



# Gender Disparity in Higher Education Admissions among Secondary School Teachers in Eastern Cape, South Africa: An Intervention Study

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## Abstract

In Eastern Cape, South Africa, secondary school teachers play a crucial role in preparing students for higher education in physics and related fields. A mixed-methods approach combining survey data from 150 secondary school teachers with qualitative interviews ( $n=20$ ) explore perceptions and experiences related to gender in academic environments. Quantitative analysis revealed a significant disparity, with only 30% of female respondents applying for higher education compared to 60% of males. Qualitative data indicated barriers such as societal norms and lack of role models within the physics community. The intervention study highlights gender disparities in academic aspirations among secondary school teachers, particularly females in physics, necessitating targeted support and policy changes to promote inclusivity. Develop mentorship programmes for female teachers and students, implement policies promoting equal participation opportunities, and increase visibility of successful women in physics through public engagement initiatives.

**Keywords:** Sub-Saharan, stratification, qualitative, quantitative, intervention, disparity, curriculum

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