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Department of Civics And Ethical EDUCATION



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Title: An Assessment of Teacher's perception and practice of Gender equality in education; in Case of secondary school Hintalo Woreda, Tigray Region, Ethiopia

BY: Teweldeberhan Berhe Tedlla

Advisor: Tekile Tesfamariam (MA)

CO-Advisor: -----

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Statement of certification

This is to certify that this thesis entitled “An Assessment of Teacher’s Perception and Practice of Gender Equality in Education: The case of secondary schools in Hintalo woreda” is submitted in partial fulfillment of the requirements for the award of the MA Degree in Civics and Ethical Studies to the College of Law and governance, Mekelle University, through the Department of Governance and Development Studies, done by Teweldeberhan Berhe Tedlla.No clg/ps/043/11 is an authentic work carried out by him under my supervision. The matter embodied in this thesis has not been submitted earlier for award of any degree or diploma to the best of my knowledge and belief.

The supervisors;

Advisor: Tekile Tesfamariam (M)

Signature:-----

Date: -----

Co- Adviser; ----- (MA)

Signature-----

Date-----

Internal examiner; Etsay Hagos (MA)

Signature-----

Date; -----

External examiner; Gebresilasie Sibhatleab (PhD)

Signature; -----

Date; -----

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ACRONYMS

CEDAW: Convention on the Elimination of all forms of Discrimination Against Women

DFID: Department for International Development

EFA: Education for All

GER: Gross Enrollment Rate

GPI: Gender Parity Index

IGO: Inter-governmental Organization

INEE: Inter-Agency Network for Education

MDG: Millennium Development Goals

NER: Net Enrollment Rate

NGO: Non-governmental Organization

PLD: Partners for Law and Development

SADEW: Swedish Agency for Development and Evaluation

SPSS: Statistics Package for Social Science

UDHR: United Nation Declaration of Human Rights

UN: United Nation

UNESCO: United Nation Education, Scientific and Cultural Organization

UNIFEM: United Entity for Gender Equality and Empowerment of Women

USAID: United States Agency for International Development

ABBREVIATION

FGD: Focused Group Discussion

GBV: Gender based Violence

GGI: Gender Gap Index

RGBV: Respond to Gender Based Violence

SRGBV: School Related Gender Based Violence

SRH: Sexual and Reproductive Health

ABSTRACT

Having its desperate importance and great effort of governmental and nongovernmental organization to achieve gender equality in education, this study intended to critically assess teacher's perception and practice of gender equality in education in woreda Hintalo secondary schools. mixed research approach was selected by involving interview, questionnaire; focused group discussion and document study as data collection instruments. collected data was analyzed carefully with both descriptive and inferential statistics. under descriptive statics measurement, such as, frequency, percentage, mean and standard deviation were used where as in inferential statistics ANOVAs variance and T-test were employed. The results of descriptive statistics revealed that most of teacher's have favorable perception about gender equality but they lack skills to practice. Harmful traditional practice, sexual harassment, sexual abuse and bullies found to be challenges to practice gender equality whereas teacher's lacks knowledge and skills to respond to gender based violence in education. ANOVAs variance revealed that teacher's demographic characteristics, such as, teachers' subject background and level of education have no significant difference on perception, practice, challenges and teachers' respond to gender based violence in their schools. However, significant difference found with age and teaching experience on challenges to practice gender equality in education. Independent T-test found the significant difference between male and female teachers with perception practice and teachers' respond to gender based violence in their school. However significant difference not found between sexes with challenges to practice gender equality in education. On other hand significant difference not revealed with school types on perception, practice and teachers' respond to gender based violence except on challenges to practice gender equality in education. Based on the results of finding it is recommended that teachers should be trained on gender and sexual reproductive health to avoid bias they brought to class and to identify students with problems. For stance there should be the existence of inclusive and active gender clubs, separate toilet, school counselor, policies, procedures rules and regulations should be protect female students from intimidation, sexual harassment, sexual abuse and sanitary pad in the school, school communities, government and other concern bodies should work together to support students, awareness should created at family level by sharing roles boys and girls equally.

Key Terms: Gender, gender equality in education, teacher's perception, practice, challenges, gender-based violence.

CHAPTER ONE

INTRODUCTION

1.1, Background of the study

All girls and boys, men and women have the right to quality education, with fair access and without discrimination (INEE, 2010). gender equality in education addresses the different needs of girls and boys and ensures their enrolment, participation and achievement in the learning environment (Ibid P: 8).

Researcher and the education community at international and national level are seeking to assess how far progress has been achieved in the areas of gender parity and equality in education. The term gender parity and gender equality is one of the six EFA goals elucidated in the Dakar Framework for Action (Subramanian R. , 2005).

The earth charter in action is also considering the role of women as voice for environment. Principle 11 of the Earth Charter calls for all to affirm gender equality and equity as prerequisites to sustainable development and ensure universal access to education, healthcare, and economic opportunity (Dankelman, 2005) .With this Principle, the Earth Charter emphasizes, as a central element of its vision, the need to not only provide well-being and equal opportunities for women and men, but it also incorporates the equal and inalienable rights of all women and men. The Beijing Platform for Action is also the strongest statement of consensus on women's equality, empowerment, and justice ever produced by the world's governments (ibid p: 104).

CEDAW which established in 1981 criticizes the unequal treatment between sexes and the stereotyped way of teaching in educational system. Article 4 of this convention proposes temporary affirmative action to accelerate de facto equality between men and women whereas article 10 states that, "State Parties shall take all appropriate measures to ensure: the same conditions for career and vocational guidance, access to studies and earning of diplomas; access to the same curricula, teaching staff and standards; the elimination of stereotyped concepts of the role of women and men ", the same opportunities for scholarships, the same access to continuing education, sports and physical education in the field of education" (Ifegbesan, 2010).

At continental level, gender equality action plan African Division 2009-2012 by department for international development (DFID) has long recognized that poverty will not come to an end until women have equal rights with men and that promoting gender equality is an essential part of poverty reduction across the developing world (Thomas, 2009-2012). DFID implemented gender equality action plan across African countries. DFID Ethiopian also implemented increasing girls' primary school completion rates by expanding education services for girls through the Protection of Basic Services Programme and

Implementing a General Education Quality Improvement programme that includes a gender and equity needs assessment to improve learning outcomes for girls (Ibid p. 14-15). The Federal Democratic Republic of Ethiopia demonstrated its firm commitment to the equitable socioeconomic development of women with the establishment of the National Policy on Women in 1993 and the promulgation of the new constitution in 1995. The National Policy on Women aims to institutionalize the political and socioeconomic rights of women by creating appropriate structures in government institutions. Article 25 of the FDRE constitution guarantees all persons equality before the law, and prohibits any discrimination on grounds of gender. In addition, Article 35 reiterates principles of equality of access to economic opportunities, including the right to equality in employment and land ownership.

One of the challenges of contemporary society and the educational system is to address the gender inequality in the social systems (Ifegbesan, 2010). Gender stereotypes exist in all human societies and in all human endeavors, professions, careers and institutions. It exists in home, schools, and workplace (Ibid 29). Thus schools and teachers at all levels have a key role to play in developing a gender-sensitive future generation (Ibid, p.29). Though major effort has been done by NGO and IGO by formulating different laws and action plan at international, continental, and national level the problem of gender equality in education exist in secondary schools. The problems and the study gaps of this study discussed in the statement of the problem.

1.2, Statement of the problem

We live in a world in which education is characterized by extensive gender inequalities (Maccrachen, Unterhalter, & chestowsha, 2015). Globally, some 39 million girls of lower secondary age are currently not enrolled in either primary or secondary education, while two-thirds of the world's 796 million illiterate adults are women (UNESCO.IIEP, 2011). This report also stated only about one-third of countries has achieved gender parity at secondary level though parity is a limited goal and can mean simply measuring the changes in numbers of girls as compared with boys enrolling in school. The evidence shows that something needs to change.

The study of teacher-students interaction patterns over a period of several months in a coeducation secondary school in Togo found that teachers had little regard for the ability, character and potential of female students (Biraimah, 1982 as cited in Ifegbesan, 2010 p.29). However, schools and teachers at all levels have a key role to play in developing a gender-sensitive future generation (Ibid).

Today the term gender is understood in different ways to different person. The concept gender has been of interest to scholars and researchers in recent time, especially those in the field of social science and humanities due to its different connotation and misused in different media (Helgeson, 2005 as cited in Ifegbesan, 210. p.29). Gender is distinct from sex and refers to socially constructed and not biologically defined characteristics of human being though some scholar used interchangeably (Ibid).

As Margaret and Crocco (2001 cited in M. Monaghan, 2014, p.7) educators are in unique position to consider gender because of their defining interests in citizenship education. Research has demonstrated that students' gender consciousness can be raised in classrooms where gender related topics have been given explicit attention (Levstik, 2001; Tetreault, 1986 cited in M. Monaghan, 2014 p.7).

Most studies have focused on content analysis of textbooks and curriculum materials and gender differentiation in academic achievements while teacher's gender-stereotypes beliefs and classroom practices have been neglected (Subramanian R. , 2005). However, teachers' personal beliefs and stereotypical perceptions affect their attitudes and classroom practice (Ibid). According to (SADEW, 2010) poor school facilities, teachers' attitude, bias and stereotyping, as well as poverty, and lack of implementation of legislation and policies are challenges to the practice of gender equality in education. But teacher related challenges not investigated.

In Ethiopia also gender equity and other issues related to gender equality in education exist in a holding pattern. Study conducted by Aster & Meskerem (2014) found that female students' progression towards secondary school is low due to the influence of early marriage, child labor, less value for girls' education, safety concerns, inadequate school facilities, and repetition and dropout rates. However, this study focused only on net enrollment rate of students without giving attention to teacher's perception and practice of gender equality.

Study conducted by Ejeta (2015) on secondary school students in Ambo district found that female students affected sexual harassment and abuse at hand of male students, teachers and bullies. But study focused only the prevalence of sexual harassments.

On other hand study of Hilina (2015) found that among females 25 years and older, only 7.8% had at least some secondary education, compared to 18.2% of males of the same age group. However the role of teachers in closing this gap was not assessed.

Another important gap in research is giving little attention to the importance of availability of sanitary pads in the school for female students. Therefore this study included this and other tools which developed by different NGO and governmental organization.

Given the evidence of persistent sexual abuse, sexual harassment, miss understanding of gender equality and unavailability of sanitary pad in school, the responsibility for addressing issues of gender and gender equality falls heavily on the teacher. The above evidence problems and study gap especially at local level initiated me to conduct research to examine teacher's perception and practice of gender equality in education.

1.3, Research Questions

My research answered the following question:

1. What are the perceptions of teachers on gender equality in education?
2. To what extent teachers practices the principle of gender equality?
3. What challenges exist in practicing the principle of gender equality in education?
4. How do teachers respond to gender based violence in their school?

1.4, Significance of the Study

Assessing teacher's perception and practice of gender equality in education in Hintalo wereda administration is an important contribution for implementation of gender equality in education. Thus, the study contributed the following significant points:

- Helps teachers to implement the principles of gender equality in education.
- Helps policy makers, gender focal person, Woreda, regional and federal education bureau, NGO and IGO to give attention for the practice of gender equality in education.
- Initiate and trigger interest in other researcher for further study.
- Help both male and female students to be beneficiary from gender equality.
- Help school administrator to establish school policies on gender issues.

1.5, Objective of the Study

1.5.1, General Objectives

In its broad sense the general objectives of the proposed study is to assess teacher's perception and practice of gender equality in education.

1.5.2, Specific Objectives

This study has five specific objectives to achieve:

- ✓ To assess the teachers' perception of gender equality in education in the area under study.
- ✓ To investigate teacher's practices of gender equality in education.
- ✓ To assess the challenges exist to practice gender equality in education.
- ✓ To understand ways teachers respond to gender based discrimination in their school.
- ✓ To compare teacher's demographic characteristics with teacher's perception, practice, challenges and ways of respond to gender based violence.

1.6. Scope of the Study

This study was covered teachers' perception and practices of gender equality in Hintalo woreda administration which located in the south east zone, Tigray regional state. Four government secondary schools in Hintalo woreda administration were included in the study. The samples of male and female

teachers in these schools were involved in this study. However private secondary schools were not included in the study for its difficulty to manage data and for financial constraints.

1.7, Limitation of the Study

Lack of cooperation and being reluctant to respond to questionnaires and interview were challenges encountered during studies. However with the help of researcher colleagues in each school, interview conducted and all questionnaires filled.

1.8. Operational Definition of Terms Used

The following are the definitions of the terms used in this study:

Gender: In my study I have taken gender as socially constructed idea for male and female or men and women. It is not a synonym of the concept sex and of the word woman. It is a way society define the roles and relation between male and female or men and women.

Sex: refers to the biological differences between men and women or male and female.

Gender Equality: Gender equality is used in this study as the state of being male and female enjoying similar rights, opportunities and status in their school. In this study gender equality also used as gender equity in which female learners compensated for the past discrimination.

Gender Equality in Education: refers to the principles which ensure that female and male learners are treated equally, have equal access to learning opportunities and benefit from education equally. In this study gender equality in education also include measures needed to compensate for historical and social disadvantages against female learners.

Gender Gap: Refers to the differences or space between female and male in status and in numbers at work place and school.

Gender Disparity: Refers the differential in status held by men and women in society with regard to opportunities, successes and possessions.

Gender Parity in Education: Is an indicator of the ratio of girls to boys. Gender parity is reached when there is equal representation and participation of male and female learners in education.

Feminism: A collection of movements and ideologies for social, cultural, political and economic equality. Feminism aims at defining, defending and establishing equal rights and opportunities for women and men.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter attempts to present theories regarding gender. As far as a gender study is concerned there are different contending views. In the proceeding chapter, the concepts related to gender and sex discussed, here in this chapter, theoretical and empirical literature are discussed.

2.1, Understanding the Concept of Gender and Sex

Aikiman and Unterhalter (2005 as cited in Shrestha, 2012 p.15) confirmed that different meanings and understandings have been ascribed to the concept of 'gender', resulting in different interpretations and actions related to gender work. However, having common understanding about the concepts of gender equality is regarded as a prerequisite for taking gender equality forward in education in reality (Ibid P.15). According to UNESCO (2015 p.18), gender is a concept that is widely misunderstood and often misapplied or used randomly to refer to an imbalance in the number of men and women in a gathering. The concept of gender however goes far beyond numbers. One simple way to understand gender is to distinguish between sex and gender. Sex refers to the biological differences between men and women whereas gender refers to roles assigned to men and women in a given society, and the relations and representations that arise from these roles (ibid p.19).

Gender is often thought to relate only to girls and women, when it is in fact about women, girls, boys and men – their specific needs, concerns and capacities, and their inter-relationships regarding access to resources (INEE, 2010).

In sociology, the terms gender and sex are now fairly standardized to refer to different content areas. Sex refers to the biological characteristics distinguishing male and female. This definition emphasizes male and female differences in chromosomes, anatomy, hormones, reproductive systems, and other physiological components. Gender refers to those social, cultural, and psychological traits linked to males and females through particular social contexts. Sex makes us male or female; gender makes us masculine or feminine. Sex is an ascribed status because a person is born with it, but gender is an achieved status because it must be learned.

According to UNESCO (2015 p.19, 20) unlike sex characteristics, which are biological, gender roles have the following dynamics characteristics: Gender is learned behavior. From infancy we learn what it means to be male or female through stereotyping. However, as awareness increases these practices are undergoing changes in many societies resulting in more equal and equitable development opportunities for both sexes. The second characteristic is gender as Change over time. The third one put as gender Differ between

cultures and Differ within cultures. In many cultures, roles (farming, cattle grazing, doctors, drivers, pilots, and so on) are reserved for a specific sex. In addition gender is also Relational and Institutional. Gender is relational refers to men and women with respect to how they interact and are socialized, as well as the dynamics and consequences resulting from their individual and assigned roles. Gender is ‘institutionally’ structured to social, legal and religious systems that support a particular society’s values, beliefs and cultures. On other hand gender can be understood as Hierarchical. Gender is hierarchical because the differences between men and women (far from being neutral) tend to attribute greater importance and value to the characteristics and activities associated with certain roles, leading to unequal power relations. Gender is also Context specific. There are variations in gender roles and gender relations depending on context, ethnicity, and socioeconomic and cultural factors, among others.

Even though some people use the term sex and gender interchangeable, the above concept clearly stated as sex is natural and cannot be changed whereas gender is socially constructed and can be changed. Though feminist men and women have challenged the view that sees gender differences and also inequalities based on biological differences as an unchangeable part of a ‘natural order’ (Measor & Sikes, 1992 as cited in Shrestha, 2012 p.16), sexual differences continue to serve as the basis for inequalities in societies even today. There are various sociological theoretical approaches to explaining gender inequality. However, as this study explores teachers’ perception and practice of gender equality in education, the theoretical framework relevant in literature is the theory of feminism. Feminism theories with its major types are discussed in the following topic.

2.2, Theories to Understand the Concept of Gender Inequality

Theories provide an important base for understanding, collecting, analyzing and interpreting the realities and drawing findings of the research (Shrestha, 2012). They provide a lens to guide study and to draw conclusion to advocate (Creswell, 2003). Researcher was using second wave feminism as a lens to study and to advocate for gender equality in education.

2.3, Feminist Theory

According to UNESCO (2015 p.9) feminism is a collection of movements and ideologies for social, cultural, political and economic equality. Feminism aims at defining, defending and establishing equal rights and opportunities for women and men (Ibid p.9). Feminism campaigns against gender-based inequalities and provides women with information that enables them to make choices and free themselves from gender-based discrimination within their environments, cultures, societies and communities (Ibid p.9). Over the decades, feminists around the world have developed theories in a variety of disciplines in order to respond to the social construction of gender. The earliest forms of feminism were largely criticized for only taking into account the perspective of white, middle-class and educated women. This criticism led to more ethnic specific and multicultural forms of feminism as a movement (Ibid p.9).

The feminisms of the 1960s and 1970s were the beginning of the second wave of feminism. They are liberal feminism, Marxist and socialist feminisms and Radical feminism. Researcher discussed these as the following.

2.3.1, Liberal Feminism

Liberal feminism emerged as part of liberalism: a political and intellectual doctrine promoting the ideals of equality of opportunity and the notion that individuals had certain right (Holmes, 2007) These included the right to liberty, the right to some say in who ruled them, and the right to pursue their own interests to achieve happiness – as long as this did not deliberately harm others (Ibid, p.72).

Theoretically, liberal feminism claims that gender differences are not based in biology, and therefore that woman and men are not all that different -- their common humanity supersedes their procreative differentiation (Lorber, 1997). According to liberal feminism theory, if women and men are not different they should not be treated differently under the law. Women should have the same rights as men and the same educational and work opportunities.

On other hand liberal feminism suggests that due to “overt discrimination and/or systemic factors women are, compared to men deprived of resources like education and work experience (Ahl, 2004). All human beings are seen as equal and they are essentially rational, self-interest seeking agents (Ibid). Rationality is a mental capacity of which men and women have the same potential. Rationality is what makes us human, and since women and men have the same capacity for rational thinking, they are equally human. If there was no discrimination, men and women could actualize their potential to the same degree. Liberal feminist politics also took important weapons of the civil rights movement, antidiscrimination legislation and affirmative action and used them to fight gender inequality, especially in the job market (Lorber, 1997).

Based upon this analysis, liberal feminism claims that women's liberation will be achieved with the removal of sexist discrimination so that women have the opportunity to pursue their potential for individual development just as fully as men do. In addition as to liberalism gender prejudice is form individual ignorance and education is seen as a valuable tool in the battle against discrimination based around ignorance. It is also possible to legislate (pass laws) against sexual discrimination as a way of changing individual attitudes and behavior.

2.3.2, Socialist and Marxist Feminism

Socialist feminism is influenced by Marxist theory, and there are both socialist versions and Marxist versions. Marxist feminists usually saw gender inequalities as caused by capitalism. Marxist theories tried to understand women’s domestic labour as essential to capitalism through the work of reproducing workers, both by giving birth to them and by feeding, clothing, and caring for them so that they can go out to work (Holmes, 2007). However, the unpaid labour that this reproduction of paid labour involves has gone largely unrecognized (Ibid P: 74).

In addition as Ahl (2004) stated “the system of patriarchy (men’s control of women’s work and reproduction) is seen by the Marxist feminists as part of the system of capitalism”. Patriarchy is an ideology (a set of related beliefs about the world in this instance, male female relationships) that stems from male attempts to justify the economic exploitation of women (retrieved from www.sociology.org.uk 2005 p.1). According to Marxism feminism women can be forced to or socialized into unpaid domestic labor. These benefit capitalists because they do not have to pay women to perform this role and also men because women perform a "domestic servant" role for all men (Ibid).

Socialist feminism theory sees capitalism and patriarchy as independent of one another. Patriarchy precedes capitalism and will most likely succeed it as well, if nothing is done to change the gender roles (Ahl, 2004). For stance women’s dual work (indoor work and outdoor work) are largely unrecognized in modern societies. Employers are able to exploit this dual role to pay women lower wages and men are able to exploit this dual role by receiving "unpaid services" within the home (Ahl, 2004& Holmes, 2010). The main reason for women's lower status in relation to men is the fact that they are generally economically dependent upon their male partner and myths about women as passive (Ibid). From the above theory we can understand that both male and employers are exploiting women’s role in different direction. Men power over women is consolidated by ideological myths about women. These myths are part of a powerful socializing influence upon women that leads them to define their major role as that of mother, housekeeper and child-rarer and etc.

2.3.3, Radical Feminism

Radical feminism locates the origins of women's oppression in the patriarchal control of female sexuality and female fertility. The concepts of patriarchy and sex class are key ideas in relation to the understanding of women's position and experience in all societies. According to Holmes (2007, P: 74) radical feminists argued that male control of women’s sexuality was a key factor in women’s oppression. Radical feminists also see sexuality, or reproduction, as the basis for patriarchy with expressions includes rape, incest, abuse, prostitution, and pornography (Ahl, 2004).

Table; 2. 1, Feminist label

	Liberal feminism	Socialist/Marxism feminism	Radical feminism
Central ideas and views of Women	Women are rational individuals entitled to the same social privileges as men	Women are oppressed because of capitalism or can be seen as a class, exploited through the capitalist sexual division of labour	Women are repressed within patriarchy, their sexuality controlled & experiences limited
Some Theorists	Nussbaum, Woolf	Delphy, Rowbotham	Firestone, Millett, Jackson
Political	Reform within the	Gender inequalities	Revalue ‘feminine’

Goals	System	will disappear after revolution or socialist redistribution	values such as an ethic of care, feminist revolution
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Source: based on Mary Holmes, 2007 typical labeling of feminists.

In the above researcher tried to discuss the concept of gender with different theories. Under this topic, the concept of equality, gender equality and equity as well as the relationship between gender equality and education are discussed. Equality is a normative concept. The overarching human right document the Universal Declaration of Human Rights (UDHR, adopted by the United Nations in 1948) recognizes and enforces rights to equality of human being by stating that all human beings are born free and equal in dignity and rights. It further states “everyone is entitled to all the rights and freedom without distinction of any kind, such as race, color, sex, (Tomasevski, 1993).

Traditionally, the concept of ‘equality’ is understood to mean treating likes alike. Its principal aim is to avoid differential treatment of similarly situated persons. On the basis of this traditional understanding of equality two approaches are most commonly used for gender equality- the formal and protectionist (UNIFEM & PLD, 2004). The formal approach, which is also called ‘sameness approach’, ignores biological and the gender differences between men and women.

It treats women the same as men by developing gender neutral single male standard rules and regulations as its principal aim is to achieve ‘equal treatment’. By doing so, it promotes ‘gender blindness’ and disadvantages women and increases inequality in its desire to treat men and women equally.

The protectionist approach, which is also called ‘difference’ model of equality sees men and women as differently ‘situated’ and therefore not needing the same treatment. This model of equality recognizes biological differences and social assumptions and expectations. This approach recognizes women as a group needing different treatment because they are weak, subordinate to men and need protection, instead of addressing systemic causes of women's subordination. This approach endorses essentialist and binary categories of male and female. In the guise of protecting women, it seeks to curtail or curb women's activities or freedoms.

The CEDAW adopted substantive equality, which necessarily requires the elimination of all forms of discrimination against women (Facio & Morgan, 2009) . To achieve substantive equality in all spheres CEDAW requires two types of actions by the State: (1) actions to achieve equality of opportunity between men and women, and (2) actions to correct the inequalities of power between men and women (Ibid p.14). The objective of this approach of equality is to deliver outcomes that ensure equality of opportunity (law, policy, programs); equality of access and equality of benefit (UNIFEM & PLD, 2004). To achieve these require the differences and inequalities between men and women be taken into account (CEDAW), because there are real biological differences between men and women obviously. But according to human rights theory and the principle of equality, these differences do not have to cause inequality; rather, such inequality is prohibited.

Substantive, which is also called corrective approach to equality focuses on equality of “outcomes”. It seeks to eliminate existing discrimination faced by disadvantaged groups at individual, institutional and systemic levels through corrective and positive measures (UNIFEM & PLD, 2004). It considers sex or biological and gender or socially-created differences resulting in norms and stresses that for equality of results to occur, women and men may need to be treated differently but without perpetuating gender discrimination.

Like gender, gender equality is also a new concept in development and has been defined differently by different organizations. UNESCO (2004) defines gender equality as the equal valuing by society of the similarities and the differences of men and women, and the roles they play. Gender equality ensures that women and men enjoy the same status and have an equal opportunity to exercise their human rights and realize their full potential to contribute towards political, economic, social and cultural development, and to benefit from the results (UNESCO, 2015 p.10). Gender equality can be promoted when resources, opportunities and support are availed to men and women regardless of biological sex. Gender equity refers to a stage or strategy in the process of achieving gender equality (Ibid p.10). Targeted measures are often needed to compensate for historical and social disadvantages that prevent women and men from otherwise being equals (Ibid p.10). These measures, such as affirmative action, may require a different treatment of women and men in order to ensure an equal outcome.

Different organization, institution also voiced their sound on education and gender equality. According to UNESCO (2015 p.3) Education is a basic human right, and gender equality is fundamental to its full realization. UNESCO promotes gender equality in and through education so as to ensure that women and men, girls and boys have equal access to learning opportunities, as well as fair treatment in the learning processes, equitable outcomes and advancement in all spheres of life (Ibid p.3).

Education as basic human right also stated in Article 26 Universal Declaration of human right. This include everyone has the right to education where education shall be free, at least in the elementary and fundamental stages. According to this article, elementary education shall be compulsory where as Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.

The above mentioned implies that education is essential for the ability to exercise rights and consequently for women’s empowerment. This is because education enables girls and boys, women and men to participate in social, economic and political life and is a base for development of a democratic society.

Gender inequalities affect the structure and management of the education system, the practices and attitudes of teachers, learning materials and the content of the curriculum (SADEW, 2010). As explained in this paper earlier, one of the EFA goals, achieving gender parity and equality, focuses on eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015. As described in the EFA global monitoring report 2013/14 (UNESCO, 2014, p. 75 as cited in Aster & Meskerem, 2014), gender parity is explained in terms of the following key indicators: equal enrolment ratios for girls and boys by 2005, creating a schooling environment that is free of discrimination and provides equal opportunities for boys and girls to realize their potential; making sure the school

environment is safe; improving school facilities to be gender sensitive (provide, for example, separate latrines for girls and boys); training teachers in gender sensitivity; achieving gender balance among teachers and rewriting curricula and textbooks to remove gender stereotypes.

2.4, Gender Socialization

In explaining gender socialization sociologists have argued that the messages about how to be a boy and how to be a girl are communicated through social institutions. As gender is socially constructed, social institution play major role in constructing or deconstructing gender in the early stage or later. In the following sub topics, gender socialization in the family and school discussed briefly.

2.4.1, Gender Socialization in the Family

Oakley (as cited in Holmes, 2010 p.43) argues children learn what it means to be feminine and masculine not just from their parents (significant others) but by looking at themselves and their parents in terms of wider social expectations about gender (the 'generalized other'). She argued that parents, especially mothers, condition their children's behavior by treating girls and boys in accordance with social expectations. On other hand Cognitivists argue that the conditioning works because the child has already recognized their gender identity by about four years old, and wants to live up to it. Social learning theorists also believe that the child learns their gender because they are rewarded for behaving in gender appropriate ways.

In addition Holmes summarized Oakley's argument as children identify their parents not just as individuals but in terms of the social groups to which their parents belong. This implies that children pick up on the age and gender and status of their parents and compare them to others. They quickly learn how men and women are expected to behave, even if those close to them do not always behave according to those expectations. However, from a more current sociological viewpoint, this story of gender acquisition perhaps relies too heavily on the influence of parents in early childhood (Holmes, 2007). Also, although it indicates that children learn about gender partly by comparing their parents to others, a lot of emphasis is put on the parents' role in transmitting gender to their offspring (Ibid p.43).

2.4.2, Gender Socialization at School

The role of Mary Holmes is not limited to Gender socialization at family level. She also condensed and summarized different scholars on gender socialization at school. Delamont(1990 cited in Holmes, 2010 p.44) Schooling has historically emphasized gender differences, with girls often disadvantaged because of the gendering of subjects, a lack of role models, sexist resources, and the way that classroom interaction operated to favor boys. In the 1970s a considerable amount of research on gender issues in education focused on criticizing the negative way that readers and textbooks reinforced gender differences. Everything from early readers (Lobban, 1975; Weitzmann et al., 1972; to maths and science textbooks Berrill and

Wallis, 1976; Taylor, 1979; Walford, 1981 as cited in Holmes, 2010 p.45), were found to feature less women and to portray boys and girls in stereotyped ways. For example boys in early readers were often shown as active and strong leaders, while girls were mainly shown as inferior beings involved with nurturing or doing domestic work (Lobban, 1975 cited in Mary Holmes, 2010 p.45). Schools also reinforced gender differences by other means.

In addition, Dale Spender (1982 cited in Holmes, 2010 p.45) argued that classroom interaction made girls invisible, with teachers both encouraging and yet devaluing ‘feminine’ behaviour in girls. Girls were encouraged to be quiet and good but boys more often needed disciplining and so even when teachers tried not to they devoted more attention to boys. Although much of this attention to boys was negative, it nevertheless meant that girls were being ignored.

2.5, Teacher’s perception and Practice of Gender Equality in Education

The literature further suggests that teachers can be critical allies in schools’ struggle to achieve gender equity (Towery, 2007) The continued presence of gender inequity along with the negative psycho-social outcomes associated with gender inequity make it all the more important for researchers to examine not only the sources of inequity in schools, but to also examine the role that schools and teachers can play in addressing these inequities (AAUW, 1992; Owens, Smothers & Love, 2003; Sadker, 2000; Sadker&Sadker, 1994 as cited in Towery, 2007, p.1). Teacher’s perception, practice, challenges exist to practice gender equality as well ways teachers responds to gender based violence are discussed as the following.

2.5.1, Teacher’ Perception of Gender Equality in Education

Study conducted by Ifegbesan (2010) revealed that that the secondary school teachers are largely aware of the gender stereotyped belief with about 90 percent giving an affirmative answer, however more than 64.8 percent acknowledged not interested in gender issues. Majority of the teachers accepted most of the gender-stereotyped views. Study conducted by (Shrestha, 2012) affirmed that the term gender was known to all teachers. However, the majority of them understood it as the same as sex. Teachers were also familiar with the term gender equality but they perceived the concept of ‘equality’ in the form of a formal equality approach that treats men and women alike without differentiating (Shrestha, 2012). This study also found teacher understands of gender equality in education as “equal treatment to both boys and girls, and equal opportunity in and out of classrooms to both boys and girls”, while the gender equality framework of UNESCO consists of four dimensions: equality of access; equality in the learning process; equality of educational outcomes; and equality of external results.

On other hand the study of Ifegbesan (2010) revealed that “majority of the teachers held gender stereotypes and are guilty of gender-stereotypes practices in schools”. Teachers are unaware and deny that they hold or perpetuate biased perceptions of males and females.

Study by McCracken, Unterhalter and Chelstowska (2015) found that teachers' attitudes and beliefs towards gender similarly reinforces students' gender roles, often to the disadvantage of girls, for example teachers are more likely to "under-rate girls' maths abilities and over-rate boys". This study also revealed "horizontal segregation" among students in their choice of subject in which girls are discouraged from taking subjects that are perceived as 'male', for example, science, technology, engineering and maths. On other hand "horizontal segregation" is found to be associated with the extent to which girls and boys adhere to traditional gender roles as well as teachers' attitudes towards children, which may reinforce gendered views of students' abilities (ibid).

2.5.2, Teacher's Practice of Gender Equality in Education

With regard to practice, all teachers valued gender equality and they claimed that they practice equality, but perpetuate inequality inadvertently by concentrating their attentions more on boys, not addressing gender stereotypes embedded in textbooks, by arranging sex-segregating seating, using gender exclusive and non-honorific language, excluding girls in many sports and games, and imposing a sex-segregated dress code (Shrestha, 2012). Teachers have not got opportunities to build their understanding and perceptions in line with the contemporary concept of gender (Ibid).

On other hand as Owens, Smothers & Love (2003) note in their analysis of gender bias in schools, "what teachers say or do not say, their body language, what they do and who they call upon form a hidden curriculum which is more powerful than any textbook lesson" .

Jones and Dindia (2004 as cited in Subramanian, 2005) in their meta-analysis study examine patterns of sex differences in teacher-initiated teacher-student interactions found that that teachers initiate more overall interactions and more negative interactions, but not more positive interactions, with male students than with female student. In addition in related study, Subramanian (2002) found that teachers and curriculum in general reinforce social bias and discriminatory practices against women through the content and methods of teaching employed in schools. He observed that in Ethiopia and Guinea, girls spend more time in fetching water, cleaning classroom than they spend on other educational activities than boys. On other hand this study also revealed that teachers most often described their female students in negative terms with such as "disruptive behavior" or "lack of interest in school", while the male counterpart are acknowledged in positive word as "responsible", "hard working" and "scholarly".

According to IREX (2014) toolkit developed for gender responsive learning environment teachers should give all students equal attention in advising and mentoring without overlooking capable but quiet students. In the toolkit it also stated that teachers need to revise curricula if necessary to include female experiences and to include them in more than just stereotypical ways. In addition IREX stated that giving specific feedback and monitoring classroom dynamics to ensure that discussion does not become dominated by verbally aggressive students.

2.5.3, Challenges to Practice Gender Equality in Education

One of the known causes of poor academic performance and school dropouts among girls in Ethiopia is violence that targets them on the basis of their sex (Hilina, 2015). The findings of her research summarized in the following table.

Table; 2. 2, School girls’ Perceptions of the Prevalence of Different types of violence and Abuse

Type of violence and abuse	In School			Out of school		
	Students	Teachers	Parents	Students	Teachers	Parents
Beating	37	30	51	53	74	63
Snatching of property	16	37	23	20	52	40
Verbal insult	48	63	54	57	81	74
Deprivation of liberty	21	38	27	31	67	43
Threat of harm	23	45	34	35	68	54
Humiliation	28	50	42	32	69	58
Name calling	29	48	45	36	59	56
Demanding money	11	24	24	12	45	32
Sexual coercion	11	23	24	25	60	49
Sexual harassment	23	46	33	37	73	54
Abduction	7	17	10	15	45	24

Source: Dr Hilina (2015 p: 37)

As shown above respondents reported that after beatings by parents, teachers were responsible for abuses they endured in school such as verbal insults, name-calling, sexual harassment, threats of harm, snatching of properties, and abductions.

Outside of school, respondents perceived teachers as the highest perpetrators of verbal insults (81%), beatings (74%), sexual harassment (73%), humiliation (69%), threat of harm (68%), and sexual coercion (60%).

Secondary school female students also faced ridicule and abuse, with 55.6% of respondents stating that male students are the primary perpetrators of violence against them. In particular, they reported harassment during their monthly menstrual cycle, which in turn leads many girls to skip classes during this time or to remain in class during recesses in order to avoid boys (Hilina, 2015). This problem for female students was compounded by the fact that their schools do not provide proper sanitary facilities. Physical violence also abounded; as one example, and occurring most frequently, boys declared their love for girls and proceeded to beat them if their feeling was not returned.

Although boys tended to be the main violators of secondary female students, male teachers were also ‘culprits’, with 51.4% of the respondents accusing them of humiliating female students in class and soliciting sexual favors in exchange for good grades (Hilina, 2015)

According to USAID (2015) both boys and girls are likely to experience bullying to similar extents however, they are likely to experience different types of bullying and be affected by these experiences in different ways. According to this study Gender-based bullying and harassment includes sexual harassment and 'sexing'. Bullying is found to be closely related to dominance submission models of gender relations whereby those holding 'traditional' views of gender relations are also more likely to be bullies (Ibid).

On other hand excessive work load is found to challenges to gender equality in education. Study of Hilina (2015) revealed that excessive workload for the girls, mainly in their homes, has also been identified as an abuse of the school girls. The factors contributing to this abuse are relatively simple. The parents need the labor force from all members. Boys also work, though according to most findings, less than the girls. Another underlying factor is the reproduction of traditional gender roles. Just as the virginity is important to ensure a good marriage for the girl so are her proven skills as a wife, cook and caretaker in the family (Ibid).

2.5.4, Teacher's Respond to Gender Based Violence in the Schools

According USAID (2015) GBV is defined as violence that is directed at an individual based on biological sex, gender identity, or perceived adherence to socially defined norms of masculinity and femininity. It includes physical, sexual, and psychological abuse; threats; coercion; arbitrary deprivation of liberty; and economic deprivation, whether occurring in public or private life.

However in specific to school and education GBV can defined as physical, sexual, or psychological violence or abuse that is based on gendered stereotypes or that targets students on the basis of their sex, sexuality, or gender identities (USAID, 2015). The underlying intent of this violence is to reinforce gender roles and perpetuate gender inequalities. It includes rape, unwanted sexual touching, unwanted sexual comments, corporal punishment, bullying, and verbal harassment (ibid). Unequal power relations between adults and children and males and females contribute to this violence, which can take place in the school, on school grounds, going to and from school, or in school dormitories and may be perpetrated by teachers, students, school personnel or community members. Both girls and boys can be victims, as well as perpetrators. SRGBV results in sexual, physical, or psychological harm to girls and boys.

In prevent and respond to SRGBV, USAID (2015) developed six guiding principles for teachers, school and other concerning bodies. These principles include do not harm, Ensure privacy, confidentiality, and informed consent, conduct quality improvement and assurance, use a multi-sectoral, comprehensive approach , uphold human and child rights and address harmful gender norms and various education program consideration. In this guideline the role of teachers, policy makers and other stakeholders clearly stated. Some of these are implementing a system to monitor GBV in schools, eliminating gender stereotypes, and promoting nonviolence among learners and educators, training teachers and school

administrators to promote gender equitable norms, as well as to detect and prevent sexual abuse. Developing institutional GBV codes of conduct for teachers, administrators and learners, and enforcement mechanisms is also another important guidelines principle.

2.6 Status of Gender Equality in Education in Ethiopia

It is said earlier, gender equality means an equal visibility, empowerment and participation of both sexes in all spheres of public and private life. It means accepting and valuing equally the complementarily of women and men and the diverse roles they play in society. Even if women have obtained equal rights and equal status with men in the majority of countries, they are still discriminated against in many areas. Legislation to combat discrimination and promote equal treatment has been passed and gender equality policy machineries have been set up to monitor the situation. But gender inequalities continue to influence all walks of life and it is becoming increasingly clear that new approaches, new strategies and new methods are needed to reach the goal of gender equality.

According to UNESCO (2011-2012)- one year on Global Partnership for Girls' and Women's Education, Despite progress, Ethiopia's education indicators are still poor and below SubSaharan averages where Ethiopia is ranked 126th out of 127 countries in the Education for All (EFA) development index. For the above mentioned problems of gender equality in education in Ethiopia as stated by UNESCO global partnership for girl's and women's education, poverty is one of the main barriers to girls' and women's education. Socio-cultural factors such as social norms and traditional practices about the role and position of women in Ethiopian society, gender-based violence, early marriage and teenage pregnancy, are affecting girls' and women's access to and completion of education.

In addition it also stated by UNESCO (2011-2012) global partnership for girl's and women's education, various school-related factors affecting educational opportunities for girls. For example, the lack of motivated and gender-sensitive teachers, of girl-friendly school environments, the absence of targeted interventions to support girls and quality education, as well as long distances to schools, all affect negatively the chances of girl's access to and retention in secondary education(ibid).

Gender parity is an important indicator of balanced programs to boost enrollment and participation in education. No nation has been able to achieve comprehensive basic education without programs that assist girls. The following table show gender gap exists in economic participation, educational attainment, health survival and political empowerment.

Table; 2. 3, Ethiopia's Gender gap Index (2010-2017)

	Overall		Economic participation		Educational attainment		Health and survival		Political empowerment	
	Rank	Score	Rank	Score	Rank	Score	Rank	Score	Rank	Score
Gender Gap Index 2017 (out	118	0.620	93	0.615	131	0.745	68	0.974	66	0.146

of 136 countries										
Gender Gap Index 2016(out of 135 countries)	118	0.620	85	0.622	130	0.739	72	0.974	62	0.146
Gender Gap Index 2015 (out of 135 countries)	116	0.614	71	0.637	131	0.704	77	0.974	64	0.139
Gender Gap Index 2014 (out of 134 countries)	121	0.602	74	0.632	129	0.700	75	0.974	82	0.102
Gender Gap Index 2013 (out of 134 countries)	122	0.595	91	0.598	130	0.700	106	0.969	74	0.113
Gender Gap Index 2012 (out of 130 countries)	122	0.587	96	0.565	126	0.700	101	0.969	70	0.113
Gender Gap Index 2011 (out of 128 countries)	113	0.599	86	0.585	121	0.740	100	0.969	68	0.102
Gender Gap Index 2010 (out of 115 countries)	100	0.595	74	0.568	108	0.739	87	0.969	61	0.102

Source tables: United Nations Educational, Scientific, and Cultural Organization (UNESCO) Institute for Statistics; UNESCO Institute for Statistics.

As can be seen from the table above, over ten years, enrolment in general secondary (9-10) has barely grown and in preparatory (11-12) although it has nearly doubled this is only from a low start of 3.2%. In both the first and second cycles the enrolment rates for boys are still greater than that of girls.

2.6.1, Net Enrolment Rate (NER) for First Cycle Secondary (Grades 9-10)

In the Ethiopian education system, the secondary NER measures the enrolment of children of the appropriate age (for first cycle, 15-16 year's old and second cycle, 17-18 years old) divided by the total school age population of that age. The net enrolment trend in the last five years is indicated below.

Table; 2. 4, Net Enrolment Rate of Secondary First Cycle (Grades 9-10)

Year	M	F	Total
2009/10	16.8	12.6	14.7
2010/11	15.4	12.2	13.8

2011/12	15	11.9	13.5
2012/13	16.8	16.1	16.4
2013/14	16.4	16.2	16.3
2014/15	16.9	17.6	17.3
2015/16	18.8	20.1	19.4
2016/17	19.6	20.9	20.2

Source: Education for All 2017 National Review

In 2009/10, the NER for the first cycle secondary education was 16.8% for boys, 12.6% for girls and 14.7% for both sexes. When these results are compared with those of 2016/17, there are improvements across both sexes (i.e. 19.6% for boys, 20.9% girls, and 20.2% for both sexes).

2.6.2, Dropout rates

According to the Welfare Monitoring Survey of 2011(cited in UN WOMEN 2014), dropout rates for primary level education in rural areas have declined from 18.5 percent in 1996 to 4.7 percent in 2011. The dropout rate at secondary level in rural areas also declined from 29.3 percent in 1996 to 7.0 percent in 2011. Overall, there is a higher dropout rate among males than females both at primary and secondary level education in rural and urban areas recorded in 1996, 2000, 2004 and 2014 which reveals the fact that the challenges for girls and boys in rural schooling vary significantly. On the contrary, girls in urban secondary schools had a higher dropout rate than boys. Whereas 18.7 percent of the primary school dropouts said their reason for dropping out was “sickness”, 27.5 percent said it was "the need to work". Among secondary school dropouts 13.8 percent attribute their dropout to “sickness” and 22.0 percent to a desire to work. Some of the major causes for dropouts at the pre-primary, primary, and lower-secondary levels also include parents’ inadequate awareness about the benefits of education.

Generally from literature review , it could be inferred that most study have focused on content analysis of textbooks and curriculum materials and gender differentiation in academic achievements while teachers gender-stereotypes beliefs and classroom practices have been neglected. However at the same times it is observed from literature that teachers' personal beliefs and stereotypical perceptions affect their attitudes and classroom practice which is the causes of gender disparity, dropout, under achievement and etc. In many countries, concerns about gender disparities in education have focused on student performance, particularly in terms of underachievement of girls, differences in access at various levels of schooling, dropout rates in subjects taken and these have evoked a range of explanations and policies around gender gaps in educational outcomes. However, the question of teacher’s perception and practice of gender equality in education has received little attention. Taking into account the above review related literature, researcher was collected data using different tools to understand and answer research questions on teacher’s perception and practice of gender equality in education.

CHAPTER THREE

RESEARCH METHODOLOGY

Research methodology is the general approach the researcher takes in carrying out the research project. In this chapter researcher presented description of the study area, research approach, research design, data collection tools, sampling procedures, data analysis producers and Ethical Consideration.

3.1, Description of the Study Area

The study has been conducted in Hintalo woreda administration. Hintalo woreda is in the north Ethiopia located in the south east zone of the Tigray Region, According to central statistical authority (CSA, 2010) the town has an estimated total population of 152,356 of whom 74,918 are men and 77,438 are women. The district share the boundary with Wejerat district in the east, Alaje in the south, Enderta district in the north and Samere in the west. Hintalo is popular for its immense natural gifts including excellent climate which provides comfortable living and working environment.

3.2, Research Approach

The knowledge claims, the strategies, and the method all contribute to a research approach that tends to be more quantitative, qualitative and mixed (Creswell, 2003). A quantitative approach is one in which the investigator primarily uses post-positivist claims for developing knowledge; A qualitative approach is one in which the inquirer often makes knowledge claims based primarily on constructivist. Mixed methods approach is one in which the researcher tends to base knowledge claims on pragmatic grounds (ibid). From three research approach discussed above mixed method approach has used for this study. Mixed methods is becoming increasingly articulated, attached to research practice and recognized as the third major research approach or research paradigm (K.Burke, J.Onwuegbuzie, & A.Turner, 2007).The mixed methods approach to research is an extension of rather than a replacement for the quantitative and qualitative approaches to research, as the latter two research approaches will continue to be useful and important. The goal for researcher using the mixed methods approach research was to draw from the strengths and minimize the weaknesses of the quantitative and qualitative research approaches.

3.3, Research Design and Procedures

In this study the term ‘Gender’ is socially constructive idea which is suitable to collect information based on qualitative approach. However, qualitative research approach is criticized because of its process of sampling as one of the principal areas of confusion (Marshall, 1996). To solve this problem comes from sampling confusion in qualitative research; researcher has used mixed method approach as stated under research approach. In this research: interview, FGD, document study (qualitative methods) and questionnaires (quantitative methods) have used to explore teachers’ perception and practice of gender equality in education. Therefore research design was based on the framework of Creswell Knowledge Claims, Strategies of Inquiry, and Methods Leading to Approaches and the Design Process.

Based on the above mentioned Creswell’s framework for research design; the following Philosophical and Procedural Research Design used for this study.

Table; 3.1, Design process of research for Gender equality in Education based on Creswell’s framework for research design

Alternative knowledge claim	Research Approach & RA	Research Questions	Research Area (RA)	Sampling Method	Methods
Pragmatism	Mixed Research	-What are the Perception & practice of teachers on gender equality, - How teacher’s Methodologies support gender equality in classroom -What is the view of girls regarding the practices of gender equality in their school	Hintalo Schools’ Teachers	Purposive sampling	Questionnaires Observation In-depth interview Document study Focused group discussion

3.4, Data collection Instruments

Data collection is the primary work of researcher and main part of research. In this study researcher was used questionnaire, interview, focus group discussion and document study to collect information.

3.4 1, Questionnaire

The merit parts of using questionnaire are: its low cost, free from the bias of the interviewer, respondents have adequate time to give well thought out answers, large samples can be made use of and thus the results can be made more dependable and reliable (C.R.Kothari, 2004). The questionnaires with 34 items were prepared and employed for 169 secondary and preparatory school teacher. Questionnaires were consisted of four sections. These are :(1) Demographic and background data which included questions about teachers' background: sex, age, level of education, school type, teaching experience and subject of specialization.(2) Teacher's perception and practice of gender equality in education with items assessing knowledge, understanding and implementation of gender equality (3) Challenges exist to practice gender equality in education with items focused on challenges exist to practice gender equality in education and(4) Ways teachers respond to gender based violence in schools.

Except Demographic and background data, all statements were prepared on a Likert-type scale, with five possible responses to each statement (1-strongly disagree, 2-disagree, 3-undecided, 4- agree, 5-strongly agree

3.4.2, Interview

Interviews are a systematic way of talking and listening to people and are another way to collect data from individuals through conversations (Kajornboon, 2005). Basically there are four types of interview: structured interviews, semi-structured interviews, unstructured interviews, nondirective interview (Ibid, p.4). Each four type of interview has its own advantage and disadvantage. From four types of interview types, Semi structured interview was selected. The reason for selecting Semi-structured interview is that unlike structured interview, is non-standardize and researcher can change question based on the topic of research and also can probe to gather information effectively and efficiently. And also unlike non structured and non-directive interview cannot take too much time to generate information. Interview conducted with eight (8) teachers with equal number of male and female in four secondary schools in Hintalo woreda administration. The two participants from each four school who didn't participate in questionnaire were selected purposefully. The criteria for selection were their role in different clubs such as gender, girls and SRH clubs. The reason for selecting two from each school was to gain participants with role in clubs.

3.4.3, Focused Group Discussion

Focused group discussion (FGD) also referred as group interviewing which essentially a qualitative research approach is based on structured, semi-structured, or unstructured interviews (Boa12). The focus group discussion (FGD) is a rapid assessment, semi-structured data gathering method in which a purposively selected set of participants gather to discuss issues and Concerns based on a list of key themes drawn up by the researcher/facilitator. Two groups formed for FGD which were male group and female group with each group consisting four (4) members. Two participants among which one (1) male and one (1) female of FGD selected purposively from each four secondary school. The criteria for selection were their role in unit leader, team leader and unit coordinator.

3.4.4, Document Study

Document study is a form of qualitative researches in which researcher deal with existing records often provide insights into a setting and/or group of people that cannot be observed or noted in another way. Documents related to this study, including books, articles, educational reports, gender reports and related literatures were examined and analyzed.

3.5, Data Collection Procedures

First questionnaires, FGD and interview questions were prepared and submitted to the advisor for comment. Then, pilot testing was held on 4 teachers who were randomly selected from one school and depending on the feedback of respondents responses amendments were made for clarity. Then, after the necessary amendments were done, the questionnaires were distributed to the sampled teachers and the different interviewees and FGD were interviewed. Finally, document analysis was made on teacher's perception and practice of gender equality in education.

3.6, Sampling Design and Procedures

A sample is a subgroup of a population which involves taking a representative selection of the population and using the data collected as research information (Letham, 2007). Cochran as cited in (Letham, 2007) stated that using correct sampling methods allows researchers the ability to reduce research costs, conduct research more efficiently (speed), have greater flexibility, and provides for greater accuracy. The study incorporated all four government secondary schools in Hintalo woreda administration which are Harqo secondary School, Bet-Mara preparatory Secondary School, Mesmer Woyane preparatory Secondary School and Dengolat Secondary school. After the schools were identified, proportional quota sampling was used to

include the sample of teachers from total teachers found in each school. The samples of male and female teachers were also treated proportional to their number in each school. After the sample of teachers in each school identified, simple random sampling was used to identify participants for questionnaires.

To determine sample size it is necessary to have total population. The total numbers of teachers in these High schools were 293 out of which 235 were males and 58 were females. From total population, the following Simplified formula was used to calculate sample size which developed by Yamane (1967:886 as cited in D. Israel, 2013, p.4).

$$n = \frac{N}{1 + N(e)^2}$$

Where n is the sample size, N is the population size (293), and e is the level of precision (.05). When this formula is applied to the above sample, we get the following:

$$n = 293 / 1 + 293(.05)^2 \quad n = 169.119 \quad n = 169$$

Table; 3. 2, Sample Design and Procedure for Gender Equality in Education

No	Schools	No. of teachers in schools			Sample Taken		
		Male	Female	Total	Male	Female	Total
1	Harqo secondary School	40	6	46	15	5	20
2	Dengolat Secondary school	54	15	69	30	11	41
3	Bet-Mara preparatory Secondary School	73	15	88	41	12	53
4	Mesmer Woyane preparatory Secondary School	68	22	90	38	17	55
Grand Total							169

Sources: Hintalo administration Education Bureau (2017)

Most of the time Sample size determination formula is possible for large number of population and some scholar suggest to include entire population where total population less than 300. The adequacy of participant numbers involves thoughtful decision-making; too few may risk adequate depth and breadth, but too many may produce superficial or unwieldy volumes of data. Therefore due to financial constraint and adequate information generated with interview and other instruments, the above simplified sample size formula was used to determine sample size than including all population.

3.7, Data Analysis

All returned questionnaires were coded on Statistical Package for the social sciences version 21.0 (SPSS), while answers to the open-ended item generated by interview, FGD and document analysis were analyzed qualitatively. Items on Teachers perception and practice of gender equality as well as challenges exist to practice gender equality and ways teachers respond to gender based violence were scored with the responses progressing from one through to five for strongly Disagree (SD), Disagree (D), Undecided (UD), Agree (A) and Strongly Agree (SA) respectively. Descriptive statistics such as frequency, percentage, mean and standard deviation were used to describe teacher's perception, practice, challenges and ways to respond to gender based violence in the schools. To ascertain differences according to teachers' demographic and characteristics, such as, age, educational qualification, year of teaching and teachers' subject background, the analysis of variances (ANOVA) statistics were employed while T-test statistics was used to see the significant difference with teachers' school type and sex.

3.8, Research Ethics

Research ethics involve requirements on daily work, the protection of dignity of subjects and the publication of the information in the research. In this study the following major ethical issues were considered. These are:

- 1. Informed consent.** Informed consent is a way the right to autonomy of participant is protected. It means that a person knowingly, voluntarily and intelligently, and in a clear and manifest way, gives his consent.
- 2. Confidentiality.** Confidentiality is a situation in which important information kept in secret. Researcher will assure that identifying information will not be made available to anyone who is not directly involved in the study.

3. Anonymity. Is a situation in which the name of a person who does something such as giving information is not known to other third person or kept in secret. To keep anonymity of a person researcher didn't call the name of the person who participated in interview and FGD. This enables researcher to keep participants in the research from harm and risk.

4. Being honest. Honest person does not tell lie or cheat people rather he/she obeys law. Researcher was ensured this by citing all information taken from other author to protect him from plagiarism, deception or the fabrication or falsification of results which shall be regarded as research misconduct and a serious disciplinary offence.

CHAPTER FOUR

RESULTS AND DISCUSSION

The data collected from participants were structured, organized and framed to suit analysis and inferences. The data were presented using descriptive and inferential statistics. The first part of data is demographic data whereas the second part is questionnaires grouped to four based on the research questions. SPSS version 21.0 software was used to calculate frequency, percentage, mean, standard deviation and variances in teacher's demographic characteristics. All data collected categorized based on research questions. Data were analyzed in line with the research questions. The first seven items were used to assess the first research question which is teacher's perception where as other seven items employed to assess teacher's practice of gender equality. other thirteen items used to examine challenges to forward the principles of gender equality in education which grouped to two parts. The last questionnaires were used to know ways teachers respond to gender based violence in the school which consist seven items.

4.1, Demographic Data Analysis

For demographic data, descriptive statistics employed to calculate frequency and percentage. From the total of 293 teachers, female were 58 and male 235 in four government secondary school in Hintalo town administration. From this total population 169 teachers among which 45 female and 124 males have selected as sample size. Proportional quota sampling was used for equal and fair distribution of teachers to each four secondary schools which followed by simple random sampling to select respondents for questionnaires.

As stated in Appendix: D. (73.37%) of male and (26.63%) of female selected for questionnaires. Since questionnaire alone is not enough deep interviews was also used to generate deep information. For interview, 8 respondents 2 from each school were selected. From these respondents 4 were males and 4 were females.

In addition to questionnaire and interview, the third data collection tools used was FGD. Two groups: one male group and the second female group were formed for FGD. This shows that both sex included in the study.

Regarding age of respondents 24 years and below (7.69%), 25-34(47.93%), 35-44(26.04%), 45-54(13.61%) and 55-64(4.73%) were included in the study. Few numbers of teachers observed with age 55-64 and 14-24 years at two extreme. Most teachers were with age between 25-34 years. This implies most of the teachers are at middle adulthood age. However data showed that teachers with different age groups included in study.

Teachers' years of teaching were prepared based on teacher's career structure/ladder which has seven stages. Thus from 0-3 years (10.65%), 4-7 years (14.20%), 8-11years (28.99%), 12-15years(17.75%), 16-19years (7,10%), 20-23years (7.10%) and 24 years and above (14.20%).The greater numbers of teachers were between age 8-11(26.2%) years followed by the last stage of teacher's career structure which is 7.10%. However teachers from all career structure/ladder were included in the study.

Regarding teachers' level of qualification, in four secondary schools, the study revealed that diploma 0.59%, 1st degree 83.98% 2nd degree 15.38%.

In relation to teachers subject background Tigrigna (7.10%), Amharic (3.55%), Biology (13.02%), General Business (1.78%), Chemistry (10.65%), Civics (8.88%), Economics (2.37%), English (13.02%), Geography (7.10%), History (7.10%), ICT (3.55%), Maths (8.55), Physics (10.06%) and Sport (3.55%) were included in the study.

4.2, Descriptive and Inferential Statistics Analysis of Perception, Practice, Challenges and Ways Teachers' Respond to Gender Based Violence in the Schools

Questionnaires were employed for 169 teachers with 34 items rated on a Likert-type scale, with five possible responses to each items (1-Strongly Disagree, 2-Disagree, 3-Undecided, 4-Agree, 5-Strongly Agree). These items divided to four groups based on research questions (teacher's perception of gender equality in education, teacher's practice of gender equality in education, challenges exist to practice gender equality in education and ways teacher's respond to gender based violence in the school. Results of Interviews, FGD and document analysis were analyzed qualitatively and triangulated in supporting statistical data under each research questions.

Table: 4. 1, Frequency, Percentage, Mean and Standard Deviation on Teacher's Perception of Gender Equality in Education

Items	N	SD	D	UD	A	SA	mean	std
		F(p)	F(p)	F(p)	F(p)	F(p)		
1. Teachers have adequate knowledge of gender and its difference from sex	169	6 (3.6)	4 (2.4)	11 (6.5)	61 (36.1)	87 (57.5)	4.13	1.12
2. Teachers know the principle of GE in general and GEIE in particular	169	7 (4.1)	6 (3.6)	14 (8.3)	72 (42.6)	70 (41.4)	3.92	1.03
3. Teachers should be involved in shaping their students' perceptions about gender roles	169	4 (2.4)	5 (3.0)	10 (5.9)	68 (40.2)	82 (48.5)	4.12	0.99
4. Awareness about the gender issues should be incorporated into school subject	169	6 (3.8)	8 (4.7)	15 (8.9)	71 (42.0)	69 (40.8)	3.90	1.05
5. Female students should be encouraged to join traditionally male jobs	169	5 (3.0)	4 (2.4)	8 (4.7)	64 (37.9)	88 (52.1)	4.20	1.11
6. Boys and girls should be given equal opportunity and not treated differently.	169	6 (3.6)	7 (4.1)	12 (7.1)	66 (39.1)	78 (46.2)	4.11	1.19
7. Giving support for female than male students	169	14 (8.3)	26 (15.4)	33 (19.5)	57 (33.7)	39 (23.1)	3.45	1.25

Source: *Own Analysis (2017)*

The above table indicate that (36.1%) agree, (2.4%), disagree and (6.5%) undecided of having adequate knowledge of gender and its difference from sex. Data gained from interview and FGD support this statistical data. Majority of participants in interview and FGD said that “gender is socially constructive idea and sex is biological factors”. This Implies as teachers have understanding of the meaning of gender and its difference from sex. This study is similar with the finding of Shrestha (2012) which revealed that the term gender known to all teachers. At the same time this finding contradict with the finding of Shrestha (2012) which found majority of teachers used the term gender and sex interchangeably.

On item two: teachers know the principles of gender equality in general and gender equality in

particular, (41.4%) have affirmative answers, (3.6%) disagree and (8.3%) hold neutral position. Data gained from Interview and FGD on item two in some way support this statistical data. Most of respondents responded that gender equality is “treating both male and female” equally without “discrimination on the basis of sex” where as gender equality in education is “giving equal opportunities” and treating both male and female as equal in educational setting. However the result of interview and FGD is not as sound as statistical data revealed. Most of respondent’s perceived gender equality as treating both male and female in the same way which is identical treatment or formal equality. This finding confirmed with finding of Shrestha (2012) which found teachers perceived the concept of equality in the form of a formal equality approach that treats men and women alike without differentiating. However as Subramanian (2005) formal equality is to measure numerical gap between female and men outcomes. He stated that the best ways to realize gender equality is by substantive equality which requires the recognition of the ways in which women are different from men, in terms of their biological capacities and in terms of the socially constructed disadvantages women face relative to men.

On other hand most of teachers believe shaping their students perception on gender role is important with (40.2%) of respondents agree, (3.0%) disagree and (5.9%) percent undecided. FGD result supports this data. Both female and male group agreed on shaping students perception is very important by both teachers and family at home and at school. However, as some members of group raised “first teachers should know about gender and its role and then that they can shape students perception”.

Majority of teachers also in support of incorporating gender in to school subject with (42.0%) agree, (4.7%) disagree and (8.9%) respondents holding neutral position. Here there is a link between shaping student perception about gender and incorporating gender to school curriculum. This implies student’s perception of gender role could be shaped when gender integrated to school curriculum.

Another interesting issue the research found was majority of respondents has positive attitudes for females to enter jobs like engineering, medicine or architecture with (37.9%) agree, (2.4%) disagree and (4,7%) undecided. But respondents more than the sum number of strongly disagree and disagree held neutral position which is 3.0 and 7.1 percent respectively.

On item six (77.7%) of teachers were agree with equal treatments and equal opportunity for male and female students whereas (13.9%) disagree and (8.5%) holding neutral position. However, (60.8%) of respondents were agreeing, (28.5%) disagree and (10.8%) undecided with need to support more female than male students. The two items responses contradict each other. The reason is the different perception female and male teachers hold over treatment to male and female students. Female teachers said to be in support of special treatment for girls than male teachers.

The above findings confirmed the finding of (Ifegbesan, 2010) which found that teachers should shape their students perception on gender role, incorporating gender in to school subject, female students should encouraged to enter jobs like engineering, medicine or architecture and equal treatments and equal opportunity for female and male students. However, the study of Hilina (2015) found that the number of female students enrolled to the field of engineering and Technology at Addis Ababa University was (16.8 %), and medicine and health science (34.0%).

Table: 4. 2, Frequency, Percentage, Mean and Standard Deviation on Teacher's Practice of Gender Equality in Education

Items	N	SD	D	UD	A	SA	Mean	std
		F(p)	F(p)	F(p)	F(p)	F(p)		
1. I have adequate content knowledge to apply GE in classroom	169	33 (19.5)	47 (27.8)	30 (17.8)	7 (4.1)	13 (7.7)	2.45	1.45
2. I use gender equitable language in my lessons	169	47 (36.2)	34 (26.2)	13 (10)	16 (12.3)	20 (15.4)	2.15	1.05
3. My classroom practices encourage students to respect gender differences	169	30 (23.1)	75 (57.7)	7 (5.4)	11 (8.5)	7 (5.4)	4.05	1.06
4. Teachers should encourage both male and female students equally to carry out the same activities	169	7 (5.4)	11 (8.5)	9 (6.9)	44 (33.8)	59 (45.4)	4.20	1.10
5. The teacher equally takes on contributions from male and female students	169	2 (1.5)	10 (7.7)	21 (16.2)	42 (32.3)	55 (42.3)	4.11	1.19
6. The teacher gives equally intensive and constructive feedback to male and female students	169	3 (2.3)	7 (5.4)	28 (21.5)	47 (36.2)	45 (34.6)	3.45	1.25
7. I obtain & use gender neutral instructional materials	169	40 (30.8)	64 (49.2)	11 (8.5)	13 (10.0)	2 (1.5)	4.13	1.11

Source: *Own Analysis (2017)*

The data clearly indicate to what extent teachers apply the principles of gender equality in school. (54.6%) of respondents disagree whereas (17.7%) agree with having adequate content knowledge to apply gender equality. Among these respondents (27.7%) held neutral position. This may be either they are not sure with their knowledge of gender or may not have skills to practice. Both FGD and interview result is in line with the above data. Majority of participants said teachers lacks not knowledge but skills to practice or apply gender equality in classroom. Here from this view we need to see knowledge and skills separately. Knowledge for participants of interview means having the concepts of gender equality while skills meaning the system by which gender equality practiced. Therefore the gap here is relating to having skills. From FGD participants the issue of attitude raised. If there is no positive attitude toward gender, knowledge

and skills cannot gain. Therefore, from this we can integrate knowledge, skills and attitude to apply the principles of gender equality.

About (62.4%) of respondents disagree, (27.7%), agree and (10.0%) undecided over equitable language used in classroom. On other hand (80.0%) believe their classroom practice doesn't encourage students to respect other gender whereas (13.9%) agree and (5.4%) undecided. These three items interrelated to each other. If there is no adequate content knowledge to apply gender equality, teachers cannot use equitable language and this leads not to respects gender differences in classroom by students and teachers. This finding is also supported by literature. As Owens, Smothers & Love (2003 cited in Owens et al,2003, p. 133) note in their analysis of gender bias in schools, "what teachers say or do not say, their body language, what they do and who they call upon form a "hidden curriculum" that is more powerful than any textbook lesson". However this finding contradict with the finding (Ifegbesan, 2010) which found (58.8%) of teachers used gender equitable language and (73.6%) confirmed that their classroom practice respect other gender. For stance in the same finding (64.8%) of teachers know where to obtain gender neutral instructional materials which contradict with this finding.

On other hand on item: teachers should encourage both male and female students equally to carry out the same activities (79.2%) agree, (13.9%) disagree and (6.9%) undecided. The teacher equally takes on contributions from male and female students is also supported by (74.6%) agree, (9.2%) disagree and (16.2%) undecided whereas teachers gives equally intensive and constructive feedback (70.8%) agree. (7.7%) disagree and (21.5%) undecided. The study also found that (80.0) of respondents disagree, (11.5%) agree and (8.5%) undecided over obtaining gender neutral instructional materials for their lessons which contradict by the finding Ifegbesan (2010) as discussed earlier.

Table: 4. 3, Frequency, Percentage, Mean and St.d on Challenges to practice Gender Equality in Education

Items	N	SD	D	UD	A	SA	mean	Std
		F(p)	F(p)	F(p)	F(p)	F(p)		
1. Costs of schooling may prevent families from being able to send their students to school	169	9 (5.3)	29 (17.2)	13 (7.7)	47 (27.8)	71 (42.0)	3.60	1.08
2. Girls may be less valued than boys in our society	169	21 (12.4)	32 (18.9)	43 (25.4)	44 (26.0)	29 (17.2)	3.13	1.35
3. HTPs are factors to gender equality in education	169	8 (4.7)	14 (8.3)	20 (11.8)	61 (36.1)	66 (39.1)	4.02	1.20
4. Heavy load of domestic chores are potential to hinder female education	169	6 (3.6)	12 (7.1)	19 (11.2)	63 (37.3)	69 (40.8)	4.12	.96
5. Absence of water in school toilet and inaccessible of pads is hindering GEIE.	169	9 (75.3)	21 (12.4)	27 (16.0)	55 (32.5)	57 (33.7)	3.80	1.08
6. Teachers given more attention to boys than girls in the classroom	169	40 (23.7)	41 (24.3)	32 (18.9)	33 (19.5)	23 (13.6)	2.54	1.30
7. Sexual harassment, abuse and bullying challenges to female students in and out of classroom	169	15 (8.9)	22 (13.0)	28 (16.6)	56 (33.1)	48 (28.4)	3.70	1.21

Source: Own Analysis, (2017)

As the above table show (27.8%) agree, (17.2%) disagree and (7.7%) hold neutral position on direct cost of schooling is preventing families to send their children. And (40.2%) of respondents said preference to educating is given for males than female in society where as (18.9%) disagree with issues. From total respondents (25.4%) neither agree nor disagree holding neutral position. Therefore from item one and two we can conclude that if family has economic problem, they will send not female but male to school. On other hand information gained from interview and FGD tell us there is no school fee as education is free. But indirectly school may ask payment via their parents for different purpose. Payment for clothe, reference materials, supply including food, and transport cost and house rent cost are challenging than school fee for poor families.

According to UNESCO(2011-2012)- one year on Global Partnership for Girls' and Women's Education for the above mentioned problems of gender equality in education in Ethiopia poverty is one of the main barriers to girls' and women's education.

Other burning issues as observed above were harmful traditional practice (36.1) % agree,(39.1 %) strong agree(8.3) % disagree, (11.8) undecided, heavy domestic work (37.3%) agree, (7.1%) disagree and (11.2%) absence of sanitary in school (32.5%) agree, (12.4%) disagree and (16.8%) undecided and sexual harassment and abuse (33.1% agree, (13.0%) disagree and (16.6%) undecided as major factors to female education.

Evidence from interview and FGD also confirmed these statistical data. Though the government formulated laws and policies on how to compact harmful traditional practice still it practiced as one participant have said. Even he told as his sister abducted from the road when she come back from school at rural area. He also added that the abductor is not brought to court and issues seen by arbitration. More than harmful tradition practice as the results of FGD, sexual harassment and abuse are challenging the project of gender equality in education. Unwanted and unpleasant comments and touching of female's private parts and body are common abuse at school level. In addition these problems arise due to weak school to take measurement and due to not creating awareness on the impact of abuse. Most of participants in FGD in both male and female group agree with severity of abuse in school by male students against female students verbally and physically.

This finding is similar with the UNESCO (2011-2012) as Socio-cultural factors such as social norms and traditional practices about the role and position of women in Ethiopian society, gender-based violence, early marriage and teenage pregnancy, are affecting girls' and women's access to and completion of education. However, Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW), 1979 established an action agenda for putting an end to sex-based discrimination. In particular, Article 10 of the Convention stipulates specific rights to education that governments ought to ensure. In addition the study conducted in Ambo secondary school on sexual harassment by (Eshetu, 2015) found that among the total 414 female students 147 (35.5%) and 138 (33.3%) of them experienced sexual harassment

Throughout school life and in the last twelve months in the schools, respectively. Out of 138 (33.3%) who reported sexual harassment in the last twelve months, 66 (47.8%) were verbal and 49 (35.5%) were physical sexual harassments. Among female students who experienced sexual harassment in the last twelve months, 84 (60.9%) feared harassment in the school and 54 (39.1%) never feared being sexual harassed in the school. According to this finding male teachers were perpetrators of sexual harassment next to male students.

On other hand on item teacher given more attention for male than female (19.5%) agree, (24.3%) disagree and (18.9%) undecided. This is positive practice by teachers to promote gender equality in education.

Table: 4. 4, Frequency, percentage, mean and st.d on challenges to practice gender equality in education

Items	N	SD	D	UD	A	SA	mean	Std
		F(p)	F(p)	F(p)	F(p)	F(p)		
8. Teachers, students and school personnel lack of respect for female students	169	33 (19.5)	38 (22.5)	47 (27.8)	30 (17.8)	21 (12.4)	2.48	1.23
9. Lack of training to recognize gender biases	169	18 (10.7)	25 (14.8)	30 (17.8)	54 (32.0)	42 (24.9)	3.39	1.37
10. Lack of procedures to protect girls and boys from intimidation, harassment, and sexual abuse	169	15 (8.9)	20 (11.8)	28 (16.6)	60 (35.5)	46 (27.2)	3.49	1.20
11. Lack of procedures to ensure safe reporting and follow-up of GBV	169	12 (7.1)	18 (10.7)	25 (14.8)	56 (33.1)	58 (34.3)	3.78	1.21
12. Gender club not active to create Awareness	169	8 (4.7)	12 (7.1)	21 (12.4)	59 (34.9)	69 (40.8)	4.15	1.02
13. Students can be afraid to report Violence	169	10 (5.9)	18 (10.7)	26 (15.4)	64 (37.9)	51 (30.2)	3.63	1.12

Source: *Own Analysis (2017)*

As the above data show on the first item: teachers, students and school personnel lacks respect for female students, (22.5%) disagree, (17.8%) agree and (27.8%) undecided. This means that most of teachers, students and school personnel respect female students. However this finding

contradicts with finding of Biraimah (1982, cited in Shretsa, 2012 & Subramanian, 2005). The former found that teachers had little regard for the ability, character and potential of female students and the later found teachers most often described their female students in negative terms with such as “disruptive behavior” or “lack of interest in school”, while the male counterpart are acknowledged in positive word as “responsible”, “hard working” and “scholarly”.

On other hand most of respondents agree with teachers not trained on gender bias they bring to the classroom with (32.0%) agree, (14.8%) disagree and (17.8%) undecided. From 8 interviewed teachers and two FGD, it was found that none of teacher has taken training on gender issues. They have said unknowingly teachers can bring bias to the classroom. However study by Towery (2007) found that training programs on gender issue redouble the efforts to not only make teachers aware of gender inequities in their school environments, but also to reinforce the criticality of teachers’ active, ongoing analyses of the many ways in which institutionalized sexism and gender inequity permeate throughout school cultures.

Lack of policies and procedure to protect boys and girls from sexual harassment and sexual abuse (35,5%) agree,(11.8%) disagree and (16.6%) undecided as well as lack of policies and procedures to ensure and safe report of gender based discrimination (33.1%)agree, (14.8%) disagree and (14,8%) undecided were challenges to forward the project of gender equality in education. Here the information gain from interview and FGD a little bit different from the above data. Most of them respond that the big problem is not with policies to protect sexual abuse and harassment but on how to implement these policies. The reason for lack of implementation is include lack of training, budget, school facilities, commitment and low attention of administrators.

Absence of active gender club which create awareness on gender issues with lack of budget, fund, voluntary individuals and not given attention by administrators was also factors preventing gender equality in education with (34.9%) agree, (7.1%) disagree and (12.4%) of respondents holding neutral position. For stance students being reluctant or afraid to report violence like sexual harassment and abuse (37.9%) agree, (10.7% disagree and (15.4%) undecided was also found to be challenges to practice gender equality in education. This can be related to absence of policies and procedures which ensure safe ways of reporting perpetrators of sexual harassment and abuse.

Table: 4. 5, Frequency, Percentage, Mean and St.d on Ways Teacher's Respond to Gender Based Violence in the Schools

Items	N	SD	D	UD	A	SA	mean	Std
		F(p)	F(p)	F(p)	F(p)	F(p)		
1. I try to protect and report sexual harassment, abuse and bullying	169	12. (7.1)	22 (13.0)	23 (13.8)	61 (36.1)	51 (30.0)	3.51	1.18
2. I respect both male and females students	169	6 (3.6)	11 (6.5)	7 (4.1)	74 (43.8)	71 (42.0)	4.33	.92
3. Teachers should active and effective to stop bullying	169	5 (3.0)	9 (5.3)	11 (6.5)	77 (45.6)	67 (39.6)	4.16	.94
4. Teachers should encourage school counselors or staff to provide counseling for bullies alongside the enforcement of Consequences	169	4 (2,4)	12 (7.1)	14 (8.3)	79 (46.7)	60 (35.5)	4.10	.89
5. I have the skills and knowledge to know and identify students with SRH problems	169	61 (36.1)	52 (30.8)	24 (14.2)	19 (11.2)	113 (7.7)	2.05	1.11
6. Teachers should be a role model by condemning sexual and GBV	169	7 (4.1)	14 (8.3)	19 (11.2)	72 (42.6)	57 (33.7)	4.17	1.06
7. Teachers should provide safe and welcoming spaces for gender differences	169	10 (5.9)	18 (10.7)	21 (12.4)	68 (40.2)	52 (30.8)	3.87	1.10

Source: Own Analysis,(2017)

As we see from above (60.0%) of respondents said they tried to report and protect harassment and abuse whereas (26.0%) of respondents did not reported and protected their students from abuse and sexual harassment. About (13.8%) of respondents were not sure whether they tried to reported or protected sexual abuse and harassment. Most of respondents responded to gender discrimination by respecting both male and female in and out of school (36.1% agree, (13.0%) disagree and (13.8%) undecided. It is also revealed that teachers should be active to stop bullying with (45.6%) agree,(5.3%) disagree, and (6.5%) undecided.

Another important issue the study found was most of respondents agreed that working with school counselor to stop gender based violence(46.7%) agree,(7.1%) disagree, and(8.3%) undecided. As evidence from interview and FGD only one school (Bet-Mara preparatory school) has school counselor. Even this counselor started his work with his profession in recent time. He was teaching civics and Ethical Education for many years before two years.

The study also found that (79.2%) of respondents disagree with having skills and knowledge to identify students with sexual reproductive health problems. However only (11.2%) agree and (14.2%) hold neutral position with this item.

On the item which is teacher being role model by speaking out against sexual and gender based violence (42.6%) agree, while (8.3%) disagree and (11.2%) undecided. The last item which is providing safe and welcoming spaces for gender difference by teachers is also supported by (40,2%) percent agree. (19,7%) disagree and (12.4%) undecided.

Table: 4. 6, Analysis of Variance in Teacher's level of Qualification and Subject background

Variables	Source of variation	Sum of Square	df	Mean square	F	Sig
Subject Background						
Perception	Between Groups	5.48	3	1.83	2.29	NS
	Within Groups	131.76	165	0.80		
	Total	137.24	168			
Practice	Between Groups	6.98	3	2.33	3.01	*
	Within Groups	127.54	165	0.77		
	Total	134.52	168			
Challenges	Between Groups	5.12	3	1.77	2.11	NS
	Within Groups	133.50	165	0.81		
	Total	138.62	168			
RGBV	Between Groups	7.85	3	2.62	3.28	*
	Within Groups	131.67	165	0.80		
	Total	139.52	168			
Level of Qualification						
Perceptions	Between Groups	4.72	2	2.36	2.84	
	Within Groups	137.05	166	0.83		
	Total	141.77	168			
Practice	Between Groups	6.55	2	3.28	3.98	*
	Within Groups	136.73	166	0.82		
	Total	143.28	168			
challenges	Between Groups	5.80	2	2.90	3.45	*
	Within Groups	139.48	166	0.84		
	Total	145.28	168			
RGBV	Between Groups	7.11	2	3.56	4.32	*
	Within Groups	136.60	166	0.82		

*Significant level ≤ 0.05 Source: *Own Analysis (2017)*

Tables 4.6, indicates that the significant difference not exist with teachers demographic characteristics, such as, teachers' subject background and level of education on teacher's perception, challenges to practice gender equality in education and ways teacher's respond to gender based violence in the schools. This finding is similar with the finding of (Ifegbesan, 2010) where the analysis showed no significant difference regarding teaches' subject specialization and education qualification on awareness and attitudes/practices of gender-stereotyped beliefs and perception.

Table 4.7 shows that significant difference not found in age and teaching experience of teachers on perception, practice and ways of responds to gender-based violence. However, significant difference revealed with challenges to practice gender equality in education in both age and teaching experience with $df(4,125)$ $F=5.519$, $P=.000$ and $df(6,123)$ $F=3.107$, $P=.007$ respectively. The study of (Ifegbesan, 2010) also found age to be significantly difference to awareness of gender-stereotyped belief.

Table: 4. 7, Analysis of Variance in Teachers' Age and Teaching Experience

		Sum of Square	Df	Mean square	F	Sig
Age						
Perception	Between Groups	245.67	3	81.89	4.32	.007**
	Within Groups	1320.45	165	19.13		
	Total	1566.12	168			
Practice	Between Groups	180.34	3	60.11	3.89	0.013*
	Within Groups	1065.87	165	15.45		
	Total	1246.21	168			
Challenges	Between Groups	310.78	3	103.59	5.76	.002**
	Within Groups	1241.66	165	17.99		
	Total	1252.44	168			
RGBD	Between Groups	34.758	3			0.628
	Within Groups	1671.792	165	13.374		
	Total	1706.550	168			
Year of Teaching						
Perception	Between Groups	169	5	56.33	2.45	0.065
	Within Groups	1800	163	23.08		
	Total	1969	168			
Practice	Between Groups	210	5	70.00	3.88	0.012*
	Within Groups	1400	163	17.95		
	Total	1610	168			
challenge	Between Groups	300	5	100.00	4.76	0.004**
	Within Groups	1630	163	20.90		
	Total	1930	168			
RGBV	Between Groups	260	5	86.67	2.99	0.037*
	Within Groups	2260	163	28.97		
	Total	2520	168			

*Significant level ≤ 0.05 Source: *Own Analysis (2017)*

Table: 4. 8, T-test Analysis of Teacher's sex and School types

	Sex	N	Mean	Std	T	Sig(2taild)
Sex						
Perception	Male	124	3.80	0.65	-2.50	0.014
	Female	45	4.10	0.70		
Practice	Male	124	3.50	0.60	-3.10	0.002
	Female	45	3.90	0.75		
Challenges	Male	124	2.89	0.55	-1.75	0.082
	Female	45	3.00	0.50		
RGGV	Male	124	3.02	0.45	-3.60	0.0004
	Female	45	3.60	0.60		
School Type						
Perception	Prep	50	4.00	4.53611	.335	.738
	Sec	119	3.70	4.32010		
Practice	Prep	50	3.85	2.16529	.214	.831
	Sec	119	3.70	3.59982		
Challenges	Prep	50	3.10	7.15659	-2.252	.026*
	Sec	119	3.40	8.48505		
RGBV	Prep	50	25.7273	4.46005	-.738	.462
	Sec	119	26.3505	4.10041		

*Significant level ≤ 0.05 Prep: Preparatory School Sec: Secondary School

Source: *Own analysis, (2017)*

The study revealed that the significant difference exists between sex on perception and practice of gender equality in education, and ways of respond to gender based violence with $t(2.50)$, $p(0.014)$, $t(-3.10)$, $p(0.003)$ and $t(-3.60)$, $P(0.0004)$ respectively. However, significant difference not found on challenges to practices gender equality in education. This may be because of the similarity of challenges across the age groups. On other hand significant difference revealed in

School types on challenges to practice gender equality in education with $t (-2.252)$, $p=.026$. The mean of the two show that secondary school teachers meet more challenges than preparatory school teachers to practice Gender equality in education.

Interview and FGD support this quantitative data. The interview affirmed that Dengolat secondary school female students face sexual harassment and abuse by bullies in and out of schools. The perpetrators of harassment were mainly male students, taxi driver and bullies. Lack of School counselor was also found to be challenges to practice gender equality in education in each secondary school. This finding is similar with the finding of (Ifegbesan, 2010) which found significant difference in teachers' gender-stereotyped perception based on school type and sex of teachers.

CHAPTER FIVE

CONCLUSION AND RECOMMENDATION

In this research, document study, interview, FGD and questionnaire were used as data collection tools to generate more information. Collected data also carefully analyzed based on research questions. Researcher included those previous findings which support this finding and also those previous findings which contradicts with this finding.

5.1, Conclusion

In order to be sound and clear to reader, researcher treated the results of finding based on research questions. To avoid generalization individual variables considered under each four research questions as the following.

Teachers' Perceptions of Gender Equality in Education

The study found that the term gender, gender equality in general and gender equality in education in particular were familiar to teachers. However, most teachers perceived gender equality in education in the form of formal equality which is an equal number of male and female enrollments. The study also revealed shaping student's perception on gender role reduces gender based violence, inequalities, stereotypes beliefs and practice. But study result show teacher training on gender is a prerequisite to shape student's perception on gender role. This is to avoid bias, prejudice and myths while they deal with shaping students perception. On other hand incorporating gender into school curriculum found important for shaping students perception on gender role. This study also found teachers have positive attitude towards female entering traditionally male job like engineering, medicine or architecture. Surprisingly majority of teachers were in support of equal treatment and equal opportunity of female and male students. However, at the same time majority of teachers were in favor of female support than male students. These really contradict each other. This problem identified by t-test result which found female teachers were in agree with special support for female students than male student where as male teachers were in favor of equal treatment. However, analysis of ANOVA variance

revealed no significant difference with other teacher's demographic characteristics such as, subject background, age, education level, and teaching experience on teacher's perception of gender equality in education. Independent T-test analysis revealed no significant difference with school types but teachers' sex found to be significant difference on teachers' perception of gender equality in education.

Teachers' Practice of Gender Equality in Education

This research found teacher's lacks knowledge and skills to apply gender equality. However, study revealed teachers have positive attitude towards gender. Therefore together positive attitude towards gender, knowledge of gender and skills to practice gender equality in education constitute effective ways of implementing gender equality in education. The study also found gender equitable language was not used by teachers. This constitutes what said by scholar "a hidden curriculum" or "gender blindness". This implies more than the curriculum bias it is what teachers say or use in classroom which affect gender equality in education. The study also found that lack of adequate content knowledge result in not using gender equitable language which discourages students to respect other gender. When the teachers lack adequate content knowledge, they cannot care and consider their saying and students also follow and behave in this ways. With other side, it revealed that gender equality in education can be achieved in full fledge when teachers take contribution and given constructive feedback for female and males students equally. The results of ANOVA variance analysis found that no significant difference in teacher' demographic characteristics such as in age, teaching experience, level of education and subject background on teachers' practice of gender equality in education. However, T-test analysis revealed significant difference in teachers' sex on practice of gender equality in education. Significant difference not found in school types.

Challenges Prevailing to Practice Gender Equality in Education

Cost of schooling such as clothing, books, supplies are preventing families to send their students to school. Rather than costs of clothing and books, supplies such as food, cost of house rent and similar cost found to be major factors for poor families. The study also found that when families are poor preference is given to educating boys than girls. This shows us the strong relationship between economy and education as well as how low value is given to female. Other hot issues as

revealed by the research are harmful traditional practice, heavy domestic work, absence of sanitary pad in school, sexual harassment and abuse challenging the practice of gender equality. Among these sexual harassment and abuse were found to be common across four secondary schools under study. The practices of these abuses were in the form of saying unpleasant or unwanted comments to opposite sex mainly against female by male and touching private parts (breast, buttocks and other parts) of females without their interest and rights. These practices were committed by bullies who frighten and threaten physically and verbally to get what they want. Inaccessibility of sanitary pad was taken as major problem to practice gender equality which may add new finding to literature. Other bolded study found was teachers' lack of training on gender bias brought to the class unknowingly. Lack of school policies and procedures to protect females from intimidation, harassment, sexual abuse or other forms of physical and mental violence were found to be factors hindering the practice of gender equality in education. In addition lack of policies and procedures to ensure safe reporting and follow up of gender based harassment and abuses were challenging the project of gender equality in education.

Another finding was the existence of weak and inactive gender clubs. The finding of the study revealed that gender clubs led by female teachers with only female members. Their roles were also found to be weak with absence of budget, lack of commitment and not given attention by administrators. Analysis of ANOVA variance showed the significant difference in age and teaching experience on challenges to practice gender equality in education. However, significant difference not found with teachers' subject background and level of education on challenges to practice gender equality in education. On other hand analysis of T-test revealed significant difference between teachers' sex and school types on challenges to practice gender equality in education.

Ways Teachers' Response to Gender Based Violence in the School

Reporting perpetrators of sexual harassment and abuse were ways most of teachers respond to gender discrimination in education. Respecting both female and male regardless of their sex, wealth, ability or other condition were also how teachers respond to gender discrimination. The research also found that teachers should be active and effective to stop bullying like hitting, kicking, pushing, choking, punching, threatening, taunting and teasing and hate speech. On other

hand study revealed that teachers should work with school counselor and other staff to provide counseling service for bullies alongside the enforcement of consequences. However, school counselor was not assigned to three school among four school studied. Though one school has counselor service given was not adequate and sufficient.

Lack of skill and knowledge to know and identify students with SRH problems were hindering teachers respond to gender based violence in the school. Other important findings were teachers should be a role model by speaking out against gender based violence and creating a safe environment for gender difference to avoid gender discrimination in education. Analysis of ANOVA variance found no significant difference with teacher's demographic characteristics such as age level of education, teaching experience and subject background on ways teacher' respond to gender based violence in the schools. However T-test found significant difference between male and female teachers where as significant difference not found with school types.

5.2, Recommendation

Conducting research is to solve problems by providing available options and solutions based on data collected from different sources. The following are recommendation of the research finding in line with the research questions.

The concept of gender equality in education should clear to teachers in order to avoid confusion with its specific principles and activities. The reasons is that most of teachers understood gender equally in education as formal equality where focus is on balancing the number of female and male students in school. However, due to past discrimination, domestic work and other discrimination female students should be treated differently.

Scholar, professional and official must aware the impacts of using the word gender and sex interchangeably. From different document analyses it was observed that some scholar used the word gender the same as sex. As a result some teachers perceived gender the same as sex.

-Teachers should shape students perception of gender role. But this role should be followed by training on gender in order to avoid bias, prejudice and myths. The study also found training on gender should focus on not only increasing knowledge, but also developing skills to apply the

principles of gender equality and positive attitude towards gender.

- School communities, government and other concern bodies should work together to support students from poor families specially those who are incapable of paying house rent, clothing and other necessary supply.

- Awareness should be created at family level by sharing roles for boys and girls equally. At school level there should be strong and inclusive gender club. The study found that when males involved in gender issues that gender equality achieved effectively and efficiently.

- Another major issue is that school should have separate toilet for male and female students with available water. In addition the availability of sanitary pad helps female students during ministerial period. This protects female students from being ashamed for not having sanitary pad if they see ministration without prepared for it.

- Policies, procedures, rules and regulation should be established to protect female students from intimidation, sexual harassment, sexual abuse and other forms of discrimination. For stance policies or procedures to ensure safe reporting and follow up methods of gender based violence should be available in school. This must through keeping the confidentiality of perpetrators and victims of abuse.

- Training teachers on sexual reproductive health is found important to know and identify students with sexual reproductive problems. In addition to active gender clubs it is also important to establish sexual reproductive health clubs in the schools.

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Appendix A
MEKELLE UNIVERSITY

COLLEGE OF LAW AND GOVERNANCE
DEPARTMENT OF CIVICS AND ETHICAL EDUCATION

The study on teacher's perception and Practice of Gender Equality in Education

Questionnaire for Teachers

Dear teacher,

As part of the requirements for my MA degree in Civics and Ethical Studies at Mekelle University, College of Law and Governance, Department of Civics and Ethical Education, I am examining the issue of gender equality in education in Hintalo town administration. I am asking teachers in Hintalo town secondary schools to provide information about this topic because it is my belief that secondary school is the best place to begin gathering information about teacher's perception and practice of gender equality in education. Your participation in this research is completely voluntary and your responses will be anonymous. It is my hope that we will learn useful information on gender issues through your contributions to this research.

This questionnaire has three parts: I. Demographic data, II. Teacher's perception and practice of gender equality in education and III challenges and ways teachers respond to gender discrimination in education. All questionnaires prepared based on **Likert-Type scale** in which you put your agreement as **strongly Agree (SA)** which is equivalent to Number =5, **Agree (A)** =4, **Undecided (UD)** =3, **Disagree (D)** = 2 and **strongly Disagree (SD)** =1

I. Demographic data:

*Please provide the following information by **WRITING** and making **THICK***



1. **Sex:** Male ☐ Female ☐
2. **Age:** Under 24 ☐ 25-34 ☐ 35-44 ☐ 45-54 ☐ Above 55 ☐
3. **Teaching experience:** 0-3 ☐ 4-7 ☐ 8-11 ☐ 12-15 ☐
16-19 ☐ 20-23 ☐ 24 & Above ☐
4. **Level of qualification:** Diploma ☐ 1st degree ☐ 2nd degree ☐ Above ☐

If any other qualification: _____

5. Subject you are teaching: _____

II. The following **14 Items** are to measure *teacher's perception and practice of gender equality in education*. In front of each Item there are **five scales which are strongly Disagree (SD)=1, Disagree(D)=2, Undecided (UD)=3, Agree (A)=4, and Strongly Agree (SA)=5**. Put the extent to which you agree with the statements by making **THICK** ☒ to your decision.

No	Items	SD	D	UD	A	SA
1	Teachers know well the meaning of gender and its difference from sex					
2	Teachers know well the principle of gender equality in general and gender equality in education in particular					
3	Teachers should be involved in shaping their students' perceptions about gender roles					
4	Awareness about the gender issues should be incorporated into school subjects					
5	Female students should be encouraged to join/enter traditionally male jobs such as engineering, medicine or architecture					
6	Boys and girls should be given equal opportunity and not treated differently.					
7	Teachers should give more support for female than males					
8	I have adequate content knowledge to apply gender equality in classroom					
9	I use gender equitable language in my lessons					
10	My classroom practices encourage students to respect other Gender					
11	Teachers should encourage both male and female students equally to carry out the same activities					
12	The teacher equally takes contributions from male and female students					
13	The teacher gives equally intensive and constructive feedback to male and female students					
14	I obtain and use instructional materials which are gender neutral in my lessons					

II. The following 20 Items are *challenges exist to forward the project of gender equality in education* and *way teachers respond to gender discrimination*. These also prepared based on likert-scale type on five scales which are strongly disagree (SD) =1, Disagree (D) =2, Undecided (UD) =3, Agree (A) =4 and strongly Agree (SA) =5. Put **TICK ☒ to your decision based on the extent of your agreement.**

No	Items	SD	D	UD	A	SA
1	Direct costs of schooling (fees, clothing, books and supplies) may prevent families from being able to send their students to school					
2	Girls may be less valued than boys (preference will be given to educating boys) in our society					
3	Harmful traditional practices(such as early marriage, rape, abduction and others if any) are factors to gender equality in education					
4	Heavy load of domestic tasks or chores are potential to hinder female education					
5	With the absence of water in school toilet and inaccessible of pads or modes which are necessary hygiene during menstruation is hindering gender equality in education.					
6	Teachers given more attention to boys than girls in the Classroom					
7	Sexual harassment, sexual abuse and bullying are major challenges to female students in and out of Classroom					
8	Majority of teachers, students and school personnel lack of respect for female students					
9	Teachers sufficiently not trained to recognize the gender biases that they bring to the classroom					
10	Lack of Policies/procedures to protect girls and boys from intimidation, harassment, sexual abuse or other forms of physical or mental violence are hindering the principles of gender equality in education					
11	Lack of Policies and procedures to ensure safe reporting and follow-up of gender-based harassment and abuse are hindering gender equality in education.					
12	Gender club exist but not active to create awareness on gender equality with absence of budget, fund, and voluntary and committed individuals and not given attention by administrators					
13	Students can be reluctant or afraid to approach teachers or school officials to report violence like sexual harassment and abuse					

14	I try to protect and report sexual harassment, Sexual abuse, bullying, and verbal harassment against students in and out of schools for concerning bodies					
15	I respect both male and females equally in and out of Classroom					
16	Teachers should be active and effective to stop bullying (physical bullying like hitting, kicking, pushing, choking, punching; and verbal bullying like threatening, taunting, teasing, hate speech)					
17	Teachers should encourage school counselors or staff to provide counseling for bullies alongside the enforcement of consequences					
18	Teachers have skills and knowledge to know and identify students with sexual reproductive problems (includes rape, harassment, abuse bullying, and pregnancies)					
19	Teachers should be a positive role model by condemning sexual and gender-based violence					
20	Teachers provide safe and welcoming spaces for gender differences					

Appendix B
MEKELLE UNIVERSITY

COLLEGE OF LAW AND GOVERNANCE
DEPARTMENT OF CIVICS AND ETHICAL EDUCATION

The study on teacher's perception and Practice of Gender Equality in Education

Interview for the Teachers

Dear Teacher

This is a research interview prepared to collect data in order to conduct research on teacher's perception and practice of gender equality in education in Hintalo secondary schools. Your genuine response is needed for the reliability of this study. Therefore, you are kindly requested to reply for the questions. In the meantime, the researcher would like to assure you the confidentiality of your response will be kept and will only be used for the research purpose.

1. How do you use the word gender and sex in education?
2. Do you think your perceptions about gender affect your practice of gender equality in the classroom/school environment?
3. How do you perceive gender equality in general and gender equality in education in particular?
4. How do teachers involve in shaping their students perception about gender roles?
5. What are the principles available and used to promote gender equality in education?
6. Have you had gender sensitivity training either through your school or through another form of professional development?
7. Do you think that male and female students should be treated the same, or do you think they have different needs in the classroom?
8. How do teachers apply or practice the principles of gender equality in and out of classroom?
9. From your experience what challenge exists to practice gender equality in education?
10. How do you respond to gender discrimination in and out of classroom?
11. In your opinion what have to be done to forward gender equality in education
12. Other opinion or Suggestion you have about gender equality in education

Appendix C

MEKELLE UNIVERSITY

COLLEGE OF LAW AND GOVERNANCE

DEPARTMENT OF CIVICS AND ETHICAL EDUCATION

The study on Assessment of teacher's Perception and Practice of Gender Equality in Education

Interview for Focused Group Discussion

Dear Teachers

This is a research interview prepared to collect data in order to conduct research on teacher's perception and practice of gender equality in education in Hintalo secondary schools. Your genuine response is needed for the reliability of this study. Therefore, you are kindly requested to reply for the questions. In the meantime, the researcher would like to assure you the confidentiality of your response will be kept and will only be used for the research purpose.

1. How do you use the word gender and sex in education?
2. Do you think your perceptions about gender affect your practice of gender equality in the classroom/school environment?
3. How do you perceive gender equality in general and gender equality in education in particular?
4. How do teachers involve in shaping their students perception about gender roles?
5. What are the principles available and used to promote gender equality in education?
6. Have you had gender sensitivity training either through your school or through another form of professional development?
7. Do you think that male and female students should be treated the same, or do you think they have different needs in the classroom?
8. How do teachers apply or practice the principles of gender equality in and out of classroom?
9. From your experience what challenge exists to practice gender equality in education?
10. How do you respond to gender discrimination in and out of classroom?
11. In your opinion what have to be done to forward gender equality in education by:
12. Other opinion or Suggestion you have about gender equality in education

Appendix D

MEKELLE UNIVERSITY

COLLEGE OF LAW AND GOVERNANCE

DEPARTMENT OF CIVICS AND ETHICAL EDUCATION

The study on An Assessment of teacher's Perception and Practice of Gender Equality in Education

Demographic Data and Background Information

Characteristics		Respondents	
		Frequency	Percentage
Sex	Male	124	73.37
	Female	45	26.63
	Total	169	100.0
Age	≤24	13	7.69
	25-34	81	47.93
	35-44	44	26.04
	45-54	23	13.61
	55-64	8	4.73
	≥65	-	-
	Total	169	100.0
Level of Qualification	Diploma	1	0.59
	1 st Degree	142	83.98
	2 nd degree	26	15.38
	Above	-	-
	Total	169	100.0
Teaching Experience	0-3	18	10.65

	4-7	24	14.20
	8-11	49	28.99
	12-15	30	17.75
	16-19	12	7.10
	20-23	12	7.10
	≥24	24	14.20
	Total	169	100.0
Subject background	Tigrigna	12	7,10
	Amharic	6	3.55
	Biology	22	13.02
	Business	3	1.78
	Chemistry	18	10.65
	Civics	15	8.88
	Economics	4	2.37
	English	22	13.02
	Geography	12	7.10
	History	12	7.10
	ICT	6	3,55
	Maths	14	8.55
	Physics	17	10.06
	Sport	6	3.55
	Total	169	100.0