

Gender and Psychology Responsive Pedagogy in Teaching – A Systematic Literature Review

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Abstract. Due to its importance for individual and societal well-being, education can significantly impact a country's ability to progress. It is a crucial component of social and economic progress and the main way to raise people's standard of living. The importance of gender in achieving development goals is widely acknowledged, but concerns related to educational equity between male and female groups must be prioritised at all levels in general. This systematic literature review (SLR) extensively examined 13 articles published between 2018 and 2023, encompassing full-text articles from online sources for a more comprehensive analysis. Finding themes within the data required the application of thematic analysis. The results show that the Gender Responsive Pedagogy (GRP)'s efficacy in instruction was evaluated. However, guaranteeing that this GRP may be implemented successfully depends on the key actors' level of awareness. It was discovered that teachers' perception towards GRP in the teaching and learning (TnL) process focuses more on the importance of implementing the GRP since teachers could actively engage with their students to improve academics and boost the level of confidence among their students. It was found that the practice of GRP are still low, especially in delivering the required facilities, limited fund and less corporation with school and communities.

Keywords: teacher's perception; teacher's practice; gender responsive pedagogy; systematic literature review

1. Introduction

Universally, the education system catalyses socioeconomic formation and sustainable national development. The Organization for Economic Cooperation and Development (OECD) has outlined five aspects that determine a country's level of development, which are the education system, economy, infrastructure, society and environment. The knowledge, skills, value and self-competencies possessed by the community are factors contributing to the country's success. Implementation of education system quality can enhance the quality of living, level of health and productivity of the workforce.

Gender equity in education is among the sustainable development goals (SDGs). It refers to the opportunity between males and females to be given the same chances and experience a quality learning process that can fulfil their learning needs. This is in line with the main function of education as the main instrument in promoting gender equality and enhancing equitable growth (Abraha et al., 2019). In addition to the aforementioned benefits, it is worth delving into the multifaceted advantages that can emerge from the successful implementation of a gender-equal education system. By ensuring that both males and females have equal access to education and opportunities, a transformative impact can be expected on the composition of the future workforce. As gender disparities are minimised within the educational realm, a more balanced and diverse pool of professionals, each equipped with education, skills, and knowledge, will be nurtured. This transformation, characterised by an increased presence of educated and skilled individuals, has the potential to create a ripple effect across various sectors of the economy. As a direct result of this shift, the overall productivity of the country is poised to ascend to higher levels. A workforce that is well-prepared, gender-diverse, and equipped with the necessary skills and knowledge can significantly contribute to enhanced efficiency in various industries. Moreover, such a workforce can bring fresh perspectives and innovative ideas to the table, thereby fostering an environment of creativity and innovation.

In addition to promoting gender equality, teachers should identify critical elements of gender stereotypes during lesson planning (FAWE, 2006). (Steinmayr & Spinath, 2019; Tiedemann, 2000) stated that gender stereotypes practised by teachers have a negative impact on students' academic performance. Therefore, to ensure that a gender-equal teaching and learning (TnL) process can be established, teachers need to play a role as caring role models and practice gender equality in their daily lives to be used as an example to the students. In a study by Kollmayer et al. (2020), a significant observation emerged, revealing that educators frequently bring their own gender identity into the educational setting. This phenomenon manifests in teachers favoring examples of successful learning experiences that align with their own gender. Though this inclination might be unintentional,

it inadvertently gives rise to gender bias within the classroom environment. Consequently, this bias subtly impacts students' enthusiasm and engagement, potentially diminishing their interest and motivation to participate actively in their learning endeavors. Such unintentional gender-centered preferences underscore the need for heightened awareness among educators to foster a more inclusive and equitable learning atmosphere, promoting an environment where all students feel equally empowered and motivated to participate, uninhibited by implicit biases.

In response to this, there arises a distinct need for the execution of a systematic literature review (SLR) to comprehensively examine the application and execution of Gender Responsive Pedagogy (GRP) within the teaching community. The aim of this SLR is to delve deeper into the intricacies of this specialised approach. As a result, the researcher is undertaking this comprehensive review with the principal intent of consolidating and harmonising the empirical discoveries garnered from preceding research endeavours focused on the assimilation of GRP into the instructional methodologies of educators. This concerted effort seeks to establish a foundation upon which future studies in this domain can be built, thereby contributing to the continuous enrichment and progression of the scholarly discourse on this significant educational methodology.

2. Research Objectives

1. To explore teacher's perceptions of the implementation of Gender Responsive Pedagogy.
2. To explore teacher's practice on the implementation of Gender Responsive Pedagogy.

3. Research Questions

1. How does existing research teachers' perception of the implementation of Gender Responsive Pedagogy?
2. What are the main findings of the teacher's practice on the implementation of Gender Responsive Pedagogy?

4. Gender Responsive Pedagogy

As explained by Muhammadiyeva and Annagulyev (2023), gender is an anatomical, physical concept, especially a unit of biological characteristic that controls whether an individual fit into biological sex. Meanwhile, Lindsey (2015) refers gender as those cultural, social as well as psychological traits connected to females and males via specific social contexts. Gender bias in the teaching process exists when teachers are unable to implement accurate and appropriate pedagogical skills according to the need of students in a class. GRP refers to a pedagogical approach requiring teachers to pay attention to gender differences that exist in their classrooms (Abraha et al., 2019). This definition is in line with FAWA (2016), which also stated that GRP refers to TnL processes that focus on special attention to cope with the learning needs of boys and girls.

According to Boachie et al. (2021), GRP necessitates educators to adopt a comprehensive gender approach when engaging in TnL activities, classroom management, and performance evaluation. By fully implementing GRP in teaching, it is believed that this implementation will yield several benefits, ultimately leading to gender-equitable education, empowerment, and improved quality of education outcomes for all students. In addition, to create a gender-responsive academic environment, GRP is specifically crucial for educators to implement in their teaching process. GRP is a comprehensive pedagogy that all educators must comprehend (Paudel, n.d.). To meet the requirements of all students and advance the adoption of GRP in the learning process, educators should integrate the components of GRP into their teaching approaches, instructional resources, and classroom administration and be attuned to gender-sensitive student interactions (Mlama et al., 2005).

When devising a lesson plan, teachers should incorporate diverse teaching techniques, including group discussions, role-playing, study tours, case studies as well as concept mapping. The intention of this strategy is to guarantee that each student is given a chance to actively participate in their learning experience (Dorji, 2020). Teachers should make sure the design of seating arrangements in the classroom can provide boys and girls with equal opportunities with regard to class participation as well as interaction with teachers and other students (Kahamba et al., 2017). Dorji (2020) stated that an overcrowded classroom could not accommodate child-centered and conducive learning caused by the traditional seating arrangement of students. It follows that it will not promote a student-centered learning environment or active participation, particularly among female students. A tall chair or table in the classroom can also prevent females from participating in the teaching-learning process (Dorji, 2020).

In conclusion, an appropriate pedagogical approach should be implemented to create a gender-responsive learning environment and thus bridge the gap between male as well as female students. In addition, teachers are also

required to change traditional teaching practices to gender-responsive teaching practices so that a balance in student achievement can be established. Changes in today's formal education system need to be done immediately so that no individual student drops out. Therefore, every teacher should be exposed to pedagogical concepts, methods and skills that enable them to implement a gender-responsive teaching process. Facing the challenge of ensuring a quality and gender-equitable education system, the study will examine, analyse and provide a summary related to teachers' perceptions and practices in implementing GRP in their TnL process.

5. Methodology

In this study, an adapted version of the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) framework is utilised to systematically review, collect, and synthesise relevant information from previous research. The goal is to give an up-to-date overview of the present state of the research. An SLR is conducted following the four-phase model proposed by Abubakar and Muhammed (2023). The analysis outcomes will be presented in a tabulated form within the results and discussion section. Figure 1 illustrates the four phases of the SLR process according to Abubakar and Muhammed (2023).

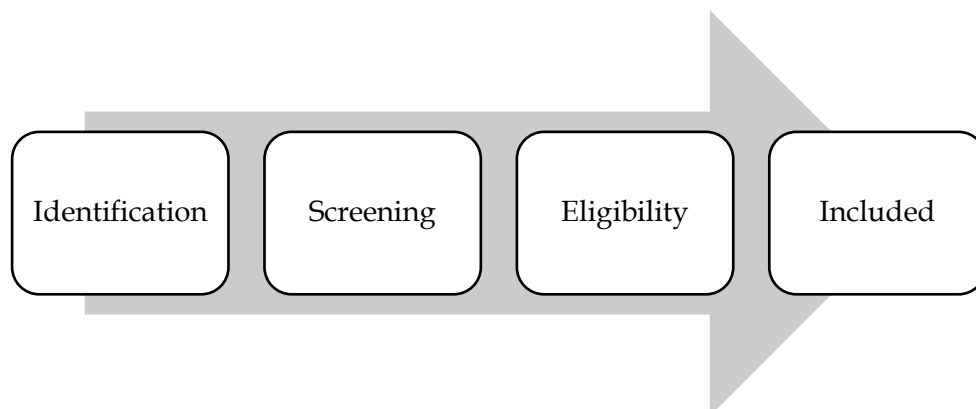


Figure 1: Four Phases of Systematic Literature Review by Abubakar and Muhammed (2023)

5.1 Search Strategy

In order to identify articles that are pertinent to this systematic search, a search strategy was established. It follows that the search term given were employed to search each database “teacher” AND “perception” OR “attitudes” OR “beliefs” AND “Gender Responsive Pedagogy”.

5.2 Data Sources

In the pursuit of conducting a comprehensive search, a strategic selection of search engines was made, comprising renowned platforms such as Elsevier, Scopus, Springer Link, and ResearchGate. Augmenting this array of search engines, the exploration extended to include sources like Google Scholar, which has achieved widespread recognition for its efficacy in facilitating educational transdisciplinary research endeavours. This is attributed to its encompassing repository of bibliographic articles and comprehensive full-text publications spanning diverse subject domains. The research undertook a meticulous scanning of English-language resources, encompassing scholarly journals, reviews, and conference proceedings, within a well-defined temporal scope. The commencement of the search was synchronised with the databases' inception, commencing on January 1, 2018, and the comprehensive data gathering culminated on June 17, 2023. By incorporating these dynamic and multifaceted platforms, the research aspires to acquire an extensive and representative pool of resources, maximising the richness and relevance of insights that emerge from the systematic literature review.

5.3 Selection Standards

Five distinct criteria were established to govern the meticulous screening process within this systematic literature review (SLR). Articles that conformed to all these predefined criteria were selectively included, a measure aimed at safeguarding the relevance and coherence of the chosen journals. This stringent selection process was imperative to forestall the inclusion of studies that might lack pertinence or relevance. A clear outline of the inclusion criteria employed throughout this study is presented in Table 1 for reference.

Table 1: Inclusioan Criteria

Criteria 1:	Studies published between 2018 and 2023 in English
Criteria 2:	Studies published in scholarly journals
Criteria 3:	Studies participants comprised teachers
Criteria 4:	Studies are empirical (quantitative, qualitative, mixed methods, or meta-analysis)
Criteria 5:	Extracted data aligns with the present focus of the study as well as research questions

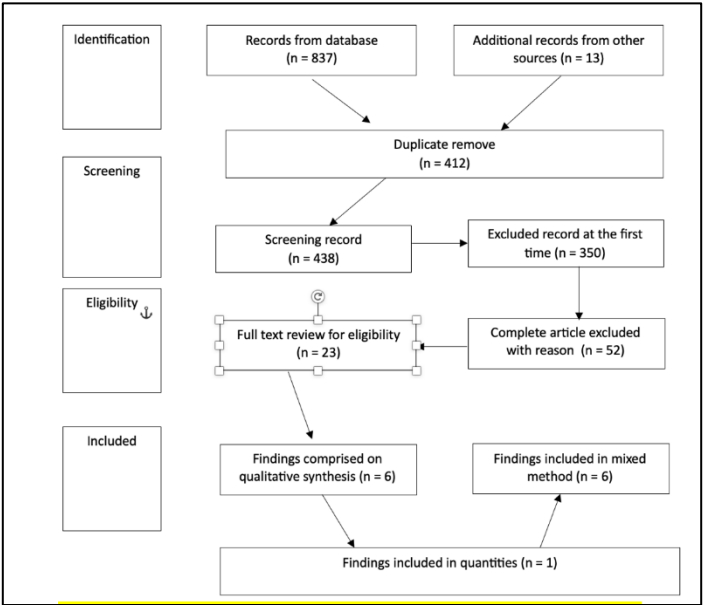


Figure 2: Systematic review of the related literature referring Abubakar and Muhammed (2023)

5.4 Assessment Quality

As a direct consequence, the assessment for this review was limited to the subject matter, which included around 850 articles divided among the fields of education, the social sciences, the humanities, and the arts. The assessment focused on all of the countries that are spread out over the globe. It was anticipated that the review will be conducted between the years 2018 and 2023. The evaluation did not take into account any publications that were produced before the year 2018. As a direct and immediate result of this decision, 412 scientific publications have been removed. When duplicate records were filtered out of the study, an additional 350 articles were removed from consideration. Next, to ensure the quality and importance of the educational content included in the analytic technique, the publication’s abstracts were rigorously verified for purification as well as evaluation. At this point, 75 records have been removed from the database. Last, there are 13 papers, all in total, that were retained after the screening.

6. Discussion of the Results

Within the scope of the 13 studies scrutinised, a pattern emerges indicating a dearth of research conducted at the secondary and primary education levels, particularly within the South East Asian region. Notably, the majority of investigations were concentrated in African nations such as Ghana, Ethiopia, Rwanda, and The Philippines, along with Bhutan. This distribution underscores a prevailing gap in research coverage, with secondary and primary educational contexts in South East Asia meriting greater scholarly attention.

6.1 Teacher’s Perception in Implementing the Gender Responsive Pedagogy

In implementing the GRP, it is important to note that teachers’ perceptions also play a great role since teachers’ perceptions towards their students’ capacities will affect how these teachers teach, distributing roles, and engage

with their students (Boachie et al., 2021). As stated by Dorji (2020), teachers from a Higher Secondary School under Thimphu Thromde, Bhutan, acknowledged that they lacked awareness and understanding of GRP. This limited knowledge hindered their ability to effectively incorporate GRP into their lesson planning with intention and mindfulness. In Ethiopia's secondary school, Abrha et al. (2023) found that the awareness level of GRP are satisfying where teachers have developed a heightened gender sensitivity and embraced strategies that foster equitable involvement of both female and male students within the school setting, thereby ensuring that female students do not experience diminishment or discomfort.

Meanwhile, Boachie et al. (2021) revealed that the participatory teachers at St. Ambrose College of Education in Ghana have a fair level of awareness of GRP, which has been reflected in their teaching practices. Moreover, the interactions during lessons and teaching materials distribution have been done fairly to male and female students. A study by Alinea and Reyes (2023) focuses on gender issues toward GRP TVTEd Curriculum Practices in the southern Luzon of the Republic of the Philippines. The findings of this study underscore that the participating teachers exhibit a level of awareness concerning gender issues, with particular emphasis on gender inequalities. However, despite this awareness, the systematic integration of these gender-related concerns within the curriculum remains elusive. Consequently, there exists a notable constraint for prospective educators in effectively addressing matters pertaining to gender throughout their TnL journey. This limitation could potentially hinder the comprehensive exploration and discussion of gender-related topics within educational contexts, highlighting a critical area for improvement in teacher preparation and curriculum development. Addressing this constraint is essential for fostering an inclusive and equitable learning environment that empowers educators to navigate and impart nuanced gender perspectives.

In Nepal, a study conducted by Adhikari (2021) focuses on teacher's mindset on GRP in the classroom. Based on the study findings, it was noted that there was an increase in growth attitude among teachers about the GRP due to their awareness level regarding GRP. A similar situation was also found in a study by Nizeyimana et al. (2021), whereby participating teachers believe that the role that gender plays in educational opportunities among children is relevant.

6.2 Teachers' Practice of GRP

Because of their limited understanding of GRP, all the teachers who took part in the study indicated that they were unable to establish a gender-responsive educational setting and appropriately cater to the distinct requirements of both male as well as female students during the TnL process (Dorji, 2020). On the other hand, in Ethiopian secondary schools, the concept of GRP was observed to be put into practice, with teaching approaches and study materials being designed to accommodate the unique learning needs of both male and female students. Furthermore, this notion was wholeheartedly adopted in teacher-training institutions, where there is consistent evidence of a shift in gender dynamics within schools and the behaviours and attitudes of male and female students in the classroom (Abrha et al., 2023). In Ghana, the practical implementation of Gender Responsive Pedagogy (GRP) is evident at St. Ambrose College of Education. This is reflected in classroom interactions where both male and female students are treated with equality, and a congenial atmosphere is fostered. This application of GRP principles exemplifies the commitment to creating an inclusive educational environment that prioritises gender equality and supports the well-being and engagement of all students.

On the other hand, Boachie et al. (2021) found that the GRP has been practiced by applying instructional approaches through regular professional development sessions. Nonetheless, it was also observed that the implementation of GRP practices faced challenges due to factors such as the absence of a well-equipped chemistry laboratory, inadequate classroom setups and desks, as well as the limited effectiveness of the guidance and counselling unit within the college. The same situation was also identified in a study conducted by Alinea and Reyes (2023), where a lack of pedagogical skills relevant to GRP was evident. This deficiency also encompasses the absence of pedagogical skills necessary for the effective practice of GRP.

In the study conducted by Adhikari (2021), it was recognised that teachers' perspectives are evolving due to intensified awareness campaigns among educators in schools. Despite this positive shift, the practical implementation of Gender Responsive Pedagogy (GRP) within the classroom context remained considerably limited. This can be attributed to the insufficient integration of practical components that facilitate effective application. Additionally, the research findings by Mhewa (2020) revealed that Tanzanian Secondary Schools encountered capacity challenges, primarily stemming from a lack of awareness among participating teachers. These insights highlight the need for a more comprehensive approach to enhance the understanding, adoption, and practical execution of GRP within educational settings.

Table 2: Relevance of objectives of teaching subjects at the university

Author	Title	Country	Research Objectives	M	P	Findings	Limitation
Dorji (2020)	Gender Responsive Pedagogy Awareness and Practices: A Case Study of a Higher Secondary School under Thimphu Thromde, Bhutan	Bhutan	1. Evaluate the awareness level of GRP among higher secondary school teachers. 2. Investigate the practices of GRP in the TnL process in higher secondary schools. 3. Promote a positive social mindset as well as practices to ensure gender equality in higher secondary schools.	MI	1 2	There is a lack of knowledge among educators on gender and gender-sensitive pedagogy. Less emphasis was placed on the use of language, the classroom setting, the interactions in the classroom, and the use of textbooks.	This study could not be generalised for whole Thimppu Thromde since the view of Principals, students, parents as well as other relevant stakeholders were not taken into consideration .
Ananga (2021)	Gender Responsive Pedagogy for Teaching and Learning: The Practice in Ghana's Initial Teacher Education Programme	Ghana	1. To address how mentors as well as tutors use GRP and the changes that have occurred	MI	1 7	There has been a large increase in the number of tutors in the core courses (Mathematics, English and Science) who are using GRP in their lessons with their students.	The research objectives were not explained clearly.
Abrha et al. (2023)	Gender Responsive Pedagogy Practices: Secondary School Science Teachers in Ethiopia.	Ethiopia	1. To investigate teachers' GRP practising status in correlation with their teaching experience as well as gender.	QL	1 2	The teachers of science were qualified in the areas of classroom organisation and interaction, as well as the prevention and resolution of sexual harassment. On the other hand, they were not very good at developing gender-	A platform for key players required for more improvement

						sensitive lesson plans and instructional materials, and they were also not very good at dealing with the topic of sexual maturity. In addition, there was no correlation found between the gender of the teacher and the amount of experience they had in the classroom.	
Boachie et al. (2021)	The Practice and Awareness Of Gender Responsive Instructional Approaches During College Of Education Chemistry Lessons-A Case Study.	Ghana	1. To assess the level of awareness among chemistry tutors regarding the implementation of gender-responsive teaching practices during chemistry lessons at St. Ambrose College of Education in Ghana.	QL	15	The chemistry educators possess an adequate understanding of gender-specific educational tactics. Nevertheless, the deputy head, chemistry instructors, and students collectively recognised the absence of a chemistry laboratory, inappropriate classroom arrangements and desks, as well as an underdeveloped guidance and counseling unit, as the primary hindrances to successfully applying gender-responsive teaching methods within	The challenges were only mentioned a bit before the end of the paper.

						chemistry classes.	
Alinea and Reyes (2023)	Gender Issues Toward Gender-Responsive Tvted Curriculum Practices.	Republic of the Philippines	1. To identify emerging issues related to gender that prevent gender-responsive curriculum practices in technical-vocational teacher education (TVTed) programs.	QL	25	Even while teachers are aware of gender disparities and how they connect to inequity, they are nevertheless unable to interact with gender issues in the curriculum in a systematic way. This resulted in a restriction of the agential potential of aspiring educators to deal with gendered concerns in the pedagogical practises of their respective institutions.	This study only focusing on curriculum that related with TVET
Adhikari (2021)	Teachers' Mindset on Gender Responsive Pedagogy (GRP) in Mathematics Classroom.	Nepal	1. To analyse mathematics teachers' mindset in classroom activities as well as classroom setup regarding GRP.	QN	15	The mathematics teachers at the secondary level are putting GRP into practise on their classroom set up and in their classroom activities. There was an increase in the growth attitude towards GRP practising. Nonetheless, the practical aspect of incorporating gender-responsive techniques into classroom activities exhibited a notably low	This study only focuses on Mathematics subject for GRP.

						level. This was owing to the low practise of dividing students into separate groups for cooperative learning.	
Akhigbe and Adeyemi (2020)	Using gender-responsive collaborative learning strategy to improve students' achievement and attitude towards learning science in virtual and hands-on laboratory environments.	Sub-Saharan Africa	1. Establish a Gender Responsive Collaborative Learning Strategy (GR-CLS). 2. Evaluate the influence of GR-CLS on students' academic performance in biology lessons when applied in both hands-on as well as virtual laboratory learning settings. 3. Examine the effect of GR-CLS on students' attitudes toward biology in both hands-on as well as virtual laboratory learning contexts. 4. Investigate whether gender acts as a moderator for the impact of GR-CLS on students' academic achievement in hands-on as well as virtual laboratory experiments. 5. Analyse the impact of GR-CLS on the attitudes of	E	2 1	A notable distinction emerged in the average achievement and attitude scores among male and female students who experienced Gender-Responsive Cooperative Learning in both hands-on as well as virtual laboratory settings. This outcome implies that GR-CLS serves as an efficacious instructional approach, enhancing academic achievement and attitude among students regardless of their gender. Furthermore, the study revealed that students attending single-gender schools displayed significantly higher levels of academic achievement following participation in the GR-CLS	The research should be duplicated in the context of different scientific disciplines, like chemistry and physics, and with a more extensive and culturally varied participant pool.

			male and female students in hands-on as well as virtual laboratory experiments. 6. Assess the effect of GR-CLS on students' academic achievement based on the uniformity and diversity of gender in school types. 7. Evaluate the impact of GR-CLS on students' attitudes based on the uniformity and diversity of gender in school types.			program, compared to those attending coeducational schools.	
Moletsane and Shongwe (2020).	Challenges Faced By Religious Education Teachers In Gender Sensitive Teaching: A Study Of Primary Schools In Eswatini.	Eswatini	To investigate the challenges faced by RE teachers in gender-sensitive teaching	QL	8	Because teachers identified issues such as inadequate training, cultural norms, and student attitudes as challenges for implementing gender-sensitive teaching, Religious Education instructors expressed the need for the inclusion of gender equality in teacher training programs.	The result explained needs more firm findings such as numbers.
Akhigbe (2021)	Core competences for designing gender-responsive collaborative		The objective is to introduce an instructional framework aimed at facilitating	C	10	The purpose of this presentation is to present an instructional framework with	Limited firm reference to be referred for this framework.

	learning environments.		gender-responsive collaborative learning, providing educators with a valuable resource to craft collaborative settings that foster the success of all students.			instructional components for gender-responsive collaborative learning.	
Nizeyimana et al. (2021)	An Investigation of the Gender Responsiveness of the Upper Primary Social Studies Curriculum in Rwanda.	Rwanda	To examine the gender responsiveness of the Upper Primary Social Studies curriculum in Rwanda.	QL	1 2	The perceptions of rural and urban students on the role that gender plays in the educational opportunities of children were significantly different. There was consensus among educators that gender is a factor that plays a big role in one's educational experience; nevertheless, some believed that the topic was no longer relevant.	The population shall be increased so it can be generalised.
Dhungana Ms et al. (2021)	Context-responsive equitable strategies for developing gender-responsive curriculums in Nepal	Nepal	To reflect the journey of the curriculum in the context of higher education in Nepal	PA R	2 3	Openness, a culture of inquiry, a culture of respect, mutual trust as well as shared values can help to establish a new framework for gender equity as an example of cooperation and inclusiveness for the purpose of developing, refining, and	The discussion is not really straight to the point.

						fostering an all-inclusive context-responsive perspective.	
Mhewa (2020)	Gender Responsive Language Use and Students' Participation in Learning in Tanzanian Secondary Schools.	Tanzania	The aim is to explore the extent of educators' comprehension of gender-responsive language and its application in the teaching and learning process, with the intention of improving equitable participation in educational activities.	QL	10	Because the teachers in secondary schools had limited awareness of gender-responsive language, their capacity to employ gender-responsive language in the classroom was limited. It was noticed that teachers used language that was gender-neutral and that they occasionally used terms that perpetuated the notion that boys are superior to girls and that girls are inferior to boys.	The findings obtained from the study lack clarity and are not adequately supported with numerical data. The results seem to be ambiguous, making it challenging to draw definitive conclusions from the research. The absence of numerical values or statistical evidence makes it difficult to assess the magnitude or significance of the observed trends or patterns. In order to establish a stronger foundation for the findings, it is essential to incorporate quantitative data that can provide more precise insights and enhance the overall credibility of the study.
Talon et al. (2020)	A phenomenologic	Philippine s	The objective is to delve into	QL	15	The perspectives of	A restricted pool of

	al inquiry of gender and development in the classroom program.		the encounters of TLE and TVL instructors within the gender and development in the classroom initiative, subsequently formulating a framework that emphasises gender equality to ensure equal opportunities.			the instructors on gender dynamics and the progression of students within the classroom. Given that the realm of TLE as well as TVL holds a significant role within the K–12 curriculum framework of the basic education program, it becomes imperative to engage in reflective considerations of processes in order to ensure ongoing enhancement and strategic adjustments. This is because of the K–12 basic education programme.	participants was included through non-random sampling, deliberately chosen from the group of teachers interviewed, specifically focusing on educators from both grade 7 and 8 TLE, as well as grade 11 and 12 TVL. Limited to the experiences of 20 teachers under different specialisation
Crompton et al. (2021)	Inequalities in Girls' Learning Opportunities via EdTech: Addressing the Challenge of Covid-19	Global	The aim is to quickly examine the obstacles faced by girls in Low- and Middle-Income Countries (LMICs) when utilising Educational Technology (EdTech) during the pandemic, along with emerging techniques and tactics to address these challenges. Additionally, the intention is to offer an outline of the	C	26	How and why are females typically not given the same educational technology opportunities with the technological limits that have developed as a result of societal inequality and conventions?	Limited only on the EdTech opportunities .

			elements influencing disparities in girls' education and their interaction with EdTech.				
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6. Conclusion

This review aimed to evaluate the effectiveness of Gender Responsive Pedagogy (GRP) in teaching. The presented analysis offered a comprehensive portrayal of the overall landscape as elucidated in the literature review. The data extraction procedure focused exclusively on English-language articles, reviews, and conference papers, limiting the scope of information utilised. The findings underscore the need for continued discourse surrounding the subject matter, accompanied by targeted interventions and governmental support, to enhance the integration and utilisation of GRP in TnL practices among educators in contemporary society.

The review shed light on the significance of GRP in addressing gender-related disparities within educational contexts. While existing literature acknowledges the potential of GRP to foster gender equity and inclusivity in classrooms, the review emphasised the need for practical implementation and awareness enhancement. The insights obtained from previous studies underline that a comprehensive approach is crucial, involving not only teacher training but also institutional commitment and policy support. Recognising the limitations of the current study, such as the exclusion of non-English sources, the review emphasises the importance of diverse sources and multidisciplinary perspectives for a more holistic understanding of GRP's impact.

Furthermore, the review serves as a catalyst for ongoing discussions and collaborative efforts among educators, policymakers, and researchers. It calls for collective action to bridge the gap between theory and practice, encouraging innovative approaches that foster gender-sensitive pedagogical strategies in diverse educational settings. By addressing the challenges associated with implementing GRP effectively, the review advocates for a transformative shift in educational paradigms, ultimately contributing to a more equitable and inclusive learning environment.

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