



# UNIVERSITY OF DAR ES SALAAM

## DAR ES SALAAM UNIVERSITY COLLEGE OF EDUCATION (DUCE)



### The Influence of Students' perceptions of Gender Norms on their Participation in higher Learning Case study of trainee-teachers in Tanzania



**Consolata Chua,**

**Susan Murphy, Perpetua Urrio, Samar Mudawi, Catherine Devine and Ikupa Moses**



#### *The Issue*

Lack of clarity on how increased female access to higher education translates to increase in participation in domains traditionally dominated by men

#### *The Intention*

To examine students' internalised ideas of gender and how these ideas are reproduced and challenged during their educational journey in high learning institution.

To explore the degree to which internalised gender norms influence student participation in in higher education institutions

#### *Methodology*

- Inductive approach was used
- 2 sets of data collected through interviews and FGD in 2015 and 2020-2021 were analysed.
- Capability Approach (CA) was used to examine lived experiences of students

#### *Findings*

- There is shifting perceptions, growing frustrations, and a challenging of traditional gendered views.
- Traditional ideals of female submissiveness and passivity continue to influence female students participation in every-day learning and leadership at the university.

#### *Recommendations*

There is a need to understand and listen to student voice, which can help to unpack the lived experience of students and reduce the epistemic harm of speaking for others