

## DEVELOPING GENDER-SENSITIVE LEARNING ENVIRONMENT

by:

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Learning is a continuous process that is frequently associated with a school or learning institution. However, it is also the outcome of the interplay between individuals and the environment in which those individuals operate. As a result, it is a dynamic process that occurs throughout life. The environment in which learning happens may be defined as the reinforcement of natural conditions, circumstances, and influences, as well as sociocultural contexts in which an individual is positioned. Therefore, you can say that the learning environment is the combined result of the surroundings in which people communicate to enrich experiences, thus leading to learning. The school plays an important role in the formation of ideas, habits, and attitudes of a child with the aim of developing well-balanced personality types. It seeks to develop citizens who are physically fit, mentally sharp, emotionally mature, and culturally aware as well as socially efficient.

According to growing evidence, a positive learning environment appears to boost student achievement. It also makes a significant contribution to learning and aids in the development of strong relationships between teachers and students. A positive learning environment also gives students, faculty, and visitors a sense of security.

The learning environment must contribute to the development of a culture of mutual trust and respect that engages learners constructively in the task of learning. Furthermore, it promotes a relationship between teaching and learning, which aids in the improvement of children's mental health and academic achievement. If you can create a learning environment that is culturally and linguistically diverse, each student and

teacher will form stronger bonds. As a result, a positive learning environment supports a learner to perform better cognitively, and also guarantees that his/her personality develops in a balanced manner.

Education is a human right that is significant for success because it leads to promoting gender equality, development, and peace, which should be pursued. Gender sensitivity in education is not meant to favor one gender over another. Instead, it seeks to provide equality so that both genders have equal access to opportunities. Sex refers to the biological and physiological aspects of sexual characteristics that distinguish men from women. Male and female characteristics are both present and differentiated by genes, hormones, the ability of reproductive organs, and other physical characteristics. Gender, on the other hand, is concerned with the socially constructed roles, behaviors, activities, and characteristics that a given society considers suitable for masculinity and femininity. Promoting gender equality in the classroom entails empowering all students and providing equal opportunities for them to learn at their own pace. It also includes correcting biases students have about themselves or other people's gender identities.

Students benefit from gender-sensitive education. It aspires to the learners' own life roles and careers on the basis of themselves, based on their interests and abilities regardless of their gender. Equal opportunities should be provided to both genders so that they can pursue their desired careers. It is important for teachers to become responsive to the individual needs of students in order to create a positive environment in the classroom. An effective teacher must be sensitive to individual differences in learning styles by modifying the rate, amount, nature, or content of instruction. Teachers who adapt their instruction to accommodate individual differences send the message that they want to reach all of their students whenever they are needed. This also ensures that learners actively participate in learning activities. Teachers should utilize a variety of instructional techniques to incorporate different socio-cultural characteristics of learners, such as language, socioeconomic conditions, and cultural background, which influence

their learning. They should use instructional strategies and techniques that are tailored to the learning needs of children who have physical, sensory, or learning disabilities. To accommodate different learning styles, they should use instructional methods such as peer tutoring and cooperative learning that build good relationships.

Educators are in a unique position to challenge gender-stereotyped images and roles that have long been assumed to be natural. This may have a positive impact later in life when one begins to work and/or takes actions based on one's values on a gender-inclusive viewpoint. Furthermore, educators should motivate non-traditional subject choices on the basis of students' abilities. Students would gain more control over their lives as a result of this process.

Our educational system is one of the most effective institutions which has the total capability to address issues and concerns related to equality, gender expectations and stereotypes. A positive change at all levels of society is thus produced when the educational process is no longer subsidized from gender stereotypes and roles.

Creating and maintaining effective learning environments is possible through efficient classroom organization that is interactive and has an innovative climate. As a result, it is essential to know the methods for creating a classroom environment when planning for one. It is not enough to create a good learning environment; it is also necessary to maintain it, which can be accomplished through constant redirection, necessary correction, and constant upgrading of instructions.

#### *References:*

<https://www.waterford.org/education/gender-equality-in-the-classroom/>

<https://www.egyankosh.ac.in/bitstream/123456789/8504/1/Unit%204.pdf>