

**GENDER STEREOTYPES IN CLASS AND SUBJECT ALLOCATION TO  
TEACHERS: A CASE STUDY OF PRIMARY SCHOOLS IN  
KIKUUBE DISTRICT, UGANDA**

INNOCENT ARIHO

21/U/GMEF/14033/PE

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## DECLARATION

I, Ariho Innocent, hereby declare that this research report titled “Gender Stereotypes in Class and Subject Allocation to Teachers: A Case Study of Primary Schools in Kikuube District, Uganda” is my original work, and has never been submitted for an academic award in any institution of higher learning.

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

INNOCENT ARIHO

21/U/GMEF/14033/PE

Student

**APPROVAL**

This research report titled “Gender Stereotypes in Class and Subject Allocation to Teachers: A Case Study of Primary Schools in Kikuube District, Uganda” by Ariho Innocent has been developed with our guidance and is now submitted for approval with our consent as supervisors.

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

ASSOC. PROF. JOYCE AYIKORU ASIMWE

Supervisor

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

DR. ELIZABETH OPIT

Supervisor

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**LIST OF ACRONYMS**

DSC	District Service Commission
ESC	Education Service Commission
DEO	District Education Officer
DIS	District Inspector of Schools
SRT	Social Role Theory
STEM	Science Technology Engineering Mathematics
PLE	Primary Leaving Examination
PTC	Primary Teachers' College
UPE	Universal Primary Education
DES	Directorate of Education Standards
SST	Social Studies
PGD	Post Graduate Diploma
MOES	Ministry of Education and Sports
CCT	Coordinating Center Tutor
CAO	Chief Administrative Officer
PE	Physical Education
RE	Religious Education
NGO	Non-Governmental Organization

## ABSTRACT

This study explored the influence of gender stereotypes on the allocation of classes and subjects to teachers in government-aided primary schools in Kikuube District, Uganda. The study was guided by the Social Role Theory, while examining the representation of male and female teachers in class and subject allocation, the gender beliefs shaping these allocations, and teachers' perceptions of the process of class and subject allocation. A qualitative phenomenological research design was employed, with data collected from 19 participants: including teachers, headteachers, the District Education Officer, and the District Inspector of Schools, through semi-structured interviews and documentary reviews. The findings revealed a substantial gender disparity in class and subject allocation, with male teachers predominantly allocated to upper primary classes (P5-P7) and core subjects like Mathematics and Science. Female teachers were disproportionately represented in lower primary classes (P1-P3) and often tasked with teaching all subjects under the class teacher system. Gender stereotypes emerged as a key factor influencing these allocation patterns. The study also found out that Headteachers allocated classes and subjects to teachers and often associated male teachers with assertiveness and suitability for upper primary and STEM subjects, while female teachers were perceived as nurturing and better suited for lower primary. Community and parental beliefs also contributed to the underrepresentation of female teachers in upper primary classes and STEM subjects. The study concluded that gender stereotypes had a great impact on class and subject allocation to male and female teachers, thus, perpetuating traditional roles and limiting the academic and professional growth of female teachers. The study recommended the implementation of gender-neutral class and subject allocation policies in schools, and provision of professional development opportunities to challenge gender stereotypes and enhance teachers' expertise across different subjects and class levels.

## CHAPTER ONE: INTRODUCTION

### 1.0 Introduction

The study focused on the aspect of allocation of classes and subjects within primary schools to optimize the learning experience for pupils and enable teachers to maximise their strengths in delivering high-quality education. The allocation process is essential for creating an educational environment that is free of any bias. This study specifically addressed gender stereotypes rather than gender equity. Gender stereotypes are the socially constructed beliefs and expectations about what men and women can or cannot do. For instance, the perception that male teachers are better suited to teach Mathematics and Science in upper primary, while female teachers are more suited for nurturing roles, and hence, should teach in lower primary classes (Matete, 2022). These stereotypes tend to shape class and subject allocation to male and female teachers.

In contrast, gender equity emphasizes fairness and equal opportunities in education by ensuring both male and female teachers are fairly represented across all classes and subjects (UNESCO, 2022). While gender equity seeks fairness, stereotypes reinforce inequality by confining teachers to roles based on gendered beliefs. This study, therefore, focused on uncovering how gender stereotypes, rather than gender equity issues, influence the allocation of teachers to classes and subjects in primary schools in Kikuube District. The introduction chapter outlines the study's background, encompassing historical, theoretical, conceptual, and contextual perspectives. It clarifies the study's objectives, research questions, the significance and limitations of the research.

### 1.1 Background of the Study

The researcher, in the background of the study, presents information on the historical perspective, which explains the origin and development of the constructs of the research topic; theoretical perspective, which highlights the theory supporting the study; conceptual

perspective, which defines the study constructs, and the contextual perspective, which situated the study to its locale and gave it a justification.

### **1.1.1 Historical Perspective**

Gender stereotypes in class and subject allocation have been a prevalent issue in Africa's and world's education systems for several decades. Early studies focused on the perceptions and beliefs about gender roles and abilities held by teachers and the wider society, which often resulted in the under-representation of female teachers in subjects such as mathematics and science (Ginorio & Huston, 1984). According to Ndayizigiye et al. (2021), these stereotypes are rooted in historical and cultural beliefs that have influenced the education systems in Africa and the world over. The study of the influence of gender stereotypes on the allocation of teaching classes and subjects to teachers in school settings has a long history that can be traced back to the early 19th century. According to Hughes and Riggio (2008), early research in this era focused on the perception of women as nurturing and caring, and men as authoritative and in control. These gender stereotypes were believed to influence the allocation of classes and teaching subjects to teachers, with women being more likely to be assigned to primary and elementary grades, and men being more likely to be assigned to secondary and higher grades (Hughes & Riggio, 2008). Research that was done as early as 1977 in USA presented findings which showed that male teachers were being assigned more challenging and prestigious classes than their female counterparts (Sadker and Sadker, 1977).

During the early 1960s and 1970s, research on gender and education began to expand, with a greater focus on the ways in which gender stereotypes impacted both students and teachers. According to Leder (2019), gender stereotypes could limit the opportunities available to both male and female students and could also restrict the career choices of male and female teachers. Additionally, research in this period mainly revealed that gender stereotypes led to the belief that certain subjects were more suited to men, while others were more suited to women. Men as a result, were often assigned to teach subjects like Mathematics and Science,

while women were assigned to teach subjects like language and social studies (Sadker & Sadker, 1977).

Therefore, challenging gender stereotypes saw the emergence of feminist pedagogy in 1960s in the USA, which sought to challenge traditional gender roles and create more inclusive learning environments (Souto-Manning, 2013). Similarly, the United Nations (UN) Millenium Development Goal (MDG) (no 3) of 2000 to 2015 and Sustainable Development Goal (SDG) (no. 4 & 5) of 2015 to 2030 sought to eliminate all forms of gender stereotypes and provide equal opportunities across all genders (Stamarski & Hing, 2015; UNICEF, 2012). This movement and declarations led to researchers beginning to further focus on the strategies that can be used to address gender biases in subject and class allocations. Research findings in this period reveal that in many countries, including the United States, efforts were made to address gender bias in the allocation of teaching assignments. In the US, for example, Title IX of the Education Amendments of 1972 prohibits discrimination on the basis of sex in educational programs, employment and all other related activities (Buek & Orleans, 1973).

Despite the emergence of the feminist pedagogy in the 1990s across the globe that promoted equal and equitable participation of males and females in education systems, studies conducted in this era indicate that gender stereotypes still promote inequalities in educational institutions in many parts of the world (Stamarski & Hing, 2015; UNICEF, 2012; Borgonovi et al., 2015). According to Sadker and Sadker (2016), studies in USA have shown that gender stereotypes are still prevalent in education, with women being underrepresented in Science, Technology, Engineering, and Mathematics (STEM) fields, and men being underrepresented in teaching positions in primary and elementary schools. Another 2016 study by Mason et al., also found that gender stereotypes about appropriate subjects for men and women still influenced the allocation of teaching assignments in middle school, high school, and college. The authors found that men were more likely to be assigned to teach Mathematics and Science, while women were more likely to be assigned to teach English and Social Studies. Mason and

his colleagues also suggest that these gender biases may be self-reinforcing, as teachers who are assigned to teach a subject are more likely to develop expertise in that area, making them better suited to continue teaching that subject in the future.

A 2015 United Nations study in Mexico highlighted entrenched gender bias, showing that women were wrongly perceived as intellectually unfit for certain subjects and therefore denied opportunities to teach higher-level classes (United Nations Women, 2015). Studies conducted in Africa in Nigeria by Adeyemi and Adeyinka (2001) and Okeke (2015), presented similar results, that male teachers were more likely to be assigned subjects such as mathematics and science, while female teachers were more likely to teach subjects such as English and Social Studies. Another study conducted in Ghana found that female teachers were less likely to be assigned to teach science, despite being just as qualified as their male counterparts (Acholonu & Okeke, 2018).

The aforementioned findings of recent studies reveal that the influence of gender stereotypes on the allocation of teaching subjects to teachers has continued to expand and evolve despite various voices having been raised against gender inequality (Chiat et al., 2019). Within the feminist movement, researchers explored how gender stereotypes shaped the allocation of teaching subjects to teachers and the resulting effects on students' learning. Research in this epoch showed that assigning teachers to subjects based on gender stereotypes can have negative effects on student learning and achievement (Eccles, 1990; Marsh et al., 1988; Achinstein et al., 2002). Overall, these studies demonstrated the importance of avoiding gender stereotypes when assigning teachers to classes and subjects in order to promote positive student learning and achievement.

In Uganda, efforts to minimize gender stereotypes in education have been ongoing, with gender sensitivity training recommended as a key intervention. Research has shown that equipping school administrators and teachers with gender awareness skills can promote more equitable allocation of teaching subjects and classes. Kirabo-Byabashaija and Katunguka-

Rwakishaya (2014) found that such training increases awareness of gender biases, yet disparities persist. Despite various gender awareness programs for managers of government-aided primary schools, female teachers remain underrepresented in upper primary classes and science subjects in most UPE schools (Directorate of Education Standards and Education Standard Agency, 2018).

Overall, this historical context indicates that the study of the influence of gender stereotypes on the allocation of teaching classes and subjects to teachers in school settings has evolved over time. These studies range from those that reveal traditional gender roles as a factor that influences class and subject allocation to male and female teachers to those that indicate the negative effects of this practice and have recommended mitigation measures. Findings of recent studies reveal that imbalance in the allocation of teaching subjects and classes to male and female teachers is still prevalent in Uganda's government aided primary schools. Modern research is thus needed to fully understand whether gender stereotypes continue to pose an interplay with the class and subject allocation to teachers in primary schools, especially in the context of African countries, specifically in Uganda.

### **1.1.2 Conceptual Perspective**

Gender Stereotypes are widely held and oversimplified beliefs or assumptions about the characteristics, roles, and behaviors of men and women. They are often based on cultural norms and can lead to discrimination and inequality. For example, the stereotype that "women are nurturing" or "men are strong" can influence expectations in society. On the other hand, gender stereotypical beliefs refer to an individual's or society's perceptions, attitudes, and convictions about gender roles, identities, and expressions. These stereotypical beliefs can be personal, cultural, or shaped by experiences and social influences. They may be flexible and vary across individuals and cultures.

Gender stereotypes, encompassing subjective beliefs and expectations about roles and behaviors for males and females, have been extensively studied (Ridgeway, 2011; Petersen et al., 2014; APA, 2018; EIGE, 2019; Kaur et al., 2023). The current study focused on two key constructs within gender stereotypes: gender roles and gender personality traits, specifically in the context of class and subject allocation for teachers in primary schools in Uganda. This study considered gender roles to involve societal norms dictating suitable responsibilities for males and females, influenced by cultural and domestic caregiving expectations (Eagly, 1987; Biddle, 2013). In this context, gender roles refer to responsibilities traditionally allocated to men and women. Whereby men traditionally bear responsibilities like financial support, decision-making, and physically demanding tasks while women are associated with childbearing, household management, and domestic chores (Eagly, 1987; Eagly et al., 2000; Eagly & Wood, 2012). Hence, this study anticipated that even the class and subject allocation processes in the primary schools in Uganda would be influenced by this social gender role allocation pattern. Consequently, this study posited that these gender roles would influence the allocation of female and male teachers to certain classes and subjects in the primary schools in Uganda as well. Gender personality traits refer to the dominant and nurturing qualities associated with males and females respectively (Matete, 2022). These were also examined in this study for their potential impact on class and subject allocation. The current study aimed to investigate how these gender stereotypes influence the allocation of classes and subjects to male and female teachers in Ugandan primary schools.

Class allocation, in this study, refers to the process by which headteachers assign teachers to specific classes. This allocation is categorized into two levels i.e lower primary and upper primary, each with distinct teaching responsibilities and workload implications. Subject allocation, on the other hand, as defined in this study, is the process by which teachers are assigned specific subjects to teach. This process is influenced by factors such as teacher expertise, experience, and perceived gender roles in subject specialization.

Perceptions are defined as the cognitive processes through which individuals interpret and make sense of stimuli based on their past experiences, beliefs, and societal influences. According to Pickens (2005), perceptions are the process by which individuals organize and interpret their sensory impressions to give meaning to their environment. This process is subjective, shaped by internal and external factors, including cultural expectations and personal experiences, which influence how people view and react to their surroundings. Robbins and Judge (2013) also describe perceptions as a mental framework through which individuals interpret and give meaning to experiences, shaping their responses and behaviors. In this study, teachers' perceptions refer to their views, interpretations, and understandings of the processes involved in class and subject allocation in primary schools. These perceptions are shaped by personal experiences, professional expectations, and broader gender-related beliefs within the school system.

### **1.1.3 Theoretical Perspective**

The study was guided by Eagly's 1987 Social Role Theory (SRT), designed to comprehend sex-based social role variations. Social Role Theory examines how society categorizes individuals based on occupational stereotypes, gender roles, personality traits, and domestic caregiving responsibilities. The study focused on two SRT constructs: gender roles (domestic caregiving responsibilities) and gender personality traits, as they are most relevant to the current study.

Social Role Theory suggests that societal ascription of nurturing roles to women discourages men from working with younger children, potentially leading to the practice of male teachers being allocated to upper primary classes and female teachers to lower primary classes in some primary education settings. This aligns with a South African study by Okeke and Nyanhoto (2021), reporting male teachers' reluctance to teach younger children due to societal perceptions of nurturing as a women's role.

Social Role Theory guided this study by providing the conceptual lens through which class and subject allocation practices in Ugandan primary schools were examined. The theory emphasizes that societal expectations about gender roles and personality traits influence occupational opportunities and responsibilities. In the context of this study, SRT helped the researcher understand why female teachers are often associated with nurturing roles and therefore, allocated to lower primary classes, while male teachers are linked to assertiveness and rationality, leading to their allocation to upper primary classes or subjects such as Mathematics and Science.

The theory further shaped the study's focus through the key constructs for investigation in this study, that is, domestic caregiving responsibilities and gender personality traits, which may influence how classes and subjects were allocated. These constructs guided the formulation of research questions, the design of interview questions, and the thematic analysis of teacher perceptions.

During data analysis, SRT offered a framework for interpreting findings on gendered teaching practices. For example, female teachers' dissatisfaction with being confined to lower classes and male teachers' avoidance of younger learners were understood through the lens of socially ascribed gender roles. Similarly, reluctance among female teachers to teach Mathematics was interpreted as a reflection of stereotypes that frame the subject as masculine.

Finally, despite societal changes, the persistence of stereotypes aligned with SRT's assertions underscored the relevance of the theory in explaining gendered patterns in education. Thus, SRT did not only inform the background and literature review but also guided the study from the problem statement, through data collection and analysis, to the interpretation of findings.

### **1.1.4 Contextual Perspective**

In Uganda, the allocation of subjects and classes to primary school teachers' experience a notable change following the decentralization of government programs in 1992. This shift involved transferring the recruitment and posting processes of primary teachers to the District Local Government through the District Service Commission (DSC), which represents the Education Service Commission at the district level (Mushemeza, 2019). Consequently, the DSC has taken on the responsibility for advertising, conducting interviews, and appointing primary school teachers.

However, the above process lacks explicit details on how primary teachers, as officers, are allocated specific classes and subjects in their respective schools. It's noteworthy that grade three primary school teachers receive comprehensive training to teach all subjects across different primary school classes (MoES, 2019). Grade three teacher training certificate holders constitute the primary recruitment pool for teachers employed by the government of Uganda in public primary schools. Those who pursue further qualifications, such as Diplomas or degrees in primary education, undergo specialized training in two specific teaching subjects within primary schools, allowing them to choose between science-based or arts-based teaching roles.

From my experience as a primary school teacher in Kimbugu Parish, Kabwoya Subcounty in Kikuube District for over ten years, I worked in three different government-aided primary schools and witnessed a disproportionate representation of male and female teachers in the allocation of classes and subjects, with male teachers predominantly teaching upper classes (P5-P7) and science subjects, while female teachers tend to handle lower classes. In the two government-aided primary schools in Kimbugu Parish where I conducted a pilot study, statistical data indicates that five out of seven male teachers taught in upper primary classes while four out of five female teachers also taught in lower primary classes.

This phenomenon, observed in Kimbugu Parish during my teaching experience, prompted an investigation into whether this allocation of classes and subjects was consistent across other parts of Kikuube District. Scholarly evidence suggests that the absence of male teachers in infant classes results in an imbalance, particularly for boys in households without biological fathers, as they lack a crucial "father figure" in their development (Okeke & Nyanhoto, 2021). Similarly, the dearth of female teachers in science subjects raises concerns, as it potentially impacts girls' performance, especially in Mathematics and other science-related subjects, where they lack sufficient role models to inspire their confidence (UNESCO, 2022). Female teachers in science subjects play a vital role as role models for female students, significantly influencing their interest and confidence in pursuing STEM fields (Stout et al., 2011). In addition, the factors responsible for the disproportionate representation of male and female teachers in the different classes and subjects in primary schools in Kikuube District are not known. This is because various factors like; teacher qualifications, preferences, student needs, school scheduling, and resource allocation, traditional gender roles (gender stereotypes) are typically considered in the allocation of classes and subjects to teachers (Alan et al., 2018; Morgan, 2008; Darling-Hammond & Snyder, 2014; Oakes & Saunders, 2002).

Based on the aforementioned observations, the study aimed to explore the perceptions of school administrators, and teachers on the role of gender stereotypes (traditional gender roles) in the allocation of classes and subjects to male and female teachers in government-aided primary schools in Kikuube District, Uganda. This study also sought to establish if gender stereotypes are one of the underlying factors contributing to the prevailing disproportionate representation of male and female teachers in the classes and subjects taught in selected primary schools in Kikuube district.

## **1.2 Statement of the Problem**

Equitable distribution of male and female teachers across all classes and subjects in primary schools is essential for the balanced academic and social development of learners (Okeke & Nyanhoto, 2021; UNESCO, 2022). Both male and female teachers bring unique perspectives, empathy, and cultural understanding to the classroom, which collectively foster inclusivity and enrich students' learning experiences (Brotman & Moore, 2008).

However, in many educational settings, gender stereotypes influence the allocation of teachers to specific classes and subjects. For example, the widespread belief that male teachers are better suited to teach Mathematics and Science in upper primary restricts female teachers' involvement in these areas (Matete, 2022). This not only discourages female pupils from engaging with these subjects but also limits their academic performance and career aspirations (Alan et al., 2018). Similarly, when male teachers are absent from lower primary classes, boys may lack role models, particularly those from single-parent families, which can negatively impact their holistic growth (Okeke & Nyanhoto, 2021).

This study contributes to addressing the problem by investigating the role of gender stereotypes in the allocation of classes and subjects to male and female teachers in selected primary schools in Kikuube District. By identifying the extent to which these stereotypes shape allocation practices, the study will generate insights to inform equitable teacher deployment policies, promote balanced learning opportunities, and support inclusive education for all pupils.

## **1.3 Purpose of the Study**

The purpose of the study was to explore the gender stereotypes associated with the allocation of classes and subjects to male and female teachers in government aided primary schools in Kikuube District, Uganda.

### **1.4 Specific Objectives of the Study**

The study was guided by the following objectives:

- (i) To establish how male and female teachers are represented in class and subject allocation in primary schools in Kikuube District.
- (ii) To explore the gender stereotypical beliefs guiding the allocation of classes and subjects to male and female teachers in primary schools in Kikuube District.
- (iii) To examine teachers' perceptions towards the process of class and subject allocation to male and female teachers in Kikuube District.

### **1.5 Research Questions**

The study was guided by the following research questions:

- (i) What is the representation of male and female teachers in classes and subjects taught in primary schools in Kikuube District?
- (ii) What are the gender stereotypical beliefs guiding the allocation of classes and subjects to male and female teachers in Kikuube District?
- (iii) How do male and female teachers perceive the process of class and subject allocation in Primary Schools in Kikuube District?

### **1.6 Significance of the Study**

The study may provide valuable insights to the Ministry of Education and Sports and Local Government Education Departments responsible for implementing educational policies. The study provided evidence of the influence of gender stereotypes on the disproportionate representation of male and female teachers in the classes and subjects taught in selected primary schools in Kikuube district. In doing so, the study provided a reference point for the policy makers to develop policies that provide equal opportunities to all teachers to teach in any class and subject in these Primary Schools.

The study recommended headteachers to base the class and subject allocation to male and female teachers on their abilities rather than adhering to traditional gender stereotypes. Implementation of this recommendation by the headteachers is expected to challenge the influence of traditional gender roles in the allocation of subjects and classes to male and female teachers and create more inclusive learning environments. This would go a long way to promote the United Nations (UN) MDG (no 3) of 2000 to 2015 and SDG (no. 4 & 5) of 2015 to 2030 that seek to eliminate all forms of gender stereotypes and provide equal opportunities across all genders (Stamarski & Hing, 2015; UNICEF, 2012). For instance, the findings of the study that promote male teachers participating in teaching lower primary classes can contribute to the well-rounded upbringing of children, especially those from households without biological fathers.

Beyond academia, the study enriched existing knowledge and potentially spurred further investigations into influence of gender stereotypes on class and subject allocations to male and female teachers in primary and higher education institutions in other districts and regions in Uganda.

### **1.7 Limitations**

The study encountered minimal limitations. First, the researcher was not able to physically interview one of the female teachers who was not available at her school during the data collection period. To address this, the researcher conducted the interview via phone call, which was not initially anticipated as a mode of interview. The telephone interview limited the ability to observe non-verbal cues like body language and create a more engaging interaction with the participant.

The study's exclusive use of a qualitative approach resulted in a relatively small sample size and a confined geographical scope. While this allowed for in-depth exploration of participants' perspectives, it limited the generalizability of the findings to a wider population.

## **1.8 Scope of the Study**

The scope of the study was looked at under the geographic, content and time scope as pointed out below.

### **1.8.1 Geographical Scope**

The research was carried out in two selected government aided primary schools in Kikuube District. The two schools are located in Bugoma and Kizirafumbi parishes. Kikuube District is located in Western Uganda and shares borders with Lake Albert to the West, Kakumiro District to the East, Kagadi District to the South, and Hoima District to the North. Kikuube District was selected for this study because observations and pilot data from government-aided primary schools in Kimbugu Parish indicated a clear imbalance in subject and class allocation, with male teachers predominantly teaching sciences in upper primary and science subjects, and female teachers in lower classes. This setting provided a practical context to explore whether this phenomenon manifests in the entire district across both urban and rural schools, while also considering the role of district-level practices and teacher recruitment processes.

### **1.8.2 Content Scope**

The study examined the representation of male and female teachers across the classes and subjects, the influence of gender stereotypes in the allocation of classes and subjects to male and female teachers and teachers' perceptions of the processes that were involved in the allocation of classes and subjects to male and female teachers in selected primary schools in Kikuube district. Although class and subject allocation are influenced by different variables, the study considered both because they are interrelated processes that jointly shape teachers' professional experiences in a school setting. Focusing on only one aspect would have provided a partial understanding of the phenomena under investigation.

### 1.8.3 Time Scope

The time scope involved the period between the inception (1988) and the phasing out of Grade III Primary Teachers Colleges in 2022.

### 1.9 Operational Definition of Terms

**Gender Stereotypes:** These refer to the socially constructed and widely held beliefs that influence how male and female teachers are perceived and allocated classes and subjects in primary schools.

**Gender Roles:** These are the socially expected responsibilities of men and women (for example, men teaching science and upper primary, women teaching lower primary and nurturing roles) as applied in class and subject allocation within primary schools in Kikuube District.

**Gender Personality Traits:** Refers to the perceived anti-child nurturing (associated with males) and child nurturing (associated with females) qualities that headteachers and teachers consider when assigning classes and subjects.

**Class Allocation:** This is defined as the process by which headteachers assign teachers to specific classes, categorized into lower primary (P1–P3) and upper primary (P5–P7).

**Subject Allocation:** This refers to the assignment of male and female teachers to teach specific subjects (e.g., Mathematics, English, Science, Social Studies and thematic learning areas) within primary schools.

**Perceptions:** This refers to teachers' interpretations, attitudes, and understandings about how gender stereotypes and societal expectations shape the allocation of classes and subjects in government-aided primary schools in Kikuube District.

## **CHAPTER TWO: REVIEW OF RELATED LITERATURE**

### **2.0 Introduction**

In this section, the study reviewed literature in relation to the three research questions of the study. Firstly, he explored the male and female teachers' representation in the primary school classes and subjects. Secondly, the study examined gender-based beliefs influencing class and subject allocations and finally, the study explored teachers' perspectives on the process of class and subject allocation to male and female teachers.

### **2.1 Gender Representation of Teachers at Class and Subjects' Levels.**

#### **2.1.1 Gender Representation of Teachers at Class Level**

Under this section, the researcher introduces literature related to gender representation of teachers at the class level. This section addressed the first part of research question one by examining how male and female teachers were distributed across different classes in primary schools, shedding light on any disparities and gender dynamics in the allocation of these classes.

The disparity in class representation between male and female teachers in primary schools was significant, particularly with male teachers predominantly found in upper-level classes in government-aided primary schools in Kikuube District, Western Uganda. A study conducted by the Directorate of Education Standards and the Education Standards Agency (2018) on teacher deployment in Universal Primary Education (UPE) schools in Uganda revealed that male teachers were primarily responsible for teaching upper classes. However, the study did not address the representation of teachers in lower primary classes, an area this research explored further.

Male teachers tend to be disproportionately represented in upper primary classes in various schools in other regions and countries of the world as well. For instance, male teachers were overrepresented in upper primary education in Sydney, Australia compared to their

female counterparts (McGrath & Sinclair, 2013). McGrath and Sinclair conducted a quantitative study, involving 184 sixth-grade students and 97 parents as study participants, and found that males were predominantly more than females in upper primary classes and this overrepresentation was linked to societal beliefs about the social gender roles of boys and girls. Similar patterns have been observed in other contexts like New Zealand, where reinforcing gender-based stereotypes often influence class representation (Cushman, 2012). The above cited studies used quantitative methods, primarily focusing on statistical representation. The current study, through qualitative methods (documentary analysis), captured teachers' gendered representations, offering a deeper understanding of gender role stereotypes in the representation of teachers across various classes in primary schools in Uganda.

Contrary to the above studies, there are some countries for example Nigeria, where female teachers dominate their male counterparts due to the overall high population of women in the world (Osaat & Okenwa, 2018). This dominance of female teachers in primary education has raised concerns about its impact on students, particularly boys. A study by Osaat and Okenwa (2018) highlights that the increasing number of female teachers in Nigerian primary schools leave boys without male role models, affecting discipline and moral development. This study, however, did not clarify whether female teachers were more prevalent in upper or lower primary levels, a gap the current research explored by investigating gender representation in classes in selected primary schools in Uganda.

A significant gender disparity exists in the representation of male and female teachers across different class levels in primary schools, with more male teachers in upper primary classes. Studies from various contexts support this pattern. For instance, in the United Kingdom, there are more male teachers than females in upper primary classes (Skelton, 2009). Similarly, research from South Africa highlights that more female teachers frequently teach in lower primary classes, as their roles are associated with caregiving and nurturing younger learners (Moletsane, 2016). However, these studies focused on broad gendered teaching

patterns but do not provide detailed insights into the extent of male and female teacher representation across different primary school levels. This study addresses this gap by analyzing gender-based class representation trends in Ugandan primary schools.

Furthermore, research in Kenya echoes this trend, where there are more male teachers in classes with older pupils due to beliefs that they are better suited to handle discipline and academic rigor (Wanjiru & Kimathi, 2020). These findings align with studies in Australia and New Zealand, which indicate that gender stereotypes significantly influence gender representation in classes (McGrath & Sinclair, 2013; Cushman, 2012). While these studies establish that societal perceptions shape gender representation of teachers in classes, they do not sufficiently capture teachers' perspectives on these allocations. This research bridges this gap by exploring the lived experiences and perceptions of male and female teachers regarding gender class representation in Uganda.

However, contrasting evidence exists. According to a study by Owuor (2018) in Ghana found that female teachers are gradually penetrating upper primary classes, challenging traditional stereotypes. Similarly, research in the United States suggests a growing effort to balance gender representation at all primary levels to promote diversity and inclusion in teaching (Smith & Johnson, 2021). Despite these emerging trends, there is limited research on whether similar shifts are occurring in Uganda's primary schools. This study investigates whether Uganda is experiencing a comparable transition and, if so, the factors influencing this change.

Generally, the aforementioned studies that have explored the distribution of male and female teachers in classroom settings, revealed some gaps for this study. These include lack of sufficient documented data on the representation of male and female teachers in the lower primary school section, as most studies have concentrated on upper primary and higher educational institutions. There has also been an insufficiency in utilizing qualitative research approaches to comprehend the individual experiences of teachers on the subject of teachers'

representation in the various primary school classes. The current study sought to bridge all the above gaps.

### **2.1.2 Representation of male and female Teachers at the Subject Level**

In this section, the researcher presented literature related to the representation of male and female teachers at the subject level.

Gender disparities in subject representation remain a pressing issue in various educational contexts because men's representation continuously overshadowed women's in all science-related subjects and courses. Research by Pov (2023) and Rann (2013) highlights the underrepresentation of women in science-related fields within tertiary institutions in Cambodia. Both studies, using quantitative methodologies, pointed to significant gender gaps in these fields but did not dig deeper into specific areas within science where women were less prevalent. In contrast, the current study took a qualitative approach to explore the gender representation of male and female teachers in key examinable subjects in Uganda's primary schools; namely Social Studies (SST), Science, English, and Mathematics. This approach provided a deeper understanding of gender distribution in these subjects.

Similarly, a study by Okeke (2015) in Nigeria revealed that male teachers were often highly represented in Mathematics and Science in upper primary classes, while female teachers were also highly represented in Social Studies and Language subjects. This representation was influenced by societal expectations that view certain subjects as more suitable for a particular gender. However, the study did not consider the representation of teachers by gender in the lower primary section, a gap the current research aimed to address.

In essence, research has examined the gender distribution of teachers across subjects in developed nations like Europe and America. However, there is inadequate information related to the representation of male and female teachers in the respective subjects in lower primary classes in Africa, Uganda, inclusive. The present study aimed at addressing this gap by

conducting an exploratory investigation into the representation of male and female teachers in the primary school subjects in government-aided schools within Kikuube District, Uganda.

## **2.2 Gender Stereotypical Beliefs Towards the Allocation of Classes and Subjects to Male and Female Teachers**

The Literature in this section was presented at two levels. These included the influence of gender stereotypical beliefs on class allocation to male and female teachers and the influence of gender stereotypical beliefs on subject allocation to male and female teachers.

### **2.2.1 Gender Stereotypical Beliefs Guiding the Allocation of Classes to Male and Female Teachers.**

In this section, the researcher presents related literature on how gender stereotypical beliefs influence the allocation of classes to male and female teachers. Insights from various studies were discussed to highlight how gender-related expectations influence allocation of classes to male and female educators.

The allocation of classes to male and female teachers may often be subtly shaped by underlying gender stereotypical beliefs, which can lead to disparities between teachers' perceptions and actual practices. Although teachers may consider gender irrelevant to class allocations, implicit biases can still impact the class decision-making processes. Garrahy's (2001) study supports this, revealing that teachers at the University of Chicago believed gender played no role in class allocation. Garrahy's research, despite its limited sample of three teachers, underscores the need for examining how gender beliefs influence class allocations, which this study addressed by including a broader sample and explicit consideration of allocated classes in primary schools in Uganda.

Stereotypical beliefs rooted in patriarchal systems significantly influence gender-based disparities in class allocation, as seen in educational settings, where traditional norms often dictate perceptions of gender roles. These systems create an environment where male teachers

are frequently allocated to subjects perceived as more 'rigorous' or 'challenging,' such as mathematics and science, while female teachers are relegated to roles associated with caregiving or humanities (Cheryan et al., 2017; Sadker & Sadker, 2016). This not only perpetuates stereotypes about abilities but also reinforces the idea that certain subjects are inherently suited to one gender over another. As a result, societal expectations and biases continue to shape educational practices, leading to significant under-representation of women in class allocations in primary education.

The influence of societal expectations on gender-based roles shapes the allocation of classes to male and female teachers by perpetuating stereotypes that dictate which age groups are deemed appropriate for each gender. For example, research conducted in Pakistan and South Africa among educators has shown that societal norms often associate men with leadership roles and higher academic classes, while women are viewed as more suitable for nurturing roles, particularly in early childhood education (Mumtaz, 2000; Okeke & Nyanhoto, 2021). These preconceived notions can lead to biases in hiring practices, where male teachers are more frequently allocated to upper primary classes, while female teachers are often allocated to lower primary with more nurturing roles (Matete, 2022).

Additionally, the belief that men should not engage with younger children influences the allocation of classes to male and female teachers, as it may discourage men from applying for or accepting positions in lower primary classes. This reluctance reinforced a cycle where women dominate these classes which have low aged children with high childcare requirements in the USA (Cheryan et al., 2017). Consequently, the influence of this dynamic gender role stereotype creates a self-perpetuating system of gender disparities in class allocation. The current study aimed to investigate this phenomenon in Uganda, where the educational systems, cultural perceptions, and policies regarding gender roles in teaching differ from the USA. Whereas Cheryan et al.'s study primarily used a quantitative and experimental approach to examine gender biases, the current study, on the other hand, used a qualitative approach,

allowing for a deeper understanding of teachers' perceptions, experiences, and institutional practices shaping gendered class and subject allocation in Uganda.

The societal stereotypical beliefs that discourage men from engaging in roles involving younger children significantly hinder their participation as educators in early childhood education settings. As highlighted by Okeke and Nyanhoto (2021), traditional beliefs associate child-rearing and nurturing with women, leading to a perception that teaching younger children is not an appropriate role for men. This view aligns with findings from Cheryan et al. (2017), who note that societal expectations often deter men from pursuing positions traditionally held by women, thereby reinforcing gender disparities in class allocations. Consequently, the current study aimed to investigate whether these dynamics are reflected in the Ugandan primary school context where the teaching policy mandates male and female teacher trainees to be prepared to teach any subject and in any class in the primary school (MoES, 2019). Thus, exploring how similar societal beliefs influence the allocation of classes to male and female teachers in such a context.

The influence of gender stereotypical beliefs affects the allocation of classes to male and female teachers, shaping perceptions and expectations about their suitability for various teaching roles. This is evidenced by Marmani's (2022) quantitative study on gender equality in Greece, which highlighted that societal roles play a crucial role in determining class allocations, with perceptions about male teachers being more assertive and energetic leading to their allocation in classes that require longer hours and higher energy. This trend resulted in a predominance of male teachers in upper primary classes, while female teachers were more frequently allocated to lower primary classes. Marmani's (2022) study focuses on gender equality trends but does not provide in-depth qualitative insights into teachers' lived experiences, perceptions, and decision-making processes regarding class allocation. The current study filled this gap by using qualitative methods (interviews) to capture teachers' perspectives in their own words.

In conclusion, gender stereotypical beliefs influence the allocation of classes to male and female teachers, reinforcing societal expectations and traditional gender roles. Various studies (Garrahy, 2001; Matete, 2022; Okeke & Nyanhoto, 2021; and Marmani, 2022) highlight how these beliefs manifest in educational settings, shaping perceptions of suitability for different teaching roles. For instance, societal norms often dictate that men are more suited for assertive teaching roles in upper primary classes, while women are viewed as more nurturing and thus assigned to lower classes. These findings underscore the need for further exploration of how these dynamics operate within the Ugandan primary school context, as the existing literature predominantly focuses on contexts outside Uganda. This leaves a gap in understanding if gender role stereotypes influence class allocation to male and female teachers at the primary school level, which the current study addressed.

### **2.2.2 Gender Stereotypical Beliefs Guiding the Allocation of Subjects to Male and Female Teachers**

In this section, the researcher presents related literature on how gender stereotypical beliefs influence the allocation of subjects to male and female teachers. By examining relevant literature, the researcher identified the underlying societal norms and stereotypes that dictate which subjects are traditionally associated with each gender. This exploration aimed to reveal the impact of gender role stereotypes on teachers' subject allocations. This highlighted how they perpetuate gender disparities in terms of the male and female teachers' representation in the subjects taught in the Primary Schools. Understanding these dynamics is crucial for addressing the barriers that hinder gender balance in subject allocation.

The influence of gender stereotypes on subject allocation significantly shapes the dynamics within educational settings by reinforcing traditional notions of gender roles. These stereotypes create expectations that men are more suited for subjects perceived as rigorous or demanding, such as STEM fields, while women are often allocated to roles that align with nurturing and support, such as those in humanities or primary education. For instance, Matete's

(2022) study in Tanzania, which focused on primary school teachers, revealed that societal norms strongly influenced subject allocations, with male teachers being predominantly allocated to upper primary mathematics and science, while female teachers were concentrated in lower primary and social subjects. Similarly, Cheryan et al. (2017), in a study conducted in the United States among college students and educators, found that cultural perceptions of STEM subjects as ‘male domains’ discouraged women from taking up teaching roles in these fields. Additionally, a study by Okeke and Nyanhoto (2021) in South Africa, which examined gender disparities among early childhood educators, highlighted that men were often steered away from lower primary education due to societal beliefs associating authority and leadership with them, resulting in their predominance in subjects like mathematics and science. While the above studies have explored gendered subject allocation, their findings are based on different education systems, cultural contexts, and teacher experiences. No study has specifically examined how these stereotypes influence subject allocation among primary school teachers in Uganda, where factors like teacher shortages, policy frameworks, and societal expectations may shape the issue differently.

Research indicates that cultural biases and patriarchal norms often reinforce the belief that science-related subjects are inherently more suitable for men, creating barriers for women aspiring to enter these fields. For example, Matete (2022) in a qualitative study conducted in Tanzania among secondary school teachers, found that perceptions of sciences as challenging discourage women from pursuing these subjects, particularly mathematics. Internalization of these stereotypes leads women to doubt their abilities in STEM areas. While Matete’s study provides insights into gendered perceptions of STEM subjects at the secondary level, it does not capture how these stereotypes influence subject allocation among primary school teachers. The current study filled this gap by exploring how gender stereotypes shape subject allocation at the primary level, a stage crucial for shaping students’ early perceptions of STEM subjects.

The allocation of subjects to male and female teachers is often influenced by gender-stereotypical beliefs tied to their perceived roles and responsibilities in both educational and domestic settings. Quantitative research by Biddle (2013) indicates that female teachers are frequently allocated less demanding subjects aligning with the nurturing roles they often play at family level, while male teachers are given more challenging subjects, aligning with agentic roles within the family. This gendered distribution reinforces traditional norms and shapes educators' professional identities. However, Biddle's quantitative approach limited the exploration of participants' nuanced experiences, creating a gap in understanding the deeper insights into how gender beliefs affect subject allocations in educational settings. The current study addressed this gap using qualitative methods which provided deeper insights into how gender beliefs affect subject allocations in primary education.

Gender perceptions significantly influence the allocation of science subjects to teachers, shaped by societal beliefs and stereotypes about gender roles. Makarova and Herzog (2015) in their study with 3,045 students and 123 teachers in Swiss secondary schools found that, while teachers viewed chemistry and physics as having both masculine and feminine attributes, mathematics was exclusively associated with masculinity. This perception contributes to a prevalence of male teachers in mathematics, as it is seen as more aligned with male characteristics. However, as this study focused solely on secondary schools, it highlights the relevance of the current research, which investigated these dynamics in primary school settings to provide insights into how gender beliefs may affect subject allocation from an early educational stage.

The influence of gender stereotypical beliefs shapes the roles and practices of educators, affecting their teaching methods and the subjects they feel competent to teach. For instance, Preece and Bullingham (2022) found that many Physical Education teachers in secondary schools in the UK view football as an activity primarily for men, leading to a reluctance to encourage female participation. This belief is reinforced by societal expectations and pressures

from peers, parents, and community norms, which dictate appropriate roles for men and women in educational settings (Cheryan et al., 2017; Matete, 2022). These gender norms contribute to the persistence of stereotypes in various subjects in secondary schools, highlighting the need for a comprehensive examination of how these beliefs influence class allocation across all subjects in primary schools. The current study aimed to investigate these dynamics within the primary schools in the Ugandan context.

Gender role beliefs significantly impact the allocation of subjects, as they often arise from societal observations and stereotypes regarding gender behaviors. Eagly and Wood (2012) argue that individuals form perceptions of gender roles through observation, which can deter capable female teachers from seeking positions to teach upper primary subjects when their peers are predominantly teaching lower classes' subjects. Historically, men have been perceived as competitive and dominant, while women are viewed as caring and sensitive, thus reinforcing the prevalence of male teachers in upper primary classes and female teachers in lower ones (Matete, 2021; Cheryan et al., 2017; Biddle, 2013).

Gender perceptions also influence female students' subject preferences, particularly during the transition from natural sciences to social sciences. Pov (2023) conducted a quantitative study involving 421 female students in Cambodian upper secondary schools, observing a dramatic decline in science enrollment from 97% in 2014 to just 42% in 2019, while enrollment in social sciences rose from 4% to 58% over the same period. This shift was attributed to factors like the perceived ease of national examinations, higher passing rates in social sciences, and negative attitude towards science subjects. However, Pov's study focused solely on secondary education, highlighting the necessity for further research at the primary level, which the current study addressed.

In conclusion, gender stereotypical beliefs significantly influence the allocation of subjects to male and female teachers. Research shows that entrenched stereotypes associate specific subjects with particular gender, leading to imbalances in the allocation of subjects to

male and female teachers. Male teachers are often allocated subjects perceived as demanding, such as mathematics and sciences, while female teachers are more often associated with nurturing roles and teaching lower primary subjects (Matete, 2022; Makarova & Herzog, 2015; Biddle, 2013). This perpetuation of traditional gender roles affects educators' career paths and students' educational experiences (Eagly & Wood, 2012; Pov, 2023). Addressing these disparities is essential for promoting gender equity in education, ensuring all teachers can pursue and teach subjects aligned with their expertise and interests. Prior studies focused on secondary education, using quantitative methods, and were conducted outside the Ugandan context. The current qualitative study provides deeper insights into teachers' lived experiences so as to highlight the contextual factors that shape gendered subject allocation to male and female teachers in primary education.

### **2.3 Teachers Perceptions Towards the Processes of Class and Subject Allocation to Male and Female Teachers.**

This section is divided into two sub-sections and thus presents related literature on teachers' perceptions towards the processes of class allocation to male and female teachers in educational settings and teachers' perceptions towards the processes of subject allocation to male and female teachers in educational settings.

#### **2.3.1 Male and Female Teachers' Perceptions Towards the Processes of Class Allocation to Male and Female Teachers**

This sub-section explores teachers' perceptions towards the processes that influence class allocation to male and female teachers in Primary schools. Teachers' views on class allocations often reflect broader societal stereotypes, leading to gendered assumptions about which teacher sex is best suited for certain roles (Makarova & Herzog, 2023; Okeke & Nyanhoto, 2021) and thus affecting the allocation of classes in the Primary school setting.

The reviewed literature in this section is presented in relation to teachers' perceptions towards the processes of allocating classes to male and female teachers in the primary school settings. According to the available documentation, teachers view the processes of allocating classes to male and female teachers as fair when the traditional gender role considerations that influence the class allocation advantage the male and female teachers; unfair when traditional gender role considerations that influence the class allocation processes inhibit the male and female teachers' professional career growth; unfair when traditional gender role considerations that influence the class allocation processes promote the self-fulfilling cycle among the male and female teachers and unfair when traditional gender role considerations that influence the class allocation processes make students miss out on the diverse instructional styles that arise from having both male and female teachers across all grade levels.

Teachers' perceptions are significantly shaped by inherent gender biases that influence their views on which sex is suited to teach specific classes. Documentary evidence indicates that some teachers view the process of headteachers' allocation of classes to male teachers according to traditional gender cultural considerations as fair (Smith, 2018; Jones & Taylor, 2020; Ncube et al., 2019; Patel, 2021). These biases often operate subtly, manifesting through informal discussions and institutional cultures rather than being explicitly stated in policies. Such perceptions reflect broader societal stereotypes that associate male teachers with authority and discipline. In this context, male teachers are frequently perceived as more competent in managing older students (Kim, 2017), leading to their preferential allocation to upper classes. For instance, research by Preece and Bullingham (2022) in South Africa on gender dynamics in education supports this observation, indicating that even in schools with policies promoting gender equity, the ingrained belief that male teachers are better equipped to handle classroom discipline continues to shape class allocations. However, these studies did not explore the nuanced differences in perceptions and biases across various educational contexts and regions, particularly in settings where formal policies promoting gender equity in the allocation of

classes to male and female teachers, like Uganda, may clash with deeply rooted cultural beliefs. Research in Uganda has not established the views of the primary school teachers about the class allocation processes that are influenced by traditional gender role stereotype considerations

On the contrary, some teachers view the consideration of traditional gender role stereotypes in the allocation of classes to female teachers as unfair in some ways. First, it retards their professional growth (Cheryan et al., 2017; Mumtaz, 2021; Makarova & Herzog, 2023; Okeke & Nyanhoto, 2021). Traditional gender perceptions often lead to the systematic allocation of female teachers to lower grades, where nurturing qualities are seen as most beneficial. This allocation pattern reflects underlying biases that cast women as less suited for managing older students. Research highlights that these implicit biases reinforce traditional gender roles within educational environments, as female teachers are predominantly assigned to early grade classes, emphasizing care and patience over academic rigor (Makarova & Herzog, 2023; Okeke & Nyanhoto, 2021). Consequently, this dynamic not only perpetuates gender stereotypes but also restricts professional growth opportunities for female educators, further entrenching inequality within the teaching profession (Cheryan et al., 2017; Mumtaz, 2021). However, while existing studies highlight the limitations imposed on female teachers, the current study provides deeper insights into how these stereotypes shape career progression and teaching experiences in a Ugandan context.

Secondly, the gender inequality practiced within the class allocation to female teachers based on gender role stereotypes limits the potential of educational institutions to fully utilize the diverse skills and strengths of all educators as observed in studies conducted in Pakistan and United States of America (Mumtaz, 2021; Cheryan et al., 2017). Gender biases in class allocations also create a self-reinforcing cycle, where teachers' perceptions, rather than unbiased assessments of capability influence allocation decisions. This perpetuates restrictions on female educators' professional development by limiting their opportunities to teach upper

classes and take on leadership roles as established in South Africa and Switzerland (Okeke & Nyanhoto, 2021; Makarova & Herzog, 2023). Addressing these biases is essential to fostering a fairer educational environment that supports the growth and success of all teachers, regardless of gender. However, there is limited research on the views of teachers from different educational cycle settings and geographical locations about the specific impact of these biases on the leadership opportunities and career advancement of female teachers within. This study thus sought to establish the perception of primary teachers within the Ugandan context, where the policy mandates grade three teacher training to equip teachers to teach in all classes in the primary school.

Some female teachers view the processes of class allocation by traditional gender role considerations as unfair because it perpetuates the cycle of gendered class allocation (Makarova & Herzog, 2023; Okeke & Nyanhoto, 2021). This consideration stems from the scenario in which many teachers internalize societal expectations that significantly impact their views on class allocation based on gender. This internalization can lead to the perception that female teachers are inherently more nurturing, often resulting in their allocation to lower primary grades. Research in Switzerland and South Africa of teachers and students and early childhood educators respectively, supports this perspective, indicating that stereotypes about femininity being associated with nurturing qualities perpetuate the cycle of gendered class allocations (Makarova & Herzog, 2023; Okeke & Nyanhoto, 2021). Such perceptions create a framework where female educators are viewed as less capable of managing older students or handling the demands of higher-grade classes. The aforementioned perceptions of the processes of class allocation to female teachers were derived from contexts outside Uganda. In Uganda as previously stated, the grade three teacher training policy mandates that all the teachers are trained to teach in all the primary school classes. However, a gap exists in understanding how teachers in primary school settings in the Ugandan context perceive the

traditional gender role stereotype considerations that influence the allocation of classes to female teachers.

In some instances, teachers in Pakistan and USA view the processes of class allocation by traditional gender role considerations as unfair when they promote the self-fulfilling cycle among male and female teachers (Mumtaz, 2021; Sadker & Sadker, 2024). These findings imply that traditional gender role beliefs play a significant role in funneling male teachers into senior roles and upper-grade classes, where they are often seen as more capable of handling complex classroom dynamics. These beliefs lead to a self-fulfilling cycle; as male teachers are repeatedly allocated to higher grades, confidence in their suitability for these roles grows among educators, reinforcing gender-biased views on class allocations (Mumtaz, 2021; Sadker & Sadker, 2024). Consequently, female teachers may find their advancement limited to lower grades, perpetuating stereotypes and narrowing professional opportunities, as teachers' perceptions continue to shape gendered pathways within education. The aforementioned perceptions of the negative influence of gender stereotype considerations in the processes of class allocation on female teachers' career advancement were derived from contexts outside Uganda. In this context, this study thus established the perceptions of Uganda's primary school teachers about the influence of traditional gender role stereotype considerations in the allocation of classes to female teachers on their career and professional advancement.

Literature also reveals that teachers perceive the class allocation process as unfair when traditional gender role considerations that influence them make students miss out on the diverse instructional styles that arise from having both male and female teachers across all grade levels. Perceptions of gender roles significantly influence classroom dynamics, limiting not only the opportunities available for female educators but also impacting students' educational experiences. When biases drive class allocations and female teachers are often confined to certain classes, students miss out on the diverse instructional styles that arise from having both male and female teachers across all grade levels. Research conducted in the United States

among teachers, school administrators and students suggest that exposure to varied teaching approaches from a gender-diverse teaching staff enriches students' learning experiences and fosters a more inclusive educational environment (Cheryan et al., 2017; Eagly & Karau, 2002). The aforementioned findings are perceptions of teachers and school administrators from countries outside Uganda. Thus, this study sought to establish the views of Uganda's primary school teachers about the influence of class allocation processes that are skewed either to the male or female teachers on pupils' learning experiences. This is because addressing the unfair considerations in the class allocation processes as per the teachers' perceptions is essential for creating a more equitable teaching environment, which enhances the learning outcomes for all students.

In conclusion, teachers perceive class allocation processes as unfair when traditional gender role stereotypes disadvantage them but view them as fair when they are beneficial. Existing studies highlight gender biases in class allocation but lack insights from Uganda, where policy mandates training for all classes. The current study addresses this gap by exploring Ugandan teachers' perceptions, revealing how traditional gender role stereotypes influence professional growth, career advancement, and student learning experiences. By examining these biases within Uganda's unique educational context, this research provides localized evidence to inform equitable class allocation practices and promote gender inclusivity in primary schools.

### **2.3.2 Teachers' Perceptions Towards the Processes of Subject Allocation to Male and Female Teachers**

The reviewed literature in this section is presented in relation to teachers' perceptions of the processes involved in allocating subjects to male and female teachers in primary schools. According to available literature, teachers view the processes of subject allocation as fair when traditional gender role considerations advantage male and female teachers by aligning with

societal expectations; unfair when traditional gender role considerations inhibit male and female teachers' professional career growth by limiting opportunities to teach diverse or prestigious subjects; unfair when traditional gender role considerations promote a self-fulfilling cycle where gendered perceptions reinforce unequal subject allocations; and unfair when traditional gender role considerations deny students the benefits of diverse teaching approaches that arise from balanced subject allocations among male and female teachers.

Teachers' perceptions of the processes involved in subject allocation are often influenced by traditional gender role stereotypes that shape assumptions about male and female teachers' expertise and capabilities. Research conducted in USA and South Africa among educators and college students indicates that male teachers are frequently perceived as more competent in subjects such as Mathematics, Science, and Physical Education, which are traditionally associated with authority, discipline, and technical knowledge (Cheryan et al., 2017; Okeke & Nyanhoto, 2021). This perception aligns with broader societal beliefs that reinforce male dominance in STEM-related fields, resulting in their preferential allocation to these subjects. Such biases echo the findings of Cheryan et al. (2017), who observed that implicit gender biases among educators in the United States perpetuate gender-specific roles in professional environments, including education. The aforementioned perceptions of the processes of subject allocation to female teachers were derived from contexts outside Uganda. In Uganda, the grade three teacher training policy mandates that all the teachers are trained to teach all the primary school subjects. However, a gap exists in understanding how teachers in primary school settings in the Ugandan context perceive the traditional gender role stereotype considerations that influence the allocation of subjects to female teachers.

On the other hand, female primary teachers in Switzerland and Pakistan are often allocated to subjects perceived to require nurturing and care, such as Languages, Social Studies, and Arts (Mumtaz, 2021; Makarova & Herzog, 2023). According to the elementary teachers in South Africa, these allocations not only reflect societal stereotypes about women's roles but

also limit their professional growth by restricting their opportunities to teach subjects associated with leadership and high academic status (Okeke & Nyahoto, 2021). For example, Mumtaz (2021) found that female educators in Pakistan were disproportionately allocated to teach languages, even when they possessed qualifications in STEM subjects. Such practices reinforce gender imbalances in education, as female teachers are systematically excluded from teaching areas considered prestigious or challenging. The perceptions of the negative influence of gender stereotype considerations in the processes of subject allocation on female teachers' career advancement were derived from contexts outside Uganda. In this context, this study thus sought to establish the perceptions of Uganda's primary school teachers about the influence of traditional gender role stereotype considerations in the allocation of subjects to female teachers on career and professional advancement.

Gendered subject allocation processes may be perceived as "fair" when they align with societal norms and traditional gender roles. Research in the United States and other western countries indicates that male teachers are frequently allocated subjects such as Mathematics and Science, which are culturally associated with authority, logical reasoning, and technical expertise (Cheryan et al., 2017). In contrast, female teachers from Switzerland are often allocated to subjects like Languages and Arts, which are perceived as nurturing and aligned with women's assumed natural predispositions (Makarova & Herzog, 2023). Consequently, such allocations may be considered equitable by educators and administrators when they conform to these gendered expectations. However, while these studies provide valuable insights into gendered subject allocation, they do not account for contextual differences across diverse educational settings. In regions where formal policies promote gender equity in subject allocation, such as Uganda, traditional cultural beliefs may still influence decision-making processes. Therefore, there was a need for research to explore how primary school teachers in Uganda perceive subject allocation, particularly in relation to entrenched gender stereotypes that may override formal regulations. Understanding these perspectives is crucial in assessing

the extent to which teachers view current allocation practices as fair or influenced by societal biases.

Subject allocation practices for male and female teachers are often deemed unfair when traditional gender role stereotypes hinder their professional growth. These perceptions disproportionately affect female educators, who are frequently assigned to teach "soft" subjects such as Languages and Arts. Primary and secondary school teachers in Pakistan and South Africa observed that such allocations can limit their opportunities for career advancement (Mumtaz, 2021; Okeke & Nyanhoto, 2021). The female teachers in the United States explained that this gender-based allocation perpetuates stereotypes and reduces the likelihood of female teachers being allocated to higher-grade subjects like Mathematics or Science, where technical and leadership skills are more prominently recognized (Cheryan et al., 2017). The findings are perceptions of primary and secondary school teachers and other educators from countries outside Uganda. Thus, this study sought to establish the views of Uganda's primary school teachers about the influence of the consideration of gender role stereotypes in subject allocation processes on female teachers' professional and career growth.

The process of subject allocation to teachers is also considered unfair when traditional gender roles prevent students from benefiting from the diverse teaching styles that male and female teachers bring to all grade levels. Gendered assumptions in subject allocation can limit students' exposure to varied instructional approaches. Research by Mumtaz (2021) indicates that male teachers are often perceived as more authoritative, while female teachers are seen as more empathetic. According to female teachers in Pakistan, a lack of gender diversity, particularly in upper grades or technical subjects, deprives students of the broad range of teaching styles that support well-rounded learning (Okeke & Nyanhoto, 2021). The findings are perceptions of early childhood educators from countries outside Uganda. Thus, this study, sought to establish the views of Uganda's primary school teachers about the influence of

subject allocation processes that are skewed either to the male or female teachers on pupils' learning experiences.

In conclusion, existing research highlights that teachers' perceptions of subject allocation are shaped by traditional gender stereotypes, reinforcing male dominance in science subjects (Mathematics, Science, and Physical Education) and female predominance in nurturing subjects (Languages, Arts, and Social Studies) (Cheryan et al., 2017; Makarova & Herzog, 2023; Mumtaz, 2021). These studies, conducted in the United States, Switzerland, South Africa, and Pakistan, emphasize how gendered subject allocations can limit female teachers' career progression and reinforce societal biases (Okeke & Nyanhoto, 2021). However, these studies have not explored the Ugandan context, where teacher training policies mandate that all primary school teachers be trained to teach all subjects (MoES, 2019). Despite this policy, it remains unclear whether Ugandan teachers perceive subject allocation as fair or whether traditional gender stereotypes still influence decision-making. The current study contributes to a deeper understanding of how gender stereotypes shape subject allocation perceptions among Ugandan primary school teachers, despite the existence of gender-neutral training policies.

#### **2.4 Summary of the Review of Related Literature**

Various studies have examined teachers' perceptions regarding the allocation of subjects based on gender (Makarova & Herzog, 2023; Okeke & Nyanhoto, 2021; Mumtaz, 2021; Sadker & Sadker, 2024). These studies indicate that female teachers are often assigned to subjects and classes that align with traditional gender roles, reflecting broader societal stereotypes (Cheryan et al., 2017; Eagly & Karau, 2002). Despite these insights, significant gaps remain, such as the lack of qualitative methodologies that explore teachers' experiences and perceptions (McGrath & Sinclair, 2013) and insufficient findings focusing on lower primary education (Acholomu & Okeke, 2018). Furthermore, there is a notable absence of comprehensive literature exploring how gendered beliefs impact class and subject allocations

across different educational contexts, Uganda inclusive (Tatipang et al., 2022). This study aimed to address these gaps by investigating the complex interplay of teachers' perceptions, societal expectations, and their implications for gender equity in education.

## **CHAPTER THREE: METHODOLOGY**

### **3.0 Introduction**

In this chapter, the study explores the research approach, research design, location of the study, target population, sample size and sampling techniques, data collection methods, research instruments, trustworthiness and credibility, data collection procedures, data processing, analysis and ethical considerations.

### **3.1 Research Approach**

The purpose of this study was to explore how gender stereotypes determined the allocation of subjects and classes to primary school teachers in the two selected schools in Kikuube District in Uganda. The researcher used a qualitative research approach for this study. This approach was used for exploring and understanding the subjective meanings, experiences, and interpretations of people or groups to a social or human problem. Talking to people and seeing them act in their natural setting is a major characteristic of qualitative research (Creswell, 2014). This enabled the researcher to gather and examine non-numerical data through documents and interviews within the context of class and subject allocation to male and female teachers in primary schools in Kikuube District.

### **3.2 Research Design**

To guide the investigation, the study employed phenomenological research design which aims at collecting comprehensive data about the real-world experiences that teachers and school administrators have with gender stereotypes' influence on the allocation of classes and subjects to male and female teachers in the primary school setting. A phenomenological research design enabled the researcher to achieve this goal because it places a strong emphasis on investigating how people interpret their lived experiences (Cresswell, 2014) and the researcher, too, sought to understand people's subjective experiences and the meaning they placed on them.

### **3.3 Location of the Study**

The study was conducted in two selected primary schools in Kikuube District. The district is located in Western Uganda. The geographical location is discussed in chapter one (see section 1.8.1 for her boundaries). Kikuube District was selected by the researcher because it is among the districts with a natural rural setting where issues of gender stereotypes could easily be observed in the same school setting. The rural setting was considered important in this study because it offered a setting in which the socio-cultural heritage, including gender stereotype beliefs, of the population was still upheld much more than in the urban setting (Bakaye, 2007). Having studied from a primary school in a rural setting where gender stereotypes were prevalent, the researcher felt that the perspectives of teachers and pupils in rural areas would be different from those in the urban settings where exposure to modern global trends disregards traditional socio- cultural beliefs. Thus, the study anticipated that the exposure variance in the two settings would provide a better comparison of the lived experiences and perceptions of the participants regarding the phenomenon under investigation in the current study. Additionally, this provided the study with valuable insights and a more comprehensive understanding of the same phenomenon under schools in different socio-cultural settings.

### **3.4 Target Population**

The target population in this study consisted of key players in Kikuube District primary education. These included teachers, and head teachers from two government-aided primary schools; the District Education Officer (DEO) and the District Inspector of Schools (DIS). Since head teachers oversee the processes of allocating teaching loads to teachers in primary schools, they are knowledgeable and provided relevant data on the criteria that they used in allocating classes and subjects to teachers. Teachers were included in the study population because they are the allocatees of the classes and subjects by the administrators in the primary school settings. So, they too had adequate knowledge on the basis upon which this was done.

The study included DEO and DIS as key informants because they provided generic technical information on the class and subject allocation to teachers in primary schools since they are the supervisors of primary school teachers and head-teachers in the district.

### **3.5 Sample Size and Sampling Technique**

#### **3.5.1 Sample Size**

The researcher selected two Government-Aided Primary Schools, one from an urban (school A) and another from a rural setting (school B), for the purpose of gaining comprehensive insights into the studied phenomenon across different socio-cultural contexts (Cresswell, 2020). The two schools had a combined total of 25 teachers: 9 males and 6 females in School A, and 6 males and 4 females in School B. From this population, 15 teachers were purposively selected for the study that is, 8 from School A (5 males and 3 females) and 7 from School B (4 males and 3 females). Overall, 19 participants were involved, consisting of 8 teachers and the headteacher from School A, 7 teachers and the headteacher from School B, together with the DEO and DIS, who participated in in-depth interviews.

In this study, only Grade III teachers were selected as participants despite the presence of some Grade V and Graduate teachers in the selected primary schools. Teachers with similar years of experience and comparable qualifications were selected to minimize variation due to additional qualification. By implementing these controls, the study ensured that differences in class allocation could be attributed primarily to the teachers' sex rather than other confounding factors. The choice was purposive to ensure a homogeneous population and minimize academic qualification as a potential intervening factor. Grade III teachers form the majority of the teaching workforce in Ugandan primary schools and are directly responsible for handling most of the classes and teaching load, that were central to this study. In addition, it is the grade three teachers who are mandated to teach all subjects by the nature of their training unlike the Diploma and Degree holders who are trained to teach only two teaching subjects.

The selection prioritized gender sensitivity even though the number of male and female teachers in lower and upper primary respectively were insufficient. This prompted the researcher to divert from the proposed sample and instead interviewed more female teachers in lower primary and more male teachers in upper primary as indicated in table 3.1 below. The researcher aimed to capture diverse experiences related to the study phenomenon from various gender perspectives. Recognizing the qualitative research principle of saturation, after sample size reaching 19, no new information was coming from participants and this determined the final sample size (Cresswell, 2014; Cresswell, 2020; Morse, 2015; Green & Thorogood, 2004).

**Table 3.1 Summary of Participants**

<b>Respondents</b>	<b>School A</b>	<b>School B</b>	<b>Total</b>
Headteachers	01	01	02
Teachers	08	07	15
DIS			01
DEO			01
<b>Total</b>			<b>19</b>

*Source: Field data November 2024*

### **3.5.2 Sampling Technique**

Two government aided primary schools, teachers, DIS, and the DEO were purposively selected, with a rural and an urban school chosen to capture diverse perspectives on the phenomenon. Teachers were purposively sampled based on their gender and the corresponding classes and subjects they taught. The District Education Officer and District Inspector of Schools were purposively chosen due to their roles in overseeing school activities. Purposive sampling, based on the researcher's knowledge and experience, guided participant selection (Cresswell, 2020).

### **3.6 Data Collection Methods**

The researcher collected data through in-depth interviews and documentary reviews.

### **3.6.1 Key Informant Interviews (KII)**

As observed by Yin (2015), “one advantage of carrying out research involving humans is that they can tell you things about their self-reported behaviour, beliefs, feelings and perceptions about a particular aspect of inquiry”. Yin further noted that the interviewer can modify questions depending on various circumstances prevailing within the course of the interview. The researcher particularly found key informant interviews a very useful method of collecting information from respondents because of their flexibility as described by Yin above. More so, the researcher was able to work out a set of questions and modify them during the interview to collect appropriate data that was relevant to the study. Interviews also allowed participants to discuss situations from their point of view (Yin, 2015). Additionally, interviews also made it possible for the interviewer to probe, thereby enhancing the comprehensiveness of data collection (Creswell, 2014). Furthermore, interviews allow very sensitive and personal information to be extracted from the respondent through honest and personal interaction between the respondent and the interviewer. They also have a wider application that allows questions, explanations, and supplementation of in-depth information (Yin, 2013) hence justifiable for this study. The voices of the respondents were also recorded to help the researcher in triangulating findings during data analysis and interpretation. This method collected data for objectives two and three of the study. (See appendix V and VI for samples of the interview guides).

### **3.6.2 Document Review**

The researcher reviewed all related documents on the allocation of subjects and classes to teachers. These documents included staff meeting minutes, teachers’ posting instructions and appointment letters, and teachers’ class and subject allocation charts. The information obtained in these documents was used to address objective one of the Study. (See appendix II for a sample of the Document review checklist).

**Table 3.2 Summary of Data Collection**

<b>Research question</b>	<b>Method(s)</b>	<b>Source of data</b>	<b>Sample size</b>	<b>Sampling technique</b>
What is the representation of male and female teachers in classes and subjects taught in primary schools?	Documentary analysis	Minutes of staff meetings and class allocation chart	15 teachers	Purposive sampling
What are the gender beliefs guiding the allocation of classes and subjects to male and female teachers?	Interviews	Teachers, Headteachers, DEO and DIS	19 respondents	Purposive sampling
How do male and female teachers perceive the process of class and subject allocation?	Interviews	Teachers, Headteachers, DEO and DIS	19	Purposive sampling

### **3.7 Data Collection Procedures**

The researcher obtained an introductory letter from the Head of Department, Foundations and Educational Psychology of Kyambogo University, introducing him to the district and school authorities. The letter was submitted to the District Education Officer to have permission to access the selected primary schools. The researcher then visited the schools and introduced himself to the head teacher who helped him access other respondents in the school. In collecting the data, the researcher started by reviewing documents available at school to have an understanding on how many male and female teachers were in upper and lower primary sections and their corresponding teaching subjects. Then, he sought consent

from the selected respondents before scheduling interviews with them. The researcher finally conducted individual interviews with the selected teachers and the headteacher.

### **3.8 Data Analysis**

The researcher utilized Creswell and Cresswell's (2017) six-step data analysis method, commencing with transcribing interviews into written transcripts and organizing field notes. A comprehensive review of the data followed to discern overarching meanings and concepts, while the third step involved coding transcripts to represent emerging ideas. In the fourth phase, codes were incorporated for generalizations, forming larger themes. Reinforcing these themes with notable quotes from the transcripts occurred in the fifth step, and the final interpretation in the sixth step involved using relevant literature to support and clarify ideas. The researcher's background as a former primary school teacher shaped the interpretation, focusing on participants' statements, inferences, and future intentions to accurately convey their perspectives.

### **3.9 Trustworthiness and Credibility**

#### **3.9.1 Trustworthiness**

While validating findings, triangulation involved using several data sources which included individual interviews and documentary reviews (Yin, 2011). The data was additionally verified through member verification, which entailed showing some of the developing themes and reported parts to some of the respondents (Creswell, 2014). Description that included specific details about the study's locations, methods, and occurrences was also employed, as Amankwaa (2016) argues that those factors help in painting a clear image of the study. Additionally, the researcher stayed longer at the study locations and stopped gathering data when the study reached saturation. Data saturation was assessed during the coding and analysis process by continuously comparing data from each new interview with emerging themes (Strauss & Corbin, 1998). By the 12th participant, the interviews were producing repetitive information, with no new categories, codes, or perceptions emerging in relation to gender stereotypes in

class and subject allocation. The subsequent three interviews (participants 13–15) only confirmed the already identified patterns without contributing novel insights. This indicated that data saturation had been achieved by participant 12, ensuring adequacy and completeness of the findings (Guest et al., 2006; Saunders et al., 2018).

### **3.9.2 Credibility**

Firstly, to ensure credible and dependable data, the researcher conducted a pilot study to gauge the relevancy of the research instruments in answering the research questions. The pilot study guided the researcher to adjust the term “gender stereotypes” to “gender role beliefs” so that the respondents would understand it better. Some redundant questions were eliminated from the research tools, and a few were added. Secondly, the researcher documented the procedures of this phenomenological study in detail, including each step of the procedures which ensured a transparent and replicable process and to ensure credibility, dependability, and consistency in the data (Yin, 2015). To fix transcription errors, the researcher also compared transcripts to the audio recordings. Thirdly, the investigator double-checked the codes' definitions and descriptions to make sure they accurately conveyed the intended meaning. Finally, the data was compared with the codes to make sure that they were consistent.

To control bias and prejudice during interviews, the researcher employed several strategies. First, an interview guide with open-ended and neutral questions was used to avoid leading participants toward predetermined answers (Patton, 2015). Secondly, the researcher created a respectful and non-judgmental environment, encouraging participants to freely express their views without interruption or influence (Kvale & Brinkmann, 2015). Thirdly, member checking was carried out by sharing some emerging themes and reported parts with participants to ensure accuracy and reduce misinterpretation (Lincoln & Guba, 1985). Finally, triangulation with documentary review complemented the interview data, thereby minimizing the risk of bias from relying on a single source (Creswell & Poth, 2018).

### **3.10 Ethical Considerations**

The researcher adhered to ethical guidelines, as outlined by Merriam and Tisdell (2015), when gaining access to research sites. Permission to conduct the study was obtained from the Head of the Department of Foundations and Educational Psychology at Kyambogo University. Participants voluntarily consented to involve themselves in the study by signing informed consent forms (refer to appendix I). To safeguard participants' anonymity, codes were used instead of real names, with specific codes representing various roles, such as DS for DEO, IS for DIS, HtA and HtB for the head-teachers of schools A and B, TmA1-TmA4 and TfA1-TfA4 for male and female teachers in school A, and TmB1-TmB4 and TfB1-TfB3 for male and female teachers in school B. These ethical measures aimed at ensuring privacy and confidentiality of the study participants.

## **CHAPTER FOUR: DATA PRESENTATION, ANALYSIS AND INTERPRETATION**

### **4.0 Introduction**

In this chapter, the researcher presents the findings of the study conducted in Primary Schools A and B. The analysis included perspectives from semi-structured interviews held with teachers, headteachers, the District Education Officer, and the District Inspector of Schools. The study identified gaps and best practices in the two institutions, offering insights for improving class and subject allocation for male and female primary school teachers in Uganda. The data were presented, analyzed and interpreted according to the study's three research questions.

### **4.1 Participants' Demographic Information**

The participants included teachers, headteachers, the DEO as well as the DIS as indicated in table 4.1 below.

**Table 4.1: Participant's Demographic Information**

No	Code	Designation	Sex	Experience	Highest qualification
<b>School A Teachers</b>					
1.	TfA3	Teacher	F	07 years	G. III Certificate
2.	TmA3	Teacher	M	07 years	G. III Certificate
3.	TmA2	Teacher	M	20 years	G. III Certificate
4.	TmA1	Teacher	M	15 years	G. III Certificate
5.	TfA2	Teacher	F	09 years	G. III Certificate
6.	TfA1	Teacher	F	14 years	G. III Certificate
7.	TfA4	Teacher	F	13 years	G. III Certificate
8.	TmA4	Teacher	M	10 years	G. III Certificate
<b>School B Teachers</b>					
1..	TfB3	Teacher	F	19 years	G. III Certificate
2.	TmB1	Teacher	M	22 years	G. III Certificate
3.	TfB2	Teacher	F	11 years	G. III Certificate
4.	TmB2	Teacher	M	15 years	G. III Certificate
5.	TfB1	Teacher	F	06 years	G. III Certificate
6.	TmB3	Teacher	M	17 years	G. III Certificate
7.	TmB4	Teacher	M	08 years	G. III Certificate
<b>Other Participants</b>					
1.	HtA	Head Teacher	M	08 years	Bachelor of Education
2.	HtB	Head Teacher	M	19 years	Bachelor of Education
3.	DS	DEO	M	4 years	Master of Education
4.	IS	DIS	M	7 years	Master of Education

Source: *Field Data, November 2024*

Table 4.1 above illustrates that a total of fifteen teachers participated in the study, comprising seven females and eight males. This means that representative views of the male and female teachers were equally sought in this study. The headteachers, District Education Officer and District Inspector of Schools were the key informants in the study.

## 4.2 What is the Representation of Male and Female Teachers in Classes and Subjects Taught in Primary Schools?

In this section, the researcher presents data on the representation of male and female teachers in both class and subject allocation in the two selected government-aided primary schools. The data were gathered from staff lists, staff meeting minutes and class allocation charts in the two selected primary schools.

### 4.2.1 Representation of Male and Female Teachers in the Sampled Schools by Class

In this sub-section, the researcher presents data on the representation of male and female teachers in the sampled primary schools. The data were collected through analyzing documents and presented as indicated in table 4.2 below:

**Table 4.2: Representation of Male and Female Teachers by School and Classes**

		School A			School B			Overall		
No.	Item	M	F	Total	M	F	Total	M	F	Total
1	Teachers in Upper Classes (P.5, P.6 and P.7)	04	01	05	04	00	04	08	01	09
2	Teachers in Lower Classes (P.1, P.2 and P.3)	01	02	03	00	03	03	01	05	06
	Grand Total	05	03	08	04	03	07	09	06	15

Source: *Field Data, November 2024*

Table 4.2 illustrates the representation of male and female teachers across upper and lower primary classes in the two sampled primary schools. In the upper primary section, both schools A and B had four (04) male teachers each. In contrast, only one (01) male teacher taught a lower primary class in School A, with no male teachers teaching lower classes in School B. Female representation in upper primary was limited, with only one (01) female teacher in School A, and none in School B. Conversely, the data showed that three (03) female teachers taught in lower primary classes in school B while two (02) female teachers taught

lower primary classes in school A. This highlights the varying gender dynamics in class allocation in primary schools across the two socio-cultural settings.

Overall, out of the fifteen (15) teachers from both schools, only one female teacher was teaching in upper primary (P5-P.7), and only one male teacher was teaching in lower primary (P.1-P.3). This finding demonstrated that more male teachers were allocated to teach in the upper primary classes (P.5-P.7), while more female teachers (five out of six) taught in lower primary classes (P1-P.3). These findings also indicate that there was some slight gender-equality in the distribution of the male and female teachers across the primary school classes in school A (in the urban setting) compared to school B (rural).

In comparison, a notable difference between the two schools is that School A had at least one male teacher in lower primary, while School B had none, reinforcing the stronger gendered division of classes in the rural setting. Additionally, School A had one female teacher in upper primary and one male teacher in lower primary, whereas School B had no female representation in upper classes and no male representation in lower primary, suggesting a slight gender-equality in urban schools compared to rural ones. However, both schools exhibited a clear pattern where female teachers were predominantly allocated to lower primary, and male teachers dominated upper primary, reflecting broader gendered trends in class allocation.

#### **4.2.2 Representation of Male and Female Teachers by School and Subject Allocation**

The researcher presents data on the gender representation of teachers by subject allocation as summarized in table 4.3 below:

**Table 4.3: Representation of Male and Female Teachers by Subject Allocation**

No	Subject Taught	Class Taught and Gender of the Teacher		
		Class	School A	School B
1.	Mathematics	P.5	Male	Male
		P.6	Male	Male
		P.7	Male	Male
2.	English	P.5	Male	Male
		P.6	Female	Male
		P.7	Female	Male
3.	Science	P.5	Male	Male
		P.6	Male	Male
		P.7	Male	Male
4.	Social Studies	P.5	Male	Male
		P.6	Male	Male
		P.7	Male	Male
5.	Religious Education	P.5	Male	Male
		P.6	Male	Male
		P.7	Male	Male
6.	Thematic Learning Areas	P.3	Male	Female
		P.2	Female	Female
		P.1	Female	Female

Source: *Field Data, November 2024*

From Table 4.3, the subject allocation charts and staff meeting minutes analyzed revealed that in the two sampled primary schools, only one female teacher from School A, taught English in the upper primary classes (the same teacher taught in P.6 and P.7), while the rest of the upper primary teachers were male. Additionally, only one male teacher from School A, taught in all the thematic learning areas (English, Numeracy, Literacy One and Two, Religious Education, Art, Music, and Physical Education) in P.3, while P.2 and P.1 were taught by female teachers who were equally represented in all the thematic learning areas in these classes. The study also found that all teachers in the lower primary classes (P.1-P.3) were responsible for teaching all learning areas due to the policy of the class teacher system for these

classes. The class teacher system is a system where a teacher (class teacher) is the overall teacher of a particular class. Furthermore, from the table above, the study revealed that no female teacher in either of the sampled schools taught Mathematics or Science in the upper primary classes.

In comparison, School A (Urban) exhibited a more balanced representation, with one female teacher represented (teaching) in the English subject in upper primary (P.6 and P.7) and with one male teacher teaching all the lower primary subjects in P.3 due to the class teacher system policy for the lower primary classes. Despite this slight equal representation, majority of the upper primary subjects (4 out of 5) were strictly taught by male teachers. In contrast, School B (Rural) had no female representation in upper primary subjects and no male representation in lower primary subjects, indicating a more pronounced gender-inequality gap in subject representation in the rural school setting. However, in both schools, female teachers predominantly taught lower primary learning areas (P.1–P.3), while no female teacher taught Mathematics or Science in upper primary. This contrast finding similarly suggests that the urban school, (A), offered slight better opportunities for female and male teachers to teach subjects in all the primary school classes, though both settings continue to reflect gender inequalities in the representation of males and females across the primary school subjects.

### **4.3 What are the Gender Role Stereotypes Guiding Allocation of Classes and Subjects to Male and Female Teachers?**

In this section, the study answers the research question on the gender role stereotypes guiding allocation of classes and subjects to male and female teachers in the selected primary schools. The data were gathered from respondents through interviews.

#### **4.3.1 Gender Role Stereotypes in Class Allocation to Female and Male teachers**

When the researcher interrogated the study participants to respond to whether gender role stereotypes influence class allocation to teachers in primary schools, the majority of the responses were clustered around the gender role stereotypes and beliefs about male and female

personality stereotypes determining their class allocation.

### **Theme 1: Personality Gender Stereotypes**

The personality gender stereotype influence was evidently revealed by female teachers like TfB1 and TfA2 who noted that male teachers often refused to teach lower primary classes, viewing these classes as too demanding due to the need for nurturing and patience. TfB1 stated *"In my opinion, I have seen male teachers refuse to teach lower primary classes, giving reasons that they cannot manage to handle younger children because they are so disturbing and need full time care."* The aforementioned data was based on responses of female teachers from school B (the rural) and A (the urban) setting. Meaning that the influence of gender role stereotypes was existent in the two settings of the rural and urban schools.

In a similar manner, data also indicated that the headteachers' decisions highlighted the influence of personality gender stereotypes in class allocations. As commented by TmA2 *"yes, I think the headteacher prefers allocating female teachers to lower primary classes because of their motherly abilities. When a male teacher, for example, is allocated to teach Primary One, I consider it as a punishment."* TfA2 also echoed,

*I think headteachers believe that female teachers handle younger children better than male teachers. For example, when I joined this school with another male teacher, there was only one lower primary class without a teacher, and the headteacher directly allocated it to me without even discussing it with me. This left me wondering why he didn't allocate it to the male teacher.*

These findings revealed a perception that head teachers preferentially allocated female teachers to lower primary classes due to presumed "motherly abilities." The direct allocation of lower primary classes to female teachers, as mentioned by TmA2, exemplifies how headteachers' motherly abilities gender personality beliefs manifest in their class allocation practice. The data presented above was based on responses of only male and female teachers from school A (the urban setting).

Additionally, the study also found out that deeply ingrained personality gender beliefs contribute to female teachers' hesitance and lack of confidence in teaching upper primary classes, often leading them to doubt their own abilities in these roles. The IS noted,

*...allocating lower primary classes to female teachers in all schools has become the norm, and they don't even complain. During COVID-19, when we first reopened upper classes, a female teacher was allocated P.7 just to take any subject of her choice, but she cried and threatened to quit if the headteacher insisted.*

This example illustrates how some female teachers in both settings of schools A and B feel either unprepared or inadequate to teach upper primary classes.

## **Theme 2: Gender Role Stereotypes**

Gender role stereotypes influence was also indicated by data which showed that male teachers from both schools expressed the belief that upper primary classes, particularly in subjects like Mathematics, are more appropriate for male teachers. Male teachers argued that they tend to spend more time at school compared to their female counterparts, who are often preoccupied with family care and maternity leave. A male teacher, TmB1, from School B, reinforced this view, and stated,

*...In my opinion, gender role stereotypes heavily influence how we are allocated classes. Headteachers regard upper primary, especially P.7, as requiring a teacher's complete attention and think that female teachers frequently take extended maternity leave and have additional home responsibilities that limit their availability.*

The above findings were based on responses of teachers from school B (rural setting) highlighting a slight difference on how gender role stereotypes influence class allocation to male and female teachers in the two different settings (urban and rural).

The gender role stereotypes' influence was additionally revealed in the responses indicating that female teachers preferred lower primary classes because pupils in these classes could easily assist them with the care of their own children, which makes teaching in lower

primary classes more appealing to them. This preference was observed by a male teacher, TmA1, who said, *“Female teachers often prioritize their own children over pupils and sometimes find younger children helpful in carrying or attending to their own children, which makes lower primary classes seem less demanding and more adaptable to their needs.”* This reflects how the traditional gender role of baby-sitting (caregiving) expectation shapes male and female teachers’ class preferences.

Administratively, the data indicated that headteachers in both schools A and B believe that allocating upper primary classes to female teachers is impractical due to the heavy time demands of these classes, which they feel clash with their domestic gender role- stereotyped responsibilities. HtA, demonstrated this view as follows:

*We usually don’t allocate female teachers to upper classes because these classes are very demanding in terms of time and academic resources. We feel that female teachers may not manage upper primary classes due to their many tasks at home and school, so we allocate them to lower primary classes to give them enough time after lunch to attend to their own businesses.*

This perspective reinforces the gender role stereotyped-based assumption that home chores are for women, thus influencing administrative decisions on allocation of upper classes to male and lower classes to female teachers in both settings of schools A and B.

Overall, the study found that gender role stereotypes and personality gender stereotypes still existed in both school A (urban) and school B (rural) and explicitly influenced the process of class allocation to male and female teachers. Male teachers were stereotyped as unable to handle lower primary classes, while female teachers were seen as less able to teach in upper primary classes, due to their domestic caregiving roles and personality gendered stereotypes, thus limiting their opportunities to teach upper classes. In addition, the traditional gender role of the baby-sitting caregiving belief as women’s responsibility only shaped male and female teachers’ class preferences in school A.

### 4.3.2 Gender Role Stereotypes in Subject Allocation to Male and Female teachers

In this section, the study presents data and findings related to gender stereotypes influencing subject allocation to male and female teachers in the selected primary schools. Responses were largely clustered around two sub-themes namely, gender role stereotypes and beliefs and personality gender stereotypes determining subject allocation.

#### Theme 1: Personality gender stereotypes

Data revealed that gender role stereotypes deeply impact subject allocations in primary schools, due to personality gender stereotyped expectations about male and female teachers' competencies in certain subjects. This was supported by the data from the DS, one of the study's key participants who stated, "*Headteachers in different schools often associate upper primary science subjects, particularly Mathematics, with male teachers, making female teachers feel stigmatized.*" This meant that headteachers in both school A and B intentionally allocate science subjects in upper primary classes to male teachers due to the perceived gender-based personality competence stereotypes they have about females.

The data also indicated that community perceptions significantly reinforce personality gender stereotypes in subject allocations within schools A and B, particularly influencing decisions on allocation of subjects to male and female teachers. This influence was highlighted by a key participant, IS, who explained,

*.....the community thinks that subjects in upper primary classes in all schools are best handled by male teachers. I encountered a situation where a headteacher allocated Primary Seven Mathematics to a female teacher, and five parents transferred their children, indicative that even parents don't trust female teachers with upper primary subjects.*

This view reflects deep-rooted community biases, which contribute to the gendered allocation of teaching subjects to male and female teachers in schools A and B. This is based on the

gendered competences allocated to them due to the personality gender-based traits traditionally allocated to them by society. In this context, community and parental gender personality trait beliefs contributed to the underrepresentation of female teachers in upper primary subjects.

Personality gender stereotypes implicitly influenced female teachers' choice of subjects they preferred to teach in the different primary school classes. This is the reason why some female teachers in school A viewed their subject choices as a reflection of personal preference, mindset, and self-confidence, rather than being shaped solely by external gender beliefs. A female teacher from School A (TfA1), specifically challenged the idea that gender stereotypes dictate these decisions, explaining,

*.....I don't believe these gender beliefs influence subject allocation because we often choose these subjects ourselves, and you find females preferring lower primary subjects simply because they are easier to teach and less demanding in terms of results. So, in my opinion, it's more about mindset, personality, and self-belief.*

This perspective highlights how individual motivations and perceptions of subject demand can influence allocation preferences, suggesting that personal agency was one of the factors considered in subject choice and allocation. This data was generated by responses given by only female teachers in school A (the urban-based school), meaning that this factor is not experienced in school B (the rural-based school). It should however be noted that the reasons given above for female teachers' personal choice of subjects have personality gender stereotype undertones in them. Whereby the reasons given for female teachers' preference for lower primary subjects ("because they are easier to teach and less demanding in terms of results") are traditionally associated with females and referred to as feminine personality traits (Eagly & Wood, 2012).

The above assertion by TfA1 was further supported by TmA1 who stated, *"I believe female teachers fear teaching certain subjects in upper primary classes, especially Science and Mathematics. They find these subjects difficult and time-consuming, preferring less stressful*

*options which are only found in lower primary classes."* On the other hand, even male teachers believe that they cannot manage lower classes due to the complexity of the content, time constraints, and the age of the learners. For instance, a male teacher from School A (TmA4) said, *"I have never taught any class below P.5 since I qualified as a teacher. I don't think I can manage P.1 or P.2, and this alone makes me uncomfortable being allocated subjects in these classes."*

All the aforementioned responses indicate that some of the male and female teachers in school A (urban setting) indicated that subjects were allocated to them purely on the basis of their competence- based preferences. This factor was not reported by teachers in school B (the rural based school). It should however again be noted that the reasons given above for female and male teachers' personal choice of subjects in the different primary classes have personality gender stereotype undertones in them. Feminine personality traits of being caring, supportive and empathetic is what the males in the current study felt they could not 'manage'. While the female teachers feared to teach the upper classes subjects, especially Mathematics and Science because they require masculine personality traits of being assertive, independent, rational and aggressive.

## **Theme 2: Gender role stereotypes**

A male teacher from School A (TmA2), emphasized the influence of gender role stereotypes on subject allocation to female teachers, stating,

*..... these gender role stereotypes are moderate and true. Female teachers have many roles outside school, like giving birth and caring for the family, which affects their work efficiency. So, how can a headteacher allocate P.7 Mathematics to a female teacher who gives birth every year, given the learners' need to perform well in P.L.E.?*

This comment stresses how traditional domestic expectations can significantly influence decisions regarding subject allocations to female teachers, particularly in subjects deemed crucial for pupils' success in upper primary classes. This data was generated from responses of

teachers from school A (the urban-based school) meaning that teachers from school B (the rural-based school) did not have such a perception.

In summary, the data revealed an explicit influence of gender stereotypes on subject allocation in primary schools at role and personality trait levels. The findings revealed that in the settings of both schools A and B, societal personality-gender perceptions explicitly lead to the headteachers' preference of allocating male teachers in subjects deemed challenging. For example, Mathematics and Science, which in turn diminishes female teachers' confidence and limits their opportunities in these areas. Additionally, traditional domestic responsibilities (gender-roles) contributed to the underrepresentation of female teachers in upper primary classes. In school A (the urban setting), participants' responses also indicated that personal choice and mindset also play vital roles in subject selection but with personality gender undertones implicitly influencing these choices, indicating a complex interplay between societal stereotypes and individual agency.

#### **4.4 How do Male and Female Teachers perceive the Process of Class and Subject Allocation in Primary Schools?**

This section is divided into two sub-sections that is male and female teachers' perceptions towards the process of class allocation and male and female teachers' perceptions on the process of subject allocation.

##### **4.4.1 Male and Female Teachers' Perceptions towards the Processes of Class Allocation in Primary Schools.**

In this sub-section, the study presents data on how male and female teachers perceive the processes of class allocation in primary schools in Kikuube District.

According to the findings, some female participants' responses indicated that the non-consultative approach head teachers use in allocating classes to male and female teachers is unfair. TfB2 stated it as follows; "*It is totally unfair because, for instance, the head teacher*

*imposed this class on me without my input. If I were given a choice, I would select a different class.*" In this context, the class allocation process made teachers teach in classes they were not comfortable with.

Furthermore, in both schools A and B, most female teachers perceived the allocation process as unfair when the head teachers upheld traditional gender role stereotype considerations in the class allocation. For instance, a female teacher (TfB3) indicated that, *"In my opinion, the current approach is biased and has gender-segregation. In most schools, if not all, male teachers only teach upper classes, leaving lower ones for female teachers, which I find very unfair."* In this context, the process predominantly allocated lower classes to female teachers while male teachers took on the upper classes. This statement underscores a systematic bias in class allocation that aligns with traditional gender roles.

Conversely, male teachers in both schools A and B, viewed the allocation process as fair when the head teachers used a consultative approach in the class allocation. For instance, a male teacher from School A, (TmA3) explained,

*.....I think the approach is fair because teachers are first asked which classes they would prefer, and almost all female teachers choose lower classes themselves. I can't tell why but when they do so, they give us a chance to take on upper classes.*

In this scenario, male teachers perceived the class allocation process as reasonable, as they felt the females and males' preferences were both considered before allocations were finalized.

The findings also indicated that female teachers, in both schools A and B, perceived the class allocation process as fair when the class-based teaching experience criterion was considered in the allocation process. In this case, female teachers who had taught the classes allocated to them for many years were okay with the class allocation process because they felt a sense of attachment and competence in those classes. For example, TfB2 remarked, *"Yes, because I have been teaching in Primary Two class and all the learning areas for 11 years*

*now. I have enough experience in this class and feel I have forgotten the upper classes' content.*” Another female teacher from School A, (TfA2), equally expressed satisfaction with the above-mentioned class allocation process when she said, “*...I am used to my class as well as teaching all the learning areas even though it was given to me against my wish. I have taught this class for many years, and now everyone sees me as the owner of the class*”. These sentiments illustrate how prolonged exposure to a specific class can lead to a sense of ownership and expertise, despite the initial dictatorial (non-consultative) allocation of classes by the head-teachers. This finding highlights a complex relationship between the teachers' initial dissatisfaction and eventual acceptance of their assigned roles. In this context, allocation of lower classes to such female teachers was perceived as a fair process.

In conclusion, teachers in both schools A and B, perceived the processes head teachers use to allocate classes to male and female teachers as either fair or unfair. Female teachers viewed the allocation processes as unfair when the non-consultative (dictatorial) ways sometimes used by head-teachers to allocate them to teach in the lower classes without their input, even when they would have preferred otherwise. The male and female teachers, in both schools A and B, viewed the class allocation processes as fair when they were based on consultative and class-based teaching experience considerations. The non-consultative based class allocation processes were more prevalent in school A than school B. Traditional gender role stereotype considerations influenced the head-teachers allocation of classes to the male and female teachers across the two schools. In this case lower primary school classes were repeatedly allocated to the female teachers while the upper primary school classes were frequently allocated to the male teachers. Despite the disliked non-consultative class allocation, over time, some female teachers, in schools A and B, developed a sense of attachment and expertise within their allocated classes, although this could also lead to narrowing of their professional experience.

#### **4.4.2 Male and Female Teachers' Perceptions towards the Process of Subject Allocation in Primary Schools.**

In this sub-section, the researcher presents findings on male and female teachers' perceptions of the subject allocation processes in primary schools.

The study findings revealed that the majority of the female teachers, in both schools A and B, perceived the subject allocation process as unfair when headteachers used a non-consultative approach. Female participants shared their dissatisfaction with being allocated subjects without their input. For example, a female teacher from School B (TfB3) stated, *"The headteacher is the one who allocates subjects to teachers. For instance, he allocated me to Primary One, where I had to teach all learning areas without a co-teacher. This was exhausting, and I sometimes left certain learning areas untaught."* Additionally, a female teacher (TfA1) from school A also noted, *"...when I first reached in this school, I was directly allocated learning areas in primary one because the teacher I replaced was teaching those learning areas. The headteacher never asked me anything."* This non-consultative approach led teachers to feel overburdened, particularly in lower primary, where they are required to teach all subjects under the class teacher system.

On the other hand, some male and female teachers, in both schools A and B, viewed the subject allocation process as fair when headteachers used a consultative approach. For instance, a female teacher (TmA3) from School A explained,

*...at the beginning of the year staff meeting, subject allocation was on the agenda. The headteacher gave me a chance to choose the subjects I was comfortable teaching, so I selected the one I currently teach, and the subject I was comfortable with, and it was allocated to me.*

In this context, teachers appreciated being consulted, which allowed them to take on subjects aligned with their preferences and strengths.

Additionally, female teachers from schools A and B perceived the process as unfair when traditional gender role stereotypes influenced the headteachers' subject allocation. Many female teachers expressed frustration over being consistently allocated to teach "soft" subjects, such as Languages and Arts, while male teachers were frequently allocated technical subjects, such as Mathematics and Science. For instance, a female teacher from School A (TfA4) explained, *".... I find it very frustrating because I am always given classes where I have to teach all subjects, including those I find very challenging. For example, teaching all subjects in lower primary is too demanding and stressful for me."* Such allocations align with traditional stereotypes and often place additional burdens on female teachers, contributing to feelings of unfairness in the subject allocation process.

Furthermore, teachers from both schools A and B perceived the subject allocation process as fair when it was based on teaching experience. Female teachers with extensive experience in lower primary subjects reported feeling confident and competent, even if their initial allocation was non-consultative. For instance, a female teacher (TfA2) remarked, *"I am used to my class as well as teaching all the learning areas even though it was given to me against my wish. I have taught this class for many years, and now everyone sees me as the owner of the class."* TmB3 in support of the above also stated, *"... I always feel happy when the headteacher re-allocates to me the subject I have experience in because I have been teaching Mathematics for more than ten years."* This sense of attachment and expertise developed over time, leading some teachers to view the process of subject allocations as fair despite initial dissatisfaction as stated by one of the female teachers above.

Overall, male and female teachers from both schools A and B perceived the subject allocation processes as either fair or unfair depending on the approach used by headteachers. The male and female teachers from both schools A and B, generally viewed the process as unfair when non-consultative methods were employed, resulting in allocations that aligned with traditional gender role stereotypes. Male teachers, meanwhile, tended to dislike the non-

consultative allocation approach which resulted in lower primary allocations to them due to perceived challenges of younger learners. However, male and female teachers from both schools A and B viewed the process as fair when consultative methods or subject-based teaching experience criteria were used. These findings emphasize the need for more equitable and inclusive approaches to subject allocation to address gender-based preferences and enhance professional development opportunities for all teachers.

## **CHAPTER FIVE: DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS**

### **5.0 Introduction**

In this chapter, the study presents the discussions, conclusions, and recommendations on gender stereotypes in class and subject allocation to primary school teachers in Uganda. Areas for further research have also been suggested.

### **5.1 Discussion of Findings**

This section comprises the discussion of the findings as per the objectives of the study and the data collected from the study participants.

#### **5.1.1 Representation of Male and Female Teachers in Class and Subject Allocation**

The study findings revealed that in both the urban and rural school settings, there was a clear gender disparity in teachers' representation in the various primary school classes. The majority of the male teachers taught in upper primary classes, while most of the female teachers were clustered in lower primary classes. This imbalance aligns with findings by the Directorate of Education Standards and Education Standards Agency (2018) in Uganda, which reported a predominance of male teachers in upper classes within government-aided primary schools, highlighting systemic gender biases in class allocation. In contrast, while the rural school (B) had no female representation in upper primary classes and no male representation in lower primary classes, the urban school (A) had one female teacher in upper primary and one male teacher in lower primary (P.3). This contrast suggests that urban schools offered slightly better opportunities for female and male teachers to teach in all the primary school classes. However, both settings continue to reflect a gender- inequality gap in the representation of males and females across the primary school classes.

Regarding gender representation of teachers in subjects, the study found that in School A (in the urban setting), only one female teacher taught English in an upper primary class, while the rest of the subjects were represented by men, including Mathematics, Science, and Social Studies. This distribution highlighted a gender-gap based division in teachers'

representation across the primary school subjects, with more male teachers commonly represented in subjects traditionally viewed as challenging or within the “male domain.” Similarly, Acholonu and Okeke (2018)’s study in Ghana found that female teachers were less likely to be represented to teach Mathematics and Science in upper primary classes despite having equivalent qualifications with their male counterparts. In this finding, it should be noted that while the rural school (B) had no female representation in upper primary subjects, the urban school (A) had one female teacher teaching English in upper primary. This contrast suggests that urban schools offered some slight better (equal) opportunities for females to teach subjects in all the primary school classes, though both settings continue to reflect a gender-gap inequality in the representation of males and females across the primary school subjects.

Additionally, the study found that in both schools, A (urban) and B (rural), lower primary classes (P.1–P.3) were predominantly taught by female teachers, who were allocated to teach all learning areas under the class teacher system. Only one male teacher from School A was teaching a lower primary class, specifically Primary Three. This finding aligns with societal stereotypes that associate women with nurturing roles, making them more likely to be allocated to teach younger children. Similar findings were reported by Sadker and Sadker (2016) in the United States, where primary education saw an underrepresentation of male teachers, reinforcing the notion that early childhood education aligns with stereotypically feminine traits, such as care and patience. In this finding, it should also be noted that while the rural school (B) had no male representation in lower primary subjects, the urban school (A) had one male teacher teaching all the subjects in lower primary (P.3). This contrast suggests that urban schools offered slightly better opportunities for male teachers to teach subjects in all the primary school classes, though both settings continue to reflect a gender-gap inequality in the representation of males and females across the primary school subjects.

In contrast, while the rural school (B) had no female representation in upper primary classes and no male representation in lower primary, the urban school (A) had one female

teacher in upper primary represented in the English language subject and one male teacher in lower primary (P.3) who taught all the thematic learning areas (English, Numeracy, Literacy One and Two, Religious Education, Art, Music, and Physical Education) due to the class teacher system policy. This contrast suggests that urban schools offered some slight better (equal) opportunities for female and male teachers to teach in the upper and lower primary school classes and to teach subjects offered in these classes as well. However, the female teacher in school A was only represented in the English subject, meaning that at subject representation level, school A's urban setting also continued to reflect a gender-gap inequality in the representation of males and females across the upper primary school subjects. Mathematics and Science subjects were a reserved domain for the male teachers in this school also.

In conclusion, the current study revealed that in both school settings (the urban and rural), there was a clear gender disparity in teachers' representation in the various primary school classes and subjects. The majority of the male teachers were represented in the upper primary classes, and the majority of the females clustered in the lower primary classes. Similarly, the majority of the male teachers taught subjects in upper primary, especially Mathematics and Science which were dominantly male domains while female teachers were largely represented in subjects taught in the lower primary.

### **5.1.2 Gender Stereotypes Guiding the Allocation of Classes and Subjects**

The current study found that gender stereotypes at gender role and personality levels shaped the allocation of classes and subjects to male and female teachers in the two primary school settings, A (urban) and B (rural). In the current study, due to personality gender stereotype beliefs, male teachers were often reluctant to teach lower primary classes, citing the challenges of managing younger children, who require constant care. These findings align with McGrath and Sinclair (2013), who observed similar gender beliefs, reinforcing the gendered segregation in teacher allocation. Furthermore, studies by Matete (2022) and Okeke and

Nyanhoto (2021) also identified societal personality gender stereotype expectations as a factor that influenced the allocation of classes in the primary schools to male and female teachers in South Africa. In their study, too, male teachers were seen as more suitable for older students due to their perceived assertiveness, while female teachers were linked to nurturing roles for younger children.

In the current study, gender role stereotypes' influence was also revealed in teachers' responses indicating that female teachers in the rural setting preferred lower primary classes because pupils in these classes could easily assist them with the care of their own children. This finding also reflected this traditional gender role stereotype of the baby-sitting caregiving role assigned to women only shaped the male and female teachers' class preferences in the setting of the rural school. This is supported by a study by Jacobs and Eccles (1992), who found that societal gender-role expectations influence both mothers' and teachers' perceptions of appropriate roles for women, reinforcing caregiving responsibilities and shaping career-related decisions.

Additionally, in terms of subject allocation, the study found that male teachers were predominantly allocated to teach Mathematics and Science, while female teachers were often excluded from teaching these subjects in upper primary, even when they possessed comparable qualifications to their male counterparts. This gendered pattern reflects societal stereotypes about male competence in STEM fields, as seen in Acholonu and Okeke's (2018) study in Ghana, where female teachers, despite having equivalent qualifications, were less likely to be allocated to teach these subjects. This similarity suggests that subject allocation is influenced by deeply ingrained personality gender beliefs about what subjects are suited to male and female teachers. In the foregone discussion, the researcher notes that the way traditional personality gender stereotypes have influenced the allocation of subjects to male and female teachers in the primary schools in Uganda and other countries is the same way they have also influenced the way classes are allocated to them. Consequently, the researcher's views in the

earlier paragraph about the findings on the influence of traditional gender role stereotypes on class allocation similarly apply here as well.

Furthermore, the study revealed that the community's personality gender stereotype beliefs also influenced headteachers' subject allocation to male and female teachers. Some parents in the community expressed a lack of trust in female teachers teaching Mathematics in upper primary classes as indicated by a case in which five parents transferred their children from a school where a headteacher had allocated Primary Seven Mathematics to a female teacher.

The study further revealed how teachers from both schools acknowledged that male teachers were often preferred for subjects like Mathematics in upper primary, due to personality gender stereotype assumptions about male competence and the time required for preparation and marking. These perceptions suggest that gendered personality stereotype beliefs play a crucial role in subject allocation. This aligns with the findings of Makarova and Herzog (2015) who noted that subject allocation in secondary schools was influenced by gender personality identity beliefs, particularly with subjects like Mathematics being more strongly associated with male teachers. The similarity between the current study's and the other studies' findings also serves to strengthen the validity of this study's findings.

The current study also revealed that gender role stereotypes influenced subject allocation to male and female teachers, particularly with regards to Mathematics, in upper primary classes. Both male and female teachers in the two school settings perceived subjects like Mathematics in upper primary as more appropriate for male teachers than for their female counterparts, who are often preoccupied with family care and maternity demands. This aligns with findings by Tiedemann (2002), who observed that teachers' gender stereotypes greatly impact perceptions of subject suitability, with Mathematics often being associated with male teachers due to societal biases and expectations.

This study's findings also revealed that in the urban-based school (School A), personal choice and mindset of the teachers played a role in their subject selection, but with personality gender stereotype undertones implicitly influencing these choices. This finding indicated a complex interplay between societal stereotypes and individual agency. This is supported by Terrier (2020), who found that gender biases in education not only shape institutional policies but also subtly influence teachers' self-perceptions and subject preferences, even in environments where personal agency is emphasized.

### **5.1.3 Teachers' Perceptions Towards the Process of Class and Subject Allocation**

In this section, the study discusses findings on teachers' perceptions towards the process of class allocation and teachers' perceptions towards the process of subject allocation.

#### **5.1.3.1 Teachers' Perceptions Towards the Process of Class Allocation**

The findings revealed that five female teachers perceived the class allocation process as unfair when headteachers employed a non-consultative approach. This resulted in teachers feeling neglected in the decision-making process, hence being demotivated. These findings align with Smith (2018), who highlighted that non-consultative allocations create feelings of unfairness, particularly for female teachers, whose professional autonomy is limited by such undemocratic practices. Similarly, Makarova and Herzog (2023) noted that such practices hinder female teachers' professional growth because they sometimes deny them the option of exploring to teach classes traditionally not allocated to their gender. In this context, the class allocation process reinforced gender role stereotypes and gaps in the teaching profession.

Building on this, the findings also showed that many female teachers perceived the class allocation process as unfair when traditional gender role stereotypes influenced the decisions undertaken by the head-teachers. According to the findings in this study, the head-teachers' class allocation decisions were influenced by the traditional gender role stereotypes that portray women as nurturing and suited for younger pupils, while men are viewed as more authoritative

and appropriate for older students. These findings align with Makarova and Herzog (2023) and Smith (2018), who highlighted that gendered allocations perpetuate traditional gender role stereotypes and, in the process, restrict professional growth and reinforce inequality in schools.

In contrast, the study found that more male teachers perceived the class allocation process as fair when headteachers used a consultative approach, taking teacher preferences into account. However, this perception might overlook the impact of societal pressures on female teachers, who may feel obligated to select lower classes due to entrenched gender expectations. This aligns with findings by Preece and Bullingham (2022), who observed that male teachers view consultative allocation as fair when it aligns with their preferences. Nonetheless, as Makarova and Herzog (2023) cautioned that such practices still reinforce traditional gender roles, perpetuating inequalities in class allocations. The foregoing discussion suggests that while gendered patterns of allocation are present, teachers' personal inclinations and life circumstances also played a role in shaping the head-teachers' allocation decisions. In such contexts, the traditional gender role stereotypes that influenced class allocation was appreciated by both the male and female teachers.

Finally, the findings suggested that female teachers were more likely to perceive class allocation as fair when their teaching experience with a specific class was considered. Teachers with consistent experience teaching a particular grade developed a sense of attachment and competence, fostering perceptions of fairness. This finding aligns with Smith (2018), who found that experience-based allocations enhance fairness perceptions by giving teachers a sense of ownership over their roles. Similarly, Preece and Bullingham (2022) noted that these practices could improve fairness perceptions, even in the absence of consultation. However, it is important to acknowledge that experience-based allocations may also inadvertently reinforce traditional gendered roles, as female teachers are often allocated to lower primary, thereby limiting opportunities for professional growth and perpetuating societal expectations.

In conclusion, the findings revealed that teachers' perceptions of the class allocation process were significantly influenced by consultation practices, gender stereotypes, and experience-based considerations. While consultative approaches and experience alignment fostered perceptions of fairness and satisfaction, traditional gender roles and non-consultative methods perpetuate inequities and limit professional growth, particularly for female teachers.

### **5.1.3.2 Teachers' Perceptions Towards the Process of Subject Allocation**

In this sub-section, the researcher presents the discussion of findings on teachers' perceptions on the process of subject allocation in primary schools in Kikuube District in Uganda.

The findings indicated that the majority of female teachers, both in urban and rural-based school settings, perceived the subject allocation process as unfair when headteachers did not involve them in decision-making, leading to feelings of them being overburdened with the idea of teaching subjects imposed on them. This was evidenced by female teachers teaching all learning areas in lower primary, while their male counterparts taught only one specialized subject in upper primary. This observation is supported by Okeke and Nyanhoto (2021), who found that non-consultative subject allocation often results in burnout, especially for female teachers in lower primary. Similarly, Makarova and Herzog (2023) highlighted that such practices disproportionately burden female teachers, preventing them from focusing on subjects where they may have more expertise. These studies emphasize the importance of a collaborative approach to subject allocation to prevent dissatisfaction and burnout.

Similarly, the study revealed that female teachers viewed the subject allocation process as unfair when traditional gender stereotypes shaped decisions, with women frequently allocated to learning areas in lower primary or "soft" subjects and men given technical subjects. This aligns with Makarova and Herzog (2023), who noted that gendered subject allocation confines female teachers to non-technical roles, reinforcing stereotypes and limiting

professional growth. Similarly, Cheryan et al. (2017) found that female teachers were often allocated to nurturing or less technical subjects based on stereotypical beliefs, while men dominated STEM fields. These practices perpetuate inequities, restricting diverse teaching experiences and reinforcing gender disparities in education.

On the other hand, the findings showed that both male and female teachers perceived the subject allocation process as fair when headteachers used a consultative approach, allowing them to select subjects that aligned with their preferences and strengths, thereby fostering autonomy and job satisfaction. This aligns with Okeke and Nyanhoto (2021), who found that involving teachers in subject allocation enhances their sense of fairness and satisfaction. Similarly, Smith (2018) emphasized that consultative practices increase professional agency and engagement, leading to improved teaching outcomes. These studies affirm that collaborative decision-making in subject allocation not only enhances fairness but also promotes teacher effectiveness and morale.

Furthermore, the study found that both male and female teachers perceived the subject allocation process as fair when it aligned with their teaching experience. Female teachers with extensive lower primary experience felt confident and competent, even if their initial allocations were non-consultative. This agrees with Okeke and Nyanhoto (2021), who noted that experience-based assignments foster ownership and satisfaction. Similarly, Makarova and Herzog (2023) highlighted that experienced male, and female teachers often feel comfortable and competent in long-term roles, even if those assignments were not their preference initially. These findings suggest that familiarity and expertise gained over time can transform initial dissatisfaction into a positive perception of fairness.

In summary, the findings highlighted that both male and female teachers' perceptions of fairness in subject allocation were shaped by decision-making processes that involved; alignment with expected traditional gender role stereotypes, teaching experience and consultative-based considerations of the teachers' preferences. Non-consultative class and

subject allocation approaches that are largely gendered in nature often lead to dissatisfaction and burnout, particularly for female teachers. Conversely, consultative practices and experience-based allocations foster a sense of ownership, satisfaction, and professional growth.

## **5.2 Conclusions of the Study**

In this section, the researcher presents the conclusions on the findings of this study according to its three research objectives, namely, representation of male and female teachers in primary school classes and subjects, gender stereotypical beliefs guiding the allocation of classes and subjects to male and female teachers and male and female teachers' perceptions towards the process of class and subject allocation.

### **5.2.1 Representation of Male and Female Teachers in Primary School Classes and Subjects**

The study concluded that there were visible gender disparities in class and subject allocation in primary schools. This was demonstrated by the imbalance in the representation of female and male teachers in upper and lower primary classes and subjects. This practice perpetuates inequalities that limit academic and professional opportunities, especially for female teachers.

The current study revealed that in both school settings, the urban and rural, there was a clear gender disparity in teachers' representation in the various primary school classes and subjects. The majority of the male teachers were represented in the upper primary classes, and the majority of the females clustered in the lower primary classes. Similarly, the majority of the male teachers taught subjects in upper primary, especially Mathematics and Science were predominantly male domains while female teachers were largely represented in subjects taught in the lower primary.

In contrast, the urban school offered some slightly better (equal) opportunities for female and male teachers to teach in the upper and lower primary school classes and to teach

subjects offered in these classes as well. However, the female teacher in school A was only represented in the English subject, meaning that at subject representation level, school A's urban setting also continued to reflect a gender-gap inequality in the representation of males and females across the upper primary school subjects. Additionally, Mathematics and Science subjects were also considered as reserved domains for the male teachers in this school.

### **5.2.2 Gender Stereotypical Beliefs Guiding the Allocation of Classes and Subjects**

The study concluded that gender stereotypical beliefs, at role and personality traits levels, influenced the allocation of classes and subjects to male and female teachers in primary schools, thus perpetuating stereotypes that reinforce traditional roles and limit academic and professional growth. While some teachers acknowledged the role of personal preferences and life circumstances in allocation processes, the overarching influence of gendered beliefs was still evident even in these scenarios.

### **5.2.3 Teachers' Perceptions Towards the Process of Class and Subject Allocation**

In examining teachers' perceptions of both class and subject allocation processes, the study concluded that traditional gender stereotypes shaped both the class and subject allocation processes. These gendered practices perpetuated societal beliefs about the suitability of men and women for certain classes and subjects, limiting opportunities for professional growth and reinforcing gender disparities in education.

Although some male teachers perceived class and subject allocation as fair when consultative approaches were used, particularly when these aligned with their preferences, this perception overlooks the broader societal pressures placed on female teachers to accept roles that conform to gender expectations. Non-consultative class and subject allocation approaches were largely unpopular among both the male and female teachers in all the two school settings because they perceived them as unfair in several ways.

### **5.3 Recommendations**

The recommendations provided aim to address the challenges and disparities identified in class and subject allocation processes, particularly those related to gender stereotypes.

#### **5.3.1 To Educational Leaders**

Educational leaders such as Headteachers and District Education Officers should organize regular in-service workshops focused on equipping female teachers with strategies for teaching upper primary Mathematics and Science.

Headteachers should also establish formal mentorship programs where experienced teachers coach colleagues who feel less confident in certain subjects. In addition, schools should develop clear written guidelines for class and subject allocation, with input from teachers during staff meetings, so that decisions are based on competencies rather than gender.

#### **5.3.2 To Policy Makers**

The Ministry of Education and Sports should strengthen enforcement of the Gender in Education Policy by integrating gender balance checks into the annual school inspection reports. A monitoring tool can be developed for District Inspectors of Schools to record and report subject allocation patterns by gender.

Policy makers can also introduce incentives, such as recognition awards or career progression credits, for schools that demonstrate equitable allocation practices. This would encourage compliance at the grassroots level.

#### **5.3.3 To Teachers**

Teachers should form peer-learning groups within schools where they share subject-specific knowledge and teaching strategies, particularly in challenging areas like Mathematics and Science. By doing so, teachers gain confidence to handle diverse subjects.

Teachers should also make active use of staff meetings to voice their preferences and concerns during allocation discussions, ensuring transparency. Where possible, teachers can

volunteer to co-teach or rotate subjects in the short term, as a way of gradually breaking gendered patterns while strengthening their professional skills.

#### **5.4 Suggested Areas for Further Studies**

The researcher suggests the following as potential areas for further studies:

The Impact of Gendered Subject Allocation on Learner Performance in Primary Schools. This study could explore how gender-based class and subject allocations influence student outcomes, particularly in subjects like Mathematics and Science.

Teachers' Perspectives on Gender-Inclusive Policies in Primary Education. Investigating how teachers perceive and implement policies aimed at reducing gender disparities in subject and class allocation could also be an interesting area of research.

Expanding the Scope: A Comparative Study of Gender Stereotypes in Teacher Allocation Across Different Educational Settings. A broader study that examines gender allocation practices in urban and rural schools or in different districts to understand regional variations could also be an interesting area for further research.

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## APPENDICES

### Appendix I: Informed Consent Form for Head teachers/ Teachers/DEO/DIS

Dear sir/Madam,

You are invited to take part in a research study titled "**Gender Stereotypes in Class and Subject Allocation to Teachers. A Case of Primary Schools in Kikuube District, Uganda.**"

The study is led by Ariho Innocent, a student at Kyambogo University who is pursuing a Master's degree in Foundations of Education (Sociology). The main aim of this research is to explore the gender stereotypes linked to how teachers are assigned classes and subjects in government-aided primary schools.

If you choose to participate in this study, you will be asked to share information during an interview lasting about 45 minutes. Participation in the study is voluntary, and you have a right to withdraw from the study at any time without penalty. You may not benefit directly from this study, but the findings may be used to improve policy in the future.

The information collected will be used solely for academic purposes, and your details will be treated with the utmost confidentiality. If you accept to participate, but later change your mind, you can withdraw permission for use of the data obtained during the interview within two weeks after collecting the data.

I..... voluntarily agree to participate in this research study having read and understood the following terms and conditions herein.

Signature of research participant..... Date .....

Name of the researcher.....

Tel: 0780 213 260

Email: [arihoinnocent34@gmail.com](mailto:arihoinnocent34@gmail.com)

Signature: ..... Date .....

**Thank you so much**

## Appendix II: Documentary Review checklist.

School Name.....Category.....

S/N	Document description	Yes	No	Comment
1.	Staff minutes indicating class allocations			
2.	Staff minutes indicating subject allocations			
3.	Letters written by teachers requesting to teach a particular class or subject.			
4.	Staff list indicating class allocations			
5.	Any other relevant document for example posting instructions and appointment letters.			

### Class, gender and subject of teachers

Class	Subject	No. of Male Teachers	No. of Female Teachers	Total No. of teachers
P.1	Numeracy			
	Literacy I			
	Literacy II			
	English			
P.2	Numeracy			
	Literacy I			
	Literacy II			
	English			
P.3	Numeracy			
	Literacy I			
	Literacy II			
	English			
	Science			
	English			

	Social Studies			
P.5	Mathematics			
	Science			
	English			
	Social Studies			
P.6	Mathematics			
	Science			
	English			
	Social Studies			
P.7	Mathematics			
	Science			
	English			
	Social Studies			
<b>Total</b>				

### Summary

<b>Class Level</b>	<b>No. of Male Teachers</b>	<b>No. of Female Teachers</b>
<b>Upper Primary</b>		
<b>Lower Primary</b>		
<b>Total</b>		

**Appendix III: Semi-Structured interview guide for Teachers**

**Introduction**

My name is Ariho Innocent, a teacher by profession, doing a research study in your school. I am inviting you to participate in this research study titled "**Gender Stereotypes in Class and Subject Allocation to teachers in Government-Aided Primary Schools in Kikuube District, Uganda.**" Your district educational administrators and the headteacher have granted me permission to conduct this study in your school.

**Demographic Information**

Name	Sex	Name of school	Classes Taught	Subjects Taught	Qualification

**1. Exploring the gender beliefs guiding the allocation of classes to male and female teachers.**

- a) How was the class that you are currently teaching allocated to you by the school headteacher?  
.....
- b) Are you comfortable with the class you are currently teaching? If yes or no, explain why  
.....
- c) Is there any other class you would prefer to teach other than the current one? Please tell us more as to why you feel so  
.....
- d) In your opinion, to what extent do gender role beliefs influence class allocation to male and female teachers by the headteacher in your school? Please explain.  
.....
- e) Explain any personal experiences or observations where gender role beliefs played a part in the allocation of classes to male and female teachers in your school?  
.....
- f) How would you describe the current criterion used by the headteacher to allocate classes to male and female teachers in your school?  
.....
- g) What factors does the headteacher typically consider when allocating specific classes to male and female teachers in your school?  
.....
- h) Are there explicit guidelines or criteria put in place by the administrators in your school regarding class allocation? If yes, please explain whether these guidelines are in any way influenced the traditional gender role beliefs of the male and female teachers.  
.....
- i) Are teachers given the opportunity to express preferences for specific classes by the headteacher in your school? Please explain.  
.....

- j) Is there a system put in place by the headteacher in your school for you to provide feedback on the class allocation process? Explain  
.....
- k) What policies / strategies or mechanisms have been put in place by the administration to address and mitigate the influence of gender role beliefs on class allocation to male and female teachers in your school?  
.....

**Establishing the gender-based considerations in subject allocation to male and female teachers**

- a) How was the subject that you are currently teaching allocated to you?  
.....
- b) Are you comfortable with the subject(s) you are currently teaching? If yes or no, explain why  
.....
- c) Is there any other subject(s) you would prefer to teach other than the current one(s)? Please tell me more as to why you feel so  
.....
- d) In your opinion, to what extent do gender role beliefs influence subject allocation to teachers? Please explain.  
.....
- e) Explain any personal experiences or observations where gender role beliefs played a role in the allocation of subjects to male and female teachers in your school  
.....
- f) How would you describe the current criterion used by the headteacher in your school to allocate subjects to male and female teachers?  
.....
- g) What factors are considered when allocating specific subjects to male and female teachers?  
.....
- h) Are there explicit guidelines or criteria put in place by the school administration regarding subject allocation? If yes, please explain whether these guidelines are in any way influenced by traditional gender role beliefs.  
.....
- i) Does the headteacher in your school give teachers the opportunity to express preferences for specific subjects? Please explain.  
.....
- j) Does your school have a system put in place by the administration for you to provide feedback on the subject allocation process? Explain  
.....
- k) What policies / strategies or mechanisms has the administration in your school put in place to address and mitigate the influence of gender role beliefs on subject allocation?

**Thank you for participating in the study**

## Appendix IV: Semi-Structured interview guide for Headteachers

### Introduction

My name is Ariho Innocent, a teacher by profession, doing a research study in your school. I am inviting you to participate in this research study titled "**Gender Stereotypes in Class and Subject Allocation to teachers in Government-Aided Primary Schools in Kikuube District, Uganda.**" Your district educational administrators have granted me permission to conduct this study in your school.

### Demographic Information

Name of the Respondent	Sex	School Name	Classes Taught	Subjects Taught	Qualification

#### 1. Exploring the gender beliefs guiding the allocation of classes to male and female teachers.

- a) How are classes allocated to teachers in your school?  
.....
- b) Do you think teachers are feeling comfortable with the way classes are allocated to them in your school? If yes or no, explain why you think so  
.....
- c) In your opinion, to what extent do gender role beliefs influence class allocation to teachers in your school? Please explain.  
.....
- d) Explain any personal experiences or observations where gender role beliefs played a role in the allocation of classes to male and female teachers in your school?  
.....
- e) How would you describe the current criterion used by the school administrators to allocate classes to male and female teachers in your school?  
.....
- f) What factors are typically considered by the school administration in your school when allocating specific classes to male and female teachers?  
.....
- g) Are there explicit guidelines or criteria in place by the administration in your school regarding class allocation? If yes, please explain whether these guidelines have any connection to the traditional gender roles of the male and female teachers  
.....
- h) Does the administration in your school give teachers the opportunity to express preferences for specific classes? Please explain.  
.....
- i) Is there a system in place by the school administration in your school for teachers to provide feedback on the class allocation process? Explain  
.....
- j) What policies / strategies or mechanisms are in place to address and mitigate the influence of gender role beliefs in class allocation?  
.....

**2. Establishing the gender-based considerations in subject allocation to male and female teachers**

- a) How are the subjects allocated to teachers in your school?  
 .....
- b) Do you think teachers are comfortable with the way subjects are allocated to them in your primary school? If yes or no, explain why you think so  
 .....
- c) In your opinion, to what extent do gender role beliefs influence subject allocation to teachers in your school? Please explain.  
 .....
- d) Explain any personal experiences or observations where gender role beliefs played a role in the allocation of subjects to male and female teachers in your school?  
 .....
- e) How would you describe the current criterion used to allocate subjects to male and female teachers in your school?  
 .....
- f) What factors are typically considered when allocating specific subjects to male and female teachers?  
 .....
- g) In your school, are there explicit guidelines or criteria in place regarding subject allocation? If yes, please explain whether these guidelines have any connection to the gender of the teacher  
 .....
- h) Does the school administration give teachers in your school the opportunity to express preferences for specific subjects? Please explain.  
 .....
- i) Does your school have a system in place for teachers to provide feedback to the administrators on the subject allocation process? Explain  
 .....
- j) What policies / strategies or mechanisms are in place to address and mitigate the influence of gender stereotypes in subject allocation?  
 .....

**Thank you for participating in the study**

**Appendix V: Key Informant Interview guide for DEO/DIS**

**Introduction**

My name is Ariho Innocent, a teacher by profession, doing a research study in your district. I am inviting you to participate in this research study titled "**Gender Stereotypes in Class and Subject Allocation to teachers in Government-Aided Primary Schools in Kikuube District, Uganda.**" Your participation shall be of great importance to this study.

**Demographic Information**

Name	Sex	Position	Length of Service

**1. Exploring the gender beliefs guiding the allocation of classes to male and female teachers.**

- a) Who allocates classes to teachers in the primary schools in your district?  
.....
- b) In your view, what are some of the gender beliefs guiding the allocation of classes to male and female teachers in Primary schools in your district?  
.....
- c) To what extent do these gender beliefs influence class allocations to teachers in the primary schools in your district?  
.....
- d) Can you share any personal experiences or observations where you feel gender stereotypes played a role in the allocation of classes to teachers in the primary schools in your district?  
.....
- e) Has any teacher from the primary schools in your district ever complained or reported to you any case(s) concerning gender bias or gender role beliefs' influence on class allocation? If yes, what measures did you put in place to mitigate this challenge?  
.....

**2. Establishing the gender-based considerations in subject allocation to male and female teachers.**

- a) Who has the mandate to allocate subjects to teachers in the primary schools in your district?  
.....
- b) Does your district indicate subjects to be taught by teachers in the posting instructions? Please explain.....  
.....
- c) Does your district participate in any way in the allocation of subjects to teachers in the different primary schools? Please explain  
.....
- d) How would you describe the current criterion used by headteachers to allocate subjects to teachers in primary schools in terms of gender?  
.....

- e) Do male and female teachers in your district perceive fairness in the allocation of teaching subjects in their schools? Please explain your answer.  
 .....
- f) In your view, what gender-based beliefs are typically considered by headteachers when allocating teachers to specific subjects in the primary schools in your district?  
 .....
- g) Are there explicit guidelines or criteria put in place by the district regarding gender-neutral subject allocation? If yes, please explain  
 .....
- h) In your view, are teachers in primary schools in your district given the opportunity by the headteachers to express preferences for specific subjects they would like to teach? If yes, explain why this is done.  
 .....
- i) As a supervisor, how can you ensure that teachers are assigned subjects to teach based on their skills and qualifications rather than gender-related assumptions?  
 .....
- j) Are there efforts by the district administration to encourage teachers to teach subjects that may not align with society's traditional gender role beliefs e.g women teaching Mathematics instead of English? Explain  
 .....
- k) Is there a system in place for teachers to provide feedback on the subject allocation process in the primary schools in your district? If yes, how is this feedback taken into account in the allocation of subjects to teachers in primary schools in your district?  
 .....
- l) Has any teacher ever complained or reported to you any case(s) concerning gender bias /the influence of gender role beliefs in subject allocation in any of your primary schools? If yes, what measures did you put in place to mitigate this challenge?  
 .....