The Effects of Stereotyping on Students' Classroom Participation: A Case of Khyber Khyber Pakhtunkhwa, Pakistan

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ABSTRACT
Stereotyping is presumed idea about things and people that may not be true or either partly true was explored in the current research in the context of school and teaching and learning. Moreover, its effects were explored on students in relation with their classroom participation using phenomenological qualitative case study. Three students, victims of stereotyping were identified in three different schools in Khyber Pakhtunkhwa, Pakistan. Students were identified with the help of teachers.These students were interviewed using semi structured interviews as to understand the causes and effects of stereotyping on students' academic achievements and classroom participation. Students' have been pseudo named so as to hide their identity. During the data analysis the themes that surfaced revealed that stereotyping has deep social and psychological effects on students which in turn have even deeper effects on their classroom participation and personality development.The causes and different reasons of stereotyping include faulty parenting and teachers' and students lack of awareness about the effects of stereotyping.

INTRODUCTION

"Stereotyping is a preconceived notion about a specific group or class of individuals. Stereotyping implies that a person possesses a set of features and talents that we presume are shared by all members of that group" Kruglanski (2013) discovered that preconceptions about various races, cultures, and ethnic groups exist. Although the phrases race, culture, and ethnic groupings all have different meanings, however here in present research study these have used interchangeably in the current research.

Similarly as mentioned by Hinton (2017) "traditionally a stereotype has been defined as overgeneralized attributes associated with the members of a social group" Stereotypes are imparted and reinforced to people by a various social factors, that include but is not bounded to relatives teachers, peer groups and overall social trends. Since the media is an overwhelming effects on almost all sections of society, it has often been pointed towards for the roles it has in internalizing among people and retaining stereotypes of many sundry groups through the depictions that they generate. Despite the fact that some groups are understated in the media, the roles that do exist are disproportionately stereotyped Mastro and Greenberg, (2000). A common example in Pakistani context is that media represent Pashtun as Chawkidar (Watchman) or home servant in many dramas and commercials.

In many countries, recent developments in globalization and immigration have resulted in increasingly culturally varied populations. These improvements will help society and the people who live in it in a variety of ways. Gender, cultural, sexual orientation, and ethnic diversity can boost creativity and group performance, open up new perspectives on issues, and allow for diverse points of view when making decisions' (Cunningham, 2011; Mannix & Neale, 2005p1).

Assumptions are frequently used in stereotyping. Making "stab in the dark" guesses about what an individual would be like is usually based on very unauthentic and disproportionate evidence or proof regarding a specific sub-group to which a person might belong. It can be tough to avoid stereotypes in today's society. We are generally tend to relate a notion of someone with a notion we already have developed over time in our thoughts from the past, or from the propaganda we are unconsciously exposed to in the media, thanks to the way the brain works" (Label 2018).

There are two major types of stereotyping which are explained below in details.

GENDER BASED STEREOTYPING

Gender stereotyping is the exercise of transmitting certain roles, features or characteristics to a person whether man or women exclusively grounded in her or his membership in a certain social group of women or men. When gender stereotyping leads to a violation or violations of human rights and fundamental freedoms, it is blatant discrimination and it is illegal.

Similarly a gender stereotype is a broad belief or presumption about the characteristics or features that women and men should or should not have, or the roles that women and men should or should not do. When a gender stereotype hinders

women's and men's ability to develop their own potentials pursue professional jobs, and/or make life decisions, it is damaging. Harmful stereotypes maintain inequities, whether explicitly hostile (e.g., "women are irrational") or ostensibly benign (e.g., "women are nurturing") OHCHR (2014). The traditional idea of women and girls responsible for household affairs for instance results in the women taking care of all the responsibilities related with the child nurturing and other domestic tasks. Similarly women certain group specially from south Asia and African background and women from lower casts group and women economically dependent excessively suffer from not only gender stereotypes but also other stereotypical labels associated with them due to their limited exposure dependent situation.

RACIAL STEREOTYPING

A Stereotyping that is based on prejudice, discrimination, or animosity is known as racial stereotyping. In other terms racial stereotyping is the labeling of individuals having strong feelings of hatred toward them, because of their race or ethnicity. This is predicated on the assumption that the perpetrator's race/beliefs are superior to the recipient's race/beliefs.

Racist remarks are frequently the result of bad stereotypes. Stereotypes have a persistent and often destructive impact on our attitudes to others, as well as our own conduct in some circumstances. Social psychological research has discovered that our stereotypes may, in some situations, lead to stereotype threat—performance declines induced by cultural stereotype information. According to Casad and Bryant (2016, p1) "Stereotype threat has consequences in other relevant domains including leadership, entrepreneurship, negotiations, and competitiveness".

Although violence against members of out-groups is luckily uncommon, preconceptions, prejudice, and discrimination nevertheless have a significant impact on people's lives. Similarly just like its impact on other individuals Stereotypes have impact on students' academic performance too (Shapiro & Neuberg, 2007).

BODY SHAMING

Body shaming has also been a kind of discrimination with severe consequences on the victim's social, psychological and mental health. It has been seen demonstrating sever consequences over students in schools and other educational institutions ranging from academics and even suicides among students with different body related issues. Students have been seen committing suicide as a result of body shaming. For example Greghaty a 14 years old girl from Somerset UK ended her life for being fat and as a result of body shaming in school (Fitriyah and Rokhmawan 2019, P2). Apart from social, psychological effects it has also demonstrated effects on students' academic performance not only in terms of low grades but also low classroom participation.

In this study we have explained the effects of stereotyping on the classroom participation of students.

SIGNIFICANCE OF THE STUDY

The current study is significant from various points of views. It has significance for policy makers, researchers, teachers and students. Through this and other similar research studies the policy makers will be able to adopt such practices on policy level so as to discourage discrimination and stereotyping within educational institutions from both teachers and students with other students. Policy makers will also be able to bring changes on policy level and in curriculum. It has implications for researchers too. Researchers should dig out stereotyping from different perspectives and within different contexts so as to create awareness among stakeholders. Teachers once have got understanding of the concepts of stereotyping and its different manifestation in educational institutions and its effects and impacts on students' academic, social and psychological health and its implications will be able to counter such practices from occurrence. Similarly students will also sensitized through research on stereotyping who will be able to stop and report such happenings. Moreover, if awareness is created among teachers, they will be able to make arrangements on the institutional level to discourage discriminative practices and stereotyping and foster environment based on equality and equity. Further, such environment will have positive effects on students' academics, classroom participation and learning.

DELIMITATIONS OF THE STUDY

The current research study was limited to government schools for boys in Swat, Mingora city only and being qualitative research, study should not be generalized to other contexts and cultural settings.

OBJECTIVES

- To identify the reasons of stereotyping in schools
- To explore the effects of stereotyping on students classroom participation

RESEARCH QUESTION

What are the effects of stereotyping on students' classroom participation?

METHODOLOGY

The current research has been conducted using phenomenological qualitative case study research design. "Phenomenology is study of people's conscious experience of their life-world that is their everyday life and social action" (Schram, 2003p.71).Since the study is a case, therefore   three participants were identified with the help of fellow teachers in a Government High School M, government high School S and government high school H (pseudo names)   Swat. According to Stake (2005) in a case you can "fence in" what you are going to study. Semi structure interviews were conducted with the

identified students. The data taken from the students were analyzed through thematic analysis. Themes were drawn from the collected data and then analyzed for final conclusion.

Ethical considerations were taken into account while interviewing participants and they were informed about the purpose of the research and confidentiality of information provided by them. Due to the sensitivity of the topic all the participants were informed about their rights of withdrawal from interviews process at any times in case they do not feel to participate in the study.

DATA ANALYSIS AND INTERPRETATIONS PROCESS

According to Johnson (2008:63) "In analyzing data, you need to identify how many total themes were recorded, how many categories or sorts of themes surfaced, and along with the sub themes that exist in each category,". These themes are discussed under different headings and within different categories

In this research, the research has focused on the data collection and analysis procedure, as well as which data collection methods to employ and use during the investigation. For the data collection, purposive sampling technique was used as it would have been almost impossible to find out the actual cases under any other random procedure. The researcher concentrated on the emergence of categories and themes during the analysis.

DATA ANALYSIS AND PRESENTATION OF RESULTS

Before the data analysis process the researcher coded all three interviewee as P1 class 6th B, P2 class 8th, and P3 class 9th C. There are so many possible reasons of stereotyping such as physique, mental condition, race ethnicity and culture. Sociologists believe that stereotypes are the product of conflict, bad parenting, and inadequate mental and emotional development. When the interviewer asked the interviewee P1 as to why he is called Kaki he said "My height is short that's why people call me kaki (Nick Name).When the interviewer further asked about the meaning of this nick name the interviewee replied

"Kaki is a famous name for short heighted people in swat. It is generally in good sense used for kids but those who are short heighted are often called Kaki to mean their short heightedness (Means dwarf). It is used in a derogatory sense.01/10/2021

Similarly when the interviewer asked about the possible reasons of labeling or using bad names, the interviewee P1said;

"People use bad names because they want to make fun of the people but to those who are stereotyped, it is not fun. It has effects on their lives not for one or two days but for whole of their lives". 1/10/2021

Similarly when P1 was asked when did people started calling you "Kaki" he said; Initially it started from my own family members and the friends in the streets". 1/10/2021

STEREOTYPING IN SCHOOL

It was observed that within school teachers and students' are equally using stereotypical names for students. In fact when the teacher was asking for particular students for research interviews, he said call Kaki, Bacha and Pehlawan instead of using their names.

It was observed by the interviewer that some of the teachers are involved in stereotyping. They label students on various reasons. When the interviewer asked P2 why are teachers calling you Bacha. He said;

"That since I do not do class work and do not understand things related to study therefore, the teachers made me "Bacha" (King). Since then they do not give me any homework neither they ask me any questions. They think I am "bacha" and am not capable of learning anything".

When asked how he feels about the nick name he recorded that;
Initially it felt good as I was actually feeling kind of bacha (king) because other people would be worrying about classwork and homework but I had a kind of immunity from all learning related tasks. Later on it spread among everyone which is kind of bad.

When the interviewer asked the interviewee about his feeling when his teachers label him, P1 said;

"I feel really bad when our teachers use this name for me. It is like when the teachers use this name they give kind of permission to everyone else for calling me the same" 01/10/2021

There was this other student P3 who was known as Pehlawan (wrestler) due to his lean body. P3 was academically among the above average students. But when asked how he feels when teachers call him with the name Pehlawan; he noted his views as below;

"Initially I took it as special attention and kind of token of affection from my teachers. But later on during class quizzes and other such occasion I would try to hide behind other students because I knew the teacher would call me the same name which make other students laugh at me. I wish if they could call me by my own name" 04/10/2021

The interviewer asked P3 that what is his reaction when fellow students call him by the same name, his opinion was;

"I feel extremely bad but I am helpless. Sometimes now I unintentionally respond when my classmates call me with this nick name even though I do not like it"

PARENTAL NEGLIGENCE ABOUT STEREOTYPING

Globalization, modernity, industry, migration, social media, and education have all had a substantial impact on the child-parent connection in the recent past. The child-parent relationship used to be harmonic and tranquil, but it is now viewed as non-harmonious and conflicted, with children displaying signs of rage, perplexity, impatience, and aggressiveness. According to Kraus, Stasova & Junova (2020) "The situation of contemporary family is complicated. There are even arguments that today's family is internally so transformed or so vague that continued usage of the term family is problematic not only terminologically, but mostly socially". Stereotyping occurs in society as a result of parental negligence, poor parenting, and parental labeling of children. Parents are labeling their children in homes for various reasons and then this further lead other to use this name for his children. In this research study only P1 labeling started from home. Labeling against P2 and P3 was yet limited only to within school environment. When asked about parents reaction to the name he has been labeled with, his opinion was that"

"It were them who started using this name for me. They don't care. They do not even notice it. It is normal for them. Why would they care because it started from my home?"01/10/2021

He further added that it "whether I like it or not but if someone asked about me with my actual name most people would say we do know him".

PSYCHOLOGICAL IMPACTS OF STEREOTYPING

While reviewing the literature on the psychological effects of stereotyping various researchers were found of the view that stereotyping may affect self-identification, confidence, career selection, and personality development. When stereotype studies initially came out, the focus was on women's and ethnic minorities' academic test scores (Steele and Aronson, 1995). However, research has expanded since then, collecting a wide range of psychological and behavioral outcomes that are influenced by stereotype in numerous areas of the life (Schmader et al., 2008; Inzlicht et al., 2012).

The interviewee (P3) recorded his opinion about various psychological effects of stereotyping as below;

"I extremely feel bad when someone use this nick name for me. It irritates me and I feel disappointed for that person. This name is now frequently used for me in school by teachers and class mates but what worries me constantly is that people in my village came to know about my nickname they will make fun of me but I am helpless because they are so many and I am not capable to stop everyone". 01/10/2021

When the interviewer asked about escaping school or home due to stereotyping, he said "I never tried to skip my school but I avoid being seen by teacher lest he ask me to answer a certain question because that means he will call me by the name Pehlawan, however I do wish to change this somehow I don't know how".

Note: The researcher observed that P3 had got into scuffle with students over the use of this label on different occasion. P2 similarly recorded that initially I took it for granted and was happy because I would not be required to learning related to tasks but now I wish I had stop it at that time. Sometimes I think that if my teachers think I am not good for learning then what is the use of coming to school? If it was not due to the fear of my parents at least this I could have avoid this continuous torture" 01/10/2021

LOW CLASSROOM PARTICIPATION AND LOW ACADEMIC ACHIEVEMENT

Students learn in diverse ways. They are motivated in different ways, and are not uniform cogs in the school wheel. Same is the case with demotivation among students. They demotivate in various ways such as labeling, bullying by teachers and fellows, poor economy of the parents and physical disabilities. When a student is stereotyped and labeled he/she becomes more passive and less participatory in classroom activities.

When the researcher asked about it, the interviewee P1 replied "I think when I am called with nick name it damages my personality. I am sure that I have lost my self-esteem and honor. And when someone loses his honor then he doesn't take any care of things even his studies. He takes things lighter and easy, and even studies". This has been endorsed by a research study conducted by Alan, Ertac and Mamcu (2018) where they find that students taught by teachers with stereotypical beliefs have low academic achievements.

One of the major reasons of stereotyping is prejudice. The prejudice for race, culture, ethnicity and even economic conditions leads to stereotyping and labeling of students in various institutions. Schools are public spaces where children learn to negotiate and develop awareness of differences; prejudice in schools is particularly disturbing. Students are not given the opportunity to deconstruct prejudiced information when prejudicial assumptions go unquestioned in schools. Prejudice has a wide range of consequences for kids, ranging from poor academic performance to poor physical and emotional health. (Camicia, 2007, p.219)

Usually inside classrooms, students are divided into small groups of friends which generate sense of superiority among these groups. They want to acquire high status and values. This action creates a non-productive environment in which each group did everything they could to sabotage the performance of rival group/s. They bully the individuals; they label and even harass their opponents. Students who are labeled and stereotyped see every opportunity to speak as a threat that would make them more highlighted with their nick names. Due to this situation they did not want to take part in any classroom activity.

When the interviewer asked about this situation, the interviewee (P1) replied "When you are being called with bad name such as your nick name then you feel hatred. You think that you have no dignity and self-esteem. It damages your thoughts and overall personality. You don't take any interest in any activity. You see that it is a useless job to take interest in studies".

DISCUSSION AND RECOMMENDATIONS

The data collected through semi structured interview was a way to understand the processes involved in producing results for the questions such as origin of stereotyping, teachers and fellows involvement in stereotyping and its diverse effects on child personality and their learning and overall academics interest. According to Casad and Bryent (2016, p 5) "Empirical evidence has supported the idea that when individuals face stereotype threat, they are less likely to pursue leadership roles, particularly when they are the only member of their group among their peers". A detailed study of individuals' stereotyping in secondary schools for boys only was conducted concurrently with a look back into the accumulations of the processes that create specific labeling patterns and their outcome, which follows a consistent development with respect to stereotyping and overall performance and attainment in academics. In light of the symbolic interactionism theory and the labeling theory, a comprehensive study of the processes involved in understanding different aspects of stereotyping and labeling students in relation to their performance in school as well as their participation in overall classroom activities was conducted. The following discussion reports on the overall results of the study and outcomes that arise from the research sources is being presented below;

BODY SHAMING

The act of making improper and unfavorable comments about another person's weight or size is known as body shaming. Usually overweight people are frequently subjected to this, but there is a growing tendency of criticizing those who appear 'too slender, short, and belong to a minority racial group. Body shaming is a common occurrence. It can be found in periodicals, newspapers, television shows, movies, friend talks, and on the Internet and social media sites. Comments can be obnoxious, and they're frequently utilized in poor-taste comedy.

The researcher observed that body shaming is the most common way to stereotype someone in school. The subject who was interviewed in this study reported that he has been labeled with nick name just because of his (P1) short height, lean body (P2) and because of his learning difficulties (P3). The interviewee further said that he was frequently targeted for his short height and often people call him with a nick name " Kaki" (P1) resembling a child. Similarly P2 was labeled for his lean body shape and P3 for his learning difficulties.

Stereotypes are group generalizations that link members of a group to common characteristics or actions (Correll et al. 2010). A stereotype is a fixed image or notion that has been emotionally colored by prejudice or bias, i.e., a consistent assessment. Educational stereotypes are behavioral, cognitive, and effective criteria by which a teacher classifies his students in the classroom and on school grounds.

The interviewers when asked the interviewee about labeling by teachers and students they replied that almost all his class fellows and some teachers are involved in labeling them just because of their body shape (P1 & P2) and learning difficulties (P3). Using nick names for children with body deficiencies are the dilemma of Pakistani society specially Pashtun society. When a child gets some special physique such as obesity, height, and dark color, he/she is been stereotyped initially by his own family members including parents. Sociologist calls this as negative parenting. Children who are subjected to poor parenting, such as using nick names for their children, are more likely to be stereotyped and labeled by their peers during their childhood. It also demonstrates parental negligence.

On psychological side stereotyping can affect everyone, those who are stereotyped, those who stereotype, and those who witness stereotyping and labeling. Stereotyping is linked to enormous negative effects including impacts on the psychology wellbeing of a child, including loneliness, fear, and even anxiety. Labeled children can suffer from physical, social, emotional, academic, and mental health problems. According to Carstensen and Hartel (2006 p2) "Negative stereotypes can have harmful consequences for the quality of life".

Similarly in the context of classroom participation there are considerably large effects of stereotyping on Lower classroom participation and interest in studies. Children who are stereotyped and labeled are more likely to skip lectures, avid

participation in classroom actvities or even drop out of schools.   Alan, Ertac and Mumcu (2017) has concluded in their study that research 'stereotyping have negative effects on students classroom participation'. Stereotyping creates a negative environment which is based on fear and disrespect of all concerned. Students who are suffered of stereotyping have poor engagement in classroom activities. When one student stereotype other student it give the victim student the impression that teachers have little control on his class and thus the students feel insecure which further leads to insecurity and low participation.

"A labeled student cannot perform well because he always remains in a fear that fellow students will make fun of him when he participates in any activity" (P2).

Students when become victims of such stereotyping they become conscious of the imperfections in their body and consequently feel deprived and show reluctance to participate in the classroom activities. According to Fitriyah and Rokhmawan (2019 p3) "When deficiencies are manifested in comparison, the feelings of inadequacy and failure are overwhelming".

CONCLUSION

This study demonstrated and examined the influences of low classroom participation created by stereotyping and labeling of students in classroom and school premises. However, the effects by no mean were limited to schools only. The effects had sporadic penetrations to all aspects of students' lives. The data interpretations revealed why stereotyping occurs as a strategy of establishing and perpetuating stratification and violence in the classroom, as well as how these behaviors diminish classroom engagement. Rather of basing results on inferences and assumptions about the position of stereotyped pupils in secondary education across social classes, each study question was created with the intent of informing and providing a thorough understanding of the phenomenon. The study was thus based on an interviews that brought to light a comprehensive picture of many aspects of stereotyping in schools, as well as the role of crucial determinants in its occurrence.

The study also demonstrates various aspects of stereotyping in schools and its various dynamics in schools. The finding of the study also shows the effects of stereotyping on the lower classroom participation of the students.

RECOMMENDATIONS AND FUTURE PROSPECTS

The study also provide various recommendations for scholars, students, teachers, parents, education policy makers and other stakeholders of the society   that how stereotyping can be avoided and reduced in schools and other areas of the society.

It is of great importance to appropriately assess the extent and character of stereotyping in schools, particularly in high schools. To do this, society as a whole, particularly stakeholders, must accept that stereotypes and oppression still exist in schools today and should take appropriate measures to avoid its happening. Students and teachers are both active in categorizing students.

In order to intervene in the situation, it is also necessary to investigate how preconceptions are produced and erased. Many teachers and students build expectations based on their views, and they are prone to dismissing or ignoring information that contradicts those ideas. These people seek for information that confirms prejudices. As a result, encouraging people to recognize material that fits stereotypes could aid in the dismantling of harmful stereotypes in schools and institutions.

Finally, it is suggested that;

- Instructors, students, parents and all members of society should be educated about harmful, stereotyping on a victims' lives.
- Small focus groups with children of various ethnicities and cultures, as well as pupils should be arranged in schools, colleges and higher education institutes to create awareness among stack holders about the harmful effects of stereotyping.
- Teacher in particular should be educated about the harmful effects of stereotyping and its effects on students' academics and psychological health.
- Lessons about the negative effects of stereotyping for the purpose of educating students should be included in curriculum by the policy makers so as to stop the spread of its negative effects particularly on students' community.
- Media programs, dramas and stage performances should be screened for elements of discrimination about race, gender, religion and casts.
- The current study was conducted only in male schools due to cultural constrains and access problems, however, it will be beneficial if such study could be conducted in female schools to see the prevalence of stereotyping in female population.
- Large scale study or studies in different cultural contexts will be more beneficial for finding discriminatory practices such as labeling and stereotyping in order to find out the societal large scale level tendencies about such practices.
- Special arrangements should be made for encouraging students with various disabilities and environment of care should be developed on institutional level to dispel stereotyping among students as well as teachers.

- Help desks should be established in educational institutions for helping victims of stereotyping in schools, colleges and higher educational institutions.

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