

# Washington State University

College of Education

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Will defend the Thesis on

Date: April 16, 2024

Time: 10:30 A.M.

Pullman Campus – Cleveland Hall 353

*Faculty, students and the general public are encouraged to attend*

### **GENDER BIAS IN SPORTS IN NIGERIAN SECONDARY SCHOOLS**

Chair: Alex Gang

Gender bias in sports in Nigerian secondary schools remains a significant challenge, perpetuating gender stereotypes and hindering girls' access to sports. Despite the recognized benefits of sports for physical, social, and mental development, girls face numerous barriers rooted in societal norms, cultural beliefs, and institutional practices in participating in sports. Therefore, this study explores the contributing factors to this problem, and identify strategies to promote greater gender equity and access to sports opportunities for girls. Through interviews with selected secondary school teachers, firsthand insights into the issues of gender bias in sports within Nigerian secondary schools were obtained. The qualitative data obtained offers valuable insights into the lived experiences of educators regarding gender bias in sports. The findings highlight significant gender disparities in sports participation within Nigerian secondary schools, which is characterized by unequal resource allocation, favoring male sports activities. These disparities perpetuate gender stereotypes and hinder the participation of female students in sports. Additionally, this study shows that psychological effects, influenced by gender bias, negatively impact female students' self-esteem and willingness to participate in sports. Moreover, teacher attitudes, stereotypes, and resource inequalities further contribute to gender inequities in sports. This study also showed that traditional gender roles and religious beliefs impose additional barriers to female students sports participation.

This study emphasizes the urgent need for comprehensive interventions to tackle cultural barriers and foster gender equity in sports. These interventions include awareness campaigns, teacher training, and equitable resource allocation. Policy development and implementation are critical for fostering gender equity in sports, necessitating government intervention and proactive measures within schools. Awareness-raising and community engagement were identified as crucial strategies for challenging these norms and advocating for policy reforms and cultural shifts.