



Gender Representation in Classroom Discourse: A Study of School-Related Gender-Based Violence in Selected Colleges of Education in Ghana

Dr. Rebecca Arthur¹, Daniel Arkoh Fenyi^{2*}

¹Department of English Education, University of Education, Winneba, Ghana

^{2*}Department of Communication Studies, University of Professional Studies- Accra, Ghana

Corresponding Email: ²fenyigh@gmail.com

Received: 02 October 2022 **Accepted:** 16 December 2022 **Published:** 21 January 2023

Abstract: Gender equality and gender-fair representation, across all facets of life, especially in education, has been one of the major agenda of the United Nation's Sustainable Development Goals (SDGs). Massive efforts are fronted by the United Nations (UN) and other International Organisations to reduce or eliminate gender-biases and violence. However, the problem still remains an issue of concern especially in developing and Sub-Saharan African countries. This study is an attempt to re-echo and complement the efforts of the UN in creating sufficient gender-awareness in education. It investigates how gender is represented in the discourses and spontaneous interactions, sentences and utterances in the language classroom. Classroom sessions of 9 language tutors from 3 Colleges of Education spread across 3 regions of Ghana were observed and recorded. In total, 360 minutes of verbal structures were analysed, that is, a duration of 40 minutes each from the 9 class sessions. The data collection instruments were audio-recorders and note taking. The qualitative approach was adopted and thematic analysis was used to analyse the recorded discourses. Mehari and Belete's (2021) conceptual framework of gender representation was adopted. The main finding of the study was that females were underrepresented relative to males in the classroom discourse. Also, the male pronoun, he, was used as universal term for both genders. The males were also ascribed more prominent professional and educational statuses than the females. The females were ascribed domestic chores, less education and low-esteemed professions. There was never a single time when the feminine pronoun, she, was used as a universal term for both genders. The study concludes that there is yet to be significant improvements in the gender representation of females in language use in the classroom.

Keywords: Classroom Discourse, Gender Violence, Sustainable Development Goals, United Nation



1. INTRODUCTION

Gender-based violence is meted out to a person by virtue of socially constructed prescriptions based on one's gender. It is deeply entrenched in gender inequality, and remains one of the globally acknowledged human right violations. Even though both women and men encounter gender-based violence in their lives, Appiah (2020) reports gender-related violence are more geared towards the women. Specifically, studies have shown that 1 in 3 women, globally, are subjected to Gender-Based Violence in one form or the other in their childhood, adolescence or adulthood [2] [3] [4]. It is confirmed that Gender-Based Violence (henceforth GBV) is more prevalent in developing nations such as Ghana than in developed nations [5]. For instance, Hillis (2016) showed that Latin and North Americas recorded 60% instances of GBV and Europe recorded 70% but Africa recorded 80%. GBV has severe effects on women including their health, and consequently, their education [6].

Education is one of the major agencies of change and transformation in every society. It is through education that the ills of society are critically assessed and corrected. GBV is a social ill, and in fact, "currently acknowledged to be a significant global public health concern with severe effects on girls and women" [2, p. 23]. Hence, ordinarily, one would have expected that educational structures would be designed to mitigate such global canker. Rather unfortunately, it is confirmed that GBV is happening in and around schools, which seriously undermines the achievement of quality and inclusive education. Jere (2015) asserts

Education is critical in empowering and transforming the lives of young people, especially girls, yet widespread gender-based violence in and around schools seriously undermines the achievement of quality, inclusive and equitable education for all children (p. 1)

Gender-based violence which takes place in and around the school setting is known as School-Related Gender-Based Violence (henceforth SRGBV) and one of the notable hotspots where Gender-based Violence occurs is the classroom [7]. In fact, school-related gender-based violence are so engrained in the global educational space to the extent that, recently, a UN resolution implored all nations to take the necessary action (s) on gender-based violence in schools [8] [9]. It is therefore not surprising that, among the Sustainable Development Goals (SDGs), three (3) of them (4 Education, 5 Gender and 16 Peace) refer to violence against the vulnerable, especially children and women, and advocate for the monitoring of SRGBV globally. Consequently, SRGBV has now become a major priority area in many agencies and development agendas [10] [11] [12].

UNESCO and UN Women (2016) report that school-related gender-based violence is under-researched and under-reported even though in many countries around the world, girls, especially, are subjected to various forms of abuses and harassments in and around the school. While underscoring the need for women to be given equal representation, it is imperative to acknowledge that many government, private and not-for-profit organisations and (inter)national organisations in Asia, America, Europe and Africa have taken interest in the area of gender (Mustapha, 2013). For instance, the Commonwealth of Nations, UN, Ford Foundation, CODE/Context Matters Research Grant among others continue to sponsor research undertakings that promote gender equality. The general growing interests in gender are in tandem with the human rights programmes of the United Nation and the SDGs that are



geared towards enhancing gender in/through education for both females and males in terms of not only gender-balance enrolment in schools but also the quality of education offered to both girls and boys.

Generally, studies tend to focus on the physical manifestations of GBV such as physical assaults, sexual abuse, (cyber) bullying, corporal punishment, among others relegating the linguistic/verbal realisations of GBV to the background. In Ghana, Sarfo-Kantankah (2022) did a corpus-assisted language-related SRGBV using parliamentary discourse as the case. He discovered that anytime Parliament used language to talk about SRGBV, they predominantly referred to sexual violence, rape, defilement, teenage pregnancy, wife beating and physical assault. Clearly, SRGBV in classroom discourse has not received desirable attention. The few studies that have made some attempts at investigating SRGBV have studied gendered language in textbooks, written texts and learning materials used in schools and have come out with empirical reports that reading and learning materials in schools are laden with gender-biases [16] [17] [18] [19] [20]. Gendered language, and verbal gender-based violence realized in classroom discourses and interactions are yet to be given scholarly attention. This study becomes one of the pioneer works, if not the only, in the context of Ghana and teacher education that explores the unconventional path of investigating how genders are represented in the spontaneous utterances and sentences of students and teachers in the language classroom.

2. CONCEPTUAL FRAMEWORK

Brugeilles and Cromer (2009) concept of gender representation in language, cited in Mehari and Belete (2021), is the conceptual framework which guides the study. While Mehari and Belete (2021) applied the theory in written texts to unravel gender representation in English as Foreign Language (EFL) textbooks, the current study applies it in spoken texts in English as Second Language (ESL) classroom discourse/interaction. The interactions shall be investigated within the framework of the aspects gender representation, which includes visibility, language usage, attributes and roles/activities.

Firstly, Visibility refers to the frequency of occurrence/appearance or reference to a particular gender in interaction. Earlier studies such as Stockdale (2006) have established that there is a 3:1 ratio of male to female reference in the classroom. The assumption is that the more a gender is mentioned, the more important it is deemed to be. Hence, the frequency is proportional to the prominence placed on it. Placing a less significance on a person can make them feel inferior psychologically which can invariably be classified as a SRGBV.

Secondly, language use relative to nouns, pronouns and proper nouns. For instance, the use of masculine pronouns like he, him, etc as 'universal referent' for an animate object whose gender/sex is unknown. Kutateladze (2018) argues that this manner of language use can have negative effects on women and girls because it renders them less human. Again, the order of arrangement of genders when they occur in a statement. Typically, the male is made to come such as 'he', 'she' also is gender abusive [25].

Thirdly, Attributes given to males and females tend to disfavor females. Mehari and Belete (2021) contend that, males are deemed in most societies as stronger than females hence in most languages, males are projected as hardworking, ambitious, physically and morally strong, decisive, independent and courageous. On the other hand, women and girls are



described with negative attributes. They are projected as apologetic, unintelligent, scared, deficient, indecisive and sacrificial [26].

Fourthly, Gender roles and activities. This refers to the roles, actions, duties and social functions that are ascribed to each gender. RTI International (2016) stipulates males are dominant in high paying occupations and usually described to be doing jobs such as doctors, engineers, lawyers, scientists, Mathematicians, among others. Nevertheless, females are described with low status household activities and other unskilled domestic duties.

3. RESEARCH METHODOLOGY

The study adopts a qualitative approach and a case study design [16]. The study describes how the female and male genders are represented in the language used in the classroom. Hypothetically, a person's perception of the value of a thing influences how they represent it in their language. That explains why people have the tendency to use derogatory remarks to describe an object that they do not place much importance.

The study used observation and audio recorders/notepads as the principal instruments. The researchers sat in and adopted participant observation to carefully observe the experiences of the genders in the language classroom in terms of their representation in the language. Further, the researchers recorded, using audio recorders and notepads, all the spontaneous structures that had gender representations in them. These tools, that is, the observation and recording, are effective tools in collecting data qualitatively.

The study was conducted in selected Colleges of Education in the Western, Central and Western North regions of Ghana. The selection of Colleges of Education is consistent with the recommendation of Blumerg (2007) cited in Mustapha (2013) that studies on gendered language should focus on teacher training. These Colleges were selected because they were readily available and accessible for the study.

The spontaneous sentences, remarks and utterances that the tutors and the students made during the classroom sessions, which had representations of the genders, were recorded for analysis. These classroom sessions were audio-taped or recorded through note-taking (depending on which was more practicable in a given context). It is the considered opinion of the researchers that the utterances that people make randomly or spontaneously about a thing under no duress or compulsion, reflect their long-held beliefs, assumptions, attitude and natural state of mind towards the thing.

The data collated from the various classrooms were analysed using thematic analysis. The common patterns identified in the data were coded and put into themes. These themes were then described and analysed with the support of relevant excerpts/evidences from the collected data.

4. RESULTS AND DISCUSSION

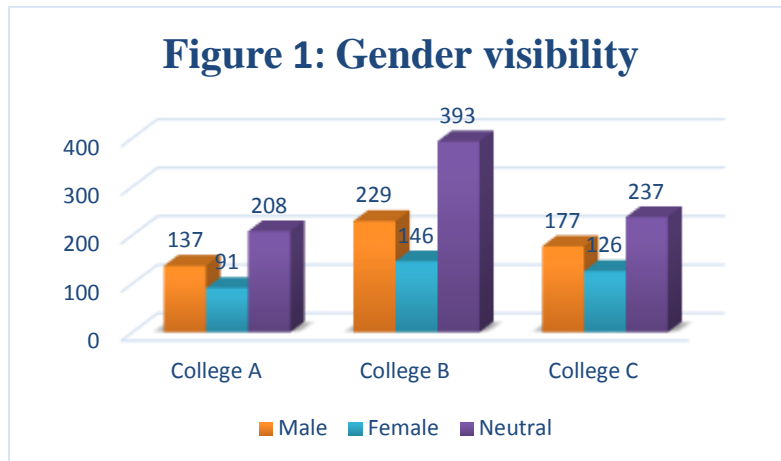
A. Gender Representation in the Classroom discourse

This section presents the findings, analysis and discussion of the data according to the objective of the study. The analysis presented in this section are put into four subsections



consistent with the aspects of gender representation espoused in Mehari and Belete (2021). These thematic areas are visibility, language use, attributes and gender roles / activities.

i. Visibility:



Firstly, Visibility refers to the frequency of occurrence/appearance or reference to a particular gender in interaction. A careful observation of the data shows that College A makes reference to the male gender 137 times and 91 references are made to the female gender. Similarly, College B mentions the male gender 229 times while the female gender is mentioned 146 times. College C also mentions the male gender 177 times and 126 times references for the female gender. The neutral gender, which naturally has a broader scope is mentioned 208, 393 and 237 for Colleges A, B and C respectively. From the data presented, the visibility of gender presentation in the classroom discourse favours the male. This realization is consistent with Stockdale (2006) who found that the male gender is given more prominence in terms of visibility than the female and specifically stipulates a 3:1 male-female ratio. As stated earlier, placing a less significance on a person/gender in the classroom can make them feel inferior psychologically which can invariably be classified as a SRGBV.

ii. Language use:

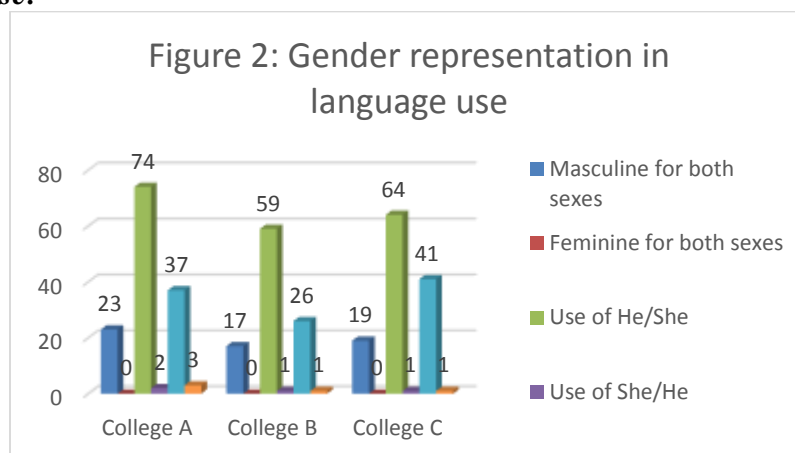




Figure 2 above gives some interesting revelations about the use of gender expressions in the classroom. It must be underscored that, in the context of the study, language use relates to nouns, pronouns and proper nouns used in the classroom discourse and how they reflect gender orientations of the discourses. The data reveals that, in College A, masculine terms used as universal terms for all genders were used 23 times meanwhile there was no single instance where any feminine term was used as a universal item. In the same college, the 'he/she' expression was used 74 times dominating gender expressions while 'she/he' was used twice. Similarly, 'male first order' was used 37 times while 'female first order' appeared only thrice. Clearly, the use of male bias pronouns and expressions dominate in the classrooms of College A. This may show that females are marginalized in the classroom discourses in the college.

Figure 2 also reveals data collected from College B. On 17 counts, 'masculine for both sexes' pronouns were used in the classroom discourses while no 'feminine for both sexes' was identified in the data. 'He/she' expression dominates in the data with 59 usages while there was only one 'she/he' expression recorded in the data. Again, 'male first order' structures appeared 26 times while 'female first order' appeared only once. Data from the college show that females are marginalized linguistically.

Data from College C also reveal that 'masculine for both sexes' pronouns were used 19 times as against the 'feminine for both sexes' which was never used in the classroom discourses. It was also discovered that 'he/she' expressions were used 64 times while 'she/he' expressions appeared only once. Consistent with male dominance in the classroom discourses, 'male first order' counts 41 while 'female first order' counts only once.

According to Kutateladze (2018), the manner of language use can have negative effects on women and girls because it renders them less human, which amounts to SRGBV. The data from the three Colleges reveal male-dominance in the language. Items that favour the male and puts prominence on them while marginalising the female far-outnumber the female. Again, the order of arrangement of genders when they occur in a statement shows that the male is usually made to come first such as 'he/she'. This is also a form of gender abuse, according to Brusokaitè (2013).

iii. Attributes: One of the means of measuring gender orientations in language use is the attributes accorded each of the genders in discourses. Hence, data were gathered on the qualities and attributes assigned the male and the female genders. These attributes are grouped into positive and negative attributes. Figure 3 below illustrates the amount of positive and negative attributes assigned to each gender.

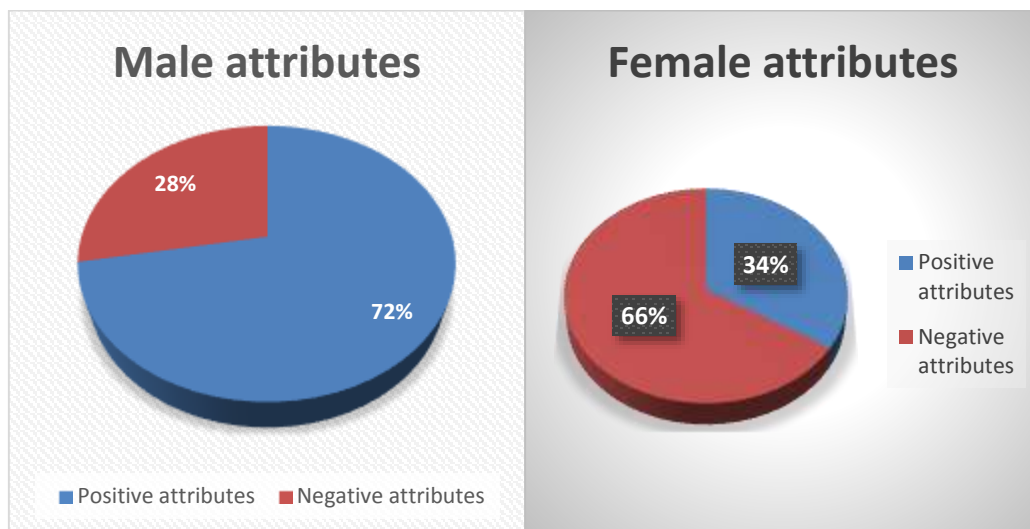


Figure 3

From the figure 3 above, evidence suffice that the attributes given to males and females tend to disfavor females. With regards to the male attributes, 72% of the gendered discourses on attributes is positive attributes and 28% is negative, while with respect to the females, 66% of the attributes is negative and 34% is positive. Below are some excerpts of the discourses on the attributes. It must be emphasized that the excerpts are random statements and utterances from the teachers and students in the classroom that were gathered in the course of teaching.

Positive attributes for men

Excerpt 1- I sat close to the man who won the game.

Excerpt 2- Kwesi became the richest person in the village.

Excerpt 3- A man is the head of the family

Negative attributes for men

Excerpt 4- He was dismissed from the school.

Excerpt 5- Kofi was arrested after the woman reported him to the police.

From the five excerpts above, it could be observed that men are ascribed both positive and negative attributes. The attributes are a description of the characters, attitude and persona ascribed to the men in the sentences. As stated earlier, these excerpts are a collection of random utterances that came from the students and the teachers and represent, to a large extent, what they subconsciously perceive of the male gender. Similarly, the excerpts below show the negative and positive attributes ascribed women in the classroom discourses.

Positive attributes for women

Excerpt 6- Ama built her own house and rented it out to the national service personnel.

Excerpt 7- The mothers in the church sponsored him to school.

Negative attributes for women

Excerpt 8- She got pregnant and abandoned school.

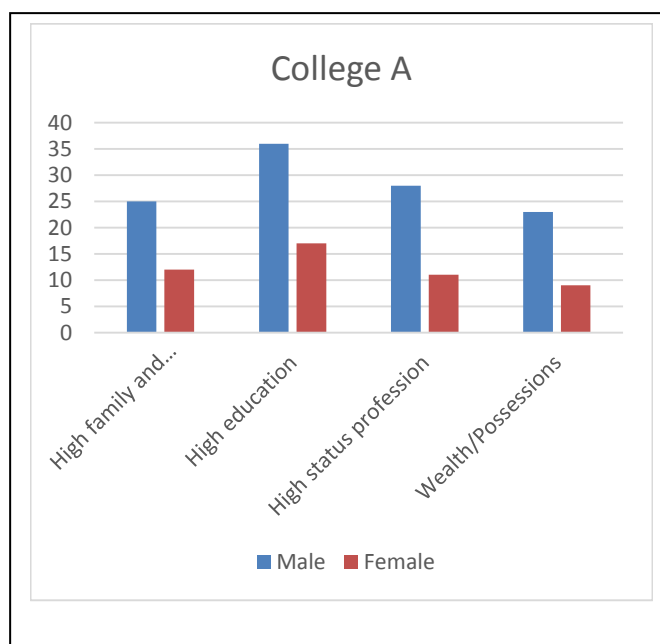
Excerpt 9- Esi stole the money from her husband's room.

Excerpt 10- Women are weaker vessels that's why they must listen to men always.

Mehari and Belete (2021) contend that, males are deemed in most societies as stronger than females hence in most languages, males are projected as hardworking, ambitious, physically and morally strong, decisive, independent and courageous. The excerpts above corroborate the assertion of Mehari and Belete, especially excerpts 1-3, which talk about the positive attributes accorded men. In the excerpts, a man 'won the game', 'richest in the village' and 'head of the family' in excerpts 1,2 and 3 respectively.

On the other hand, women and girls are described with negative attributes. They are projected as apologetic, unintelligent, scared, deficient, indecisive and sacrificial [19]. Excerpts 8-10 corroborate Thompson's (2017) assertion where the women in the discourses are described as having 'abandoned school', 'stole money' and 'weaker vessels...listen to men' in excerpts 8,9 and 10 respectively. Thomson (2012) reports that, in some cases, female achievements and attributes are not even mentioned at all, not to talk of describing them low-esteem values, qualities and attributes.

iv. Gender roles and activities: This refers to the roles, actions, duties and social functions that are ascribed to each gender. Data were gathered on the roles and activities that the teachers and the students assigned to the gendered characters in the classroom discourses. Assessing the data critically, four major roles/activities are identified. These four are high family and community status, high education, high status occupation and wealth/possession. Figure 4 shows the frequency of the genders and their roles.



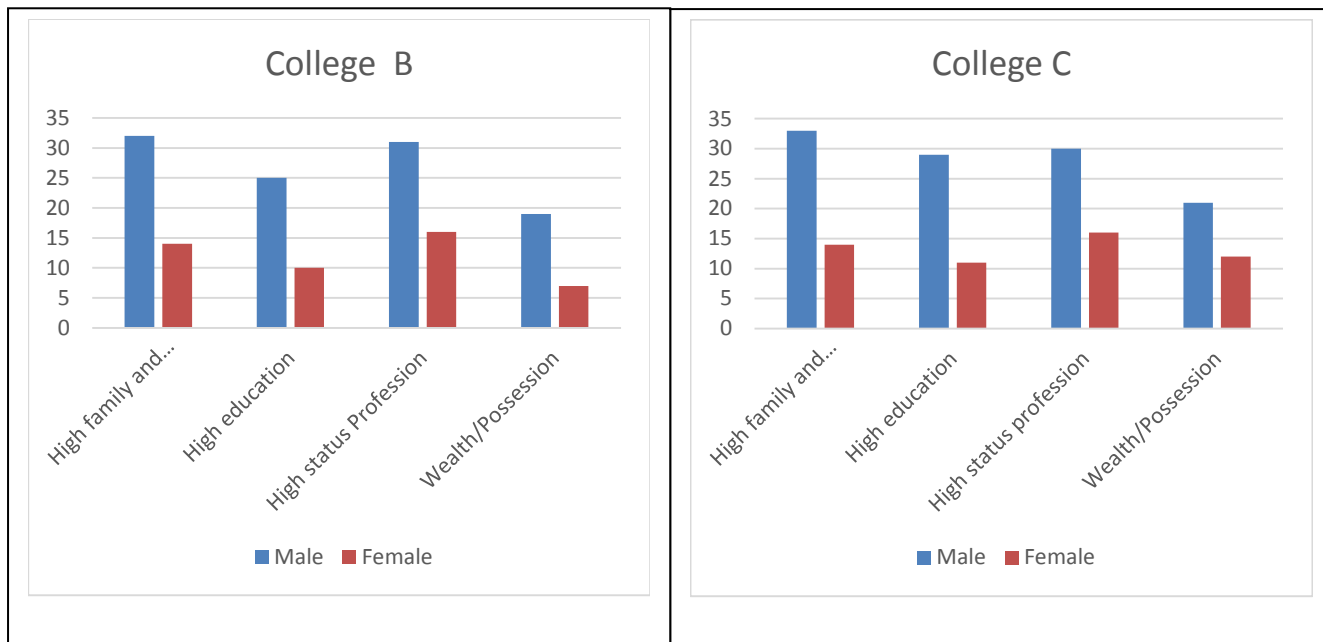


Figure 5

High family and community status

The male gender is given leadership roles in the family and community in the gendered discourses in the classroom. The heads of the family and the bread winners are male characters. Similarly, the chiefs and leaders of the community are males as well. Meanwhile, the females are given roles as subservient to the males in the family and the community. They are normally queens (serving under the chief) in the community or play supporting roles to the man (who is made the head) of the family. Extracts 11-13 below shows how gendered characters are given roles.

Excerpt 11

The Chief summoned all his servants and searched them.

Excerpt 12

The entire family depend on the man for survival.

Excerpt 13

The women served food and sung praises for the men who had won the war.

High education

It is clear from figure 5 above that the male characters in the classroom discourses of all the three Colleges have high education status than their female counterparts. Education is seen as one of the powerful tools of intellectual empowerment and a good measure of ones social standing and reputation. The higher one is educated, the more such person is deemed intellectually competent and respected. The female characters employed in the discourses have not received high education as the male. In fact, in one example, as illustrated in excerpt 14 below, a female character drops out of school and retires to the kitchen, as ‘society’



expects. Excerpts 14-17 below are some of the expressions the researchers gathered to corroborate the idea of unequal access to high education during the data collection process.

Excerpt 14

She finally dropped out of school to focus on her kitchen chores in order for her brothers to continue.

Excerpt 15

Erica came last in the class.

Excerpt 16

She became a school drop-out due to the pregnancy.

Excerpt 17

Kwesi finally graduated on top of his class.

High status profession

Professions such as doctor, engineer, lawyer, scientist and Mathematician are usually connected to men [23]. The females are seen to be muscularly tenderful, less sophisticated in mind and unable to meet up the complicated nature of high status professions. Therefore, they are assigned unskilled domestic duties such as sewing, trading, sweeping, washing, cooking and selling food, among others.

Similarly, RTI International (2016) stipulates males are dominant in high paying occupations and usually described to be doing jobs such as doctors, engineers, lawyers, scientists, Mathematicians, among others. However, females are described with low status household activities and other unskilled domestic duties. The data reveal the same tangent where the males are assigned more reputable professions while the females are described with domestic and less reputable professions. Excerpts 18 -20 are examples of structures that reflect biases in the professions of the genders.

Excerpt 18

She engaged in petty trading to fend for her sick child.

Excerpt 19

The medical doctor showed up late in his office when the patients were on the verge of dying.

Excerpt 20

Kwame became a responsible accountant in the only bank in the village and did not abandon his mother.

Wealth/Possession

The data reveal that generally, the males are assigned more wealth, possessions and properties than the females. It is assumed that the males, because they are seen to be muscularly, mentally and physically stronger than the females, are able to engage in more rigorous and high paying professions which enables them to acquire more wealth for themselves.

It is also considered that the processes of acquiring and keeping properties can sometimes be cumbersome hence many females may not want to go through all such tedious processes to acquire and keep properties. For example, the acquisition and documentation process of land in Ghana can be tiring coupled with the processes of undertaking building projects on the land. In other words, from the discourses that were observed and collected in the classroom,



wealth acquisition is seen as masculine. Excerpts 21-23 illustrate how the males dominate in wealth and property possession.

Excerpt 21

He sold all his houses to offset his debts with the bank.

Excerpt 22

He had to park his car at the lorry station to search for the new visitors.

Excerpt 23

Richard owns the company that sponsored the anniversary programme.

According to Andere (2018), GBV has been a raging social challenge globally, and especially in Sub Saharan African countries such as Ghana. The result has brought into the light emerging SRGBV issues and their verbal and linguistic manifestations in Colleges of Education classroom in Ghana.

The results are presented according to four thematic areas [22]. These thematic areas are visibility, language use, attributes and gender roles / activities. In terms of visibility, the results proved that the male gender is given more visibility in the classroom discourse than the female. In other words, the male, and items that symbolize or represent the male are given more mentions and references in the language than the female. The prominence given to the male in the language reflects the prominence accorded the male in the general society. This is because, language reflects the culture, life and beliefs of the people in a society.

Brugeilles and Cromer (2009) believe that characters that are created in textbooks or discourse are not accorded the same prominence. Different genders are assigned different roles. However, they found that the male gender is accorded more prominence in the language than the female. The result presented in the study corroborate the assertion of Brugeilles and Cromer (2009).

Based on the findings obtained from the recorded classroom discourses and observation of the classroom, the study established that, males are given prominence over the females in terms of their representation in language.

The results also found that females are verbally marginalised and made to assume less reputable status in the language. In terms of visibility, the male gender makes more appearances in the language. Apart from that, the male pronoun, *he*, is made to assume a universal status to represent both male and female in many instances.

5. CONCLUSION AND RECOMMENDATION

The fight against gender based violence has been ongoing for several years, with some relative intensity in the last few decades. Several national and international organisations, including the UN and UNESCO, have been actively involved in the fight to eliminate gender based violence from the society. Most definitely, the role of academia and research cannot be undermined in the efforts aimed at eliminating gender biases and violence. This study is one of such researches conducted to create and increase gender awareness in the classroom. It highlights the gender representation realities in one of the important discourses in society, that is, classroom discourse.



The study engaged 9 language tutors selected across three Colleges of Education spread across three regions of Ghana. The researchers adopted participant observation and audio-recording and note taking to collect random discourses and utterances in the classroom that had representations of gender. Based on the findings of the study, males are more visible and dominant in all the four aspects of the conceptual framework of Mehari and Belete's (2021) adopted for the study. The study is able to conclude that gender is unequally represented in classroom discourse.

Gender stereotyping, discrimination and violence against women are a social phenomenon that remain a bane of society. One of the ways to minimise it in terms of language use is to encourage the use of more gender-neutral language. Based on the findings of the study, it is recommended that language teachers make good use of gender-neutral items in their discourses to minimise the potential of gender victimisations and biases, especially against women. Examples of gender-neutral items include someone, anyone, Pastor, registrar, among others. This study should also serve as a foundation for future and further studies in the area of linguistic realisations of gender victimisations and biases. The revelations from such studies could inform policy decisions and actions.

4. REFERENCES

1. Appiah, D.R. (2020). A Study of the Lived Experiences of Ghanaian Women in Leadership. Walden University [PhD Dissertation]
2. Beyene, A.S., Chojenta, C.L. & Loxton, D..J (2021). Consequences of gender-based violence on female high school students in eastern Ethiopia. *African Journal of Reproductive Health* 25 (4):23 DOI: 10.29063/ajrh2021/v25i4.3
3. Garcia-Moreno C, Jansen HA, Ellsberg M, Heise L and Watts CH. (2006) Prevalence of intimate partner violence: findings from the WHO multi-country study on women's health and domestic violence. *The Lancet*; 368 (9543):1260-69
4. Global gender gap report 2018. Geneva: World Economic Forum, 2018 (http://www3.weforum.org/docs/WEF_GGGR_2018.pdf (https://sustainabledevelopment.un.org/content/documents/143675DG3format-rev_MD_OD.pdf, accessed 30 November 2022)
5. Hillis S, Mercy J, Amobi A and Kress H. (2016) Global prevalence of past-year violence against children: a systematic review and minimum estimates. *Pediatrics*. 137 (3): 20154079
6. Ellsberg M & Heise L. (2005) *Researching violence against women: A practical guide for researchers and activists*.
7. Jere, K. (2015). School-related gender-based violence is a major barrier to education equality. Retrieved from <https://www.globalpartnership.org/blog/school-related-gender-based-violence-major-barrier-education-equality>
8. Heslop, Jo, and Rebecca Banda. (2013). Moving beyond the 'male perpetrator, female victim' discourse in addressing sex and relationships for HIV prevention: peer research in Eastern Zambia. *Reproductive Health Matters* 21 (41):225-233.
9. UNESCO/UNGEI. (2015). School-related gender-based violence is preventing the achievement of quality education for all. *Global Monitoring Report Policy Paper 17*,



- March 2015. Paris: UNESCO.
<http://unesdoc.unesco.org/images/0023/002321/232107e.pdf>.
10. Fancy, K. & Fraser, E.M. (2014). DFID Guidance Note on Addressing Violence against Women and Girls (VAWG) in Education Programmes- Part A. London: VAWG Helpdesk.
 11. Sexual Violence Research Initiative (SVRI) (2016), Briefing Paper: Care and Support of Male Survivors of Conflict-Related Sexual Violence, www.svri.org/sites/default/files/attachments/2016-0112/CareSupportofMaleSurviv.pdf (accessed 18 December 2022).
 12. UNGEI (2014). End School-related Gender-based Violence (SRGBV)
 13. Mustapha, A.S. (2013). Gender and Language Education Research: A Review. *Journal of Language Teaching and Research*, Vol. 4, No. 3, pp. 454-463
 14. UNESCO & UN Women. (2016). *Global Guidance on School-Related Gender-Based Violence*. Paris: UNESCO and New York: UN Women
 15. Sarfo-Kantankah, K.S. (2022). Gender-based Violence in Ghanaian Parliamentary Discourse: A Corpus-assisted Discourse Analysis. *Critical Approaches to Discourse Analysis across Disciplines*. 14 (1): 1 – 21
 16. Fahriany, A l e k & Wekke, I.S. (2018). Gender Representation in English Textbooks for Islamic Junior High School Students. *Kafa'ah Journal*, 8 (2)
 17. Lisca, H. (2020). The representation of gender in English textbooks at second grade of Senior High School. *Universit As Islam Riau Pekanbaru [Master's Thesis]*
 18. Şahin, A. M. & Açıkalın, M. (2021). Gender Representation in Elementary and Middle School Social Studies Textbooks in Turkey. *Journal of International Women's Studies*, 22(1), 417-445. Available at: <https://vc.bridgew.edu/jiws/vol22/iss1/25>
 19. Salamah, U. (2014). Gender representation in the English Textbook (A content analysis for Bright for Seventh Grade Students Published by Erlangga). *Islamic State University [Bachelor's Thesis]*
 20. Thomson, S. (2012). Perceptions of Gender Difference: An analysis of an EFL textbook. *University of Birmingham MA TESL/TEFL Module 5*
 21. Brugeilles, C. & S. Cromer (2009). *Analysing gender representations in school textbooks*. Paris: Universite Paris Ouest Nanterre Centre de Recherche Populations et Societes (CERPOS).
 22. Mehari, Y.M. & Belete, Y.K. (2021) *Gender Representation in Ethiopian English as a Foreign Language Materials: Perceptions and Perceived Effects*. *Context Matters*
 23. Stockdale, D.A. (2006). *Gender representation in an EFL textbook*. A paper submitted to the School of Humanities of the University of Birmingham, UK.
 24. Kutateladze, B. L. (2018). Tracing charge trajectories: A study of the influence of race in charge changes at case screening, arraignment, and disposition. *Criminology: An Interdisciplinary Journal*, 56 (1), 123–153. <https://doi.org/10.1111/1745-9125.12166>
 25. Brusokaitė, E. 2013. *Gender representation in EFL textbooks (MA Thesis)*.
 26. Thompson, J.A. (2017). *Girls' Empowerment through Language and Literacy (GELL) A Landscape Review of Gender and Literacy Research in African Contexts*. *Guiding Literacy Practice: Context Matters*
 27. RTI International. (2016). *Conceptual Framework for Measuring School-Related Gender-Based Violence*. Washington, DC: U.S. Agency for International Development. Retrieved at [http://www.ungei.org/Conceptual_Framework_for_Measuring_SRGBV_FINAL_\(1\).pdf](http://www.ungei.org/Conceptual_Framework_for_Measuring_SRGBV_FINAL_(1).pdf)
 28. Andere, A.M. (2018). *Relationship Between School Related Gender Based Violence and Students Academic Performance in Secondary Schools in Nakuru County, Kenya*. *Kenyatta University [Master's Thesis]*.