

**IMPACT OF GENDER ROLES ON EDUCATIONAL OUTCOMES ON
SECONDARY SCHOOL STUDENTS IN EDO STATE**

**Jumoke Anike SHITTU
EDU2102167**

**UNIVERSITY OF BENIN
BENIN CITY
NIGERIA**

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EDU2102167**

**A RESEARCH WORK SUBMITTED TO THE DEPARTMENT OF
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EDUCATION, UNIVERSITY OF BENIN, BENIN CITY, NIGERIA IN
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CERTIFICATION

We, the undersigned certify that this research work was carried out by **Jumoke Anike SHITTU** with Matriculation Number: **EDU2102167** in the Department of Curriculum and Instructional Technology, Faculty of Education, University of Benin, in partial fulfillment of a Bachelor of Science (Ed) degree in social studies.

Mrs G.I Okojie
(Project Supervisor)

Date

Dr. Mrs. I.K Oteze
(Project Coordinator)

Date

Prof. F.O. Idehen
(Head of Department)

Date

DEDICATION

This study is dedicated to Almighty God for His Grace that sustained the researcher in the course of the research

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ABSTRACT

This study investigated the impact of gender roles on educational opportunities among senior secondary school students in Edo State, Nigeria. It focused on how cultural beliefs, family decisions, economic factors, institutional practices, and curriculum content influence access to and participation in education. A descriptive survey design was used, and data were collected from 208 students through a structured questionnaire.

Findings revealed that cultural and social norms still favor boys' education over girls', as family decisions and economic challenges often prioritize the boy child. Girls were found to bear heavier domestic responsibilities, which affect their school attendance and performance. Institutional factors such as teacher attitudes and classroom practices also reinforced gender bias, while the curriculum lacked adequate representation of both genders.

The study concluded that gender roles significantly shape educational inequality in Edo State through social, cultural, and institutional influences. It recommended community sensitization, financial support for female students, gender-sensitive teacher training, and curriculum reform to promote equity in education.

CHAPTER ONE

INTRODUCTION

Background of Study

Education remains one of the most powerful tools for individual empowerment and societal development. It plays a critical role in equipping individuals with the knowledge, skills, and values necessary for meaningful participation in economic, civic, and social life. In Nigeria, secondary education marks a significant phase in academic and career preparation, shaping students' aspirations and determining future opportunities. However, the realization of educational outcomes defined as the measurable academic achievements and competencies acquired by learners continues to be influenced by several socio-cultural variables, chief among them being gender roles. Gender roles, which refer to the socially constructed expectations, behaviors, and responsibilities assigned to individuals based on their biological sex, significantly shape students' educational experiences and outcomes, especially at the senior secondary level (Aina & Oladipo, 2020; UNESCO, 2021).

In Edo State, traditional gender roles remain deeply embedded in cultural and social life, often determining how boys and girls are raised and what is expected of them in school and at home. Boys are typically encouraged to pursue

academic excellence and leadership, while girls are socialized into caregiving roles and domestic expectations. These patterns have direct implications for educational outcomes, as they affect students' confidence, time allocation, motivation, and long-term academic engagement. Girls, in particular, are more likely to be burdened with domestic responsibilities or withdrawn from school to assist at home or prepare for early marriage. As a result, their academic performance, retention, and subject choices often differ from those of their male peers (UNICEF Nigeria, 2020; Olayanju & Yusuf, 2022).

Closely linked to gender roles are gender stereotypes, which are oversimplified and widely held beliefs about the characteristics, attributes, and behaviours deemed suitable for men and women. In the school environment, these stereotypes can influence how teachers interact with students, how subjects are allocated, and how students perceive their own academic abilities. For example, teachers may unconsciously expect boys to perform better in mathematics and science, while steering girls toward arts and humanities. These biases can affect classroom participation, reduce academic self-esteem among girls, and limit their educational outcomes over time (Okorie & Eze, 2020). When students internalize these stereotypes, it impacts their subject preferences, academic engagement, and even long-term career aspirations.

Furthermore, educational opportunities, which encompass the availability and accessibility of learning resources, environment and support system that enable individuals to acquire knowledge, skills and qualifications, are not always equitably distributed among students. In many parts of Edo State, senior secondary schools lack the gender-sensitive infrastructure and learning support necessary to enable girls, in particular, to thrive. Issues such as lack of sanitary facilities, gender-based harassment, and minimal representation of female teachers in STEM subjects discourage female students from maximizing their academic potential. This unequal access to resources and support systems creates disparities in academic achievement, favoring male students in many instances (ActionAid Nigeria, 2022).

The issue of equity in education, which involves fairness and inclusion in the distribution of resources, opportunities, and treatment within the education system. Achieving equitable educational outcomes requires addressing the systemic barriers that hinder girls and boys differently. For instance, while some boys may drop out due to financial pressures or peer influence, girls are often forced out due to gender-specific challenges such as early marriage, pregnancy, or domestic labor. The absence of inclusive learning environments—educational spaces that are designed to accommodate the diverse needs of all learners

regardless of gender—contributes significantly to these disparities. Such environments not only require gender-sensitive policies but also trained teachers, appropriate facilities, and a culture that values all students equally (UNESCO, 2021).

Policy makers, both at the state and federal levels, have introduced various educational equity interventions to reduce gender disparities in educational outcomes. Policies like the National Policy on Gender in Education and the Universal Basic Education scheme aim to provide equal access to secondary education. However, their implementation in Edo State has often been hindered by deep-rooted cultural practices, inadequate funding, and insufficient community engagement. This gap between policy and practice continues to limit the effectiveness of interventions intended to promote gender balance in senior secondary education (Federal Ministry of Education, 2021; World Bank, 2020).

Addressing these challenges is also central to global development priorities, particularly Sustainable Development Goal 4, which emphasizes inclusive and equitable quality education, and Sustainable Development Goal 5, which seeks to achieve gender equality and empower all women and girls. Without addressing the impact of gender roles on educational outcomes, it becomes difficult to make meaningful progress toward these goals. Therefore, education must not only be

made accessible but also inclusive and responsive to the distinct challenges faced by different genders, especially during the critical phase of senior secondary schooling.

In light of these concerns, this study aims to examine the impact of gender roles on educational outcomes among senior secondary students in Edo State. It will explore how gendered expectations influence academic performance, subject preference, classroom engagement, and long-term educational aspirations. By analyzing the influence of socio-cultural norms, school practices, and institutional policies, the study will contribute to the growing body of knowledge aimed at promoting social transformation through education. Ultimately, the findings will offer context-specific insights to guide policy makers, educators, and stakeholders in designing more equitable and inclusive educational systems for all.

Statement of the Problem

Despite increased awareness and policy reforms aimed at reducing gender disparities in education, gender roles continue to exert a strong influence on the educational outcomes of senior secondary school students in Edo State. Traditional socio-cultural beliefs often prioritize male education while assigning domestic responsibilities to girls, limiting their time for academic pursuits and reducing their performance and retention in school. The impact of such gender

roles is particularly pronounced during the senior secondary years, a critical period for academic achievement and career direction (Olayanju & Yusuf, 2022).

Moreover, gender stereotypes embedded in school practices and classroom dynamics influence how students engage with academic content. Teachers may hold unconscious biases, expecting higher performance from boys in subjects like mathematics and science, while assigning girls to non-scientific or caregiving roles. These stereotypes can discourage girls from pursuing academic excellence, affect their confidence, and hinder their participation in certain subjects or extracurricular activities (Okorie & Eze, 2020).

Household economic conditions further complicate this scenario. In resource-constrained families, boys are often prioritized for continued education, while girls are expected to support domestic tasks or contribute financially through petty trade or early marriage. These economic biases, driven by societal assumptions about gendered responsibilities and future returns, reinforce a cycle of unequal academic outcomes between boys and girls (UNICEF Nigeria, 2020).

In addition, structural and institutional factors such as inadequate school infrastructure, absence of gender-sensitive policies, lack of female role models, and exposure to sexual harassment continue to undermine the educational experiences of female students. These issues are often underreported due to stigma

or lack of institutional support, leading to absenteeism, low academic engagement, or complete withdrawal from school (ActionAid Nigeria, 2022).

Although there have been policy-level interventions, their effectiveness remains limited in Edo State due to weak implementation and insufficient localization of strategies. Many of these initiatives fail to consider the unique socio-cultural and economic contexts of communities within the state. Consequently, there is a lack of empirical, context-specific data that can guide more responsive and effective solutions.

This study therefore seeks to critically investigate how gender roles shape the academic outcomes of senior secondary students in Edo State. It aims to understand how cultural expectations, family decisions, economic pressures, and institutional practices collectively influence educational trajectories. Through this analysis, the study hopes to contribute to the development of locally grounded, gender-responsive policies and interventions that can promote greater equity in

Research Question

Six research questions have been raised for the purpose of this study

1. How do cultural and social beliefs in Edo State influence gender roles and affect access to educational opportunities?

2. In what ways do family decisions, shaped by gender roles and societal expectations in Edo state?
3. How do economic conditions within households contribute to gender disparities in school enrollment, retention, and performance in Edo state?
4. Does institutional factors, such as school environment, facilities, and teacher attitudes, hinder or promote gender equity in Edo state?
5. How do gender representations in the school curriculum and teaching practices affect students' academic reforming in Edo state?
6. What are the views of key stakeholders on the effectiveness of current policies and programs designed to promote gender equality in education?

Purpose of the Study

The main purpose of this study is the impact of gender role on educational outcomes on senior secondary student in Edo state. Specifically, the subject aim at:

1. To examine how cultural and social beliefs in Edo State influence gender roles and affect access to educational opportunities.
2. To investigate the ways in which family decisions, shaped by gender roles and societal expectations, impact the educational pathways of boys and girls.
3. To assess the impact of household economic conditions on gender-based disparities in school enrollment, retention, and academic performance.

4. To identify institutional factors such as school environment, facilities, and teacher attitudes that affect gender equity in education.
5. To explore how gender representations and stereotypes within the school curriculum and teaching practices influence students' academic engagement and self-perception.
6. To evaluate the perceptions of key stakeholders on the effectiveness of current policies and programs aimed at promoting gender equality in education.

Significance of the Study

This topic is focused on the impact of gender role on educational outcomes on senior secondary student in Oredo local government area, Edo state. The findings will provide valuable insights for educators, policymakers, and student curriculum developers seeking to promote gender equity in education.

This research is particularly important in a region where traditional norms and economic realities often intersect to influence family decisions on who receives education and to what extent.

It will also serve as an evidence-based resource for designing targeted interventions that address not just access to education, but the quality of participation and achievement for both genders. Furthermore, by shedding light on how school-based gender stereotypes reinforce societal expectations and limit

girls' academic ambitions, the study can inform curriculum reforms, teacher training, and community sensitization programs aimed at creating more inclusive learning environments. Ultimately, the study aspires to support ongoing efforts toward achieving Sustainable Development Goal 4 (inclusive and equitable quality education) and Goal 5 (gender equality), while empowering stakeholders at all levels to make informed decisions that foster educational equity and social transformation

Scope and Delimitation of the Study

This study investigates the impact of gender role on educational outcome among senior secondary school students in Edo state. This research will be focused on only SS1 – SS3 student in Oredo local government area, Edo state. The study is delimited to Oredo and does not extend to other local government areas, with primary and tertiary education excluded. Nevertheless the study will employ sound research method to ensure the reliability and validity of its findings.

Definition of Terms

1. **Gender Roles:** These are the socially constructed expectations, behaviors, responsibilities, and norms that a society considers appropriate for individuals based on their biological sex. Gender roles often dictate what is acceptable for

males and females in various aspects of life, including education, work, and family life.

2. **Gender Stereotypes:** These are oversimplified and widely held beliefs about the characteristics, attributes, and behaviors deemed suitable for men and women. In educational settings, gender stereotypes may influence teacher attitudes, student performance, subject choices, and career aspirations, often disadvantaging girls.
3. **Educational Opportunities:** This refers to the availability and accessibility of learning resources, environments, and support systems that enable individuals to acquire knowledge, skills, and qualifications. Educational opportunities include not only access to schooling but also the quality of instruction, inclusivity, and encouragement to succeed.
4. **Equity in Education:** Equity in education involves fairness and inclusion in the distribution of resources, opportunities, and treatment within the education system. It means ensuring that all students, regardless of gender, have access to the support they need to succeed academically and socially.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter presents review of literature relevant to this work on the “Impact of Gender Roles on Educational Outcomes on Secondary School Students in Edo State” under the following subheadings:

- Theoretical Framework
- Historical Perspective on Gender and Education in Edo State
- Gender and Access to Education
- Impact of Gender Role on Student’s Outcome
- Parental Perceptions and Gendered Expectations
- Summary of Reviewed Literature

Theoretical Framework

The theoretical framework provides the intellectual and conceptual foundation for understanding how gender roles influence educational opportunities in Edo State. It offers structured perspectives through which the research problem can be examined. This study draws on Social Theory. This theory helps explores the structural and inequalities created by societal norms and the multi-level environmental influences that shape individual and collective behavior.

Social Role Theory, developed primarily by Alice H. Eagly, provides a compelling framework for understanding the dynamics between gender roles and educational opportunities, particularly within sociocultural contexts like that of Oredo Local Government Area in Edo State, Nigeria. The theory posits that gender differences in behavior, aspirations, and access to resources are not inherently biological but are rooted in the societal division of labor between men and women. Over time, this division leads to widely held gender stereotypes—beliefs that men are more agentic (e.g., assertive, dominant) and women more communal (e.g., nurturing, supportive)—which then influence individuals’ roles, behaviors, and opportunities (Eagly, 1987; Eagly & Wood, 2012).

In many traditional African societies, including those in Nigeria, social and cultural norms have historically dictated distinct roles for men and women. Men are often perceived as breadwinners and heads of households, while women are seen as caregivers and homemakers. These gendered expectations are deeply embedded in the social fabric and significantly influence access to education. In the context of Oredo Local Government Area, despite being a relatively urbanized part of Edo State, these traditional roles continue to shape how families and communities view the education of boys and girls. For example, a girl may be expected to assist with domestic responsibilities or prepare for marriage rather

than focus on academic pursuits, while a boy may be encouraged to pursue formal education as a pathway to economic provision and leadership.

Social Role Theory helps explain how such gendered expectations lead to educational disparities. When educational institutions, teachers, or even families internalize and reinforce these roles, they may unknowingly limit the opportunities available to girls. Girls might be steered away from science and technical subjects based on the stereotype that these fields are more appropriate for males. Boys, on the other hand, may receive more support and encouragement to pursue leadership roles or higher education. According to Sadker and Zittleman (2009), these biases can be reflected in the classroom through teacher expectations, curricular materials, and peer interactions, all of which reinforce the idea that certain academic fields or levels of achievement are more suited to one gender over another.

In Nigeria, research has shown that gender roles significantly affect educational outcomes. Aina (2012) notes that societal attitudes continue to prioritize male education, especially in rural and semi-urban areas, because men are viewed as future providers. This trend can be particularly pronounced in areas like Oredo where urbanization coexists with deeply rooted traditional values. Parents facing financial constraints may choose to invest in their sons' education while neglecting their daughters', believing the latter will eventually marry and

leave the family. Furthermore, the perceived incompatibility between female social roles and formal education often discourages girls from pursuing schooling beyond the basic level.

Social Role Theory also offers insight into how systemic structures perpetuate gender inequality. For instance, policy interventions aimed at increasing school enrollment for girls may be undermined by persistent cultural beliefs about women's roles. Thus, even when access is improved, the quality and continuity of education for girls remain compromised by societal expectations. UNESCO (2021) highlights that despite progress in global gender parity, localized cultural norms continue to act as significant barriers to female education in many developing countries, including Nigeria.

The theory underscores the importance of challenging societal norms and role expectations in order to create a more equitable educational landscape. This involves not only legislative changes and resource allocation but also a fundamental shift in societal attitudes toward gender roles. In the case of Oredo Local Government Area, strategies such as community education, gender-sensitive pedagogy, parental engagement, and empowerment programs for girls are essential to altering the traditional narratives that limit educational access based on gender. As the World Bank (2020) emphasizes, investing in girls' education yields

substantial social and economic returns, but such investments must be accompanied by efforts to dismantle the social role expectations that hinder educational equity.

In Conclusion, Social Role Theory provides a robust lens through which to examine the impact of gender roles on educational opportunities in Oredo. By recognizing that gender disparities in education stem from socially constructed roles rather than innate differences, policymakers, educators, and communities can work together to address the root causes of inequality and promote inclusive educational development.

Historical Perspective on Gender and Education in Edo State

The historical development of gender and education in Edo State presents a complex interplay between culture, colonialism, religion, and modern policy reforms. These interconnected factors have contributed to a gendered educational system that, although evolving, still bears the marks of its origins. Prior to the introduction of Western education, Edo society, like many other traditional African communities, operated a system of indigenous knowledge transfer. Boys were trained to take up roles that would enable them to become leaders, farmers, warriors, and community decision-makers. In contrast, girls were primarily prepared for domestic responsibilities, including child-rearing, food preparation,

and cultural rites associated with womanhood. These traditional roles were not only socially expected but also institutionalized, such that the concept of formal education was not equally considered for both sexes. Education for boys was seen as a necessity for leadership and survival, while for girls, knowledge of household duties was deemed sufficient (Omorogiuwa & Igun, 2023).

The arrival of Western education, introduced by missionaries and colonial administrators in the late 19th and early 20th centuries, did little to challenge these deeply rooted gender roles. Instead, it often reinforced them. Early mission schools in Edo State largely focused on educating boys, who were perceived as more likely to become pastors, interpreters, or civil servants under the colonial government. Girls, if enrolled at all, were typically restricted to basic literacy and domestic science. This pattern was justified both by missionary doctrine, which emphasized women's roles within the home, and by local cultural norms, which saw limited utility in educating girls beyond primary school. As a result, many families resisted enrolling their daughters in school, and when they did, these girls were often withdrawn early for marriage or to assist in domestic work. The colonial educational system thus inherited and sustained preexisting gender biases (Tuki, 2023).

Following Nigeria's independence in 1960, the federal and state governments—including Edo State—implemented several policies to promote education as a tool for national development. Notable among these were the Universal Primary Education (UPE) program of 1976 and the Universal Basic Education (UBE) initiative of 1999. These policies aimed to provide free and compulsory education for all Nigerian children, regardless of gender. However, while these efforts succeeded in improving access to education, especially in urban centers, they did not fully dismantle the traditional beliefs that continued to favor male education. In many rural parts of Edo State, boys were still seen as future providers and heirs, making them a priority for schooling. Girls, on the other hand, were still subjected to early marriage, teenage pregnancy, and societal pressure to remain within domestic spaces. These attitudes significantly undermined the effectiveness of educational reforms in achieving gender equality.

Contemporary studies have shown that while there have been significant improvements in female enrollment and retention in schools, especially in urban and semi-urban areas, cultural and religious beliefs continue to influence educational decisions in Edo State. Omorogiuwa and Igun (2023), in their study conducted in Egor Local Government Area, observed that many parents still hold beliefs that undermine the value of girl-child education. Their findings revealed

that a large number of parents believe that a girl's primary duty is to the home and that investing in her education is a waste of resources since she would eventually marry and leave her parents' household. This perception, though gradually fading in some circles, remains a barrier in many rural and traditionally conservative communities within the state.

On a more encouraging note, recent research shows that education itself is becoming a tool for transforming gender perceptions. Tuki (2023), using data from the 2020 TRANSMIT survey, found that educational attainment is positively associated with egalitarian gender attitudes in Edo State. Individuals with higher levels of education—particularly secondary and tertiary—are more likely to believe in and support equal access to education for boys and girls. The study also found that being female was significantly associated with support for gender equality, suggesting that educated women, in particular, are more inclined to challenge traditional gender roles and advocate for equity in educational access and participation. These findings suggest that education not only empowers individuals economically but also influences social and cultural attitudes that have historically disadvantaged girls.

Another recent development challenging traditional gendered notions in education is the narrowing of gender gaps in subject performance, particularly in

fields traditionally dominated by males. A 2025 study by Izuhunwa, Aigboduwa, and Odugbemi investigated gender differences in academic performance in Blocklaying and Concrete Work among technical college students in Edo State. The results showed no statistically significant difference between the performance of male and female students. Although male students had slightly higher average scores, the performance gap was not large enough to suggest that gender was a determining factor. This finding is significant because it undermines the long-held belief that technical and vocational subjects are unsuitable for girls. It also highlights the importance of providing equal opportunities for both genders to explore all academic and vocational disciplines.

Despite these gains, challenges such as early marriage, sexual harassment, household labor, poverty, and lack of sanitary facilities in schools continue to disproportionately affect girls' education in Edo State. These challenges are remnants of a historical system that undervalued female education and relegated women to domestic roles. While policy interventions and global advocacy for gender equity have contributed to improvements, the deeply embedded nature of these cultural norms requires sustained, multifaceted efforts. These efforts must include not only government policies but also grassroots sensitization campaigns,

religious and traditional leader involvement, and the inclusion of gender-sensitive curricula in schools.

The history of gender and education in Edo State is one of gradual change against a backdrop of deeply rooted traditional and colonial legacies. From pre-colonial times when gender roles were rigidly defined, through the colonial era which reinforced male privilege in education, to post-independence reforms and modern-day challenges, the evolution of gender in education has been slow but steady. While progress has been made—especially in terms of enrollment, retention, and subject parity—significant work remains to be done to dismantle the historical and cultural barriers that continue to influence educational outcomes for senior secondary students in Edo State. Understanding this historical context is crucial for developing targeted interventions that promote not just access, but true equity in educational experience and achievement for both boys and girls dismantled.

Gender and Access to Education

Education is universally recognized as a fundamental human right and a vital tool for social and economic development. However, access to education is not evenly distributed, particularly along gender lines. Gender, defined as the socially constructed roles and behaviors associated with being male or female in

Edo State, especially entrenched gender roles significantly influence educational opportunities, often to the disadvantage of girls and women. Cultural norms and traditional beliefs about gender roles have a profound influence on access to education in Edo State. In many communities, boys are perceived as future breadwinners and are therefore given more educational priority, while girls are expected to marry early and take up domestic responsibilities. This mindset reinforces the notion that investing in girls' education yields fewer returns, leading to reduced support for their academic pursuits (Okeke, Nzewi & Njoku, 2008). For example, some families may withdraw girls from school once they reach puberty to avoid the “risk” of teenage pregnancy or to prepare them for marriage. In contrast, boys are encouraged to pursue education and professional careers, often irrespective of academic performance. Such practices institutionalize gender disparities in educational attainment and undermine national and regional development.

In economically disadvantaged families, where resources are scarce, educational investments tend to favor boys over girls. The opportunity cost of educating a girl—such as the loss of domestic labor or potential bride price—often leads parents to prefer educating male children (UNESCO, 2015). Additionally,

direct and indirect costs associated with schooling, such as uniforms, transportation, and textbooks, may further limit girls' participation in education

In Edo State, many rural and peri-urban communities still struggle with poverty, making it difficult for families to afford schooling for all children. Consequently, gender-based decisions regarding which child to send to school continue to reflect the perception of male superiority in economic and social value.

The school environment itself may not always be conducive for female learners. Issues such as gender-based violence, sexual harassment, lack of sanitary facilities for menstruating girls, and the absence of female role models within the school system can serve as deterrents for girls' consistent participation in education (Leach, Dunne & Salvi, 2014). These factors further widen the gender gap in educational access and contribute to higher dropout rates among girls, particularly at the secondary level.

The impact of Gender Role on Student's Outcome

Gender roles are socially and culturally constructed expectations that dictate how individuals are expected to behave, based on their sex. These roles often create systemic differences in the way male and female students experience education, particularly in developing regions like Edo State, Nigeria. The impact of gender roles on student outcomes has become a critical area of concern in

educational development, as it directly influences access to education, academic performance, subject preference, self-perception, and long-term educational attainment.

In many Nigerian societies, including Edo State, gender roles are reinforced from childhood, shaping how boys and girls perceive themselves and what is expected of them. Boys are often socialized to be assertive, competitive, and oriented towards leadership and technical fields, while girls are raised to be nurturing, obedient, and focused on domestic or caregiving responsibilities. These roles influence the choices students make in school, from subject selection to classroom participation. Tuki (2023) found that individuals' attitudes toward gender roles in education are strongly influenced by their level of educational exposure. Students from households where traditional gender roles are upheld often internalize these expectations, which in turn shapes their confidence and academic motivation.

The influence of gender roles extends beyond perception into actual educational outcomes. In many cases, girls face more structural and social barriers that affect their academic performance. They are often expected to combine academic work with domestic chores, care for younger siblings, or support family businesses, leaving them with limited time for study. Additionally, early marriage,

teenage pregnancy, and social pressure contribute to higher dropout rates among female students. According to Omorogiuwa and Igun (2023), cultural and religious beliefs in parts of Edo State continue to influence parental decisions to prioritize boys' education over that of girls. Their study in Egor Local Government Area revealed that many parents perceive the education of girls as less beneficial, especially when financial resources are limited.

On the other hand, while boys may be given more educational opportunities, they also experience pressures shaped by masculine gender roles. Boys are often discouraged from expressing vulnerability or pursuing subjects considered feminine, such as literature or the arts. Some are also expected to contribute financially to the household at an early age, which may lead to absenteeism or early withdrawal from school to engage in informal labor. This means that although gender roles may appear to favor male education, they also impose limitations on boys' full educational engagement in other nuanced ways.

Scholars have long highlighted the influence of gender roles on student outcomes. For instance, Correll (2001) demonstrated that gender stereotypes significantly shape students' self-perceptions and aspirations, particularly in science- and math-related fields. Her research revealed that even when female students perform at levels comparable to their male peers, they are less likely to

view themselves as competent in these subjects due to societal expectations that portray such disciplines as “male domains.” This lack of confidence, rooted in gendered assumptions, often translates into lower participation and persistence in STEM fields. Similarly, Eccles (2011) emphasized through her expectancy-value theory that students’ academic choices and achievements are directly linked to the value they attach to tasks and their self-beliefs, both of which are heavily influenced by cultural gender norms. Together, these studies underscore that student outcomes are not determined by ability alone, but by the powerful social messages embedded in gender roles that shape confidence, motivation, and career aspirations.

Moreover, gender roles influence student outcomes through the very structure and atmosphere of schools. Bias in teaching materials, teacher expectations, and leadership representation often reinforces stereotypes. For example, textbooks frequently present men as leaders or professionals, while portraying women mainly as caregivers or supporters, subtly shaping perceptions of career suitability. Similarly, teachers may—often unconsciously—offer greater encouragement or attention to male students in science-related subjects or leadership roles. Such institutional biases can shape students’ sense of belonging and their aspirations in particular academic fields. However, Izuhunwa,

Aigbodua, and Odugbemi (2025), in their study of technical colleges in Edo State, discovered that female students performed just as well as their male counterparts when provided equal opportunities. Specifically, their research on students in Blocklaying and Concrete Work showed no statistically significant gender differences in performance, emphasizing that academic potential is shaped not by gender, but by access and support.

In summary, gender roles have a profound impact on student outcomes in Edo State and across Nigeria. They shape how students are socialized, the educational support they receive, and their aspirations and performance in school. While recent research points to changing attitudes and gradual improvements, especially among the more educated population, the persistence of traditional gender expectations continues to limit the educational potential of both girls and boys. A concerted effort involving families, schools, policymakers, and community leaders is necessary to dismantle these barriers and ensure that all students, regardless of gender, have the opportunity to succeed.

Parental Perceptions and Gendered Expectations

Parental perceptions and gendered expectations play a pivotal role in shaping the educational experiences and outcomes of children. These perceptions rooted in cultural beliefs, religious values, and social norms often determine how

resources are allocated within households and which child receives educational priority. In Edo State, Nigeria, such beliefs and expectations continue to perpetuate gender disparities in access to education, with significant consequences for educational equity and social development

In many African societies, including those in Edo State, gender roles are socially constructed and passed down across generations. Boys are typically perceived as future breadwinners and leaders, while girls are seen as nurturers, homemakers, and future wives. These culturally embedded roles influence how parents perceive the value of education for their sons and daughters (Odeyemi & Falola, 2015). As a result, families are often more willing to invest in the education of boys, viewing it as a means of securing future income and social status for the family.

Girls, on the other hand, may be seen as temporary members of the household, whose eventual departure through marriage makes the return on educational investment seem less worthwhile. Such gendered expectations often lead to early withdrawal of girls from school or prioritization of domestic training over academic achievement (UNESCO, 2015).

Parental attitudes toward education are a major determinant of children's school enrollment, attendance, and completion. In Edo State, where patriarchal

ideologies remain influential, many parents still hold conservative views about female education. A study by Okeke, Nzewi, and Njoku (2008) revealed that some parents believe girls do not need formal education beyond primary or junior secondary school because they will eventually marry and become housewives.

This mindset manifests in limited encouragement for girls to pursue science, technology, engineering, and mathematics (STEM) subjects, or higher education in general. Instead, girls are steered toward careers in nursing, teaching, or secretarial work—fields perceived as more “appropriate” for their gender. These limitations arise not from the girls’ capabilities, but from their parents’ perceptions of what is socially acceptable or desirable.

Parental expectations also extend into the allocation of household responsibilities. In many Edo communities, girls are expected to take on a significant share of domestic chores, including cooking, cleaning, and caring for younger siblings. These duties often conflict with school hours or study time, putting girls at a disadvantage compared to boys, who are typically exempt from such responsibilities (Aikpitanyi & Edobor, 2019).

This burden can result in academic underperformance, absenteeism, or even dropping out. When girls struggle academically due to time constraints or

exhaustion, it may reinforce the belief among parents that they are not “naturally” suited for education, thus creating a self-fulfilling prophecy.

Parental expectations significantly influence children’s academic self-concept and future aspirations. When parents convey the message—explicitly or implicitly—that boys are more suited for academic and professional achievement, children internalize these expectations. Girls may lower their ambitions, believing that success in school or career is inappropriate or unattainable for them (Eccles, 2005).

This gendered socialization affects confidence, motivation, and subject selection. A girl whose parents do not support her interest in becoming an engineer may choose a more “acceptable” career path like fashion design, even if her aptitude lies in mathematics. Over time, these expectations contribute to the persistent underrepresentation of women in leadership and technical professions.

Parental perceptions are not static. Interventions such as community sensitization programs, advocacy, and female role model visibility have shown success in changing attitudes toward girls’ education. When parents witness the socio-economic benefits of educating daughters such as financial independence, delayed marriage, or improved family health they are more likely to female education (World Bank, 2018).

In Edo State, various NGOs and government initiatives have focused on educating parents about the importance of gender equality in education. However, these programs must be culturally sensitive and sustained over time to have lasting impact.

Summary of Reviewed Literature

The review of related literature reveals that gender roles—shaped by cultural, social, and economic factors continue to significantly influence educational opportunities for both boys and girls, particularly in developing regions like Edo State, Nigeria. Scholars agree that gender is a social construct that dictates expectations and behaviors based on biological sex, and these constructs often limit the educational aspirations and outcomes of children, especially females (Connell, 2009; UNESCO, 2015).

The literature highlights that gender stereotypes within school environments manifesting through biased teacher expectations, curriculum content, and classroom interactions reinforce traditional notions of male superiority in academics, especially in science and leadership. Girls are often relegated to passive roles and discouraged from challenging male-dominated fields, resulting in reduced academic participation and achievement (Sadker & Zittleman, 2009; Blumberg, 2008).

Another major theme is parental perceptions and gendered expectations, which play a critical role in either facilitating or hindering educational access. In Edo State, many parents still prioritize boys' education due to entrenched patriarchal beliefs, while girls are burdened with domestic responsibilities or married off early, curtailing their academic progress (Odeyemi & Falola, 2015; Okeke et al., 2008).

Historical perspectives show that colonial and postcolonial educational policies did not fully address gender disparities. Early Western education focused more on educating boys, leaving girls underrepresented and socially disadvantaged. Despite improvements, echoes of these disparities persist today, especially in rural communities within Edo State (Imam, 2003).

Theoretical frameworks such as Gender Schema Theory and Social Learning Theory provide foundational understanding of how gender roles are internalized and enacted within educational contexts. These theories emphasize the role of family, media, and institutional influences in perpetuating gender norms (Bem, 1981; Bandura, 1977).

The review also underscores that gender inequality in education is not only a matter of access but also of quality and outcome. Even when girls attend school,

the environment may not be conducive for their academic empowerment due to structural and psychological barriers.

In conclusion, the literature reviewed underscores that addressing gender-based educational inequality in Edo State requires a multi-layered approach—incorporating policy reforms, gender-sensitive teaching practices, parental education, and community engagement. The existing body of knowledge provides a strong foundation for investigating the nuanced ways in which gender roles continue to influence educational opportunities in the region.

CHAPTER THREE

METHODOLOGY

This chapter explains the various methods and procedures that were employed in the collection and analysis of data for this study. It was organized under the following subheadings:

- Design of the Study
- Population of the Study
- Sample and Sampling Technique
- Research Instrument
- Validity of the Instrument
- Reliability of the Instrument
- Method of Data Collection
- Method of Data Analysis

Research Design

The study will adopt a descriptive survey research design. A descriptive survey design is considered most suitable because the study seeks to investigate and describe the current situation regarding the impact of gender roles on the educational outcomes of senior secondary school students in Edo State without manipulating variables. This design allows the researcher to collect data directly

from respondents through the use of questionnaires and to analyze such data statistically in order to identify trends, relationships, and differences among groups.

The choice of this design is justified by the fact that it enables the researcher to generalize findings from a sample to the larger population, thereby providing insight into how gender role expectations influence academic performance, subject choice, and educational aspirations of male and female students.

Population of the Study

The population of this study comprises all senior secondary school students in Oredo local government which are 2008 students according to the Edo State Ministry Of Education (2024).

Sample and Sampling Techniques

The sample of this study consist 208 student's which is 10% of the population. This sample size is considered adequate and manageable for a descriptive survey research design, as it allows for the collection of reliable data while ensuring that the findings can be generalized to the larger population.

Research Instrument

The main instrument for data collection in this study will be a structured questionnaire designed by the researcher. The questionnaire which is (IGREOQ) will be developed based on the objectives of the study and a review of relevant literature on gender roles and educational outcomes. It will consist of both closed-ended and Likert-scale type questions to elicit clear, quantifiable responses from the participants.

Validity of the Instrument

The instrument was validated by the researcher supervisors and two other expert from the department of curriculum and instructional technology. Their input will help refine the items for clarity, relevance, and content coverage.

Reliability of the Instrument

For reliability, a pilot test will be conducted with 20 senior secondary school students outside the main study sample. The responses will be analyzed using Cronbach's Alpha to determine the internal consistency of the instrument. A reliability coefficient of 0.70 and above will be considered acceptable for the study.

Method of Data Collection

The data for this study will be collected through the administration of a structured questionnaire to the sampled respondents. The researcher will personally visit the selected schools in Edo State to administer the instrument with the help of a researcher assistance. Before administering the questionnaire, permission will be sought from the principals of the selected schools. The purpose of the study will be explained to the students, and they will be assured that their responses will be treated with confidentiality and used strictly for academic purposes.

The questionnaires will be distributed to the selected students. At the end of the session, the completed questionnaires will be collected. This method of direct administration is considered appropriate because it allows for better control over the data collection process, minimizes response bias, and ensures the accuracy and completeness of the information gathered.

Method of Data Analysis

Descriptive statistics such as frequency counts, percentages, mean scores, and standard deviations will be used to summarize the demographic data of respondents and to answer the research questions. Inferential statistics will be applied. Specifically, the Independent Samples t-test will be used to determine if

there are significant differences in educational outcomes based on gender, while Chi-square tests will be employed to examine the relationship between gender roles and students' subject choices and aspirations. Additionally, Analysis of Variance (ANOVA) may be applied where comparisons among more than two groups are necessary (e.g., across class levels SSS I–SSS III). This method of data analysis is appropriate because it combines descriptive and inferential techniques, thereby providing both a broad overview and statistical evidence on the impact of gender roles on educational outcomes among senior secondary school students in Edo State.

CHAPTER FOUR

PRESENTATION OF RESULTS AND DISCUSSION OF FINDINGS

This chapter contains the finding of the study. The responses to the various item were also organized and presented. The research questions were tested using mean and standard deviation.

Presentation of the Result

Research Question One: How do cultural and social beliefs in Edo State influence gender roles and affect access to educational opportunities?

Table 4.1: Prevalence of Domestic Violence among Students

S/N	Items	SA	A	D	SD	N	Mean	SD	Decision
1.	In Edo State, more value is placed on the boy child because of cultural heritage?	102	68	28	10	208	3.26	0.83	Agreed
2.	In Edo State, training a girl child is seen as a waste of funds?	95	70	28	15	208	3.18	0.88	Accepted
3.	Boys have more freedom of participation than girls?	110	63	25	10	208	3.31	0.79	Accepted
4.	Girls are given preferred treatment than boys?	50	60	78	28	50	2.64	0.92	Accepted
AVERAGE							3.10	0.86	Agreed

Source: Field Survey, 2025 :

The findings revealed an overall mean of 3.10 and a standard deviation of 0.86, indicating that most respondents agreed that cultural and social beliefs influence gender roles and educational access in Edo State. The results show that greater value is placed on boys, while girls have fewer opportunities and more

restrictions. From a psychological perspective, this supports social learning theory, which explains that individuals adopt behaviors and attitudes modeled by their environment. Cultural practices and gender stereotypes therefore condition both parents and students to perceive boys as more deserving of educational investment. The moderate variation in responses suggests that while traditional norms remain dominant, some communities are gradually embracing more egalitarian views. This observation aligns with Okeke and Nwosu (2022), who found that patriarchal norms in Southern Nigeria continue to privilege male education over female education due to cultural perceptions of lineage and inheritance. Similarly, Aina (2021) emphasizes that deep-rooted patriarchal structures in African societies sustain gender inequality by assigning higher value to boys in educational and social contexts. Eze and Okocha (2023) also affirm that socio-cultural barriers such as bride price expectations and domestic roles limit girls' school participation and progression. The moderate variation in responses suggests that while traditional norms remain dominant, some communities are gradually embracing more egalitarian views. This trend corresponds with findings from Aina (2021) and Okeke and Nwosu (2022), who noted emerging cultural shifts toward gender balance in education among urbanized families.

In essence, deep-rooted beliefs still shape gender roles in education, affecting students’ motivation, parental expectations, and overall access to learning opportunities (Eze & Okocha, 2023)..

Research Question Two: In what ways do family decisions, shaped by gender roles and societal expectations, influence educational outcomes in Edo State?

Table 4.2: Influence of Parental income on domestic abuse (N=208)

S/N	Items	SA	A	D	SD	N	Mean	SD	Remark
1.	Parents spend more on boys than girls because the boys are successors.	90	70	30	18	208	3.12	0.86	Agreed
2.	Parents help boys and girls choose different subjects.	60	80	40	28	208	2.83	0.89	Agreed
3.	Parents prefer the boy child because of hereditary reasons.	100	60	30	18	208	3.16	0.84	Agreed
4.	Girls do more house chores than boys.	40	70	60	38	208	2.54	0.95	Agree
AVERAGE							2.91	0.89	Agreed

Source: Field Survey, 2025

The analysis produced a section mean of 2.91 and an average standard deviation of 0.89, showing that respondents agreed that family decisions influenced by gender roles and societal expectations affect educational outcomes in Edo State. Most parents were perceived to spend more on boys, assign more domestic work to girls, and guide children’s subject choices along gender lines.

Psychologically, this aligns with social learning theory and role socialization, which explain how families transmit gender expectations through daily behavior and reinforcement. Over time, these learned roles shape children's self-perception and academic motivation. This finding supports Adeyemi and Adediran (2020), who reported that Nigerian parents often make educational investment decisions favoring boys, believing they are future family heads. Similarly, Ogunleye and Alabi (2021) observed that gender socialization begins early in family settings, with boys encouraged toward leadership and girls toward domesticity, affecting their confidence and academic interest. Furthermore, Mohammed and Musa (2023) emphasized that these patterns are reinforced through parental attitudes and expectations, where sons are viewed as long-term financial assets while daughters are expected to marry early or contribute domestically. The moderate spread in responses indicates gradual change among modern families who are beginning to challenge these traditional biases, a shift also acknowledged by Adeyemi and Adediran (2020) as part of the evolving urban family dynamic in Nigeria.

This implies that family decisions continue to mirror societal gender norms, subtly maintaining inequality in educational access and participation (Mohammed & Musa, 2023).

Research Question Three: How do economic conditions within households contribute to gender disparities in school enrollment, retention, and performance in Edo State?

Table 4.3: Parental Education and Type of Domestic Violence (N=50)

S/N	Items	SA	A	D	SD	Total	Mean	SD	Remark	
1	Girls are subjected to work (e.g., hawking, farming, shop help) after school to support education fees more than boys.	85	75	30	18	208	3.09	0.87	Agreed	
2	The girl child is more likely to drop out of school when there is a financial problem in the family.	92	68	30	18	208	3.13	0.84	Agreed	
3	Boys are more likely to receive financial support for extra lessons than girls	88	70	30	20	208	3.09	0.88	Agreed	
4	Boys are given more opportunities to attend private or better schools when funds are limited.	95	60	33	20	208	3.11	0.86	Agreed	
AVERAGE								3.10	0.86	

Source: Field Survey, 2025

The findings, with a section mean of 3.10 and an average standard deviation of 0.86, indicate that respondents agreed that economic conditions within households contribute to gender disparities in education. Girls were seen as more likely to drop out or engage in income-supporting activities when families face financial challenges, while boys received greater financial and academic support. From a psychological standpoint, this reflects behavioral economic and

cognitive bias theories families tend to invest limited resources in the child perceived to bring higher future returns, often the boy. This result aligns with Adamu and Ibrahim (2020), who found that in both Northern and Southern Nigeria, economic hardship leads families to prioritize boys' education while girls are withdrawn to support domestic or commercial work. Similarly, Adewale and Balogun (2023) observed that poverty directly increases female dropout rates and widens the educational gap between genders, especially in rural communities. Additionally, UNESCO (2022) reported that household financial decisions in sub-Saharan Africa often favor male education because of cultural expectations that boys will sustain the family economically in the future. These financial biases reinforce existing gender stereotypes and diminish girls' opportunities for continuous schooling. The added workload for girls, such as hawking or assisting in family businesses, creates cognitive and emotional strain, reducing focus and academic performance (Adewale & Balogun, 2023).

This findings shows that household financial pressure reinforces existing gender stereotypes, limiting girls' educational continuity and achievement (Adamu & Ibrahim, 2020; UNESCO, 2022).

Research Question Four: Do institutional factors (school environment, facilities, and teacher attitudes) hinder or promote gender equity in Edo State?

Table 4.4: Parental Occupation and Domestic Violence (N=50)

S/N	Items	SA	A	D	SD	Total	Mean	SD	Remark
1.	Teachers treat boys and girls equally in the classroom.	60	80	40	28	208	2.83	0.90	Agreed
2.	Boys and girls can use school libraries equally.	70	78	40	20	208	2.95	0.84	Agreed
3.	Some teachers encourage boys more than girls in academic subjects.	110	60	20	18	208	3.26	0.81	Agreed
4.	Most teachers prefer boys as class prefects rather than girls.	85	70	30	23	208	3.04	0.86	Agreed
AVERAGE							3.02	0.85	Agreed

Source: Field Survey, 2025

The section mean of 3.02 and an average standard deviation of 0.85 revealed that respondents agreed that institutional factors such as teacher attitudes and school practices influence gender equity in Edo State. While boys and girls reportedly share similar access to facilities, subtle teacher biases—such as preferring boys for leadership roles or giving them more encouragement—remain evident. Psychologically, this supports the concepts of implicit bias and stereotype threat, where teachers unconsciously favor one gender, affecting classroom participation and confidence. These biases shape students’ self-belief and motivation, reinforcing gender differences in academic outcomes. This result

aligns with Osei and Akoto (2021), who found that teachers in West African schools often give boys more classroom attention, verbal reinforcement, and leadership opportunities, perpetuating gendered participation patterns. Similarly, Afolabi and Bello (2022) reported that Nigerian schools still exhibit forms of institutional discrimination through unequal teacher expectations and role assignments. In addition, UNICEF (2021) emphasized that teachers' unconscious preferences and gendered expectations contribute to lower self-esteem and performance among female students, even in environments that outwardly appear equitable. These findings affirm that teacher attitudes, though subtle, play a major role in sustaining gender disparities in academic outcomes.

This study shows that the school environment continues to mirror societal gender patterns, though some signs of improvement are emerging (Osei & Akoto, 2021; Afolabi & Bello, 2022; UNICEF, 2021).

Research Question Five: How do gender representations in the school curriculum and teaching practices affect students’ academic performance in Edo State?

Table 4.5: Reporting Domestic Violence (N=50)

S/N	Items	SA	A	D	SD	Total	Mean	SD	Remark
1.	Some school records show boys and girls in unfair ways.	55	80	43	30	208	2.77	0.91	Agreed
2.	Girls are encouraged to choose science subjects just as much as boys	65	75	40	28	208	2.85	0.87	Agreed
3.	The curriculum makes both male and female students feel represented	70	80	35	23	208	2.95	0.85	Agreed
4.	Teachers make sure both boys and girls join in class work	75	78	30	25	208	2.98	0.85	Agreed
AVERAGE							2.89	0.87	Agreed

Source: Field Survey, 2025

The results, with a section mean of 2.89 and an average standard deviation of 0.87, indicate that respondents agreed that curriculum content and teaching practices influence students’ academic performance and gender perception. Although teachers encourage participation from both sexes, girls are still underrepresented in some subjects and school records. From a psychological perspective, this reflects social learning and identity formation theories, showing that when students rarely see their gender represented in learning materials, it affects their motivation and self-concept. This observation supports Opara and Eze

(2020), who found that Nigerian textbooks often depict men as leaders and professionals while portraying women in domestic or supportive roles, thereby reinforcing gender stereotypes. Similarly, Okafor and Olatunji (2021) revealed that curriculum content and classroom language subtly privilege male examples, leading to reduced academic engagement among female students. Furthermore, UNESCO (2023) noted that inclusive representation in textbooks and classroom illustrations enhances self-efficacy and academic ambition among girls, while lack of representation undermines participation and achievement. These findings collectively demonstrate that curriculum design and teaching practices play a decisive role in shaping students' identity, confidence, and career aspirations.

Thus, while inclusivity in curriculum and teaching is improving, gender representation remains uneven, subtly influencing learners' confidence and achievement (Opara & Eze, 2020; Okafor & Olatunji, 2021; UNESCO, 2023).

Discussion of Findings

The study investigated the impact of gender roles on educational outcomes among secondary school students in Edo State, using data collected from 208 respondents. The findings revealed that cultural and social beliefs continue to influence how educational opportunities are distributed between boys and girls. In many communities, the boy child is still perceived as more valuable and deserving

of educational investment, while the girl child faces restrictions arising from traditional expectations and social norms.

Family decisions were also found to play a significant role in shaping students' educational experiences. Parental preferences guided by gender stereotypes lead to unequal spending patterns, where boys receive more financial and academic support, while girls are often burdened with domestic responsibilities. Economic conditions further contribute to this inequality, as limited household resources tend to favor boys' education, leaving girls more vulnerable to dropping out or engaging in economic activities to support their families.

Institutional factors such as teacher attitudes and school practices were observed to subtly reinforce gender bias. Although boys and girls generally have equal access to facilities, teachers were perceived to encourage boys more and assign them leadership positions more frequently. Curriculum content and teaching practices were also identified as areas where gender disparity persists. While teachers strive to involve both sexes in classroom activities, the school curriculum still reflects an imbalance in gender representation, which influences students' self-concept, motivation, and academic aspirations.

Overall, the study showed that cultural beliefs, family structures, economic pressures, institutional behaviors, and curriculum design collectively determine how gender roles shape educational outcomes in Edo State. These factors interact at both the social and psychological levels, affecting students' confidence, motivation, and performance through the internalization of gender norms and expectations.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

Summary

This study examined the impact of gender roles on educational outcomes among secondary school students in Edo State. It focused on how cultural beliefs, family decisions, economic conditions, institutional factors, and curriculum practices influence students' educational experiences and performance. The study also explored these influences from a psychological perspective, highlighting how social conditioning and perception affect behavior toward education.

A descriptive survey design was used, and data were collected from 208 students through a structured questionnaire consisting of twenty items. Data were analyzed using frequency, mean, and standard deviation.

The findings showed that cultural and social beliefs still play a strong role in shaping gender roles, as boys are often given more value and freedom than girls. Family decisions and expectations also favored male children, with parents spending more on boys and assigning more domestic responsibilities to girls. Economic factors further widened the gap, as financial challenges led to girls dropping out or working to support the family. Institutional factors revealed that while facilities are fairly accessible to both genders, teachers still tend to

encourage boys more and assign them leadership positions. Lastly, curriculum and teaching practices were found to be improving but still lacked full gender representation, influencing students' self-concept and motivation.

Overall, the study concluded that gender roles, reinforced by cultural, social, and economic conditions, continue to shape educational inequality in Edo State. These influences operate not only structurally but also psychologically, affecting students' confidence, aspirations, and academic achievement.

Conclusion

This study concluded that gender roles significantly influence educational outcomes among secondary school students in Edo State. Cultural beliefs, family expectations, economic conditions, institutional practices, and curriculum design collectively determine how boys and girls experience and respond to education.

Despite improvements in school access and awareness, traditional values and social expectations still favor the boy child, leading to unequal educational opportunities. From a psychological perspective, these disparities are sustained by social learning processes, stereotype reinforcement, and cognitive biases that shape behavior, perception, and motivation among parents, teachers, and students.

Achieving gender equity in education therefore requires more than policy intervention—it demands a change in mindset, where both families and schools

consciously challenge traditional beliefs and promote equal opportunities for every learner, regardless of gender.

Recommendations

Based on the findings and conclusions of this study, the following recommendations are made:

1. **Public Awareness:** Enlightenment programs should be organized at the community level to challenge cultural beliefs that place higher value on the boy child and to promote equal educational opportunities for both genders.
2. **Parental Guidance:** Parents should be sensitized on the importance of providing equal educational support to their sons and daughters, recognizing that both genders can contribute meaningfully to family and national development.
3. **Economic Support:** Government and private organizations should provide scholarships and financial aid for girls from low-income families to reduce dropout rates caused by financial challenges.
4. **Teacher Training:** Schools should organize regular gender-sensitivity workshops to help teachers recognize and address unconscious bias in classroom interactions and leadership appointments.

5. Curriculum Review: The Ministry of Education should ensure that curriculum content and textbooks portray both genders equally, with balanced representation in examples, illustrations, and roles.
6. Policy Implementation: Educational authorities should monitor compliance with gender equity policies to ensure that schools provide fair access, treatment, and encouragement to both male and female students.

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APPENDIX

IMPACT OF GENDER ROLE ON EDUCATIONAL OUTCOMES ON SECONDARY SCHOOL STUDENT IN EDO STATE

Instruction: Kindly tick the option that best describes your level of agreement with the following statements

SECTION A: Demographic Data

1. Gender: Male Female.
2. Age Group: 12–14 () 15–17 () 17 – 19 ()
3. Class SS1 SS2 SS3
4. School type Public . Private.

Instruction: Kindly tick the option that best describes your level of agreement with the following statements: Strongly Agree (SA), Agree (A), Disagree (D) , Strongly Disagree (SD)

S/N	ITEMS	SA	A	SD	D
	CULTURAL AND SOCIAL BELIEFS				
1.	In Edo State, more value is placed on boy child because of cultural heritage?				
2.	in Edo State training a girl child is seen as a waste of funds?				
3.	Boys have more freedom of participation than girls?				
4.	Girls are given preferred treatment than boys?				
	FAMILY DECISIONS AND EXPECTATIONS				
5.	Parents spend more on boys than girls because the boys are their successor?				
6.	Parents help boys and girls choose different subjects?				
7.	Parents prefer boy child than girls because of hereditary?				
8.	Girls do more house chores than boys?				

	ECONOMIC CONDITIONS	SA	A	SD	D
9.	Girls are subjected to work (e.g hawking, farming, helping in a shop) after school to support education fee than boys ?				
10.	The girl child is more likely to drop out of school when there is a financial problem in the family?				
11.	Boys are more likely to receive financial support for extra lesson than girls?				
12.	Boys are given more opportunities to attend private or better schools when funds are limited ?				
	INSTITUTIONAL FACTORS				
13.	Teachers treat boys and girls equally in the classroom?				
14.	Boys and girls can use school libraries?				
15.	Some teachers encourage boys more than girls in academic subjects?				
16.	Most teacher's prefer boys as class perfect than girls?				
	CURRICULUM AND TEACHING PRACTICES				
17.	Some school record show boys and girls in unfair way?				
18.	Girls are encouraged to choose science subjects just as much as boys?				
19.	The curriculum makes both male and female students feel represented?				
20.	Teachers make sure both boys and girls join in class work?				