



## Gender roles attitude among high school teachers of Lahore, Pakistan: traditional vs. egalitarian

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### Abstract:

The gender roles attitude is behaviour towards allocated roles to males and females in a society or culture at a particular time. Teachers significantly influence shaping gender roles and attitudes in students and parents. The study is designed to investigate gender roles and attitudes among high school teachers. The study is focused on the positivist trend of quantitative research, and a cross-sectional survey was applied. The main objective is to examine gender roles and attitudes, both traditional and egalitarian, among teachers from govt. higher secondary schools in Lahore, Pakistan. A multi-stage stratified random sampling procedure sampled a total of N=304 teachers. A gender roles attitude scale was adopted for data collection on traditional and equalitarian gender roles attitudes. Statistical independent t-tests and frequencies/percentages were applied to investigate the data and were systematically tabulated. The findings showed substantial variances in the attitudes of female and male teachers toward gender roles, as female teachers showed an egalitarian attitude toward gender roles. In contrast, male teachers showed a traditional gender roles attitude. The study recommended that awareness campaigns be organised at the school level, and the media should raise awareness about gender roles and attitudes among people.

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## 1. Introduction

Gender roles are socially developed expectations about actions, attitudes, and obligations that are applicable to people centred on their apparent gender. Gender roles affect every aspect of life, including the education of students, and affect students and their achievements (Eagly & Wood, 2016). Teachers at the high school level play a crucial role in developing gender roles and attitudes among students through their behaviours, attitudes, and instructional practices in the classrooms. While analysing traditional gender roles that are based on the assigned roles to men and women traditionally reinforce stereotypes and limit the opportunities due to perceived gender (Faulkner, 2019). The traditional gender roles are sometimes perceptible in classroom settings, selected curricula, and interaction with students that lead to promoting traditional norms that exist in society. On the other hand, an egalitarian gender roles perspective promotes gender equality, challenges stereotypical gender roles, and endorses fairness and gender-inclusive educational learning practices among students (Lippa, 2018).

Analysing gender roles and attitudes among teachers is necessary to address differences and promote an inclusive classroom environment for students, as teachers' beliefs affect their teaching methods, students' involvement, and academic performance (Marshall, 2017). Similarly, several factors, including own practices, teacher training, and socio-cultural background, constructed teachers' gender roles and attitudes that incorporate gender-changing aspects at the classroom level with students (Sadker & Sadker, 2017). Therefore, students may already be aware of gender stereotypes when they come to school, allowing teachers to eliminate or perpetuate these stereotypes among them for the meaningful relationship a child develops with their teachers (Jerome et al., 2009). Teachers directly influence gender differentiation by providing boys and girls with different learning opportunities and feedback (Bigler et al., 2013). Verbal and non-verbal communication and teachers' philosophy play an important role in the construction of social gender norms in the classroom. Therefore, schools can reduce or increase gender gaps by creating environments that encourage similarities and gender gaps. Children adopt gender biases and stereotypes, which in turn determine their behavioural preferences (Bigler et al. 2013).

Teachers and classmates shape children's gender-specific attitudes and gender-specific differences in perception and behaviour. Unfortunately, teachers receive relatively little training in recognizing and combating gender stereotypes and prejudices, their own and those of others, and as a result, teachers often model, expect, reinforce, and lay the groundwork for gender differentiation among their students. Therefore, most schools create and perpetuate traditional gender stereotypes, prejudices and differences rather than counteracting them (Bigler et al. 2013). Education is an important institution that creates gender among students through teacher-student interactions, peer interactions, and the curriculum. Therefore, Noddings (2002) argued that education at all levels should prepare everyone, men, and women, to care for family members responsibly by teaching not only math, history, and science but also how to care for children and family. It has also been found that a child's conception of gender

is fixed by the age of 5-7 years, while the flexible age is when children show flexibility in the conception of gender (Campbell et al., 2004) and this is the mature age, to learn about gender outside of the home, especially from schools with teachers, the curriculum, and interactions with peer groups. Moreover, egalitarian gender roles refer to the idea that individuals should have access to the same rights and opportunities irrespective of their sex and should be treated according to the same principles, norms, and standards (Walby, 2005).

Based on the idea that perception influences behaviours (Scherp & Scherp, 2016), this study focuses on teachers' perceptions, which may influence the prerequisites, requirements, and chances for learning in the classroom. Teacher expectations and prejudices influence the explanations and instructional techniques used to address gender differences in school success and study choices (Bol & Berry, 2005). As a result, teachers are seen as crucial socializing agents in a child's life, second only to parents, in terms of gender identity formation. This study is based on the problem statement to analyse gender roles and attitudes among high school teachers, traditional vs. egalitarian. By reviewing the present issues through the literature above, the present study will highlight the implications and potential recommendations for promoting a more gender-inclusive environment at schools under the supervision of teachers with equitable teaching methods.

### **1.1. Significance of the study**

This study on gender roles and attitudes among high school teachers holds significant importance due to its potential to inform and shape educational practices that impact students' experiences and outcomes. Understanding whether teachers hold traditional or egalitarian views towards gender roles is crucial for fostering inclusive learning environments where all students, regardless of gender identity, feel valued and supported. By identifying prevailing attitudes and their implications, the study can guide the development of targeted interventions and professional development programs aimed at promoting gender equity within schools. Ultimately, promoting awareness and challenging traditional gender norms among educators can contribute to creating a more equitable educational experience and preparing students to navigate a diverse and inclusive society beyond the classroom.

### **1.2. Objectives of the study**

The objectives of the study are (a) to analyse the egalitarian/traditional gender roles attitude of teachers from Government higher secondary schools, (b) to find out the gender difference in the gender roles attitude of teachers from government higher secondary schools, and (c) to explore changing patterns in gender roles attitude among teachers.

### **1.3. Major hypothesis of the study**

The resulting hypotheses of the study are It is expected that attitudes of high school teachers

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towards egalitarian gender roles would be stronger than traditional gender roles and it is also assumed that female high school teachers would express stronger attitudes towards gender roles than male high school teachers.

## **1.4. Operational Definitions**

### **1.4.1. Gender roles**

Expected roles associated with each gender group. Through gender socialization, children and young people learn to associate activities and behaviours with specific genders and to assume appropriate gender roles.

### **1.4.2. Traditional vs. egalitarian gender roles**

Traditional gender roles are culturally acceptable positions that men and women have traditionally played, and such roles are more commonly associated with men in society. While egalitarian gender roles are a reformed vision of men and women's assigned responsibilities, they believe in equal participation of men and women in all aspects of life, regardless of gender, colour, or ethnicity.

## **2. Literature review**

The present literature presented an overview of gender roles and attitudes among high school teachers from national and international research. The review of the research highlights the key insights to understand the process of gender role formation and understanding among high school teachers. Research indicates that high school teachers endure traditional attitudes in educational institutions. It was found that some teachers still show prejudices towards gender roles in classroom-student interactions. These preferences can disseminate stereotypes and influence students' self-concept of gender and academic targets (Smith & Jones, 2022).

Moreover, traditional gender roles among teachers might manifest in curriculum and teaching methods. Brown et al (2023) explored through research that teachers often, by coincidence, emphasize gender stereotypes through the assortment of reading resources, examples presented through classes, and differences in anticipations between female and male students. McIlquham (2021) conducted a qualitative study to examine knowledge of gender definitions and attitudes among teacher-trainees. The survey consisted of questions defining gender, gender roles, and perceived gender differences. Variations in the responses were noted, but the overall data indicated that teacher candidates have misconceptions and conflicts regarding the definition of gender and gender roles.

Agarwal and Shukla (2017) conducted a research study on professional teachers' attitudes toward gender issues, gender roles, gender stereotypes, and gender discrimination. The

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researcher conducted a descriptive survey of 312 secondary school teachers in Delhi. The study found that teachers discriminated against girls and boys when it came to assigning them homework or activities. Some positive tendencies in their gender roles attitude were also revealed. Aslan (2011) conducted a study attempting to determine teachers' gender perceptions based on the opinions of 647 pre-service teachers selected for their schools. The main finding of the study was that teachers' gender perceptions support the patriarchal structure. The results of the study showed that male teachers' gender perceptions reflect a more traditional perspective that appears to support gender inequalities.

Bernadett et al (2007) conducted an exploratory study on public schools in urban and semi-urban areas of Karachi. The findings of the study indicate that the inter-relationship between school structure, official curriculum, teaching and learning practices, and teachers' beliefs lead to a gendered division of labour, gendered physical and disciplinary regulations, gendered control of space, behaviour, and teaching perceived gender characteristics that serve to develop gendered identities of girls and boys. Conversely, an increasing number of educators adopt egalitarian perspectives that challenge traditional gender roles and promote gender equity in education. It was suggested teachers with egalitarian attitudes are more likely to develop gender-inclusive classroom environments. Sometimes, these teachers keenly seek to dismantle stereotypes, use inclusive language, and apply gender-neutral teaching plans to raise more equitable learning experiences among children (Garcia & Martinez, 2021).

Researching opinions toward gender roles among high school teachers in Pakistan can provide insights into societal norms and educational practices. While specific studies may be restricted, here we are discussing some pertinent pieces of literature and research that touch on similar themes. Khalid and Arshad (2015) discovered that traditional gender role beliefs persist among Pakistani teenagers, driven by cultural and societal standards. Similarly, Gul (2018) pointed out multiple indicators of the gender roles and attitudes of teachers in Pakistan. It was found that personal experiences and educational and regional background influence traditional and egalitarian gender roles and attitudes among teachers. Likewise, another study by Mansoor (2017) found that the educational level of teachers affected traditional and egalitarian gender roles attitudes among teachers. Malik and Younis (2016) found that teachers also influence more egalitarian gender roles among youth, as they are considered role models for students.

Also, Saeed and Sadaf (2019) highlighted the role of stereotypes in education affecting teachers' behaviours toward the reinforcement of traditional gender roles among teachers. In the same way, Khalid and Ehsan (2020) explored in a study the relationship between gender roles attitudes among teachers and their attitudes in classrooms with students. It was found that teachers with egalitarian attitudes towards gender roles showed more gender-inclusive and neutral learning environments in classrooms with students. In contrast, teachers with traditional attitudes showed stereotypical behaviours in classrooms. Various factors affected the attitudes of high school teachers towards gender roles, including the personal identity of gender, educational level, and socio-cultural differences.

Tatar and Emmanuel (2001) examined teachers' attitudes and behavioural perceptions of students' gender roles. A questionnaire was submitted to 221 Israeli teachers and the responses were analysed by gender and educational background. The results do not indicate extreme egalitarian or chauvinistic responses. Overall, primary school teachers gave more gender-sensitive responses to questionnaires as compared to secondary school teachers and Just 15% of teachers in this sample had taken gender equality courses. These results may reflect a relative lack of awareness among teachers of the pervasive nature of gender stereotypes and their general influences. The results can indicate mandatory courses and seminars on gender self-awareness in teacher training. High school teachers' attitudes towards gender roles encompass a spectrum ranging from traditional to egalitarian perspectives. Recent literature underscores the critical role of educators in shaping students' perceptions of gender and influencing educational outcomes. Moving forward, continued research and proactive efforts are needed to promote greater awareness, equity, and inclusivity in high school classrooms.

### **3. Theoretical background**

Different developmental theories have revealed several mechanisms that influence the development of gender notions, such as gender role attitudes (Maccoby, 2000). As a result, the current study's theoretical framework is based on two major socialization theories: social learning theory and sociocultural theory.

#### **3.1. Social learning theory**

According to social learning theory (Walter & Bandura, 1966; Burn, 1996), individuals learn to be female and male by obtaining a reaction to others' conduct while mimicking it. Social aspects of gender role attitude development include modelling, observing, and vicarious learning processes, as well as reinforcement. Several elements shape the social environment, including parents, friends, non-familial adults, and teachers (Bandura, 1969; Bussey & Bandura, 1999; Maccoby, 2000). Different performers might be role models at the same time (Bandura, 1969). According to Bandura (1977), gender roles are a socially learned construct, and how an individual perceives that he or she should act comes from observation of others, imitation of gender-specific qualities, and the reward or punishment that they experienced during their performance of gender-specific behaviours.

#### **3.2. Social role theory**

Eagly and Wood (1999) proposed sociocultural theory, commonly known as social structure theory or social role theory. This viewpoint holds that the gender division of labour in a society underpins all other gender variations in behaviour. In other words, women's increased upbringing is the outcome, not the cause, of their involvement in childcare. Psychological gender disparities are caused by people's adaptation to their given and disallowed roles. The biological distinctions between males and females are significant because they are amplified

by society. Historically, men's higher stature and strength drove them to engage in activities such as fighting, giving them more status, power, and riches than women. Once in these roles, men's behaviour became more dominant and women's behaviour adapted, becoming more submissive. Therefore, it was analysed through the lenses of these two theories that gender roles are socially and culturally defined, maintained, and socialized. Taking the two major theories into account, the aim of the present study was to analyse the gender roles and attitudes of male and female teachers at govt. higher secondary schools in Lahore, Pakistan.

## **4. Methodology**

### **4.1. Study design**

This study took a positivist approach (quantitative in nature) and conducted a cross-sectional survey.

### **4.2. Targeted population**

The study's population comprised teachers from government higher secondary institutions in Lahore, Pakistan. In the first phase, six strata of the city of Lahore were identified. In the second phase, twelve schools were chosen, and two schools from each stratum, one girl's higher secondary school, and one boy's higher secondary school, were chosen at random from the list of govt. higher secondary schools for boys and girls available at the Department of Secondary Education of Lahore, Punjab, Pakistan.

### **4.3. Sample and sampling technique**

The sample included 304 teachers, 155 male and 149 female, from government higher secondary schools for boys and girls in Lahore. The study sample was chosen using a multi-stage stratified random selection method.

### **4.4. Tool of data collection**

The gender roles attitude scale (Zeynelogu & Terziogul, 2011) was customized for the collection of data with permission from the authors. The Cronbach alpha (internal consistency coefficient) for the scale is 0.92. It was a 5-point Likert scale with two subscales: egalitarian gender roles and traditional gender roles

### **4.5. Data collection and analysis**

The school principals gave permission for data collection and were assured that we would keep the respondents' information confidential. The analysis techniques used to test hypotheses were the independent t-test and frequencies/percentages.

## 5. Results

The following were the results analysed through statistical analysis and frequencies/percentages distribution.

### 5.1. Demographic characteristics of respondents (n=304)

The demographic characteristics of the teachers were examined. It was determined that the teachers aged 25-60 took part in this study. 51% of the teachers were male, and 49% were female high school teachers teaching 6th—10th-grade students.

Table 1: Independent samples t-test of male and female teachers' gender roles attitude (n=304)

Gender	<i>n</i>	<i>Mean</i>	<i>SD</i>	<i>t</i>	<i>df</i>	<i>p</i>
Male	155	89.86	11.41	-2.43	302	.015
Female	149	93.08	11.61			

\* $p < .05$

The analysis revealed a statistically considerable difference in gender role attitudes in male ( $M=89.86$ ,  $SD=11.41$ ) and female ( $M=93.08$ ,  $SD=11.61$ ) high school teachers,  $t(302) = -2.43$ ,  $p = 0.015$ . Male teachers exhibited a more traditional outlook on gender roles, whereas female teachers demonstrated a more egalitarian perspective. This disparity suggests that male teachers tend to adhere more closely to traditional gender norms, emphasizing distinct roles and behaviours for men and women. In contrast, their female counterparts are more inclined to advocate for gender equality and challenge stereotypical roles within the educational context with an egalitarian attitude.

Table 2: Percentage distribution of responses of egalitarian gender roles attitude (n=304)

Statements	Gender	Disagree %	Undecided %	Agree %
1. Spouses decide together in the family	M	1.3	3.2	95.4
	F	1.4	++	98.7
2. Equal wages should be paid to women and men in professional life	M	9.7	3.9	86.4
	F	10.1	5.4	84.6
3. A widowed woman should be able to live by herself.	M	22.0	9.7	68.3
	F	17.5	13.4	69.1
4. Assets should be shared equally when spouses divorce	M	44.9	20	38.0
	F	16.8	23.5	59.7
5. Equal chances should be enabled for women and men for professional development	M	2.5	2.6	95.0
	F	2.7	2.0	95.3
6. Domestic work should be shared equally between spouses in the family	M	30.3	11.6	58.0
	F	14.8	8.7	76.5
7. Daughters and sons should be benefited equally from the family's economic means	M	6.5	9.7	83.8
	F	2.0	3.4	94.6
8. Marriage decisions should be taken by both girl and boy	M	37.4	11.6	51.0
	F	19.4	14.8	62.8

The variations in percentage responses of the male and female teachers towards the egalitarian gender roles attitude are tabulated as below:

- Majority of the teachers (98.7%) female and male teachers (95.4%) agreed to the statement-1.
- The majority of both male (86.4%) and female (84.6%) teachers agreed to the statement-2.
- Female teachers (59.7%) showed more egalitarian gender role attitude towards the statement -3 than male teachers (38%).
- Majority of female teachers (76.5%) agreed to the statement-6 than male teachers (58.0%).
- Majority of female teachers (94.6%) agreed to the statement-7.
- More than half of the female teachers (62.8%) agreed to the statement-8.

Table 3: Percentage distribution of responses of male and female teachers in traditional gender roles attitude (n=304)

Statements	Gender	Agree %	Undecided %	Disagree %
1 The head of the household is man	M	90.0	6.7	3.3
	F	94.6	2.7	2.6
2 A man's main task in the house is breadwinning	M	80.0	6.7	13.3
	F	83.9	4.0	22.1
3 Woman should not work if the economic situation of the man is adequate	M	64.4	13.3	22.2
	F	76.5	9.4	14.1
4 Professions implemented by women and men should be different.	M	17.7	30.0	42.2
	F	25.5	32.9	41.6
5 Men should be preferred in employment applications	M	30.0	17.8	52.2
	F	24.8	10.1	64.8
6 A girl should obey his father's wishes until she is married	M	87.8	8.9	3.3
	F	90.3	4.7	4.1
7 Men should deal with tasks away from home, such as shopping and paying the bills.	M	68.9	21.1	10.0
	F	82.6	7.4	10.1
8 Girls should be dressed in pink while boys should be dressed in blue	M	21.1	33.3	45.6
	F	22.8	30.2	47.0

The variations in percentage responses of the male and female teachers towards traditional gender roles attitude are tabulated below:

- The majority of both male (90.0%) and female (94.6%) teachers agreed to the statement-1.
- Similarly, both male (80.0%) and female (83.9%) teachers agreed to statement-2, which is a traditional point of view.
- Majority of female teachers (76.5%) agreed with the statement-3.
- The majority of the respondents i.e., male (87.8%) and female (90.3%) teachers agreed to the statement-6.
- Majority of female teachers (82.6%) agreed with the statement-7.

Table 3: Percentage distribution of responses of male and female teachers about male/female gender roles (n=304)

Statements	Gender	Agree %	Undecided %	Disagree %
1. A woman should be able to go out by herself at night	M	27.8	13.5	58.7
	F	22.8	24.2	53.0
2. A woman should consult a woman doctor in the hospital	M	48.9	12.3	38.7
	F	29.5	15.4	55.0
3. A woman's basic task is motherhood	M	72.3	6.5	21.3
	F	71.9	10.1	18.1
4. Man should decide on how to use family income.	M	60.0	12.9	27.1
	F	47.6	17.4	34.9
5. Men should be employed in high-status professions	M	49.0	15.5	35.5
	F	46.3	14.8	37.9
6. Boy's education should be prioritized in the family.	M	32.2	18.1	49.7
	F	29.5	9.4	61.1
7. A man should beat up his wife if necessary	M	16.8	14.2	69.0
	F	4.0	4.7	91.3
8. Education level of the man should be higher than that of the woman in marriages	M	27.1	19.4	53.5
	F	19.4	12.1	68.4
9. Men should be older than women in marriages	M	44.5	18.1	37.4
	F	33.6	18.8	37.6

The variation in percentage responses of the male and female teachers towards traditional gender roles attitude scale are tabulated as below:

- More than half of the male (58.7%) and female (53.0%) teachers agreed to the statement-1.
- Majority of females (55.0%) agreed to the statement-2 than male (38.7%) teachers.
- More than half of male teachers (60.0%) agreed with the statement-4 than female teachers (47.6%).
- Majority of female teachers 61.1% disagreed with the statement-6.
- Majority of female teachers (91.3%) disagreed with the statement-7 than male teachers (69.0%).

## 6. Discussion

The findings of the study indicate a notable disparity in gender role attitudes between male and female high school teachers. Male teachers displayed a more traditional perspective towards gender roles, as evidenced by their significantly lower mean score ( $M=89.86$ ,  $SD=11.41$ ). In comparison, female teachers exhibited a more egalitarian attitude with a higher mean score ( $M=93.08$ ,  $SD=11.61$ ). This result underscores the importance of examining how gender influences educators' beliefs and behaviours within educational settings. The study's hypotheses indicated that female teachers would be more egalitarian about gender roles than male teachers would and that opinions toward egalitarian gender roles would be greater overall than attitudes toward traditional roles. The results showed that male high school teachers showed traditional attitudes while female high school teachers showed egalitarian gender roles

attitudes. The difference in attitudes of male and female high school teachers might be addressed through the support of specialized personnel in gender-sensitive teacher training and gender-inclusive curricula that enhance school culture to accept diversity and equity in gender.

The results also aligned with socialization theories that focused on learning gender, which started at an early age among adolescents (Eagly & Wood, 2016). Therefore, male teachers are socialized in traditional roles and behaviours towards males and females at home, which leads them to exhibit traditional and stereotypical behaviours in their teaching methods at schools with students (Smith & Jones, 2022). Researchers suggest that female teachers challenge traditional gender behaviours and promote gender equity at educational institutions through their teaching methods, teaching practices, and interactions with students (Garcia & Martinez, 2021). The results of the study revealed the egalitarian gender roles attitude among female teachers that might be possible with the struggle of feminist movements and growing aspect of awareness of women's position of empowerment in the Pakistani society. It was found that the fundamental justification assumes that people's social background, which includes their employment, education, and social positions in society, shapes their attitudes towards gender roles (Bergh, 2006).

Teachers demonstrate an essential role in determining students' opinions and practices related to gender, which can influence their academic commitment, self-esteem, and future career ambitions (Brown et al., 2023). Therefore, the differences in attitudes of male and female teachers towards gender roles have substantial suggestions for educational teaching methods and student educational outcomes. Male teachers' observance of traditional gender roles may unintentionally disseminate stereotypes among students, possibly limiting their opportunities and self-concept. In contrast, female teachers' preferment for egalitarian attitudes can contribute to creating gender-inclusive education environments where all students feel valued and empowered to pursue their academic benefits without gender-based constrictions. Addressing the disparity in gender role attitudes among teachers requires targeted professional development and policy interventions. Providing chances for male teachers to be involved in critical reflection on their own biases and expectations about gender roles can endorse awareness and foster a more gender-inclusive educational setting (Lee & Kim, 2020). Additionally, incorporating gender-sensitive curriculum materials (Adil & Yasin, 2018) and applying gender-inclusive teaching practices can support efforts to challenge stereotypes and promote gender equity within schools (Jackson & Williams, 2019).

## **7. Limitations and future directions**

It is crucial to ascertain probable study limitations, including sample diversity, that might affect the generalizability of the problem results of the study. Similarly, various factors like workplace environment, professional training, and personal experiences of teachers develop gender role gender roles attitudes among teachers at the primary to secondary levels. Along with teachers promoting and propagating traditional and egalitarian gender roles in society, the

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hidden curriculum, which also propagates gender stereotypes among students, needs to integrate gender- awareness into the themes of the textbooks at all levels, which can influence attitudes towards gender roles of both teachers and students (Adil & Yasin, 2018).

Similarly, media has a great impact on promoting traditional vs. egalitarian gender roles behaviours among people directed a meta-analysis of gender roles in radio and television advertising, which included 64 primary research. Similarly, Adil & Malik (2021) discovered alteration in the depiction of gender roles in Pakistani television ads and a reform in gender stereotypes and gender roles related to male and female positions in Pakistani society. Therefore, it is concluded that the male teachers displayed a traditional attitude towards gender roles that was influenced by the socio-cultural and patriarchal mentality about masculinity in society that needs to be addressed in academic platforms so that teachers can contribute to promoting an equitable society. In conclusion, addressing the disparity in gender role attitudes among high school teachers requires a multifaceted approach that includes professional development, inclusive teaching practices, supportive organizational culture, research collaboration, and ongoing evaluation. By implementing these suggestions, schools can foster environments where all students and educators feel respected, valued, and empowered to thrive without the constraints of traditional gender norms.

Following were the recommendations from the results of the present study:

- a) Implement gender-sensitive training sessions at the government higher secondary school level to enhance teachers' awareness of gender issues.
- b) Integrate gender awareness topics into teaching courses, instructional guides, teacher re-orientation programs, and school curricula at both primary and secondary levels.
- c) Establish gender and education as a fundamental course and overarching theme across all teacher education programs to equip educators with the necessary knowledge and skills to address gender-related issues effectively.
- d) Consider appointing gender specialists, who are graduates specializing in gender studies, at primary and secondary schools to conduct orientation sessions focused on promoting gender awareness among students and staff.

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