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Contents

Volume: 1

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Issue: 1

1. Education and Women Economic Empowerment in India: Special Reference to Jammu and Kashmir 3-10

Authors

Mohd Azhar Ud Din Malik

2. Challenges of modern education as a threat to national, regional and global security 11-13

Author

Professor Dr Evgenii Gamerman

3. Effect of Cartoons on Cognitive Abilities of Children 14-17

Author

Dr Mariya Aslam

Dr Aasim Mir

4. Impact of Principal's Attitude on Female Teacher's Performance 18-22

Author

Sabika Alisher Zaidi

5. A Comparative Analysis on Expenditure Incurred and Average Wages Differences Under Mgnrega in Gujarat and Haryana 23-29

Author

Mrs. Mukesh Chahal

6. Practices and Challenges of Gender –Responsive Pedagogy in Government Secondary Schools of South West Shoa Zone 30-40

Author

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Education and Women Economic Empowerment in India: Special Reference to Jammu and Kashmir

¹Mohd Azhar Ud Din Malik

Education is the key factor for women empowerment, prosperity, economic development and welfare. Discernment of women from womb to tomb is well known. There is continued inequality and helplessness of women in all sectors and women oppressed in all spheres of life, they need to be empowered in all walk of life. In order to fight against the economically constructed gender biases, women have to swim against the system that requires more strength. Such strength comes from the process of empowerment and authorization will come from the education. Education is well-thought-out landmark for empowerment because it allows to response the challenges, to confront the traditional role and change lives. Access to education nevertheless, gender discrimination still continues in India and lot more needs to be done in the field of women education. The objective of this paper was to identify impact of education on economic empowerment of women. Both primary and secondary Data was collected, for primary data collection was taken on the variables like decision making, power over resources, freedom of movement, power over resources and financial autonomy from educated and uneducated women respondents in Jammu and Kashmir. The study concludes that economic condition of educated women respondent is better than uneducated women respondents.

Keywords: Economic empowerment, Women, Education

Introduction

Education is a key means of empowering women and is in itself a human right. Education is especially central to women economic empowerment in so far as it enables women to become more creative both inside and outside the household. Investments on women education is generally considered one of the most important elements, complementary to income-generating activities that are considered essential for women economic empowerment. Post-primary education has the greatest payoff for women economic empowerment in that it increases income earning opportunities and decision making autonomy (UNFPA 2014).

Economic empowerment is the process of achieving women equal access to and control over resources and ensuring that they can use them to exert improved control over other areas of their lives (Taylor and Pereznieta, 2014). Its attainment is now a global policy priority in light of its potential involvement to the Sustainable Development Goals (SDGs), as evidenced by the convening of a devoted High-Level Panel by the UN Secretary-General to bolster progress in this area. This effort can support Agenda 2030 ambitions around growth and decent work, poverty alleviation, human development and well-being. Benefits for society and

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families are very well established: Women financial advancement has led to increase in investment on children's education, health and also reduced household poverty (World Bank, 2012; 2013). The economic case is also convincing. Recent approximations suggest that gender equivalence overall has the potential to boost global Gross Domestic Product (GDP) by between \$12 trillion and \$28 trillion between now and 2025 (Woetzel et al., 2015), and it has been shown that 'national economies lose out when a considerable part of the population cannot participate equitably or realize its full potential' (Golla et al., 2011: 3). The Sustainable Development Goals contain a range of targets relating to gender equality and women economic empowerment, including in the economic domain.

Yet there is not any automatic 'win-win' between extensive development outcomes and gender equality. While the latter is clearly better for economic growth, a gender equitable distribution of the monetary gains of growth does not happen automatically (Duflo, 2012; Kabeer and Natali, 2013; ILO, 2016). Growth does not necessarily translate into gains in women well-being (Graham and Chattopadhyay, 2012). It follows that understanding women economic empowerment requires concerted, targeted efforts that priorities women needs, preferences and recognize their heterogeneity. Contextually relevant strategies – particularly for poor and marginalized women – will be also crucial to ensure equitable distribution outcomes. Women empowerment is a progression of personal as well as social change, taking place over interlinked and mutually reinforcing social, psychological, political and economic domains through which women individually and collectively gain power, meaningful choices and control over their lives (O'Neil et al., 2014). It is not a direct, unconcealed process but instead a journey characterized by compromise, negotiation and uncertain outcomes (Cornwall and Edwards, 2016). Although it has attracted increased attention in recent years, there is no universally agreed definition of

women economic empowerment. Women ability to flourish, advance economically, power to make and act on economic decisions is core to the understanding of a number of development institutions (Golla et al., 2011). Others highlight the need to examine the terms on which poor women enter the labor market, the way women contributions are valued and women ability to negotiate a reasonable deal for themselves, including in relation to the benefits of growth (Eyben et al., 2008 cited in OECD, 2012a; Eyben, 2011).

Further economic empowerment is enormously complex, given its wide-ranging implications for different aspects of women lives. It requires changes within person's knowledge, capability and self-esteem; in institutions and communities; in value chains and markets; and in the wider political and legal environment (Golla et al., 2011). Eventually, no single intervention can talk all these aspects and be effective for all women (Buvinic and Furst-Nichols, 2014). The challenge, therefore, is to identify key entry points where a range of 'building blocks' or 'enablers' could have a pivotal, positive effect, recognizing that interferences will essentially differ between countries and groups of women, and in terms of the time needed for them to take hold (Box 1, overleaf).

Thus, it is obvious that fairly a number of interpretations have already been done on education and women economic empowerment. Entire length of literature has arranged mainly around theoretical and measurement issues and the constrictions of economic empowerment through education. The current study analyzes the economic status of women empowerment through education by taking into attention various magnitudes of it such as impact of education on women household decision making, power over resources, freedom of movement and financial autonomy collected from both primary and secondary sources.

Objective

- To analyze economic empowerment of women through education in India, with special reference to Jammu and Kashmir.

Methodology

The study was based on both primary and secondary data. Researchers collected primary data through interview from Educated and uneducated sample women respondents in Anantnag district of Jammu and Kashmir. It was collected from the women respondents on a specially structured pre-tested questionnaire through personal interview method. Researchers has taken random sample of 40 from each in two groups literate and illiterate. The educated women selected by researchers was minimum qualification of 12th standard. In which 34 sample respondents responded from educated women and 38

responded from uneducated women. For Regression analysis of data through SPSS only 30 participants were selected from each. There was also used secondary source of data to understand the concepts, definitions, theories and empirical results. The researchers have used books, research literatures, articles, journals and reports, as secondary sources for study. Internet source was also been used for secondary sources.

Economic Condition

Every sphere of women life is influenced by the social and economic background of society in which they live. Economic status provides the financial support to involve in new activities. Education gain economic changes outlook and attitude of women.

Table 1.I Reliability Test

S.NO	Variables	Cronbach's Alpha	No. of Items
1	Educated women	.873	4
2	Uneducated women	.818	4

Source: survey data

The reliability test was taken on data among two groups of variables educated and uneducated. The obtain values of Cronbach's Alpha are Greater than to Standard Value of Cronbach's Alpha i.e. 0.7, it mean

that the data is reliable and provides necessary information as we want from data side.

Table 1.Ii Economic Empowerment of Both Educated and Uneducated Women Members in Anantnag District of Jammu and Kashmir

Variables	I Educated Women			II Un Educated Women		
	Fully benefit	Partly benefit	Not benefit	Fully benefit	Partly benefit	Not benefits
Decision Making	23.7%	59.9%	16.2%	8.7%	10.1%	81.0%
Power over resources	27%	61.3%	11.6%	12.8%	23.1%	63.9%
freedom of movement	20.6%	31.3%	48%	6.3%	22.7%	70.8%
financial autonomy	28.7%	62.70%	8.4%	18.8%	29.1%	52%

Source: survey data

The table 1.II shows the economic variables among the two different groups of women in society. The part first shows the economic profile of educated women and part second shows the economic profile of uneducated women. For data collection variables was taken like decision making, power over resources,

freedom of movement and financial autonomy. From the above data it show the economic background of educated and uneducated women is totally different. For the analysis of date the researchers have used regression analysis through SPSS.

Table 1. III: Regression Analysis of Educated and Uneducated Sample Respondents for Economic Empowerment

Model Summary ^b					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.114 ^a	.020	.016	3.66648	2.049

a. Predictors: (Constant), Educated Women

b. Dependent Variable: Uneducated Women

The model table shows educated independent variable and uneducated as dependent variable. The model summary table indicates that educated has 2.0% effect on uneducated women. Since the r square value of table is .020 which means educated has direct but very low relationship with Uneducated and the R Value

0.114 show positive correlation but very low between educated and uneducated women. The Durbin Watson value is between 1 – 3 it mean that there is no auto correlation of the errors – Data is free of auto correlation.

ANOVA^a

Table tests whether the overall regression model is a good fit for the data.

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	.262	1	.262	2.012	.013 ^b
	Residual	1328.341	61	21.776		
	Total	1328.603	62			

a. Dependent Variable: Uneducated Women

b. Predictors Constant: Educated Women

This model has average fit as indicated by F-test value which is 2.012 insignificant at .013b level of significance.

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	24.001	3.389		7.082	.000
	Educated Women	-.024	.221	.114	1.110	.013

a. Dependent Variable: Uneducated women

The result of regression from the coefficient table indicates that Educated Women has direct but low relationship with Uneducated women having beta value of 0.114 tested through t-test having t-value of 1.110 (t standard value is 1.96) which is insignificant at 0.013 level of significance. From the above analysis it shows that the economic profile of educated women respondents is completely different from illiterate women. Shows directed relation between education and women economic empowerment.

Education and Women Economic Empowerment

Education is determinate for women empowerment. It affects both economic contribution and opportunity, directly and indirectly. Education indirectly affects women economic involvement and opportunity through affecting the likelihood of enrolment and the education level. When education costs too much and when education is hard to come by, parents, especially those in poverty, may feel that the future returns may not justify the present costs. However, girl's enrollment is more sensitive than that of boys to school. Evidence from Kenya, Bangladesh and Pakistan indicates that girls' enrolment is more

sensitive than boys' to school and to specific delivery attributes, such as the presence of female teachers and sex-segregated schools and infrastructure, and safe transport to and from school (Lewis et al. 2008; Govinda 2008; Bergmann 1996; Abbas 2007). On the other hand, access to education increases the likelihood of achieving higher levels of education. It influences earnings by affecting college choice behavior. Finally, we may conclude that education is an important path to achieving women economic empowerment through the labor market. However, there is also appreciation that education is an insufficient condition for women empowerment. The impact of women education is greater in settings that are already relatively equal. Education alone may not be transformative in the absence of other normative moves and changed power relations. In such settings, it takes more than education to reach edges of change (Task Force on Education and Gender Equality 2005b; UNFPA 2005; ILO 2008b). However, women economic empowerment cannot be reached without ensuring the access of girls to education, not only to basic level education but also to higher levels of education. These changes are very essential conditions for women economic empowerment.

International actions and commitments on women economic empowerment

Governments, NGOs and businesses around the world wide increasing their focus on women economic empowerment. In 2011, leaders at the Asia-Pacific Economic Cooperation (APEC) Women and the Economy Summit pledged to take actions "to realize the full potential of women, assimilate them more fully into APEC economies, harness their talents, remove barriers that restrict women full economic contribution and maximize their contributions toward economic growth." World Bank successfully drew an attention to the global issues surrounding women economic empowerment in its 2012 World Development Report: Gender Equality and Development. Organizations like

the International Labour Organization, UN Women, the OECD and the United Nations Development Programme are supporting research and programming targeting women and their work. The Food and Agriculture Organization also highlighted the role of women in their report the state of food and agriculture 2010–2011 – Women in agriculture: Closing the gender gap for development. Donors, including Sweden, United States and United Kingdom, have established approaches to women in the economy. The private sector has also looked at ways in which to support women participation in their leadership, workforce and supply or distribution networks, including through the Women Empowerment Principles of the UN Global Compact and UN Women. These recent obligations are based on broader commitments to women rights and gender equality that provide a standard and guidance for women economic empowerment approaches. The international community, including India has signed on to the Beijing Declaration and Platform for Action, the Convention on the Removal of all forms of Discrimination Against Women conventions on worker rights and protections, including on discrimination in employment and occupation, among others.

Suggestions

- Inspire and ensure economic contribution of women in local and international forums.
- Boost participation of women in income generating activities. Proper operation of schemes provided by the government should be done.
- To bring the sensation of self-dependence amongst females.
- Spread message of education among women is a pre-condition for fighting against their oppression aware people regarding the requirement of educating girls so as to

prepare them to contribute successfully economic development of the nation.

- Eradicate all forms of discrimination in employment particularly to eliminate wage differentials between men and women.

Conclusion

It shows that education is the foundation stone of women empowerment which could be only achieved through hearty and co-operative role and efforts of the Government and Non-government organizations and also eliminating the traditional norms, attitude and practices through proper education and guidance. The efforts taken by government on women empowerment go in unsuccessful unless and until the women are well educated, independent and self-supportive in every field of life. The measure problems of Indian economy like unemployment, poverty, and inequality cannot be eradicated by man alone. Equivalent and active participation of women is mandatory. Unless women are not educated they can't able to understand about their rights and their importance. Women Empowerment aims pushy towards acquiring higher literacy level, better health care for women and their children, increased participation in Economic, equal ownership of productive resources and commercial sectors, awareness of their rights improved living standard and to achieve self-confidence, self-reliance and self-respect among women. We should never forgotten as women like men need to be practical in the process of lifelong learning.

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OPEN**Challenges of modern education as a threat to national, regional and global security**Prof. Dr Evgenii Gamerman¹

Modern education in most countries and regions of the world, at all its levels, unfortunately, does not meet the needs and requirements of the time. The current global world is changing so rapidly technically, communicatively, mentally that no educational reforms simply can keep up with it. Any institution, any transformation is very late. As a result, education does not meet the requirements of the times. In fact, today's schools, colleges, universities train specialists who, after receiving diplomas, for the most part will not be in demand. This creates a range of security threats at various levels. Firstly, it contributes to the actualization of threats to economic security, since one way or another contributes to the emergence of economic crises. Secondly, an increase in the number of people who have not found a place for themselves in the social system will contribute to the actualization of the problems and threats of transnational crime and international terrorism. The increase in the gap between the education system and the real world will contribute to a decrease in the level of culture, including the political one. As a result, an increase in the likelihood of new hotbeds of tension, local and regional conflicts. It is necessary to change conceptual approaches to education, changing and even completely abolishing educational standards, canons and bringing education to a new super-technological and qualitative level.

Keywords: Actualization, Economic, Transnational, Conflicts, Super-technology

Introduction

Modern education in most countries and regions of the world, at all its levels, unfortunately, does not meet the needs and requirements of the time. The current global world is changing so rapidly technically, communicatively, mentally that no educational reforms simply can keep up with it. Any institution, any transformation is very late. As a result, education does not meet the requirements of the times. In fact, today's schools, colleges, universities train specialists who, after receiving diplomas, for the most part will not be in

demand. This creates a range of security threats at various levels. Firstly, it contributes to the actualization of threats to economic security, since one way or another contributes to the emergence of economic crises. Secondly, an increase in the number of people who have not found a place for themselves in the social system will contribute to the actualization of the problems and threats of transnational crime and international terrorism. The increase in the gap between the education system and the real world will contribute

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to a decrease in the level of culture, including the political one. As a result, an increase in the likelihood of new hotbeds of tension, local and regional conflicts. It is necessary to change conceptual approaches to education, changing and even completely abolishing educational standards, canons and bringing education to a new super-technological and qualitative level.

The problem of modern education as a threat to security, of course, has several levels and scales.

First, this is a problem at the level of individual states. Moreover, it is not only in some specific countries. She is everywhere. In the context of the development of education, the acceleration of technological progress, the interdependence of all from all, the interpenetration and intersection of scientific disciplines and directions, education cannot cope with the requirements of the time. The accepted training programs, standards, sets of knowledge and skills, after 4 years of study at the university, become so outdated that no one needs them anymore. The gap between learning, theory, practice and specific conditional production has increased so much that it really became a threat to the further stable existence of society.

Attempts by individual Western universities to give the opportunity to freely visit, choose a set of disciplines for students during the learning process, also do not bring any results. Since universities are simply physically unable to rebuild so quickly.

At the national level, this threatens with an economic crisis in a number of sectors of the national economy - in the production of new technologies, new sectors of services and vitality, "green economy", etc. And as a result - a decrease in the standard of living of the population, the ruin of small and medium-sized businesses, a decrease in purchasing power, erosion and a decrease in the number of the so-called "middle class".

Secondly, this is the level, which we will conditionally denote by the well-known theoretical, Eurocentric construction "Core-periphery". Threats of an education crisis will hit not only the developed countries of the West, but also the countries of Africa, Asia, South and Latin America. In addition, if TNCs, large Western companies to relatively adapt to the situation. Then in countries that have not so strong and developed economies, the crisis will be much more serious and tangible. The level of degradation of the education system will be seriously correlated with an increase in the level of threats associated with the activities of transnational criminal groups, international drug trafficking, human trafficking, as well as with the actualization of the problems of international terrorism.

Thirdly, this is a global level. At this level, we will fall into the so-called "bad students" trap. The discrepancy between the level of education, the level of preparedness of the new adult generation of people, the new technically developed world, leads to very serious threats, security challenges. Many threats simply can even be misunderstood, unconscious, and the very fact of a global catastrophe can be extremely unexpected.

The development of artificial intelligence, biotechnology, anthropomorphic robots - these are no longer words from science fiction novels, and not the near future. Now it is real. However, high-quality education that meets the spirit of the times is only a desirable and yet unrealizable aspiration.

In the very near future, a significant transformation of education is required, it is necessary to invest money not only in scientific developments, but also in comparable amounts in the development of educational problems. It is quite possible that in the very near future, education in the form in which it exists today will simply cease to exist (as unnecessary, lack of practical meaning and inability to keep up with the times).

In fact, there is a very old, moral or even moral-philosophical problem - this is a discrepancy between the level of development of human morality and morality, and the technological level that society reaches. And every year this gap grows even more. And today, this problem is also superimposed by the crisis of education, the threats emanating from its inconsistency with the requirements of the times. And these two dilemmas are very close.

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Effect of Cartoons on Cognitive Abilities of Children

Dr Mariya Aslam¹, Dr Aasim Mir¹

Mostly cartoons are about kids and for kids and movies that depict stories of children and kids. They may range from anime to real-life life like characters. So, the question is what is their purpose? Are they merely for the purpose of entertainment? What are their effects on the developing minds? Are they just art for art's sake or are didactic in nature? And many more such questions. When we are kids, we just watch and enjoy such things; we don't give a second thought or never question: Why? When? How? What? So, the current paper will try to analyze Doraemon based on these questions.

Keywords: Doraemon, Selfie with Bajrangi, Gadget, Cartoon, Nobita, Animation

Cartoons or animations are favorite among kids. In fact, people from all age groups are fond of cartoons as they are good source of entertainment. Accessibility to these kinds of series and serials is just a click away during these days of technology. So, it is important to understand what kind of content and themes are dealt in such animated series as they can be a great source of learning for kids who can spend innumerable hours in front of screens watching Selfie with Bajrangi, Gadget Guru Ganesha, Doraemon and so on.

To begin with, first let's try to know little bit about these cartoons/ series as they are very popular among Indian children. First is Selfie with Bajrangi, it is an action-comedy animation TV series which is set in the small town of Funnipura in the contemporary North India. It is produced by Cosmos-May and the first episode was aired on 6th of Oct. 2017. The series revolves around a 9-year-old boy, Ankush, whose life changes when he meets Bajrangi, who is the child incarnation of Lord

Hanuman. Bajrangi is only visible to Ankush and helps him in everyday tasks and troubles. He also protects Ankush from his classmates, Ranga, Minus and Minus 2, who continuously bully him.

Another series is Gadget Guru Ganesha; it is produced by Cosmos-May and directed by Dheeraj Berry. Its first episode was aired on 22nd of August, 2020 on the occasion of Ganesh Chaturthi. It is the story of a boy named Guru and his soft toy Ganesha, which is the child avatar of Ganesha. Ganesha comes to life whenever Guru is in trouble or wants help from him. Ganesha helps him with various gadgets which are akin to Doraemon's gadgets. Moreover, just like Nobita's dependency on Doraemon's gadgets lands him into trouble, similarly Guru also finds himself in trouble every time he overuses the gadgets.

Third in list and the topic for this paper is Doraemon which is a Japanese anime series created by Fujiko Fujio

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(pseudonym used for writing team of Hiroshi Fujimoto and Motoo Abika) and the series is about a robotic male cat belonging to 22nd century, who travels back in time to help a schoolboy of nine years, named Nobita Nohara. Doraemon belongs to the city of Kawasaki, Kanagawa (same place where Manga originated) and was created on 3rd September, 2112. His actual owner is Sewashi Nobi, great grandson of Nobita Nohara and lives in 22nd century. His family conditions are not very fine, so he decides to send a high-tech super robot to his ancestor Nobita, but due to his meager allowance, he manages to get only a defected and rejected robot, Doraemon which he sends to Nobita Nohara, who lives in 1970's. He is nine years old boy, living with his mother and father. Until now he is a failure, who always gets zero in class tests and is continuously bullied by his classmates especially Suneo and Gian who also happen to be his only friends along with Shizuka.

The show was highly criticized in Pakistan in 2019, where the claim was made on its harmful impact on children. It is a very popular TV series since its inception, and it is still running. In 2007, Oricon conducted a survey of thousand people, and Doraemon was ranked as second favorite Manga character while first was Dragon Ball. In fact, in 2008, Doraemon was made "anime ambassador" by Japan's foreign ministry to promote Japanese anime worldwide. In 2014, fifty-one magazines of Shogakukan featured Doraemon on the cover. Many famous personalities are compared to Doraemon either because of their popularity or the resemblance of some kind. So, it is not only popular in kids but also in adults. Now, the question is that is it really having all positive effects or also teaching dependency at every little step because when Nobita receives the robot, he completely starts depending on it for every single thing: from doing homework, to protect himself from fights, for travelling to get grocery and all such things. To further look into the details one episode of Doraemon will be analyzed among many which are mostly all alike, where Nobita is in some problem and Doraemon comes to rescue.

The problem in most of the series is a normal day to day hindrance faced by almost every kid on the planet, like preparing a class test, preventing a fight, escaping wrath of parents, losing something and so on.

The show is aired in many different languages and is available worldwide. So, it is not merely about Japan anymore, but its impact and effects are embedded throughout the world. The episode that will be analysed for current study is titled "Body Parts Swapping". At the very beginning of the episode, we come to know that summer break is almost about to end but Nobita as always has not finished his summer homework so his mom is very angry at him and wants him to complete his homework as soon as possible and tells Nobita that he cannot do any other thing until he finishes his homework. Nobita thinks that only if he was as smart and intelligent as Shizuka he might finish his homework on time. So, as always Nobita asks Doraemon for gadget that might help him complete his homework.

Doraemon gets Body Part Swapping Machine gadget from his 4-D pocket (where he keeps all his gadgets brought from 22nd century) which would help Nobita by switching brain with Shizuka, his classmate, who is dedicated towards studies so Nobita decides to switch brain with Shizuka and complete his homework. He requests her to switch her head with Nobita so that he can complete his homework and play. Shizuka agrees and switches her body with Nobita. Both enter a machine/gadget and switch their body so now Shizuka's body is attached to Nobita's head and Nobita's body is attached to Shizuka's head. Nobita prepares to leave for home to do his homework while Shizuka goes to her home to watch TV. On seeing Nobita having beautiful legs of Shizuka, Doraemon is tempted to have such long legs as he always desired to have longer legs, so he requests Nobita to switch legs of Shizuka with him for some time to which Nobita agrees and now Nobita is having legs of Doraemon and remaining body of Shizuka. Doraemon gets very happy to have longer legs and runs everywhere out of

happiness. He encounters Suneo and on being asked, he narrates the whole story to which Suneo goes to Nobita and requests him to lend him Shizuka's hands for some time. Suneo is seen adoring his new beautiful hands by Gian, who also always wanted flat stomach, so he goes to Nobita and requests him to lend him Shizuka belly for some time, Nobita does the same so at the end of this mess, Nobita looks like a collage for he was having belly of Gian, hands of Suneo and legs of Doraemon.

The whole episode is nothing but nonsensical and leaves a very idiotic message to kids who can't comprehend such things but as always there is also a silver-lining in this darkest cloud. Doraemon, though created much earlier than technology overpowered humans, where virtual world is dearer than the real one and is actually pushing people into depression as when real problem falls, technology is of no use and so is the virtual world which actually exists nowhere. Here also, in Doraemon, there is hell dependency on Doraemon (aka technology) but the result is always adverse and awful, because whenever Nobita over uses any of Doraemon gadget, he befalls in problem and things turned worse for him and at the end of almost every episode Doraemon says that he was told this before that do not depend on the gadget (or technology). Doraemon is also unable to help Nobita when he calls himself trouble by depending on gadgets more than on himself. Similarly, dependency on technology (like mobile phones, internet etc.) too much nowadays is leading people towards all the troubles. But this is quite difficult for the younger kids to comprehend more dependency brings more trouble; they just need a Doraemon, Bajrangi or Ganesha for them.

After switching body parts with Nobita everybody goes their ways. Doraemon leaves to meet Mi-Chan, his cat friend. Doraemon tries to show off his legs to Mi-Chan, she gets scared and runs away. Meanwhile, Gian reaches home to have food which he loves so much but he can eat very little and gets full which he

does not enjoy because he was having Shizuka stomach, meanwhile Shizuka leaves for bath after watching TV show where she undresses herself and watching Nobita's body and male parts, she screams. All run towards Nobita, who has not even started doing his homework. All ask for their body parts again and Nobita who is with Doraemon's legs, Gian's belly and Suneo's arms first resents but then agrees to return everybody's body parts so there is extreme chaos and one by one everybody enters the swapping machine and get their body parts but after much difficulty everyone gets their body parts back but Shizuka gets stuck with Doraemon's body and shouts and scolds at Doraemon, they both again enter the body swiping machine and come out as normal. So, again at the end of the episode we see Nobita at his study desk trying to finish his homework which if he might have started at the morning, instead of going after gadgets, would have been near completion.

In most of the episodes, we see Nobita falling into trouble and asking Doraemon for his gadgets but at the end of almost every episode, the gadgets are of no use to him and he falls into trouble for their over use so it can also be take it as an advice that the dependency on technology is not good but the idea is not clearly understandable for kids who just watch the show for entertainment and think that what if there was a gadget for every single solution but they are unable to see that the gadgets actually are of no use to Nobita and will not be of any use to them as well. These shows are good for the purpose of entertainment but as they might leave an impact on the young minds and s/he might start thinking like Ankush from Selfie with Bajrangi, Guru from Gadget Guru Ganesha or Nobita from Doraemon and rely on imaginary friends and things for help.

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OPEN

Impact of Principal's Attitude on Female Teacher's Performance

Sabika Alisher Zaidi¹

Being the head of school, principals use several motivational strategies to enhance teacher's performance in the process of learning. Principal's continuous support and encouragement persuades the teachers to perform well. In order to work efficiently teachers need motivation, relax working environment, informal meetings, easy access to principals, monetary and non-monetary appraisals etc. This study aims to see the impact of principal's attitude on teacher's performance. Data is collected through random sampling. Primary school teachers working in 25 private schools of Liaquatnabad Town, Karachi were the population of study. 300 primary school teachers were selected at random. Data was collected through Likert Scale questionnaire comprised of 3 hypothesis and 15 items on a scale of 1 till 4. Data shows significant difference among factors such as relax working hours, informal meetings, trainings, access to principal etc. Verbal and nonverbal appreciation with some monetary reward is recommended.

Keywords: Motivation, Strategies, Learning, Monetary, Appreciation

Introduction

Principals are the school leaders. Principals perform various functions such as administration, organizing, staffing, motivating, leading, training, evaluating teacher's performance, job appraisals, budgeting etc. Their most important task is to maintain smooth running of education system within school with utmost efficiency. In order to achieve the goal of efficient and effective school system they have to keep the building pillars of school strong and aligned with each other. These building pillars are the teachers. Principals motivate the teachers towards the achievement of established goals by supporting them to adjust with the changing environment of school. (Green, 2001). An effective principal can lead the process of change successfully. (Hamida Zafar et al, 2019). There are certain strategies, traits and believes that school

principals can apply in order to improve teacher's performance. A strong motivation can be one of those strategies in order to persuade teachers to work effectively. It is very important to improve teacher's performance (Hamidi, et al 2019) because they have to perform strategic role to develop the learner's potential. Performance is considered the coinciding of requirement of job with the execution of job. (Rue and Byars (2007) .In order to boost teacher's performance some external and internal factors are required (Jaja Sudarjat, et al 2015). External factors may include Salary, Relax working hours, Residing near the work place and internal factors may include words of encouragement, easy access to principal, informal meeting etc.

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Literature Review

Quality leadership is responsible for the progress of school. (Blasé and Blasé, 2000). Modern school systems require more liberal and democratic way of leadership. They are not supposed to be rigid and authoritative if they want to build a strong positive relationship with their staff members. This changing environment expect them to be more optimistic, open minded, democratic, appreciative, problem solver and humanistic.

School leadership is the supervision of teacher's professional activities so they can guide students in much better way. (Syaeful Sagala, 2006) Teachers need constant motivation, appreciation and recognition from their supervisors. Teacher's keen interest in teaching and their passion creates a bond between teacher and student. Teacher's personal interest in teaching improves students' liking for learning, energy, creativity and curiosity. Teacher's work is motivation for them and for their students. (Patrick et al., 2000). There are two types of motivation. Intrinsic and extrinsic. Doing an activity because it is interesting and pleasurable is called intrinsic motivation to do something. (Mekler et al., 2017). On the other hand, extrinsic motivation comes out of external factors such as status, appreciation, or promotion (Deci, 1971). External derives can be monetary or non monetary rewards such as retirement plans, health insurance, and permissions (Newstrom & Davis, 2002).

Researchers have also examined factors affecting teacher motivation. It includes the general climate of the school, class sizes, school resources and facilities, institutional activities, peer relations, the definition of the teacher's role, expectations of students, the leadership structure of the school, educational programming, time management, physical environment conditions, wages, rewards, incentives, job design, and performance management systems

(Daniels, 2016; Dörnyei & Ushioda, 2013; Rasheed et al., 2016).

Specifically female teachers face certain problems in their professional career in Pakistan which hinders their performance and growth. Problems of female school teachers includes problems due to social pressure, problems due to economic conditions, problems due to household activities, problems due to political interference, social recognition, of lodging and amenities, frequent transfer, professional development, school culture, community involvement, over loaded classes, physical and learning resources, supervision, coordination cooperation, delivery pregnancy etc. (Syed Farooq Shah et al. (2014)

Based on the literature review and above discussion researcher will find out the effect of principal's attitude on teachers performance.

Research problem

This study is focused on finding out the impact of principal's attitude on female teacher's performance in Karachi.

Objective of the study

To assess the behavior and attitude of school principals in order to enhance teacher's performance to improve learner's potential.

Research Question

- What monetary and non-monetary factors affect the motivation of female teachers?
- Does the relax working environment affect the performance of female teachers?
- Does the friendly attitude of principal help female teachers to utilize their potential at maximum?

Hypothesis

- Ho1 = Monetary and non-Monetary factors have no significant impact on Female Teacher's Performance.
- Ho2=Relax Working Environment has no significant impact on Female Teachers Performance.
- Ho3= Direct Supervision of Principal has no significant impact on Female Teachers Performance.

Data Analysis and Methodology

Data is collected through random sampling. Primary school teachers working in 25 private schools of Liaquatabad Town, Karachi were the population of study. 300 primary school teachers were selected at random. Data was collected through Likert Scale questionnaire comprised of 3 hypothesis and 15 items on a scale of 1 till 4.

Correlation is applied on the data to evaluate the relationship between dependent and independent variables.

	Descriptive Statistics				
	N	Minimum	Maximum	Mean	Std. Deviation
MnMC_1	300	9	36	29.73	6.732
WEC_2	300	5	20	16.45	3.977
DSC_3	300	9	36	29.63	7.232
Teacher Performance	300	1	4	1.86	.406
Valid N (listwise)	300				

	Descriptive Statistics				
	N	Minimum	Maximum	Mean	Std. Deviation
MnMC_1	300	9	36	29.73	6.732
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Valid N (listwise)	300				

Correlations			
		WEC_2	Teacher Performance
WEC_2	Pearson Correlation	1	-.131*
	Sig. (2-tailed)		.023
	N	300	300
Teacher Performance	Pearson Correlation	-.131*	1
	Sig. (2-tailed)	.023	
	N	300	300

*. Correlation is significant at the 0.05 level (2-tailed).

Correlations			
		DSC_3	Teacher Performance
DSC_3	Pearson Correlation	1	-.143*
	Sig. (2-tailed)		.013
	N	300	300
Teacher Performance	Pearson Correlation	-.143*	1
	Sig. (2-tailed)	.013	
	N	300	300

*. Correlation is significant at the 0.05 level (2-tailed).

Result and Conclusion

Data is analyzed through correlation which shows that monetary appraisals, working environment and Direct Supervision has positive correlation which means Principals attitude has positive impact on all three variables.

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OPEN

A Comparative Analysis on Expenditure Incurred and Average Wages Differences Under Mgnrega in Gujarat and Haryana

Mrs. Mukesh Chahal

In India, various poverty alleviation programs and schemes have been implemented since economic reforms in 1991. MGNREGA is one of the vital and most important programs that have been put into practice so far. Notification of the National Rural Employment Guarantee Act (NREGA) came on Sep. 7, 2005, and was launched on Feb. 2, 2006. The program has been renamed as Mahatma Gandhi National Rural Employment Guarantee Act (MGNREGA) since October 2009. This research paper is about the average wages paid under MGNREGA in the state of Haryana and Gujarat and the details of expenditures. The period of the study has been taken from the financial year 2017-18 to the financial year 2020-21. The study is mainly based on secondary data collected from various publications of the Ministry of Rural Development, Govt. of Gujarat, and Haryana. We found in the study that the expenditure incurred on MGNREGA in Gujarat is always very high than Haryana during the period of the study while the average wages paid in Gujarat is always very low than in Haryana. Both the Central and State governments should review the baseline for paying wages to the workers under MGNREGA and should minimize the differences in wage rates between the states.

Keywords: MGNREGA, Gujarat, Haryana, Expenditure, Average Wages

Introduction

Many programs have been developed for employment generation and poverty alleviation in India. The main objective of these programs is to provide employment to more and more people and reduce poverty. NREGA scheme in India is also the result of these programs. Notification of NREGA scheme on 7 September 2005. It was started from 2nd February 2006. In October 2009, the name of the scheme was changed to MGNREGA, whose main objective is to eradicate poverty and promote inclusive growth. The Act provides a legal right of workers to the work seekers. It is a demand-driven program rather than allocation-based employment programs like earlier programs. It has the potential to transform the rural economy through productive assets creation. Thus, it is not only a safety net for the poor but also a development effort. The role of MGNREGS is

classified as protective, preventive, and promotive. Some of the important features of the scheme are as follows:

- MGNREGA provides a time-bound guarantee of 100 days of employment to each rural household that demands unskilled manual work in a financial year.
- The adult members of a rural household, willing to do unskilled manual work, are required to make registration by writing or orally requesting the local Gram Panchayat.
- The job card should be issued within 15 days of application.
- Work should be provided within a 5 km radius of the village and within 15 days of application

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for work. In case, work is provided beyond 5 km, additional wages of 10 percent of the minimum wage are payable to the beneficiaries.

- Wages are to be paid according to the Minimum Wages Act, 1948. There is provision of same wage rate to male and female candidates. At least one-third of the total beneficiaries should be women.
- If Gram Panchayat cannot provide employment, then daily unemployment the allowance at the rate of one-third of the minimum wages has to be paid.
- Provision of facilities at work sites such as pure water, sheds, first aids, and crèches, etc.
- The works that can be done under MNREGA include water and soil

Conservation, afforestation, land development works, rural connectivity, flood control, and protection such as construction and repair of an embankment, digging of percolation tanks, and small irrigation projects..entrepreneurship between potential and existing women entrepreneurs.

- Wage and material ratio has to be maintained at 60:40. No contractors and machinery are allowed.
- The Central Government bears the 100 per cent wage cost of unskilled manual labor. But the liability of payment of unemployment allowance is on the states.
- All the accounts and records relating to the scheme should be available for Public scrutiny.

The scheme guarantees 100 days of employment in a financial year to any rural family. In addition, the scheme caters to other objectives such as empowering rural women, reducing rural-urban migration, promoting social equality, productive assets, and skills.

In the first phase, 6 districts of Gujarat and 2 districts of Haryana were introduced. It was then extended to an additional 130 districts in the financial year 2007-08 in the second phase. In this phase, 3 districts of Gujarat and 2 districts of Haryana were included. In the third phase the Act was universalized on 1st April 2008 and now covers the entire country. In this phase, the remaining 17 districts from Gujarat and 17 districts of Haryana were included in the scheme thus covering the whole states of Gujarat and Haryana.

Review of Literature

Jogender Sharma (2009) after the implementation NREGA the programme became one of the most successful wage employment programme initiated by the government of India. Within a short period, the schedule has spread all over India, and the level of participation is much better than any other application so far implemented. The majority of the population participating in the plan belongs to that woman and marginal farmers. Even though the schedule is a success due to the high-level participation of the rural community, but it also includes some negative aspects. It is not having a clear picture of the level of outcome or assets to be created by the programme. The NREGA is designed to employ unskilled labour if the plan can add skilled works on the list, it can be more effective in incorporating the skilful rural youth. The program can also motivate the rural population to move towards NREGA without giving importance to agriculture. The wage rate provided under the schedule is more or less same to the wage rate prevailing in the locality, which can guide the people in taking such a decision. Thus, the authorities should also focus on this aspect to make the programme more creative in the element of providing a better life without affecting the agricultural base of the rural areas.

Veera Raghavulu (2010) analyzed the performance of employment generating programmes in India and also the study discussed about the performance of the

major anti – poverty and employment generating programmes in India. The study concluded that JGSY /SGRY programmes generate the highest employment man - days than other selected programmes in the study area.

Kartika Bhatia (2010) analyzed during the initial stages of implementation of NREGA in India the wages, were given in the mode of cash based on the entries made in the muster roll. The Muster role is prepared every week and contains the number of days worked and also the pending due to an individual. Thus, the process of allocation of funds in the mode of cash passes through different stages, and moreover, a corrupt officer can embezzle the money. These problems made the government make the payment of through banks, which allows to monitor pay as well as to maintain transparency of NREGA regarding the matter of wage payment. Moreover, the introduction of the modern banking system was first its kind to the majority of rural women. The transaction through banks enabled the workers to manage their accounts. Thus, the workers got the opportunity to introduce themselves to the bank transaction and thereby to avoid any embezzlement and deception.

Anju Rani (2013) examined the impact of SGSY on employment generation and increase in income in rural Haryana. The study was based on mainly on primary data and found that average number of working days was 120.05 days before joining SGSY and it increased to 132.05 days after joining SGSY. The study reveals that there was significant increase in average income across all the social groups. SC had benefited more than backward class and general category and the persons those who have BPL ration card got the significant benefit from SGSY.

Samir Ghosh (2016) assessed the change in living standard of the Indhira Awaas Yojana beneficiaries in Kolkatta. The study indicates that there had been improvement in living standard of about 70 percent beneficiaries of IAY. About 30 percent of the

beneficiaries stated that the permanent shelter provided by the Indhira Awaas Yojana was brought gradual changes in their life.

Objectives

- To analyze the average wages paid under MGNREGA in Gujarat and Haryana.
- To analyze the expenditure incurred on MGNREGA in Gujarat and Haryana.

Research Methodology

Research Methodology is a method to systematically solve the research problem. In it, we study the various steps that are usually adopted by a researcher in studying his research problem along with the logic behind them. Research in common parlance refers to a search for knowledge. One can also define research as a scientific and systematic search for relevant information on a specific topic. In fact, research is an art of scientific research. The current study is about the average wages paid under MGNREGA and the statement of expenditures on MGNREGA in the states of Gujarat and Haryana. The period of the study has been taken from the financial year 2017-18 to the financial year 2020-21. The study is mainly based on secondary data. The relevant data have been collected from various publications of Ministry of Rural Development, Govt. of Gujarat and Haryana, various journals, and various newspapers and various websites.

Discussion And Result

Mgnrega In Haryana

In Haryana also, MGNREGS was launched in three phases. On 2nd February 2006, the scheme was launched in two districts viz. Mahendergarh and Sirsa. It was extended to two more districts, Ambala and Mewat, on 1st April 2007. The scheme has been

covering all the districts under the scheme with effect from 1st April 2008.

The present study has been carried out in Haryana State. It is the 16th largest state in northern India located between 27°37' to 30°35' latitude and between 74°28' to 77°36' longitude. The total geographical area is 44,212 sq km with total population 21,144,514. Haryana is a landlocked state in northern India. It is located between 27°39' to 30°35' N latitude and between 74°28' and 77°36' E longitude. The altitude of Haryana varies between 700 to 3600 ft (200 metres to 1200 metres) above sea level. An area of 1,553 km² is covered by forest. Haryana is measured to be the one of the rich states of India in terms of its per capita income. The tertiary sector is the main contributor to GSDP, its share increasing steadily over the years. Although the share of primary sector has been declining, it still assumes major importance in the occupational structure of Haryana with 51 percent of its working population still engaged in agriculture. Literacy rates among male and females and across categories of population in Haryana are satisfactory. Planning Commission estimates that the proportion of people below poverty line in Haryana is only 7 percent which reflects the State's efforts. Haryana is the only state with a 100 percent record of providing service to the total job card issued household.

Mgnrega in Gujarat

In Gujarat also, MGNREGS was launched in three phases. On 2nd February 2006, the scheme was launched in six districts. It was extended to three more districts, on 1st April 2007. The scheme has been covering all the districts under the scheme with effect from 1st April 2008.

The Indian state of Gujarat is situated on the country's western coast, along the Arabian Sea. It encompasses the entire Kathiawar Peninsula as well as the nearby area on the mainland. The state is surrounded by

Pakistan to the northwest and by the Indian states of Rajasthan to the north, Madhya Pradesh to the east and Maharashtra to the southeast. The coastline of Gujarat spans 1,596 km and no part of the state is more than 160 km from the sea. The capital is Gandhinagar, situated on the outskirts of the north-central city of Ahmedabad. The largest city in the state and former capital of Gujarat, Ahmedabad is one of the most significant textile centres in India. Gujarat is reported to be among the top five Indian states in terms of gross state domestic product (GSDP) at constant prices, accounting for about 8 percent of India's GDP. One of the leading industrialized states in India, Gujarat offers a model for economic progress and development for developing nations. Its important contribution to the Indian economy has made India visible to a competitive marketplace in recent times.

Mgnrega and Fixation of Wages

The issue of the wage rate for MGNREGA has been a subject of argument because it is not fixed as a uniform daily wage rate applicable to all states. Nor is it connected to statutory minimum

Wages, which vary from state to state. Except in Himachal Pradesh, MGNREGA wages are paid in terms of piece rates linked to the 'Standard Schedule of Rates' (SSRs) of the Public Works Departments of different state governments. One of the necessary principles that are followed is that of equal wages to male and female workers. When the scheme was launched in 2006 an indicative wage rate of Rs 80 per person-day was planned. This meant that workers engaged under MGNREGA would be assigned physically measurable work equivalent to Rs 80 as per the Standard Schedule of Rates. Later, in 2009 the indicative wage was raised to Rs 100 per person day. Further, it was agreed to change the base wage rate of Rs 100 indexed on the basis of the inflation rate.

Table 1. Average wage paid to workers under MGNREGA in Gujarat and Haryana Rs.

Year	Average wages paid Gujarat	Average wages paid Haryana	Difference in wages
2017-18	177	278	-101
2018-19	174	281	-107
2019-20	178	286	-108
2020-21	196	308	-112

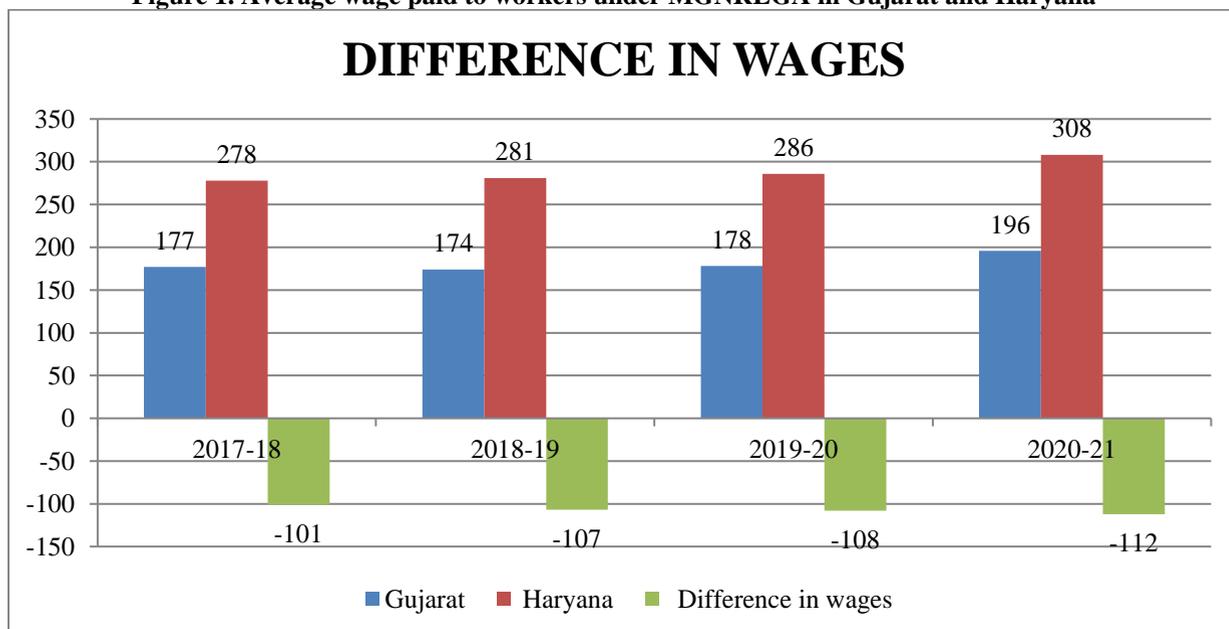
Source: www.nrega.nic.in

Table 1 show the average wages paid under MGNREGA in Gujarat and Haryana. In 2017-18 the average wages paid in Gujarat were Rs 177 while the average wages paid in Haryana were Rs 278. In 2018-19 the average wages paid in Gujarat were Rs 174 while the average wages paid in Haryana were Rs 281. Similarly in 2019-20, the average wages paid in Gujarat were Rs 178 while the average wages paid in Haryana were Rs 286. Similarly in 2020-21, the

average wages paid in Gujarat were Rs 196 while the average wages paid in Haryana were Rs 308.

The fourth column of the table shows the differences in average wages paid in the two states. It is clear from the table that in 2017-18 Haryana pays Rs 101 more than Gujarat, similarly, in 2018-19 Haryana pays Rs 107 more than Gujarat, in 2019-20 Haryana pays Rs 108 more than Gujarat, in 2020-21 Haryana pays Rs 112 more than Gujarat,

Figure 1. Average wage paid to workers under MGNREGA in Gujarat and Haryana



Source: Based on Table 1.

Expenditure on Mgnrega in Gujarat and Haryana

Table 2 shows the figures of expenditure on MGNREGA in Gujarat and Haryana. It is clear from the table that in the financial year 2017-18 the expenditure in Gujarat was Rs 89447 lakhs while as in Haryana it was Rs 31976 lakhs. In this year Gujarat spends Rs 57471 lakhs more than Haryana. Similarly in the financial year 2018-19 the expenditure in Gujarat was Rs 109830 lakhs while as in Haryana it was Rs 36788 lakhs. In this year Gujarat spends Rs 73042 lakhs more than Haryana. In the year 2019-20

the expenditure in Gujarat was Rs 96512 lakhs while as in Haryana it was Rs 38716 lakhs. In this year Gujarat spends Rs 57796 lakhs more than Haryana. In the year 2020-21 the expenditure in Gujarat was Rs 133484 lakhs while as in Haryana it was Rs 80262 lakhs. In this year Gujarat spends Rs 53222 lakhs more than Haryana. In all the financial years Gujarat spends more than Haryana on MGNREGA.

Table 2. Statement of Expenditure on MGNREGA in Gujarat and Haryana (Rs Lakhs)

Year	Expenditure in State Gujarat	Expenditure in State Haryana	Difference in Expenditure
2017-18	89447	31976	57471
2018-19	109830	36788	73042
2019-20	96512	38716	57796
2020-21	133484	80262	53222

Source: www.nrega.nic.in

Conclusion

The above study is all about the average wages paid under MGNREGA & the statement of expenditures on MGNREGA in the states of Gujarat and Haryana. From the above study, it can be concluded that if in the financial year 2017-18 Gujarat spends Rs 57471 lakhs more than Haryana. Similarly in the financial year 2018-19, the expenditure in Gujarat was Rs 109830 lakhs while as in Haryana it was Rs 36788 lakhs. In this year Gujarat spends Rs 73042 lakhs more than Haryana. As far as the average wage rate in the two states is concerned, in 2017-18 the average wages paid

in Gujarat were Rs 177 while the average wages paid in Haryana were Rs 278. In this period Haryana pays Rs 101 more than Gujarat. In 2018-19 the average wages paid in Gujarat were Rs 174 while the average wages paid in Haryana were Rs 281. In this period Haryana pays Rs 107 more than Gujarat. The expenditure incurred on MGNREGA in Gujarat is always very high than Haryana during the period of the study while the average wages paid in Gujarat is always very low than Haryana. Both Centre and State governments should review the baseline on which the wages are paid to the workers under MGNREGA and should minimize the differences in wage rates in the states.

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Practices and Challenges of Gender –Responsive Pedagogy in Government Secondary Schools of South West Shoa Zone

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The purpose of this study was to examine the practices and challenges of gender-responsive pedagogy (GRP) in government secondary schools of South West Shoa Zone, Oromia regional state, Ethiopia. Three research questions were posed for determining the status of GRP, identifying hindering factors, and checking if mean differences exist among the schools towards the practices of GRP. A cross-sectional descriptive survey design was employed. One hundred sixty-four students and sixty-seven teachers were sampled using a random sampling method. Questionnaires, FGD, and document analysis were the data collecting tools. SPSS version 24 was used for analyzing the quantitative data. Mean, std. deviation, one-sample t-test, ANOVA, and multiple regression statistical tools were used for analyzing the quantitative data as the qualitative data were analyzed thematically. To this end, three main findings were reported: 1, GRP did not practice in gender-responsive ways. 2, Factors of GRP that accounted for 76 % of the variance in the practices, examined through multiple regression. Among which only the gender-biased stereotype and teachers' poor awareness have significantly explained the poor practices of GRP, $\beta \geq .437$. 3). The absence of statistical difference among the schools towards the practices of GRP was also part of the report. The qualitative data results supported that teachers discharged classroom professional responsibility in gender-insensitive ways. It validated that teachers use gendered language in classrooms, have low expectations for girl students, and were not aware of the troubles called by learners' sexual maturity and sexual harassment-related issues. Likewise, the classroom setup, classroom interactions, lesson plan preparation demonstrated teachers' negligence toward gender and the practices remained below the continuum of GRP. Finally, the researcher recommended awareness-raising training for both school communities and teachers, in particular on gender-related issues.

Keywords: Pedagogy, Gender-responsive pedagogy, Gender parity, Gender-sensitive, Gender-responsive

Introduction

" Education helps promote equality and save people from poverty. It teaches children how to be good citizens. Education is not just for the few privileged people, but for everyone. It's a basic human right " (Ban Kimoon, <https://writeanswers.royalroads.ca/faq>). In addition, UNDP (2018) calls for "no one left behind" to ensure the 2030 Agenda for Sustainable Development.

As part of the agenda, the international community committed to achieving the fourth Sustainable Development Goal (SDG 4): 'Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. The SDG target 4.5 pledges, moreover, to eliminate gender disparities in education. And SDG 5 commits to achieving gender

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equality and empowering all women and girls (UNDP, 2018; UNESCO, 2020). These goals and targets express an aspiration towards equality, equity, and inclusion. Equality is a state of affairs (what): a result that can be observed in inputs, outputs, or outcomes. Equity is a process (how): actions aimed at ensuring equality (UNESCO, 2020) A rights-based approach involves gender equality in education related to access to and participation in education, rights within education (gender-friendly environment, processes, and outcomes), and rights through education (ie, in quality education and society). Consider the connection with broader gender equality (Gallagher, 2002).

Despite the significant advances in access to education, a huge number of girls still face the worst forms of acute exclusion out of schools (UNESCO, 2020). On the other hand, those children who have attended schools, experience prejudice, and abuse because they are boys or girls (Naomi, 2014). This is possible because teachers and students unknowingly or consciously diffuse gendered messages into the classroom as they interact through an explicit or hidden curriculum. Enduring negative gender norms in society influence teachers' attitudes, subject, and career choices, and affect women's opportunities later in life (UNESCO, 2020).

Alan et al., (2018) gender-stereotyped beliefs, rigid characterizations of gender roles, are persistent: in family, schools, professional and social life. Gender-biased stereotypes would be a challenging factor for effective classroom pedagogical practices in a multiple-way (GEM, 2016 Susuwele-Banda, 2005). For instance, there is a myth that boys are good at mathematics and science while girls are good at languages. Jobs like sweeping and cleaning are assigned to girls while boys are asked to carry things. The words used in any language are predominantly masculine. E.g. mankind, brotherhood, etc. Boys are assumed to be assertive, and confident whereas girls are supposed to respond to what has been said and

ask with a need for approval etc. These all raised for the purpose of exemplify the existing gender biased stereotypes that would negatively impact classroom academic performances.

Further more, majority number of teachers are not alert of the gender-specific needs of both girls and boys. Again, school management may not sufficiently address gender constraints (FAWF, 2005) that emerged as a result of sexual maturity and sexual harassment. Sanitary facilities: School buildings may not have sufficient sanitary facilities and sanitary facilities. This is a major obstacle for girls during menstruation. In co-educated schools, girls would be ashamed of the lack of shared toilet facilities and privacy.

Therefore, a comprehensive analysis of equality in educational practice through a gender perspective needs to be more than sufficient to identify gender equality (ie, equal participation or equal participation at different educational levels and streams. Achievement rate). We also need to review potential causes of fraud in classroom teaching practices, like teaching materials, water, and sanitation (UNESCO, 2020).

Gender Responsive Pedagogy (GRP) should be strengthened in such a classroom environment. To do this, you first need to look at the academic context: the lesson plan, the content, the symbols and illustrations of the student's textbook, the teaching method used, the type of assessment, etc . through the gender lens. Second, social context: language use, classroom interaction, sexual maturity issues, gender harassment, etc . should be scanned at a level where gender friendship is involved. Third, physical conditions in schools and classrooms: separate toilets for boys and girls, availability of gender-friendly seating in classrooms and laboratories, gender-friendly school buildings, etc. are all suitable for both. Boy and girls should be in the right place. Otherwise, school educational practices will be labeled as gender-free or gender-insensitive,

The large body of evidence focuses on examining different aspects of girls' schooling in terms of access, quality, empowerment, and so forth (Adhikari, 2021; Alan et al., 2018; Da Silva Borges & Labidi, 2021; Henderson, 2020; ICRW & UN Women, 2016; Johannes & Noula, 2011; Muasya & Kazungu, 2018; Zegeye, 2019). However, in Ethiopian contexts, few studies were undertaken on the topic of GRP which came up with different findings (Abraha et al., 2019). In South West, Shoa zone secondary schools' pedagogical practices have not been known. The research findings that came across in the North Wollo zone of Ethiopia, did not identify the reality of government secondary schools of Southwest Shoa. This is because gender is context specific which would be different based on social, geographical, cultural, and economic environments. Hence, the main purpose of this study was to investigate classroom pedagogical practices in the light of GRP and identify the hindering factors of the practices.

Problem Statements

The Federal Democratic Republic of Ethiopia (FDRE) adopted and incorporated the Universal Declaration of Human Rights (Assembly, 2007) (UDHR, 1948) into national policies documents and regulatory frameworks. For the manifestation of this purpose, the 1995 FDRE Constitution, the Revised Family Law (FDRE, 2000) are some to be mentioned. To enhance gender equality in education, the Ethiopian Training and Education Policy (TGE, 1994), and the recently introduced 2018/2030 education road map acknowledged the importance of closing the gap of gender disparity in terms of access and engagement in education.

Despite the significant improvement in gender parity, the problem of gender disparity between females and male persists. Further, the disparity was also observed in terms of academic achievement and learners retention rates (Wami, 2019). For instance, in the 2020/21 academic year in Mathematics and Natural

Sciences subjects 50 % of grade 11 and students who scored below 50 were girls. Similarly, among grade 12 students who scored below the cut point for university entrance score were also females in the same academic year.

Regarding Southwest Shoa Secondary schools learners completion rate, girls are still found a high rate of school leaver due to not known reasons. For example, in the 2020/21 academic year among secondary schools students who dropped schooling 74% were female students. In South West Shoa women/girls' roles and expectations are less than that of the counterpart men/boys. For instance, male students are believed good at Mathematics and Natural sciences whereas girls are good at language and social science. Belief would be extended to a classroom environment through hidden curriculum and negatively impact girl students' academic achievements. Boys get more attention in the classroom and encouragement to follow their career of choice, while girls are steered towards nurturing jobs (Korenius, 2018). Hence, the researcher felt reasonable to be voices for the voiceless as well as reversing problems that would be impeding the journey started toward ensuring the "no one will leave behind" goals (SGD 4), meeting other regional and national vision would be obstacles or educational wastage would be experienced. Hence, it would be imperative to examine classroom pedagogical practices through a gender-responsive lens. The lesson plan, classroom setup, language used, teaching-learning materials, classroom interactions, sexual maturity, and harassment handling methods ought to entertain through the gender perspective. This study has attempted to answer the following basic questions:

1. What is the status of GRP in government secondary schools of South West Shoa zone?
2. What are the major impeding factors for the effective GRP practices in government secondary schools of the South West Shoa zone?

3. Is there a significant mean difference between state secondary schools practicing GRP?

Method

Research Design

A descriptive cross-sectional design was used, including quantitative and qualitative data. In this regard, Wisdom and Cresswell, (2013) stated that using both approaches in combination had a great advantage in clarifying more information than using either one. In this study, the researcher primarily used quantitative data rather than qualitative data used to triangulate the results of quantitative data.

Data Source

Both primary and secondary sources were used to collect the required information. The main data sources were teachers, students, principals, department heads, and cluster supervisors. Teachers' made lessons and student textbooks the secondary data sources.

Sample Size and Sampling Method

According to data accessed from the Southwest Shore Zone education office, there are 11 administrative woredas/districts. Based on their geographical proximity, the researcher grouped the woredas/districts into three clusters and obtained representative samples. Accordingly, four Woredas were randomly selected from these 11 Woredas. In addition, four secondary schools were drawn using the same sampling method. Next, four principals, 16 department heads, and three cluster supervisors used the purposive sampling method. Finally, 67 teacher participants were identified using a simple random sampling technique. Again, 153 students were randomly selected.

Data Collection

To gather the required information, the researcher administered the following tools.

Questionnaire

To collect the pedagogical experience of teachers and students, the researcher asked for a close-ended questionnaire. Survey items were prepared through the five Likert point scales. The scoring scale also ranged from "strongly agree" to "strongly disagree" (strongly agree = 5, agree = 4, undecided = 3, disagree = 2, strongly disagree at all = 1) has been applied.

Document Content Analysis

To get valuable data using document analysis, a checklist that has various rubrics was equipped. Subsequently, documents like a sample of the lesson plan, students' textbooks, were critically examined against the rubrics.

Focus Group Discussion (FGD)

The FGD was further adopted because it is important to capture their views on GRP in the context of conducting separate discussions under the guidance of the researcher. To this end, he designed semi-structured questions, primarily based entirely on the main research questions.

Data Collection Procedure

Participant consent was requested before the researcher engaged in the real data collection activities. To this end, the author has submitted a letter of approval from the Zone /and Woredas/districts education offices officials Then, he briefed the goals of the examination to the respondents earlier than survey objects had been disbursed to the respondents.

Ethical Considerations

The researcher interacted with respondents in a manner respecting their cultural and private identities. The respondents confirmed their settlement and thus, participated willingly within the survey. The researcher assured the respondents their responses were used only for educational purposes.

Data Analysis

The researcher used mean and standard deviation to analyze the data collected through a close-ended questionnaire. Accordingly, expected mean scores (1) assumed as gender blind, (2) = gender insensitive, (3) = gender-neutral, (4) is used as a cut-point and assumed as gender-sensitive as (5) assumed absolute gender-responsive. The mean score below 3 indicates the low practice of GRP which would be entitled as gender irresponsible pedagogical practices, whereas the mean value (3) is assumed as gender-neutral which indicates low performance that never deviated to either gender category. Multiple regression analyses were performed for examining the major challenge that accounted for poor practices of GRP. One-way ANOVA was also employed to examine if there were significant mean differences observed in the practice of GRP among the secondary schools. The qualitative data, which was collected through document analysis, and FGD, were analyzed thematically.

Results

The first objective of this study was to investigate the current practical status of GRP in government secondary schools of the South West Shoa zone, Oromia regional state of Ethiopia. To meet this purpose, relevant quantitative and qualitative data were collected from pertinent participants through various tools. The data was generated through close-

ended questionnaires imported to the SPSS computer software version 24 and analyzed through mean, std. deviation and one sample t-test whereas the qualitative data were analyzed thematically as follows.

Current status of GRP

For research question 1, a one-sample t-test analysis was performed to determine the overall status of the GRP sample mean value compared with the predefined hypothesized population mean value which is (4.0). Further, the specific dimensions of GRP were analyzed using mean and std. deviation. To do this, first of all, to be certain if the assumptions for the one-sample t-test work. Accordingly, it was checked that data used were normally distributed, as examined through Shapiro-Wilk's test ($P > .05$) and there were no outliers in the data, as checked by inspection of a box plot. Eventually, the following data analysis results were drawn.

To have specific insight into the practices of GRP each dimension data result is presented (see table 3) below. Accordingly, the classroom setup dimension of GRP was found ($M=3.2, SD=.99$) as sexual harassment became ($M=2.5, SD=.79$). Next, the lesson, teaching-learning material, and classroom dynamics aspects were found ($M=3.0, SD=1.01$), ($M=3.1, SD=.85$) and ($M=3.1, SD=.94$) respectively. And the language usage ($M=2.6, SD=1.0$) and handling of sexual maturation data result became ($M=2.8, SD=.83$)

Table 3:
One-Sample Statistics

	N	Mean	Std. Deviation
Language of GRP	220	2.6	1.0
Class set up for GRP	220	3.2	.99
Lesson plan preparation	67	3.0	1.01
Material used	231	3.1	.85
Class dynamics	231	3.1	.94
Handling sexual maturation	231	2.8	.83
addressing sexual harassment	231	2.5	.79

Further, the above dimensions of data were computed into a single overall GRP variable. To that one-sample statistics (see table 4) data analysis was performed to compare the samples' mean values with the

hypothesized mean value. Accordingly, the overall GRP descriptive statistics data analysis result became (M = 2.9, SD = .63), whereas the one-sample t-test (see table 4) was $t(230) = -22.9, p < 0.05$ (two-tailed).

Table 4
One-Sample Statistics

	N	Mean	Std. Deviation	Std. Error Mean
Overall GRP	220	2.9	.63	.04147

Note. Total possible scores range from 1 to 5

Table 5
One-Sample Test

Test Value = 4						
T	Df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference		
				Lower	Upper	
Overall GRP	-22.860	230	.000	-.94805	-1.0298	-.8663

Further, FGD was performed with the view to triangulate the quantitative data results. The contents of the discussions, their meanings, and particular implications were determined in terms of the research question posed. understanding how the participants think about the level to which classroom pedagogical experiences are gender-responsive in science and

mathematics subjects. Accordingly, the central idea of the participants' discussion assured that gender issues through pedagogical points of view did not gain due attention to the continuum it would be. The principals, department heads, and cluster supervisors who participated commonly admitted that even if they have awareness issues associated with a gender, they had

hesitation regarding its effective practices. They commonly agree upon the existence of insufficient attention on gender at the time of planning and implementation of classroom instructions. However, they knew that gender has been the cutting issue for the Ethiopian government for the past few years with the view to ensure the national-wide motto ‘Education for all. The participants also raised some promising practices accomplished for promoting gender equality in their school contexts. For instance, they mentioned an establishment of schools level girls’ clubs, building separate latrines for both females and males as good practices for responding to gender-based needs. Some participants further added that even if it’s not adequate there was a time when NGOs distributed some sanitary materials for female students.

However, they did not hide that some teachers use abusive language that degrades and underestimate female students’ roles to be played in academic activities. Again, they openly admitted that the issues of handling sexual maturation and harassment persisting as a poorly addressed area of concern. Generally, Classroom instructional activities had not been carried out in an approach gender-sensitive way across the participants’ respective schools. Some of the participants forwarded their idea as follows:

P10

There were government documents for enforcing the equal engagements of boy and girl students. This would be manifested in our practices of structuring school-based committees.

P1 2

In our school context, we built toilets separately with the view to favor gender privacy. This all promotes Adjusted R = .796. Significant variables are shown below:

Predictor Variables	Beta	P
Gender biased stereotypes	-.947	P=.000
Teachers’ poor awareness	-.437	P=.001

gender equality even if I do not mean it is adequate. But, in terms of classroom-related instructional practices, it is more teachers oriented.

P8

“ To speak frankly while I’m preparing a lesson plan, I always focus on other aspects of instructional issues. not a gender issue. I believe all the rest teachers did the same in our school”

P14

“ I have not reflected on my classroom experiences in terms of GRP, which I believe something should be. We have not forced teachers of our school in line with this”

Finally, document analysis was carried out for supporting the quantitative data result using scrutinizing teachers’ lesson plans and students’ textbooks. Teachers made lesson plans were evaluated to judge the extent to which the documents were planned in ways that considered the learning needs of both girls and boys. Unfortunately, all the lesson plans that the researcher examined failed to incorporate gender-oriented terms in the documents, tone into them.

In general, the results of the close-ended survey items, the FGD, and the document content analysis were supporting the same data results on the practices of GRP

Factors affecting GRP

The second research question of this study was concerned with identifying the major challenging factors for effective practices of GRP in the research context. To meet this purpose a multiple regression analysis was performed on to the potential factors that had a significant correlation with variable GRP. Accordingly, by using the enter method, a significant model emerged ($F(4, 230)=225.885, P < 0.05$) resulted.

Hence, the gender-biased stereotype, and teachers' poor awareness toward GRP were found to be significant independent variables.

Note: Economic-related factors and school management-related factors were statistically insignificant in this model while school facilities-related factors were excluded from the model due to the collinearity problem.

Difference among schools

One-way ANOVA was performed to determine if significant GRP performance differences exist among the government secondary schools of the southwest Shoa zone. Likewise, there was a statistically significant difference among the schools as determined by one-way ANOVA ($F_{3, 230} = 5.39$, $P = .001$).

Table 6
Analysis of ANOVA on GRP

	Sum Squares	Df	Mean Square	F	Sig.
Between Groups	13.111	3	4.370	5.385	.001
Within Groups	184.223	227	.812		
Total	197.333	230			

Discussion

This study investigated the Southwest Shoa Zone, government secondary schools practices of GRP. It specifically examined dimensions of GRP: the lesson plan, classroom set up, classroom dynamics, language usage, teaching-learning materials, sexual maturity, and sexual harassment. Identifying potential hindering factors of effective GRP and identifying if significant differences exist among the participant schools were also another concern of this study. To meet the purposes both quantitative and qualitative data were generated from related participants. The numerical data were imported to SPSS computer software and mean, standard deviation, one-sample t-test, and multiple regression were calculated. Further, the qualitative that used to support the quantitative data results were analyzed thematically in line with the posed research questions.

The current performance status of GRP

The first result of the data analysis goes to determine the status of GRP in Southwest Shoa zone secondary schools. Consequently, the finding confirmed that the practices of GRP were not being implemented in a

gender-responsive approach. The finding indicated the practices of GRP in the secondary schools were being practiced in the continuum closest to be gender-neutral pedagogical practices. That means the overall practices of GRP in the secondary schools of the Southwest Shoa zone were below the hypothesized value. Classroom teaching-learning processes in Mathematics and natural science subjects were not being practiced in a way that equally addressed the learning needs of both boy and girl students. In other words, gender issues did not gain adequate attention in the Mathematics and Natural Science classrooms instructional activities of southwest Shoa secondary schools. The finding also assured that the gender disparity observed in academic achievement and low retention rate of male and female students was due to one factor of gender irresponsible pedagogical practices in the schools. More specifically, the GRP dimensions:- language usage, handling sexual maturation and harassment were quite practiced in gender in-sensitive ways. The dimensions of teaching-learning material, classroom setup, classroom dynamics, and lesson plan are relatively undertaken in gender-neutral methods. But, the language usage,

sexual maturity, and sexual harassment aspects performed even below the continuum were supposed to be gender-neutral.

This finding was not a surprise because the schools are located in male-dominated social contexts. Due to the bilateral influences that exist between schools and society.

Major challenges of GRP

The second finding of the study pointed out the major impeding factors of effective practices of GRP in the Southwest Shoa zone government Secondary schools. Consequently, gender-biased stereotypes and teachers' poor awareness of GRP were found to be major hindering factors for effective practices of GRP in government secondary schools of the Southwest Shoa zone. This finding was what was expected because a gender-biased stereotype is a long-dated social in local societies. These biased beliefs and attitudes have been extended to the classroom environments through the hidden curriculum. The local communities believe males are better in Mathematics and Science school subjects than females whereas female students are better in language and other social science subjects. The researcher himself has lived experiences regarding the expectation and positions females own in society. These beliefs are inevitably influencing classroom instruction unless special attention is provided. However, there was an improvement regarding girls' societal positions compared to the past.

On the other hand, teachers' poor awareness or poor commitment was found to be the other hindering factor of the effective practices of GRP in the Southwest Shoa government secondary schools. The lesson plan teachers prepare, the instructional methodology that they implement, classroom set up, classroom interaction, handling sexual maturation, and sexual harassment all need well awareness and commitment. These all dimensions of GRP require

planning and implementing in a way equally accommodating boys' and girls' learning needs. This finding is also expected because teachers were never given adequate awareness to GRP both pre-service or in-service training. Merely hearing gender issues through mass media and other means never makes teachers gender-sensitive professional practitioners.

Difference among Schools

Finally, the third result of this study revealed the absence of statistically significant difference among the government secondary schools of the Southwest Shoa zone with a link to the effective practice of GRP. This means, the government secondary schools of southwest Shoa zone implementing GRP to the continuum below to the expected continuum of gender-responsive. Classroom pedagogical practices were never being undertaken in gender-sensitive ways rather carried out in methods insufficiently addressing gender learning needs in academic, social, and physical classroom environments. This finding is also what was expected as the schools were located in similar socio-economic contexts.

The findings

These all findings have practical importance for all government secondary schools generally communities particularly for natural Science and Mathematics teachers, as it would be an alarm bell for reconsidering the practices being engaged in the relation to ensuring the 2030 SD agenda. It would urge stakeholders to provide essential attention not only for education access but also for classroom pedagogical practices for effecting gender equality at schools. This is true as the research findings affirmed the status and impeding factors of gender friend instructional practices across the schools. The findings were helpful as they uncover the classrooms' factors that directly correlate with learners' academic success and promote students' retention rate in schools.

The findings from this study seem consistent with (Abraha et al., 2021, Dorji, 2020, Fentie, (2017), Muasya & Kazungu, 2018, Kahamba et al., 2017, Tilahun, 2021). Overall, findings revealed the degree to which classroom pedagogical practices accomplished in line with gender-sensitive that were found to be below the continuum. However, a finding was inconsistent with a study done by (Abraha et al., 2019) about GRP in secondary schools of West north Wollo Zone, Ethiopia which found practices of GRP as effective concerning language usage, classroom setups, classroom interaction, and addressing sexual harassment.

Conclusion

Education has been admitted as the only effective tool for ensuring issues like gender equality, social and economic development, etc. This would happen only if people equally accessed and benefited from it regardless of any sort of differences. Accessing schooling opportunities alone would not fulfill the need for education unless it equally benefits both female and male learners. Classroom pedagogical practices that operate within varied social, physical, and academic contexts would either properly shape or further reinforce social evils unless a close look is given. A hidden curriculum is a channel through which these views and practices are communicated among school communities. In this regard, the current study found that the gender-biased social stereotype and teachers' poor awareness toward GRP were significantly negatively impacted the classroom in SouthWest Shoa government secondary schools. Further, this study determined the degree to which the classroom pedagogical practices were gender friends in the research setting. It's known that pedagogical practices are not being accomplished in line with the assumption of gender-responsive.

Recommendation

Based on the results obtained, the following recommendations were drawn.

- Teachers should be accustomed to periodically reflecting on their classroom pedagogical experiences through gender-responsive perspectives
- Teachers should be given awareness-raising training on GRP both during pre-services and in-services
- Schools need to urge teachers to be involved in a continuous professional development program that embodied the issues of GRP
- The zonal, woredas education offices and schools :

Students to classroom ratio need to be to the standard to facilitate quality instruction

engage more female teachers to models, and sense a more safe educational environment for girls

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