

**The influence of gender stereotyping on career choices among secondary school students in  
Muleba district in Tanzania**

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The purpose of this study was to examine the influence of gender stereotyping on career choice among secondary school students in Muleba district. Six objectives guided the study. The first objective was, to find out the sources of and access to career information among secondary school students, the second one was to find out secondary school students' level of knowledge on types of careers, while the third one was to examine gender differences in career choices among secondary school students. The fourth objective was to examine the influence of gender stereotypical beliefs on career choices among secondary school students, while the fifth one was to examine the relationship between students' beliefs in traditional gender roles and their career choices. The last objective was to examine the relationship between the role of students' significant others and their career choices. The study largely employed a quantitative approach as well as some elements of qualitative research approach. The study employed a cross-sectional survey whereby 299 students were selected through stratified and simple random techniques. Five sampled secondary schools were used in the study. The sample had 146 males and 153 females. Data gathered in this study were analyzed quantitatively using the Statistical Package Social Science (SPSS) version 15. Both descriptive and inferential statistics were used in data analysis. Chi square and t-test were also used in data analysis. Qualitative data were analyzed using content analysis. The findings revealed that students had adequate career information and knowledge. Further, there was statistical significance in gender difference in relation to career choices. The results revealed a statistical significance in gender stereotypical beliefs about careers' among secondary school students. The results also revealed that there was a statistical significance between significant others and their career choices.

The study recommends, among other things that schools should use modern technology like computers and the internet to enable students to access current information. Further, it is recommended that schools should have a formal career education centre to provide counseling and advice to students, and the parents should be educated on various sources of career

information. Furthermore, the study recommends the Ministry of Education and Vocational Training (MoEVT) to train counselors who will take the initiative of eliminating gender differences in career choices. The study recommends both females and males should be motivated by their parents' and teachers to study all subjects in secondary schools. Parents should be trained through seminars and public talks on how to raise their children against gender bias and differentiate between biological and gender roles. Finally the study recommends that curriculum developers should come up with the strategy for implementing various programmes for teachers and parents to raise their awareness about different careers. On the other hand, schools should invite career role models from students' families and communities to come and talk about various careers in the schools. Further research should be conducted using a comparison approach so as to compare the influence of gender stereotyping on career choice among students in rural and urban secondary school