Stereotype Threat and Its Effect to the Academic Performance of Senior High Students in Research Subject

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Abstract: This study aimed to determine the effects of stereotype threat to the academic performance in Research Project of grade 12 students of Calawitan National High School. Specifically, it gathered the personal data of the respondents, through the questionnaires the researchers had developed, in terms of age, sex, grade level and section. This study used the experimental method of study utilizing the true control group pretest posttest design. The respondents of this study were composed of the randomly picked grade 12 students enrolled for the school year 2017-2018 under the same Research Project teacher. A total of 24 grade 12 students where 11 are of males and 13 are of females completed the respondents. Moreover, this research examined the difference on the participants, profile, the effects of stereotype threat, and the comparison between the pretest and posttest performance of the experimental group and control group. The researchers used a 50 item periodical test, a 30 item long quiz, both developed by the subject teacher for research project, and a set of questionnaires to gather the data. The gathered data were treated using the following statistical tools: mean, standard deviation, t-test dependent, rate. The results revealed that there was a significant difference between the mean score of the age, the comparison between the Pretest of the experimental and control group, and the comparison between the posttest of the experimental and control group. This revealed that stereotype threat leads to deteriorated academic performance. However, as different people vary, effects on individual perspectives vary as well. The results as well revealed that factors such as teachers' approach, peer group, social media and the students' environment affects academic performance of students.

CHAPTER I
THE PROBLEM AND ITS BACKGROUND

Introduction

Humans are naturally judgmental. It seems that it has been part of their daily routine to critique a person in either a constructive way or destructive manner. At some point it is intentionally done but most of the time they are doing it unconsciously. Judging them may not be as brutal as other way of judgments. On a regular day basis you might judge other people without noticing it yourself. You might subconsciously put each of them in a group where you think they belong. And from those criticisms comes the birth of stereotyping.

The term stereotype threat was coined by the scientists Claude Steele and Joshua Aronson after they completed a study in 1995 which they defined as "being at risk of confirming, as self-characteristic, a negative stereotype about one's group'. (Learning Theories 2017) On their study Steel and Aronson (1995) perform experiments that led them to find out that black college students performed worse than standardized tests than their white peers when they were reminded, before taking the tests that their racial groups tend to do poorly on such exams. (edglossary.org 2013)

According to Steel and Aronson (1995) cited in the Pennington et al., (2016) , the theory of stereotype threat posits that stigmatized group members may underperform on diagnostic tests of ability through concerns about confirming a negative societal stereotype as self-characteristic.

Meanwhile from the hypothesis of Claude M. Steele about stereotype threat which states that in academic environments where negative stereotyping exists about certain groups, students who identify strongly with a particular group identity are more prone to experience stereotype threat and thus demonstrate negative outcomes in their academic performance (Steele, 1997), you can deduced that a person with a define character is more likely to be stereotyped.

In the present days, the risks of stereotype threat continue to spread as the way of sending a message to the mass community become easier through the help of technology. And despite the modernization, which happens in the span of time, there were still the beliefs that never die. The stereotyping of men to be superior than women, the stereotyping of whites to be better than blacks and the stereotyping of those in the bottom section to be the worst and have no chance of changing at all.

As observed by the researchers, it was noticed that lower sections are experiencing declination in the academic performance of the students. That is why the researchers believed that through this study it can be identified if stereotype threat is one of the factors that cause the declination of students' academic performance. It was also believed that the study can contribute to the development of the students' academic performance and development of individual's approach to other people. The researchers also believed that this research will serve as a guide for the school's administration and the community's leaders to promote a better environment and peaceful relationship with others.

Significance of the study

This study was believed to have significance to the following:

Parents. The findings of the study will help the parents know the effects brought by the stereotype threat their children were experiencing. It will help them think of ways on how to properly approach their children about the problem and how to motivate them.

Researchers. The findings of the study will provide the researchers a broader understanding and wider view on the influence of stereotype threat to the academic performance of the senior high students of Calawitan National High School where the researchers are currently studying.

Students. The findings of this study can help the students themselves know the greatness or weakness of impact of stereotype threat to them. In that way they can be knowledgeable of their own performance that they might not notice.

Teachers. The findings of the study will help the teachers further understand the reason for the declining academic performance of stereotyped students and it will help them think of ways on how to mitigate the effect it brings.

The people in the community. The findings of this study can help the people of the community know how they can lessen the effects of stereotype threat. As we know, stereotype threat does not only come from the people inside the student's school but rather to all people around the student.

Theoretical/Conceptual Framework

The theoretical basis of this paper is the Social Development Theory of Vygotsky. Social Development Theory argues that social interaction precedes development; consciousness and cognition is the end product of socialization and social behavior. This theory of Vygotsky in other words state that socializing will lead to learning of the truth. He contradicts the theory of cognitive development of Piaget (1936) which explains how a child constructs a mental model of the world. (McLeod 2015)

The social development Theory states that "social interaction plays a fundamental role in the process of cognitive development." (David 2014) this can be explained as a person's development partly comes from the people we interact with.

Vygotsky felt social learning precedes development. He states: "Every function in the child's cultural development appears twice: first, on the social level, and later, on the individual level; first, between people (interpsychological) and then inside the child (intrapsychological)". This theory can be related to the effects caused by the stereotype threat. In Vygotsky theory it was said that there was a social and individual level where in the effect of stereotype threat, the people around a person set stereotypes for an individual who later on the individual absorbed and think it was the truth about him/her.
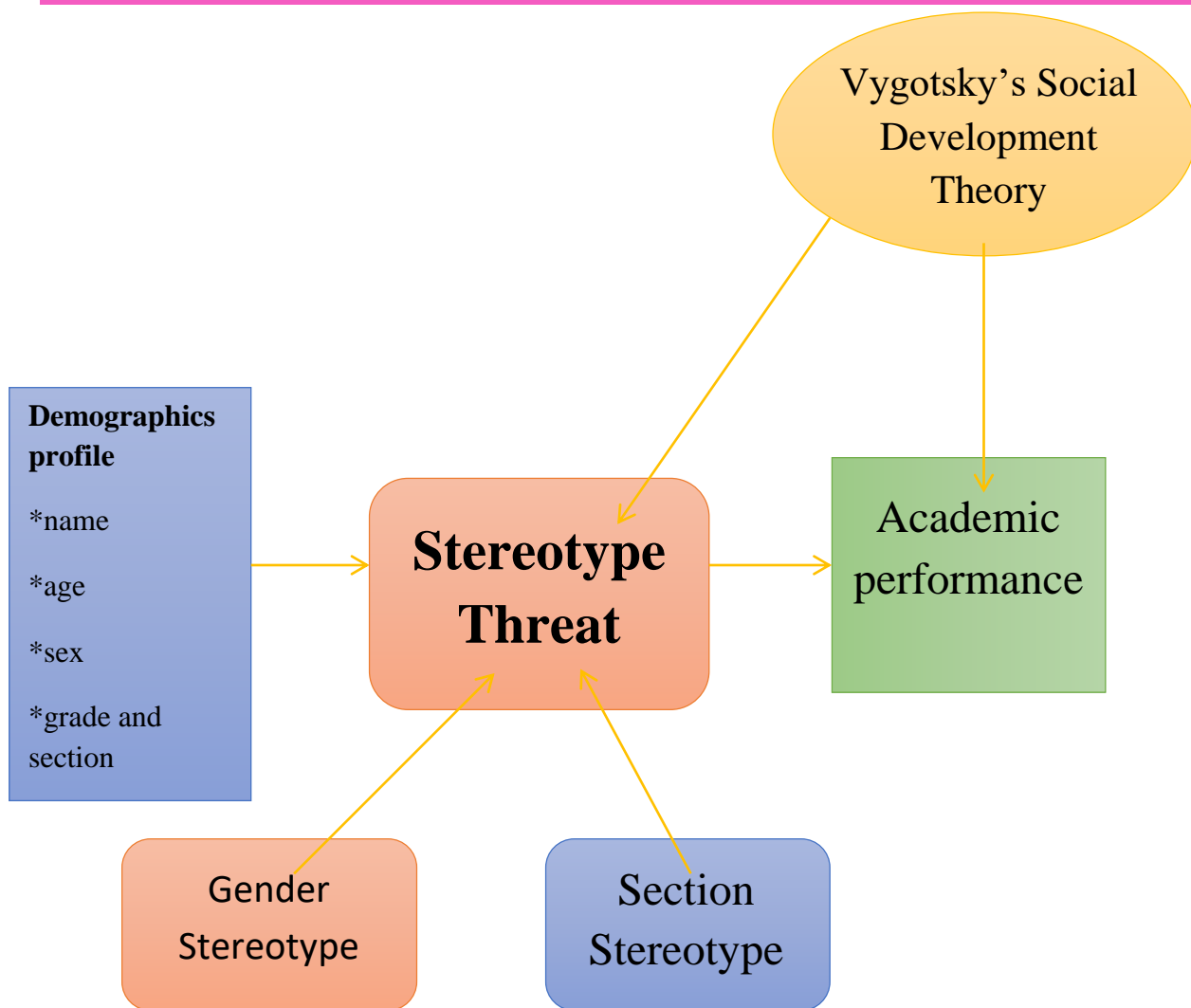
Figure 1. Conceptual Framework

Statement of the Problem

This quantitative study will determine the effects of stereotype threat to the academic performance of senior high students of Calawitan National High School. It was noticed that stereotype threat has been a limiting factor to the academic performance of the students. That is why the researchers had the idea of conducting such research.

Throughout the study the researchers would like to answer the following:

1) The respondents were describe in terms of:
   a) Name
   b) Sex
   c) Age
   d) Grade level
   e) Section
2) How did the pretest performance of the experimental and control group compare?
3) How did the posttest performance of the experimental and control group compare?
4) How does stereotype threat affect the performance of the Experimental group?

Hypothesis of the Study

At a 0.5 level of significance the following hypotheses were tested:

H_{o1}: There is no significant difference between the academic performance of the controlled group and the experimental group.

H_{o2}: There is significant difference between the academic performance of the controlled group and the experimental group.

Definition of terms

To make the reader understand better the content and context of this study, the following terms are defined:

Academic Performance/Achievement. Refers to the level of schooling you have successfully completed and the ability to attain success in your studies.

Racial. Of or relating to the social construct of race.

Significant. Having or expressing a meaning; indicative; suggestive.

Standardize. To make or become standard.

Stereotype Threat. Refers to the risk of confirming negative stereotypes about an individual's racial, ethnic, gender, or cultural group.

Stigmatized. To set some mark of disgrace or infamy upon.

CHAPTER II
REVIEW OF RELATED LITERATURE AND STUDIES

This chapter presents the review of literature and studies which were found relevant to the study and serves as the fundamental determinant of the proposal.

Stereotype threat is one of the most influencing factors that put the academic performance and achievements of a student at risk. After the study conducted by Claude Steele and Joshua Aronson, other studies started to sprout and aims to better understand the threat brought by stereotyping and create a solution to the growing problem.

On a study conducted by Chase et al. (2013), they had used a total population of 439 undergraduate female students that were enrolled in Chemistry and Physics laboratory classes. On the later part of their study the findings revealed that stereotype threat had caused a significant negative effect on the women science career choice in Physics but not in Chemistry.

According to a study conducted by Carpenter et al. (2014) where the mastery approach, mastery avoidance, and performance avoidance goals were hypothesized to moderate the effects of stereotype threat on the academic procrastination, it appeared that there were only significant interactions with women but not with men, interactions were not hypothesized direction for the avoidance goal moderators.Referring to the first two results from different studies it seems that girls were prone to the effects of stereotype threat.

Meanwhile on Candinu et al. (2013) gender based stereotype threat study they found out that girl's automatic associations varied as a function of manipulation regarding the stereotype content. It tries to say that when the content of the stereotype used was altered or something was change and manipulated, there would be a difference on its effect to the respondents. Their study also yield that a decrease in the math performance of the girls was noticeable in a stereotype-consistent, relative to a stereotype-inconsistent, condition and automatic associations mediated the relation between stereotype threat and performance.
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In a study entitled "*Gender Stereotypes in the Classroom and its Effects on Achievement*" conducted by Alan et al. (2017), it can be deduced that the traditional views of the teacher about gender roles yields a lower performance on objective math and verbal tests for the female students, but did not affect the scores of the male students.

Contradicting the theory that we can deduce from the earlier outlaid studies, that girls were more likely to be affected gender stereotype, a study conducted by Asbrock et al. (2015)exhibit a negative association between teachers' gender stereotype at T1 and boys' reading self-concept of T2' yet there was no significant result yield from the girls.

Showing more o the effects of gender stereotype to males, a study conducted by Igbo et al. (2015) show that gender stereotype has significant influence on student's self-concept and academic achievement in favor of the male students.

Meanwhile, using gender stereotype, another negative result was yielded. From the study of El-Alayli and Hively (2013) entitled "*"You Throw Like A Girl" the effect of stereotype threat on Women's Athletic Performance and Gender Stereotypes*" was stated that women perform worse than men only when threat was induced. However, on the easier speed task, women respondents did not seem to be affected.

Defying all the studies which states that gender stereotype affects students' performance, a study by Erdal and Riciputi (2017) stated that gender did not impact effort or math performance of student-athlete.

In addition, stereotypical condition can affect learning of sport skills according to the study done by Chiviacowsky and Heidrich (2014).

More than the academic performance, stereotype threat can also affect the memory encoding and retrieval of older adults. In Kensinger and Krendl (2015) study on the dissociation effects of stereotype threat on older adults' memory encoding and retrieval it was shown that stereotype threat effects vary depending upon the phase of memory it impacts.

As the related literatures aforementioned were analyzed by the researchers it was noticed that different researchers from different places have different and conflicting results.

CHAPTER III
METHODOLOGY OF THE STUDY

This chapter presents the methods used in the study. This chapter also includes the presentation of the sources of participants, the instruments that the researchers used, the data gathering procedures as well as the data analysis procedures.

Methods and Techniques used

This experimental kind of study using the potential of the true control group   pretest posttest design was used to determine the effects of stereotype threat to the academic performance of the students. The study utilized two groups; one was the experimental group where treatment was induced while the other was the controlled group where treatment was not performed.

Respondents of the Study

The respondents of this study were Calawitan National High School's grade 12 students who were enrolled during the School Year 2017-2018. These students had been randomly picked through the use of stratified sampling where a respondent was paired to another respondent from different sections. Selected students from grade 12 Rizal and grade 12 Bonifacio served as the respondents. The respondents' characteristics were described in terms of age, sex, grade level and section. The experimental group was exposed to stereotyping while the controlled group wasn't. Table 1 shows the number of students taken from each section of grade 12 senior high students to be the subject of the study.

Table 1.
Table of respondents

Name of Section	Number of student chosen	Group
Grade 12 –Rizal	12	Controlled
Grade 12-Bonifacio	12	Experimental

Instrument of the Study

The primary instrument used in this study to gather the data needed was the 3rd Periodical test of the grade 12 students. The researchers asked the permission from the subject teacher in Research Project to use the 50 items periodical test he had created to be their main instrument. The questions involved in the test were taken from the 1st quarter of the second semester lessons for the grade 12 students. This includes the topic such as the parts of a research paper, the abstract, the introduction, the TIOC approach, and such. This serves as the pretest for the respondents. For the posttest, a long quiz was utilized. The questions were also developed by the subject teacher of the respondents.

In addition, a questionnaire was used by the researcher too, to gather more information that can help with the study. According to Bourke (2005) retrieved from the study of Mapesa (2013), questionnaires are used to obtain two different types of information: First the background information on students, teachers or others, such as age, gender,

amount of schooling and secondly attitude information about some specific events, way of behaving, quality of life, and other persons.

Data Gathering Procedure

1. Coordinated with the subject teacher of Practical research in grade 12. Personally asked for permission to use his developed exam.
2. Conducted the periodical exam. This served as the pretest.
3. Cluster the students according to their respective scores.
4. Used stratified sampling to pick the respondents. In addition, the respondents were chosen in pairs.
5. Chose the group to serve as the experimental and controlled group.
6. Asked permission to the Research Project subject teacher again. This was done to be able to utilize the long quiz he had made.
7. Induce stereotyping to the experimental group through the help of the subject teacher.
8. Conducted a 30 item long quiz. This served as the posttest.
9. The data was subjected to statistical treatment.

Data Processing and Statistical Treatment

The periodical and long test was checked and scored manually. The scores were processed as a whole test and presented through tables, graphs and text. The results revealed were analyzed through the following statistical tools.

Mean and Standard Deviation. These tools were used in reporting the performances of the members of the experimental and control group using the following sampling distributions.

For Mean

$$M = XO + i\,\frac{\Sigma fx1}{N}$$

Where: XO =assumed mean

$\Sigma fx1$ =summation of frequencies

N =total number of respondents

For Standard Deviation

$$SD = i\sqrt{\frac{(\Sigma fx^1)^2}{N} - (\frac{\Sigma fx^1}{N})^2}$$

Where: $\frac{(\Sigma fx^1)^2}{N}$ =Squared of the summation of the frequencies

Σfx^1 =Summation of frequencies

N= total no. of subjects

Percent/Rate. This this statistical tool was employed to present the answers in the questionnaires administered to control and the experimental group.

For Rate

$$R = {}^{f}/_{N} * 100\%$$

Where: R= the rate

f= frequency

N= total number of subjects

T-test Dependent. This statistical tool was employed to compare the means of the control and the experimental group to detect whether there are any statistically significant differences between their means.

CHAPTER IV
PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

In this chapter, the gathered data from the periodical test and the long quiz given to the respondents were presented, analyzed and interpreted. The presentation, analysis and interpretation of the questionnaires administered by the researchers were also included.

Comparison of the Members of the Experimental and Control Groups

Comparison by age. Below was table 2 which shows the age comparison between the control and experimental group. It can be notice that the youngest of the control and experimental group was between the ages 16-17. However, the oldest of the control group only ranges from 18 to 19, while the experimental ranges from 20 to 21. The mean of the age of the control and experimental group was 17.75 and 18.08 respectively.

Table 2.

Age Comparison of the Experimental and Control Groups

Age	Experimental Group				Control Group			
	f	x^1	$f x^1$	$f x^2$	f	x^1	$f x^1$	$f x^2$
20-21	1	1	1	1	0	1	0	0
18-19	8	0	0	0	8	0	0	0
16-17	3	-1	-3	2	4	-1	-4	4
Total	12		-2	3	12		-4	4
Mean: 18.08					Mean: 17.75			
Standard Deviation: 1.083					Standard Deviation: 0.622			

As shown in table 3, the analyzed age difference of 0.33 revealed a t-value of 0.395. Since the value of the computed t is higher than the value of critical t which is 1.171, it implies that there is a significant difference between the members of the two groups.

Table 3

Statistical Comparison of Age

Statistics	Experimental Group	Control Group
N	12	12
M	18.08	17.75
Sd	1.083	0.622
SEM	0.313	0.179
D		0.33

T	1.796
Summary of statistics	alpha=0.05
Computed t=1.796	df= N1+N2-2
Critical t=1.717	22
decision=Reject Ho	
Interpretation: There is a significant difference exists between the age score of the experimental and control groups.	

The Stereotype Threat Employed in the Experimental Group

Each set of class receives different stereotyping every day. Different ways of telling it to different people. Stereotype threat which were the students are exposed tends to affect their academic performance. That is why students' performances are varied. To address this growing concern the researchers thoroughly exposed the students to stereotype threat. Through this way the researchers would was able to recognize the effects of stereotype threat. In the course of this study, the researchers induced different stereotyping to students. Mostly it was about the section's performance and individual performance.

The stereotype threat where the experimental group of students was exposed focused on the students. This emphasized the negative aspects of the individual and the section where the student belong. The role of the teacher in the run of the research varied from the differentiated set of students. The teacher imposed stereotype threat to one group and none to the other.

To implement the manipulation to the experimental group, the researchers prepared several phrases, words and sentences the teacher could use to establish stereotype threat. On a daily basis, the teacher taught the two groups with the same teaching technique. However, during the discussion and some other time on the experimental group, the teacher was inserting some stereotyping words or phrase. This stereotype was more on like the racial stereotype; however the induced stereotype was based from the section the students belong. The two groups' environment, peer, time of teaching and such weren't altered by the researcher.

Since the researcher implemented the threat, a change in the behavior of the students in the experimental group was observed. The changes observed were as follows; first, some of the students tend to be more engaged in studying than before the stereotype threat was imposed, Second; some of the students tend to be less engaged with studying than before the stereotype threat was imposed. However for some students, the stereotype threat seems not affecting them as they exhibit no changes in behavior.

On the other hand, the researchers found no significant difference from the members of the control group since no special treatment was done.

From the researchers' classroom experiences, the researchers believed that recognizing the effects of stereotype threat was the best way to mitigate it.

Comparison of the Pretest Performance of the Experimental and Control Groups

Presented in Table 4 were the pretest mean scores of the experimental and control group. The experimental group obtained a mean score of 33.17 while the control group obtained 33.58 with a standard deviation of 5.289 and 5.551 respectively.

Table 4

Pretest Performances of the Experimental and Control Group

	Experimental Group				Control Group			
Scores	F	x^1	$f\,x^1$	fx^2	F	x^1	$f\,x^1$	fx^2
41-44	1	2	2	4	1	2	3	4
37-40	3	1	3	3	2	1	2	2
33-36	2	0	0	0	5	0	0	0
29-32	5	-1	-5	5	2	-1	-2	2
25-28	1	-2	-2	4	2	-2	-4	8
Total	12		-2	16	12		-1	16
	Mean: 33.17 Standard Deviation: 5.289				Mean: 33.58 Standard Deviation: 5.551			

In Table 5, at 0.05 significant level, where the degree of freedom is 22 (df=22) the critical t-value was recorded 1.717. Since the computed t-value was greater than the critical t-value it only implies that there is a significant difference among the pretest scores of the experimental and control group.

Table 5

Statistical Comparison of Pretest

Statistics	Experimental Group	Control Group
N	12	12
M	33.17	33.58
Sd	5.289	5.551
SEM	1.527	1.602
D	0.41	
T	1.796	

Summary of statistics   alpha=0.05

Computed t=1.796   df= N1+N2-2

Critical t=1.717   22

decision=Reject Ho

Interpretation: There is a significant difference exists between the pretest scores of the experimental and control groups.

Comparison of the Posttest Performances of the Experimental and Control Group

In table 6, the posttests mean scores of the experimental and control group were shown. The experimental group obtained a 13.92 mean score while the control group had a mean of 17.42 with a standard deviation of 13.083 and 3.450 respectively.

Table 6

Posttest Performances of the Experimental and Control Group

Scores	Experimental Group				Control Group			
	F	x^1	$f x^1$	fx^2	F	x^1	$f x^1$	fx^2
24-29	5	2	10	20	0	2	0	0
18-23	0	1	0	0	8	1	8	8
12-17	2	0	0	0	4	0	0	0
6-11	0	-1	0	0	0	-1	0	0
0-5	5	-2	-10	20	0	-2	0	0
Total	12		0	40	12		8	8
	Mean: 13.92 Standard Deviation:13.083				Mean: 17.42 Standard Deviation: 3.450			

In Table 7, at 0.05 significant level, where the degree of freedom is 22 (df=22) the critical t-value was recorded 1.717. Since the computed t-value was greater than the critical t-value it only implies that there is a significant difference among the posttest scores of the experimental and control group.

Table 7

Statistical Comparison of Posttest

Statistics	Experimental Group	Control Group
N	12	12
M	13.92	17.42
Sd	13.083	3.450
SEM	3.777	0.996
D	3.5	
T	1.796	

Summary of statistics   alpha=0.05

Computed t=1.796   df= N1+N2-2

Critical t=1.717   22

decision=Reject Ho

Interpretation: There is a significant difference exists between the posttest scores of the experimental and control groups.

Presentation of Experimental Group's Answers in the Questionnaire

In Chart 1, it was shown that only 8% or 1 respondent believed to not experience stereotyping.

Chart 1

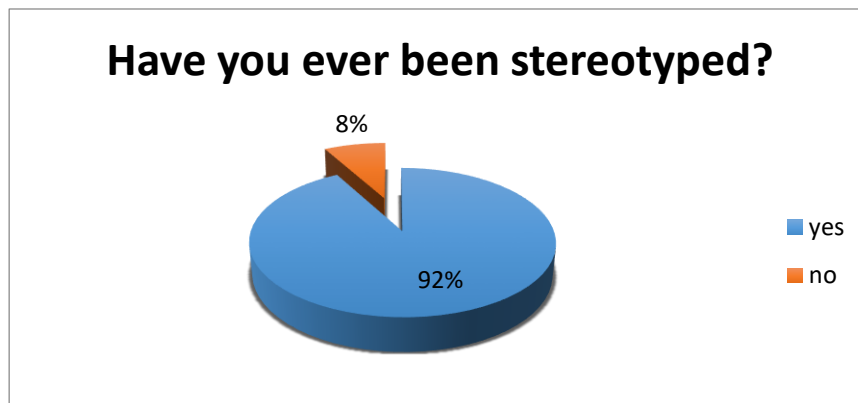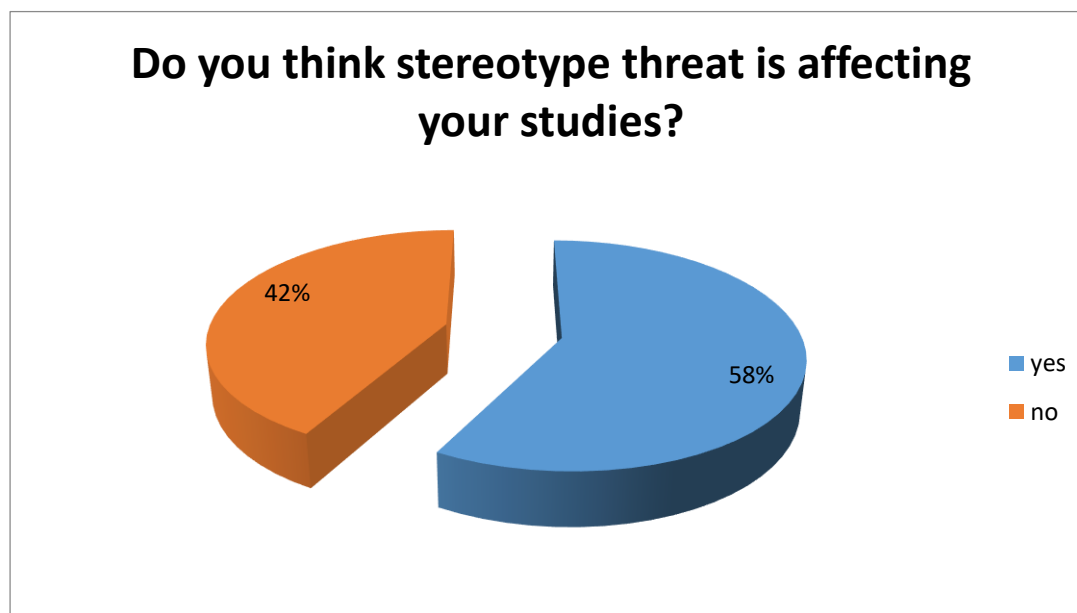**Rate of Experimental Group Member that Experienced Stereotyping**

Chart 2 show that 58% or 7 students from the experimental group said that they think stereotype threat affects their studies.

Chart 2

Rate of Experimental Group Member who believed that Stereotyping Affects Academic Performance

Presentation of Control Group's Answers in the Questionnaire

In Chart 3, it was shown that 100% or 12 of the respondents from control group believed to experience stereotyping.

Chart 3

Rate of Control Group Member that Experienced Stereotyping

Have you ever been stereotyped?
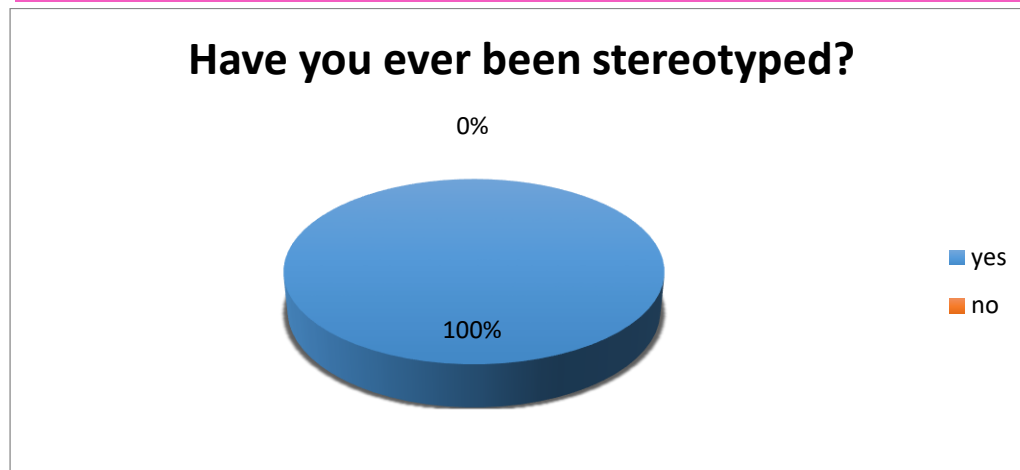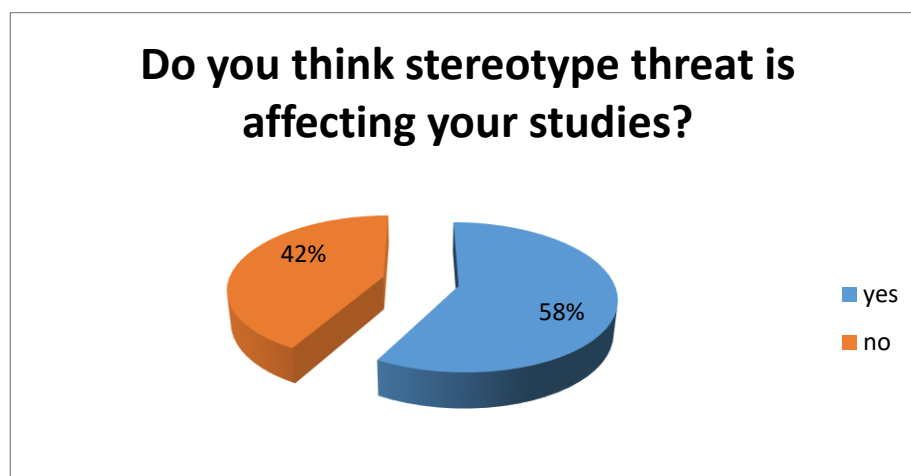
0%

100%

- yes
- no

Chart 4 show that 58% or 7 students from the control group said that they think stereotype threat affects their studies.

Chart 4

Rate of Experimental Group Member who believed that Stereotyping Affects Academic Performance

Do you think stereotype threat is affecting your studies?

42%

58%

- yes
- no

CHAPTER V
SUMMARY OF FINDINGS, CONCLUSION AND RECCOMENDATIONS

This chapter presents the summary of findings, the conclusion and the recommendation of the researchers.

Stereotype threat was considered as a growing concern for the researchers. This reason led the researchers to conduct this study.

The researchers randomly picked the respondents through the stratified sampling technique. These randomly chosen students were divided into two groups: the experimental and control group. The researchers with the help of some important people had induced stereotype threat to the experimental group of students, while the set of students in the control group are not induced to any special treatment. Their original atmosphere, room setting and such were not altered.

The research specifically sought for the answers to the following questions: 1) The respondents were describe in terms of: a) Name b) Sex c) Age d) Grade level e) Section 2) How did the pretest performance of the experimental and control group compare? 3) How did the posttest performance of the experimental and control group compare? 4) How does stereotype threat affect the performance of the Experimental group?

This study used the experimental method of study utilizing the true control group   pretest posttest design. The respondents of this study were composed of the randomly picked grade 12 students enrolled for the school year 2017-2018 under the same Research Project teacher. A total of 24 grade 12 students where 11 are of males and 13 are of females completed the respondents. The researchers used a periodical test, a long quiz, both developed by the

subject teacher for research project, and a set of questionnaires to gather the data. The gathered data were treated using the following statistical tools: mean, standard deviation, t-test dependent, and rate.

Summary of Findings

Based on the analyses conducted on the gathered data, the different findings revealed in this study respective of its statement of the problems are summarized as follows.

1) The respondents were describe in terms of: a) Name b) Sex c) Age d) Grade level e) Section

As for the sex of the respondents, both female and male served as a respondent. As regards to grade level and section, all the respondents came from the 2 sections of the grade 12 students (12-Rizal and 12-Bonifacio). In terms of age, the mean age for the experimental and control group were 18.08 and 17.75 respectively. Since the value of the computed t is higher than the value of critical t which is 1.171, it implies that there was a significant difference between the members of the two groups.

2) How did the pretest performance of the experimental and control group compare?

The obtained mean of the experimental group was 33.17 with a standard deviation of 5.289.The obtained mean of the control group was 33.58 with a standard deviation of 5.551. The computed t-value of 1.796 was higher than the critical t-value of 1.717, this show evidence that there is a significant difference between the pre-test mean scores of the experimental and control group. This means that there was a difference between the prior knowledge of the students, however, they are chosen randomly and paired, through the cluster their individual score for the periodical test reached.

3) How did the posttest performance of the experimental and control group compare?

The obtained mean of the experimental group was 13.92 with a standard deviation of 13.083.The obtained mean of the control group was 17.42 with a standard deviation of 3.450. The computed t-value of 1.796 was higher than the critical t-value of 1.717, this show evidence that there is a significant difference between the posttest mean scores of the experimental and control group.

4) How does stereotype threat affect the performance of the Experimental group?

Based from the data gathered and interpreted, stereotype threat negatively affects the students' performances of the experimental group.

Conclusions

Based on the findings, the following conclusions were drawn:

1. Stereotype threat's effects on students' performance varied on individual perspective. Some students seemed to be motivated due to the urge to prove those who stereotype them wrong. However, some of them accepted the threat negatively and caused a lower performance.

2. Stereotype threat's effects on students' performance were negative on a general basis. In lowers the academic performance of the students in Research project. In worst case, it led to the skipping of the student on the long quiz.

3. Despite the lack of thoroughly induced stereotype threat to the experimental group, it seemed that the group performed lower than the control group. The scores on their pre-test serves as proof.

4. After the experimental group was exposed to stereotype threat, their originally low performance seemed to be lower. From the mean difference of 0.41 in the pre-test, it ballooned to 3.5 mean differences on the posttest. At both times, the control group has the higher mean score. This implies that stereotype threat greatly affect the students in a negative way.

5. After the students answered the questionnaires provided by the researchers, it can be concluded that most of the respondents, both from the experimental and control group had experience stereotype threat.

6. Inferiority complex was developed for most of the students who had been stereotype in the experimental group and in the control group. The stereotyping that happens does not necessarily mean that it was during the research alone but through the whole time the student started to feel stereotyped.

7. Based from the answers on the questionnaires provided, it can be concluded that a person that had experienced positive stereotyping tend to be at ease at first. However as the stereotype grows, as it sinks in trough his mind, pressure starts to build-up and the positive stereotype that he receives seems to be negative in the person's perspective.

8. According to the questionnaires answered by all of the respondents, both from experimental and control groups, other factors such as social media, teachers' approach and peer group affects their academic performance.

Recommendations

Based on the findings and the conclusions drawn, formulated recommendations were the following:

1. Reduce or Eliminate, if possible, the level of stereotyping to the students based from their sections.

2. Connect to the students and make them feel wanted in the class.

3. Show empathy to the students and let them feel that you will listen to their problems.

4. Use encouraging words rather than harsh words when lecturing a student.

5. Avoid setting limitations to a student's skills and talents just basing on the group they belong.

6. A parallel study on different school is suggested to further analyze the effects and solution to stereotype threat.

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