and related materials.
- the Economics teachers address gender gaps and stereotypes in the classroom and in the teaching learning process. Effort should also be made by teachers to use gender responsive charts, picture, illustration and diagram to fill up gender gap in the textbooks.

According to Paudel, (n.d). “for the better education of girls, elimination of gender discrimination both inside and outside the school periphery, gender responsive pedagogy can act as an important instrument” (p.7). The result and findings of the study was also consistent with previous study done on similar topics in Africa.

7. LIMITATION AND DIRECTION FOR FUTURE RESEARCH

There are very little gender studies done on Bhutan. This paper has several implications for school in Bhutan. Teachers can adopt and incorporate gender responsive pedagogy in teaching learning process or to create gender responsive academic environment.

However, this study has several limitations. This study was carried out in one higher secondary under Thimphu Thromde. Hence the study cannot be generalized for whole Thimphu Thromde. The views of principals, students, parents and other relevant stakeholders were not taken, which otherwise would have added the value and insight into the study. This study can be used as baseline to carry similar studies in future. The researcher recommends other researchers to carry out study on gender responsive pedagogy on a larger scale covering whole twenty dzongkhags. If possible private school should be included in similar studies to support teachers. There is also a need for research on gender responsive pedagogy awareness and practices in higher education to address gender inequality. To assess the impacts of the existing policies in education, a thorough policy analysis study is an immediate need (Dorji, 2017).

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