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ADMINISTRATIVE EFFECTS OF STEREOTYPES AND LABELLING ON FEMALE PUPIL'S ACADEMIC ACHIEVEMENT AT GRADE 12. A CASE STUDY OF SECONDARY SCHOOLS IN NAKONDE DISTRICT, ZAMBIA.

BY

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A DISSERTATION SUBMITTED TO CHALIMBANA UNIVERSITY IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF EDUCATION IN EDUCATION LEADERSHIP AND MANAGEMENT

DECLARATION

I Sylvia Nseluka, hereby declare that this dissertation is my own original work and has not previously been submitted to any other institution of higher education as an exercise for the award of a masters' degree:

Student's signature: ………………………

Date: ………………………………………………..

CERTIFICATE OF APPROVAL

This dissertation of Sylvia Nseluka has been approved as partial fulfilment of the requirement for the award of the masters' degree in education leadership and management.

Examiners' signature: ………………………………

1…………………………..Date……………………..2021

2…………………………..Date………………………2021

3…………………………..Date………………………2021

Dedication

I dedicate this dissertation to my husband Dr Allan Kaoma for his unwavering support in my endeavours and to my sons and only daughter Victoria Kaoma who all encouraged me throughout my studies.

Date …………………………………...

Supervisors Signature:

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Acknowledgment

First and foremost, I would like to express my sincere gratitude to my dissertation supervisor DR B. Chirwa for her unwavering guidance, direction and feedback. I would like to appreciate you for your selfless approach which helped me to rise up to the occasion. Thank you for sharing your knowledge and your continuous direction and support. Your time, effort, advice and feedback are most appreciated. Indeed, without your support, I would not have been able to produce this paper.

Finally, I would like to express my sincere gratitude and appreciation to my family for their patience, inspiration and support throughout the period of my study.

List of Acronyms

1) AAUW- American Association of University Women

2) CDC- Curriculum Development Centre

3) DESO- District Education Standards Office

4) DEBS – District Education Board Secretary

5) ECZ- Examination Council of Zambia

6) EFA- Education for All

7) FAWEZA-Forum for African Women Educationalist

8) MDG- Millennium Development Goals

9) MOE-Ministry of Education

10) USAID- Unites States Agency for International Development

11) UNESCO- United Nations Education Scientific and Cultural Organisation

12) UNZA- University of Zambia

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Abstract

The study sought to establish the administrative effects of labelling and gender stereotypes on the academic achievement of female students at Grade 12 level in Nakonde District of Zambia. The study adopted a descriptive survey design. Focus group interviews and questionnaires were used for the female students, in-depth interviews were conducted with head teachers and teachers responded to a close -ended questionnaire. Raw data from questionnaires was converted to graphical presentations, and tables.

The finding of the study established that female academic achievement is indeed influenced by the perceptions of teachers and students themselves. The study established that labelling has an influence on the academic achievement as echoed by female students who felt that their male classmates react negatively to them if they achieve low marks which makes them feel unable and useless in class. The study also established that gender roles have a negative influence on female learners' academic achievement. However, because of positive expectations from teachers and positive labelling female students are developing positive self-concept as depicted by their choice of careers and desire to acquire tertiary education. Moreover, the study established that education has had a new focus with Government policies being put in place to cater for the girl-child's education needs.

This researcher concluded that change of attitude towards the education of the girl child is crucial in enhancing academic achievement. The study made these recommendations; families, educators, curriculum developers and students themselves should be sensitized on the positive and negative implication of labelling at home, at school and in the design of teaching and learning materials.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This chapter begins by highlighting the background of the study which looks at the general overview of the study. The statement of the problem found in this chapter looks at what puzzled the researchers to conduct this study. The intentions of the study will be based on the objectives stated in this chapter.

1.1 Background

Researchers in the social sciences have ascertained that academic achievement is closely linked to the various interactions that a learner engages in at home, at school and in the classroom. (Gonzalez,2015). In addition, the various gender stereotypes impact negatively on female learners' academic achievement. Sociologists have argued that learning outcomes are greatly influenced by the various labels that learners are given. Reference was made to the interactionist theory and the labelling theory.

According to the symbolic interactionist perspective, interactions between students and teachers' help each develop a set of expectations for the student's performance both in academic subjects and in discipline.

Interactions therapists' postulate that through teacher expectancy effect teacher expectations of a student's performance or achievement influences the actual performance of that student. Low expectancy results in students finding other outlets for positive feedback or by accepting the teachers expecting.

Children learn both the formal curriculum subjects offered in school and hidden curriculum thus the standards of proper behaviour for a society or culture are taught in the school within the school system. Students often pick on teacher's expectations of them and perform accordingly. Teacher's expectance effect is the impact of a teacher's expectation of a student's achievement or the actual achievement.

1.1.1 Conceptual frame work.

The diagram below basically summarises and crystallizes what has been discussed under introduction.
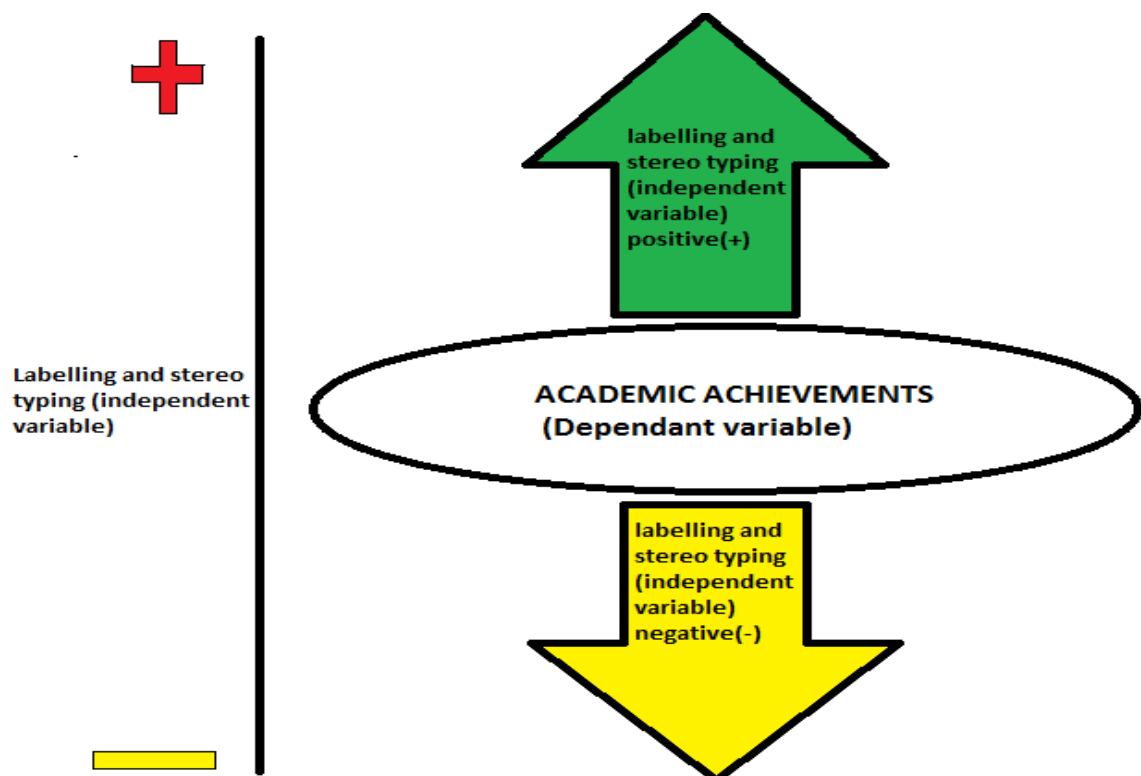
1.2 Self-fulfilling Prophecy

This creates what integrationist refers to as self-fulfilling prophecy. The actions of the teacher towards the student may help set up a situation. The Symbolic interactionist perspective assumes that oneself concept is created through the interpretations of symbolic gestures, words, actions and appearances others as observed during social interaction.

According to Schaefer (2020), if we label people in a particular way, they may fulfil our expectations. Charalambous and Holborn (2012) stated that the labelling theory argues that once a label is attached to a person, there is a tendency for them to see themselves in terms of that label and they consequently act according to the label.

While labelling is a common phenomenon, it mostly affects female learners more negatively than it does their male counterparts in a classroom setup. This scenario greatly contributes to low academic achievement among female learners. Once a person is labelled; others around them tend to see them in terms of the label and they begin to act towards them on the basis of that label. Many sociologists have described this process as

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the self-fulfilling prophecy. In other words, the predictions and expectations of teachers, parents and peers have a bearing on the academic achievement of fem ale learners. There is a tendency among teachers to expect low performance from female students. Teachers' gender stereotypes and prejudices shape their classroom behaviour by exhibiting differential expectations for boys and girls, using gender to label and organise students. These gender stereotypes increase the low expectations f or girl's academic achievement at Grade 12.

This research was conducted in Zambia a country in sub- Saharan Africa. Zambia has ten provinces and Nakonde District is in Muchinga Province. The District Education Standards Office (DESO) is responsible for secondary school performance. The Zambian education system consists of seven years of primary schooling, that is Grades 1-7, and five years of secondary school education that is Grade 8-12. Candidates who sit for Grade 12 examinations and acquire the minimum qualification of at least 5 "O" level subjects are awarded the Joint School Certificate after which students are admitted to universities, colleges or any other institutions of higher learning
In March 1991, after the Jontein Conference on Education Zambia held a National conference on Education for All (EFA) (Article 4 of the Zambia Education for All. It was stated that the focus of Education for All is not the numbers enrolled in schools or participation in educational programmes but rather it is measured, on learning achievements and outcomes. It is against this background that this research be premised. The research sought to assess the extent to which this noble declaration brought positive developments for the girl child's academic achievement.

This research sought to examine whether labelling and gender stereotypes-influence the academic achievement of female learners at Grade 12. The researcher made observations that there is a high prevalence of teenage pregnancies, early marriages, fewer girls being absorbed by institutions of higher learning, teenage girls engaging in prostitution, street vending, taking lowly paying jobs and an increase of early marriage cases in Nakonde District.

This triggered some interest in carrying out a research so as to really find out if at all these social problems are directly related to poor academic achievement by the female students. Each time the analysis of Grade 12 results is announced, the trend has always been the same. According to the general performance analysis (GPA) for (2011, 2012, 2013, 2014 and 2015) more boys obtained school certificates than girls.

1.3 Statement of the problem

The influence of labelling of learners particularly girls has had a negative impact on their overall academic achievement at Grade 12. Girls are not achieving as highly as their male counterparts. There is need to create an enabling learning environment that will enhance academic achievement for girls. Learners who have been through school and have not managed to achieve good result and they are affected mentally, emotionally and psychologically. Therefore, the departure point of this study, was to attempt to establish if labelling and stereotyping lead to poor academic achievement by of girls at grade 12.

1.4 General Research Objectives

- To identify and evaluate factors that affects the performance of the girl child.
- To find solutions that would motivate the girl child to learn and achieve good academic performance.
- To determine the forms of labels attached to the girl child.

1.5 Research questions

- What factors affect the performance of the girl child?
- What solutions would motivate the girl child?
- What strategies would help the girl child to improve academic performance?

1.6 Significance of the study

It was hoped that the findings of the study would benefit quite a number of people namely the female learners, families, school administrators, the Ministry of Education, policy makers, the curriculum development Centre and the country as a whole.
The researcher hoped that benefit the girl child in as far as improving her status in society through fostering

The idea of equal treatment at school, at home and in the society at large.

1.7 Limitations

The researcher faced the following limitation in the process of gathering, analysing and presenting the research findings. The researcher faced time-frame constraints. Since the research findings were supposed to be completed in a specified study period. I was a challenge to really exhaust all the facets of the research topic thereby risking on the reliability and validity. Less time was available for in-depth analysis of collected data.

Since this study was conducted in Nakonde, findings cannot be generalised to the whole country thereby it affects reliability since it will be generalised over other cases.

1.8 Delimitations

The research was targeted on girls in Grade 10-12. It was conducted at District level and it involved selected schools in Nakonde District.

1.9 Ethical considerations

The researcher sought permission to carry out the research study from district education board who crafted an introductory letter to present to the schools which were selected to participate in the study. After getting the introductory letter, the researcher visited the school to make appointment with the head teachers and to get permission from them to conduct the research.

Chiromo (2009) asserts that ethics and principles of right or wrong that guides researchers when conducting their research. The researcher observed the following ethical principles, namely informed consent, confidentially privacy autonomy, avoidance of deception as well as acknowledging the many services of secondary data used in the research.

The researcher drafted the consent form, Appendix which was signal by both the re searcher and the participant. This was done after the researcher explained the purpose of the study and participants were issued with consent document, Appendix for teachers and head teachers and Appendix F for female students.

The participants were assured that the information which they were giving was only going to be used for study purposes and that it will be kept private. Moreover, their identities of real names were not used. The consent form and the consent document fully explained this. Instead of their names, participant codes were used; that is alphabet letters for teachers and head teachers and for natural numbers for students

Chiromo (2009) asserted that subjects must be informed about the research before they decide to take part in the research. This principle was well practised. Appendix H was drafted and given to the parents of the pupils who composed the sample and they gave their informed consent.

CONCLUSION

The successful completion of the study would help me as a student to fulfil partially the requirements of the award of the masters of education, leadership and management. In addition, the finding of the study would enlighten me as a mother and educator on the impact of negative labelling and stereotyping on the girl child.

The table 1.0 below was adapted from Zambia's Examinations Performance Reports.

Table 1.0: **Pupils who obtained grade 12 school certificates in the National Examinations by gender.**

Year	Boys	Girls	Totals
2011	32631	21275	53906
2012	35453	24866	60319
2013	37084	26012	63104
2014	38992	27979	66971

Source: Examination Council of Zambia. (ECZ)

Most African countries are developing countries which inherited their education frame works from their colonial masters. This has bearing on most African countries education provisions, policies and education. Education provision has always been in favour of males with females only being encouraged to gain literacy and prepare for domesticity. The treatment of girls at school, at home and in the community results in their low academic achievement. The Zambian National Policy on Education Document of 1996 states that although progress has been made in the

socioeconomic status of women, they still remain disadvantages and marginalised. The disadvantaged status of women and girls is also strongly evidenced in the education sector Ministry of Education (MOE) National Policy and Education of Zambia.

The quote by Brigham Young "Educate a man; you educate a man. You educate a

Woman, you educate a generation" is quite true. It is widely believed that for a nation to prosper there is need for its women to actively participate in all aspects of socioeconomic, political, health and educational development well. Research and documentation by Forum for African Women Educationalists (FAWEZ)has it that by educating women the returns flow not only to them but to the next generation. The National Policy Document on education has it that the national goal of accelerated development cannot be attained without special attention given to the needs of women. Hence there is need to educate the girl child. Gender Based Violence is mainly perpetrated on women because of their over dependence on men.

1.10 Definition of Key Terms

- **Gender** – refers to socially constructed characteristics of women and men
- **Gender Stereotypes** – gender stereotypes are socially constructed ideas and belie fs about men and women regarded as true by society but are not necessarily true
- **Gender Socialisation**- refers to the process whereby social expectations are conveyed to a child as they grow
- **Self-esteem** – refers to the good opinion about oneself
- **Labelling** –the act of crating master statuses, names and reputation on people during the interaction process
- **Attitude** – a feeling or opinion about someone or something
- **Perception**- way you think about or understand someone or something Belief or opinion often held by many people based on how thing seem
- **Self-fulfilling prophecy**- is a sociological term which refers to the idea that what has been predicted if held true will become a self-fulfilling prophecy
- **Self-concept**- encompasses all that one knows about themselves which results from interacting with others.

1.11 Summary

The chapter outlined the background to the study as well as stating the problem that gave rise to the need for this study. Several research questions were posed in order to bring the study into context. The chapter also highlighted limitations of the study and geographical as well as theoretical boundaries were defined. The key terms of reference were also defined.

CHAPTER 2

INTRODUCTION

2.0 Introduction

Extensive research has yielded a lot of relevant literature with regards to labelling, stereotyping and teacher expectations and their influence on academic achievements. The chapter reviewed literature related and relevant to the study. This study discussed the interactionist theory, the labelling theory and the self-fulfilling prophecy. The review of literature outlined the findings of other studies on the topic under research.

2.1 Literature Review

Gender socialisation and gender stereotypical roles are products of the various institutions of society such as the family schools peer networks, religious and mass media forums. Sifuna and Chege (2016) argued that in order to conform to the socially con structed labels, individuals are compelled to feel obliged to fit into a predetermined stereotypical model of masculinity and femininity. They further assert that gender conditioning and sex stereotyping are reinforced through distinguishable allocation of roles at family level. For Sifuna and Chege, most individual strive to fit within the masculine and feminine divisions because non conformity leads to being labelled as deviant, social misfit or ostracized. At school gender socialisation comes

through interaction with teachers, schoolmates, the school curriculum, and other co-curricular activities. Subjects such as home economics, fashion and fabrics, home management are mostly allocated to girls as they get prepared for care giving roles. In the classroom, teachers influence the academic environment as they socialise students along gender lines.

A survey conducted in 1999-2000 by USAID in Namibia, Swaziland and Zambia on factors that hinder female academic achievement in technical subjects such as Maths and Science in institutions of learning concluded that male teachers did not expect fem ale learners to perform well in technical subjects, this is probably a result of a false conception that females have generally lower mental capabilities to handle technical subjects. Tozer et al (2011) stated that the central issue in female

education today is therefore the problems related to gender and the way those problems affect women's self-concept and academic performance. Tozer et al (2011) defined gender as those societal expectations, roles and imitations placed on a person because he or she is male or female. Gender definitions therefore, result in learned or socialised roles.

A study by USAID (2008) in Jamaica revealed that traditional gender socialisation processes and stereotypes are significant factors in the educational experiences, expectations and outcomes for both boys and girls. Gender socialisation practices create highly gendered school environments which result in fundamental factors that constrain learning opportunities, especially for girls. Gendered experiences encourage gender segregation and gender stereotyping.

These societal expectations strongly influence the way parents treat their children. According to the AAUW report, most current barriers that deny girls equal access to education involve societal definitions of gender and prevailing social and educational practices. The fact that parents describe girl babies as significantly softer, fine featured and smaller and less attentive than boys sets a pace of how we evaluate girls against the social expectations of gender. Deckard cited in Tozer et al (2006) asserts that sex differences continue to be emphasized for children in their play activities. Parents encourage boys to take chances and develop independently while girls are protected and shepherded towards dependence.

As children grow, they begin to identify with the boy girl label thereby conforming to the expectations of these labels. George He Bert Mead asserted that individuals develop a sense of self through interacting with different groups: As early as birth, boys and girls are distinguished into different sex roles which will stay with them for life. These sex roles are reinforced in school and the y have a great impact on the academic orientation and achievement for girls.

A number of studies have been carried out in order to highlight the influence of labelling and stereotyping on girls 'academic achievement. An Australian investigation use d a multi-site study of four high schools and two secondary colleges (grades 11-12) where teachers and students were interviewed as well as carrying out lesson observations. (Robinson cited in Stormiest 2012). Teachers in this study perceived female students as submissive, passive, and controllable. They discouraged any instances of what they felt was anti- feminine behaviour. Classroom behaviour was one practice that reflected teachers' attitudes and about masculinity and femininity.

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The Anderson Levitt et al cited in Stromquist (2012) carried out a study of Guinean schools found that teachers expected girls to handle the daily cleaning of school property especially sweeping classrooms and boy would handle manual work thereby reinforcing gendered roles.

Drudy and Chatan cited in Stromquist (2012) published a six-year study of frequency and type of interaction in the coeducational classroom in Irish secondary schools. The findings showed that teachers interacted more with boys than girls, expressed greater acceptance of boys 'contributions and answers, engaged in higher order question s with them and offered them more praise and positive reinforcement than girls. This state of affairs disadvantages girl and renders them passive in the learning process.

In a study by Watson, Quitman and Elder (2011) girls' career aspiration changed progressed through school. In the beginning of their schooling, girls had a wide spectrum of career aspirations but as they progressed through school, their career aspirations narrowed to what would be considered more traditional feminine career. Schools and the socialisation process over time have reinforced different aspiration for and girls.

Patched (2016) examined the views of students on participation in a high school science class including the impact of gender. In the study Patched found that participation mirrored how men and women interact in society. She asserted that boy receive more attention than girls in the classroom regardless of academic ability

Such factors as negative images of women portrayed by many school textbooks, low value placed on educating girls, the overburdening of girls with household chores, expectations that girls will automatically find personal fulfilment in child rearing and male support in marriage results in low academic achievement among the girls. Personal factors that impede the girl child's academic achievement are relate to negative self-concept which is frequently reinforced through gender socialisation. Zambia joined the rest of the world in committing to the Millennium Development Goals (MDG) to achieve universal education. This helped ensuring that every child has access to primary education (Sunday Times 2014-22 February).

However, in spites of the improved access to education, girls still lag behind in academic achievement at Grade 12. In addition to the MDG goals, Zambia also adopted Education for All framework in 2005. At the Dakar Framework of Action spearheaded by UNESCO, EFA goal number 5 states that there should be

elimination of gender disparities in primary and secondary education by 2005 and by year 2015, the target was to achieve gender equality with focus on ensuring girls achievement in basic education of good quality

However, although such efforts have been made to enhance the status of the girl child, girls seem to lag behind. The kind of interactions that the pupils have with the teacher parents and friends create labels that will eventually affect the learner's academic achievement. Negatively labelled learners will tend to behave in accordance with the assigned label.

Simply put one can refer to the Thomas theory which says "if men define their situations as real, they are real in their consequence. Good and Brophy (2011) described the behaviour of a physics professor who believed that female students have difficulties in physics as a self-fulfilling prophecy. The professor would not pick on them to answer a mathematical question so as to avoid embarrassing them. Such negative expectations gave the students a message about the teacher's

Perceptions about their competencies thereby creating a negative self-fulfilling prophecy; that of low self-expectations.

Marjoribanks (2016) argued that the family culture is vital to a student's life inside and outside of school. It has a major impact on the student learning and it's the primary source of capital.

Long (2007) asserts that the environment at home is the primary socialising agent and it influences the child's interest in school and aspiration for future. According to Ade tunde et al (2008) a rural man thinks that the girl's place is in the kitchen. Cultural beliefs usually make females develop negative self-concepts, low self-esteem thereby leading to underachievement.

An analysis of the 2013 results at Grade 12 indicated that though girls performed better than boys in English, Geography and Accounts, the boys however performed better in all other subjects. (Times of Zambia February 6th 2014). Fiona et al cited in Haral ambos and Holborn (2008) argue that before children start school, conditioning and sex stereotyping has already begun from different types of play that girls and boys are encouraged to engage in and, types of toys they are given. This will result in the development of different sets of aptitudes and attitudes.

Early gender stereotyping can cause girls to attach less value to education and that tends to channel them into early marriages.

In most Zambian societies, girls who reach puberty are sent for initiation ceremonies and there they are prepared for marriage. As a result, they may attach less importance to school leading to underachievement at Grade 12. Parents groom their daughters and sons to assume gendered roles. Girls are socialised to focus on the

importance of romance, followed by housewife or mother role rather than the importance of education followed by career.

The interplay of school and home environment culminate into the situation of girls under achievement academically. Institutional, socio-cultural and personal factors combine to impede girls in their attempt to realise their full potential.

This research aims to find out the link between the various labelling processes of the female learners and determine whether this has a bearing on their academic achievement.

2.2 Summary

The researcher reviewed literature related to the study on labelling and stereotyping and how these influences the academic achievement of female learners. Most studies seemed to agree that indeed these factors do influence academic achievement.

3.0 RESEARCH METHODOLOGY

3.1 Introduction:

This chapter comprise the techniques and methodology that were adopted to achieve the intended objectives of the study. The chapter outline was structured as follows: the research design, population, sample size and sampling procedures, data collection tools, data collection procedures, ethical considerations data management and data analysis. A summary of the chapter's main highlights was also included.

3.2 RESEARCH METHODS

This chapter discusses the; materials, techniques and methodology that were adopted to achieve the intended objectives of the study. The chapter outline was structured as follows: the research design, population, sample size and sampling procedures, data collection tools, data collection procedures, ethical considerations data management and data analysis. A summary of the chapter's main highlights was also included.

3.3 Research Design

The study adopted the descriptive survey design to explore the influence of labelling and gender stereotypes on female students' academic achievement. The design was considered appropriate because it employs the use of mixed instruments in the collection of data.

3.3.1 Research Instruments

The research study uses focus group discussions, in depth interviews and close ended questionnaires. The use of multiple methods of data collection enhanced the validity and reliability of the data collected. Creswell (2009) postulates that as part of rigoro us data collection the proposal developer also provides detailed information about the actual survey instruments to be used in the proposed study.

3.4 Target Population

3.4.1 The population

The population was comprised of head teachers, teachers and female students from secondary schools in Nakonde District.

3.4.2 Sample Size

The sample was drawn from two secondary schools in Nakonde District. The schools were randomly sampled from five secondary schools in the district. The sample comprised of 60 female pupils in Grade 12, 20 Grade 12 teachers and 2 school head teachers. According to Frankel and Wallen (2014) the target population includes the individuals that the researcher is interested in sources and obtaining information from and making conclusions from the gathered information. Chiromo (2009) asserts that sampling is based on deductive reasoning which involves making observations from some instances of the population and then drawing conclusions and generalisation based on those observations.

Table 2.0: Population and Sample

Target Group	Population	Sample
Teachers	80	20
Head Teachers	2	2
Female Teachers	315	75

Source: The Two Target Schools.

The researcher used the class registers to draw a random sample of girls from Grade 10, 11, and 12 at the selected schools; teachers who teach these girls were also selected as well as the head teachers of the schools. These respondents were picked on the researchers' assumption that they are suitable for the type of research.

Chiromo (2009) argues that purpose sampling is judgemental and it involves researchers handpicking the cases to be included in the study. The criteria the researcher choose allow focus on people thought to be most likely to experience or know about or have insights into the research topic

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3.4.3 Sampling Techniques:

All the participants were purposively sampled. Grade 12 female pupils were purposively sampled because they were deemed to have the characteristics of what the researcher intended to study ; the Grade 12 teachers were also seen as the best suited for this research since they interact with these pupils every day and were considered to be reliable sources of data .The head teachers were also considered as useful sources of data on policy matters and they being the ones in charge of school administration were in a position to describe the influences to academic achievement at national ,regional district and school level.

Maree (2007) asserts that purposive sampling is judgemental and is selected based on the knowledge of a population and the purpose of the study. Maree further asserts that purposive sampling is used so that individuals are selected because some salient characteristics that makes them the custodians of specific data needed for the stud y. The major advantage of purposive sampling is that it allowed the researcher to select information rich cases from which a great deal about phenomena being studied was learnt.

Purposive sampling helped the researcher to reduce travelling costs which can be incurred when collecting data from geographically spread respondents. The main disadvantage of purposive sampling was that there was little or no control or guarantee that those selected are representative of the specified population.

3.5 Data Collection

The researcher used both quantitative and qualitative data collection techniques. Combining different methods is referred to as methodological pluralism or triangulation. The use of both qualitative and quantitative techniques enhances the validity and reliability of research findings. Hammersley cited in Haralambos Holborn (2006) defines triangulation as research where quantitative and qualitative research methods are used to cross-check the finding produced by the other methods and in increases confidences in research finding. In this research, the researcher will use questionnaires, focus groups, secondary data and classroom observations. Findings from focus group might be checked by administering questionnaires to a larger sample.

Questionnaires might be used to produce statistical data while a more qualitative method is employed to understand the meanings and motives behind the patterns found in the statistics.

3.5.1 Data Analysis

In order to bring order, structure and meaning to the mass of the researcher used a number of tools and procedures. Data from questionnaires, interviews and focus group discussions were manually analysed, coded and transcribed according to the emerging themes manual data was used to calculate frequencies and simple cross tabulation. Graphs and tables were coded and clear detailed headings were used. Question numbers were also be used on each column to code the information content analysis of data was done for the interviews and discussions to identify main themes, verbatim was also used for interviews and focus group discussion. Tables, graphs and narratives were used to analyse data.

3.5.2 Secondary Data

Secondary data source was also be used. The researcher made use of results analysis from t Examination Council of Zambia result analysis kept at head teachers' off ices', Television reports, books, internet as well as magazines and journals. Secondary data is that data that has been collected by someone. The min advantage of secondary data was it was that more practical, saves time and money. Secondary data provided access to historical data and statistics readily available. The main disadvantage of using secondary data is that some secondary data from media may compromise validity and reliability because of lack of accuracy in data collection.

3.5.3 Data Collections Procedures

Permission was sought from the District Education Board Secretary School, head teachers, parents and guardians to carry out the research. It was paramount for the researcher to seek informed consent from the research participants. The researcher made appointments with all stake holders before starting the research

3.6 Methodology Procedure

3.6.1 Pilot Study

A pilot study was done on selected respondents who were not part of the main study. The instruments tested were questionnaires and interview guides.

The pilot study was carried out to ascertain the clarity and effectiveness of the research instruments. Piloting also helped the researcher to get acquainted with the setting of the study and get to know the issues that may arise in the process of doing the research. The pilot study was important in identifying difficult vocabulary and terminology considering that the sample of female pupils was of mixed ability.

The terms and words were rephrased to suit the needs of every respondent. Peters (1994) stated that even the most carefully constructed instrument cannot guarantee to obtain hundred percent reliable data. Therefore, the researcher found that the pretesting of the instruments on non-participating respondents was a necessary preparator y exercise. Using three instruments enhanced the validity of the findings as these triangulated the responses.

3.6.2 Validity of the Instruments

The instruments were inspected by experts who made comments and recommendations before they were administered. The pilot study also assisted in the identification of corrections to be made to some of the questions. Purposive sampling helped in validating the study because the researcher made sure that the

respondents with the most desirable characteristics were chosen; and the respondents were also triangulated.

By adopting the survey design, enhanced the validity of the research because the findings can be generalised to all secondary schools in Nakonde District.

According to Chiromo (2009) this is referred to as ecological validity. The researcher also ensured that ecological validity is enhanced by collecting data on a normal school day where learning and teaching was not affected by unusual events, functions, disasters or traumatic experiences. Internal validity was ensured because all the sampled respondents participated and the sample was not pre warned about

the research. The analysis of the data showed that all participants responded as expected of them in answering the questions, discussion and interview.

Reliability –The study ensured the reliability of the findings by using multiple methods of data collection; triangulation so as to ensure reliability of the findings.

Joppe (2014) cited in Golafshani defines reliability as the extent to which results are consistent over time and an accurate representation of the total population under study and if the results of a study can be reproduced under a similar methodology.

By selecting respondents from two different schools the researcher observed that the instruments yielded same responses thereby assuring that there was a high degree of reliability.

Patton (2020) stated that validity and reliability are two factors which any qualitative researcher should be concerned about while designing a study, analysing results and judging the quality of study.

Patton further asserts that to maximise reliability and validity a research study should use triangulation. For Patton (2020), triangulation strengthens a study by combining methods which can be achieved by using several methods or data including both qualitative and quantitative approaches. By engaging multiple methods namely interviews, questionnaires and focus group discussions and recordings led to more valid, reliable and diverse constructions of reality to emerge. In this research reliability and validity were conceptualised as trustworthiness, rigor and quality of the research findings.

Creswell and Miller (2014) defined triangulation to be a validity procedure where rese archers search for convergence among multiple and different sources of information to form themes or categories in a study.

3.6.3 Data management

The data collected was stored in flash disks, memory cards and saved on a personal computer. A clear file naming system was followed in saving data; a clear system for labelling and staring interviews and discussion responses was used.

3.7 Summary

This chapter has dealt with the research methodology employed in obtaining and dealing with the collected data the chapter has dealt with describing the research design, population sample and the instruments used for collecting data. In this study include questionnaires, interviews and focus groups discussion. The respondents comprised of teachers, head teachers and female students. The respondents were selected through purposive sampling. The next chapter presents and discusses and analyses the findings of the study.

CHAPTER 4 4.0

Presentation of findings

4.1 Introduction:

This chapter, presents, discusses and analyses the research findings of this study according to the main questions and sub questions presents in Chapter one. The results were displayed in the form of tables, graphs and percentage scores.

4.2 Access to Education

Question 1 Girls who participated in the focus group discussion reported that educational opportunities are equal for both girls and boys in Zambia. This can be attributed to the Government policy that stipulates that Education for all guidelines should be adhered to. The girls revealed that there was no practice that promoted the education of boys only as it used to be some years ago when parents would only choose to educate the boy child.

This notion was supported by the responses given by the head teacher refer to quest ion _____who also reiterated that the Government by through the Ministry of Higher education of the girl child by provisions that give special entry conditions for girls. Th e study established that this move by the Government has encouraged the girls to perform better than before.

With the coming in of the Re-entry policy which was implemented the girl child has been encouraged to achieve higher than in previous years. Re-entry policy allows a pregnant girl to return to school after delivery. These sentiments were echoed by the responses on question one Appendix F where almost all the female students hinted that their parents and guardians always them to do well in school.

4.3 Answers to question 2

Appendix F showed that almost all girls were aware of the institutions of higher learning that are in a Zambia. This study established that unlike what literature has the trend is changing. Girls are no longer socialised to be subservient and to prepare for marriage.

Girls are also aspiring to attend tertiary education and get qualifications that would make them compete with boys. The previously common label "housewife" as a profess ion is becoming a thing of the past.

4.4 Career Choices

The pupils who answered the questionnaire proved that indeed girls are no longer bound by the traditional saying such as "The woman's place is in the kitchen". All of the m chose careers of their choice which were traditionally a male's domain. In the focus interviews the girls were choosing jobs such as doctors, accountancy, and journalism. It was a confirmation that labels that used to be placed on the girl child and women getting less influenced in the career choices for girls.

The analysis of job choices as portrayed by Figure was quite interesting. There was almost an equal percentage of girls who chose the traditionally male dominated careers such as doctor, geologist, architect and engineers and those who chose tradition ally female dominated careers such as nursing, teaching, secretary and clerk. It was concluded in this study that truly there is a shift of paradigm where the trend is proving that girls indeed believing in themselves.

On the other hand, the study postulated that those who chose traditionally female dominated jobs were still being influenced by gender role stereotypes and gender socialisation.

However, girls who participated in the focus group discussion responded to question _____ by identifying certain jobs which they felt that they could not do because they are girls. Jobs such as mining engineering, civil engineering and building were said to require masculine strength and therefore girls could not do these jobs.

The responses by teachers to question 6,7,14 and 17, Appendix E also showed that they disagreed with the assertions that traditional stereotypes should be maintained.

Table 3.0: Career Choices by Female Students.

Careers	Frequency		%
Lab Technician	14		4.7
Architect	6		2.0
Medical Doctor	52		17.3
Clerk	6		2.0
Hair Dresser	7		2.3
Dancer	11		3.7
Nurse	50		16.7
Engineer	33		11.0
Geologist	20		6.7
Teacher	35		11.7
Musician	16		5.3
Pilot	14		4.7
Secretary	27		9.0
Waitress	5		1.7
Author	4		1.3
Totals	300		100

Comments on Female Students choice and awareness of Careers

It is clear from studying Table 5.0, Table 4.0 and Figure 4.0 below that the Female students are aware of a wide range of Careers. These include the Traditional Female Dominated Careers (TFDC) as well as the Traditional Male Dominated Careers (TM DC).

While Female students traditionally tended to confine themselves to their traditional Careers i.e. 17.3% of the students opted for nursing, 16.7% of the students opted for

Figure 4.0: Female Students Career Choices expressed as percentages (%).

## Female Student Career Choice as Percentages
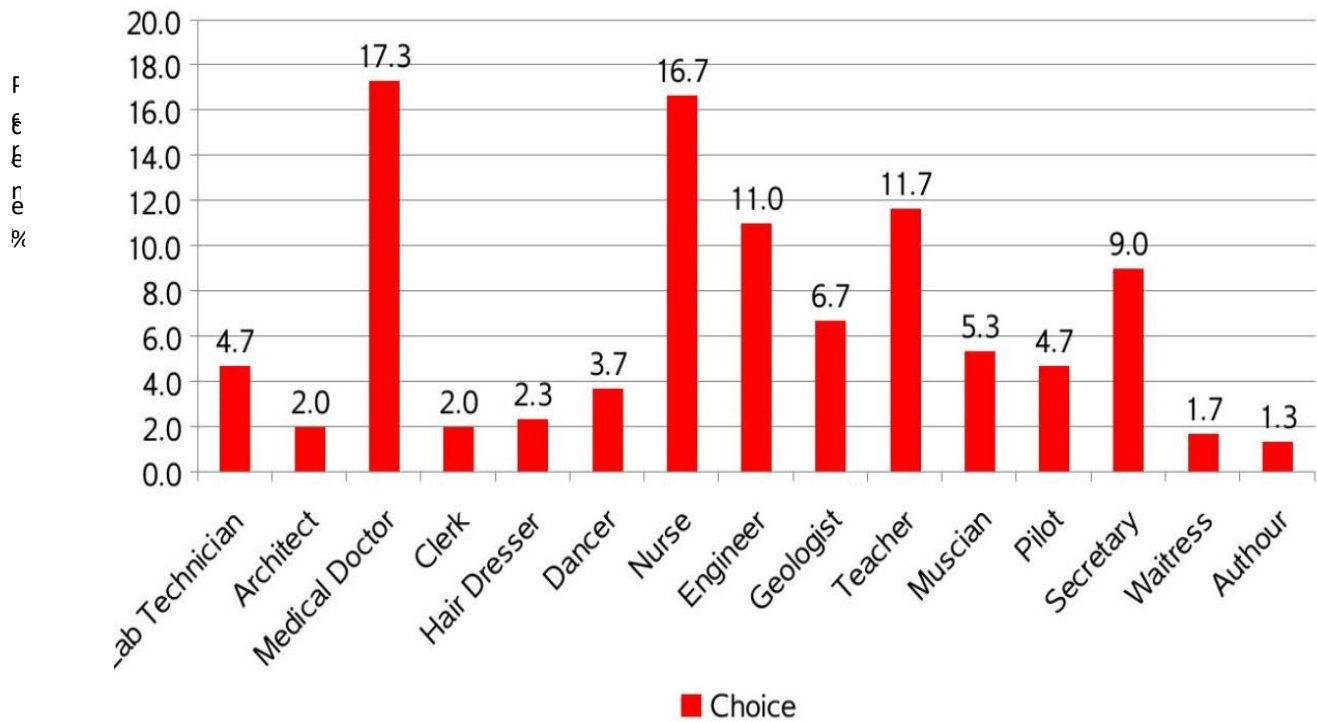
Table 4.0 Female Student Career Choices Based on Traditional Male Dominated Careers and Traditional Female Dominated Career.

TRADITIONAL MALE DOMINATED CAREERS (TMDC)		
TRADITIONAL MALE DOMINATED CAREERS		
Medical Doctor	52	17.3
Architect	6	2.0
Engineer	33	11.0
Pilot	14	4.7
Geologist	20	6.7
		41.7
TRADITIONAL FEMALE DOMINATED CAREERS		
Clerk	6	2.0
Nurse	50	16.7
Teacher	35	11.7
Secretary	27	9.0
Waitress	5	1.7
		41.0

4.5 Subject Choice

The study also sought to establish if subjects are allocated according to gender. The participants for the focus group reported that they were allowed to choose the

subject options that they would take including the compulsory subjects Mathematics, Biology and English Language. However, some of the respondents had a phobia for pure sciences such as Physics, Chemistry and Additional Mathematics which they referred to as subjects for boys when asked.

The answer to question 8 Appendix G was negative implying that all the pupils were allowed to choose subjects of their choice. The head teacher confirmed the same response when they answered question 1 and 2 in Appendix D.

Head teacher (A) had this to say. "The performance is satisfactory at this school although we normally have higher performance by boys". He reported that the school has eight grade 12 classes and one class of a grade 12 takes pure sciences. The pure science class is mainly male dominated and most girls shy away from this class. Moreover, this study established that those girls who take pure sciences get average marks. The Head teacher B reported that the school had implemented the newly introduced academic and vocational career pathway in their school. Head teacher B confirmed that more boys are choosing the academic career pathway as they felt that it leads them to domestic careers such as hospitality and clerical jobs. This response seemed to confirm what the study sought to establish gender stereotypes confirmed in subject choices. Head teacher B reported that the performance of girls is slightly lower than that of boys when he responded to Question 2 see appendix D.

When answering Question 5 Appendix E 15 teachers agreed that natural science is for a domain for both boys and girls. This was a proof that teachers are shifting the negative label of subject choices and are helping to develop positive self-concept in the girl child.

In response to question 15 Appendix E 19 teachers disagreed with the notion that school subjects should be gendered.

4.6 Classroom Interaction

It was this study's objective to evaluate the influence of classroom interaction on academic achievement. Interactionist sociologists argue that social interactions in

the classroom do affect achievement either negatively or positively depending on what labels are applied.

Respondents to the focus group discussion reiterated that they enjoy mutual pupil teacher relationships. They said teachers encourage them and make comments like "w ell done", you can do better, and you have great potential". In rare cases teacher would make derogative comments. The girls confirmed that this made them feel encouraged and want to reach their full potential. This is contrast to what most of the literature review asserted. However, the girls attributed their negative self- esteem to the comments made by their boy classmates. They reported that boys would jeer at them if they make a mistake and make derogative comments such as "Moneni ichipumbu" Bemba translated to mean "see this fool".

For the girls this classroom experience resulted in them feeling less confident and failing to participate in class in fear of such labelling. This in turn would result in them failing to ask questions where not clear and this in turn would affect their academic achievement.

The labelling theory indeed influences academic achievement. Positive labels by teacher's encourage learners to perform better and negative labels by male classmates lowers academic achievement of girls.

Responses to question 1 and 5 Appendix should that the girls believed that teachers created a warm caring learning environment for them.

4.7 Teachers Expectations

The study sought to establish whether teacher's expectations could influence academic achievement. Sociologists argue that teachers label learners based on their expectations. If expectations are high for a student, a teacher is likely to label that pupil positively and vice versa. The response to question 9 Appendix E   a teacher agreed with the assertion and 10 teachers disagreed. This means that there is still that bias that boys are smarter than although perceptions are changing steadily.

Question 10 and question 12 are kind of contrasts thereby invoke agree and disagree responses with the teachers agreeing with the assertion. Responses to question 1 2 Appendix e showed that 16 teachers disagreed with the assertion that teachers also believe in the potential of the girl child.

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4.8 Gender Roles

The study sought to find out the role of gender in allocation of roles and duties at home and at school. It was hoped that an analysis of the existence of gender roles would be useful in ascertaining whether they influence academic achievement.

The responses to question 4 Appendix F yield duties such as cooking, sweeping, washing, cleaning, and child care. Girls also reported that they perform different duties that are not done by boys, at home and not at school. They asserted that they perform more domestic duties thus this affects their academic performance. They do not get enough time to read and do homework. This confirms what the main research question asserted.

Teacher's responses to question 16 were an overwhelming disagrees, which means teachers have begun to realise the effect of gendered roles on academic achievement.

Responses to question 11 showed a high expectation from female students with most of the student prediction distinctions in most subjects. The study safely concluded that positive encouragement fosters positive self-expectation. Therefore, to a larger extent labelling and gender stereotypes do influence academic achievement. Cognisance should be made to changing social trends which impact on gender roles.

4.9 Summary

The chapter focused on presentation and analysis of data under relevant tables, figures and subheadings. Discussion and interpretation of data was done with reference to the research question and the literature.

Table 5.0: Teachers Perceptions and Opinions on Academic Achievements of Female Students.

	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree	Totals
Q1	6	8	0	6	0	20
Q2	1	1	11	7	0	20
Q3	0	6	11	3	0	20
Q4	9	10	0	1	0	20
Q5	5	10	0	5	0	20
Q6	3	6	1	4	6	20
Q7	0	1	0	10	9	20
Q8	3	15	0	2	0	20
Q9	1	8	1	9	1	20
Q10	5	11	1	1	2	20
Q11	1	6	1	10	2	20
Q12	0	3	1	11	5	20
Q13	2	7	0	9	2	20
Q14	0	1	0	5	14	20
Q15	0	1	0	6	13	20
Q16	0	4	0	8	8	20
Q17	1	2	0	8	9	20
Totals	37	100	27	105	71	340

Figure 1.0: Graphical Presentation of Teachers Perceptions and Opinions on Academic Achievements of Female students,

Teacher's Opinions on Female Students Academis Performance
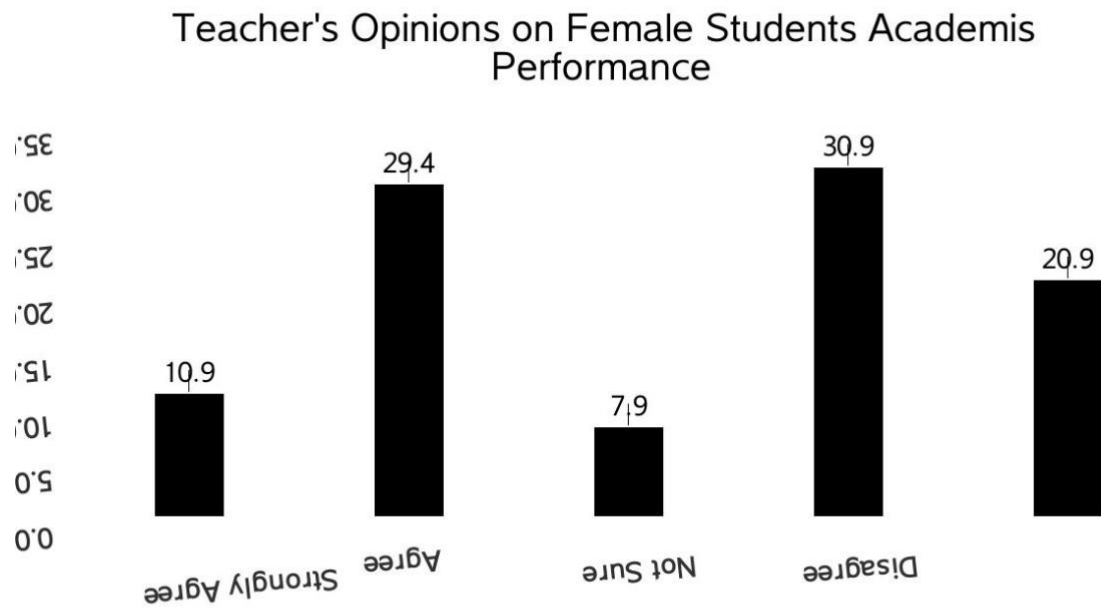
Comments on Teachers Opinions of Female Students Academic Achievements

.

40.3 % (10.9 strongly Agree + 29.4 Agree), of the Teachers in the study agreed with traditional views on Female Students Academic Performance. **7.9 %** where not sure or reserved about their Opinions, while **51.8 %** (30.9 Disagree + 20.9 strongly Disagree)
of the Teachers did not agree with the traditional views on Female Students Academic Performance.

Table 6.0 : Female Students Prediction of their Grade 12 Results

Subject	Distinction Grade (1-2)	Merit Grade (3-4)	Credit Grade (5-6)	Fail Grade (7- 9)
Maths	37	9	4	1
English Language	35	4	0	3
Biology	32	10	2	1
Physics	24	11	0	1
Chemistry	29	6	0	0
Civic Education (C.E)	34	7	1	1
History	35	13	1	1
English Literature	27	11	2	1
Religious Education	9	14	1	1
French	10	9	0	1
Science	5	4	1	1
Advanced Mathematics (ADMA)	2	0	0	0
Totals	279	98	12	12
Totals as a Percentage %	69.6	24.4	3.0	3.0
Compulsory Subjects (M,EL&Bio)				

Figure 2.0: Female Students own predictions of Grade 12 Results expressed as a percentage (%).

Female Students (Own) Predictions of Grade 12 Results
as Percentages (%)

3.0 3.0

24.4

69.6

Distinction   Merit   Credit   Fail
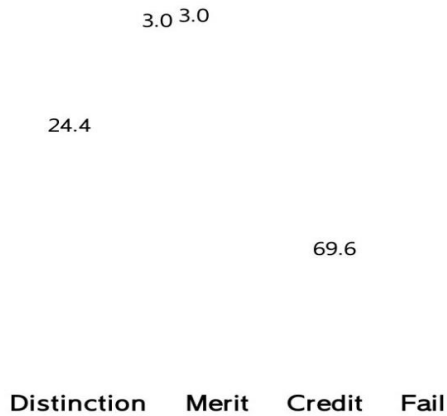
comments on Female Students prediction of Grade 12 Results

97 % of the Female students predict that they will pass, with 69,6 % predicting that they will pass with Distinctions. Only 3 % predict that they may fail. This reflects a high level of confidence in the Female students.

Table 7.0: Students Opinions on (Teacher- Female Student) Interactions in the Classroom.

	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree	Totals
Q1	36	15	4	5	0	**60**
Q2	13	22	11	4	10	**60**
Q3	1	1	15	3	40	**60**
Q4	25	20	5	5	5	**60**
Q5	20	26	11	2	1	**60**
Totals	95	84	46	19	56	300

Figure 3.0: Students opinions on Teacher Pupil Interactions in the Classroom expressed.

Female Students Opinion on Interactions with Teachers in the Classroom
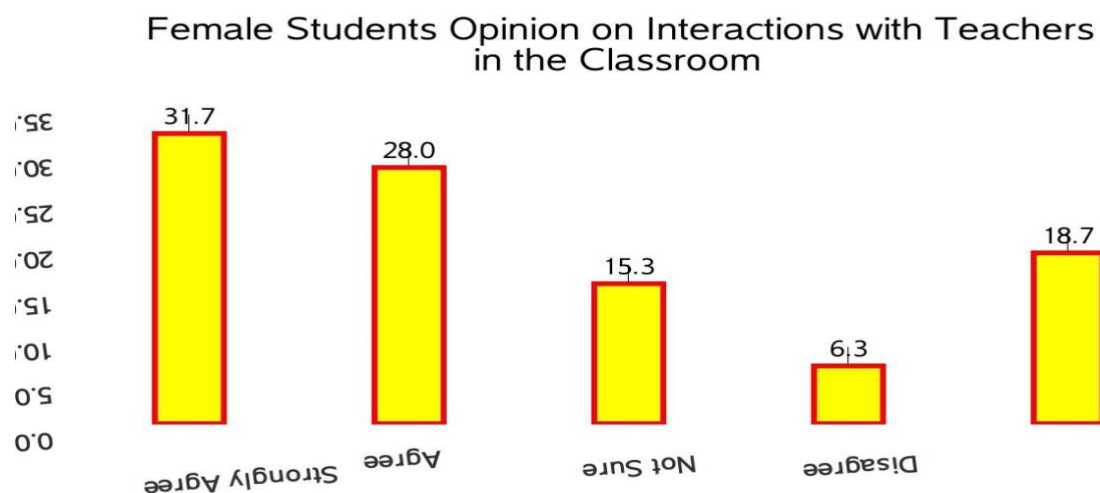
Comments on Female Students Opinions on Female Students –Teacher Interactions in the Classroom. (Insert Comments)

Table 6.0: Female Students Awareness and Choice of Institutions of Higher Learning

University College	No of Students	Frequency	%
University of Zambia (U NZA)	26	**26**	43.3
Copper Belt University	6	**6**	10.0
Copper Stone University	6	**6**	10.0
Evelyn Hone	3	**3**	5.0
NIPA	1	**1**	1.7

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UNILAS	1	**1**	1.7
Abroad	8	**8**	13.3
Rusangu	2	**2**	3.3
Other	2	**2**	3.3
Cavendish University	5	**5**	8.3
Totals	**60**	**60**	**100**

Comments on Female Students awareness and choice of Intuitions of higher learning.

Table 6.0 (above), shows not only 100% female students' awareness of the presents and availability of institution of higher learning, but also express knowledge of the wide range of such institutions (43.3%) for UNZA and including opportunities abroad.

medical doctor career. This demonstrates an equally strong resolve to take up so called Male Dominated Careers.

Figure 5.0: Female Students Career Choices Traditional vs Non-Traditional Careers.

Careers-
Traditional Male dominated Vs
Traditional female dominated
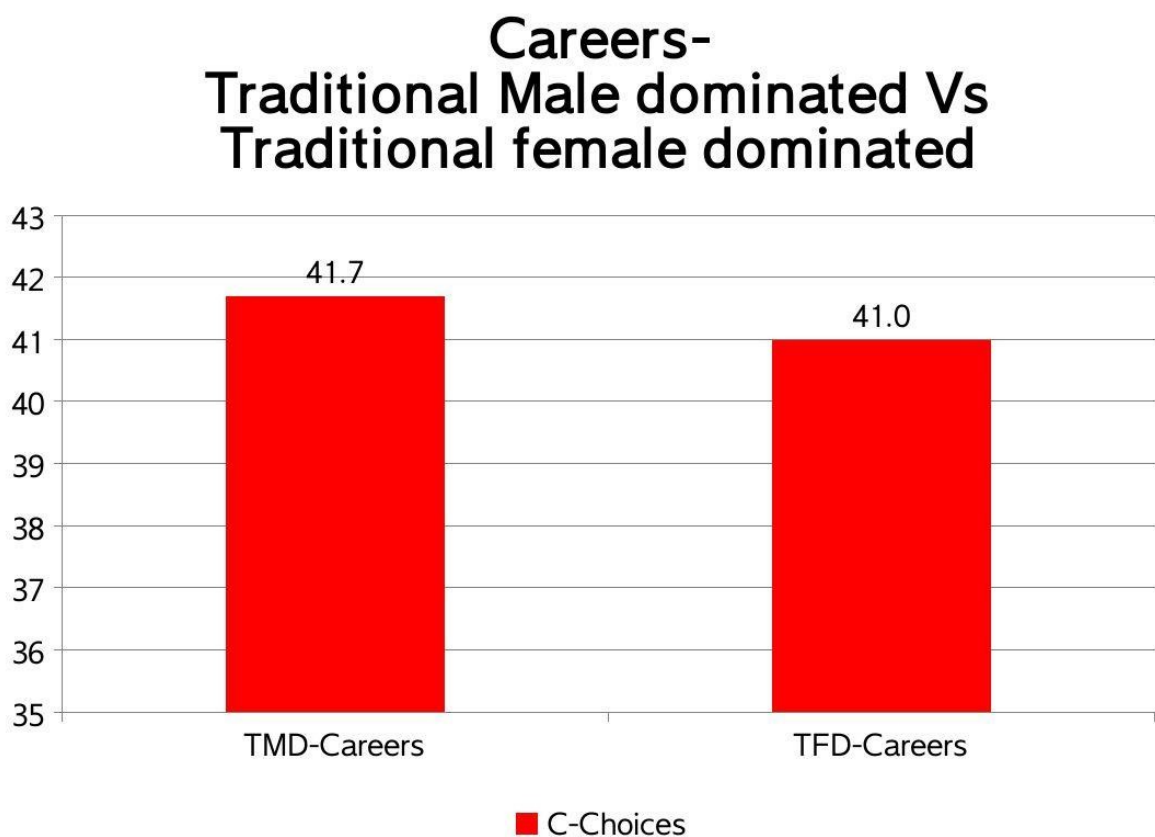
Comments on Female Students Career Choices Traditional Male Dominated Vs Traditional Female Dominated Careers.

It is clear from the graph above those female students are now equally interested in the formally Male dominated Careers.

CHAPTER 5

Introduction

This chapter summarise the findings of the research study findings and reflected on the problem encountered in the conductivity of the research and how they are minimised. It also affected direction for future research.

5.1 Discussions of the Findings

The research established that though efforts are being made by all stakeholders in trying to make the academic achievement of female learners more still has to be done to improve the status of girls in the educational arena. Most public education policies fail to recognise the socialisation role of schools and fail to address the detrimental effects through counter measures such as the introduction of gender studies in the curriculum to foster awareness of gender biases, disparities and inequalities. Theses imp act on the academic achievement of girls.

The study also established that the classroom interaction has improved as far as teacher pupil relationship as evidenced by the responses given by both the teachers and female pupils. Teachers now pave positive influence and positive expectation for t heir class's regardless of gender.

In labelling terms, the study concluded that teachers are now applying positive labels and that improves the academic achievement of female students. This in turn confirms the labelling theory and the self-fulfilling theories.

The fact that the girls predicted good results is proof that indeed the teachers have in stilled in them the "you can do it" mentality which raised their self-confidence, self-esteem and self-belief. Self-confidence and self-respect which come as a result of recognition in class are associated with higher academic performance.

The study was concluded that parity has been achieved as in terms of enrolment echoed by head teachers' interviews. The study established that there is gender

convergence in academic achievement as shown by teachers' opinions and the girls' predictions of their results.

Another finding was that male classmates still engage in negative labelling of their female classmates. This form of labelling impacts negatively on female students. More over the male classmates still engage in various gender ideology practices through t heir interactions with female classmates.

The study established that gender roles at home and at school still create the distinct notion of what it means to be male or female. Girls' academic achievement is still being negatively by gender roles at home and n school thereby confirming assumptions   that were stated in the research problem.

CHAPTER 6

6.0 Conclusion and Recommendations

The following are the recommendations of the study:

- Ministry of general education should transform policy and practice in line with gender issues that affect educational outcomes since gender issues are still being given low priority.
- Ministry of Education to organise workshops for parents, teachers and male pupils to educate them on gender issues and to foster the idea of equality between males and females.
- Curriculum Development Centre should be made to empower the girls and raise their self-esteem through counselling and exposure to female successful role models worth emulating.
- The law enforcers in the study area and the nation at large, should work on the by laws that prohibit labelling and stereo typing.
- Education planners should include labelling and stereo typing education in the school curriculum for proper orientation of the girl child.

Research aimed to address the gender achievement gap and to produce up to date scenarios that are permeating issues of academic achievement for child.

7.0 Summary

The chapter summarised the findings of the study and a link was made to the main research problem. Recommendations for further research were made in light of the findings that were made by this study.

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Appendix A INTRODUCTORY LETTER: POSTGRADUATE RESEARCH DATA COLLECTION NSELUKA SYLVIA NKOLE – 5201920099

The above subject refers. Chalimbana Unuversity management would like to introduce the above-named postgraduate students pursuing master in education leadership and management. The student is currently collecting data on the research study entitled **"ADMISTRATIVE EFFECTS OF STEREOTYPES AND LABELLING ON FEMALE PUPILS ACADEMIC ARCHIVEMENTS AT GRADE TWELVE. A CASE STUDY OF SECONDARY SCHOOLS IN NAKONDE DISTRICT."**

Appendix B Consent Document: For teachers and Head Teachers

Dear Participant

My name is SYLVIA NKOLE NSELUKA, a Master of Education student at CHALIMBANA University in ZAMBIA. I am conducting a research project that involves assessing administrative effects of stereotypes and labelling on female pupils' academic achievement at Grade 12 in Nakonde District.

You have been chosen to participate in this research based your position at school, the Grade and subject/s you teach.

By participating in this research project, you will have the opportunity to contribute to the research base concerning influences to academic achievements for girls in your district.

Your participation will be private and confidential since your identity will be kept anonymous. Real names are not required. Codes will be used   instead.

The data collected will be used purely for academic purposes. Your co-operation and assistance will be highly appreciated.

Thank you in advance.

 Yours Sincerely

  NSELUKA SYLVIA NKOLE

Appendix C Consent Document for students

Dear Participant

My name is SYLVIA NKOLE NSELUKA, a Master of education in leadership Education and management student at CHALIMBANA University in ZAMBIA. I am conducting a research project that involves administrative effects of stereotypes and labelling on female pupil's academic achievement at Grade 12 in Nakonde District.

You have been purposively selected to represent senior secondary school girls at your school as well as your district. Your participation in this research project will give you the opportunity to contribute to the knowledge base concerning the influences of labelling and gender stereotypes on the academic achievement for girls in your district.

Your participation in this research will be private and confidential since codes are going to be used instead of real names.

The data collected will be used purely for academic and research purposes. Your assistance and co-operation will be highly appreciated.

Thank you in advance

Yours Sincerely

SYLVIA NKOLE NSELUKA

Appendix D Participant Consent Form

I _____ having been consulted and requested to take part in the research study on the administrative effect of labelling and gender stereotypes on the academic achievement of female pupils at Grade 12 in Nakonde district have given my informed consent.

I understand that this research is done for the dissertation for SYLVIA NKOLE NSELUKA Master's Degree candidate in Masters of Education leadership and management at CHALIMBANA University.

The researcher has fully explained the implication of my participation in the research and has assured me that privacy, confidentiality and anonymity will be ensured.

I was also informed that I have the right to decline the request to participate, or withdraw at any time and I am allowed to ask questions before during and after the research.

I therefore accept to take part in the research.

Participants' Signature _____

Researcher's Signature _____

Date_____

Appendix E Interview with Head teacher

Date _____

Sex _____

Number of Years in the position _____

Number of Years at this school _____

Number of Teachers in School _____

Sex: Male ____

        Female _____

Degree Holders _____

Diploma Holders _____

Other _____

Enrolment Figures _____

Male _____   Female _____

1) What is the general performance of Grade 12 candidates at this school?

2) What is your comment on the performance of girls in this school at Senior
   Secondary school?

3) Has your school implemented the newly introduced academic and vocational
   career pathways for the secondary schools?

4) If the answer to question 3 is yes, how does the school allocate pupils to the
   different career pathways?

5) In which career pathways are (a) Boys interested in? (b) Girls interested in?

Are there any Government policies that are deliberately put in place to help female
students' access higher institution of learning after Grade 12?

7) Which policies of this nature are in place?

8) Are there any female students from your school who have benefited from these
   Government policies?

9) What would you suggest as recommendations to improve the girl child's academic
   achievement at Grade 12?

APPENDIX F

Questionnaire for teachers

Respondent code   _____

School   _____

Age   _____

Subjects taught _____

Tick the applicable

<u>Teaching experience:</u>

Below 2 years _____

 2 to 5years   _____

  6 to 10years _____

  11 to 20years _____

   Over 20years _____

Please indicate your best option as honestly as possible by putting an (X) in the appropriate box provided.

	Strongly Agree	Agree	Not Sure	Disagree	Strongly disagree
1) Boys are better in natural sciences than girls					
2) Girls should concentrate in English and ARTS					
3) Girls academic achievements will be low for the grade 12					
4) Both boys and girls can achieve good results at grade 12					
5) Natural sciences are a domain for both boys and girls					
6) Nurturing and caring such as nursing techniques teaching Housekeeping is suitable for girls					
7) Profession such as engineering, law, accountancy, medical doctors are best suited for men not women.					
8) Not all pupils can perform highly					
9) Boys are expected to achieve better grades than girls					
10) All female students are expected to learn what is needed for them to					

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12) I believe that not all students especially girls possess enough cognitive skills to enable them to master basic skills.					
13) The causes of girls' low academic achievement cannot be reduced by a teacher.					
14) Career choices should be related to gender.					
15) School subjects should be allocated according to gender.					
16) Duties at school and at home should be gendered.					
17) Girls should choose jobs such as nursing, teaching, air hostess.					

Thank you for your co-operation

Appendix G

Questionnaire for Female pupils:

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Name of School _____

Student Code _____

Current age _____

How many are you in your family _____

Number of brother/s _____

Number of sister/s _____

Your position in the family _____

What is your father's occupation? _____ What is your mother's occupation? _____

Vocational and Career Choices:

1) I have a parent/guardian or caregiver who encourages me to do well in school work: -

      A. Always
      B. Almost Always
      C. Occasionally
      D. Rarely
      E. Not at all

2) Which College or University do you wish to attend?

      _____

3) Check the list of careers and activities below.

      - Put an **X** on five careers that you would consider as good for you.
      - Put a question mark (?) on 5 careers that you would never choose.

49

Lab Technician	
Architect	
Book writer	
Doctor	
Clerk	
Hairdresser	
Dancer	
Nurse	
Engineer	
Geologist	
Teacher	
Musician	
Pilot	
Secretary	
Waitress	

Gender Roles and Academic Achievement:

4) As a girl child, do perform some domestic duties at home before coming to school and after you knock off at school.

   (Yes or No)

5) If your answer to question is (Yes) list five domestic duties that you perform at home.

   a)

   b)

   c)

   d)

   e)

6) Does your class have a duty rota?

YES/NO

7) List 3 duties performed by boys.

_____

_____

_____

8) List 3 duties performed by girl

_____

_____ _____

Academic Outcomes and Classroom Interactions

9) What is your prediction for your Grade 12 results?

 For Example

Subject	Grade
English	2
Science	4

Please indicate the your best option as honestly as possible by putting an (X) in the appropriate box provided

	Strongly Agree	Agree	Not sure	Agree	Strongly Dis agree
1) My teachers create a classroom environment where I can be comfortable to learn and to ask questions.					
2) My teachers have high expectations for me.					
3) Boys are more intelligent than girls in my class.					

4) Boys and girls in my class should do the same duties in school,					
5) My teachers care about me.					

Thank you for your co-operation

Appendix H: Focus Group Interview questions: For Students

1) What is you're feeling about the education of girls in Zambia?

2) Do you feel that girls are given equal educational opportunities as the boys?

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3) If the answer is yes explained in what ways.

4) If the answer is no explain why you say so.

5) Are there activities which are dominated by boys/girls in the school curriculum?

6) Name them.

7) Do these activities reinforce the perceived differences between boys and girls?

8) Are here any subjects that you have been discouraged from taking because?

9) you are a girl?

10) Give examples.

11) How do you feel as the result of this discouragement?

12) Are there any subjects that you have been encouraged to study because you are a girl?

13) What is your opinion towards such encouragement?

14) Do teachers at times make comments that discourage you as a female student in the classroom?

15) If the answer is yes, give examples of these discouraging comments.

16) Do teachers make encouraging comments to you as a female student?

17) Are there any things that you as an individual has felt that you cannot do them because you are a girl?

Appendix I Consent document: For parents and guardians

Dear Parent/Guardian

My name is SYLVIA NKOLE NSELUKA a student at chalimbana university in Zambia.

I am kindly requesting your daughter to take part in a research study that she has been selected to participate. The research study wishes to assess the influence of label ling and gender stereotypes on female learner's academic achievement.

The information will be purely used for academic purposes therefore no known harm will be incurred to all those selected to participate.

You are requested to indicate your response by ticking the appropriate response below.

a) I allow my daughter to take part in this study _____

b) I do not allow my daughter to take part in this study _____

    Thank you in advance

        Yours sincerely `

        SYLVIA NKOLE NSELUKA