

## **Gendering and Beyond: Analyzing Children's Early Year Education and Teaching Methodologies Employed in Rawalpindi/Islamabad's Private Schools**

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### **Abstract**

This study aims to explore whether, the teaching methodologies deployed in private schools in Islamabad are confining children (between the ages of 3-12 years) to polarized gender identities? This question of children's gendering becomes pertinent when we explore the implications of raising children in gender confined environments. This research will analyze the mechanisms deployed in private Montessori/Kindergarten and elementary schools in Islamabad from feminist perspective. For this purpose, qualitative method research will be used, and we will conduct semi-structured interviews with fifteen school teachers of five private schools based in Islamabad. This particular category of schools has been chosen because these schools draw their teaching methodology and curriculum from the American and British systems of education. Based on this premise these schools claim to be progressive and forward looking in their scope to education and child development. Moreover, these private schools are engaged with different international syllabi and techniques to engage the students of diverse socio-economic class backgrounds. Based on this premise these schools claim to be progressive and forward looking in their scope to education and child development. However, given the lack of attention to social learning in schools this study aims to find out whether such 'modernist' schools are also blinded by the concerns for raising children in gender discriminatory environments. The paper aims to establish that if gender binaries are transmitted to children through early years schooling then what consequences does that instill on the children from the feminist standpoint. But the question that how and whether children can be trained in schools to live beyond gendered binaries are beyond the scope of this paper.

**Keywords:** teaching methods at ECE, gender specific teaching, ECE schools.

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### **Introduction**

Over the past few years the metropolitan cities in Pakistan have witnessed mushrooming of diverse range of private schools for children. The opening of a school has no stringent requirements as anyone who has humble space and some capital is 'licensed' to open a school. This is especially true for the schools that provide early years education given that there is large variety of schools catering to a range of children from varied socio-economic backgrounds. These schools lure the prospective market with attractive names and by promising to impart academic education to children. Private schools in the said scenario are no more different from a business enterprise that aims at higher revenue by ensuring more enrollments at the Montessori/kindergarten level. Moreover, teaching in early years' education falls to the pool of teachers who are stay at home women with nearly no prior specialized education and/or training aimed at teaching the children. The 'supply' of teachers is high as pursuing this career does not require specified qualification/experience. School teaching is also considered 'nurturing' intensive hence making teaching more accessible for the women who are traditionally home makers rather than school educationists. On the other hand the large range of private schools in the urban centers potentially drives up the 'demand' for teachers and hence the 'price' or the reimbursements associated with early years school teaching falls down making it even less lucrative to be a trained school teacher. The given situation makes early years education of the children prone to high vulnerability as it is carried on more by profitable returns and availability of casual labor of teachers.

The paper will look into the private school systems and their teaching methodologies aimed at children between the ages of 3 to 12. This is formally the time when the early year's education takes place and is most of the time referred to as Montessori and early elementary level. But in Pakistan since there is no uniform system of education so numerous names have been assigned to the systems of schooling at this age. However, for the purpose of this paper the term early years schooling will be used.

This study is based on the observation of the teaching systems and methodologies being used in the said institutions. As it has been said that the institutions and their flag bearers are not intrinsically driven to children's social development but are more concerned with imparting standardized academic content to the children with profitability as the other extrinsic return. In this case schools and teaching methodologies employed in them focus more of children's educational learning skills and less on social development.

Based on our own experiences and encounters with these educational centers we came across the lack of social development skills being taught in schools. These educationists operate on the notion of banking system of education where depositing and imparting academic knowledge remains the focus of schools and less emphasis is on the development of children as knowledgeable agents. It is based on this premise that the term 'employment' of teaching methodologies has been used in this study, which is a unilaterally devised teaching strategy.

Given the lack of attention to social learning in schools this study aims to find out whether schools are also blinded by the concerns for raising children in gender discriminatory environments. If the said remains the prevalent trend then what implications can this lead to development of children and the society?

Whereas, our interaction with educational aspirants beyond the age of 18 pursuing gender studies as an academic discipline enter the learning environment with no prior sensitivity to gendered behaviors and non-cognizant of the effects of living in a gender discriminatory environment. This made us go back to the starting point where the seeds are sowed, that is the age when the formal schooling begins in the childhood. The drive behind this study is that the early year's education is the building block for the social construction of people and this creates as the foundation of social and psychological development of a person. The gender studies students even if they excel in their academic learning may not necessarily be able to resituate their own social conditioning and learning in their own lives beyond the academic environment..

The paper aims to establish that if gender binaries are transmitted to children through early years schooling then what effects does this have on children's development from the feminist standpoint. The question that how and whether children can be trained in schools to live beyond gendered binaries is beyond the scope of this paper.

The present activity is part of action research project which is based on the idea of exploration of teaching pedagogies in early years at private schools. Further, teaching at school level is a crucial part of the social learning and children's everyday behavior. The rationale of focusing on private schools is because they are engaged with the different syllabi and techniques to engage the students of diverse socio economic backgrounds. The present study has two phases. First attempt is based on the secondary data review in order to see the prevalent trends in the researches of child cognitive development. This study will be conducted after visits to different private schools which are considered as 'modern'

in their teaching practices. As these 'modern' institutes develop and derive their curriculum from international educational systems.

Most of the literature referred to in this paper draws attention to the gendered appraisal of class room environments from the perspectives of sociological and psychological studies. These perspectives are mostly based on the experiments conducted on children's and parents' responses to the gendered learning and perceptions of the children. In one study children between the ages of 7 to 10 were divided in various administered groups and were questioned about their preferences and from that gender cognitive flexibility was experimented to know whether gender typed behavior in children can be modified (Katz and Walsh, 1991). In another empirical study (Hilliard and Liben, 2010) the impact of gender categorization on children was studied which concluded that it led to the rise in prejudices and stereotypes in children. While at the same time the study stated that such behavior diminished harmonious play and cordial relationships between the other sex peers. Conducting such researches with children of the said age has its own ethical dilemma and poses constrains on the applicability of the research.

The age bracket commonly denoted as childhood and early adolescence has been referred in many psychological studies as the crucial time when gendering takes place. Gender schematic theory (Bem 1981), gender constancy (Kohlberg, 1966) and other theories of social construction and cognitive development explain how children understand gender roles and stereotypes in their cognitive pattern. Another study (Bigler, 1995) on the use of gender as a mechanism of categorization leads to intensified gendered stereotyping whereby demarcating the world out there in two distinct units of feminine and masculine. The functional use of gender classification in educational settings of children also leads to the ability of the child to see every phenomenon in discreet categories of one against the other, of masculine against feminine, of black versus white, and right in contrast to wrong. Bigler extends on Bems gender-schema theory and states that, 'child has difficulty understanding that the same person can belong to more than one category simultaneously, the child may be particularly likely to develop rigid and extensive sex-stereotypic beliefs' (1995: 1073). The seemingly harmless gender categorization becomes problematic when it is normalized by children to understand

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social positioning of other races, classes and ethnicities (Bigler 1994: 1083).

In another study it has been explained that the cognitive capabilities of children between the ages of 4 to 10 are most impressionable in terms of their social development. Children in these age brackets learn the most and are in the best position to deconstruct/reconstruct their gender behavioral learning (Katz and Walsh, 1991). Martin and Ruble (2004) explain this further that, 'cognitive perspectives on gender development assume that children are actively searching for ways to find meaning in and make sense of the social world that surrounds them, and they do so by using the gender cues provided by society to help them interpret what they see and hear. Children are wonderfully skilled in using these cues to form expectations about other people and to develop personal standards for behavior, and they learn to do this very quickly and often with little direct training. By the age of 5, children develop an impressive constellation of stereotypes about gender (often amusing and incorrect) that they apply to themselves and others. They use these stereotypes to form impressions of others, to help guide their own behavior, to direct their attention, and to organize their memories' (67).

Once established that children are significantly impressionable in gendering their world, Bender-Slack (2009) asserts that classroom discourses about gender defines students ways of thinking, learning, talking, feeling and interacting. Bender-Slack sees that such classroom discourses are potentially very powerful in constructing gendered positions. This provides as a secret education that all children receive from everyday texts like fairy tales and media viewing in schools. It is established that, 'gender is inherent in the structures of language because it is constructed as two dichotomous categories hierarchically arranged in relation to one another' (Bender-Slack 2009, 18). Moreover, Bender-Slack delineates that classrooms are not neutral sites for the production of knowledge and those sites prompt children to follow gender specific roles and biases to keep the status quo intact. This status quo ultimately stimulates masculinity in male children harboring on the hegemonic ideals, whereas for the girl child expanding normative conceptions of

gender may be considered acceptable (Kane, 2006). This furthers the notion that children accomplish their gender based on social learning as active social agents (Kane 2006: 152). Learning to do gender is naturalized and gender accountability (Kane 2006: 152) i.e. assessment of traditionally confirming gender roles in the school under peer and teacher influences is also ensured. This is reaffirmed by the fact that schools are epicenter of gendering behaviors for children other than the parental influences at home. It is the place where children come across peer influence (Serbin, Connor & Iler, 1979) and teacher reinforcement (Carpenter, Houston & Holt, 1986). There are various ways through which the schools and teaching methodologies assist children in developing gendered identities and roles.

All of the schools in this proposed study follow English language as medium of instruction to the children. To make Urdu (or other local languages) speaking children acquire acquaintance of a new language at school reading is frequently practiced as an effective method. One study describes the use of short story as a teaching tool and that it creates problem of gender identity. Further, the language used in children's stories help in developing gender categories with which the child organizes world accordingly. For the educators, short stories as a tool are better manifestation of the embedding of prejudice than any abstract speech (Decure, 2013).

The popular Western fairy tales are widely read to children by both parents and teachers like Cinderella, Sleeping Beauty, Rapunzel and others. These tales known as Grimm Brothers' fairy tales were first published in 1812 are still read in modern schools. Fisher and Silber's (2000) rereading of the Grimm Brothers' fairy tales from the feminist standpoint makes us see how gender is taught to children through the seamlessly popular and child friendly fairy tales. The time lapse of centuries between the origin and dissemination of these tales is long and yet the influence it exerts on children is impeccable till date. These stories create bifurcation between good and bad, masculine and feminine 'the happily ever after ending narratives for children....exert a noticeable influence on cultural ideals of goodness, images of ideal models of manhood and womanhood and fantasies about true love' (Fisher & Silber

2000: 121). The popular ones which Fisher and Silber make references to like Cinderella, Hansel and Gretel, Rapunzel, Snow White and Seven Dwarfs create binary between the submissive, docile and passive women and the charming rescuer prince for whom the female awaits for her emancipation, 'feminine helplessness...then miraculous masculine rescue' (Fisher & Silber 2000, 126). The female agency in these cases is gained only when the woman plays a conniving and deceptive role as in the case of stepmothers and wicked witches (Fisher and Silber 2000). These inculcate that agency is the attribute of the evil whereas happy endings are warranted by patience and humbleness. As Fisher and Silber delineate (2000) describe, 'woman's work in these tales are limited to childbearing or the devising of nefarious, conniving plots. Either choice-lying in or lying out will eventually kill her, revealing only dead-end possibilities for female destiny' (p. 126). From the very early age such conceptions are ingrained on the children's mind who then start systematically dividing the world in two opposing binaries of good and bad and of men and women respectively.

The early years' schools also harbor colorful toys for the children to make them adjust well in the new environment. This is unlike the scenario in the elementary or primary level. The toys for children are also 'sexed' to fit one type of gender either boys or girls. A study on preschool children's use of gender-based reasoning in making judgment about toys preferences for themselves and for others. In this study children were shown unfamiliar and non-sexed toys and asked them to rate how much they, and other boys and girls liked each toy. It found that children used gender-based reasoning to make decisions about attractive and unattractive toys when they are given gender labels. Children used gender labels to guide their own preferences and their expectations for others. Even with attractive toys, children liked toys less if it is labeled for other sex and expected for other boys and girls to do the same. The role of gender-based reasoning in cognitive theories of gender and children's play preferences are discussed in this research. (Carol Lynn Martin, 1995)

In reference to the colored days themes conducted by the schools where children come up dressed in their favorite fictional character. An observation in this study revealed that young girls are ardent Disney

princess fans and they address sex identities and talk connected to the well-known movies and diversified toys. The study in view is a multiyear ethnographic investigation of literacy plays in U.S early year classrooms. The investigation utilized ethnographic examination of social practices in the classroom, structuring traditions in toys and drawing, and examining implications in play and identities. The commercially gendered princess/doll affected how young girls upheld the implications from those stories and their sex desires which impacted play situation classroom activities. In the said research young girls played with Disney princess dolls amid composing workshops that showed enhancement of identities derived from toys. The study showed that young girls energetically took up well-known media accounts, experienced social restrictions in princess identities, character activities and reexamined story lines to deliver counter choices of their own (Wohlwend, 2009).

Recent research on children has revealed how gender varies in salience across social contexts. This research examines highly salient gendered moments of group life among four to five-year-old children at youth soccer opening ceremony, where gender boundaries were activated and enforced in a way that looked natural categorical difference between the girls and boys. Further, it employed multilevel analytical framework to explore how children do gender at the level of interaction and performance. Likewise, Butler mentioned the performativity of gender that structured gender boundaries constraints enable the action of children and parents. This study also highlighted that how children's gendered immersion in popular culture provides symbolic resources with which children and parents actively create or disrupt categorical differences. This research concludes that how gendered interactions, structure and cultural meanings are entangled in both mutually reinforced and contradictory ways (Messner, 2000).

Further, another study was designed to test the hypothesis got from cognitive theory that multiple classification skills develop children's gender stereotyping behaviors. Children's ranges from (5-10 years) were coordinated on pretest measures of gender stereotyping and multiple classification skills. It was observed that gender stereotyping creates

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limitations of children's subjective skills and it should be considered when arranging interventions. (S.Liben, 1992)

In another study, gender role stereotyping among 1-5 year children was tried out in metropolitan preschools. It was observed that with age, children progressively cliché personal conduct standard with the male and female gender roles. Children are additionally found to exhibit a higher level of gender role stereotyping as to individual from their very own sex. An age/sex cooperation impact shows that the inclination of children to exhibit a higher level of same sex stereotyping is most articulated among four years of age. At last, dark children were observed to be less gender composed in their images of male sand females than the white children. This information recommends that the intuitive model, including both social and psychological elements, is the best clarification of this information and ought to be additionally examined (Models, 1988). Furthermore, two studies of 8-11-year-old children explored factors related to willingness to perform gender traditional tasks. Study 1 assessed baseline gender preferences and gender related cognitive flexibility. While other children were found to have greater cognitive flexibility, older boys had more stereotyped preferences. Study 2 explored the parameters of vicarious social reinforcement in the symbolic modeling of gender traditional behavior. Peer reinforcements were more effective with younger children and on child-oriented tasks, whereas adult reinforcement was more effective with older children and on adult oriented gender tasks. Both studies found that considerably more a traditional behavior was elicited with male examiners suggesting more attention needs to be paid to this variable (Walsh, 1991).

The review of available literature provides a significant premise to study the impact of gender reinforcing methodologies for children in their early years of education. This simultaneously confers the issues and concerns pertaining to the social development of children if gender binaries are used between the ages of 3 to 12. The existing literature highlights that childhood and early adolescence is the crucial age for imparting gender binaries in children. This develops as a building unit to analyze modern schools in Rawalpindi/Islamabad whether they are

sensitive to this psychological premise and how do they integrate social gendering processes in their pedagogical mechanisms.

The study was conducted with the following objectives:

- To explore the role of teachers in the construction of gender confining binaries
- To highlight the existing gendered class room practices through process of deconstruction
- To develop an awareness regarding the role of teachers in reinforcement and deconstruction in teaching pedagogies

### **Methodology**

This research aims to analyze from the feminist perspective the mechanisms deployed by centralized systems and also how teachers actively improvise those mechanisms in private Montessori/Kindergarten and elementary schools in Islamabad. This particular category of schools has been chosen because these schools which target the upper middle class of the developed urban Rawalpindi/Islamabad, they draw their teaching methodology and curriculum from the American and British systems of education. Based on this premise these schools claim to be progressive and forward looking in their scope to education and child development. However, personal observations and encounters with the schools revealed a dismayed pattern of social learning that these schools inculcate. Despite the claim of being vanguard of progressive and modern education these mixed gendered schools cultivate gender exclusivity and traditionally polarized gender identities. The study will further develop on the schools' visits, participant observations and focus group discussions to be held with the school teachers to reveal the patterns of gender binaries inculcated through teaching. The trends will then be studied from feminist and social psychological perspectives will determine the implications of such trends on the children and society altogether in Pakistan.

It is a qualitative research study. According to Strauss and Corbin qualitative research requires an interpretative approach about the events that occur in natural contexts (Strauss, 1990). In this approach, we explore people's lives, their behaviors, their ways of organization, their social movements and interactions. This qualitative study can be framed as well within a social constructionist approach in the sense that it captures

multiple perspectives from different social agents. According to Patton, the concentration of constructivism is to explore how people in a certain situation construct reality, what their perceptions, elucidations, beliefs and world-views are and what are the consequences of their constructions for those with whom they interact (Patton, 2002). As the present study explores teachers' gender-related beliefs and the way they shape their pedagogical practices in co-education Montessori and elementary schools, a constructivism approach corresponds to the nature of the phenomenon to be studied.

Participation observation was used to address the aforementioned research question. This was done because when we participate and observe then we get nuanced understanding of the teaching styles and perspectives used by private school teachers. Participant observation helps to go beyond the structured responses and talks as it gives insight into the gender sensitization of teachers. It involves using all senses while observing the teachers and school that claims to employ modern teaching methodologies. Participatory observation was conducted based on the frequent visits to the schools throughout the year. Moreover, open days and an orientation conducted by schools in the beginning of the schools' academic term was also one significant site for conducting participant observation.

We also used focus group discussion as a tool in qualitative research design. There were total two focus group discussions with 8 participants in each of them. This tool was used because as researchers we were keen to the overall 'feel' about their perceptions and perspectives along with their practices and language which was only possible with focus group discussion method. This research tool helped us to understand how teachers construct the gender roles, perspective and gender identities with the children's during the class room practices.

During the data collection phase informal conversation and interaction with teachers were made. It was more about blending in and interacting with them casually and in a friendly manner. We noted the observations after the interactions in the field based on memory of the happenings.

The data was collected using purposive sampling method. This method of sampling was chosen because only English medium schools with globally inspired curriculum were included in this research. For this purpose, three schools from Islamabad and one school from Rawalpindi were observed. The reach could be expanded to other schools, but this study of perceptions and perspectives required long term affiliation with a few schools.

For the purpose of this research we went to three schools in Islamabad and one in Rawalpindi. Moreover, for more inclusive participation and observation we went to orientation sessions, activity days held in the schools over a period of ten to twelve months. We observed the teachers' interactions with students and their teaching styles and behaviors. For focus group discussion we requested to organize a session with teachers on the weekend where we held discussion on their perspectives about gender stereotyping and binaries and the implications of such stratification of the school environment.

The ethical concerns were certainly taken under consideration as the research did not intend to be exploitative in any capacity. No formal consent form was prepared or presented to them; however, the purpose of our participation was conveyed to them orally whenever we went.

### **Results and Discussion**

The study was established on certain markers of teachers' perceptions. These objective observations were established before entering the field. The unstructured interview guide (see annexure) helped to identify gendered perceptions in school teachers. This was in reference to their opinions about boys and girls in general, how they dealt with them in and outside the class rooms, and what they expected of them. It was interesting to see that both male and female teachers shared relatively similar perceptions about male and female children in school.

#### **Gender Perceptions**

The present research shows the results of a qualitative interpretative study that inquired about the way teachers' gender-related beliefs shaped their pedagogical practices in co-education early years schools. When discussion was started only one or two participants expressed their views that sex is something biological but they were not clear about gender and how does it construct? There was ambiguity among that group of teachers about clear definition of sex and gender as well.

During the focus group discussion with the school teachers the researchers came to know through probing that although they did not openly express their views about gender role distinctions but statements such as nursing was best suited to women was shared by them as they thought women were naturally more caring and nurturing. This goes on with Simon de Beauvoir who once said, 'one is not born a woman rather becomes one' (Beauvoir, 1949). Similarly, they felt that boys were better than girls at mathematical skills, but they were uncertain about girls doing better in school than boys. However, the teachers were very confident while saying that boys are better at sports than girls. This all revealed that

they had highly discriminatory gendered perspectives and that must be constructed in their class room discussions and teachings.

The gestures and expressions of teachers were also very crucial in determining their perception of gender identity and their impacts on children. It was observed that teachers usually were not sensitive to the notions of gender. For them it was 'natural' for girls and boys to be different and to be treated differently. There were also teachers who were of the opinion that this segregation did not matter yet it was inevitable.

The use of gendered language in referring to girls and boys was very important to know their perceptions. The directives given to the children was also instrumental in understanding teachers' gendered perspectives and the use of material resources in school as advised and acknowledged by teachers in and out of the class also led us to analyze their perspectives. These perspectives led to unveiling that the teachers in the said schools were ardent advocates of gender binaries, segregation and stereotyping.

### **Gender Roles**

During the discussion the teachers expressed that men and women had different roles, as women were supposed to stay at home and men to be the breadwinners of the family. The female teachers shared their concern that women's role in the household is eventually cleaning up, cooking, caring and rearing. The male teachers expressed that those males who lived out of house (in hostels) had no choice but to become adroit in doing all domestic chores. They also agreed that it was not actually men's responsibility to do housework, although he may volunteer sometimes to do that work. During the discussion they also said despite women working as teachers their financial contribution in the house does not qualify to be equivalent of that of a breadwinner. On the other hand, they were unaware that how strongly impressionable are children of early years age in developing rigid gendered identity and roles and expectations.

### **Gender Binaries**

In an observation in the playground, the teachers suggested making two teams one for the boys and one for the girls. This is was for game in which both boys and girls were expected to play together. When going to the morning assembly, playground or for home time the teachers would deliberately ask the students to make separate queue for boys and girls respectively.

The play time also showed high degree of gendered stereotypical behavior of the teachers. All the ball games which required running, chasing and agility were for the boys as the teacher would tell them. The

girls would however stay in the playground in one corner and they played hopscotch or dodge the ball.

Moreover, in one school the indoor play area had a little toy bed, kitchen counter, ironing stand, baby stroller and many pink teddy bears and dolls where the little girls were left to play. That corner was a real magnet for the parents of daughters who came for new admission. They were highly excited by all those things in there that kept their daughters excited. The boys in that Montessori section were escorted to the playground where they would do racing, driving cars and throwing balls in the goals.

### **Gender Stereotypes**

It was observed that in early years' classes, teachers when teaching English would refer to gendered stereotypes to explain concepts like descriptive words. In one classroom session it was observed that there were two types of pictures given to four children who were participating in the activity. The boys were given Spiderman photo and the girls were given Barbie's photo. The discriminatory practice used by the teachers for teaching the concept of describing words was based on their own gendered stereotypes where they would refer to girls in to docile creatures as that of a doll and boys as the saviors or those who aim to be like Spiderman aiming to rescue the world from various crises. They were then asked to use words to describe their appearances. The girls talked about Barbie being fair, blonde and big eyes. Whereas the boys talked about the Spiderman being smart, active, masked and costumed in red and blue costume.

In all schools, gender stereotyping was 'commonsensical' and rampantly acknowledged. When discussion was held around the stereotype participants expressed their stereotypical agreement that pink color, glitter, home-making and beauty are more appropriate attributes for women as compared to men. The attributes associated with masculinity in their stereotypical thinking were included bravery, rescuing, football and cars. Often girls were associated with delicacy and shyness to prove their femininity. As it discussed in the literature that the children also used gender-based reasoning about toys. These things shape children's thinking in gender confinements.

After probing and some cues they shared that this labeling and categories came from socialization and family. As it is mentioned in the literature under Liben research about social learning theory. Although two or three teachers thought that due to their parents' support, they got education but there were still social constraints on them.

### **Gender Binaries**

In class room practices gender binaries existed which the teachers promoted. This was also discussed earlier in literature that Disney princesses and fairies discussions in schools were part of the class rooms. The girls who are obsessed with princesses and fairies construct different sex identities for themselves and for other females and the boys liked super heroes and girls. In the like manner, literature also proved that Barbie' dolls and princesses' tales either as stories or toys reinforce the gender binaries because binaries classifies the gender in to two distinct forms which further creates the gender roles and responsibilities as per prescribed by the society. Although literature also reveals that these toys and action figures can be used to generate the critical dialogue in the class room yet, which can open up the multiple perspectives for the children's' besides of reinforcing the typical binaries.

During the discussion it was also revealed that teachers think that it is appropriate as per given societal boundaries if the students in the class are having On the other hand, these binaries again reinforcing gender segregated setting arrangement. By the same token, the participants were having this belief that women are emotional and men are rationale. These rigid binaries further polarize their gender identities. Teachers have huge role in promoting masculine and feminine behaviours through their language, examples and activities.

#### **Implications on Child and Society**

Due to lack of sensitivity related to child development stages and social learning processes it has huge impact on child irrespective of sex but as per aforementioned discussion sex stereotyping is most uttered among four years of age. The teacher's roles with limited gender perspective will promote gender traditional tasks between boys and girls. The literature and research also shows that preschool children's used gender based reasoning for toy preferences as well. These gendered constraints put the Child's reasoning and growth in shackles and he/she cannot develop his/her full potential.

When the teachers were probed about the implications of gendering in early years school they did not display recognition of the fact that lack of gender sensitivity could influence child's personality and society at large. The participants were not aware about the implications. Unexpectedly, they are unaware how gender biased approach can affect the future of child. Most importantly, as it is discussed in the research that these binaries and sex related stereotyping created the consumerism perspective which at both ends benefit the capitalist either it is market, school or owner of these branded enterprises for children's in gendered

categories. By the same token, this gendered polarization impact on child psychology, extremist tendencies and materialistic thinking.

### **Conclusion**

It can be concluded that there is no doubt that lack of gender perspective in teaching pedagogies and class room every day practices impact conducive learning environment for children. Similarly, the action figures for boys and girls in the class room practices construct their gender identities. Teachers and peers are also source of learning for the children. It is clear from the results and discussion that schools are major context for gender socialization. The teachers present and amplify through materials and practices that exhibit the gender stereotypes in behaviour and attitudes. Children internalize gender roles, binaries and prejudices which in turn guide their own preferences and attitude and for other same sex children's as well.

Moreover, one possible conclusion can be that as per research and literature evidence schooling contributes to gender differences. After the focus group and participants observations it was realized that reasons for gender differences are mainly more linked with the teachers own gender perspective, political consciousness and sensitivity towards child psychology and its future implications. Further, teaching pedagogies employed in the private school in the respective research are polarizing the gender identities by limiting the options for multiple visions in the child mind. Furthermore, these schooling systems are basically having their invested interests in money maximization which have no link with child socialization. Through our participant observation and research findings we can also conclude that children's lack of social development skills. Most importantly these educationists are operating with marketing skills instead of focusing on growth of child as knowledge agent.

In addition, the schools are considered to be the agents of the capitalist market which are just imparting curriculum with no sense of socialization and like skills for children's. On the contrary, the educationist's methodologies and class room practices again reinforcing the stereotypes and gender binaries. We are just the consumers of these private education system due lack of any uniform curriculum at state level and poor conditions of the state owned schools. The research results also revealed that usually educationists have no career options to excel in life and they join this teaching profession just to spend the time but how does it affect the child well-being at society, it is clueless. The educationists do not pay attention this important dilemma in our everyday lives. The children are assets of any society but in Pakistani system they are at least

priority of the parent's and educationists. Even the educationists are unaware about the child age ladder and child development psychology for their healthy growth in full potential as equal human beings.

On the other hand, teaching pedagogies in private schools are the examples of building blocks of children's gendered socialization and further this gender bifurcation travels from the elementary to secondary and higher secondary education system in Pakistan.

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