

Nigerian Pre-service Teachers' Perceptions of Gender Roles and Stereotypes in Social Studies Classrooms

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The aim of the study was to explore the perceptions of Undergraduate pre-service Social Studies teachers toward gender roles and stereotypes. Two hundred and ten (210) pre-service Social Studies teacher-trainees were administered an 18-item Likert type questionnaire. Descriptive and inferential statistics were used to address the questions raised. The analysis revealed that pre-service teachers possess negative perceptions of gender stereotypes in classroom. Results also showed significant differences in sex, age, religion, academic level and mode of entry among pre-service Social Studies teachers on gender-stereotype perceptions. Correlation analyses reveal significant associations among sex, age, mode of entry and religion, and gender-stereotyped perception. Multiple regression results also revealed that sex, academic level, mode of entry and religion are predictors of perceptions of gender stereotype practices. The implication of this study is the importance of sensitising pre-service Social Studies teachers toward issues of gender stereotypes. There is also the need for schools to adopt policies, curriculum and learning materials that would provide equal opportunities for both sexes.

Keywords: Gender, Social Studies, pre-service teachers, classroom, perceptions

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