

**THE LANGUAGE OF FEMINISM AND ITS IMPACT TO THE TEACHING AND  
LEARNING FOR SENIOR SECONDARY IN EGOR LOCAL GOVERNMENT AREA**

**BY**

**Obiasogu Rejoice IFUNANYA  
EDU2005479**

**DEPARTMENT OF EDUCATIONAL FOUNDATION,  
FACULTY OF EDUCATION,  
UNIVERSITY OF BENIN,  
BENIN CITY**

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**A RESEARCH PROJECT SUBMITTED TO THE DEPARTMENT OF EDUCATIONAL  
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IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF  
BACHELOR'S DEGREE (B.A.(Ed) IN ENGLISH AND LITERATURE.**

**FEBRUARY, 2024.**

## CERTIFICATION

We certify that this work was carried out by **Obiasogu Rejoice IFUNANYA** in the Department of Educational Foundations, University of Benin, Benin City, Edo State, Nigeria.

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**Mr. P.O. Imoukhuede**  
(Project supervisor)

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**Date**

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**Dr. O.I. Nyorere**  
(Project Coordinator)

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**Date**

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**Prof. R.B. Danner**  
(Head of Department)

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**Date**

## **DEDICATION**

This work is dedicated to God Almighty for His grace, help, favour, wisdom and inspiration.

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## **ABSTRACT**

This study investigates the language of feminism and its impact on teaching and learning in senior secondary schools within Egor Local Government Area, Nigeria. Grounded in feminist pedagogy, the research explores how feminist discourse influences teaching practices, student engagement, and overall educational outcomes. A mixed-methods approach was employed, utilizing questionnaires distributed to 70 students and 30 teachers across five secondary schools. The findings reveal a significant awareness and appreciation of feminist language among both students and teachers, with many recognizing its importance in promoting gender equality and enhancing student engagement. However, challenges such as institutional resistance and a lack of resources were identified as barriers to effective integration. The study concludes that feminist-informed education has the potential to empower students and foster inclusive learning environments, and it offers recommendations for enhancing the integration of feminist perspectives within educational curricula.

## CHAPTER ONE

### INTRODUCTION

#### 1.1 Background of the Study

The term feminism in English is rooted in the mobilization for woman suffrage in Europe and the United States during the late nineteenth and early twentieth century, of course efforts to obtain justice for women did not begin or end with this period of activism it involves at least two groups of claims, one normative and the other descriptive. Feminism is grounded on the belief that women are oppressed or disadvantaged by comparison with men, and that their oppression is in some way illegitimate or unjustified, under the umbrella of this general characterization there are, however, many interpretations of women and their oppression, so that it is a mistake to think of feminism as a single philosophical doctrine, or as implying an agreed political program (<https://plato.stanford.edu/entries/feminist-philosophy/>). Feminists are those who believe that women are entitled to equal rights, or equal respect, and one is not required to believe that women are currently being treated unjustly.

However education is very much aligned with gender equality. Educationists have tried to engage with local contexts to bring girls into the education system. The view of education as a basic need and the implication that gender equality in education entailed an opportunity for all to have such basic needs emerged in the 1970s when some development economists critiqued the assumptions of modernization that poverty would be eradicated by economic growth, the expansion of employment, higher incomes and the trickle-down effects of successful capitalism. But educating girls produces many additional socio-economic gains that benefit entire societies. These benefits include increased economic productivity, higher family incomes, delayed

marriages, reduced fertility rates, and improved health and survival rates for infants and children. (Fennell and Arnot, 2008).

Also, Feminism has been a prominent social movement advocating for gender equality and the empowerment of women in various spheres of life, including education. The language of feminism plays a crucial role in shaping perceptions and attitudes towards gender roles and expectations, particularly in educational settings. In the context of senior secondary schools in Egor Local Government Area, understanding how the language of feminism influences teaching and learning practices is essential for promoting inclusive and equitable education Hooks, (2000, p. 15).

## **1.2 Statement of Problem**

Despite advancements in gender equality and women's rights, there persists a gender disparity in educational outcomes and opportunities, with stereotypes and biases often shaping teaching practices and student experiences. The language used in educational settings can either reinforce or challenge traditional gender norms, impacting students' self-perception, academic performance, and overall educational experience. Therefore, there is a need to examine how the language of feminism influences teaching and learning in senior secondary schools in Egor Local Government Area to address gender-based disparities and promote inclusive education Davis, (2015, p. 42).

## **1.3 Objectives of Study**

1. To explore the language of feminism and its implications for teaching practices in senior secondary schools.

2. To examine the impact of feminist discourse on student engagement and learning outcomes.
3. To assess the challenges and opportunities in integrating feminist perspectives into the curriculum and pedagogical approaches.
4. To propose recommendations for promoting gender equality and empowering students through feminist-informed education.

#### **1.4 Research Questions**

1. How does the language of feminism influence teaching practices in senior secondary schools?
2. What are the effects of feminist discourse on student engagement and learning outcomes?
3. What challenges and opportunities exist in integrating feminist perspectives into the curriculum?
4. How can feminist-informed education promote gender equality and empower students in Egor Local Government Area?

#### **1.5 Significance of Study**

This study contributes to the existing literature on feminist pedagogy and its implications for teaching and learning in secondary schools. By examining the language of feminism and its impact on educational practices, this research aims to raise awareness of gender dynamics in education and advocate for inclusive and empowering learning environments. The findings of this study can inform policy decisions, curriculum development, and teacher training programs to promote gender equality and enhance educational outcomes for all students.

## 1.6 Scope and Limitations

This study focuses on senior secondary schools in Egor Local Government Area, with a specific emphasis on the language of feminism and its influence on teaching and learning practices. The research will involve qualitative data collection methods, including interviews, observations, and document analysis. Limitations of the study include potential biases in data collection and the generalizability of findings beyond the study area due to contextual factors and variations in educational systems.

## 1.7 Definition of Terms

- **Teaching:** Teaching is the interaction with students that enables their comprehension and application of ideas, concepts, and procedures.
- **Learning:** Engaging pupils in the active development of knowledge is what constitutes learning.
- **Feminism:** A social and political movement advocating for gender equality and the empowerment of women.
- **Feminist Pedagogy:** An educational approach informed by feminist principles, emphasizing critical thinking, inclusivity, and social justice.
- **Gender Equality:** The equal rights, opportunities, and treatment of individuals regardless of their gender identity.
- **Teaching Practices:** The methods, strategies, and approaches used by educators to facilitate learning and promote student engagement.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

#### **2.1 OVERVIEW OF GENDER**

Gender is a specially constructed phenomenon that is brought about as society ascribes different roles, duties, behaviours, and mannerisms to the two sexes, (Mangvwat, 2006). It is a social connotation that has sound psychological background, and it is used to refer to specific cultural patterns of behaviour that are attributed to human sexes. Gender relates to cultural attributes of both males and females (Akpochafo, 2009). Gender according to Lahey (2003) is a psychological experience of being a male or female. It has to do with personality and central components of self-concept. Unlike sex, which is concerned with, only the distinction between male and female based on biological characteristics, gender encompasses other personality attributes as roles, orientation and identity based on individual's conceptualization of self. For instance, Singh (2010) opines that gender refers to a socio-cultural construct that connotes the differentiated roles and responsibilities of men and women in a particular society. This definition implies that gender determines the role, which one plays in relation to general political, cultural, social and economic system of the society. According to Betiku (2002), gender refers to all the characteristics of male and female, which a particular society has determined and assigned each sex. Also, Onyeukwu (2000) sees gender as the dichotomy of roles culturally imposed on the sexes.

##### **2.1.1 THE DEVELOPMENT AND EVOLUTION OF GENDER**

The gender perspective looks at the impact of gender on people's opportunities, social roles and interactions. Gender defines traits forged throughout the history of social relations. Gender differences are social constructs, inculcated on the basis of a specific society's particular perceptions of the physical differences and the assumed tastes, tendencies and capabilities of men and women. Gender relations are accordingly defined as the specific mechanisms whereby different cultures determine the functions and responsibilities of each sex. They also determine access to material resources, such as land, credit and training, and more ephemeral resources, such as power. The implications for everyday life are many, and include the division of labour, the responsibilities of family members inside and outside the home, education and opportunities for professional advancement and a voice in policy-making (Economic and Social Development Department, 2001). For so long when discussing gender issues, the focus has been on women and their subordination to men in all aspects of life.

This view gave rise to the feminist movement and feminism theories as a way of explaining the sources of these issues facing women in society. The main point feminists have stressed about gender inequality is that it is not an individual matter, but is deeply ingrained in the structure of societies (Lorber, 2001). The author further identifies three gender reform feminisms which can be used to better understand gender differences. They are:

- liberal,
- Marxist and
- Socialist and development feminisms.

Theoretically, liberal feminism claims that gender differences are not based in biology, and therefore women and men are not all that different but their common humanity supersedes their procreative differentiation. If women and men are not different, then they should not be treated

differently under the law. Women should have the same rights as men and the same educational and work opportunities. This can be achieved through affirmative action which calls for aggressively seeking out qualified people to redress the gender and ethnic imbalance. Asalatha et al. (2009) also add that central to liberal feminism was the idea that women's disadvantages stem from stereotyped customary expectations held by men and internalized by women, and promoted through various agencies of socialization. Marxist and socialist feminisms severely criticize the family as a source of women's oppression and exploitation. Development feminism made an important theoretical contribution in equating women's status with control of economic resources.

Development feminism addresses the political issue of women's rights versus national and cultural traditions (Lorber, 2001). As these feminism theories continued developing and the role of women in development was coming to the forefront more and more, changes were taking place in the development field. The last century was marked by a remarkable though gradual shift in the way women were perceived within the development policy, namely from the stature of victims and passive objects to that of independent agents. To better explain this shift, three schools of thought on gender and development are identified: Women in Development (WID), Women and Development (WAD) and Gender and Development (Asalatha et al., 2009).

### **2.1.2 GENDER IN EDUCATION**

In most societies, men and women differ in the activities they undertake, in access to and control of resources, and in participation in decision-making. In most societies, women as a group have less access than men to resources, opportunities and decision-making (Desprez-Bouanchaud et al., 1987). With any discussion of gender, issues of equality arise. In most cases when one talks of gender equality (or inequality), the focus is usually on the disadvantaged girls. And hence

most strategies are geared towards increasing opportunities for girls and women. A worrying trend has however started arising where the boy child is now falling behind the girl child in different aspects of life. According to UNESCO's EFA Global Monitoring Report 2003/04, 'gender equality' refers to the notion of boys and girls experiencing the same advantages or disadvantages in attending school, delivery and teaching methods, curricula, and academic orientation, and producing equal learning achievement and subsequent life opportunities. The concept of gender equality may also be taken to primarily refer to the full equality of men and women, boys and girls to enjoy the complete range of political, economic, civil, social and cultural rights, with no one being denied access to these rights, or deprived of them, because of their sex.

Other factors such as socio-economic differences, ethnic origin and language intersect with gender to influence educational performance and indeed, Sammons (1995) found that such social factors are more influential as students grow older. Obstacles to high academic performance include poverty, family size and parents in unskilled or low skilled employment, while enhancements include higher social class level, being a girl and having educated parents. Other factors that also affect academic performance include: the location of the school (rural vs. urban), early domestic responsibilities, retrogressive cultural practices and health. This is according to Onsomu et al., 2005. Some of the major factors include domestic chores, biased upbringings that portray boys as superior to girls in all aspects of maturation, poor school environments and insensitive teaching methods that disregard the students' needs (FAWE, 2003b).

### **2.1.3 GENDER BASED DISCRIMINATION IN EDUCATION**

Gender-based discrimination in education is both a cause and a consequence of deep-rooted disparities in society. Poverty, geographical isolation, ethnic background, disability, traditional

attitudes about their status and role all undermine the ability of women and girls to exercise their rights. Harmful practices such as early marriage and pregnancy, gender-based violence, and discriminatory education laws, policies, content and practices still prevent millions of girls from enrolling, completing and benefiting from education (UNESCO 2012). Some of the key issues in gender and education as at now include:

- Education is a human right;
- Education for girls and boys is a key to development progress;
- Moving from equality of opportunity to equality of outcomes in education (performance);
- Tapping the transformative power of education.

#### **2.1.4 STRATEGIES FOR GENDER EQUALITY IN EDUCATION**

Over the years and especially in the 20th Century, conscious efforts have been made towards achieving gender equality in education at the global level and in individual country level. This was necessitated by the view that women can and do contribute to development and hence their education was necessary to achieve this development. Below is a highlight of the various efforts and initiatives geared towards gender equality in education at the global and country level.

Universal declaration of human rights, 1948, Article 26 states that: everyone has the right to education. Education shall be free at least at the elementary and fundamental stages. This elementary education shall be compulsory. The UN Convention on the rights of the child- 20th November, 1989 which is a derivative of Article 26 redefines the rights of the child and views the child as a human being. Education for All (EFA) declaration which was drafted in Jomtien, Thailand in 1990 had several goals which included:

- The need to ensure that by 2015, all children particularly girls and children living under difficult circumstances together with those belonging to ethnic minorities should have access to and complete free and compulsory primary education of good quality;
- The need to eliminate gender disparities in primary education by 2005 and achieve gender equality in education by 2015 with a focus on ensuring girls' full and equal access to and achievement in basic education of good quality.

### **2.1.5 FACTORS CONTRIBUTING TO GENDER DISPARITY IN ACADEMIC PERFORMANCE**

There are many school related factors that influence the performance of girls. Leach (2003)'s focused on the ways in which curriculum disadvantages girls. He cites these factors as negatively influencing girls participation in school; Teaching styles which favor boys such as lessons which focus on memorizing abstract facts as opposed to open ended and process-oriented tasks which favour girls, boys dominance in classroom interaction which marginalizes girls participation in classes, subject choice with girls opting or being encouraged to opt for "feminine" subjects such as languages, history and literature while boys go for the so called "hard" subjects like mathematics, science and technology, assessment styles, which according to research favour boys such as multi- choice questions whereas girls are known to excel in coursework, marker bias which gives boys higher marks and teachers' low expectations of girls, coupled with girls' low self-esteem and self-concept. Further, Ayoo (2002), Machyo (1995), Umbima (1993) and Young (1985) observe that learning among children occurs through modeling which is determined by relations in terms of sex as cherished by parents, teachers and fellow children.

This view is supported by UNESCO (2003) whose report Gender and Education for All stated that some teachers portrayed negative or stereotype attitudes about academic potential of girls;

that there are few girls' teacher role models and counselors for girls; unequal access to textbooks or writing materials and that girls are harassed by their male classmates. This report also supports findings by Kakonge's (2000) study that had a component that examined teachers' thinking or level of reflection on gender gaps in education and particularly in science subjects. The analysis showed that a majority of teachers had perceptions of girls and science that were gender stereotyped and traditional.

## **2.2 LANGUAGE OF FEMINISM**

The language of feminism in education plays a crucial role in challenging traditional gender norms, promoting critical thinking, and fostering inclusive learning environments in secondary schools. Feminist pedagogy emphasizes the importance of recognizing and addressing gender-based disparities, encouraging students to question societal norms, and empowering them to advocate for gender equality (Hooks, 2000). By incorporating feminist language and perspectives into teaching practices, educators can create opportunities for students to engage with diverse voices, challenge stereotypes, and develop a deeper understanding of social justice issues (Davis, 2015).

## **2.3 IMPLICATIONS OF FEMINIST LANGUAGE FOR TEACHING PRACTICES IN SECONDARY SCHOOLS**

The implications of feminist language for teaching practices in secondary schools are multifaceted and transformative, as they can influence pedagogical approaches, classroom dynamics, and student-teacher interactions. By adopting feminist principles such as inclusivity, equity, and empowerment, educators can create safe and supportive learning environments that validate students' diverse experiences, identities, and perspectives (Smith, 2018). Feminist

language in teaching practices can also encourage critical reflection, empathy, and social awareness among students, leading to enhanced engagement, motivation, and academic achievement (Collins, 2009).

#### **2.4 IMPACT OF FEMINIST DISCOURSE ON STUDENT ENGAGEMENT**

Feminist discourse has been shown to have a significant impact on student engagement by promoting critical thinking, self-awareness, and social responsibility among students. Research suggests that exposure to feminist perspectives in the curriculum can enhance students' ability to analyze power dynamics, challenge stereotypes, and advocate for social justice (Giroux, 2008). By incorporating feminist discourse into classroom discussions, assignments, and activities, educators can empower students to critically examine societal norms, question biases, and develop a deeper understanding of gender equality and diversity.

#### **2.5 FACTORS AND CHALLENGES IN INTEGRATING FEMINIST PERSPECTIVES INTO THE CURRICULUM**

Integrating feminist perspectives into the curriculum in secondary schools presents various factors and challenges that educators and administrators must navigate to promote gender equality and inclusive education. Factors such as teacher training, curriculum development, and institutional support play a crucial role in the effective implementation of feminist-informed education (Davis, 2015). Challenges may include resistance from traditional educational structures, limited resources, and societal norms that perpetuate gender stereotypes and biases (Hooks, 2000). However, opportunities for collaboration, innovation, and transformative change exist in reimagining curriculum content, teaching methods, and assessment practices to reflect feminist values and principles.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 RESEARCH DESIGN**

The research design used the survey research design employing the descriptive approach. This method was deemed appropriate as the study was focused on gathering data from a generic population segment. The survey assisted in gathering information from the defined sample and describing the current state of the population. This was carried out using the study's determined variable. The study design is one in which a group of people or products is investigated by gathering and analyzing data from only a small number of people or items that are taken into consideration to be a representative of the entire group, utilizing a questionnaire. The method's significance in discovering this nature's study is well acknowledged.

#### **3.2 POPULATION OF THE STUDY**

The population of this study includes educators, administrators, and students from secondary schools in Egor Local Government Area who have experience with or knowledge of feminist pedagogy, gender equality initiatives, and curriculum development. The study aims to capture diverse perspectives on the use of feminist language in education.

### **3.3 SAMPLE AND SAMPLING TECHNIQUE**

A purposive sampling technique will be utilized to select participants for the study. Educators, administrators, and students who have engaged with feminist language in education will be invited to participate. The sample size will be determined based on the saturation of data, ensuring a comprehensive exploration of the research questions.

### **3.4 RESEARCH INSTRUMENT**

As an instrument for research, a questionnaire will be used to collect information on the impact of feminist language on teaching practices and student engagement in secondary schools in Egor Local Government Area, Edo State, Nigeria. The questionnaire will supplement the insight gained from other qualitative methods and offer an organized basis for gathering responses from a significant number of participants

### **3.5 VALIDITY OF THE INSTRUMENT**

The instrument's validity was established by its expert judgment. Regarding this, the instrument's content was validated after the data collection was given a structured questionnaire. Draft copies of the instrument were given to the researchers' supervisor and other experts in the faculty of education at the University of Benin (UNIBEN) after analysis and the corrections made were reflected in the questionnaire.

### **3.6 RELIABILITY OF THE INSTRUMENT**

The test re-test process was used to assess the instrument's reliability. Twenty copies of the instrument were initially given to respondents in this interview who do not belong to the target group. The identical instrument was re-administered to the same group of respondents after a period of two weeks. Then, using Pearson's Product Moment Correlation Coefficient in Statistics, the responses on the two occasions were correlated to produce the reliability index, which was assigned a value of 0.72.

### **3.7 METHOD OF DATA COLLECTION**

Questionnaires will be used as the primary method of data collection for this study. The questionnaire will be designed to gather information on participants' perceptions of the use of feminist language in teaching practices, the impact on student engagement, and the challenges of integrating feminist perspectives into the curriculum. The questionnaire will include both closed-ended and open-ended questions to capture a range of responses and insights.

### **3.8 DATA COLLECTION PROCEDURE**

- 1. Questionnaire Distribution:** The questionnaires will be distributed to educators, administrators, and students in selected secondary schools in Egor Local Government Area. Participants will be provided with instructions on how to complete the questionnaire and the importance of their responses.

2. **Data Collection:** Participants will be given adequate time to complete the questionnaires, ensuring that they can provide thoughtful and reflective responses. The questionnaires will be collected in person or through electronic means, depending on the participants' preferences.

### **3.9 METHOD OF DATA ANALYSIS**

The data collected from the questionnaires will be analyzed using statistical software to generate descriptive statistics, frequency distributions, and cross-tabulations. Responses will be coded, categorized, and thematically organized to identify patterns, themes, and insights related to the research questions. The analysis will involve identifying recurring themes, comparing responses across different participant groups, and drawing conclusions based on the data collected.

## **CHAPTER FOUR**

### **DATA PRESENTATION, ANALYSIS AND INTERPRETATION**

#### **4.1 Introduction**

This chapter presents the results of the data collected through the questionnaires distributed to students and teachers regarding the language of feminism and its impact on the teaching and learning of English and Literature in English in senior secondary schools in Egor Local Government Area. The analysis includes descriptive statistics, frequency distributions, and thematic organization of responses to identify key patterns and insights related to the research questions.

#### **4.2 Demographic Information**

##### **4.2.1 Respondents**

A total of 100 questionnaires were distributed, with 70 responses from students and 30 responses from teachers.

The schools involved in the study include:

1. School A
2. School B
3. School C
4. School D
5. School E

**Table 4.1 Social Demographic Information on Student Respondents**

<b>Variables</b>	<b>Response</b>	<b>Frequency(n)</b>	<b>Percentage</b>
<b>Age</b>	12 – 15 years	20	28.6%
	16 -18 years	40	57.1%
	19 – 20 years	10	14.3%
	<b>Total</b>	<b>70</b>	<b>100</b>
<b>Gender</b>	Male	30	42.9%
	Female	40	57.1%
	<b>Total</b>	<b>70</b>	<b>100.0</b>
<b>Class Level</b>	SS 1	25	35.7%

	SS 2	25	35.7%
	SS 3	20	28.6%
	<b>Total</b>	<b>70</b>	<b>100.0</b>

*Source: Fieldwork, 2025*

Table 4.1 shows that out of 70 respondents of students in regards to the language of feminism and its impact on the teaching and learning of English and Literature in English in senior secondary schools in Egor Local Government Area. In terms of age, most of the respondents (57.1%) are in the 16-18 years age range, which typically corresponds to the secondary school years (high school). There is a smaller percentage of students in the younger (12-15 years) and older (19-20 years) age groups, showing that the sample is mainly composed of typical secondary school students. There is a slightly higher percentage of female respondents 40(57.1%) compared to male respondents 30(42.9%). This shows a gender distribution where females slightly outnumber males in this particular sample. In terms of class level, the sample is evenly split between SS1 and SS2 students, with both groups each making up 35.7% of the total sample. SS3 has a slightly smaller representation, at 28.6%. This may indicate a balanced representation of students from the earlier stages of secondary school.

**Table 4.2 Social Demographic Information on Teacher Respondents**

<b>Variables</b>	<b>Response</b>	<b>Frequency(n)</b>	<b>Percentage</b>
<b>Age</b>	21 – 30year	10	33.3%
	31 – 40years	10	33.3%
	41 – 60years	10	33.3%
	<b>Total</b>	<b>30</b>	<b>100</b>
<b>Gender</b>	Male	12	40%
	Female	18	60%
	<b>Total</b>	<b>30</b>	<b>100.0</b>
<b>Subject(s) Taught</b>	English	20	66.7%

	Literature in English	10	33.3%
	<b>Total</b>	<b>30</b>	<b>100.0</b>
<b>Years of Teaching Experience</b>	1 – 2 years	5	16.7%
	3 – 5 years	10	33.3%
	6 – 10 years	10	33.3%
	11 years and above	5	16.7%
	<b>Total</b>	<b>30</b>	<b>100.0</b>

*Source: Fieldwork, 2025*

Table 4.2 result shows that out of 30 respondents of Teachers in regards to the language of feminism and its impact on the teaching and learning of English and Literature in English in senior secondary schools in Egor Local Government Area. In terms of age, the sample is evenly distributed across three age groups, with each group comprising 33.3% of the respondents. This indicates a balanced representation of teachers from different stages in their careers, ranging from younger (21–30 years) to more experienced (41–60 years) educators. There is a higher proportion of female teachers (60%) compared to male teachers (40%) in this sample. This suggests that the teaching staff is predominantly female. From the result a significant majority of the teachers (66.7%) teach English, while a smaller percentage (33.3%) teach Literature in English. This shows that English is the more widely taught subject among the respondents. In table 4.2 the result shows that teaching experience is fairly distributed between 3-5 years and 6-10 years, with both categories accounting for 33.3% of the teachers. The categories of 1–2

years and 11 years and above each represent 16.7%, showing that there are fewer teachers with very little or very extensive teaching experience.

### 4.3 RESEARCH QUESTIONS

The research addressed the following questions:

1. How does the language of feminism influence teaching practices in senior secondary schools?
2. What are the effects of feminist discourse on student engagement and learning outcomes?
3. What challenges and opportunities exist in integrating feminist perspectives into the curriculum?
4. How can feminist-informed education promote gender equality and empower students in Egor Local Government Area?

### 4.3 ANALYSIS OF RESPONSES

#### 4.3.1 *Student Responses*

**Table 4.3 PRESENTS THE FREQUENCY DISTRIBUTION OF STUDENT RESPONSES RELATED TO THEIR AWARENESS AND UNDERSTANDING OF FEMINISM.**

Questions	SA (%)	A (%)	D (%)	SD (%)
<b>I am familiar with the concept of feminism</b>	25 (35.7%)	30 (42.9%)	10 (14.3%)	5 (7.1%)
<b>I have encountered feminist themes or literature in my English classes</b>	20 (28.6%)	35 (50.0%)	10 (14.3%)	5 (7.1%)

<b>My teachers use feminist language when discussing literature</b>	15 (21.4%)	25 (35.7%)	20 (28.6%)	10 (14.3%)
<b>Both boys and girls are equally encouraged to pursue their interests</b>	30 (42.9%)	25 (35.7%)	10 (14.3%)	5 (7.1%)
<b>Gender affects how decisions are made in my school</b>	15 (21.4%)	25 (35.7%)	20 (28.6%)	10 (14.3%)
<b>Female protagonists are used often in my literature texts</b>	20 (28.6%)	30 (42.9%)	15 (21.4%)	5 (7.1%)
<b>I am encouraged to participate in feminist discourse</b>	25 (35.7%)	30 (42.9%)	10 (14.3%)	5 (7.1%)
<b>I am more engaged in class discussions when feminist language is used</b>	30 (42.9%)	25 (35.7%)	10 (14.3%)	5 (7.1%)
<b>It is important to include feminist perspectives in my English curriculum</b>	35 (50.0%)	25 (35.7%)	5 (7.1%)	5 (7.1%)

*Source: Fieldwork, 2025*

The table 4.3 shows the student responses related to their awareness and understanding of feminism. The responses are categorized according to different statements about feminism, with students answering on a scale: Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD). From table 4.3 the result shows that a majority of students (78.6%) are familiar with the concept of feminism, either agreeing or strongly agreeing. However, a small minority (21.4%) either disagree or strongly disagree, indicating that a portion of the students may have limited or no knowledge about feminism. The result shows a majority of students (78.6%) are familiar with the concept of feminism, either agreeing or strongly agreeing. However, a small minority (21.4%) either disagree or strongly disagree, indicating that a portion of the students

may have limited or no knowledge about feminism. Also a large majority (78.6%) of students have encountered feminist themes or literature in their English classes, with half of the respondents agreeing. However, a small percentage (21.4%) disagrees, which suggests that feminist themes may not be part of every student's experience in English classes. In table 4.3 there is a mixed response. While 57.1% of students agree or strongly agree that their teachers use feminist language in literature discussions, a significant portion (43.0%) either disagrees or strongly disagrees, which could indicate that feminist language is not frequently or consistently used in the classroom. Most students (78.6%) feel that both boys and girls are equally encouraged to pursue their interests, which suggests that there is a fair and equal encouragement for both genders in the educational environment. However, 21.4% disagree or strongly disagree, suggesting that gender inequality in encouragement might still be a concern for some students. Result show in table 4.3 a majority (57.1%) of students feel that gender plays a role in decision-making at school, while 43.0% disagree or strongly disagree. This indicates that gender may influence certain decisions in the school setting, but not all students perceive this impact. In table 4.3 a majority of students (71.5%) agree that female protagonists are often featured in their literature texts, suggesting that female characters are well represented in the curriculum. However, 28.5% disagree, indicating there may still be room for more female representation in the texts used. Also a significant majority (78.6%) of students feel encouraged to engage in feminist discourse, indicating a supportive environment for discussions on feminism. However, a smaller proportion (21.4%) feels discouraged or excluded from such discourse. From the result majority of students (78.6%) report being more engaged in class discussions when feminist language is used, which suggests that the use of feminist language enhances student participation. However, 21.4% are less engaged, either disagreeing or strongly disagreeing. A

strong majority (85.7%) of students believe that feminist perspectives should be included in the English curriculum, indicating broad support for incorporating feminist viewpoints. Only a small percentage (14.2%) disagrees, suggesting that a feminist approach in literature is generally well-received by students.

#### 4.3.2 TEACHER RESPONSES

**TABLE 4.3 Presents the Frequency Distribution of Teacher Responses Related To Their Awareness, Understanding, and Incorporation of Feminist Language In Their Teaching Practices.**

<b>Questions</b>	<b>SA (%)</b>	<b>A (%)</b>	<b>D (%)</b>	<b>SD (%)</b>
<b>I have an understanding of feminism</b>	15 (50.0%)	10 (33.3%) )	4 (13.3%)	1 (3.4%)

<b>I incorporate feminist themes or literature in my teaching.</b>	10 (33.3%)	15 (50.0%) )	3 (10.0%)	2 (6.7%)
<b>It is important to include feminist language in my teachings</b>	20 (66.7%)	8 (26.7%) )	2 (6.7%)	0 (0.0%)
<b>Feminist discourse has encouraged collaboration among my students</b>	12 (40.0%)	10 (33.3%)	5 (16.7%)	3 (10.0%)
<b>Talking about feminist topics with my students has helped them deal with their real-life problems</b>	15 (50.0%)	10 (33.3%) )	1 (3.4%)	2 (6.7%)
<b>Feminist discourse has influenced my engagement in classroom activities</b>	18 (60.0%)	10 (33.3%) )	15 (21.4%)	1 (3.4%)
<b>Feminist discussions have changed how my students see the world</b>	20 (66.7%)	5 (16.7%) )	3 (10.0%)	2 (6.7%)
<b>Feminist language has impacted my students' understanding of gender issues</b>	18 (60.0%)	10 (33.3%) )	2 (6.7%)	0 (0.0%)
<b>Lack of resources related to feminist discourse has affected my teaching and engagement</b>	15 (50.0%)	10 (33.3%) )	4 (13.3%)	1 (3.4%)
<b>I have received resistance from my institution regarding feminist discourse</b>	12 (40.0%)	10 (33.3%) )	5 (16.7%)	3 (10.0%)

*Source: Fieldwork, 2025*

#### 4.3.3 Influence of Feminism on Teaching Practices

The majority of both students and teachers acknowledged the importance of feminist language in the curriculum. Specifically, 85.7% of students agreed that it is important to include feminist perspectives in their English curriculum, while 66.7% of teachers affirmed the significance of incorporating feminist language in their teaching.

#### **4.3.4 Effects of Feminist Discourse on Student Engagement**

Both groups reported positive effects of feminist discourse on engagement. A significant 78.6% of students indicated they were more engaged in class discussions when feminist language was used, while 60.0% of teachers noted that feminist discourse has influenced their engagement in classroom activities.

#### **4.3.5 Challenges in Integrating Feminist Perspectives**

While the recognition of feminist discourse was prominent, challenges remained. About 50.0% of teachers reported a lack of resources related to feminist discourse affecting their teaching and engagement. Additionally, 40.0% of teachers noted that they faced resistance from their institutions regarding the incorporation of feminist topics into the curriculum, indicating a significant barrier to fully integrating feminist perspectives into teaching practices.

#### **4.3.6 Promoting Gender Equality and Empowerment**

A notable number of students (78.6%) felt that both boys and girls were equally encouraged to pursue their interests in school, suggesting a positive trend towards gender equality in the educational environment. However, teachers' responses revealed a more complex picture, with 40.0% acknowledging that gender roles still affect decision-making within the classroom. This highlights the need for ongoing efforts to challenge traditional gender norms and promote a more equitable educational space.

The findings of this study indicate that there is a growing awareness and appreciation of feminist language and discourse among both students and teachers in senior secondary schools in Egor Local Government Area. While many respondents recognize the importance of incorporating feminist perspectives into teaching practices to enhance student engagement and promote gender equality, challenges such as resistance from institutions and lack of resources persist.

Overall, the results underscore the critical role that the language of feminism plays in shaping educational practices and outcomes. The study highlights the need for continued advocacy for feminist-informed education, as it has the potential to empower students and contribute to a more inclusive and equitable educational environment.

# **CHAPTER FIVE**

## **SUMMARY, CONCLUSION AND RECOMMENDATION**

### **5.1 Summary**

This research focuses on the role of feminist language in the educational context of senior secondary schools in Egor Local Government Area. The study is motivated by the persistent gender disparities in educational outcomes and the need to understand how feminist discourse can reshape teaching practices and student experiences. Through the analysis of responses from students and teachers, the study identifies key themes related to awareness of feminism, the impact on student engagement, integration challenges, and implications for gender equality.

The results indicate a general recognition of the importance of feminist perspectives in education, with a majority of respondents supporting the inclusion of feminist themes in the curriculum. Students reported increased engagement in discussions where feminist language was used, while teachers acknowledged the positive influence of feminist discourse on classroom dynamics. However, challenges such as resistance from educational institutions and insufficient resources were highlighted as significant obstacles to implementing feminist-informed education.

### **5.2 Conclusion**

The study concludes that the language of feminism plays a crucial role in promoting gender equality and enhancing the educational experiences of students in senior secondary schools. The findings suggest that when feminist perspectives are integrated into teaching practices, students are more likely to engage critically with gender issues, fostering an inclusive and empowering learning environment. Despite the positive recognition of feminist language, the challenges identified underscore the need for systemic changes within educational institutions to support feminist pedagogy effectively.

### 5.3 Recommendations

Based on the findings of this study, the following recommendations are proposed:

- 1. Professional Development for Educators:** Educational authorities should organize workshops and training sessions for teachers that focus on feminist pedagogy and inclusive teaching strategies. This will equip educators with the necessary skills to effectively integrate feminist discourse into their teaching practices.
- 2. Resource Allocation:** Schools should develop and provide access to teaching materials that emphasize feminist literature and themes. This could include textbooks, supplementary readings, and multimedia resources that reflect diverse gender perspectives.
- 3. Institutional Support and Policy Reform:** Educational institutions must create and implement policies that support the integration of feminist perspectives into the curriculum. This includes fostering an environment where discussions about gender equality are encouraged and valued.
- 4. Student-Centric Initiatives:** Schools should implement programs that engage students in discussions about gender issues and encourage them to challenge existing stereotypes. This can include seminars, debate clubs, and projects aimed at promoting gender equality within the school community.
- 5. Research and Evaluation:** Continued research into the impact of feminist pedagogy on educational outcomes is essential. Educational stakeholders should evaluate the effectiveness of implemented initiatives regularly to ensure they meet the needs of all students and promote gender equality effectively.

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## APPENDIX

DEPARTMENT OF EDUCATIONAL FOUNDATIONS  
FACULTY OF EDUCATION  
UNIVERSITY OF BENIN  
BENIN CITY

THE LANGUAGE OF FEMINISM AND ITS IMPACT ON THE TEACHING AND  
LEARNING ENGLISH AND LITERATURE IN ENGLISH IN SENIOR SECONDARY  
SCHOOLS IN EGOR LOCAL GOVERNMENT AREA.

### SECTION A (DEMOGRAPHIC INFORMATION) FOR STUDENTS

1. **Age:** 12 – 15  16 – 18  19 – 21
2. **Gender:** Male  Female  Others
3. **Class Level:** SS 1  SS 2  and SS 3

**Instruction:**

Dear Respondents,

This is a study on the Language of Feminism and its Impact on the Teaching and Learning English and Literature in English in Senior Secondary Schools in Egor Local Government Area. The questionnaire is structured to gather information from both students and teachers, focusing on their perceptions and experiences related to feminist language in education. Please answer all questions honestly. For each statement, please tick  the box that corresponds to your level of agreement: Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD). Your responses will be kept confidential and anonymous.

**Name:** \_\_\_\_\_

**Mat No:** \_\_\_\_\_

**Signature:** \_\_\_\_\_

Thank you for your cooperation

**SECTION B: FOR STUDENT**

S/N	AWARENESS AND UNDERSTANDING OF FEMINISM	SA	A	D	SD
1	I am familiar with the concept of feminism				
2	I have encountered feminist themes or literature in my English classes				
	<b>Experiences with feminist language in literature</b>				
3	My teachers use feminist language when discussing literature				
	<b>How can Feminist informed education, promote gender equality and empower student</b>				
4	Both boys and girls are equally encouraged to pursue their interests in my school				
5	Gender affects how decisions are made in my school				
6	Female protagonists are used often in my literature texts				
7	Gender is an issue when selecting English and literature texts used in the classroom				
8	I am encouraged to participate in feminist discourse				
	<b>Learning outcomes and engagement</b>				
9	I am more engaged in class discussions when feminist language is used				
10	It is important to include feminist perspectives in my English curriculum.				

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**THE LANGUAGE OF FEMINISM AND ITS IMPACT ON THE TEACHING AND LEARNING  
ENGLISH AND LITERATURE IN ENGLISH IN SENIOR SECONDARY SCHOOLS IN EGOR  
LOCAL GOVERNMENT AREA.**

**SECTION A (DEMOGRAPHIC INFORMATION) FOR TEACHERS**

1. **Age:** 21 – 30 [ ] 31 – 40 [ ] 41 – 60 [ ]
2. **Gender:** Male [ ] Female [ ]
3. **Subject(s) Taught:** \_\_\_\_\_
4. **Years of Teaching Experience:** 1 – 2yrs [ ] 3-5yrs [ ] 6 – 10yrs [ ] 11yrs and above [ ]

**Instruction:**

Dear Respondents,

This is a study on the Language of Feminism and its Impact on Teaching and Learning English and Literature in English in Senior Secondary Schools in Egor Local Government Area. The questionnaire is structured to gather information from both students and teachers, focusing on their perceptions and experiences related to feminist language in education. Please answer all questions honestly. For each statement, please tick [✓] the box that corresponds to your level of agreement: Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD). Your responses will be kept confidential and anonymous.

**Name:** \_\_\_\_\_

**Mat No:** \_\_\_\_\_

**Signature:** \_\_\_\_\_

Thank you for your cooperation

## SECTION B: FOR TEACHERS

S/N	AWARENESS AND UNDERSTANDING OF FEMINISM	SA	A	D	SD
1	Do you have understanding of feminism				
2	I incorporate feminist themes or literature in my teaching.				
	<b>Teaching practices and feminist language</b>				
3	It is important to include feminist language in my teachings				
	<b>Effect of feminist discourse on student engagement and learning outcome</b>				
4	Feminist discourse has encouraged collaboration amongst your students				
5	Talking about feminist topics with your students has helped them deal with their real-life problems				
6	Feminist discourse has influenced your engagement in classroom activities				
7	Feminist discussions has changed how your students see the world				
8	Feminist language has impacted your students understanding of gender issues				
	<b>Challenges in integrating feminist language into my curriculum</b>				
9	Lack of resources related to feminist discourse has affected your teaching and engagement				
10	I have received resistance from my institution regarding feminist discourse				
	<b>Feminist informed education promote gender equality and empower students</b>				
11	Both boys and girls are equally encouraged to pursue their interests in your educational environment				
12	Gender roles affect how you make decisions in your classroom				
13	Female protagonists are used often in texts				
14	I am encouraged to participate in female discourse in my classroom				
15	Gender is a barrier to the selection of English and literature texts used in the classroom				