

Male teachers in home economics education: A systematic review in instructional practices, gender norms, and students' perceptions

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Abstract

Home economics education plays a crucial role to student lives' because it helps learners to develop essential knowledge, practical skills, positive attitudes, and competencies that are useful in their daily lives. Its function is not only enhancing students' technical abilities but also promotes responsible behavior and personal development. However, issues related to gender stereotypes, emerging instructional practices, and students' perceptions remain important concerns in Home Economics education. This study aimed to review published articles from 2021 to 2025 that examined gender norms, instructional practices, and students' perceptions in Home Economics education. There were 80 studies discovered. After applying the inclusion and exclusion criteria, 20 studies met the eligibility requirements which is included in the final systematic literature review. Three themes emerged: gender norms and stereotypes in home economics education, innovative teaching methods and their impact on student competencies, and students' perceptions of home economics education and its impact. The review reveals that positive attitude towards the gender equality is becoming increasingly prominent. Despite this, gender bias continues to impact teachers identify, student engagement and students' perceptions of Home Economics education. In addition, an innovative and student centered, technology-integrated instruction, experiential learning, and professional development contributes to outstanding teaching and students' practical skills. Whereas positive perceptions also foster involvement and increase the application of learned skills in practical contexts. Besides, it also highlights how crucial it is to ensure gender equality, improve teacher preparation, and implement and develop practices and creative strategies in home economics education. For educators, legislators, and researchers who wish to enhance various aspects of education, the evaluation implications are crucial.

Keywords: home economics education, gender norms, instructional practices, students' perceptions, systematic literature review

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1. Introduction

The progression of practical life skills, common sense, and values that fosters individual, family and community well-being is greatly enhanced by home economic education. This is a cross-functional subject that integrates an information from the discipline such as food and nutrition, clothing and textiles, household resource management, consumer awareness, financial literacy, health and sustainability. It equip students with a vast range of practical knowledge and skills from the basic essential household tasks, cooking, the food presentation and design, the proper cleaning, to laundry and ironing. More importantly it develops students' entrepreneurial mindset by encouraging creativity, innovation, and development of marketable products. However, Home Economics has long been perceived as a subject primarily intended to women. This gender stereotype may influence students' perceptions of the subject and affect their academic choices, discouraging some learners, particularly males, from pursuing Home Economics related programs despite that interest and abilities.

Male students and educators in Home Economics predominantly face gender biases, which might affect their professional identity such as the sense of acceptance, professional personality, and enthusiasm within the discipline. Hence, understanding gender norms function pertaining to Home Economics is pivotal for developing more an inclusive learning environments as education continues to evolve in an increasingly diverse society. Educational effectiveness plays a vital role in shaping students' learning experiences and academic outcomes. Innovative and pedagogical approaches emphasize student-centered learning through various experiential activities, collaborative learning, technology integration, and authentic assessments that fosters both the higher-order thinking skills and practical competencies. Various studies have shown that these teaching approach enhance learners' motivation, strengthen the problem-solving abilities, and improve the application of knowledge in real-world contexts. Consequently, examining the influence of pedagogical approaches on the achievement of learning outcomes remains a significant area of educational research.

Student's perspective toward Home Economics contributes to their engagement, confidence and perceived value of the subject. The students' enthusiasm regarding the subject are the factors that made it more motivated to engage actively in various learning activity, and apply the knowledge and skills acquired beyond the classroom. On the other hand, negative perceptions are associated with gender stereotypes and traditional belief potentially reducing students' interest and reinforce misconceptions in relevance to the subject's educational value. Hence, examining students' perception is crucial as it provides valuable insights in curriculum enhancement, strengthen instructional practices while promoting an inclusive and meaningful learning experiences.

Previous studies have extensively examined gender norms, various teaching methods and student perspectives. However, these areas have been explored independently rather than interconnected factors. Existing literature provides a limited integration on how gender dynamics impact teaching practices, and somehow shape students' perceptions of Home Economics. Moreover, there is limited empirical evidence in examining the experiences of male teachers as well as the evolving nature of gender roles in today's contemporary classrooms. Addressing these research gaps is crucial for curriculum development, a guide for more establish educational policy, enhance teacher preparation, and provide direction for future studies. Thus, this systematic literature review synthesizes empirical studies which published between 2021 and 2025 to assess the relationship among gender norms, student perceptions, and instructional strategies in Home Economic education. Drawing from research conducted across diverse educational contexts, it discerns methodological approaches, prevailing trends, research gaps, and practical implications for enhancing the leaching and learning practices while promoting inclusivity within the discipline.

Statement of the Problem- As home economics evolves into a more inclusive discipline, male teachers

continue to encounter challenges associated with gender norms, teaching practices and students' perceptions. This systematic literature review examines the existing accumulate research on gender norms, instructional practices, and students' perceptions in Home Economics education.

Objectives- This review seek to answer the following questions:

- Evident of gender norms and stereotypes in Home Economics education
- Instructional practices influence the teaching effectiveness and student learning in home economics education
- The perceptiveness of home economics education and its relevance
- Find trends, themes and research gaps in the studies on gender norms, instructional practices, and student perception
- Implications of the findings for Home Economics education

Significance to Researchers, Practitioners and Policymakers- The findings of this systematic literature review provide a substantial insight for researchers, educational practitioners, and policymakers through examining collectively the current evidence on the interrelationship among gender norms, instructional practices, and students' perceptions in Home Economics education. It identifies an existing research gap that can shape a future study while highlighting the need for an inclusive, student-centered, and technology-enhanced instructional approaches which fosters teaching effectiveness, student engagement, and practical life skills. Moreover, the findings provide evidence to inform a gender-equity-oriented educational policies, enhance professional development and teacher preparation, improve an access to instructional resources and promote an equitable involvement within the discipline. Cumulatively, these contributions strengthen the continuous improvement of Home Economics education by fostering an inclusive, relevant and high-quality teaching and learning experiences.

2. Methodology

The study employed an approach guided by the Preferred Reporting Items for Systematic Reviews and Meta-Analysis, the Systematic Literature Review (SLR). It provides a systematic and structured process for identifying, evaluating, and synthesizing the findings from an existing research. The review is dedicated to instructional strategies and students' perceptions in Home Economics education which includes key phases such as systematic literature searching, study screening, eligibility assessment, data extraction, quality appraisal, and thematic analysis (PRISMA, 2020). The Google Scholar and the Education Resources Information Center (ERIC) database was primarily used during the literature search. This is chosen as an extensive access to peer-reviewed research in education, specifically in areas for instance Home Economics, teaching practices, gender-related norms, and student attitudes.

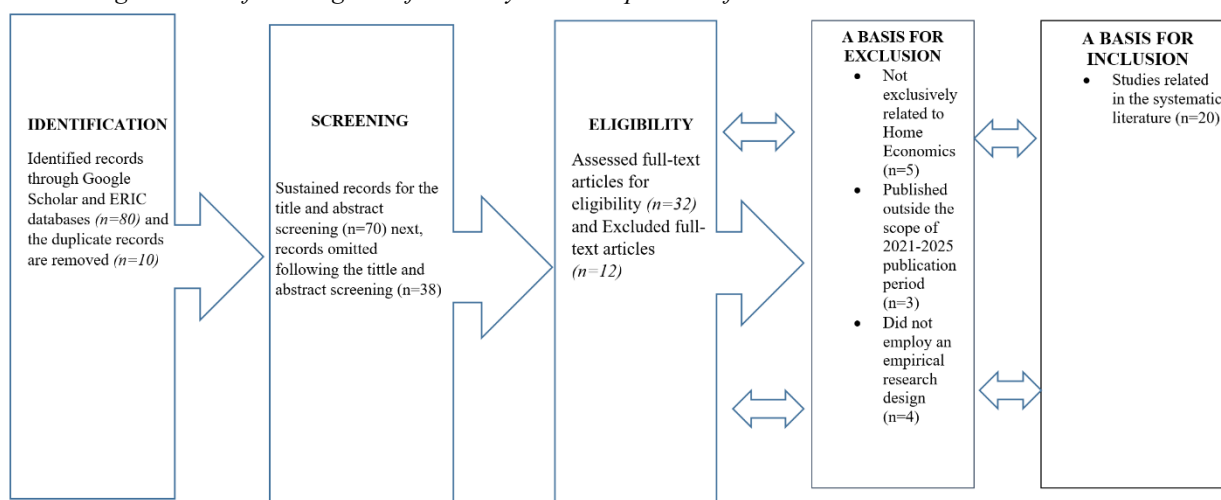
The combinations of key terms and Boolean operators (AND, OR) are the combinations used in the search strategy through Google Scholar and ERIC. Various core search phrases included are among the following key terms, home economics education, family and consumer sciences, gender norms, male home economics teacher, instructional practices, teaching strategies, students' and gender-based perceptions. To strengthen the search, filters were incorporated to include English-language only, peer-reviewed journal articles which is published between the window period of 2021-2025. Whereas, pre-screening of titles and abstracts showed which studies needs a full-text review for eligibility. Furthermore, the study screening process strictly complies in the PRISMA 2020 framework. All of the records which is being recovered through the databases were compiled, de-duplicated, and screened in stages.

After the thorough removing of the duplicates, the titles and abstracts were reviewed alongside the inclusion and exclusion criteria. The full texts of credible entitlement studies were then assessed in detail. The empirical, peer reviewed studies published during the span of 2021 and 2025 which investigates the following, gender norms, instructional strategies, and student perceptions the field of Home Economics education were incorporated in the

final analysis. The complete selection process in the PRISMA 2020 flow diagram illustrates the identification, screening, eligibility assessment, and the inclusion of the reviewed studies. The review incorporated a peer-reviewed empirical studies published in English between the year 2021-2025 and employed quantitative, qualitative, or even mixed-method approaches which solely focused on home economics or family and consumer sciences education, specifically in connection with gender norms, instructional approaches, and students' perceptions. Editorials, conference papers, commentaries, theses, dissertations, studies unrelated to Home Economics education were excluded.

The same data extraction template was used in the evaluation of the study. The authors' names, year of publication, the country of origin, research design, characteristics of participant, study objectives, sample size, data collection techniques, main findings, and thematic emphasis. Altogether, these details helped to create a table for study characteristics which is solely used in the thematic analysis. To clarify the findings included from the studies, thematic synthesis method was employed. Secondly, various Data were coded through recurrent concepts and organized to following comprehensive themes; Firstly, the Gender Norms in Home Economics Education, Secondly, Instructional Approaches in Home Economics Education. Lastly, the Students' Perceptions of Home Economics Education. Through this analysis, it emphasized the similarities and differences, methodology design, and the gaps in existing research showcasing the coherent overview of the recent evidence. As a results, searches in Google Scholar and ERIC accumulated 80 results, following the removal of ten duplicates, 70 titles and abstracts were carefully reviewed. There were 38 excluded which did not meet the inclusion criteria, while 32 full-text articles were carefully reviewed for eligibility purposes. In addition, due to limited relevance to the variable of interest there were also 12 rejected, also the publication outside the period within 2021-2025 nor did not report such empirical data.

Figure 1: The flow diagram of the study selection process of PRISMA 2020



Literature Matrix- The author/year, country, design, participants, variables, findings, limitations, and relevance to male teachers in home economics education, instructional practices, gender norms and student's perception were summarized in a literature matrix.

Author/ Year	Country	Design	Participants	Key Variables	Major Findings	Limitations
Jun 2021	South Korea	Q methodology	High school students	Gender norms	Students perceived male home economics teachers primarily based on competence, professionalism, and teaching effectiveness, although some traditional gender stereotypes remained.	Limited generalizability
Kim et al. (2024)	South Korea	Quantitative	Home Economics Teachers	Instructional Practices	Teachers at different professional development stages demonstrated varying perceptions of effective home economics instruction.	Context-specific findings
Jun (2024)	South Korea	Qualitative	Novice Home Economics Teachers	Instructional Practices	Mentoring, classroom management and professional identity influenced	Methodological differences

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					instructional effectiveness among beginning teachers.	
Ha (2025)	South korea	Quantitative	Pre-Service Home Economics teachers	Instructional Practices	Teaching methods courses significantly improved instructional competence and perceptions of effective teaching.	Limited scope
Hara & Rodriguez-Planas (2025)	Japan	Quasi-Experimental	Secondary school students	Gender Norms	Curriculum reform integrating Industrial Arts and Home Economics reduced traditional gender-role attitudes and promoted more egalitarian perspectives	Short-term evaluation
Dao et al. (2025)	Australia	Quantitative	Initial Teacher Education graduates	Gender Norms	Persistent gender imbalance continues to affect recruitment and completion of male Home Economics teachers.	Need for further research
Pendergas et al. (2025)	Australia	Survey	Home Economics teachers	Instructional Practices	In-field teachers demonstrated higher teaching self-efficacy that out-of-field teachers, emphasizing the importance of professional preparation.	Context-specific
Peñaflorida (2025)	Philippines	Descriptive	Home Economics educators	Instructional practices	ICT integration significantly enhanced pedagogical competence and teaching-learning practices	Results may vary across settings
Mangayayam & Java (2025)	Philippines	Descriptive	Home Economics educator	Instructional Practices	Adequate instructional materials positively influenced teaching practices and student performance.	Findings may not be universally applicable
Galicha & Java (2025)	Philippines	Descriptive-correlational	Home Economics teachers and students	Instructional practices	Video blogs produced significantly higher learning gains than traditional instructional videos	Evidence is limited to specific learning contexts
Jung & Lee (2024)	South Korea	Program development and validation	Nine home economics teachers (expert validators)	Instructional Practices	Developed and validated a 10-session-AI integrated Home Economics education program that enhance AI literacy and digital consumer competencies.	Require more robust evidence
Ogbonna et al. (2022)	Nigeria	Descriptive survey	57 home economics teachers, 50 education officials and 6,481 students	Instructional practices	E-learning supported Home economics instruction but was limited by inadequate teacher preparation, unstable internet connectivity, electricity, interruptions, and challenges in teaching practical skills online.	Context-dependent
Malama (2023)	Zambia	Descriptive survey	35 Home Economics lectures	Instructional Practices	Teaching effectiveness was constrained by inadequate facilities, insufficient funding, limited instructional materials, large class sizes, and overloaded teaching schedules.	Subject to contextual constraints
Ko and Jee (2023)	South Korea	Program Development	Middle school students	Instructional practices	Developed a 12-session Home economics program promoting housing value orientation, practical problem-solving, and independent living skills.	Requires broader evaluation
Janhonen, Olsson, and Waling (2025)	Finland	Qualitative	Teachers and students	Instructional Practices	Collaborative school meal activities strengthened participation, sustainability education, and authentic learning experiences.	Context-dependent
Andres (2025)	Philippines	Mixed methods	Junior high school students	Instructional practices	Effective home economics instruction significantly improved students' Practical life skills, with teacher expertise identified as a significant predictor of life-skills acquisition.	Limited in generalizability
David et al. (2025)	Philippines	Quantitative	Junior high school students	Students' perceptions	Students frequently applied home economics competencies in everyday life but reported lower confidence in advanced practical skills	Based on context-specific findings
Drnovsek and Lovsin Kozina (2025)	United kingdom	Quantitative	Sixth-grade students	Students' Perceptions	Students perceived home economics as highly relevant for developing everyday life skills and responsible decision-making	Based on self-reported perceptions
Canessa-Pollard et al. (2022)	United kingdom	Quantitative	Children	Students' perceptions	Occupational gender stereotypes influenced children's competence beliefs and perceptions of gender-appropriate careers, highlighting the importance of addressing stereotypes through education	Context-dependent
Shu et al. (2022)	China	Cross-cultural quantitative	Students	Students' perceptions	Gender stereotypes influenced students' beliefs about intellectual ability, emphasizing the importance of reducing gender bias in educational setting.	Context-dependent

Theoretical Framework- This systematic literature review is grounded in Social Learning Theory (Bandura, 1977), Gender Schema Theory (Bem, 1981) and Transformative Learning Theory (Mezirow, 1991). Through Social Learning Theory's perspective, students develop attitudes toward Home Economics by social interaction and observation which strengthens or challenge traditional gender stereotypes. While, gender schema theory emphasizes that socially constructed beliefs regarding gender, shape students' shape perceptions of Home Economics as a gendered subject, affecting participation and acceptance of male teachers. On the other hand, Transformative Learning Theory posits that student-centered and experiential learning process can overcome existing assumptions, promote an inclusive perspectives, and cultivate positive attitudes toward the discipline. Collectively, these theories provide a framework as a basis for understanding how gender norms, instructional practices, and student perceptions jointly shape teaching and learning in Home Economics education.

3. Discussion

The systematic literature review consolidate empirical research within the published year of 2021 and 2025 in relevance to teaching methods, student perspectives and gender norms in Home Economics education. The data demonstrates that these three areas are closely interconnected and impact the outcome of the instruction and learning outcomes. Besides, instructional methods gained the greatest attention, closely followed by student perspectives, and lastly gender norms. Generally, the findings showed that inclusive instructional practices, learner-centered pedagogies together with positive student perceptions of the subject enhance the educational outcomes while providing an adequate support to address the prolonged gender stereotypes within the discipline.

4. Conclusion

New about your study- This systematic literature review strengthens the growing body of knowledge through integrating recent empirical evidence in relevance to gender norms, instructional methods, and student perspectives in Home Economics education through a holistic synthesis. Whereas previous studies often assessed these dimensions separately, this review exemplifies how it influence the teaching practices, learning experiences, and educational outcomes. It also reveals research gaps, specifically the experiences of male Home Economics teachers and the insufficient examination of the three dimensions together. These findings provide a foundation for curriculum enhancement, professional development for teachers', future research and an informed educational policy that fosters an inclusive and effective Home Economics education.

Gaps Noted- Several limitations identified in the existing literature. Firstly, limited research which has directly explored the perspectives and experiences of male Home Economics teachers, in spite of growing attention toward inclusivity and gender equity in education. Next, numerous existing research depended on prevalence-based studies, showing a limited insight how student perceptions and instructional practices evolve over the period of time. Thirdly, the comparative studies that assessing Home Economics education in cultural aspects on different countries remain scarce. Lastly, a limited studies have jointly investigated the linked relationship among teaching methods, student perceptions and gender norms through a single research framework. To fill these gaps, employing mixed-methods and cross-cultural research of future studies to establish a more comprehensive understanding Home Economics education.

Importance of the Gaps- An inadequate attention given to the experiences of male Home Economics teachers hinders efforts to fosters a gender-inclusive teaching and challenge persistent stereotypes. In a similar manner, the predominance of prevalence studies provides only a scarce current condition and offers a limited knowledge into how various instructional practices and student perceptions emerge over the period. Hence, the scarcity of cross-cultural research also constrains the adaptability of the current findings across diverse educational contexts. Furthermore, assessing gender norms, instructional practices, and student perceptions, separately results in lack of an integrated understanding of its interconnected impact on teaching and learning. Addressing these gaps would yield more thorough evidence to support curriculum improvement, teacher professional development, and evidence-informed educational policies which foster an inclusive and effective home economics education.

Practical Educational Implications- The synthesized findings highlight some practical implications.

- *For Educational Leaders and School Administrators-* The findings highlight the role of educational leaders and school administrators in fostering an inclusive and high-quality home economics education through supporting a gender-responsive practices, providing an appropriate and adequate instructional resource, encouraging technology integration, and investing in teachers' professional growth. Wherein school leaders can create a holistic learning environment that improve the effectiveness of the teaching and enhance the students' learning experiences.
- *For Policy Makers-* The finding accumulates evidence which can guide a policymaker in strengthening gender-responsive educational policies, improving teacher preparation, and ensuring an equitable access to a quality learning resource. Supporting, an inclusive curricula, professional development, and technology integration that can help to enhance the quality and relevance of Home Economics education while mitigating gender stereotypes.
- *For Educators/Practitioners-* The findings emphasize the need for continuous professional development that equips every educator with inclusive, student-centered, and technology enhanced teaching strategies. It can strengthen teachers' instructional skills, address a gender bias related problem in the classroom, and enhance students' engagement, develop more the confidence, and the practical learning outcomes in the discipline of home economics education.

Significance of the Findings

- *For Educational Leaders and School Administrators-* The significant findings are crucial for educational leaders and school administrators as they provide a valuable insight into the importance of implementing an inclusive and high-quality home economics education. The results highlight the need to support gender-responsive approach, allocate adequate instructional resources, incorporate a technology-integrated, and invest in teachers' professional development. Through these significant efforts, school leaders can strengthen a holistic learning environment that enhances both teaching effectiveness and students' overall learning experiences.
- *For Policymakers-* The findings are significant for policymakers as they provide a thorough evidence that can establish the enhancement of gender-inclusive educational policies, equitable access to quality learning resources, and to teacher preparation programs. Through supporting the inclusive curricula, initiatives of investing in professional development, integration of technology, policymakers can improve the relevance and quality of Home Economics education while addressing a persistent gender stereotype within the discipline.
- *For Educators and Practitioners-* The findings are crucial for educators and practitioners as they highlight the value of the continuous professional development and the adaptability of an inclusive, student-centered, and technology-enhanced teaching strategies. Through these approaches, it can address gender-related biases in the learning environment, strengthen the instructional practices, promote student engagement, and improve the overall practical learning outcomes in Home Economics education.

Generally, the practical implications of this review emphasize the joint responsibility of educational leaders, policymakers, and educators in fostering the Home Economics education. Through promoting a gender-inclusive practices, supporting teacher development, providing enough resources, and encouraging an innovative instructional approach, stakeholders can strengthen in creating an equitable and holistic learning environment. These efforts are significant in enhancing the teaching effectiveness and student engagement while ensuring that Home Economics education remains relevant and responsive to the diverse needs of learners.

AI Use Disclosure- I used Quillbot (v44.66.0), and ZeroGPT.com in language editing. All outputs were reviewed, verified, and edited by the author/s including fact checking [fact-checking sources, validating code/results, redrawing figures]. No confidential or personally identifiable data were entered into AI tools. The author/s take full responsibility for the content.

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