



SDI Review Form 1.6

Journal Name:	Journal of Education, Society and Behavioural Science
Manuscript Number:	Ms_JESBS_47565
Title of the Manuscript:	Practices of Gender Responsive Pedagogy in the General Secondary School Science Teaching and Learning: Challenges & Opportunities - A Case of North Wollo Zone, Ethiopia
Type of the Article	

General guideline for Peer Review process:

This journal's peer review policy states that **NO** manuscript should be rejected only on the basis of '**lack of Novelty**', provided the manuscript is scientifically robust and technically sound. To know the complete guideline for Peer Review process, reviewers are requested to visit this link:

(<http://www.sciencedomain.org/page.php?id=sdi-general-editorial-policy#Peer-Review-Guideline>)

PART 1: Review Comments

	Reviewer's comment	Author's comment (if agreed with reviewer, correct the manuscript and highlight that part in the manuscript. It is mandatory that authors should write his/her feedback here)
Compulsory REVISION comments	<p>This report poses an interesting and actual issue. Antecedents presented serves to notice about its importance.</p> <p>However, there are two severe flaws in this work.</p> <p>The first is the organization of the conceptual framework. Although references are useful to understand authors' interest, Diagram 1 is not clear to explain "the inter-relationship among the central issues (teachers' GRP practices) of the study". This diagram is not a conceptual map and doesn't help to the purpose mentioned.</p> <p>The second flaw is methodological, and refers to the use of the t-test, for one side, and for the other to the adscription of causality that is made.</p> <p>T-test can't be used as described in this report, unless some conditions are fulfilled. No mention is made about the verification of any of these conditions</p> <p>In addition, based upon the results of the application of the t-test, author present arguments like the one that follows: "Specifically put, as the finding shows, clustering of schools has helped teachers to treat both boys and girls equally; the trained school principal has enabled teachers to get gender awareness; the trained supervisor of the school has assisted teachers to treat male and female students impartially; and the new education and training policy of Ethiopia has helped teachers to achieve gender equality in their course activities". That is to say, authors affirm that clustering of school and training of principals or supervisors has caused that teachers treats both boys and girls equally and impartially, and that they get gender awareness. This kind of conclusions can't be derived from the results of the t-test.</p>	
Minor REVISION comments	<p>A word about how were analysed data collected using interviews or focus groups would be appreciated, so it would be an explanation about the way that this information was crossed with the one provided by questionnaire.</p> <p>First time that initials are used in the text, they must be explicated.</p>	
Optional/General comments	<p>Reading this work has convinced me that there is a lot of valuable information gathered, which, if processed in an adequate way, could provide elements to decision making on an issue that is of great interest.</p>	

PART 2:

	Reviewer's comment	Author's comment (if agreed with reviewer, correct the manuscript and
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		<i>highlight that part in the manuscript. It is mandatory that authors should write his/her feedback here)</i>
<u>Are there ethical issues in this manuscript?</u>	<i>(If yes, Kindly please write down the ethical issues here in details)</i>	

Reviewer Details:

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