A SYSTEMATIC REVIEW OF GENDER AND ACADEMIC SELF-CONCEPT IN SECONDARY EDUCATION

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Research on general academic and domain-specific self-concept is robust, but often neglects to address how self-concept is formed through a students' gender identity. The present study aims to synthesize the current literature and understand how gender has been situated in academic self-concept research over the last 20 years in secondary education settings. We selected to conduct this review in a narrative fashion due to the nuanced understandings of gender and broad definitions of self-concept. 43 studies that had gender and academic self-concept as main focuses were reviewed, analyzed, and synthesized. Largely, we have discovered that the literature discusses gender in terms of binary sex rather than as a social construct and requires further understanding of the role that gender and social theories play in developing a students’ academic self-concept, both generally and in specific domains that are tied to traditional gender stereotypical beliefs.