Gender Stereotyping and Social Norms: Exploring Theoretical Perspectives and Educational Implications

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ABSTRACT

This review is a theoretical paper which examined gender stereotyping and social norms. The review was supported by feminist theory, critical theory and social psychology theory. The review utilizes a comprehensive strategy to investigate the theoretical lenses and consequences of gender stereotyping and social norms. The approach comprised of a few key stages. A survey incorporating gender stereotyping, social norms, feminist theory, critical theory and social psychology to assemble an all encompassing comprehension of the review was done. The review of gender stereotyping and social norms through critical assessment of key idea and viewpoints from feminist theory, critical theory and social psychology. The structure for revealing perplexing social peculiarities is given by the integration of feminist theory, critical theory and social psychology theory. This enlightened the basic component of inequality and injustice by considering the joint impact of gender, power and social setting. The review revealed the pervasive nature of gender stereotyping and social norms, their effect on causing inequality and injustice and the significance of promoting gender equality and social equity. In this way, the significance of interdisciplinary collaborative effort and combined actions in addressing the issue of gender stereotyping and social norms within educational setting and more extensive cultural setting. It emphasized the need for holistic approaches that will consider the broad intersection of power, ideology, and social issue in order to create gender equality and social justice both in the social and educational domain.

KEYWORDS

Gender; stereotyping; social norms; gender equality; social justice; educational implication.

INTRODUCTION

The phrase "gender stereotyping" describes prevailing attitudes and presumptions regarding the traits, roles, and conduct that are suitable for individuals according to their gender. Gender stereotypes are a reflection of our tendency to accept task performance more highly than social relationships when evaluating men and women, respectively. In the word of Kite et al. (2008), women seem to have greater communality through care and concern for others, while men are opined to have greater agency through performance and assertiveness. Stereotypes usually perpetuate preconceived intentions of what it meant to either be a man or a woman, which occasions inequality, discrimination, and a lack of opportunities for people who don't fit the groups. The unspoken principle and expectations that direct behaviour within a society or individual group are known as social norms. They cover a wide range of actions, attitudes, and beliefs which deemed proper or acceptable by a specific society and provide direction for how people should behave in various social ideas.

Several societies and cultures have different ideas on gender stereotyping. In different parts of the world, attempts are being made to stop and challenge gender stereotypes, as their destructives effects are becoming more widely known. Social survey data revealed a clear gender divide in occupational responsibilities across 30 industrialised nations: men were dominant in some fields (like policing), while women dominate the field of nursing (Jarman et al., 2012). This implies that promoting gender equality and traditional gender roles while also fighting for the rights of marginalised gender identities. Similarly, views on social norms vary widely depending on historical, cultural, and social backgrounds of those involve.

Women are side-lined in decision-making processes and face challenges when trying to get opportunities for education and employment in the society (Morrell et al., 2012). Social values and gender stereotypes play significant roles causing discrimination and inequality in South Africa, as well as many other countries in the world (Kanjiri & Nomngcoyiya, 2021).Rigid gender responsibilities are supported by traditional beliefs in South African which in turn revealed certain characteristics for men and women. In line with these norms, men are required to be assertive and dominant while women are required to play caring and submissive roles (Morrell, et al, 2012). These limit people's opportunities because of their gender features, which gave rise to gender disparities (Kanjiri & Nomngcoyiya, 2021).

South Africa's social norms, which deviate from traditional gender norms, contribute to discrimination and violence against LGBTQ+ individuals. Morrell et al. (2012) and Kanjiri and Nomngcoyiya, (2021) recommend challenging these norms, promoting gender equality, and creating inclusive environments. This makes societal norms and gender stereotypes more effective in maintaining inequality in the nation. It is crucial to question established gender norms, advance gender equality, and establish welcoming environments where people of all genders can flourish in order to address these issues (Morrell et al., 2012). In diverse country such as South Africa, social norms and gender stereotypes are the major contributors to gender inequality and discrimination. It will take serious efforts to solve these challenges if gender

norms are to be quarried, gender-based violence stopped, and inclusive society that celebrate diversity and promotion of gender equality established (Morrell et al., 2012).

People's experiences and life outcomes are shaped by social norms and gender stereotyping in due to their gender identity. These conceptions, which are immersing in social system and cultural practices, impact the opportunities and expectations that society has for individuals with diverse gender identities. Obtaining Knowledge of gender stereotyping and social norms is very important in solving the challenges of gender inequality and creating room for social change. This review examines the theoretical lenses of gender stereotyping and social norms as it impact educational system in South Africa and also establish the importance of creating gender equality and social justice.

Research Questions

In other to ensure that the aim of this review is achieved, the following research question was raised:

1. How do gender stereotyping and social norms intersect and influence each other within various social structures?
2. What are the implications of gender stereotyping and social norms for educational policies, and interventions aimed at promoting gender equality and inclusivity?

METHODOLOGY

The review carried out a comprehensive approach to examine the theoretical lenses and educational impacts of gender stereotyping and social norms. It initiates an extensive literature review, consisting of gender stereotyping, social norms, feminist theory, critical theory and social psychology to gather a holistic understanding of the review. Subsequently, a thorough theoretical analysis was carried out, examination of the principles of gender stereotyping and social norms through examination of key concepts and perspectives from feminist theory, critical theory, and social psychology. Drawing from these, a conceptual framework was developed to elucidate lens for interpreting their educational implications. To enrich the analysis, real-world case studies are incorporated, providing concrete examples supporting theoretical arguments and offering insights into their practical manifestations of gender stereotyping and social norms, serving as a theoretical lens for interpreting their educational implications. To enrich the analysis, real-world case studies are incorporated, providing concrete examples supporting theoretical arguments and offering insights into their practical manifestations in educational settings. Also, the review discusses the implications of gender stereotyping and social norms for individual's well-being, opportunities, and rights, particularly within education, and explore strategies for challenging and transforming harmful gender norms. The review synthesizes theoretical insights and finding highlight the importance of addressing gender stereotyping and social norms for advancing gender equality and social justice, emphasizing interdisciplinary collaboration and collective action in fostering inclusive society.To ensure the comprehensiveness and relevance of the literature review in examining

gender stereotyping and social norms through feminist theory, critical theory, and social psychology theory, the methodology employed a structured and systematic approach for including and excluding literature. Inclusion criteria focused on relevance to research questions, alignment with feminist theory, critical theory, or social psychology, scholarly quality, and geographical context, particularly studies focusing on South Africa and similar socio-cultural regions. Exclusion criteria ruled out irrelevant, outdated, or non-scholarly sources and redundant studies. Each piece of literature was critically assessed for its contribution to understanding the theoretical perspectives and implications of gender stereotyping and social norms. The selected literature was then synthesized to integrate feminist theory, critical theory, and social psychology, providing a holistic view of the subject matter.

LITERATURE REVIEW

Gender Stereotyping

Gender stereotypes refers to the social differences between males and females that have been learned over time and may differ within and between cultures rather than the biological characteristic which differentiate people as men and women (Commonwealth Secretarial, 2008, p. 2). Furthermore, Cássia-Silva et al. (2011) defines gender stereotypes as the traditional perception of males and females regarding themselves and each other what: men and women can do or cannot do or whether they are capable enough of doing well. Ellemers (2018) delves into the pervasive nature of gender stereotypes, epitomized by the phrase "Women are from Venus, men are from Mars," which suggests inherent disparities between genders. These stereotypes not only describe differences but also prescribe behaviors and roles, raising questions about the extent to which these stems from inherent differences or societal expectations. Despite average differences, individuals within genders may not conform to these generalizations, yet stereotypes tend to exaggerate group differences while overlooking variations within them.

According to Leslie et al. (2015), gender stereotypes have an impact on education by giving the idea that students who identify as female in all scientific subjects are less knowledgeable than those who identify as male. On the other hand, male students are believed to be doing exceptionally well in biology, despite the fact that their female peers receive higher grades in the subject (Grunspan et al., 2016). Additional review indicates that identifying an applicant as John or Jennifer affects the job offer and assessed level of competence that emerges from the same resume and cover letter (Moss-Racusin et al., 2012). Depending on which female or male architect is honoured in the name of a house design, there may be gaps in the perceived level of skill when evaluating creative products (Proudfoot et al., 2015).

Social Norms

Social norm is an expectation about an appropriate behaviour in or within a group (McDonald & Crandall, 2015). Early philosophers including Aristotle, Locke and Hume have also stated the concept of social norms in their work (Keyt & Miller, 1993). The notion of norms is

multidisciplinary. Several academic disciplines including Sociology (Durkheim, 1951), Economics (Ostrom, 2014), Law (Posner, 2009), Philosophy (Nichols, 2002) and Social Psychology (Kahneman & Miller, 1986; Miller & Prentice, 1994) all defined norms in different ways. Definitions across these disciplines vary and contradict each other. A norm is a social construct which exists as a collectively shared belief about what others do and what is expected of what others do in a group or what is appropriate (Heise & Manji, 2016). Social norms are maintained by social approval or disapproval. In the simplest understanding, social norms are informal, mostly unwritten, rules that define acceptable, appropriate and obligatory actions in a given group or society (Cislaghi & Heise, 2018; Hectar & Opp, 2001). Customs, traditions, rules, fashions and other criteria of conduct which are standardized as a consequence of the contact of the individuals are considered as social norms (Pollis & Pollis, 1970).

Intersection between Gender Stereotyping and Social Norms

The term "intersection" between gender stereotyping and social norms describes how ingrained and mutually reinforcing traditional beliefs, expectations, and norms about gender roles become in a community.

Reinforcement of Traditional Roles: Gender stereotyping usually influence traditional gender roles in the society. The belief that women are nurturing and that they should take the role of responsibility to care will assist them maintains social norms which will favour women's domestic roles over their participation in the leadership roles. Basow and Rubenfeld (2003) stated that gender stereotyping is the assignment of specific traits, behaviours, and roles based on one's gender identity. These stereotypes are widely accepted in society and frequently reinforced by a variety of socialisation factors such as education, media, and family. People internalise these expectations and ideas as a result, influencing traditional gender roles in the society.

According to Glick and Fiske (2001), ambivalent sexism contributes to the derailing of traditional gender roles. While hostile sexism promote the idea that men are more superior in public, benign sexism, which holds that women have innate caring qualities, justifies women's demotion or relegation to domestic roles or activities in the society. All of these forms of sexism contributed to the promotion of traditional gender roles and hierarchies.

Inequality Normalization: Social norms that promote gender-specific roles and behaviours can cause inequality by limiting the opportunities of people and preserving their power structures. The discrimination of women in leadership roles and decision-making processes, for instance, may be influenced by the social norm that men should be forceful and dominant. According to a research conducted by Eaglyand Carli in 2007, women are the representation of women in leadership position is very low as a result of societal expectations surrounding gender roles. Men are seen as more suitable for leadership roles because of the gender stereotype that they are inherently more assertive and decisive in men than women. As a result, even with the right credentials and abilities, women may encounter obstacles when trying to advance into leadership roles. Furthermore, Connell (2005)'s suggested how cultural norms promote

dominant version of masculinity which places high characteristics such as assertiveness, dominance, and aggression. In addition to marginalising women, this idealised version of masculinity puts pressure on men to adhere to strict gender norms, which serves to maintain the status quo of power.

Pressure to Conform: People are under pressure to adopt gender norms and behaviours due to gender stereotyping and social norms. People who don't follow these rules could be shunned by society, treated unfairly, or shunned altogether. The pressure to fit in can limit people's ability to authentically express their gender identity and increase their marginalisation in society. According to Ryan and Haslam (2004), people who are tokens in a given group or a minority within it are frequently scrutinised more closely and under pressure to fit in with the norms in order to be accepted or to prevent bad things from happening. People who identify or express their gender differently than what society expects may feel especially intense pressure. In the words of Eagly and Karau's (2002), women in particular might face negative consequences if they defy gender norms related to ambition or assertiveness in the company. Social disapproval, less prospects for growth, or the propagation of gender stereotypes are some of the ways that this backlash can appear.

Impact on Relationships: Social norms and gender stereotyping have both the power to shape interpersonal dynamics and relationships in families, communities, and workplaces. For example, requirements based on gender stereotypes may influence how people interact, assign chores around the house, or handle power struggles in intimate partnerships. According to Connell (2005), women are requiring to be subservient and accommodating, while men are frequently socialised to exhibit dominance and control. Relationship decision-making and interpersonal interactions can be influenced by gendered power dynamics.

Reproduction of Stereotypes: Socialisation processes seem to contribute to the perpetuation of gender stereotypes and social standards are peer interactions, media, education, and family are just a few. People seem to promote the power structures and gender norms that currently exist in society when they absorb and carry out these stereotypes. Peer interactions may be important to the socialisation process because it is through these interactions that people pick up and practice gender norms. According to Bussey and Bandura (1999), peer groups frequently promote gender stereotypes in people that are young by reinforcing traditional gender roles and expectations in the society.

Barriers to Gender Equality: Social norms and gender stereotyping connectively may promote unequal power dynamics, restrict opportunities and choices for individuals, and may also reinforce negative stereotypes and biases, all of which make it more sustain gender equality. It is important to question these conventions and preconceptions in order to advance gender equality and build more inclusive and just societies. Gender equality is also seriously hampered by legal and policy barriers, which hold that systematic disparities are retained and that progress towards gender parity is hampered by discriminatory laws, insufficient enforcement mechanisms, and gaps in access to justice. The International Labour Organisation (2018) stated

that discriminatory labour laws and practices are contributing factors to gender pay gap, unequal access to employment opportunities, and low representation of women in leadership roles. Overcoming these challenges, extensive legislative and policy changes that sustain individual rights, support gender equality, and assured responsibility for discrimination and gender-based violence seems to be essential.

Exploring Theoretical Perspectives

This section involved the discussion of Feminist theory, critical theory and social psychology to gather a holistic understanding of the review. Subsequently, a thorough theoretical analysis will be conducted to examining the underlying mechanisms of gender stereotyping and social norms through critical examination of key concepts and perspectives from feminist theory, critical theory, and social psychology.

Feminist Theory

Feminist theory serves as a framework, for understanding and addressing gender based inequality across social, political and cultural settings. Rooted in the concept that gender's a product of society feminist theory aims to challenge male dominated norms question existing power dynamics and advocate for social justice and gender equality. In the words of Gillis et al. (2019), the diversity of perspectives within theory offers insights into the complexities of gender relations. For example, liberal feminism strives for opportunities for both genders in the workplace and education, while radical feminism contends that patriarchal systems are inherently oppressive towards women and calls for transformations to dismantle male dominance (MacKinnon, 1989). According to Crenshaw (1991), intersectional feminism sheds light on the struggles faced by marginalized communities who experience forms of discrimination by emphasizing the interconnectedness between gender and other social identities such, as race, class, sexual orientation and ability.

According to Lorber (1994), feminist scholars have contributed to enhancing sociologists comprehension of the presence of gender disparities in areas such as family dynamics, education systems and healthcare settings. In the realm of science feminists have underscored the importance of women's participation, in politics by drawing attention to the nature of power dynamics and policymaking processes (Young, 1990).

Key Themes of Feminist Theory

Feminist theorists, exemplified by Connell (1987), scrutinize how patriarchal structures sustain gender inequality and favor male dominance by analyzing power dynamics between men and women.

2.   Feminism, as articulated by Hill Collins (2000), acknowledges the interconnectedness of oppression based on various social identities like race, class, gender, and sexuality, stressing the importance of comprehensive analyses of power relations.

3.   Davis (1981) and other feminist scholars advocate for women's reproductive rights, emphasizing the significance of access to contraception, abortion, and comprehensive healthcare for women's autonomy and well-being.

4.   Kelly (1988) and other feminist theorists critique patriarchal systems that perpetuate gender-based violence, advocating for policies and interventions aimed at preventing and addressing issues like domestic violence, sexual assault, and other forms of abuse.

5.   Federici (2012) and feminist perspectives on labour highlight the gendered disparities in work, including wage gaps, occupational segregation, and the undervaluation of women's labour, calling for policies to address these inequalities and recognize the importance of unpaid care work.

Critical Theory

This theory was proposed by critical theorists like Max Horkheimer, Theodor Adorno, and Herbert Marcuse were impacted by analysis, existentialism, and communism as they endeavored to comprehend the social and social circumstances that prompted the ascent of extremism and tyranny in Europe during the ahead of schedule to mid-twentieth 100 years. The Frankfurt School was a gathering of scholastics based at the Organization for Social Exploration in Frankfurt, Germany. (Wiggershaus, 1994). To resolve contemporary social issues like neoliberalism, globalization, ecological corruption, and civil rights, critical theory is as yet pertinent (Harvey, 2005). To make more interconnected and comprehensive originations of force and mistreatment, present day critical theorists have widened the focal point of investigation to incorporate worries of race, orientation, sexuality, and post imperialism (Hook, 1984).

Key Themes of Critical Theory

1   Critical theorists analyse societal contradictions and interconnections using dialectical reasoning, derived from Hegelian dialectics, to emphasise underlying power structures and dominance.

2   Critical theory analyses how dominant ideologies conceal oppression and promote social injustices, focusing on the interests of ruling classes (Marx, 1978).

3   Critical theorists analyse how capitalism commodifies social relations and alienates individuals, leading to estrangement from others, themselves, and labour, drawing from Marx's theory.

4   Adorno and Horkheimer (2002) defined the "culture industry" as mass-produced cultural commodities that standardise consumption, homogenise tastes, and uphold ideologies, promoting conformity and delusions of consciousness.

5   Critical theory emphasises social praxis, involving individuals and movements in social transformation, challenging oppressive structures, and envisioning alternative futures through practical engagement.

Social Psychology Theory

According to Dovidio et al. (2010), social psychology has shown its adaptability and continued importance in understanding and addressing societal challenges and the field's ability to evolve and incorporate new areas of review demonstrates its ongoing relevance in shaping our understanding of human behaviour in recent times. Numerous fields, such as clinical

psychology, organisational behaviour, marketing, and public policy, seem to have used social psychology theory. Understanding phenomena like bias, discrimination, aggression, leadership, and group dynamics has been greatly aided by it (Brown, 2010). Critiques of social psychology have been made, though, and they include issues with ethical considerations, methodological rigour, and replication (Open Science Collaboration, 2015).

Key Themes of Social Psychology Theory

According to Dovidio et al. (2010), the key assumptions of social psychology are as follows:

1.   This field of review delves into topics such as social identity, intergroup relations, and the impact of culture on behavior. Understanding these concepts can provide insight into how individuals interact within various social contexts.

2.   This theory suggests that individuals strive to maintain a positive social identity by favoring their in-group over out-groups, leading to intergroup discrimination and conflict. Social identity theory has been influential in understanding intergroup relations, prejudice, and discrimination in society.

3.   Attribution theory also delves into the concept of fundamental attribution error, which is the tendency to overemphasize personal traits and underestimate situational factors when explaining others' behavior.

4.   Social psychology also explores how individuals perceive and interact with groups, examining phenomena such as conformity, obedience, and groupthink. By understanding these theories, researchers can gain insight into the complexities of human behavior in social contexts.

5.   Social cognition theory also examines how individuals process and use information about others to make sense of their behavior and interactions within social contexts. This can impact how individuals form impressions, make attributions, and navigate social situations effectively (Fiske & Taylor, 1991).

Integrating the Feminist Theory, Critical Theory and Social Psychology Theory

According to Horkheimer (1972), feminist theory challenges the dominant narratives in social psychology by highlighting the importance of diverse perspectives and experiences also feminist theory provides a more comprehensive understanding of how gender-based oppression operates within society.

The focus of critical theory is on how social structures, ideology, and power shape both individual and collective consciousness (Horkheimer, 1972). It also promotes social change and emancipation while attempting to expose covert forms of exploitation and dominance (Horkheimer, 1972). Parker (1999) argues that critical social psychology challenges mainstream approaches that overlook structural inequalities and advocates for a more politically engaged psychology that tackles issues of social justice.

According to Aaronson et al. (2019), the theory covers areas like prejudice, interpersonal relationships, intergroup relations, and social influence. They went further to say that social psychology theory also investigates how cultural norms, group dynamics, and social context affect people's ideas, feelings, and behaviours. According to Moghaddam (1987), the theory of

social psychology sheds light on the psychological describing oppression and resistance and offers tactics for fostering social change.

Figure 1.

Framework on the Integration of the Theories (Self-Design)

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  ┌──────────────────┐                    ┌──────────────────┐
  │  Feminist Theory │ ◄───────────────►  │  Critical Theory │
  │     (Gender)     │                    │     (Power)      │
  └──────────────────┘                    └──────────────────┘
            │         ┌──────────────────┐          │
            │         │ Social Justice and│          │
            │    ────►│     Equality      │◄────     │
            │   /     └──────────────────┘     \     │
            │  /              ▲                  \    │
            ▼ /               │                   \  ▼
     ┌──────────────────────────────────────────────┐
     │          Social Psychology                    │
     │          (Social Context)                     │
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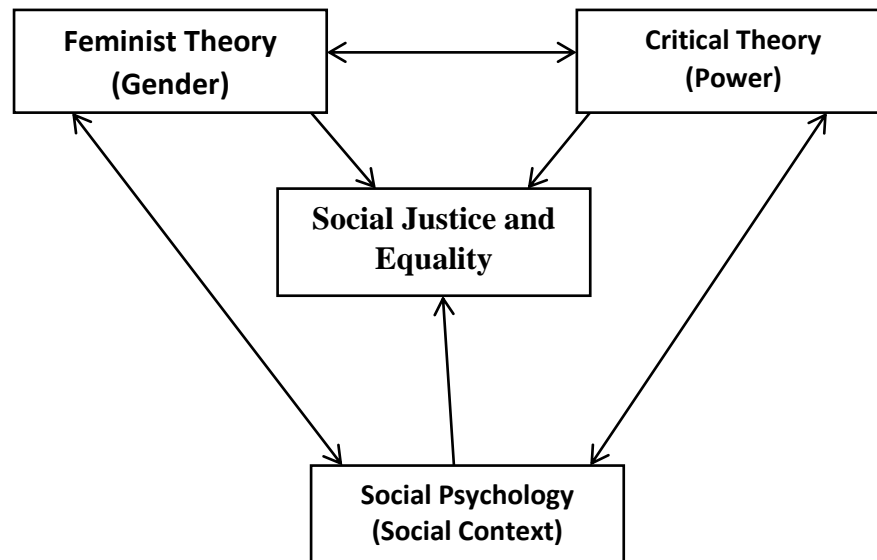
A framework for deciphering intricate social phenomena is provided by the integration of feminist theory, critical theory, and social psychology theory. This process revealed the levels of inequality and injustice by taking into consideration the intersecting influences of gender, power, and social issues (Banaszak & Plutzer, 2012). Furthermore, it gives evidences for advocating for social change and confronting repressive systems through group action (Prilleltensky, 2003). Understanding and stopping social inequalities can be activated by the integration of feminist theory, critical theory, and social psychology theory. This will broadens our understanding of social phenomena and guides the development of tactics for advancing social justice and equality by looking at the intersections of power, gender, and social context.

Application of the Theories to Gender Stereotyping and Social Norms in South Africa

Feminist theory generates a framework for determining gender disparities, power dynamics, and societal institutions in South Africa. It highlights the intersection of gender, race, and class, and how these elements impact experiences. Feminist researchers in South Africa advocate for gender equality through legislation and activism (Pelak, 2005). Critical theory will provide an understanding of the main ideologies and power structures that maintain social norms and gender stereotyping in South Africa (Sonnekus, 2013). It examines how the historical legacies of colonialism and apartheid still influence gender relations and inequality in the years following apartheid (Sonnekus, 2013). The way that patriarchal norms and capitalist systems combine to marginalise women and sustain gender-based violence has been studied by critical theorists (Seekings & Nattrass, 2005).

Social psychology theory assisted   in the understanding of the mental processes, interwoven relationships, and group dynamics that support the sustenance of social norms and gender stereotypes in South Africa. Issues like implicit bias, stereotype threat, and gender norm

acceptance have been studied in South African (Finchilescu & Tredoux, 2013). In a variety of concept, such as businesses, communities, and schools, social psychologists have also created interventions to stop gender stereotypes and enshrine gender equality (Akinolu, 2022).

A comprehensive strategy for tackling gender stereotypes and social norms in South Africa was provided by the fusion of feminist theory, critical theory, and social psychology theory. This process improves our understanding of the underlying causes of gender inequality and informs strategies for advancing gender justice and social transformation by analysing the intersections of power, ideology, and social context. It also show important or crucial community involvement, policy advocacy, and grassroots activism are to dispelling gender stereotypes and advancing gender equality in South Africa (Hassim & Kupe, 2007).

Educational Implication

The integration of feminist theory, critical theory, and social psychology theory into educational practices in South Africa has several important implications:

Curriculum Development

Educators should use these theoretical frameworks to develop curricula that would stop gender stereotypes, promote critical thinking about power dynamics, and enhance social justice principles (Nasir, 2021)). This includes putting together diverse perspectives, addressing gender-based violence, and promoting inclusive teaching practices.

Teacher Training

Teacher training programs should bring together feminist, critical, and social psychology perspectives to help educators understand how gender stereotypes and social norms influence student learning and classroom practices (Penny Light et al., 2015). This training may go a long way to equip teachers with the skills needed to create inclusive learning environments and support students in overcoming discriminatory beliefs.

Pedagogical Approaches

Teachers should encourage critical reflection, promote dialogue about social issues, and empower students to become agents of policy change through the use of participatory learning activities, incorporating diverse texts and media, and encouraging discussions about gender, power, and social inequality (Mp et al., 2022)).

School Policies and Practices

School management should implement gender-sensitive discipline policies, provide support services for students experiencing or facing gender-based violence, and promote gender equity in extracurricular activities and leadership positions in schools (Öztürk, 2021).

Community Engagement

Educational institutions should collaborate with community organizations, activists, and policymakers to help address gender stereotyping and social norms outside the classroom by organizing workshops, advocacy campaigns, and community dialogues to raise awareness, mobilize support, and promote collective effort for gender justice (Wallerstein et al., 2010).

Integrating feminist, critical, and social psychology theories into education could help create more equitable, inclusive, and empowering learning environments that support the holistic or total development of students and then contributed to social transformation in South Africa.

CONCLUSION

The review revealed the pervasive nature of gender stereotypes and social norms and their influence on promoting inequality, discrimination. Also, the review discusses the educational implications of feminist, critical, and social psychology theories into educational practices in South Africa. It stated strategies for curriculum development, teacher training, pedagogical approaches, school policies, and community engagement to challenge gender stereotypes, promote critical thinking, and foster inclusive learning environments. The review identified the importance of interdisciplinary collaboration and collective action in addressing gender stereotypes and social norms, both in educational settings and broader societal terrain. The review emphasized a holistic approach that will give room for the complex intersections of power, ideology, and social issues in order to promote gender equality and social justice.

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