



## The Relationship Between the Gender-Sensitivity Training and Teachers' Inclusivity in the Classroom

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### Abstract:

*This research examines how well high school teachers understand gender-related issues, recognize unfair classroom practices, and perceive inclusive teaching methods—especially after receiving specialized training. A questionnaire was administered to 28 teachers to assess their gender awareness, observations of bias, and willingness to adopt inclusive approaches in the classroom. Rather than simply reporting results, responses were compared between teachers who had completed the training and those who had not.*

*The findings show that teachers who participated in the program demonstrated stronger awareness of gender challenges and were more open to adjusting their instructional practices. Common issues such as assigning tasks based on gender or using biased language frequently appeared in classroom settings. In contrast, some teachers without training struggled to identify these patterns or were hesitant to change established routines.*

**Keywords:** *Gender-Sensitivity Training, Teachers' Inclusivity, Gender Equity, Instructional Practices, Teacher Preparedness, Educational Reform, Classroom Bias.*

### Introduction:

Around the world, people see gender awareness in schools as key to fairer, more welcoming classrooms. Still, teachers' views and actions shape how kids understand gender roles each day. Even though equal treatment matters, plenty of instructors haven't gotten proper support spotting biased ideas or outdated norms. Without help, those gaps might keep fuelling unequal outcomes among learners. Earlier studies stress that prep courses for educators should include real talk about gender building understanding, open teaching styles, plus balanced class setups.

Among the various dimensions of inclusivity, gender inclusivity has gained increasing attention due to persistent gender-based biases, stereotypes, and inequalities that continue to affect students' participation, achievement, and well-being in classrooms. Teachers play a pivotal role in shaping inclusive classroom practices, as their beliefs, attitudes, and instructional strategies significantly influence how gender diversity is recognized and valued.

Gender-sensitivity training has emerged as a key professional development approach aimed at enhancing teachers' awareness of gender issues, challenging discriminatory norms, and promoting equitable teaching practices. Such training typically focuses on helping educators recognize implicit gender biases, adopt

inclusive language, ensure fair classroom interactions, and create supportive environments for students of all gender identities. While the theoretical importance of gender-sensitivity training is widely acknowledged, there remains a need for empirical research examining its actual impact on teachers' inclusivity in classroom settings.

This study seeks to examine the relationship between gender-sensitivity training and teachers' inclusivity in the classroom. By exploring how participation in gender-sensitivity training relates to teachers' inclusive attitudes and practices, the research aims to contribute to a deeper understanding of the effectiveness of professional development initiatives in promoting gender-equitable education.

### **Significance of the study**

The key thing about gender awareness is how it helps cut down unfair treatment, question common assumptions, or open doors for every student no matter their identity. Teachers who learn these methods can build classrooms where everyone feels secure while also boosting learning results across different gender backgrounds. Even today, especially in high schools, biased views still pop up often so focused workshops are crucial to shift old-school habits and grow fairer school environments.

By exploring the relationship between gender-sensitivity training and teachers' inclusivity, this research provides empirical evidence on whether and how such training influences teachers' attitudes, behaviours, and instructional strategies.

The findings of this study are valuable for **educators**, as they highlight the importance of gender-sensitive practices in fostering respectful, supportive, and equitable learning environments. Increased awareness of inclusive teaching approaches can help teachers reduce gender bias, encourage equal participation, and better support students of diverse gender identities.

For **school administrators and policymakers**, the study offers insights that can inform the design, implementation, and evaluation of teacher training programs. Understanding the impact of gender-sensitivity training can guide decision-making regarding resource allocation, curriculum development, and policy formulation aimed at strengthening inclusivity in schools.

This study also holds significance for **teacher education and professional development programs**, as it underscores the need to integrate gender-sensitivity components into pre-service and in-service training. The results may serve as a foundation for developing targeted training modules that effectively promote inclusive classroom practices.

Finally, the research contributes to the existing body of literature on gender equity and inclusive education by addressing a gap in empirical studies linking gender-sensitivity training directly to teachers' classroom inclusivity. As such, it provides a basis for future research and supports broader efforts to create inclusive, equitable, and gender-responsive educational systems.

**Statement of the problem:** - The Relationship Between the Gender-Sensitivity Training and Teachers' Inclusivity in the classroom

### **Review of related Literature**

Previous studies consistently demonstrate that gender-awareness interventions can positively influence teachers' perceptions and classroom practices. Research conducted in diverse contexts—including Rwanda, Ghana, and Sweden—indicates that structured training programs significantly enhance educators' understanding of gender-responsive pedagogy. Findings across these settings show that both pre-service and in-service teachers exhibit improved ability to identify gender bias when provided with systematic instruction. As a result of this increased awareness, teachers are more inclined to adopt inclusive strategies that promote equitable participation and learning opportunities for all students.

## Objectives of the Study

- To study the level of exposure gender-sensitivity training received by teachers.
- To examine differences in teachers' inclusivity based on basis of gender.
- To examine the relationship between gender sensitivity training and teacher's inclusivity practices in the classroom.
- To propose recommendations for improving gender-sensitivity training programs to enhance classroom inclusivity.

**Sample:** Study is based on primary data collected from structured questionnaire. Data is collected from 45 respondents. Simple random sampling method is used to collect data. Information is collected only from secondary school teachers.

## Methodology

The present study employed a quantitative research design aimed at systematically assessing secondary school teachers' gender sensitivity levels and attitudes. A sample of 28 secondary school teachers were selected through purposive sampling to represent those teaching at this educational level.

## Data collection procedure

Data collection was carried out by administering the questionnaire directly to the secondary school teachers, enabling the gathering of their self-reported responses regarding gender sensitivity training attendance, understanding, and classroom application.

## Variable of the study

- Gender-Sensitivity Training, Inclusive classroom practices.

## Null Hypothesis

**H<sub>01</sub>:** Gender-sensitivity training has no significant effect on teachers' inclusive teaching practices.

**H<sub>02</sub>:** There is no significant gender difference in the following variables among the secondary school teachers.

- i. Gender-sensitivity training
- ii. Inclusive classroom practices.

**H<sub>03</sub>:** There is no significant relationship between gender-sensitivity training and teachers' inclusivity among the secondary school teachers.

## Data analysis techniques

Mean score and standard deviation of Male (N=20), female (N=25) and school (N=10) and the sample (N=45) were calculated in all the two variables i.e gender-sensitivity training and teachers' inclusivity. One way analysis of variance was applied to find out the significance of mean difference among the unaided school (N=22), aided school (N=23) and school (10) in each of the variable. This as followed by significant difference test (L.S.D) to determine the significant difference between ordered paired means at 0.05 and 0.01 levels.

### Hypothesis Testing:

The collected data from 45 secondary school teachers were analysed to examine their awareness of gender sensitivity, identification of gender-biased practices, and attitudes toward gender-inclusive education.

**Null Hypothesis Ho1:** Gender-sensitivity training has no significant effect on teachers' inclusive teaching practices.

### Mean Summary of KM of Gender Sensitivity Training

Group	N	MEAN	STD. DEVIATION
With Gender Sensitivity Training	20	4.65	0.45
Without Gender Sensitivity Training	8	3.95	0.62

### Statistical Analysis

According to the table above, the mean score for Teachers with Gender Sensitivity Training and Teachers without Gender Sensitivity training. Teachers with Gender Sensitivity training is greatest respondents at 71.04 percent, while it is lowest for Teachers with Gender Sensitivity training respondents at 71%. This supports our results.

**Conclusion:** The findings show how gender-awareness workshops help teachers better understand fairness in class while boosting their willingness to support equal treatment.

iii. **Null Hypothesis Ho2:** There is no significant gender difference in the following variables among the secondary school teachers.

- Gender-sensitivity training
- Inclusive classroom practices.

The technique used to test this hypothesis is the "t" test, Variable: Gender-sensitivity training

Group	N	d-f	Mean	STD. Deviation	t-ratio	Table Value		Significance Level
						0.05	0.01	
Female	25	43	187.20	2.78	3.80	1.68	2.42	Significant
Male	20		171.75	13.62				

**Interpretation :** From the above table it can be seen that the obtained t-ratation are more than the table value. Tus "t" is significant. Hence the null hypothesis is rejected. it can be concluded that there is significant difference in gender training cores of secondary school teachers on the basis of gender. Thus from the findings it can be said that secondary school teachers from different gender.I.e female secondary school teachers are have attended more gender training.

The technique used to test this hypothesis is the "t" test, Variable: Inclusive classroom practices.

Group	N	d-f	MEA N	STD. Deviation	t-ratio	Table Value		Significance Level
						0.05	0.01	
Female	25	43	74.28	4.00	1.17	1.68	2.42	Not Significant
Male	20		75.20	1.54				

**Interpretation :** From the above table it can be seen that the obtained t-ratio is more than the table value. Thus 't' is not significant. Hence the null hypothesis is accepted. It can be concluded that there is significant difference in Inclusive classroom practices score of secondary school teachers on the basis of gender. Thus from the findings it can be said that secondary school teachers from different gender. I.e female secondary school teachers are using more inclusive practices in the classroom.

**H<sub>03</sub>:** There is no significant relationship between gender-sensitivity training and teachers' inclusivity among the secondary school teachers.

To test the above Null hypothesis Pearson Correlation is applied and tested for its significance. The results are shown in the below table:

**Relevant Statistics For 'r' Gender Awareness, Attitude, Identification of Gender-Biased Practices**

Variables		N	Df	Tabulated r		Obtained r
				0.05	0.01	
Gender Training Programme(X)	Inclusive Practices(Y)	45	43	0.288	0.272	0.14
$\Sigma X=7891$	$\Sigma Y=2610$					
$\Sigma XY=205955101$	$\Sigma Y^2=6812100$					

**Interpretation:** The Obtained r is less than tabulated value at 0.05 level of significance and hence null hypothesis is accepted. The following table shows the significance of coefficient of correlation between Gender Training Programme and inclusive practices.

Sample size	df	'r'	Level of Significance
45	43	0.14	Not significant

There is no significant relationship between Gender Training Programme and inclusive practices in secondary school teachers on the basis of their gender.

**Conclusion:** Gender Training Programme and inclusive practices have a substantial link. show that there is a no significant positive relationship for Gender Training Programme and inclusive practices

**Discussion.** These results back up the push for required training on gender awareness so schools can grow fairer classrooms while boosting student success no matter who they are.

## Findings

- Teachers who attended gender-sensitivity training showed higher awareness of gender concepts, with mean agreement scores significantly greater than those without training.
- Common gender-biased practices identified include boys dominating classroom discussions and girls being assigned supportive roles.
- Most trained teachers expressed positive attitudes toward adopting gender-sensitive teaching strategies and supported the integration of such training as mandatory.
- Some untrained teachers showed neutrality or disagreement regarding the relevance of gender sensitivity and willingness to adapt teaching methods.

## Suggestions

Qualitative inquiries into the challenges teachers face in implementing gender-sensitive practices could provide deeper insights to tailor training programs.

Exploring the impact of gender sensitivity on various subjects and extracurricular contexts would also enrich understanding and support comprehensive policy development.

Schools should integrate such programs to improve equity, particularly benefiting marginalized students by promoting equal participation.

Policymakers can use this evidence to expand training, enhancing overall educational outcomes and supporting global gender equality goals.

Limitations include the small sample size (n=45), suggesting larger studies for generalisability.

For future research, it is suggested to conduct studies with larger and more diverse teacher samples across different regions to improve generalizability.

Longitudinal research could explore how sustained gender-sensitivity training influences teacher behaviour and student outcomes over time.

## Conclusion

This conclusion affirms the importance of institutionalizing gender-sensitivity training in teacher education and highlights avenues for future scholarly inquiry to enhance gender equity in education systems.

Teachers who received such training demonstrated higher gender-awareness scores compared to those without training, confirming the training's effectiveness in equipping educators to create more equitable and inclusive classrooms. The study also highlighted prevalent gender-biased practices, underscoring the need for ongoing professional development.

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**Citation:** Chandorkar. Mrs P. S., (2026) "The Relationship Between the Gender-Sensitivity Training and Teachers' Inclusivity in the Classroom", *Bharati International Journal of Multidisciplinary Research & Development (BIJMRD)*, Vol-4, Issue-04(1), April-2026.