

# On Gender Education in Primary School Class Management

Yi Qiang

Xi'an International Studies University, English Teachers College, School of Education, Shangxi Xi'an 710119

---

**Abstract:** Gender education is an important part of the development of individual socialization. The elementary school stage is an important period of individuals to establish a scientific gender concept. At this stage, students who form a bad gender concept will lead to the gender bias in their future life. Therefore, the scientific social gender theory in class management has become an important theory to guide the head teacher in gender education. From the perspective of class management, this article will establish the correct gender concept through the head teacher, use the gender analysis of the learning situation, equal selection of class cadres, healthy and equal development.

**Keywords:** Gender education; Primary school students; Class management

---

## 1. Gender Education and Class Management

Gender education is an indispensable part of an individual's socialization process, and a scientific and correct gender perspective will influence an individual's attitudes toward gender in the future life. Students are educated mainly in classes at school, and there are numerous opportunities for gender education embedded in classroom management. The head teacher, as the classroom manager, plays a pivotal role in breaking gender stereotypes and establishing scientific and correct gender attitudes among students.

### 1.1 Gender Education

#### 1.1.1 Gender and Gender Education

Gender refers to the gender characteristics and differences formed by individuals under the construction of social culture, which is different from the Sex, it is the comprehensive embodiment of the differences and expectations about the division of roles, social expectations, behavioral norms, and ideological and emotional characteristics of men and women.

Gender education is based on social gender, which means that teachers adopt explicit or invisible educational methods to penetrate all aspects of school education according to the physical and psychological differences between male and female students, so that students can achieve full, free, equal, and comprehensive development.

#### 1.1.2 Gender Stereotypes

Gender stereotypes is a simple and general representation of different gender groups. It is often reflected in fixed and rigid views on the characteristics of male or female roles (such as women are weak and need the help of a man to do physical tasks, that men are aggressive by nature). Gender stereotypes often affect individuals development imperceptibly. Studies have shown that gender stereotypes in primary education can reduce girls' motivation for achievement, which in turn affects girls' career choices and social roles. And traditional gender stereotypes place greater demands on boys and require greater pressure on them, it causes boys to grow up with anxiety.

#### 1.1.3 Psychological Androgyny Theory

In 1974, the American psychologist Bem proposed the theory of gender androgyny, which means that individuals of any gender can be described as psychological androgyny, the balance or combination of typically masculine traits (such as firm, analytical, powerful, independent) and typically feminine traits (such as caring, compassionate, gentle, empathetic). According

to Bem's research, many individuals are androgynous, with both masculine and feminine traits. Androgynous individuals are more flexible and adaptable than other types of individuals. Therefore, the implementation of androgyny education in school education is beneficial to individual students.

## **1.2 Class Management**

The class is an important place for school education, where the school's training objectives and the teacher's education philosophy are communicated to each student through the class. Class management contains potential educational opportunities that involves the construction of class culture, the organization of class activities, and the implementation of student education. The work of class education is mainly undertaken by the head teacher, so the head teacher's educational concept and behavior influence the development of students imperceptibly. The implementation of gender education in classes is conducive to the elimination of gender stereotypes among primary school students, it will be the hidden value of class management education to play the largest role.

## **2. Problems of gender education in class management**

### **2.1 Lack of gender education in education objectives**

School education is mostly about intellectual and moral training goals, neglecting the setting of gender education goals and not being sensitive to gender education. Class is an important place to carry out the goal of school education and realize the idea of teacher education. The formulation of class rules for elementary school classes also does not reflect the content of gender equality education to complement school education. Nowadays, many class rules are made to avoid the problem behavior as the main content, with rewards and punishments as the means, students will easy to misunderstand the class rules. Make good use of class rules as a potential curriculum in gender education to enhance the educational value of class management.

### **2.2 Teachers' awareness of Gender Education is weak**

Class activities and teaching are two means of school education. In organizing class activities, the head teacher usually formulates the corresponding activities with the theme of a specific stage, failing to develop the gender education opportunities that can be captured in the activities. Teaching depends on the use of teaching materials, but teachers also not be sensitive in teaching materials content that gender inequalities are reflected. It follows that teachers tend to neglect the content of gender education, resulting in failure to seize the opportunity of gender education in class management.

### **2.3 Gender Stereotypes in class management**

Teachers' gender stereotypes can influence their behaviors and attitudes toward colleagues and students in invisible ways. In elementary school classes, teachers have a common image of boys as "active, playful, naughty, mischievous, flexible and so on. " The image of girls is generally considered to be "Quiet, careful, serious, clever, diligent and so on. " Students have their own set of gender concepts before they enter the class. When the class is feminized by boys or masculinized by girls, teachers will be influenced by their own gender stereotypes and will transmit their own perceptions of gender in their attitudes and language to students, which in turn reinforces the gender stereotypes.

## **3. Strategies of gender education in class management in elementary schools**

### **3.1 Strengthen theoretical learning and establish correct concepts**

In class management, the head teacher should learn the gender theories to understand how gender differences forms and the impact of education on the formation of students' gender perceptions, only for this they can clarify students which gender differences are responsible for the problems and which is due to personality differences. The head teacher should improve their awareness of gender equality and their sensitivity to gender education. According to the social learning theory of gender role development, children acquire gender roles through direct and indirect learning (observation and imitation of same-gender behavior patterns). Students have the most contact with their head teachers. Therefore, head teachers should have some knowledge of gender education, and guide students to form healthy, open, and inclusive gender concepts through correct gender behaviors.

### **3.2 Make a careful learner analysis and ensure precise gender education**

The head teacher needs to make a detailed analysis of learner before formulating the class management strategy, and should take into account the gender differences of groups while thinking about the individuality of the differences. The situation of the characteristics of the groups of different genders in the class should be considered comprehensively, and then a specific individualized analysis should be made. Students are developing people, and their learning situation changes as they

develop. The teacher should follow up the situation of students timely to adjust the analysis of learner situation. A dynamic analysis of learner situation allows head teachers to consider the problems in class management comprehensively and capture the management goals precisely so that strategies can be formulated more perfectly.

### **3.3 To select class cadres on an equal footing and to avoid gender conflicts**

The number or proportion of boys and girls serving as class cadres in a class does not cause undue concern among the students in the class, but when problems arise, the students will also target the gender of the class cadres, there will be a voice because the class cadre is a boy or a girl so favoring the class of students of the same gender. As a teacher in charge of a class, the positions of class cadres the gender ratio is chosen with full input from class members. The best candidates for the allocation of male and female class leaders are the result of a joint discussion between students and teachers within the class.

### **3.4 Establish class culture and cultivate androgyny**

To create a culture of the androgynous personality in class, so that students can absorb the excellent characteristics of the opposite gender on the basis of giving full play to their gender advantages. According to the research, the individuals with androgynous personality have higher self-evaluation, are more popular with peers, and have better adaptability than their gender-typed peers. In the creation of class culture, the head teachers can deepen the androgynous personality through class activities, which lays the foundation for students to treat gender differences correctly, eliminate gender discrimination, establish a correct gender perspective.

### **3.5 Enrich class activities and respect gender differences**

Class activity is an important way to realize the class culture and the educational philosophy of the head teacher. From the class activities, head teachers to guide students to observe the words and deeds of the opposite gender, and evaluate them mutually. Girls observing boys' activities process, they can discover the merits of boys' behavior, on the contrary boys to discover the merits in girls. The students enable to learn the the high quality characteristics on opposite gender implicitly from observing and evaluating the class activities. This promotes boys and girls to learn the strengths from each other, which in turn promotes the harmonious operation of class management.

## **4. Conclusion**

At present, there are still the serious gender stereotype in the class management of elementary school. Training in gender education should be strengthened not only from the teachers themselves, but also from the schools. Rather than ignoring gender differences, students should be allowed to develop along their own gender tendencies, on the basis of understanding their own gender advantages to learn from the opposite gender, to cultivate androgynous personality, so as to achieve an all-rounded development of the individual.

## **References**

- [1] Audrey Watson. Handbook Of Gender And Education[M]. Trittech Digital Media:2018-08-29.
- [2] Bailey Paul J. . Gender and Education in China: Gender Discourses and Women's Schooling in the Early Twentieth Century[M]. Taylor and Francis:2007-02-12.
- [3] Paul J. Bailey. Gender and Education in China[M]. Taylor and Francis:2007-01-09.
- [4] Bem S L.The measurement of psychological androgyny[J].Journal of Counseling and Clinical Psychology.1974(42):155-162.

**About the author:** Yi Qiang(October 1993), female, Han Nationality, born in Binzhou, Shaanxi Province. Xi'an International Studies University, 2021 graduate student, research direction: primary school education, primary school teachers' professional development direction