

Gender-Stereotypes Belief and Practices in the Classroom: The Nigerian Post-Primary School Teachers'

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Abstract-This study explores the gender-stereotyped beliefs and perception of secondary school teachers' in classroom practices. A total of 250 teachers' participated in this study. A self-administered questionnaire was used to generate responses from teachers on how gender-stereotypes are played out in their classroom practices. Data were analysed using descriptive statistics, one-way ANOVA and *t*-test. Results indicate that most of the teachers surveyed directly or indirectly promote gender-stereotypes. However, ANOVA test revealed no statistically significant difference between some demographic variables and the three aspects. From these findings, it is recommended that teacher education curricula for both pre-service and in-service must be permeated with opportunities to acquire gender sensitivity knowledge, skills and develop attitudes in classroom layout, use of resources, responsibilities for activities, discipline, classroom language and teacher-students interaction. In addition, Federal and States Ministries of Education need to develop textbooks and materials, establish mechanisms to monitor and evaluate education policy implementation from a gender equality perspective.

Keywords-Gender-stereotypes,beliefs,perception,classroom practices, teachers

I. THE STUDY BACKGROUND

Wide gap between male and female has existed over the years and deliberate efforts have been made by the United Nations to address it. These efforts include declaration of a decade for women, which culminated in the Beijing conference of 1985, Education for All, Millennium Development Goals (MDGs) etc (UN 2000; UNDP 2001). CEDAW (Convention on the Elimination of all Forms of Discrimination Against Women, 1981) also criticizes the unequal treatment between sexes and the stereotyped way of teaching in educational system .Article 4 and 10 are the basic ones that support its thesis strongly. Article 4 proposes temporary affirmative action to accelerate de facto equality between men and women. Article 10 states that, " in the field of education, State Parties shall take all appropriate measures to ensure: the same conditions for career and vocational guidance, access to studies and earning of diplomas; access to the same curricula, teaching staff and standards; the elimination of stereotyped concepts of the role of women and men ", the same opportunities for scholarships, the same access to continuing education, sports and physical education. One of the challenges of

contemporary society and the educational system is to address the gender inequality in the social systems. Thus schools and teachers at all levels have a key role to play in developing a gender-sensitive future generation. Gender stereotypes exist in all human societies and in all human endeavours, professions, careers and institutions. It exists in home, schools, and workplace. The concept "gender" has been of interest to scholars and researchers in recent time, especially those in the field of social sciences and humanities due to its different connotation and misused in different media (Helgeson, 2005). Gender is distinct from "sex" and refers to socially constructed and not biologically defined characteristics of human being. It refers to the social construction of what is considered male and female based on socio-cultural norms and power. However, some scholars-(scientists and linguistics) interchange the word gender for sex to create the erroneous impression that certain barriers to progress are a matter of nature, whereas they are manifestation of nurture, i.e. socially constructed and therefore subject to change.Hall, *et al.* (1988) defines stereotypes as personifications which widely accepted and shared among members of a given society and are handed down from generation to generation. Fung and Ma (2000) asserted that stereotype is a subjective perception, which may be an intuition, a prejudice, an imagination, or past impression of what a person has been. From the viewpoint of Martin and Halverson (1981) gender stereotype is one type of "subjective perception of what a man or woman should be or how people should behave". Most of these stereotypes often described men as intellectually, competent, strong and brave, while women areas homely, warm and expressiveness, incompetent and passive. They portray the male as the strong, dominant person with leadership trait, one who works should outside the home in often-prestigious occupations, while female is usually portrayed as being subordinate and confined to the home (Fiske, 1993; Stangor & Lange, 1994). There are various types of gender stereotypes: self-stereotyping, school stereotyping and family/cultural stereotyping by gender.

II. THEORETICAL FRAMEWORK & RELATED LITERATURE

Reviewing the literature, the relationship between gender-role orientations and gender stereotype with some related variables has been discussed. Traditional theories of gender-role identification, which are Cognitive Developmental Theory, Social Learning Theory, Psychoanalytic Theory, Gender Schema Theory and finally the Power Theory, have

been given as a gender schema principle. Given that this study explores teachers' belief and perception of gender stereotypes in classroom practices, the theoretical framework relevant in literature is the theory of planned behavior (TPB). The theory has been empirically proven to the understanding and identifying belief-based factors influencing behavior and intention (Ajzen, & Fishbein, 1980; Ajzen, 1991). Focus has been placed on intent, as the immediate precursor to a particular behavior. This theory proposes that what an individual does is determined by personal motivation which is determined by attitude, social support and perceived behavioural control. If one can determine the elements that impact intention, then one can more accurately predict whether an individual will engage in a particular behaviour. Likewise, it proposes that by changing an individual's perceptions of potential outcomes, one can alter the individual's intent.

There exist rich source of empirical work on gender and gender related issues. However, most of these research are conducted in developed countries and has been preoccupied with gender-stereotyped and school system, gender-stereotyped and career or in workplace, gender-stereotyped in textbooks and gender-stereotype and students' achievement and performance (Leder, 1992; Watt & Bornholt, 1994; Powell, *et al.* 2002; UNESCO 2004; White & White, 2006); or with theorising about gender and appropriate strategies for incorporating gender studies in teacher education (Eagly & Wood, 1999; Burgess & Borigida, 1999; Eagly, *et al.* 2000; Diekman & Eagly, 2000; Subrahmanian, 2002; Marshall & Arnot, 2008; and Lopez-Saez, *et al.* 2008). Tiedemann (2002) study analyzes effect of teachers' gender stereotypes on their impressions of their students' competence and effort in mathematics. He reported that teacher perceptions were consistent with stereotypes of gender differences. This bias in teacher perceptions of their students' resources in mathematics is related to teacher's gender role stereotypic beliefs regarding the general distribution of mathematics talent between boys and girls. Jones and Dindia (2004) in their meta-analysis study examine patterns of sex differences in teacher-initiated teacher-student interactions found that that teachers initiate more overall interactions and more negative interactions, but not more positive interactions, with male students than with female students. In Africa and Nigeria in particular, there is dearth of research on gender and gender-stereotyped issues. Among the few available researches are (Davidson & Kanyuka, 1992; Erinosh, 1994; 1997; 2005; Ogunyemi 1997; Oseni 1999; Azikwe, 2002; Aladejana, 2002; Mkuchu 2003). Aladejana (2002) found that the Nigerian Integrated Science Curriculum for junior secondary school contain more activities that favour boys than girls creating gender equality in learning in the classroom. Erinosh (1997) analysed 76 science textbooks and reported great disparity in gender representation. Of the 2995 pictorial illustration 63.2% were male while 36.8% were for female. A total of 13,506 generic words (noun/pronoun) found in the textbooks, (10211, 75.6%) of these were male and (3296, 24.4%) were female. Ogunbanwo (1998) textbooks analysis

found that all the eight textbooks were authored by male. Males were cited in greater number than females in the use of generic words, pictorial illustration and in occupational role. She observed that female's were portrayed as traders, hairdresser, and secretary, while male are depicted in skillful profession like doctors, scientist, engineer etc. Other studies, which have investigated the manner in which male and female characters were portrayed in books, include Etim (1998) who attempted to find out if selected texts/ reading materials used in English Literature classes in Nigeria were male and female centered, and if traits given to male and female characters were stereotyped. It was reported in the 15 books selected the ratio of males to females was roughly 4:1; females were in a very few roles and activities and their characters were not well developed. Suggestions were also included for improving content of materials offered to secondary school students in Nigeria by increasing the number of female figures and revising the presentation styles of their characters in those materials. Gupta and Yin (1990) argue that school texts are a major agent of socialization in Singapore. In this study, the representation of females and males in two English basal texts used in Singapore schools were examined. Results showed that emphasis was on economic roles, relevant to Singapore's policy on females' substantial participation in the labour force. Imbalance was evident in showing only males in exciting situations, and with males being the possessors and females possessed. Boys were shown in active behaviors, girls in passive, and the importance of male characters becomes greater as the level of the reader rose. In related study, Subrahmanian (2002) found that teachers and curriculum in general reinforce social bias and discriminatory practices against women through the content and methods of teaching employed in schools. He observed that in Ethiopia and Guinea, girls spend more time in fetching water, cleaning classroom than they spend on other educational activities than boys. Biraimah (1982) study of teacher-students interaction patterns over a period of several months in a co-education secondary school in Togo, found that teachers had little regard for the ability, character and potential of female students. Teachers most often described their female students in negative terms with such as "disruptive behavior" or "lack of interest in school", while the male counterpart are acknowledged in positive word as "responsible", "hard working" and "scholarly". She also reported that female students did all the sweeping work before class; they were called upon more than their male counterparts to perform in-class maintenance tasks. From these review, it could be inferred that most study have focused on content analysis of textbooks and curriculum materials and gender differentiation in academic achievements while teachers gender-stereotypes beliefs and classroom practices have been neglected. However, it has become a priority to develop studies oriented toward understanding the nature of teachers and students classroom interactions. There has also been considerable interest shown and research conducted describing and analysing teachers' gender and gender-stereotyped related beliefs and

behaviour (Fukada, *et al.* 1992; Marshall & Reihartz, 1997; Sadker, 2001; Jones & Dindia, 2004; Razumnikova, 2005; Calvanese, 2007; Hoang, 2008; Lopes-Saez *et al.*, 2008). Research has indicated teachers' personal beliefs and stereotypical perceptions affect their attitudes and classroom practice. There has been a lot of research that has focused on teachers' different encouragement of gender stereotyping in the classrooms (Good & Brophy, 1994; Carter & Norwood, 1997) or teachers' unequal and different treatment by gender (Cahill & Adams, 1997). According to Sadker & Sadker (1982) many teachers operate with preconceptions about the skills, behaviour, and performance of girls and boys based on their gender. Cahill and Adams (1997) conducted a study to explore early childhood teachers' beliefs and attitudes toward gender roles. Their study found that while early childhood teachers express some openness to children exploring gender roles, teachers generally felt more comfortable with girls, rather than boys, exploring both male and female gender roles. A significant positive relationship has also been found among teachers' beliefs, teachers' knowledge and students' problem solving achievement (Peterson, *et al.* 1989). As a result of the reported positive relationship between teachers' beliefs and students' learning outcomes, and in order to improve the quality of teaching and learning, researchers should begin to want to understand teachers' viewpoints and how these relate to their classroom practices. Thus, this study examines teachers' awareness of belief and perception of gender-stereotyped practices.

III. RESEARCH OBJECTIVES

This study has three objectives to achieve. First is to gain a better understanding of teachers' awareness and perception of gender-stereotyped practices. Second is to compare teachers' characteristics with their knowledge and perception of gender-stereotyped practices. Finally is to determine the relationship between background variables of teachers and their knowledge and perception of gender-stereotyped.

IV. METHODS

The data obtained from population of secondary school teachers in Ogun State, Nigeria. A questionnaire developed by the author based on literature was administered to 250 practising secondary school teachers selected across the four educational zone of Ogun State, Nigeria. The questionnaire consisted of three sections: (1) demographic and background variables, (2) awareness of gender-stereotyped beliefs, (3) attitudes and practices towards gender-stereotyped. *Demographic and school background data:* This section included questions about teachers' background: sex, age, level of education, religion, school location, school type, class taught, school ownership, teaching experience and subject of specialisation.

Awareness of gender-stereotyped beliefs: This section assessed reported beliefs. Respondents were asked to state to what extent the statement reflect their personal belief out 10 gender-stereotyped beliefs, using a Likert-type scale with

five possible responses (1-strongly disagree, 2-disagree, 3-undecided, 4-agree, 5-strongly agree).

Attitude/practices variables: There were 19 statements rated on a Likert-type scale, with five possible responses to each statement (1-strongly disagree, 2-disagree, 3-undecided, 4-agree, 5-strongly agree). Examples of statements include "Teachers should encourage male and female students to carry out the same activities" and "My classroom practices encourage students to respect other gender", as well as "Teacher education programme should foster awareness of gender-stereotyped issues" and "I try to discourage gender stereotyped behaviour in my class." The internal consistency reliability alpha was .76 after a pilot test.

V. ANALYSIS

All returned survey questionnaire were coded on Statistical Package for the social sciences version 14.0 (SPSS), while answers to the open-ended item were transcribed verbatim. The awareness of gender-stereotypes beliefs and perception statements were scored with the responses progressing from one through to five for strongly agree (SA), agree (A), undecided (UD), disagree (D) and strongly disagree (SD) respectively. To ascertain differences according to teachers' characteristics - sex, age, marital status, religion, school location, school type, school ownership, educational qualification, year of experience and class taught the t-test and analysis of variances (ANOVA) statistics were employed.

VI. RESULTS

Two hundred and fifty (250) secondary school teachers participated in the study. Of these 121 (48.4%) were male and 129 (51.6) were female. 221 were from mixed school and 29 were from single sex school, 62.8% public school and 37.2% private. Majority of the respondents (83.2) claimed their schools were in urban (this is contrary to characteristics of the state which is largely rural), while 16.8% were rural. Respondents were asked to give their class taught, age, religion and educational background. Among the respondents 66.8% teaches senior secondary classes and 33.2% the junior secondary schools, Age of respondents varied from 18 to 41 years with an average age of 19.6 years. Majority 72.4% claimed to Christians and 27.6% Muslim. 53.2% respondents described themselves as married and 46.8 single. Respondents had an average of 10.5 years of experience in teaching. Nearly (37.2%) have bachelor degree in education, 21.6 with bachelor but in education. 14.8 had National certificate in education, 4.0 with OND and HND (14.2%) respectively while 8% possess a master. A five-point scale ten statements was used as a self-measure of teachers' gender-stereotypes beliefs. The findings are presented in Table 1. Overall analysis revealed that suggests that the secondary school teachers are largely aware of the gender stereotyped belief with about 90 percent giving an affirmative answer, however more than 64.8 percent acknowledged not interested in gender issues. Majority of the teachers accepted most of the gender-stereotyped views. An item and item analysis show some

inconsistencies in responses. For instance, only 64.8 percent of the respondents agreed to stereotype belief that “boys can handle pressure situations better than girls”. While only

37.2% agreed to the stereotype that “male are strong and female weak”.

Table 1: Percentage, Mean And Standard Deviation Of Teachers' Gender-Stereotype Beliefs

| | | SA | A | UD | D | SD | Mean | SD |
|-----------|---|-----------------------|-----------------------|----------------------|-----------------------|-----------------------|-------------|-------------|
| 1 | Boys can handle pressure situations better than girls | 37 (14.8) | 130 (52.0) | 10 (4.0) | 58 (23.2) | 15 (6.0) | 3.46* | 1.17 |
| 2 | Male are strong and female are weak | 21 (8.4) | 72 (28.8) | 28 (11.2) | 99 (39.6) | 30 (12.0) | 2.82 | 1.21 |
| 3 | Male students generally do better in mathematics than female students | 20 (8.0) | 56 (22.4) | 11 (4.4) | 70 (28.0) | 93 (37.2) | 2.36 | 1.38 |
| 4 | Boys generally possess more scientific skills than girls. | 26 (10.4) | 99 (39.6) | 17 (6.8) | 74 (29.6) | 34 (13.6) | 3.03* | 1.28 |
| 5 | Females are better in reading than their male counterpart. | 32 (12.8) | 93 (37.2) | 31 (12.4) | 57 (22.8) | 37 (14.8) | 3.10* | 1.30 |
| 6 | Boys are naturally better at most sports | 79 (31.6) | 105 (42.0) | 8 (3.2) | 39 (15.6) | 19 (7.6) | 3.74* | 1.26 |
| 7 | Boys are more active and outspoken than girls. | 63 (25.2) | 93 (37.2) | 16 (6.4) | 46 (18.4) | 32 (12.8) | 3.43* | 1.37 |
| 8 | Girls are well dress and neat than boys. | 30 (12.0) | 95 (38.0) | 28 (11.2) | 65 (26.0) | 32 (12.8) | 3.10* | 1.27 |
| 9 | Men should be the head of the family | 110 (44.0) | 86 (34.4) | 9 (3.6) | 21 (8.4) | 24 (9.6) | 3.94* | 1.29 |
| 10 | Women's place is at home | 25 (10.0) | 51 (20.4) | 25 (10.0) | 75 (30.0) | 74 (29.6) | 2.51 | 1.36 |
| | Overall | 443 (17.7) | 880 (35.2) | 183 (7.3) | 604 (24.2) | 390 (15.6) | 31.5 | 7.23 |

* mean score above the neutral level of 3.0

Again, 30.2 per cent said, “male students generally do better in mathematics than female” while to the stereotype belief “boys generally possess more scientific skills than girls”. Other responses that are strikingly interesting include item 7 “men are better suited than women to work outside of the house” 62.4 % agreed with this belief. This is consistent with the reaction to item 9 “men should be the head of the family”, 79.4%. Again, it is surprising to find that only (30.4%) of the teachers agreed to the gender stereotype belief “women's place is at home”. When these responses were taken together, it suggests that teachers' hold more positive beliefs with male than with female gender. Evidence from Table 2 suggests that teachers possess positive attitudes and was favourably disposed to address

gender imbalances. Indeed, except for item 2, all has mean scores above the neutral level of 3.0. The means of the responses ranged from 2.64 to 3.71, with an overall mean of 65.86. The findings reveal that, despite the variability in responses given, respondents generally agreed with all statements. Teachers have preponderance of attitudes towards gender-stereotype practices. More than half of the teachers either agreed or strongly agreed that “Awareness about the gender-stereotyped issues should be incorporated into all school subject” (58%), “Teacher education programme should prepare students to deal with gender-stereotyped and bias in classroom and schools” (64%) and they would “Teacher education programme should promote gender sensitive behaviour” (66.8%).

Table 2: Teachers Perception of Gender-Stereotyped Practices In Classroom

| Statements | SA | A | UD | D | SD | Mean | SD |
|---|---------------|----------------|--------------|---------------|---------------|-------|-------|
| 1 Teachers should encourage male and female students to carry out the same activities | 56 (22.4) | 141 (56.4) | 3 (1.2) | 26 (10.4) | 24 (9.6) | 3.71 | 1.20 |
| 2 Teachers should devote more time to encouraging girls than boys | 27 (10.8) | 61 (24.4) | 12 (4.8) | 95 (38.0) | 55 (22.0) | 2.64 | 1.34 |
| 3 Girls/women should be encouraged to enter traditionally male jobs such as engineering, medicine or architecture | 45 (18.0) | 102 (40.8) | 18 (7.2) | 37 (14.8) | 48 (19.2) | 3.23 | 1.41 |
| 4 There should be concerted efforts to raise students with a non-sexist orientation, at home and in schools. | 51 (20.4) | 122 (48.8) | 13 (5.2) | 48 (19.2) | 16 (6.4) | 3.57 | 1.19 |
| 5 Teachers should be involved in shaping their students' perceptions about gender roles. | 55 (22.0) | 141 (56.4) | 20 (8.0) | 23 (9.2) | 11 (4.4) | 3.82 | 1.02 |
| 6 Teachers should discourage students from acting out gender-stereotyped roles | 45 (18.0) | 84 (33.6) | 19 (7.6) | 70 (28.0) | 32 (12.8) | 3.15 | 1.35 |
| 7 Boys and girls should be given equal opportunity and not treated differently. | 98 (39.2) | 89 (35.6) | 15 (6.0) | 26 (10.4) | 22 (8.8) | 3.88 | 1.31 |
| 8 I use gender equitable language in my lessons | 41 (16.4) | 106 (42.4) | 30 (12.0) | 35 (14.0) | 38 (15.2) | 3.31 | 1.32 |
| 9 I obtain and use instructional materials which are gender neutral in my lessons | 47 (18.8) | 114 (45.6) | 29 (11.6) | 34 (13.6) | 26 (10.4) | 3.48 | 1.24 |
| 10 I try to discourage gender stereotyped behaviour in my classes | 56 (22.4) | 106 (42.4) | 26 (10.4) | 34 (13.6) | 28 (11.2) | 3.51 | 1.28 |
| 11 My classroom practices encourage students to respect other gender | 58 (23.2) | 126 (50.4) | 15 (6.0) | 28 (11.2) | 23 (9.2) | 3.67 | 1.21 |
| 12 Every student needs to learn about gender issues | 59 (23.6) | 122 (48.8) | 35 (14.0) | 19 (7.6) | 15 (6.0) | 3.76 | 1.08 |
| 13 Awareness about the gender-stereotyped issues should be incorporated into all school subjects | 66 (26.6) | 108 (43.2) | 15 (6.0) | 48 (19.2) | 13 (5.2) | 3.66 | 1.21 |
| 14 Schools and government are not doing enough at the moment to create awareness about gender issues in Nigeria | 35 (14.0) | 108 (43.2) | 20 (8.0) | 55 (22.0) | 32 (12.8) | 3.24 | 1.29 |
| 15 Awareness about the gender-stereotyped issues should be incorporated into all school subjects | 45 (18.0) | 100 (40.0) | 33 (13.2) | 51 (20.4) | 21 (8.4) | 3.38 | 1.23 |
| 16 Schools and government are not doing enough at the moment to create awareness about gender issues in Nigeria | 31 (12.4) | 121 (48.4) | 23 (9.2) | 52 (20.8) | 23 (9.2) | 3.34 | 1.20 |
| 17 Teacher education programme should foster awareness of gender –stereotyped issues | 35 (14.0) | 126 (50.4) | 12 (4.8) | 45 (18.0) | 32 (12.8) | 3.35 | 1.28 |
| 18 Teacher education programme should prepare students to deal with gender-stereotyped and bias in classroom and school | 54 (21.6) | 106 (42.4) | 26 (10.4) | 39 (15.6) | 25 (10.0) | 3.50 | 1.27 |
| 19 Teacher education programme should promote gender sensitive behavior | 32 (12.8) | 135 (54.0) | 14 (5.6) | 49 (19.6) | 20 (8.0) | 3.44 | 1.17 |
| Overall | 936 (19.7) | 2118 (44.6) | 378 (8.0) | 814 (17.1) | 504 (10.6) | 65.86 | 13.86 |

T-test and One-way analysis of variance (ANOVA) was conducted to determine significant differences in teachers' background variables and their awareness of gender-stereotyped belief and perception gender-stereotyped. The summary of results is presented (Table 3 and 4).

Table 3: T-test of significant differences in some independent variables and Beliefs and Perception of gender-stereotyped

| | | N | Mean | S D | t | sig |
|-------------------------|---------------|-----|-------|-------|--------|--------------|
| <i>School Type</i> | | | | | | |
| Beliefs | Single school | 29 | 32.14 | 7.69 | .482 | .630 |
| | Mixed school | 221 | 31.45 | 7.19 | | |
| Perception | Single school | 29 | 53.97 | 13.27 | -5.015 | .000* |
| | Mixed school | 229 | 67.07 | 13.22 | | |
| <i>School Ownership</i> | | | | | | |
| Beliefs | Public | 157 | 32.10 | 6.93 | 1.617 | .107 |
| | Private | 93 | 30.57 | 7.66 | | |
| Perception | Public | 157 | 68.99 | 10.19 | 5.392 | .000* |
| | Private | 93 | 59.68 | 17.01 | | |
| <i>Sex</i> | | | | | | |
| Beliefs | Male | 121 | 33.66 | 7.38 | 4.703 | .000* |
| | Female | 129 | 29.53 | 6.51 | | |
| Perception | Male | 121 | 65.55 | 14.16 | .016 | .988 |
| | Female | 129 | 65.53 | 13.63 | | |
| <i>School Location</i> | | | | | | |
| Beliefs | Rural | 42 | 28.29 | 5.50 | -3.245 | .001* |
| | Urban | 208 | 32.18 | 7.38 | | |
| Perception | Rural | 42 | 58.74 | 14.97 | -3.572 | .000* |
| | Urban | 208 | 66.93 | 13.24 | | |
| <i>Class taught</i> | | | | | | |
| Beliefs | SSS | 167 | 31.20 | 7.15 | -1.008 | .315 |
| | JSS | 83 | 32.18 | 7.41 | | |
| Perception | SSS | 167 | 67.58 | 11.77 | 3.400 | .001* |
| | JSS | 83 | 61.33 | 16.70 | | |
| <i>Religion</i> | | | | | | |
| Beliefs | Christian | 181 | 31.34 | 7.05 | -.675 | .500 |
| | Islam | 69 | 32.03 | 7.73 | | |
| Perception | Christian | 179 | 65.11 | 13.41 | -.784 | .434 |
| | Islam | 69 | 66.65 | 15.01 | | |
| <i>Marital status</i> | | | | | | |
| Beliefs | Single | 117 | 31.61 | 6.85 | .161 | .872 |
| | Married | 133 | 31.46 | 7.58 | | |
| Perception | Single | 117 | 60.29 | 14.90 | -5.921 | .000* |
| | Married | 133 | 70.08 | 11.09 | | |

*Significance level 0.05; **Senior Secondary School (SSS); Junior Secondary School (JSS)

Table 4 indicates that significant difference existed in teachers' gender-stereotyped perception based on school type, school ownership, sex of teachers, school location, class taught and teachers' marital status. On their awareness significant difference was only observed in teachers' sex and school location. This suggests that teachers from rural school are less aware of gender-stereotype belief and practices in the schools. A one-way ANOVA conducted, revealed age to be significantly difference to awareness of gender-stereotyped belief ($F [4,249] = 7.435, p < .000$). However, the analysis showed no significant differences with regard to age and awareness, and Teaching experience, subject specialization and education qualification and awareness and attitudes/practices of gender-stereotyped (Table 4).

Table 4: Analysis Of Variance In Some Independent Variables And Beliefs And Perception Of Gender-Stereotyped

| | | Sum of Squares | df | Mean Square | F | Sig |
|----------------------------------|----------------|----------------|-----|-------------|-------|--------------|
| Age | | | | | | |
| Beliefs | Between Groups | 1410.545 | 4 | 352.636 | 7.435 | .000* |
| | Within Groups | 11619.759 | 245 | 47.428 | | |
| | Total | 13030.304 | 249 | | | |
| Perception | Between Groups | 306.033 | 4 | 76.508 | .394 | .813 |
| | Within Groups | 47133.564 | 243 | 193.965 | | |
| | Total | 47439.597 | 247 | | | |
| Year of Teaching | | | | | | |
| Beliefs | Between Groups | 248.547 | 3 | 82.849 | 1.595 | .191 |
| | Within Groups | 12781.757 | 246 | 51.958 | | |
| | Total | 13030.304 | 249 | | | |
| Perception | Between Groups | 1957.877 | 3 | 652.626 | 3.501 | .016 |
| | Within Groups | 45481.720 | 244 | 186.400 | | |
| | Total | 47439.597 | 247 | | | |
| Subject Specialisation | | | | | | |
| Beliefs | Between Groups | 240.999 | 2 | 120.500 | 2.327 | .100 |
| | Within Groups | 12789.305 | 247 | 51.779 | | |
| | Total | 13030.304 | 249 | | | |
| Perception | Between Groups | 371.822 | 2 | 185.911 | .968 | .381 |
| | Within Groups | 47067.774 | 245 | 192.113 | | |
| | Total | 47439.597 | 247 | | | |
| Educational Qualification | | | | | | |
| Beliefs | Between Groups | 189.511 | 5 | 37.902 | .720 | .609 |
| | Within Groups | 12840.793 | 244 | 52.626 | | |
| | Total | 13030.304 | 249 | | | |
| Perception | Between Groups | 1826.726 | 5 | 365.345 | 1.938 | .089 |
| | Within Groups | 45612.871 | 242 | 188.483 | | |
| | Total | 47439.597 | 247 | | | |

When asked if they think teachers can through their classroom practices/interaction assist in reducing societal gender-stereotypes. Almost half that is (49%) answered in the affirmative, 27% responded in the negative, while 24% say they don't know. The content analysis from the open-ended question in the survey questionnaire, which request respondents' to suggest ways or practices that teachers could implement so that gender-stereotypes can be reduced in classroom, school and society. The respondents' suggestions are summed up thus:

1. Classroom

Teachers should always use language that is gender neutral
Boys and girls should sit together in a mixed school
Equal opportunity should be given to both boys and girls in classroom activities
Instructional materials that are not gender neutral should be avoided in the teaching-learning interaction
Teachers should stimulate healthy competition among the sexes

2. School

Awareness campaign should be promoted through organise seminar, workshop about gender stereotypes for both teachers ad students
Gender sensitive behaviour should be promoted among students and teachers
Applauding both gender activities
Give equal academic and extra curricular opportunities to both sexes
Superiority and inferiority should be discourage
Involving both sexes in decision-making

3. Society

Government should formulate policy that will address these issues
Advocating gender equality
Gender issues should be incorporated into school subjects
Non-participation in and discouragement of violence against women and girls in the society
Cultural practices that promote gender-stereotype and discrimination should discouraged

VII. DISCUSSION AND CONCLUSION

The study found that educational system not only reinforces traditional gender roles but also of stereotyped attitudes toward gender stereotypes. Majority of the teachers held gender-stereotypes and are guilty of gender-stereotypes practices in schools. Teachers are unaware and deny that they hold or perpetuate biased perceptions of males and females. Results show a significant difference between the gender stereotype belief, attitudes and practices of males and females teachers. Other variables were found to show significant difference school location, school type, educational qualification, class taught and marital status. These results found enormous support with previous studies. For instance, Hallam & Ireson, (2003) found that teachers' beliefs about ability grouping are influenced by the type of grouping adopted in the school where they work, the subject they teach, their experience and qualification. These findings coincide with a study conducted by Alsharie (1998) where the variables age and marital status were not significantly related to pre-service teachers' attitudes toward gender roles. The finding related to the variable age was found to contradict previous research, (Alsalehi, 1998; Wooldridge & Richman, 1985) where age was found to be important in accounting for the variation in individuals' views about gender-roles. Another important conclusion drawn from the study is that there was a significant difference between teachers' awareness of beliefs and perception of gender stereotyped and teachers' background characteristics. This finding is similar to the findings of some studies conducted by (Tatar & Emmanuel, 2001; Sahin et al., 2002; and Tantekin, 2002) which suggested that there is difference between teachers' background characteristics and teachers' awareness of beliefs, and practices in the classroom. The findings from this study has great implications for classroom practice and school administration of the need for a heightened awareness of gender issues in terms of professional development, gender-balanced curriculum, instruction and assessment and school culture. Therefore it is recommended that our teachers must learn to recognize and eliminate gender bias in their student-teacher interactions both within and outside the classroom. Seminars and workshops should be organised for in-service teachers, administrators and parents to sensitise and conscientise them to gender issues problems and their consequences on the students. When stakeholders are made aware of their gender-biased behaviors/practices and provided with strategies to combat bias are better able to promote gender equity in their classrooms and society. Teacher should avoid language that limits one gender or another from participating in classroom interaction. They should learn to be selective in their language. The use gender-neutral labels such as chairperson and headteachers should be encouraged in social engagements. There is need to change the socialization process of gender within our schools which assures that girls are made aware that they are unequal to boys. Those activities such as making boy the class captain and girl

assistant should be revised. Beyond changing behaviors, teachers need to be able to select gender-neutral educational materials and texts for use in their teaching as a step to combat this bias. Existing textbooks should be revised to take cognisance of the gender issues. Gender neutral or fair curriculum and learning materials has to be developed. For teachers to be effective change-agent and role models of reducing gender stereotyped and related issues in-service and refresher courses should be frequently organised be sensitised them on the gender issues in the curriculum. In addition, Federal and States Ministries of Education need to develop textbooks and materials, establish mechanisms to monitor and evaluate education policy implementation from a gender equality perspective.

Teacher education curricula for both pre-service and in-service must be permeated with opportunities to acquire gender sensitivity knowledge, skills and develop attitudes in classroom layout, use of resources, responsibilities for activities, discipline, classroom language and teacher-students interaction.

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