



An Analysis of Secondary School Teachers on Gender Sensitive Attitudes and Practices with Special Reference to Cooch Behar District, West Bengal

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ABSTRACT

Teachers' attitudes can influence students and adopting gender-sensitive practices helps to challenge the dominant gender biases found in patriarchal societies. It creates an enabling learning environment where all students, regardless of gender, have equal access to educational opportunities and feel respected. For secondary school teachers to adopt gender-sensitive practices, they must undergo proper training to raise awareness of their own biases and gain skills in creating an inclusive classroom environment that promotes equal opportunity for all students. This involves using diverse teaching materials, fostering equal participation, challenging stereotypes, and creating a school culture where boys and girls have fair access to facilities and resources. In this article, an analysis of secondary school teachers on gender sensitive attitudes and practices with special reference to Cooch Behar District, West Bengal has been discussed.

Keywords: *Secondary School, Teachers, Gender, Sensitive, Attitudes, Practices.*

INTRODUCTION

The gender-sensitive attitudes and practices among secondary school teacher's highlights that teachers play a pivotal role in shaping gender equality, but their own unconscious biases and lack of training often lead to different treatment of boys and girls in the classroom. (Erdamar, G. et al., 2016) This can manifest in various ways, from differing classroom discipline methods and task assignments to reinforcing societal gender stereotypes. A gender-responsive education requires teachers to actively address these issues through awareness, training, and implementing gender-sensitive pedagogy to ensure all students reach their full potential. (Kohri, N., 2019) Education plays a vital role in shaping the values, beliefs, and attitudes of individuals in society. Among the many responsibilities of schools, the promotion of gender equality and sensitivity has become increasingly significant in the modern context. Gender-sensitive education is not merely about providing equal opportunities for boys and girls but also about cultivating a mindset that challenges stereotypes, reduces discrimination, and encourages inclusivity in classrooms and beyond. Secondary school

teachers, being the direct facilitators of knowledge and social learning, hold a crucial position in this process. (Sewani, A. & Kabra, A., 2019) Their attitudes towards gender roles and their practices in the classroom directly influence how students perceive equality, respect, and fairness. Teachers' ability to foster gender sensitivity can create a learning environment where students of all genders feel valued, respected, and empowered to achieve their full potential. (Yuden, Y., Chuki, S., Dorji, T., 2020) However, despite growing awareness, various social and cultural biases often influence teachers' perspectives and practices. Gender stereotypes, unconscious bias, and traditional role expectations may still be reflected in classroom interactions, curriculum delivery, and co-curricular activities. (Agarwal, C. & Shukla, N.M., 2017) The objective of the study was to analyse the secondary school teachers of Cooch Behar District, West Bengal on gender sensitive attitudes and practices.

RESEARCH METHODOLOGY

Study Area: Cooch Behar district, West Bengal.

Variables:

- Dependent Variables: Gender, School types, Experiences.
- Independent Variables: Gender Sensitivity, Attitudes.

Research Design: In this research, quantitative research design has been used.

Source of Data: In this research, primary data has been used.

Sampling Plan: In this research, simple random sampling has been used.

Sample Size: 480 (Male teachers: 240 & Female teachers 240).

Methodology

The respondents were selected from the selected schools of Cooch Behar district, West Bengal. Teachers belong to the selected schools, but primary data have been collected outside the school premises. After clearing the research objectives, the structured questionnaires and 5 Point Likert Scale sheet were distributed in favor of each respondent. Sufficient time was given in favor of each respondent. Then, after collection of the sheets, these were preserved for further data analysis and interpretation.

Research Tools: In this research, structured questionnaires (5 Point Likert Scale sheet) were used.

Data Analysis and Interpretation: In this research, bar charts were used.

DATA ANALYSIS, INTERPRETATION, RESULTS AND DISCUSSION

A. PERSONAL INFORMATION

Table 1: Gender

Gender	Respondents	%
Male	240	50
Female	240	50
Total	480	100

(Source: Primary Data, Survey)

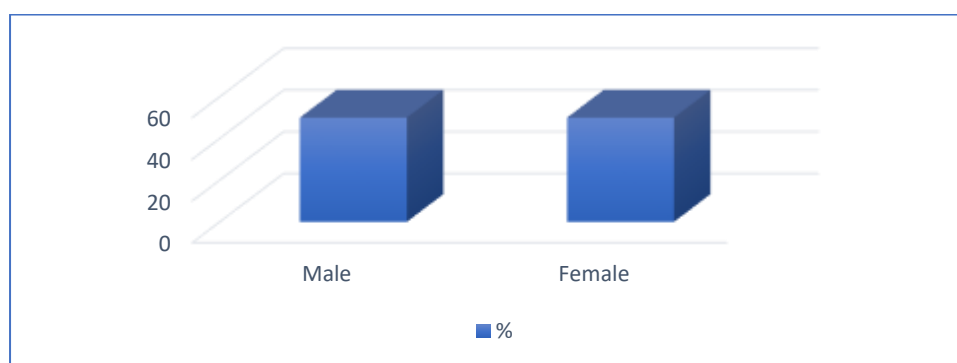


Figure 1: Gender

As per data analysis & interpretation, the gender were % of Male: 50% and Female: 50%.

Table 2: School Types

Gender	Respondents	%
Government	240	50
Private	240	50
Total	480	100

(Source: Primary Data, Survey)

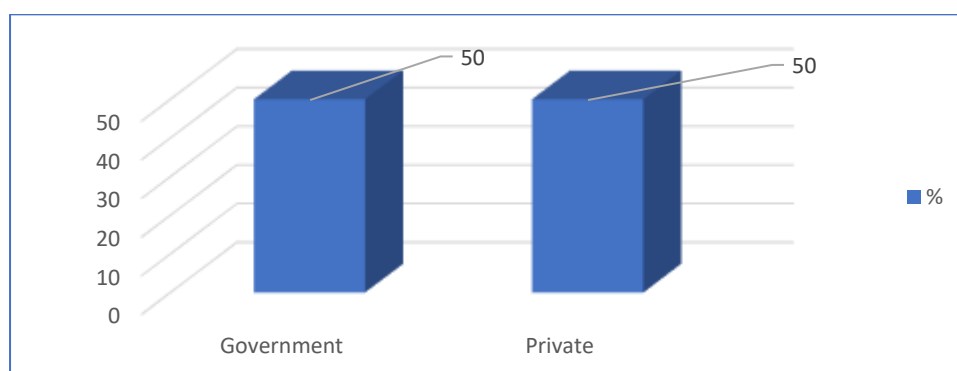


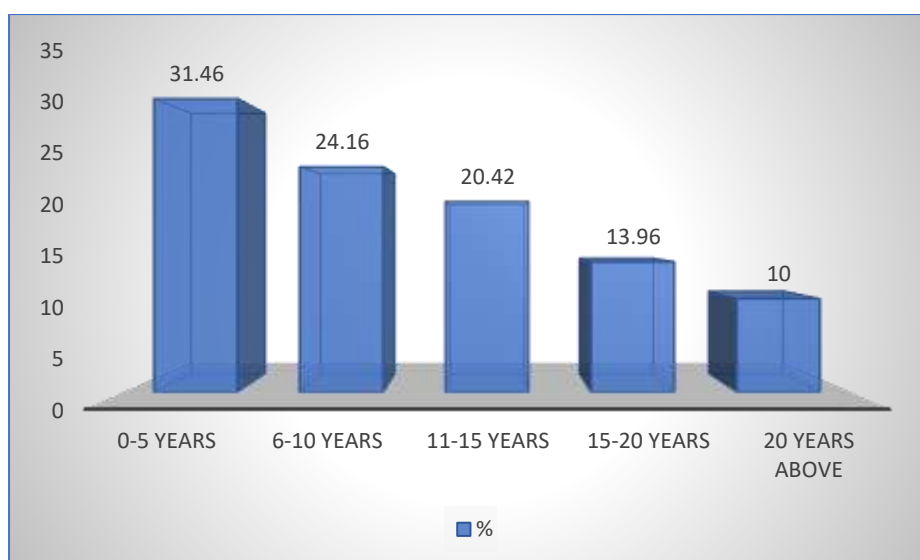
Figure 2: School Types

As per data analysis & interpretation, the school types were % of Male: 50% and Female: 50%.

Table 3: Experiences

Experiences	Respondents	%
0-5 years	151	31.46
6-10 years	116	24.16
11-15 years	98	20.42
15-20 years	67	13.96
20 years above	48	10
Total	480	100

(Source: Primary Data, Survey)

**Figure 3: Experiences**

As per data analysis & interpretation, the experiences were % of 0-5 years: 31.46%, 6-10 years: 24.16%, 11-15 years: 20.42%, 15-20 years: 13.96% and 20 years above: 10%.

B. ATTITUDE SCALE- DIFFERENCE IN THE ATTITUDE OF GOVERNMENT & PRIVATE SCHOOL TEACHERS TOWARDS GENDER STEREOTYPES

[Abbreviations: SD- Strongly Disagree, D- Disagree, N- Neutral, A- Agree, SA- Strongly Agree]

Table 4: When it Comes to Heavy Tasks Like Lugging Projectors and Shifting Desks in The Classroom, Boys are More Suited Than Girls

Options	SD	D	N	A	SA	Total
Government	36 (15%)	51 (21.25%)	24 (10%)	92 (38.33%)	37 (15.42%)	240 (100%)
Private	54 (22.5%)	82 (34.17%)	22 (9.17%)	50 (20.83%)	32 (13.33%)	240 (100%)

(Source: Primary Data, Survey)

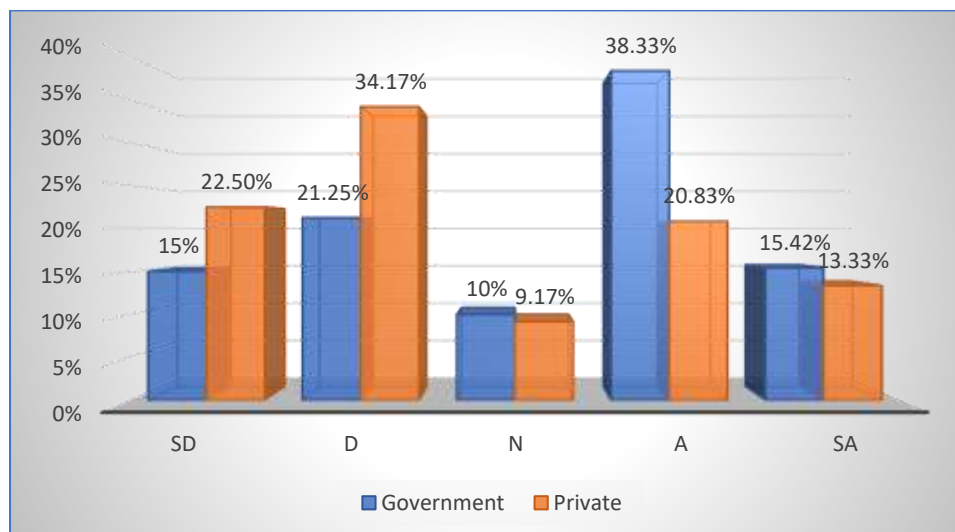


Figure 4: When it Comes to Heavy Tasks Like Lugging Projectors and Shifting Desks in The Classroom, Boys are More Suited Than Girls (%)

As per data analysis & interpretation, the % of government teachers were SD: 15%, D: 21.25%, N: 10%, A: 38.33% and SA: 15.42%.

As per data analysis & interpretation, the % of private teachers were SD: 22.5%, D: 34.17%, N: 9.17%, A: 20.83% and SA: 13.33%.

Table 5: Logical Thinking is Innately Superior in Boys Compared to Girls

Options	SD	D	N	A	SA	Total
Government	43 (17.92%)	67 (27.92%)	14 (5.83%)	80 (33.33%)	36 (15%)	240 (100%)
Private	68 (28.33%)	59 (24.58%)	17 (7.08%)	52 (21.67%)	44 (18.33%)	240 (100%)

(Source: Primary Data, Survey)

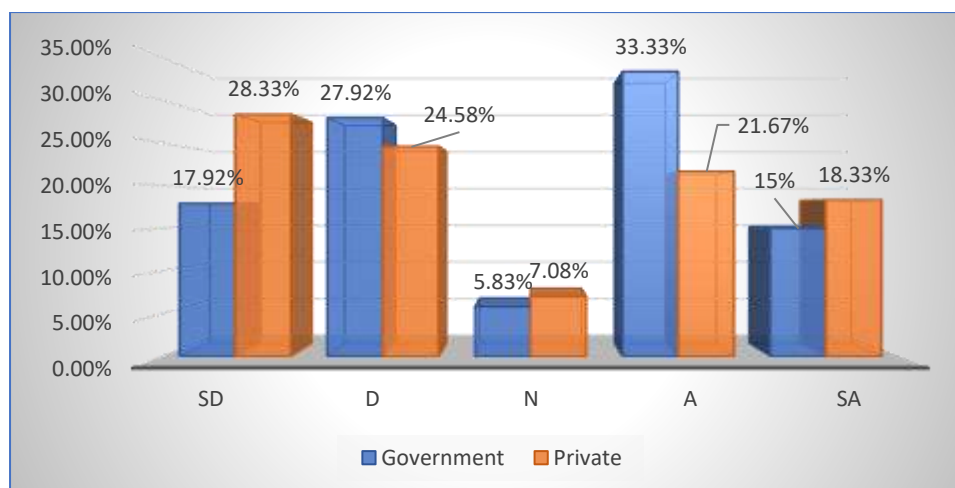


Figure 5: Logical Thinking is Innately Superior in Boys Compared to Girls (%)

As per data analysis & interpretation, the % of government teachers were SD: 17.92%, D: 27.92%, N: 5.83%, A: 33.33% and SA: 15%.

As per data analysis & interpretation, it was observed that the % of private teachers were SD: 28.33%, D: 24.58%, N: 7.08%, A: 21.67% and SA: 18.33%.

Table 6: Compared to Girls, Boys are More Ambitious

Options	SD	D	N	A	SA	Total
Government	48 (20%)	71 (29.58%)	12 (5%)	77 (32.08%)	32 (13.34%)	240 (100%)
Private	51 (21.25%)	62 (25.83%)	16 (6.67%)	63 (26.25%)	48 (20%)	240 (100%)

(Source: Primary Data, Survey)

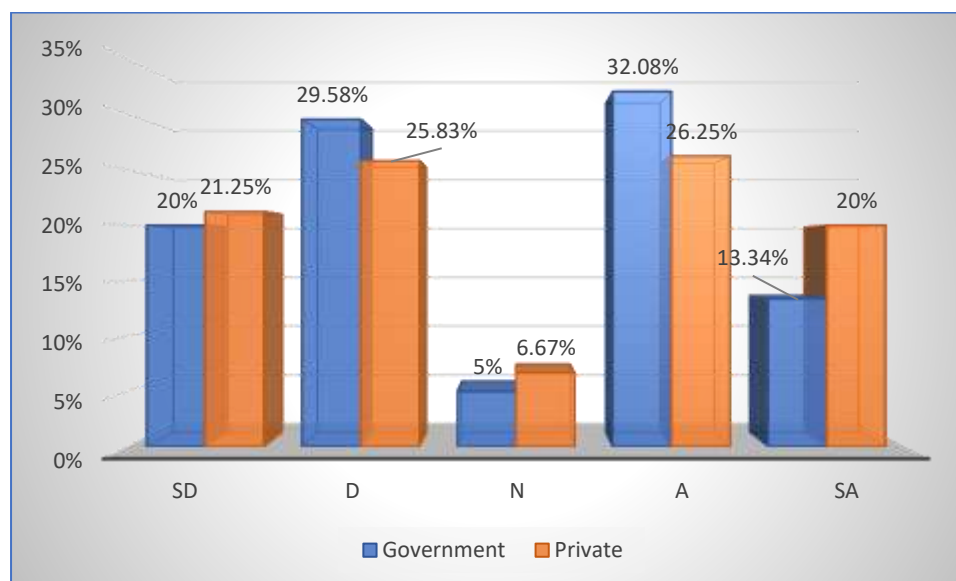


Figure 6: Compared to Girls, Boys are More Ambitious (%)

As per data analysis & interpretation, the % of government teachers were SD: 20%, D: 29.58%, N: 5%, A: 32.08% and SA: 13.34%.

As per data analysis & interpretation, the % of private teachers were SD: 21.25%, D: 25.83%, N: 6.67%, A: 26.25% and SA: 20%.

Table 7: Boys are not as Good Cooks as Girls

Options	SD	D	N	A	SA	Total
Government	25 (10.42%)	37 (15.42%)	17 (7.08%)	119 (49.58%)	42 (17.5%)	240 (100%)
Private	30 (12.5%)	43 (17.92%)	20 (8.33%)	108 (45%)	39 (16.25%)	240 (100%)

(Source: Primary Data, Survey)

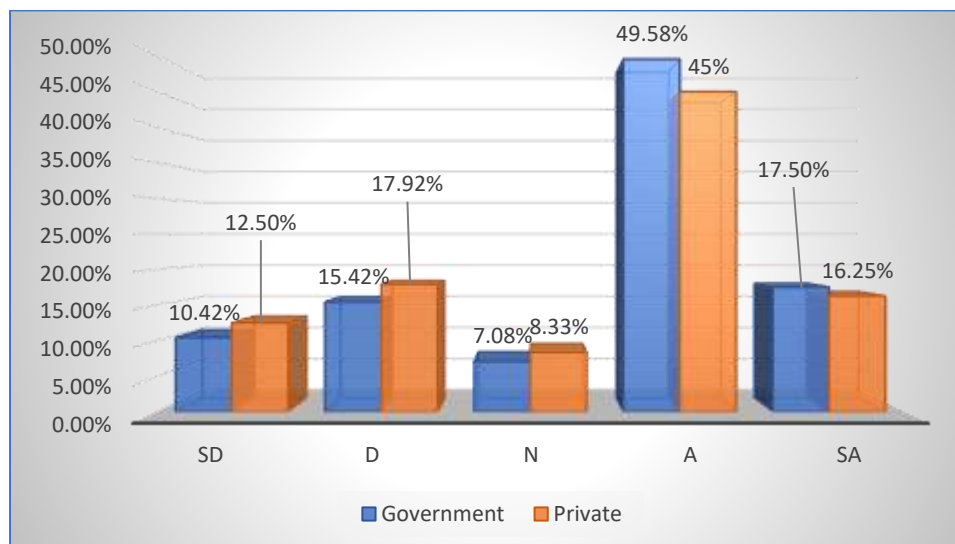


Figure 7: Boys are not as Good Cooks as Girls

As per data analysis & interpretation, the % of government teachers were SD: 10.42%, D: 15.42%, N: 7.08%, A: 49.58% and SA: 17.5%.

As per data analysis & interpretation, the % of private teachers were SD: 12.5%, D: 17.92%, N: 8.33%, A: 45% and SA: 16.25%.

Table 8: Compared to Boys, Girls are More Emotional

Options	SD	D	N	A	SA	Total
Government	21 (8.76%)	48 (20%)	23 (9.58%)	86 (35.83%)	62 (25.83%)	240 (100%)
Private	29 (12.08%)	42 (17.5%)	26 (10.83%)	100 (41.67%)	43 (17.92%)	240 (100%)

(Source: Primary Data, Survey)

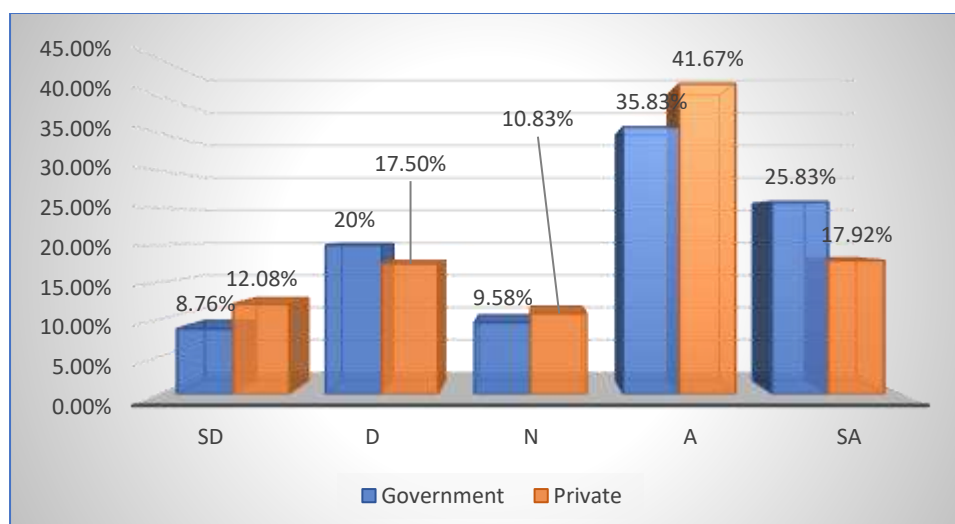


Figure 8: Compared to Boys, Girls are More Emotional

As per data analysis & interpretation, the % of government teachers were SD: 8.76%, D: 20%, N: 9.58%, A: 35.83% and SA: 25.83%.

As per data analysis & interpretation, the % of private teachers were SD: 12.08%, D: 17.5%, N: 10.83%, A: 41.67% and SA: 17.92%.

Table 9: Boys are not Naturally as Good Readers as Girls

Options	SD	D	N	A	SA	Total
Government	40 (16.67%)	138 (57.5%)	22 (9.17%)	25 (10.42%)	15 (6.25%)	240 (100%)
Private	67 (27.92%)	136 (56.67%)	18 (7.5%)	11 (4.58%)	8 (3.33%)	240 (100%)

(Source: Primary Data, Survey)

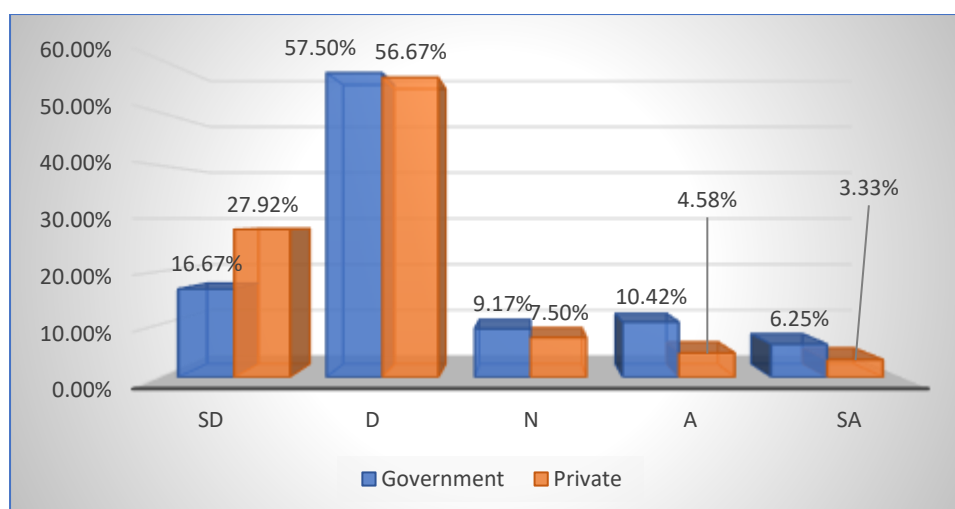


Figure 9: Boys are not Naturally as Good Readers as Girls (%)

As per data analysis & interpretation, the % of government teachers were SD: 16.67%, D: 57.5%, N: 9.17%, A: 10.42% and SA: 6.25%.

As per data analysis & interpretation, the % of private teachers were SD: 27.92%, D: 56.67%, N: 7.5%, A: 4.58% and SA: 3.33%.

C. ROLE OF SECONDARY GOVERNMENT & PRIVATE SCHOOL TEACHERS ON GENDER SENSITIVE ATTITUDES AND PRACTICES

Table 10: Views of Student's Capabilities

Options	SD	D	N	A	SA	Total
Government	56 (23.33%)	88 (36.67%)	16 (6.67%)	45 (18.75%)	35 (14.58%)	240 (100%)
Private	39 (16.25%)	76 (31.67%)	14 (5.83%)	59 (24.58%)	54 (22.5%)	240 (100%)

(Source: Primary Data, Survey)

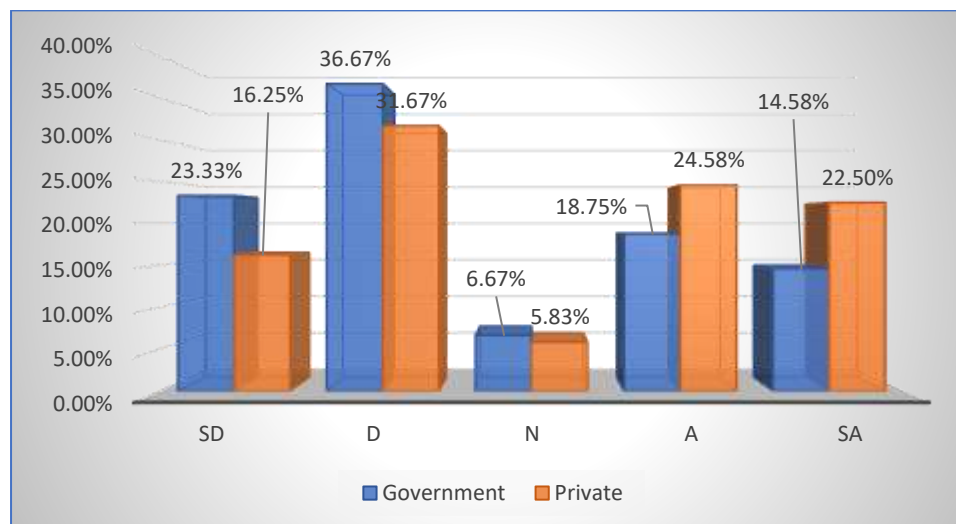


Figure 10: Views of Student's Capabilities (%)

As per data analysis & interpretation, the % of government teachers were SD: 23.33%, D: 36.67%, N: 6.67%, A: 18.75% and SA: 14.58%.

As per data analysis & interpretation, the % of private teachers were SD: 16.25%, D: 31.67%, N: 5.83%, A: 24.58% and SA: 22.50%.

Table 11: Attitudes of Students Toward One Another

Options	SD	D	N	A	SA	Total
Government	31 (12.92%)	42 (17.5%)	14 (5.83%)	100 (41.67%)	53 (22.08%)	240 (100%)
Private	36 (15%)	48 (20%)	17 (7.08%)	112 (46.67%)	27 (11.25%)	240 (100%)

(Source: Primary Data, Survey)

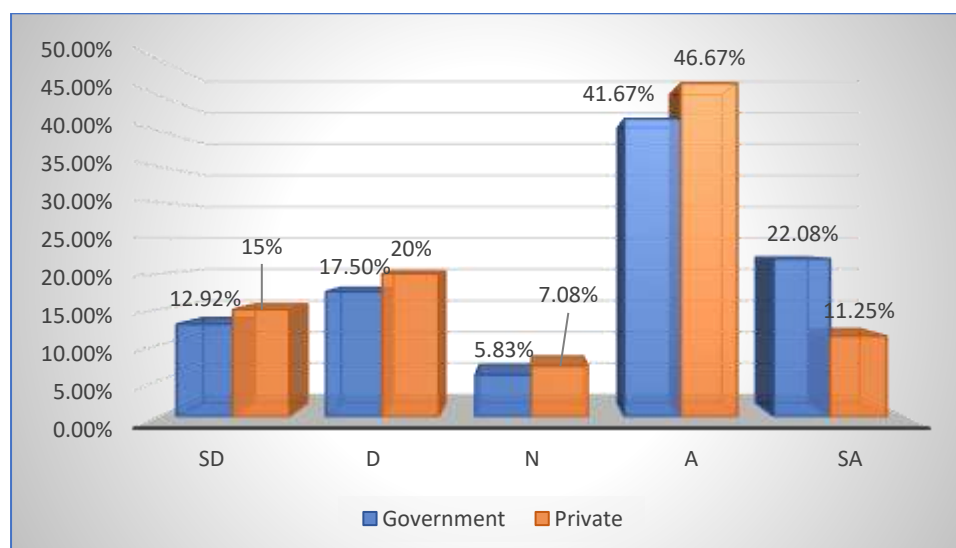


Figure 11: Attitudes of Students Toward One Another (%)

As per data analysis & interpretation, the % of government teachers were SD: 12.92%, D: 17.5%, N: 5.83%, A: 41.67% and SA: 22.08%.

As per data analysis & interpretation, the % of private teachers were SD: 15%, D: 20%, N: 7.08%, A: 46.67% and SA: 11.25%.

Table 12: Student's Engagement in The Classroom

Options	SD	D	N	A	SA	Total
Government	28 (11.67%)	59 (24.58%)	20 (8.33%)	68 (28.33%)	65 (27.08%)	240 (100%)
Private	35 (14.58%)	37 (15.42%)	8 (3.33%)	89 (37.08%)	71 (29.58%)	240 (100%)

(Source: Primary Data, Survey)

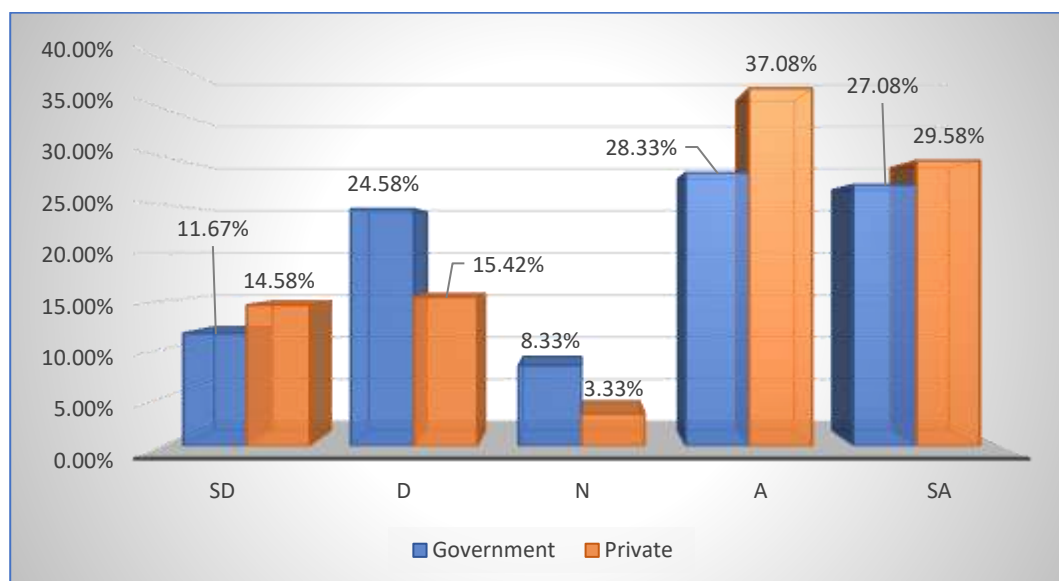


Figure 12: Student's Engagement in The Classroom (%)

As per data analysis & interpretation, the % of government teachers were SD: 11.67%, D: 24.58%, N: 8.33%, A: 28.33% and SA: 27.08%.

As per data analysis & interpretation, the % of private teachers were SD: 14.58%, D: 15.42%, N: 3.33%, A: 37.08% and SA: 29.58%.

Table 13: Environment for Teaching & Learning

Options	SD	D	N	A	SA	Total
Government	13 (5.42%)	30 (12.5%)	29 (12.08%)	147 (61.25%)	21 (8.75%)	240 (100%)
Private	10 (4.17%)	28 (11.67%)	23 (9.58%)	143 (59.58%)	36 (15%)	240 (100%)

(Source: Primary Data, Survey)

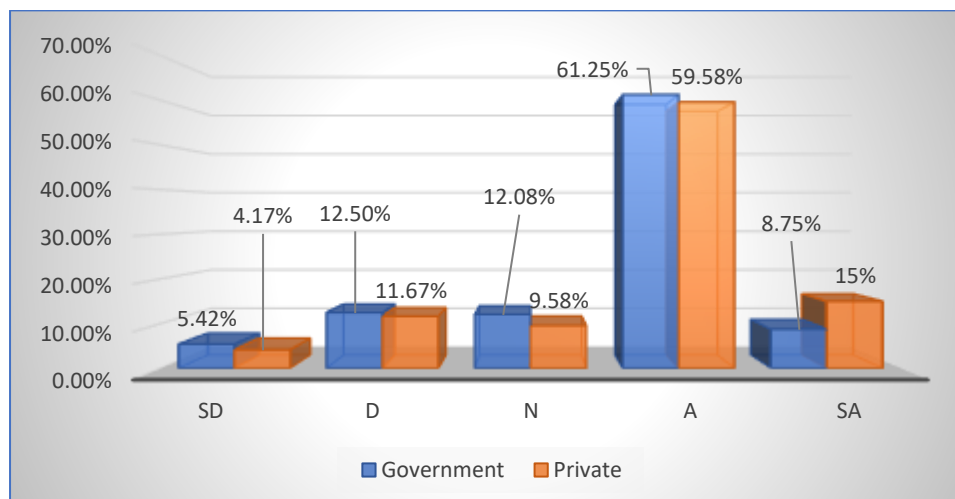


Figure 13: Environment for Teaching & Learning (%)

As per data analysis & interpretation, the % of government teachers were SD: 5.42%, D: 12.5%, N: 12.08%, A: 61.25% and SA: 8.75%.

As per data analysis & interpretation, the % of private teachers were SD: 4.17%, D: 11.67%, N: 9.58%, A: 59.58% and SA: 15%.

Table 14: Mentoring, Counseling and Guidance for Students

Options	SD	D	N	A	SA	Total
Government	23 (9.58%)	56 (23.33%)	29 (12.08%)	97 (40.42%)	35 (14.58%)	240 (100%)
Private	39 (16.25%)	48 (20%)	24 (10%)	104 (43.33%)	25 (10.42%)	240 (100%)

(Source: Primary Data, Survey)

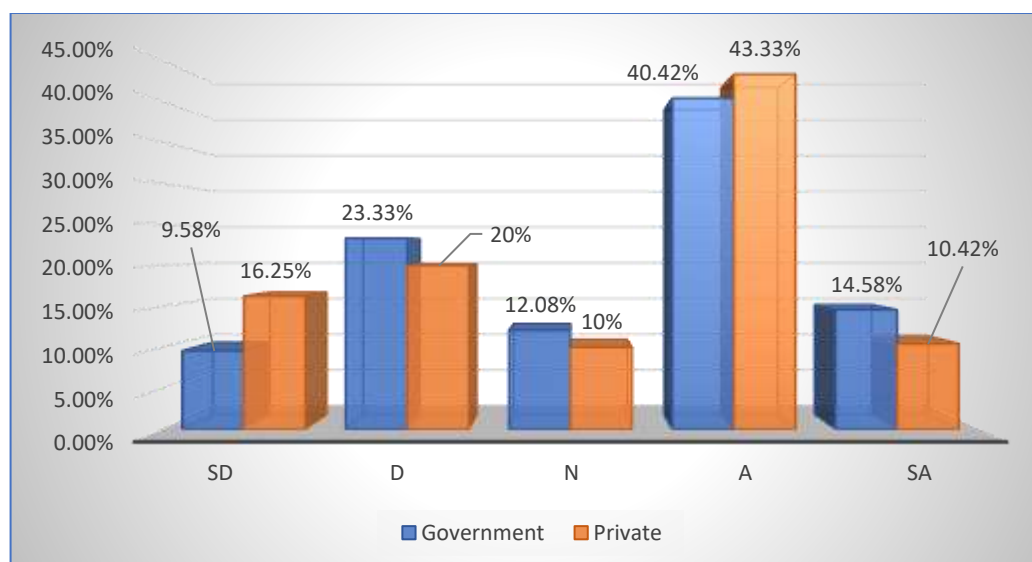


Figure 14: Mentoring, Counseling and Guidance for Students (%)

As per data analysis & interpretation, the % of government teachers were SD: 9.78%, D: 23.33%, N: 12.08%, A: 40.42% and SA: 14.58%.

As per data analysis & interpretation, the % of private teachers were SD: 16.25%, D: 20%, N: 10%, A: 43.33% and SA: 10.42%.

Table 15: Training and Personal Growth

Options	SD	D	N	A	SA	Total
Government	37 (15.42%)	12 (5%)	9 (3.75%)	128 (53.33%)	54 (22.5%)	240 (100%)
Private	35 (14.58%)	10 (4.17%)	12 (5%)	116 (48.33%)	67 (27.92%)	240 (100%)

(Source: Primary Data, Survey)

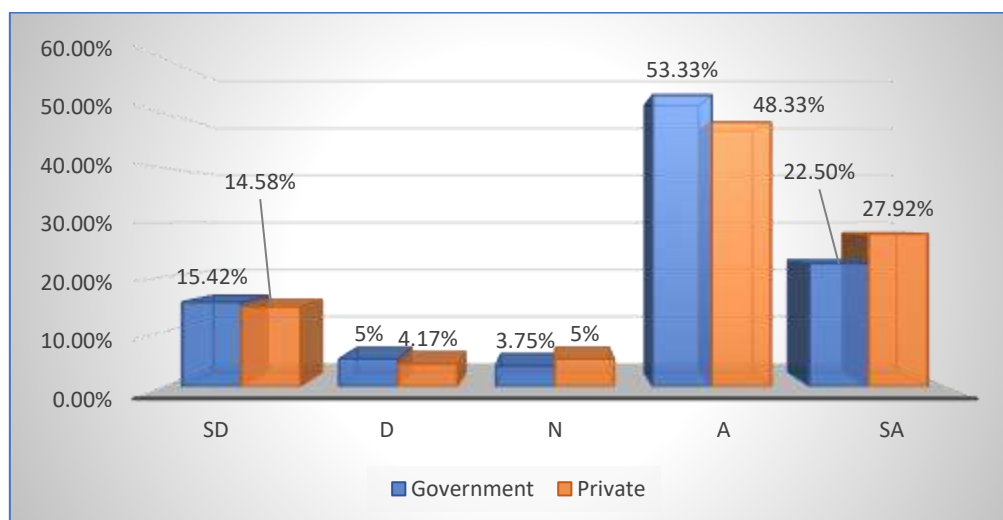


Figure 15: Training and Personal Growth (%)

As per data analysis & interpretation, the % of government teachers were SD: 15.42%, D: 5%, N: 3.75%, A: 53.33% and SA: 22.5%.

As per data analysis & interpretation, the % of private teachers were SD: 14.58%, D: 4.17%, N: 5%, A: 48.33% and SA: 27.92%.

CONCLUSION

The study on secondary school teachers' gender sensitive attitudes and practices highlights the growing recognition of the need for inclusive and equitable education. Teachers, as primary agents of socialization within schools, play a vital role in shaping students' perceptions of gender roles and equality. The findings suggest that while many teachers demonstrate awareness and positive attitudes toward gender sensitivity, the translation of these attitudes into consistent classroom practices often remains limited due to traditional mind-sets, lack of training, and socio-cultural constraints. Promoting gender sensitivity in teaching practices is therefore not only a matter of personal belief but



also of professional responsibility. Regular orientation, training programmes, and policy support are essential to strengthen teachers' competencies in creating gender-fair curricula, classroom interactions, and evaluation processes. Ultimately, fostering gender-sensitive attitudes and practices among secondary school teachers is crucial for nurturing an inclusive school environment that upholds equity, respect, and equal opportunities for both boys and girls, thereby contributing to a more just and progressive society.

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