Towards science education for all: teacher support for female pupils in the Zimbabwean science class

Abstract
This study sought to explore the challenges faced by female pupils studying sciences at high schools in Zimbabwe and the support they receive from their teachers. One hundred female pupils studying sciences at either Ordinary or Advanced level, and 10 science teachers from 10 selected secondary schools in one province in Zimbabwe, participated in the study. Questionnaires, focus group discussions and interviews were used to collect data. Descriptive statistics were used to analyse quantitative data while qualitative data were analysed manually according to themes. We found that female pupils encounter various gender based challenges in the learning of science, such as labelling of science as ‘masculine’ and stereotypes related to the abilities of girls. At the same time, teachers’ non-verbal actions, interaction, selection of pupils to study science, allocation of responsibilities and expectations for pupils in the science class were biased against female pupils. Teachers are encouraged to create conditions which may promote the involvement of girls in science, and not frighten them away from the subject.

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Zengeya-Makuku, Violet; Sunzuma, Gladys; Zengeya, Alfred; Bhukuvhani, Crispen (Bioinfo Publications, 2013-09-09)
Teaching practice (TP) is one of the most important components of all teacher education programmes such that the supervision and assessment of student teachers during this period should not be left to chance. This study ...
The Zimbabwean teacher education curriculum is administered by the University of Zimbabwe and 18 associate colleges. Also, the Zimbabwe Open University is increasingly becoming a major player in special needs education. Special needs education teacher certification is typically attained after achieving the regular teacher education qualification. In Zimbabwe, there are significant differences in the quality of inclusive education between urban and rural areas. Zimbabwean teachers' attitudes towards the integration of pupils with disabilities into regular classrooms. International Journal of Disability, Development and Education, 39, 135-146. Chimedza, R., & Peters, S. (1999). One hundred female pupils learning sciences at either Ordinary or Advanced level in ten selected secondary schools in the province participated in the study. Data was collected through questionnaires and focus group discussions. As a way of improving human life the Zimbabwean government according to the Education Act (Amended in 1991) proclaimed education a basic human right. Thus, there are efforts to increase the participation of female pupils in schools and to improve the quality of their school experience. In this way, educational institutions are assumed to be places of learning, growth and empowerment, particularly for female pupils who are the marginalized group. It was found out that pupils in lower classes (Forms 1 and 2) recorded a positive attitude towards science than pupils in the upper classes (Forms 3 and 4). There may be a need to re-examine the reasons why attitude declines with form level. Further studies may look at linkage between pupil's attitude with their science performance in class, career aspirations and perceptions of the world of science at work. Discover the world's research. 15+ million members. 118+ million publications. 700k+ research projects. Join for free. Figures. The study sought to investigate the attitudes of Zimbabwean secondary school pupils towards the teaching and learning of science. A randomized sample of 243 participants from eight (8) selected schools completed a 5 point Likert type scale.