

**EFFECTS OF GENDER STEREOTYPING ON STUDENTS' ACADEMIC
PERFORMANCE IN SECONDARY SCHOOLS: A CASE STUDY OF AKERE
DIVISION, APAC DISTRICT, UGANDA**

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**UGANDA CHRISTIAN
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DECLARATION

I, AKOTH MERKEL PRETA, do hereby certify that this work that I have presented to the UGANDA CHRISTIAN UNIVERSITY is wholly the product of my own efforts and has not been used for the attainment of any other academic qualification elsewhere.

Signed.....

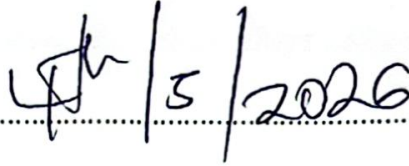
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AKOTH MERKEL PRETA

APPROVAL

This is to certify that this research work titled, "EFFECTS OF GENDER STEREOTYPING ON STUDENTS' ACADEMIC PERFORMANCE IN SECONDARY SCHOOLS: A CASE STUDY OF AKERE DIVISION, APAC DISTRICT, UGANDA" has been carried out by Akoth Merkel Preta. I hereby submit this dissertation to the academic committee of Uganda Christian University.

Signed: 

Date: 

MADAM NAGADIA EDITH

DEDICATION

I dedicate this dissertation to my wonderful parents for their unwavering support in my educational journey, my academic supervisor for overseeing my research, and, finally, to myself for appreciating my education.

ACKNOWLEDGEMENT

I truly appreciate all those who supported me during this research project titled “Effects of Gender Stereotyping on Students’ Academic Performance in Secondary Schools: A Case Study of Akere Division, Apac District, Uganda.”

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LIST OF ABBREVIATIONS

AU: African Union

FAWE: Forum for African Women Educationalists

MoES: Ministry of Education and Sports

PTA: Parent-Teacher Association

SDG: Sustainable Development Goals

UCU: Uganda Christian University

UNEGI: United Nations Girls' Education Initiative

UNESCO: United Nations Educational, Scientific and Cultural Organization

UNICEF: United Nations International Children's Emergency Fund

ABSTRACT

The problem of gender stereotyping has been experienced and remains persistent in education, whereby gender stereotypes tend to impact negatively on students' academic performance in secondary schools in Uganda. In Akere Division in Apac District, there are many instances where due to cultural beliefs of that society, children are subjected to gender stereotyping, for example, boys are pushed towards educational attainment and leadership, while girls are steered towards homemaking.

The current research seeks to establish the impacts of gender stereotyping on students' academic performance in secondary schools in Akere Division, Apac District. Gender Stereotyping Theory and Feminism Theory/Social Constructivism Theory will guide the study because they address issues about the creation of gender stereotyping within societies.

The study utilized a descriptive cross-sectional design in the analysis, which involved a mixed-method approach. Students, teachers, head teachers, and PTA members were used as respondents for data collection using questionnaires and interviews.

From the findings, gender stereotyping persists in secondary schools. Gender stereotyping manifests itself through biased choice of subjects, unequal participation in class discussions, and inadequate chances to lead among females. From the study, gender stereotyping impacts negatively on the academic performance of learners. Gender stereotyping impacts negatively on the academic performance of learners through lack of self-confidence, inadequate participation in learning activities, and subject preferences.

The study makes recommendations such as adopting gender-sensitive teaching approaches, encouraging equal participation in all subjects, improving career guidance, and raising community awareness regarding gender issues in education.

CHAPTER ONE

INTRODUCTION

Gender stereotypes in education continue to be a global issue and have continued to impact students' performance in the educational environment. Gender stereotypes are defined as fixed beliefs held by people about the ability of boys and girls and how this ability may differ based on their gender. Such gender stereotypes can impact the performance of students, especially in terms of confidence, participation in class, choice of subject, and academic performance (UNESCO, 2020). In Uganda, although many initiatives have been initiated by the government and international organizations for gender equality in education, gender stereotypes persist in Ugandan secondary schools and continue to impact students' performance (Ministry of Education and Sports, 2019). In Akere Division in Apac district, the academic ability of students is influenced by gender stereotypes with regards to subject performance, specifically in mathematics, sciences, and language. The study will thus investigate the effect of gender stereotypes on students' academic performance in Akere division.

1.1 Background of the Study

1.1.1 Historical Perspective

In the past, there were education systems across the world which supported gender stereotypes, which impacted the performance of students. During the early and mid-twentieth century, boys were typically steered towards academic subjects and leadership roles while girls were pushed towards subjects considered easier academically (Unterhalter, 2007). These were factors which contributed to persistent differences in academic achievements based on gender.

These disparities have been addressed with greater success around the world because of international policies like the adoption of the Sustainable Development Goals (goal 4 for quality education and goal 5 for gender equality) in 2015 by the United Nations (United Nations, 2015). Nevertheless, evidence suggests that while access to education has improved, gender stereotyping continues to impact students academically within classroom settings (OECD, 2022).

In Africa, several studies have revealed that gender stereotyping among secondary school learners is responsible for determining subject preferences, classroom participation, and examination results (FAWE, 2018). In Uganda, the Government has initiated policies like the Gender in Education Policy of 2016 in an attempt to enhance equal learning opportunities. However, there still exist performance disparities related to gender stereotyping, especially within the rural district of Apac (MoES, 2019).

1.1.2 Theoretical Perspective

The Feminist Theory and Social Constructivism theories help to understand the impact of gender stereotyping on students' academic performance. The feminist theory focuses on the power dynamics and the unfair treatment of particular groups of learners in learning institutions based on biased expectations, causing a disparity in academic performances among learners in such schools (Connell, 2009). For the secondary level, the feminist theory helps one understand how certain actions performed by teachers may discriminate against one group, affecting their performance. The feminist theory, therefore, stresses the need to create equal opportunities for everyone to perform well in academics irrespective of their gender (UNESCO, 2020).

Social constructivism is concerned with the way individuals perceive their academic performance based on the interactions with others in school. The stereotypes regarding performance of a certain

gender may be developed during classroom interactions, and the development of such stereotypes may have detrimental impacts on academic achievements because when one believes in negative statements about his/her ability, he/she tends to underperform (Steele, 2010).

1.1.3 Conceptual Perspective

In this study, the concepts of gender stereotyping and academic performance are examined. Gender stereotyping is defined as a set of generalized perceptions regarding the academic ability and behaviour of boys and girls. For instance, in secondary school, gender stereotyping can take the form of assumptions concerning the academic performance of boys and girls, their participation in class, and their willingness to take up leadership positions (FAWE, 2018). Academic performance involves the achievement of students in terms of their examination scores, assignments, test results, and participation in class.

1.1.4 Contextual Perspective

The research is carried out in Akere Division, Apac District, targeting selected secondary schools. This context is important since the learning environment in this region includes gender norms that shape students' involvement in academic activities. In secondary schools in Akere Division, gender stereotypes can impact the students' engagement in subjects, their interaction with teachers, and their evaluation. All these aspects make it possible to understand the differences in the academic performance of boys and girls (MoES, 2019).

1.2 Problem Statement

Gender stereotyping is still one of the factors contributing to unequal academic performance among secondary schools' students despite national and international initiatives promoting gender equality in educational institutions. Literature shows that gender stereotypes shape students' self-confidence, classroom participation, and academic performance (UNESCO, 2020). Gender stereotyping persists among secondary school students in Akere Division, Apac District, impacting their academic engagement and performance. Interventions initiated in Uganda have been geared towards ensuring high enrollment and retention levels but with little emphasis placed on addressing the implications of gender stereotyping within learning institutions on academic performance (OECD, 2022). The purpose of this research project is thus to investigate the impact of gender stereotyping on the academic performance of students in secondary schools in Akere Division, Apac District.

1.3 Purpose of the Research

The aim of this research is to analyze how gender stereotyping influences the academic performance of the students in secondary schools in Akere Division, Apac District, and to determine possible methods through which gender stereotyping could be minimized within the learning environment.

1.4 Objectives of study

- i. To identify the various types of gender stereotypes faced by students enrolled in secondary schools located in Akere Division, Apac District.
- ii. To analyse the various impacts of these types of gender stereotypes on the academic performances of students studying in secondary schools located in Akere Division, Apac District.

iii. To identify approaches that can be employed to alleviate gender stereotyping and enhance the academic performances of students in secondary schools located in Akere Division, Apac District.

1.5 Research Questions

- 1) What forms of gender stereotyping exist among students, teachers, and parents in secondary schools in Akere Division, Apac District?
- 2) How do gender stereotypes affect students' academic performance and leadership roles in secondary schools in Akere Division, Apac District?
- 3) What strategies can be used to reduce gender stereotyping and improve students' academic performance in secondary schools in Akere Division, Apac District?

1.6 Content Scope

The research will be centered around investigating the issue of gender stereotyping, as well as its impact on the academic achievements of secondary school students. It will include different aspects of gender stereotyping, including the perceived suitability of various subjects to male or female learners, the level of participation in class, the attitude of teachers, and social expectations.

Geographical Scope

This research will be carried out in the Akers Division of the Apac district of Northern Uganda. The study will focus on the selection of secondary schools within the Akers Division where the secondary schools are APAC secondary school and Maruzi secondary school.

Time Scope

The research will specifically target the academic year of 2023, where the experiences of students in terms of their learning processes and the effects of stereotyping based on gender will be considered. This ensures that the data collected is current and relevant. The duration for data collection will run for three months, beginning March 2023 and ending May 2023. This allows adequate time for interaction and collection of accurate information relating to the students' experiences and outcomes. The duration for data collection will run for three months, beginning March 2023 and ending May 2023.

1.7 Justification of the Research

The justification for this study rests on the necessity of finding solutions to the problem of gender stereotypes in education prevalent in Akere and Apac district that reflect similar problems in Uganda. The presence of gender stereotypes in education creates systemic inequality since the education system discriminates against girls' educational needs while imposing traditional expectations from boys. The socio-cultural context of the region remains characterized by patriarchal attitudes that discourage girls from engaging in educational endeavors and aspiring to become leaders. Such stereotypical views hinder both personal development and social objectives of achieving gender equity and quality education. Indeed, research shows that in Uganda, girls' dropout rates in schools occur because of social constraints associated with their traditional gender role (Right for Education Act, 2022; Brookings Institution Report, 2022).

The rationale behind the research becomes even more relevant with the increasing focus around the world on gender-responsive education as a means of reaching SDG-4 (quality education) and SDG-5 (gender equality). Despite the significant progress made within the international

community through the initiatives such as those by UNESCO, the implementation of the ideas in question may encounter opposition as a result of traditional local attitudes (UNESCO, 2024). Thus, the exploration of the interplay between international gender norms and local practices in Akere and Apac districts may reveal ways of tailoring these initiatives to local culture. Besides, eliminating stereotypical gender roles in education is essential to creating equal opportunities for learning and peacebuilding, as shown by the experience of the Learning for Peace program of UNICEF (UNICEF, 2020).

1.8 Significance of the Study

To Policymakers

The results of this research shed light on the systemic issues created by gender stereotyping in education in the Akere and Apac districts. It will assist policy makers in formulating culturally appropriate policies in order to deal with gender stereotypes and ensure gender equality in education. For instance, the outcomes of this study will help in implementing Uganda's Gender in Education Policy and National Strategy for Girls' Education by identifying the shortcomings in the implementation of gender-sensitive pedagogies and suggesting ways of overcoming these shortcomings.

To Stakeholders and Government

This research is important for stakeholders, who include schools, NGOs, and community leaders, as they will learn from the research how to implement strategies that fight against gender stereotyping in schools. The research is also important for the government because it will give it ways to improve its initiatives such as those by UNESCO for gender transformative education initiatives. Teacher training and curriculum change are also important for creating an enabling

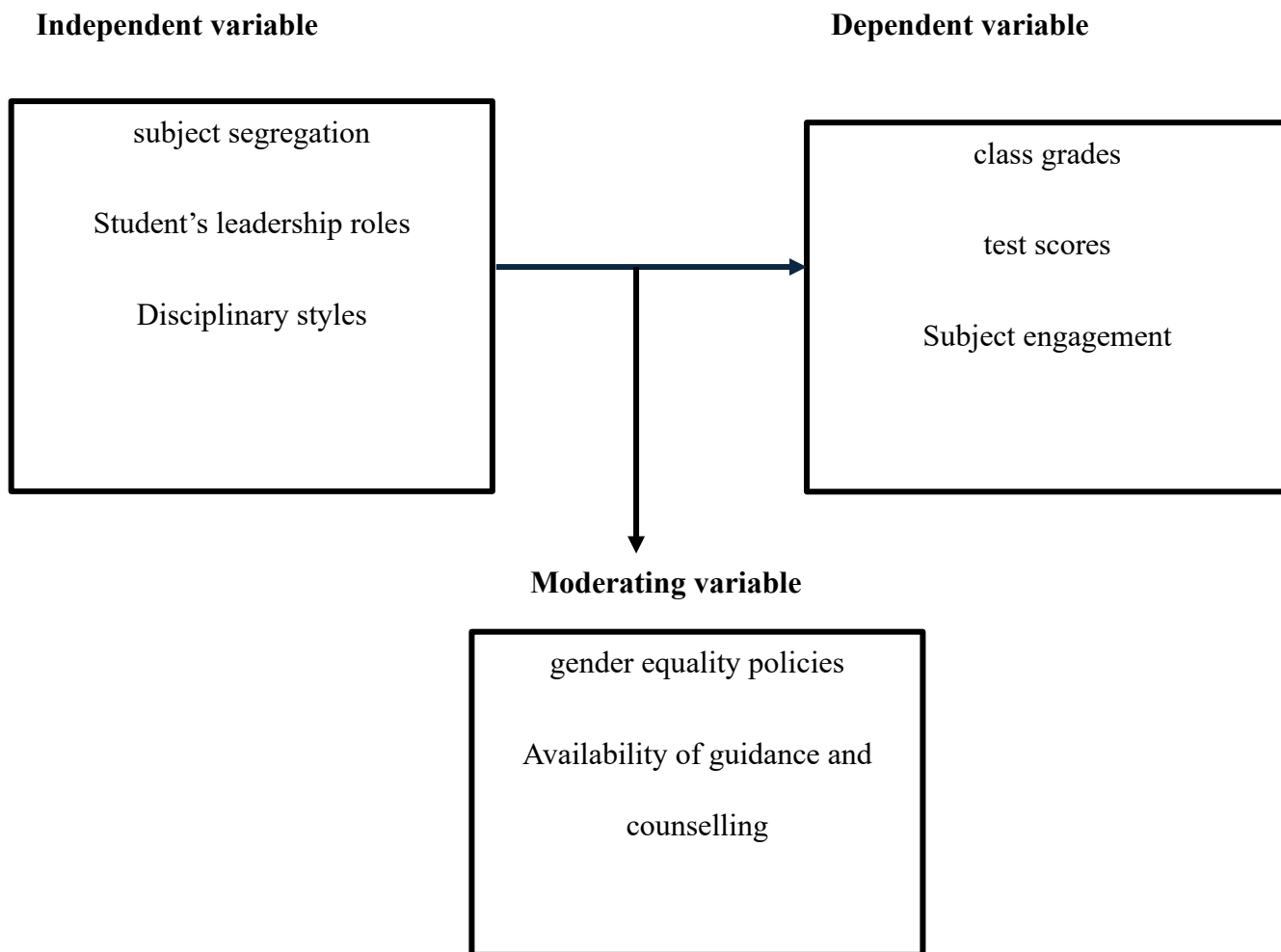
environment for learning. By implementing these measures, stakeholders will be able to ensure fewer girls drop out of school or join STEM careers.

To the community

In respect of the Akere and Apac district communities, this study has shed light on the persistence of educational disparities owing to deep-rooted cultural values. It is recommended that community members reconsider some of their practices that restrict the education of girls. The study endeavors to bring about a change in the cultural perspective towards gender through culturally responsive actions in order to have an egalitarian society where boys and girls both excel (Right for Education Act, 2022).

1.9 Conceptual framework

Beliefs in this case can be explained as the widely accepted perceptions that exist regarding the abilities and roles that are attributed to either male or female students within the education system. This will affect the perception that learners have of themselves, as well as the way that they are perceived by other learners and even teachers in class. In the case where there is an existence of bias against one gender group more than another, this could affect expectations regarding ability and even the performance in the class.



Source: FAWE (2018) modified by the researcher

A conceptual framework for the study was developed based on current literature on gender stereotyping and education. This literature points out that gender stereotyping affects the involvement of learners, their self-confidence, leadership, and interest in subjects studied. However, this framework has been tailored to suit the context of secondary schools in Akere Division of Apac District by making it local.

Explanation of the relationship between variables

Conceptual framework shows the connection between gender stereotyping (the independent variable) and academic performance of the students (dependent variable).

Subject segregation, the leadership of the students, and the type of discipline in schools are some of the independent variables of the study. Subject segregation happens when certain subjects are considered appropriate for one gender while not for the other. This makes students less interested in participating and taking subjects. The leadership ability of the students might also be affected by the stereotyping of gender whereby one gender is favoured over the other.

These variables have an effect on the dependent variables, including class grades, test scores, and subject interest.

The relationship between the independent variable and dependent variable is moderated by several variables, which include gender equality policies and the existence of guidance and counselling services in the educational institution. Gender equality policies and guidance and counselling can minimize the adverse effect of gender stereotyping because such policies and services ensure equal opportunities for both genders and counsel students on academic issues.

In conclusion, the model shows that gender stereotyping can have an effect on academic performance, while gender equality policies and guidance and counselling can minimize the negative effect.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter provides a review of the literature on gender stereotyping and the impacts of this phenomenon on the academic achievement of students in secondary schools. The concepts related to gender stereotyping and academic achievement are explained in this chapter, as well as the theoretical approaches related to the two concepts, types of gender stereotyping in secondary schools, impacts of gender stereotyping on students' academic achievement, and methods for addressing the issue of gender stereotyping in schools.

2.1 Conceptual review

Gender stereotyping

Gender stereotyping is a notion whereby generalized opinions or assumptions are held about the attributes, skills, and roles of men and women in society. Within the education sector, gender stereotypes may have an impact on how boys and girls are expected to behave, participate, and achieve in academics. Gender stereotypes can be described as socially constructed beliefs as per UNESCO (2023).

In most cases within the classroom environment, it is generally believed that boys have the potential to excel in mathematics and sciences, while girls are considered to do well in language and arts. Such notions will impact the students' level of confidence, motivation, and engagement during learning processes.

Academic performance

Academic performance indicates the degree of success exhibited by students in their academic undertakings. It is normally assessed using examinations, testing, coursework, class participation, and overall academic advancement (OECD, 2022). Academic performance is a measure of students' ability to comprehend, utilize, and illustrate their knowledge in various subjects.

Various factors contribute to academic performance, among which include teaching techniques, learning materials, family support, and psychological issues, such as self-confidence and motivation. Gender norms can have an impact on these factors through affecting students' perceptions about their abilities and involvement in academic processes.

2.2 Theoretical Review

Feminist Theory

Feminist theory sheds light on why gender inequality exists in educational systems. In essence, the theory asserts that societies have structures that promote some genders over others, thereby creating disparities in terms of opportunities, experiences, expectations, and treatments of individuals in institutions like schools. As per Connell (2009), gender inequalities are furthered by institutions that stereotype and therefore discriminate against particular genders in society. The feminist theory underscores the fact that education is political since it mirrors other hierarchical relationships within society, thereby promoting particular genders at the expense of others.

As pointed out by Beauvoir (1949), historical feminists identified gender as socially constructed. For instance, women were placed in subordinate positions throughout their lifecycles. In relation to education, girls have been discriminated against in the classrooms where they are limited in terms of the subject areas they should study and leadership opportunities. For example, Sadker &

Sadker (1994) established that girls received fewer assignments and attention in class and that teachers favored boys, especially in science and leadership opportunities.

In today's world, the feminist theory has been extended to explain how policies in institutions, teachers' expectations, peer pressure, and curricula designs result in continuing gender inequality. For instance, at the secondary school level, teachers may subconsciously motivate male students to undertake STEM courses while encouraging female learners to opt for arts and language programs based on traditional societal beliefs of suitable gender roles. Such practices affect students' interest in studies, choice of subjects, self-confidence, and career intentions.

Additionally, feminist theories recognize the impact of parents and the wider community. According to FAWE (2018) and UNESCO (2020), parents and communities may either strengthen or undermine gender stereotypes in schools. In conservative communities, girls may get minimal encouragement in assuming leadership roles and pursuing higher education. On the other hand, boys may get motivated to assume dominant roles in classroom and co-curricular activities. Likewise, the OECD (2022) illustrates how the media, societal expectations, and peer influence impact students' gender expectations in classrooms.

Moreover, feminist theory can be used to analyze strategies for dealing with gender inequality. The theory focuses on the importance of implementing teaching approaches that are sensitive to gender issues, incorporating curriculums, mentoring schemes, and policies that work towards dispelling stereotypes. Using this theory, the study attempts to explore the role of gender stereotyping within secondary schools of Akere Division in Apac District and the effect of these stereotypes on the involvement of students in class activities.

Theory of Social Constructivism

The theory of social constructivism offers a valuable framework for analyzing the development of knowledge, beliefs, and behaviors as a result of social interaction and experience. In his seminal work, Vygotsky (1978) asserts that learning is a process of mediation between individuals and the social world, facilitated by interactions with more capable persons such as teachers, peers, and parents. In other words, learners' knowledge about reality is constructed socially, not biologically.

Applying the theory of social constructivism to gender stereotyping, it becomes evident that learners acquire societal beliefs and attitudes regarding the acceptable behavior within gender groups. For instance, beginning at adolescence, learners become exposed to the behavior of teachers who subconsciously demonstrate bias towards boys in scientific and leadership-related pursuits and encourage girls to excel in literature and arts disciplines. Moreover, peer interaction plays a crucial role in reinforcing these attitudes through teasing and ridicule or social approval. Parents might further contribute to reinforcing or discouraging specific behaviors within the framework of gender roles (Steele, 2010; Bandura, 2001).

It is evident from research that the internalization of gender stereotypes has been found to have a significant effect on the levels of confidence, motivation, and engagement of learners. According to Steele (1997, 2010), learners who are subjected to the effects of stereotype beliefs, such as “stereotypes suggesting that girls do not do well at math or that boys do not excel in reading,” will find themselves experiencing stereotype threats, causing a lack of participation, low achievement, and engagement in leadership roles. Within the schooling context, this implies that students will subconsciously restrict themselves from engaging in subject matter, difficult tasks, and even taking up leadership roles, thus further entrenching the inequalities experienced within society.

Social constructivism theory suggests that the environment plays an integral part in determining beliefs. In this case, the teachers, policies within the school system, curriculum, and extracurricular activities serve as socializers. They not only explicitly inform students but also indirectly mold beliefs within learners through the processes of educational intervention.

Furthermore, social constructivism argues that learning processes should be seen as dynamic and contextual. Stereotypes about gender roles among students differ according to cultural beliefs, peer pressure, and family influence. As confirmed by UNESCO (2020) and FAWE (2018), the way a student perceives his/her own behavior as acceptable or unacceptable depends on social interaction. Thus, the educational institution becomes a place where such stereotypes may either be developed or neutralized.

2.3 Forms of gender stereotypes in secondary schools

Stereotypes related to gender in secondary education manifest in various ways, affecting students' educational experiences, involvement, and academic achievement. Gender stereotypes are often perpetuated through interactions within classrooms, cultural norms, and societal attitudes.

2.3.1 Subject stereotyping

Subject stereotyping is where subjects taught at school are believed to suit specific genders. Subjects that include science, mathematics, and technology have been stereotyped to fit male learners, while art and language studies have been stereotyped to fit female learners (FAWE, 2018).

2.3.2 Classroom participation stereotypes

Gender stereotyping could have an effect on the participation of students in class activities. It is believed that boys should freely share their views during class discussions. On the other hand, girls are supposed to stay silent and not speak up.

2.3.3 Leadership role stereotypes

Gender stereotyping can also apply to situations where there may be opportunities for leadership within the school setting. This means that boys would be viewed as better leaders than girls; thus, they would be chosen to lead positions such as being prefects or school captains.

2.3.4 Behavioural and disciplinary stereotypes

Gender stereotypes affect teacher expectations for student conduct. Boys are supposed to be more active, while girls are expected to be passive. Expectations of student conduct and participation can be influenced by teacher expectations of gender stereotypes.

2.3.5 Academic ability stereotypes

A further popular stereotype relates to the belief that there are inherent differences in intellectual ability among boys and girls in the classroom. An example of this would be that boys are believed to have an inherent aptitude for mathematics and sciences whereas girls have more abilities in languages and arts subjects.

2.3.6 Career and future role stereotypes

Gender stereotypes can also affect students' expectations regarding their future careers. Male students are expected to join professions in fields such as engineering, science, and technology, whereas females can be expected to join professions in teaching, nursing, and social work.

2.3.7 Teacher expectation stereotypes

Teachers could unconsciously promote gender stereotyping by having different standards for males and females. For instance, teachers could have higher expectations that boys assume leadership positions in science experiments compared to girls, who are expected to excel in language-based activities.

2.4 Effects of gender stereotypes on students' academic performance

Stereotypes regarding gender can harm the academic success of students in various ways.

Decreased Academic Self-Esteem Students affected by gender stereotypes might experience low self-confidence in some academic subjects. For instance, girls will lack confidence in science subjects if they think that such subjects are more suited for boys.

Less Class Engagement Students with negative feelings about gender stereotypes might participate less in class-related activities. Their academic engagement will decrease, thereby denying them an opportunity to sharpen their thinking and communication skills.

Constrained Choice of Subjects Gender stereotypes can lead students to choose particular subjects while avoiding others. For example, girls will not choose science subjects because they consider them as unsuitable for their gender.

Lack of Participation in Leadership Activities Students with negative perceptions regarding gender stereotypes will shy away from joining leadership-related groups in schools. They will miss out on developing their leadership and communication skills.

Poor Academic Performance Students experiencing decreased self-confidence, participation in class, and choice of subjects because of gender stereotypes might perform poorly academically.

2.5 Strategies for reducing gender stereotyping in secondary schools

Gender-Sensitive Teaching Techniques Instructors ought to use pedagogic approaches that foster equal involvement of both boys and girls in learning and discussion processes.

Encouraging Equal Participation in All Subjects Schools ought to promote involvement of both male and female learners in all disciplines.

Guidance and Counselling Programmes Guidance and counselling programmes will assist in eliminating gender stereotypes amongst students as well as developing their self-confidence.

Leadership Opportunities Should Be Equal It is important for schools to create equal chances for boys and girls to become leaders.

Community Sensitization Programmes Community sensitization programmes will enlighten parents and other community members regarding the harmful influence of gender stereotypes on learners' education.

2.6 Summary of literature and research gap

According to the reviewed literature, gender stereotyping affects the performance of the learners academically by limiting their confidence levels, participation, and choice of subjects. Although

many researchers have studied the impact of gender stereotyping in the education sector, most of them have done so within either a general or urban environment.

The present study has found a few cases whereby the impact of gender stereotyping among secondary school learners in Akere Division of Apac District was considered. This makes this study important in addressing the gap.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter describes the research methods and procedures that will be employed in conducting the study to investigate the impact of gender stereotyping on the academic performance of students in secondary schools within Akere Division, Apac District. In this chapter, the research methodology, study setting, study population, sample size and sampling procedures, data collection procedure, research instruments, data analysis techniques, ethics of the research and the limitations of the study will be discussed.

3.1 Research design

Descriptive cross-sectional design shall be used in conducting the study. The chosen design will be most appropriate in that it will allow the researcher to obtain information from respondents at once and explain the interaction between gender stereotyping and academic performance. According to Creswell (2018), a descriptive design will help to investigate existing phenomenon by simply explaining the situation rather than making manipulations. The researcher will thus manage to obtain views from students and teachers on the influence of gender stereotyping on academic performance in secondary schools in Akere Division. Quantitative approach. It will involve obtaining information from many respondents at once.

3.2 Study area

The research will be undertaken in Akere Division, Apac District, which lies in northern Uganda. The location was chosen since there are numerous secondary schools in the area, and there are

clear gender gaps in academic involvement and achievement in the area. The Akere Division is largely rural in nature, and social-economic problems like poverty and lack of learning materials hinder the students' learning process.

3.3 Study population

The target population includes two respondents from Maruzi Seed Secondary School and Apac Secondary School, which are located in Akere Division, Apac District. These schools have been chosen for the study since they are government-aided secondary schools. The target population will include respondents from the A-Level classes in Maruzi Seed Secondary School and Apac Secondary School in Akere Division, Apac District.

- Maruzi Seed Secondary School: approximately 100 students in A-Level classes (Senior Five and Six).
- Apac Secondary School: approximately 90 students in A-Level classes (Senior Five and Six).

Further, teachers teaching A-Level classes, head teachers, and parents of A-Level students are also included in the sample. The target population can be described as follows:

- A-Level Students: 190
- Teachers: 33
- Head Teachers: 2
- PTA Members: 30

Total population: 545 respondents

Category Of Respondents	Study Popul ation	Sample Size	Sampling Techniques	Method Of Data Collection
A level at Maruzi and Apac secondary school	190	50	Simple random sampling	Questionnaire
Teachers (teaching S4–S6)	33	10	Purposive sampling	questionnaire
Head teachers	2	2	Purposive sampling	Questionnaire
PTA members	30	10	Simple random sampling	interview guide
Total	225	82	-	-

3.4 Sampling Techniques and Sample Size Determination

3.5 Sample Size and Sampling Techniques

For the study, the sample size was obtained through the use of Maryam's simple sample size determination formula as:

Where:

- Total population (N) = 190, consisting of 33 teachers, 2 head teachers and PTA members 30
- Total sample size (n) = 82

Students and Parents/Guardians: Simple random sampling

Teachers and Head Teachers: Purposive sampling because they are well-informed on the subject of gender stereotyping and performance.

3.6 Data collection methods

Both primary and secondary data sources are used for this study. Primary data is to be collected using questionnaire and interview methods. Questionnaire method is used in order to collect data from students regarding their experiences with gender stereotyping and its effect on their academics. Interview method is used for collecting in-depth data from teachers and school authorities regarding the practices carried out in classrooms and their outcomes. Secondary data is to be collected from books, journals, policies, and past studies.

Research instruments

The primary data collection tools will be questionnaires and interview schedules. The questionnaire comprised of both closed and open-ended questions to allow participants to air their opinions freely. The interview schedule was used to maintain uniformity when interviewing while still leaving room for prodding. The instruments were formulated using simple language to facilitate comprehension.

3.6.1 Documentary review

The documentary review approach will be employed to aid in collecting and supplementing primary data from interviews and focus group discussion. The documents analysed include:

- Student enrollment and performance records for schools
- Textbooks and curriculum to analyse the presence of gender biases and stereotypes
- Teacher guides and handbooks concerning the gender issues in pedagogy

3.7 Data collection tools

3.9The study will employ two main tools to collect data on gender stereotyping and its effects on students' academic performance in Akere Division, Apac District:

1. Interview guide:

The interviews shall be guided by a semi-structured interview guide. The guide will comprise several sections on the background of the respondents, gender perceptions in education, gender stereotypes experiences, the impact of gender stereotypes on the academic performance of learners, and opinions about the difficulties associated with promoting gender equality in education. Additionally, the guide will explore the views of the respondents regarding measures that can be adopted to mitigate gender stereotypes and improve students' academic performance.

2. Questionnaires:

Data will be collected through structured questionnaires from teachers and head teachers from Maruzi Seed Secondary School and Apac Secondary School within Akere Division in Apac District. The structured questionnaires have open-ended and closed-ended questions aimed at obtaining data on the nature of gender stereotyping in schools, its impact on the roles of students as leaders and its impact on the performance of students. The structured questionnaire will further include some questions that will enable the respondent to provide solutions on how to reduce gender stereotyping and promote gender equality in education.

3.8 Data presentation and analysis

Data will be collected through interviewing techniques; questionnaires will be coded and analysed in relation to the research objectives. SPSS will be used to analyze data in chapter 4.

Qualitative data will be analyzed using the method of content analysis in order to find patterns and differences between the views of the respondents regarding stereotyping with regard to gender and how it affects students' performance at school.

3.9 Data quality control

Validity:

The research supervisor shall assess the questionnaire to find out whether it is appropriate and sufficiently clear to measure the variables being studied. There will be a pre-test conducted in an area that resembles the study location but which is not part of the study site.

Reliability:

The data will be collected by following a uniform procedure and employing standardized methods for all respondents. The internal reliability of responses, wherever possible, will be determined by using Cronbach's alpha (Golafshani, 2003; Creswell & Poth, 2018).

Ethical considerations

Strict adherence to ethical guidelines will prevail during the conduct of the study to ensure safety of the subjects as well as integrity of research. The following precautions have been adopted:

Informed Consent: Each participant is thoroughly briefed on the purpose and process of the study.

Informed written or oral consent was obtained prior to participation to make sure that participation was voluntary. **Confidentiality and Anonymity:** To safeguard identity, no individual's name will be recorded in any instrument used for data gathering. Information obtained will be treated with strict confidentiality.

Right to Withdrawal: Participants have been informed that they may withdraw from the study without facing any form of retaliation.

3.10 Limitations of the study

Cultural Sensitivity: The exploration of gender stereotyping within the Akere Division entailed handling delicate matters that were linked to cultural traditions. Some of the participants were unwilling to address sensitive topics due to fears of social condemnation.

Researcher Positionality: The researcher's gender, education, and personal outlooks may have been factors influencing their interactions with the research subjects and analysis of information, even as they tried to be objective and reflexive.

Limitations of Time: The cross-sectional study design of the investigation was unable to examine the impact of gender stereotyping on academic achievement over time.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF RESULTS

4.0 Introduction

This chapter highlights the findings from the analysis conducted in relation to the stated objectives of the study. In presenting the findings, tables have been used to aid in understanding and interpretation.

4.1 Response rate

A total of 82 questionnaires were distributed and 80 of them were filled and returned. The response rate for the questionnaires is shown in the table 1 below;

Table 1: Response rate for questionnaires

Response Rate	Sample Size	
	Frequency	Percentage (%)
Questionnaires filled	80	97.6%
Questionnaires not filled	2	2.4%
Total number of questionnaires issued out	82	100.0%

Source: *Primary data*

From the response rate in Table 1, out of the 82 (100.0%) questionnaires distributed to the students in A-Level classes from Maruzi Seed Secondary School and Apac Secondary School in Akere Division, Apac District, there was a response rate of 80 questionnaires which are all complete giving a response rate of 97.6%, while only 2 (2.4%) did not give any response. The very high response rate of 97.6% makes the information collected very dependable and credible.

4.2 Findings on demographic characteristics of respondents

In this section, there is information regarding the respondent's general background such as their gender, age, classes and time duration spent in that particular school by them, and that the respondents are from the A-level classes of Maruzi Seed Secondary School and Apac Secondary School of Akere Division, Apac District as reflected in the table below;

Table 2: Background Information about the respondents

Item	Description	Frequency	Percentage (%)
Gender	Male	46	57.5
	Female	34	42.5
	Total	80	100.0
Age bracket	15-17 years	30	37.5
	18-20 years	38	47.5
	Above 20 years	12	15.0
	Total	80	100.0
Class	Senior Five	36	45.0
	Senior Six	44	55.0
	Total	80	100.0
School	Maruzi Seed Secondary School	40	50.0
	Apac Secondary School	40	50.0
	Total	80	100.0
Period spent studying at the respective school	Less than 1 year	28	35.0
	1-2 years	36	45.0
	More than 2 years	16	20.0
	Total	80	100.0

Source: *Primary data*

From the findings, it can be observed that 57.5% of the participants were males, whereas 42.5% were females. Therefore, it can be inferred that there was a higher number of male students among

the respondents of the research, with females comprising a slightly lower percentage of the participants. Such an imbalance means that the impact of the male respondents will be slightly greater during the analysis of the data, considering the fact that stereotyping of gender roles will differ between males and females.

In addition, the analysis shows that 47.5% of the participants had an age range between 18 to 20 years, whereas 37.5% were in the age group of 15 to 17 years, and 15.0% were above the age of 20. It can be deduced from this observation that a majority of the respondents belonged to the typical age of A-Level students of 18 to 20 years.

Furthermore, according to the results of the study, 55.0% of the respondents were in Senior Six, whereas 45.0% of them were in Senior Five. The implication is that most of the respondents were finalists (Senior Six) with relatively fewer respondents in Senior Five, as expected from the study. The implication is that most of the respondents have had more time in the school, thus, making it easier for them to be aware of the effects of stereotyping on academic achievement.

Moreover, as shown by the results, 50.0% of the respondents attended Maruzi Seed Secondary School, whereas 50.0% of them went to Apac Secondary School. Therefore, this is an indication that equal numbers of respondents were from both secondary schools. This makes the results reliable since the findings may not be affected by factors specific to one of the schools.

Lastly, from the analysis of the research results, it is evident that 45.0% of the respondents had stayed in their respective secondary schools for a duration of 1–2 years. The second highest percentage, that is, 35.0%, stated that they had stayed in their respective secondary schools for a period of less than 1 year. On the other hand, only 20.0% stated that they had been in their

respective secondary schools for over 2 years. The implication of this is that the majority of the respondents had relatively enough time in their respective schools.

4.3 Forms of gender stereotyping experienced by students in secondary schools

Table 2 shows how the respondents reacted to the various ways in which gender stereotypes manifest among students at secondary level within Akere division, Apac district, through a Likert Scale of SA (Strongly Agree), A (Agree), N (Neutral), D (Disagree) and SD (Strongly Disagree).

Table 3: Establishing the forms of gender stereotyping experienced by students in secondary schools

Statements	Extent of agreement & disagreement					Mean	Std. Dev.
	SA	A	N	D	SD		
	Freq. (%)	Freq. (%)	Freq. (%)	Freq. (%)	Freq. (%)		
Boys are believed to perform better in science subjects	42 52.5%	24 30.0%	00	10 12.5%	4 5.0%	4.19	0.640
Girls are expected to perform better in arts subjects	23 28.8%	35 43.7%	6 7.5%	11 13.7%	5 6.3%	3.78	1.017
Parents influence subject choices based on gender	19 23.7%	38 47.5%	7 8.8%	15 18.7%	1 1.3%	3.99	0.871
Boys are encouraged more to participate in class discussions	21 26.3%	34 42.5%	5 6.3%	20 25.0%	00	4.11	0.892
The boys are believed to be leaders than the girls	23 28.8%	35 43.7%	10 12.5%	12 15.0%	00	4.00	0.847
Students' behaviour is judged differently based on gender	24 30.0%	40 50.0%	00	16 20.0%	00	3.97	1.109
Career choices are influenced by gender expectations	22 27.5%	54 67.5%	2 2.5%	2 2.5%	00	4.47	0.660

Source: *Primary data*

From Table 2 above, it is possible to analyze the different types of gender stereotyping that the students in secondary schools in Akere Division, Apac District are subjected to through means and standard deviations obtained from the use of a Likert scale. In terms of the Likert scale, the values used were as follows: Strongly Disagree (1), Disagree (2), Neutral (3), Agree (4) and Strongly Agree (5). This means that for the Likert scale with respect to the mean, the following applies:

- Strongly Disagree (1) and Disagree (2) = Mean score of 1.0 to 2.5
- Neutral (3) = Mean score of 2.6 to 3.5
- Agree (4) and Strongly Agree (5) = Mean score of 3.6 to 5.0
- Standard Deviation >1.5 implies a significant difference with respect to the different types of gender stereotyping that the students are subjected to in secondary schools in Akere Division, Apac District.

Based on the findings, it was seen that, on average, most of the respondents believed that boys are regarded as better in science subjects (Mean = 4.19; Std. Dev. = 0.640).

Based on the findings of this study, it was seen that, on average, most of the respondents believed that girls are supposed to do well in arts subjects (Mean = 3.78; Std. Dev. = 1.017). This shows that there are some gender norms about subject performance, where girls are stereotypically perceived to do well in arts subjects, which may prevent them from pursuing science subjects.

Moreover, the findings of this study showed that, on average, most of the respondents agreed that parents play an important role in the selection of subjects based on the gender of the children (Mean = 3.99; Std. Dev. = 0.871).

Furthermore, the results of the study indicate that on average, most of the respondents agreed that boys are encouraged to participate in class discussions represented by (Mean = 4.11; Std. Dev. = 0.892). This means that there is room for gender discrimination at school, where boys have more chances to speak out and gain confidence and high academic performance.

Moreover, the study results show that on average, most of the respondents agreed that boys are regarded as superior leaders compared to girls represented by (Mean = 4.00; Std. Dev. = 0.847). This shows that there are gender stereotypes regarding leadership, where boys are perceived as competent leaders. This will negatively affect girls because they will be less likely to take on leadership positions at school.

Lastly, the study discovered that on average, most of the respondents agreed that the behavior of the students is viewed differently depending on their gender represented by (Mean = 3.97; Std. Dev. = 1.109).

Finally, it was observed that the mean showed that a great many respondents believed that career decisions were made based on gender roles portrayed by (Mean = 4.47; Std. Dev. = 0.660). The high mean score indicates a perception that gender stereotypes greatly influence the career goals of students, thereby reducing their chances for success.

In conclusion, the above findings indicated that the experience of gender stereotyping was prevalent among the students of secondary schools in Akere Division, Apac District. Based on the consistently high mean scores (above 3.5), which showed the respondent's agreement to a great extent, it can be concluded that there is gender stereotyping of subjects, parental influence, gender differences in classroom participation, perceptions of leadership, behaviour, and careers.

4.4 Effects of forms of gender stereotypes on students' academic performance in secondary schools

The results in Table 3 illustrate respondents' reactions on various impacts of gender stereotype forms on the academic performance of students in secondary schools in Akere Division, Apac District utilizing a Likert scale which includes SA (Strongly Agree), A (Agree), N (Neutral), D (Disagree) and SD (Strongly Disagree).

Table 4: Examining the effects of forms of gender stereotypes on students academic performance in secondary schools

Statements	Extent of agreement & disagreement					Mean	Std. Dev.
	SA	A	N	D	SD		
	Freq. (%)	Freq. (%)	Freq. (%)	Freq. (%)	Freq. (%)		
Gender stereotypes reduce students' academic confidence	20 25.0%	58 72.5%	00	2 2.5%	00	4.45	0.047
Limited participation in class due to gender affects learning outcomes	14 17.5%	63 78.8%	00	3 3.8%	00	4.30	0.401
Restriction of subjects due to gender limits career opportunities	22 27.5%	54 67.5%	2 2.5%	2 2.5%	00	4.58	0.495
Gender-biased leadership opportunities affect motivation	19 23.8%	57 71.3%	00	4 5.0%	00	4.28	0.450
Overall academic achievement is negatively influenced by stereotypes	13 16.2%	49 61.3%	00	18 22.5%	00	3.97	0.509

Source: *Primary data*

The above table 4 demonstrates the analysis carried out based on the various impacts of gender stereotyping on academic performance of secondary school students within Akere Division, Apac

District. The information is based on means and standard deviations obtained from the use of the Likert Scale as follows;

Strongly Disagree (1), Disagree (2), Neutral (3), Agree (4), and Strongly Agree (5).

Thus, the use of the Likert Scale relative to the mean is presented below;

- Strongly Disagree (1), and Disagree (2) = Mean score of 1.0 – 2.5
- Neutral (3) = Mean score of 2.6 – 3.5
- Agree (4), and Strongly Agree (5) = Mean score of 3.6 – 5.0
- Standard Deviation of >1.5 indicates the existence of significant difference relating to the various impacts of gender stereotyping on academic performance of secondary school students within Akere Division, Apac District.

The results indicated that, generally, the majority of respondents were in agreement that gender stereotyping lowers the academic confidence of the students as shown by (Mean = 4.45; Std. Dev. = 0.047). The result means that respondents in general were largely in agreement that gender stereotyping has negative impacts on academic confidence, thus affecting their academic performance and engagement in the learning process.

Another major finding from the results was that generally, the majority of respondents were in agreement that poor involvement in classroom activities due to gender affects academic achievement (Mean = 4.30; Std. Dev. = 0.401). This implies that students who participate less in classroom interactions because of gender are affected negatively in terms of academic achievements.

Additionally, it was clear from the research results that the respondents had a high average opinion that the restrictions in subjects due to gender limit opportunities in careers represented by (Mean = 4.58; Std. Dev. = 0.495). The high average score means that there was a strong belief that gender stereotypes were influencing students' decisions on subjects and hence limiting their future prospects.

Also, the research results indicated that most of the respondents agreed that gender-biased leadership opportunities influence the level of motivation represented by (Mean = 4.28; Std. Dev. = 0.450). This shows that students who have no equal access to leadership due to gender will lose motivation, hence affecting their academic work.

Moreover, it was observed from the research findings that most of the respondents had a strong opinion that academic achievement as a whole is affected negatively by stereotypes represented by (Mean = 3.97; Std. Dev. = 0.509).

From the analysis of these findings, it is evident that gender stereotyping causes numerous adverse impacts on the academic performance of learners within secondary schools in Apac District. This is based on the fact that the mean scores obtained from all statements exceed 3.5, meaning that there was an agreement from the respondents on the impacts of gender stereotyping on academic performance.

4.5 Strategies that can be used to reduce gender stereotyping and improve students' academic performance in secondary schools

Table 4 shows the respondents' views concerning strategies that can be employed to reduce gender stereotypes and enhance the academic achievement of learners through the use of a Likert Scale with categories of SA (Strongly Agree), A (Agree), N (Neutral), D (Disagree) and SD (Strongly Disagree).

Table 5: Examining the strategies that can be used to reduce gender stereotyping and improve students' academic performance in secondary schools

Statements	Extent of agreement & disagreement					Mean	Std. Dev.
	SA	A	N	D	SD		
	Freq. (%)	Freq. (%)	Freq. (%)	Freq. (%)	Freq. (%)		
Teachers should receive gender-sensitivity training	23 28.8%	51 63.8%	4 5.0%	1 1.3%	1 1.3%	3.99	0.871
Schools should encourage equal participation in all subjects	19 23.8%	53 66.3%	7 8.8%	00 0.0%	1 1.3%	4.00	0.747
Career guidance should challenge gender stereotypes	21 26.3%	54 67.5%	4 5.0%	1 1.3%	00 0.0%	4.05	0.447
Parents should support equal educational opportunities	23 28.8%	51 63.8%	4 5.0%	2 2.6%	00 0.0%	3.97	0.809
Schools should promote gender equality policies	20 25.0%	55 68.7%	00 0.0%	5 6.3%	00 0.0%	4.51	0.498
Guidance and counselling services should help students overcome stereotypes	19 23.8%	50 62.5%	00 0.0%	11 13.7%	00 0.0%	4.21	0.406
Community awareness programs should educate about gender equality	22 27.5%	44 55.0%	4 5.0%	10 12.5%	00 0.0%	3.85	0.999

Source: *Primary data*

The above Table 5 indicates the analysis regarding the strategies that can be adopted to minimize gender stereotyping and enhance students' academic achievement in secondary schools in Akere Division, Apac District in terms of means and standard deviations that were obtained from the application of the Likert scale, presented as: Strongly Disagree (1), Disagree (2), Neutral (3), Agree (4), and Strongly Agree (5). As such, the Likert scale relative to the mean is depicted as follows:

- ☐ Strongly Disagree (1) and Disagree (2) = Mean score of 1.0 to 2.5
- ☐ Neutral (3) = Mean score of 2.6 to 3.5
- ☐ Agree (4) and Strongly Agree (5) = Mean score of 3.6 to 5.0
- ☐ A standard deviation greater than 1.5 indicates a significant disparity regarding the strategies that can be employed to minimize gender stereotyping and improve students' academic achievement in secondary schools in Akere Division, Apac District.

Results showed that on average, the greatest majority of the respondents were in agreement that there should be gender sensitivity training for teachers as presented by (Mean = 3.99; Std. Dev. = 0.871). This means that on average, there was an agreement to a great extent that teachers need to be equipped with gender-sensitive knowledge to enable them fight gender stereotyping and promote equality of the learners, which results into improved academic performance of students.

The research results also showed that on average, most respondents agreed that there should be promotion of equality in participation in all subjects as depicted by (Mean = 4.00; Std. Dev. = 0.747). From this result, we see that ensuring equal participation of male and female students in all subjects can eliminate any form of gender bias and result into improved academic performance of learners.

In addition, the research results showed that on average, most of the respondents agreed that there should be guidance to discourage gender stereotyping as presented by (Mean = 4.05; Std. Dev. = 0.447).

Further, the study results indicated that, on average, most of the respondents agreed that parents should promote equality in education, which is reflected by the values in parentheses (Mean = 3.97; Std. Dev. = 0.809). It means that support from parents plays a critical part in achieving equality for all learners.

Furthermore, the results of the study showed that, on average, most of the respondents agreed that schools should promote policies related to gender equality represented by (Mean = 4.51; Std. Dev. = 0.498). It shows that people believe that school policies can contribute significantly towards eliminating gender inequality in the academic setting.

Finally, the study findings indicated that, on average, most of the respondents agreed that guidance and counselling service should be used to help students cope with stereotypes, which is reflected by (Mean = 4.21; Std. Dev. = 0.406).

Finally, the results reveal that on average, most of the respondents acknowledged that community awareness programs would teach regarding gender equality indicated by (Mean = 3.85; Std. Dev. = 0.999). It is evident that raising awareness among communities is significant in promoting changes in society's perception and minimizing gender stereotypes that impact academic performance.

In summary, the results show that several measures can help minimize gender stereotyping and improve academic performance of students enrolled in secondary schools in Akere Division, Apac District. The average values above 3.5 for all the statements clearly indicate that respondents

strongly agreed that interventions like teacher training, equal participation, career guidance, parents' involvement, gender equality laws, counselling services, and community awareness programs are important in overcoming gender stereotypes.

CHAPTER FIVE

DISCUSSIONS OF FINDINGS

5.0 Introduction

The discussion of the findings is provided in this chapter based on the study objectives. The discussion in this case was aimed at providing plausible reasons for the results in light of different perspectives held by other researchers. It should be noted that this study was undertaken bearing in mind three very important objectives. Results relevant to the objectives were therefore obtained. In this part, however, the discussion of these results will be made with respect to their relevance to knowledge generation and validation as follows;

5.1 Forms of gender stereotyping experienced by students in secondary schools

From the study results, gender stereotyping is widely perceived in secondary institutions, especially where the perception is that boys have an advantage in technology classes, whereas girls are believed to be competent in arts. This outcome connects with previous studies through Makarova, Aeschlimann, and Herzog (2019), which established that gender stereotyping in mathematics and science significantly affects students' class preferences and educational ambitions, especially among secondary students. Additionally, Chen et al. (2025) showed that classroom gender stereotyping adversely influences girls' academic participation and performance in STEM-related courses by limiting their educational aims. Also, the research results agree with those by Alan, Ertac, and Mumcu (2018), who demonstrated that classroom-based gender stereotyping influences student achievement by affecting teacher expectations and students' perceptions of themselves. However, the research findings slightly differ from those of Gicana and Daradar (2023), who observed that even though stereotyping exists, its influence on educational

outcomes in science subjects is not so significant when the students receive equal encouragement and support.

The results also revealed that gender stereotypes affect classroom participation, leadership opportunities, and choice of parental issues, where boys are seen to be more encouraged to participate in class discussion and considered better leaders compared to girls. These results are connected to the literature by Igbo et al. (2015), who identified that gender stereotyping negatively affects self-concept and academic achievement because it discourages female participation in classroom activities. Similarly, Onyedikachi (2021) noted that gender discrimination at schools limits the opportunities for participation, affecting academic success of students. Also, in support of the aforementioned findings, Huang (2025) found that gender stereotypes also play a role in shaping academic decisions and ways of participation in classes, which reinforces gender inequality in education. Nonetheless, according to Brusino and McBrien (2022), policy intervention in some OECD countries has led to lessening the effects of gender stereotypes in classroom participation.

Finally, the results indicate that gender stereotyping has an impact on the choices of careers and long-term academic ambitions. The result corresponds to those of Gong, He, and Shu (2025), who identified that gender stereotyping plays a big role in shaping gender identity and academic achievement, thereby influencing the career choice of the students in the long term. Additionally, Luo and Chen (2024) found that the math-gender stereotype leads to decreased self-confidence, hence limiting academic growth in technology-related careers. In line with this, Achziger and Bayer (2020) add evidence that the relationship between gender stereotypes and academic performance in stereotyped subjects is mediated by self-control and self-confidence. However, different from this study, Huang (2025) observes that in cases where gender sensitivity prevails in education systems, the effect of stereotypes on career choice gradually fades due to robust

institutional measures. Generally, the existing literature corroborates the findings of the current study, highlighting gender stereotyping as a significant variable affecting the students' learning experience, performance, and future prospects.

5.2 Effects of forms of gender stereotypes on students academic performance in secondary schools

From the research, it emerged that gender stereotyping has considerable negative impacts on college students' academic performance, including reduction in educational confidence, classroom participation, and learning outcomes. These results relate to Igbo et al.'s (2015) study that found out that gender stereotypes have a negative effect on students' self-concept and academic performance through reducing confidence and participation in academic activities among freshmen. Furthermore, according to Alan, Ertac, and Mumcu (2018), classroom-based gender stereotypes shape teacher expectations and self-concept of students which affect the academic performance of students. The results were supported by Chen et al. (2025)'s assertion that gender role stereotypes lower academic aspirations and performance, especially female learners in science courses. However, there was a slight difference in the opinions of Ginica and Daradar (2023) concerning how gender stereotypes impact academic performance because, in situations whereby equal education is provided for all learners, the impacts are minimized despite being significant in shaping self-concept.

Moreover, the results indicate that gender stereotyping limits choice and bounds the possible future careers of the students while also reducing motivation through gender stereotypical leadership opportunities. The results are linked to those established by Makarova et al. (2019) which found that gender stereotypes in STEM disciplines have a significant influence on the career goals of university students through discouragement from engaging in science-oriented fields especially

women. Similarly, Luo and Chen (2024) observed that math-gender stereotypes significantly influence academic performance and reduce the possibility of choosing higher studies in science and math-related topics. In addition, Huang (2025) provides support for these results by highlighting the fact that gender stereotypes not only affect academic choices but also motivation, thus limiting education and career success in the long term. However, Brusino and McBrien (2022) counter this point by suggesting that in education systems that implement strict gender equal policies, gender stereotypes have very little influence on choice and motivation.

Finally, the study results showed that gender stereotypes adversely influence average academic achievement in influencing students' self-confidence, engagement, motivation, and opportunities. The findings align with those of Onyedikachi (2021) who posited that gender discrimination is a significant factor in reducing academic achievement among college students by restricting equal participation and promoting inequality in learning contexts. Similarly, Gong, He, and Shu (2025) found that gender stereotypes create academic identity and performance, causing serious negative effects on academic outcomes. In addition, Achtziger and Bayer (2020) argue that stereotypical expectations affect both academic attitudes and behavior, influencing performance across disciplines. Nevertheless, Huang (2025) offers an opposing viewpoint arguing that through the implementation of gender-aware education policies, the negative impacts of stereotypes on academic performance can be reduced substantially. Generally, the reviewed literature supports the study findings indicating that gender stereotyping is a major obstacle to students' academic success.

5.3 Strategies that can be used to reduce gender stereotyping and improve students' academic performance in secondary schools

The examine findings revealed that various school-based strategies including gender sensitivity training for teachers, ensuring equal participation in all subjects, and provision of gender-sensitive professional guidance were critical in minimizing gender stereotypes and improving students' educational achievements. These findings correlate with the literature of Alan, Ertac, and Mumcu (2018), who highlighted the significance of teacher attitudes and classroom practices in shaping gendered learning outcomes, and educating teachers to refrain from having biases positively affects student achievement. Similarly, Brusino and McBrien (2022) support the findings by stressing that policy-driven school-based interventions like gender equality and inclusion in teaching practices help eliminate gender stereotyping within the education system. The authors Chen et al. (2025) concur that supportive educational approaches and inclusive learning environments contribute to increasing female students' engagement and academic success, especially in STEM-related subjects. However, the views of Gicana and Daradar (2023) present some differences, noting that while school-based interventions can enhance self-concept among students, the effects on educational achievement become more pronounced when combined with other interventions in society beyond schools.

Moreover, the results indicated that support by parents, policies on gender equality in schools, provision for guidance and counselling services, and applications for social network attention are all necessary to tackle problems of gender stereotyping and academic success. These results are consistent with those obtained by Makarova, Aeschlimann, and Herzog (2019), who found that the expectations from students' parents and society greatly influence their choice of problems and careers, and changing these expectations positively impacts education choices and motivation. Similarly, according to Huang (2025), elimination of gender stereotypes should involve

cooperation of colleges, families, and societies since such factors affect students' learning identities and performance at the same time. Onyedikachi (2021) further contributes to the findings by proving that gender discrimination at both college and family levels negatively impacts instructional performance. In contrast to that, Igbo et al. (2015) claim that intervention in schools only is enough to greatly increase students' self-perception and success, which contradicts the current results to some extent.

In conclusion, the findings show that the most effective way to minimize gender stereotypes and improve instructional effectiveness would be the use of intervention programs based in schools, families, and communities. These findings support the view presented by Gong et al. (2025), who contend that because gender stereotypes are highly associated with identity development, any form of intervention should be holistic to address both social and academic contexts. Furthermore, Luo and Chen (2024) argue that reducing gender stereotypes in an instructional context demands persistent change on the part of institutions and society as well. Achziger and Bayer (2020) also support the findings in pointing out that social environments play a critical role in shaping behavioral and cognitive attributes, which need multiple levels of interventions to promote academic achievement. However, Alan et al. (2018) suggest that interventions at the classroom level alone could result in dramatic performance improvement among students. On the whole, the literature mainly supports the findings on the need for holistic interventions to overcome gender stereotyping and improve academic performance.

CHAPTER SIX

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

6.0 Introduction

This chapter summarizes all findings reported in chapter four according to questions of the study, draws conclusions, suggests recommendations and also proposes some areas for further study.

6.1 Summary of findings

The results indicate that, on average, most of the respondents strongly agree that different types of gender stereotyping are generally common among secondary schools in Akere Division, Apac District, with all mean scores being above 3.5. The findings demonstrate that most respondents strongly agreed that boys are thought to be good at science subjects while girls should be outstanding in arts subjects. The respondents strongly agreed that the parents have an impact on the choice of subjects in relation to the gender of the child. They also strongly agreed that boys are encouraged to contribute actively during class discussions. The results further indicate that boys are considered better leaders compared to girls. The respondents strongly agreed that boys are better behaved in class compared to girls. Moreover, the respondents strongly agreed that the choice of career options is largely guided by the gender of the individual.

In addition, the research findings indicate that on average, most respondents strongly agree that gender stereotyping has very negative impacts on the performance of students in their academics in secondary schools in Apac District since all the means are above 3.5. The respondents strongly agree that gender stereotyping leads to low levels of confidence among students academically, restricts their participation in classes, and has negative impacts on their performance. It is also evident from the findings that restricting certain subjects to particular genders limits the career

opportunities for students in the future, while biased leadership opportunities demotivate students and affect their engagement. Furthermore, gender stereotyping negatively affects the academic achievements of the learners.

Finally, it was shown by the findings that on average, most respondents agree that there are certain ways through which gender stereotyping can be minimized in order to ensure improved academic achievement among students in secondary schools in Akere Division, Apac District, as depicted from the mean scores that were all above 3.5. It is clear that respondents strongly believe that gender sensitization programs for teachers, provision of equal opportunities in all subjects, and career counselling that goes against stereotyping constitute the major ways of minimizing gender discrimination. It can further be seen from the findings that parents' roles in ensuring equal opportunities in education and implementation of gender policies in institutions contribute greatly to an inclusive learning environment. Finally, the findings indicated that guidance and counselling as well as community awareness programs can be important in helping students eliminate gender stereotypes.

6.2 Conclusions

This research demonstrates that gender stereotyping is quite widespread in secondary colleges in Akere division, Apac district, and is significantly considered in academic profiles of scholars. This information shows that boys are believed to be good at technology lessons while girls excel in arts topics, clearly suggesting the presence of difficulty-based totally stereotyping. Likewise, parent involvement in the choice of challenges, uneven participation within the classroom, prejudice towards leaders, and gendered opinions about pupil conduct reveal that gender stereotyping is quite common inside each school and home settings. These trends suggest that gender stereotypes play an essential role in shaping scholar treatment and perceptions about their studying potentialities.

The research also concludes that gender stereotyping has an extremely adverse impact on the instructional efficiency of the college scholars inside the secondary schools inside the region being studied. Gender stereotyping lowers the self-belief of the students in instructional performances, restricts lively participation in lessons, and adversely impacts their education performance. The limitation of competition selections depending on gender restricts the destiny career choices of the students, while the disparity of management opportunities discourages students from participating actively in school activities. Even the fundamental training performance of the students is adversely impacted due to this reason.

Finally, the study finds that dealing with gender stereotyping requires a holistic approach consisting of interventions that are carried out by the school, home, and the greater society. Approaches that incorporate gender-sensitization among educators, equal representation in all subject matters, gender-based career counselling, and gender equality policies in schools become necessary in minimizing stereotypes in college institutions. Moreover, parental support, counselling, and awareness campaigns among the community members assume great importance in changing society's mentality. Therefore, reducing gender stereotyping and improving educational performance require collaborative action from everyone.

6.3 Recommendations

In line with the results of the research, the following are some suggestions that should be taken into account as regards the impact of gender stereotyping on academic achievement among students at secondary schools (a case study of Akere Division, Apac District in Uganda):

The study calls for secondary schools in Akere Division, Apac District to increase gender-sensitivity training for teachers. This may help teachers gain knowledge about how not to be gender-biased when dealing with students in classroom interactions, resource allocation, and

student participation. Gender sensitization will help teachers treat students equally and boost their self-esteem.

The discovery suggests the importance of ensuring an equal level of engagement between males and females in all activities within the learning institutions. This could be achieved through the encouragement of women to get involved in technology-related issues and men in art-related issues without discrimination. Equal participation will boost the confidence of young people, increase knowledge, and minimize any disparities due to gender biases.

The research indicates the need for strengthening career guidance and counseling programs in schools that challenge gender biases. Career guidance programs should motivate learners to make career choices on the basis of ability, interest, and academic achievement without considering gender expectations. This will foster learners' ambitions and improve their motivational levels.

The research suggests the need for parents and guardians to provide equal educational opportunities for both male and females. Parents should avoid imposing challenges depending on gender and rather assist the learners according to their abilities and interests. This would limit the development of gender stereotypes at an early stage and boost performance among the students.

Finally, the study suggests the need for government and school authorities to enforce stringent laws regarding gender equality in schools and communities. The law needs to guide the school administration on how to ensure equity, inclusion, and non-discrimination in the learning environment. Such measures would facilitate an enabling learning environment that minimizes gender discrimination and enhances educational achievement among students.

6.4 Areas for further research

According to the analysis, the need for additional research should be put on the need to examine the influence of gender stereotyping on students' academic performance on specific difficult subjects such as science, mathematics, and language learning in secondary schools in Uganda. This is important for getting more detailed findings in relation to particular subjects.

The research also recommends the need for further analysis of the role of teachers' attitudes towards gender issues and their classroom behavior as they contribute to or reduce the level of gender stereotyping in secondary schools. This will provide better insights into this aspect.

Finally, the analysis provides a recommendation for conducting further research that would focus on the influence of socio-cultural and community norms on gender stereotyping and academic performance in secondary schools.

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APPENDICES.

QUESTIONNAIRE FOR STUDENTS IN SENIOR FIVE AND SIX

Dear Respondent,

I am AKOTH MERKEL PRETA, and I am pursuing my education at Uganda Christian University.

The study that I am doing is among the requirements for the issuance of the Bachelor of Governance and International Relations degree.

This research aims to gather information about gender stereotyping and academic performance of secondary school students within Akere Division of Apac District.

INSTRUCTIONS.

Please tick (✓) or write your answer where appropriate.

SECTION A: Background Information

1. Gender

☐ Male

☐ Female

2. Age

☐ 15–17 years

☐ 18–20 years

☐ Above 20 years

3. Class

☐ Senior Five

☐ Senior Six

4. School

☐ Maruzi Seed Secondary School

☐ Apac Secondary School

5. How long have you studied at this school?

☐ Less than 1 year

☐ 1–2 years

☐ More than 2 years

SECTION B: Forms of Gender Stereotypes in secondary schools

(Research Question 1: What forms of gender stereotyping exist among students, teachers, and parents?)

Tick the appropriate answer using the scale below

Key: 1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree

Statement	1	2	3	4	5
Boys are believed to perform better in science subjects					
Girls are expected to perform better in arts subjects					
Parents influence subject choices based on gender					
Boys are encouraged more to participate in class discussions					
The boys are believed to be leaders than the girls					
Students' behaviour is judged differently based on gender					
Career choices are influenced by gender expectations					

SECTION C: Students' Academic Performance

(Research Question 2: 2: How do gender stereotypes affect students' learning outcomes and engagement?)

Tick the appropriate answer using the scale below

Key: 1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree

Statement	1	2	3	4	5
Gender stereotypes affect students' grades and test scores					
Students avoid some subjects because of gendered expectations					
Students' leadership and co-curricular participation are affected by societal gender expectations					
Gender stereotypes influence subject choice and career aspirations					
Peer pressure and societal expectations affect students' confidence in exams and tests					

SECTION D: Effects of Gender Stereotypes on Students' Academic Performance

Tick the appropriate answer using the scale below

Key: 1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree

Statement	1	2	3	4	5
Gender stereotypes reduce students' academic confidence					
Limited participation in class due to gender affects learning outcomes					
Restriction of subjects due to gender limits career opportunities					
Gender-biased leadership opportunities affect motivation					
Overall academic achievement is negatively influenced by stereotypes					

SECTION E: Strategies to Reduce Gender Stereotyping

(Objective 3: Identify strategies to reduce gender stereotyping)

Tick the appropriate answer using the scale below

Key: 1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree

Statement	1	2	3	4	5
Teachers should receive gender-sensitivity training					
Schools should encourage equal participation in all subjects					
Career guidance should challenge gender stereotypes					
Parents should support equal educational opportunities					
Schools should promote gender equality policies					
Guidance and counselling services should help students overcome stereotypes					
Community awareness programs should educate about gender equality					

Thank you for your time and participation.