

Female Students' Perceptions of Gender and Academic Achievement: A Case of Sixth Form Girls in Zimbabwean School

Edmore Mutekwe*, Maropeng Modiba and Cosmas Maphosa**

*University of Johannesburg, Department of Education Studies, Auckland Park
Kingsway Campus*

*E-mail: * <edmorem@uj.ac.za/edmoremutekwe@yahoo.com>*

***School of Education, University of KwaZulu Natal,
Edgewood Campus, South Africa*

KEYWORDS Gender Biases. Academic Achievement. Stereotypes. Career Trajectories. Prejudices

ABSTRACT In this paper we report findings from a study that sought to explore girl students' perceptions of gender and academic achievement in the Zimbabwean schools. The study adopted a qualitative approach in which focus interviews with female high school learners were conducted. Data was analysed through content analysis as emerging key issues led to themes that were best analysed by this means. The study found that female students believe that they were not on par with boys in terms of treatment. Their treatment in schools, at home and in society led to under-achievement. The study concluded that female high school students held certain perceptions which they believed negatively affected their academic achievement. The study recommends that gender sensitivity should be taken seriously in schools and in homes as well as in society at large to ensure that female students have positive self-concepts which, invariably, lead to better performance and improved academic attainment.