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What Are the Effects of and How can Schools Cope with and Address the Misogynistic Views of Women Perpetrated by Andrew Tate and his Followers?

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Abstract

This paper examines the impact of a highly influential and controversial figure, Andrew Tate, whose negative influence on adolescent boys has become a growing concern in schools across the UK. Tate, an internationally known personality, is widely recognised for his misogynistic views and anti-women rhetoric. His behaviour and messaging have had far-reaching and troubling effects on teenage boys, particularly in how they relate to female teachers and classmates. The paper includes a literature review on the phenomenon surrounding Tate and his followers, alongside a small-scale study involving students in Year 1 of Advanced Level (A-Level) education. Findings suggest that while his direct influence may be declining, schools remain deeply concerned about the persistence and rise of misogynistic attitudes and aggression towards women, as exhibited by some male students. Currently, there appears to be insufficient support, guidance, and training available to schools, educators, and wider society to enable an effective response to the anti-female attitudes increasingly observed among some young men.

Keywords: Misogyny in Schools, Andrew Tate Influence, Teenage Boys' Attitudes, Gender Relations in Education, Anti-Female Behaviour, School Response to Misogyny

Introduction

Over the past few years the name Andrew Tate and that of his brother and his supporters, have been circulating, particularly amongst teenaged boys, who appear to feel that his promotion of masculinity and anti-female stance and beliefs, that women have gained too much power and influence in a world, which should be run by men, are the answer to their concerns about being male in the twenty first century. This self-professed saviour of men's

domination of the world, has affected groups of troubled young men, who feel left out and attacked by the rise in female status, taking over, what Tate professes as the right of men to rule. His misogynistic and sexist views, are now commonly repeated and his activities in Romania, where he lived with his brother, were targeted towards young men who, in many cases, feel threatened by the rise in what Tate believes, is an attempt by women to take over the leadership roles, which in his opinion should rightly be held by those of masculine gender. His influence has been widespread, via social media, his videos and his constant presence in the press. The problems this raises are many for example, how do parents cope with this outside influence on their sons, how do women respond to his views that women are chattels and play things for the use of the stronger sex, including the right to rape and sexually exploit females in any way? Further to this is the question. as how do schools react to the response of teenaged boys who believe, in many cases, that girls will not find them attractive, if they are not rich and that women are taking over the leadership roles of men and control is being lost by those of the male sex?

This misogynistic phenomenon has caused serious problems in schools, as female teachers have been attacked verbally and psychologically, by their male pupils, girls made to feel they are seen as inferior by their male classmates, who believe that too much has been given away to women across the world, who wish to subjugate men and take over male's rightful supremacy. This has resulted in all male support groups for Tate, springing up in UK secondary schools, in order to counteract the rise of girls and women in educational achievement and in society (Barlow, 2025). His appeal to young men is, according to Feltham (2024) that it is not Tate's sexist views on women and their role in modern life that influences his followers, but his success in earning money and his confidence that his advice can help other males to be financially successful too.

However, much concern has been expressed by media, news reports and worried parents that Tate's 'twisted' views of women are an extremely bad influence on teenaged and vulnerable young men. (Smith, 2022, Thorburn, 2022). Online videos produced by Tate and his verbal comments, put forward the idea that women were and still should be, the property of men and that crimes such as rape are the fault of women. This resulted in his output being banned by much of the media, but that material continues to circulate online, between groups and individuals. Women are seen as a threat to men as the leaders of society and that women should be blamed, for not taking their rightful place in society that is, obeying their masters, men. Living with his brother in Romania, Tate was eventually arrested for rape and people trafficking. This did not however, prevent his misogynistic views from taking over the beliefs of many teenaged boys, who admired his success and ability to accumulate wealth. Tate plays on boys' concerns that they will not be attractive to women unless they are rich and that women should be second to men in all things, in the lives of both sexes. Success

and above all, his financial acumen, appear to be what attracts impressionable boys (Fazackerley, 2023). As a result, there is concern over the 'Tate effect' in schools. Moore, (2025) discusses the effect of what he describes as the 'Andrew Tate phenomena' fuelling waves of misogyny in schools. Teachers this author claims, should be warned that this rise of anti-female feelings, which now includes challenging behaviours from boys, is a still causing problems in schools and is adversely affecting relationships between males and females, both staff and students.

Effects in schools.

Cassidy (2023) writes about the strong influence Tate has on boys, who follow his speech mannerisms and philosophy and parents have spoken out about the rising aggressiveness of boys towards women and how influenced they are by Tate's attitudes and beliefs. This author mentions the charity, Hope not Hate, which campaigns for justice and discovered that, eight in ten boys aged sixteen to seventeen had read Tate's work and that forty-five percent of men in Britain aged 16-24, had positive views of him, whilst only 1 % of British women aged 16 -17 held a similar opinion.

Teachers across the country are showing concerns over the adverse effect of the Tate phenomenon and as a result, teacher unions have reacted to their concerns. Nearly 6,000 teachers responded to a poll conducted by the NASUWT teaching union, and nearly three in five respondents (59%) said they believe social media use has contributed to a deterioration in pupils' behaviour. During their conference, union representatives discussed how schools and teachers could respond to the threats posed by extremist groups via social media. The findings come as part of the Union's annual report (Sky News 19.04.2025). Individuals from amongst the 5000 delegates, produced many examples of the negative effect of the Tate message and how it is affecting students' behaviour and opinions. The Head of the Union made the point that schools and teachers could not be alone in efforts to overcome Tate's negative effects and that more support for schools and teachers was required from other agencies, including the government. The response from the DfE was positive and discussions occurred over the provision of material to counteract the Tate story, including teenagers being encouraged (even by the current Prime Minister) to watch in school a Television Documentary produced by Netflix *Adolescence,* including scenes showing misogyny and violence towards women.

Additionally, the Relationships and Sex Education curriculum guidance document, also raises queries about abuse and anti-female beliefs held by some males. However, despite the Netflix video being made free to secondary schools, talking about Tate and his beliefs has to some extent been banned, or at least, schools advised not to raise the subject with pupils. This reaction of not discussing Tate and his influence with pupils, started with guidance from the DfE in 2023, not to introduce it into the classroom (Fazakerley, 2023). However, recently there have been increasing demands from schools for help and guidance from the DfE as to how to address this

problem, but so far little effective response has occurred. However, a small charity based in Rotherham has been trying to support schools in working against the misogynistic material put forward by Tate and has been as a result, inundated with requests from schools for help. They, unlike the DfE, are not sweeping the problem 'under the carpet'! They are facing requests from schools as how to cope with violent and sexist behaviour from boys, even young ones in primary school, whose attitude to girls and women seems to be strongly affected by Tate's anti-female feelings which it appears are sometimes supported by their fathers.

The desire from schools for support and materials, has been increasing and Wood (2025) the Education Editor of The Telegraph, raised the pleas being heard from teachers demanding help to counteract 'manosphere guidance' to challenge the influence of Tate. This is not a new problem in UK schools, as for many years there have been concerns over the teaching of relationships and sex education, particularly to boys (Hilton, 2021).

Hodgson (2025) points to the verbal abuse suffered by female staff in schools, which is at a far higher rate than that suffered by male staff. One in in four female teachers surveyed by the union NASUWT said they suffered verbal attacks from pupils several times a week. Thirteen percent of female staff suffered abuse daily, compared to 9.8 percent of male teachers. Many staff who responded to the union's survey identified the influence of Andrew Tate and his supporters on social media as a key factor behind the problem. Some boys were reported to be mimicking Tate's behaviour, imitating actions seen in videos circulating among male pupils.

A significant rise in misogynistic behaviour was noted by numerous respondents—for example, boys refusing to engage in conversation with female teachers.

Hepburn (2025) had raised the question of the need for serious consideration of violence against women and girls in schools, made in a briefing to Members of the Scottish Parliament. Change was essential as violence and misogyny were rising fast in Scottish schools. Concerns have been expressed by the present government and the Prime Minister that schools need to challenge the anti-female bias of Tate and his followers, but as yet there have been few positive effects, or strong efforts form the DfE to address this problem.

King-Hill and Russell (2023) had already raised the problems faced by boys in present society, suggesting that a change was urgently needed to make boys feel less rejected and that if boys were feeling so out of touch with modern expectations of men and women in our society, we, as a nation have seriously failed them. Change these authors said is essential and parents, carers and those involved with the raising of boys, urgently need support, guidance and help to aid boys in rejecting some modern expectations of what it is to be male. They call for an urgent assessment of the current relationships and sex education and health education guidance, so that boys can feel included and not feeling pressured, using merely the words ex-

pected of them, when discussing male/female issues, which is an essential part of the growing up process, but not always addressed in what they these authors term a safe space. A focus on boys they claim is needed urgently, in order to prevent problems escalating and boys paying only lip service to the ideas that refute the theories of Tate and his perceptions of equality between the sexes.

Research Methodology

The research used a qualitative approach, as the opinions and ideas of individuals was required (Cohen Manion and Morrison, 2011) and the opportunity to freely discuss with others their opinions on the question of Tate's influence on young men. It was important to hear the ideas of both males and females, but in a small group, as that format would be less intimidating for the participants, allowing them to express themselves freely. Therefore, a focus group design was adopted (Denscombe, 2003) and a small group of first year A Level students, 3 females and 3 males from a local secondary school, to the north of London, in the county of Hertfordshire, were approached and asked if they would be willing to answer questions about the Adrew Tate phenomenon. This was ethically possible without parental permission, as all the respondents were aged sixteen or over. Two of the participants were known to the researcher who had a relaxed relationship with them, having known them since childhood. They were happy to approach other students to ask them to join the focus group discussion. This took place in the house of one of the students, in order to encourage a relaxed and open atmosphere for discussion. This age group was purposely sampled as they appear, from the literature above, to be across the UK, well aware of Tate and his beliefs.

The questions were designed to explore the participants' knowledge of Andrew Tate's activities and beliefs, including the material he presents on social media and his notoriety on news programmes. The students were asked about Tate's influence on boys in their school, if it had in their opinion, increased or decreased of late and how students and staff responded. In particular, they were asked if the topic had been raised in PSHE lessons or Form Time. It was important to discover if there were differences of opinion in the group related to them being female or male, so care was taken by the researcher to encourage all to express their opinions and not allow any domination of the discussions by individuals or one gender group. The sample size was small, but deliberately chosen to be so, as the researcher believed that would enable a relaxed atmosphere and encourage all participants to contribute to the discussion.

The respondents were relaxed, interested and willing to talk in the randomly chosen, to some degree self-elected, group, all of them knew each other well. All had heard of Tate and his ideas and clearly demonstrated in their verbal responses, that his attitudes and beliefs were clearly un-

derstood by their age group and also by younger students. They were an ethnically mixed group, common in this area of the county. The school is well thought of by parents and popular as a choice of secondary school from a wide circle, extending well beyond the physical school itself, as its students come from an extended area.

The respondents volunteered when asked, to take part in the discussion and many more had also expressed interest in the subject under discussion, demonstrating clearly the widely held knowledge of Tate and his opinions and behaviour. The group when questioned, all believed that Tate's influence had lessened somewhat of late, due to the charges against him of people trafficking and rape. There had been some discussion in school, on a casual basis, on his beliefs and claims about women and men's inability now it appears, to control relationships and the effects of that on men's status in the world. They were somewhat shocked by his notoriety – especially the three women, who were appalled by his attitudes toward women and his belief that they were inferior to men in many ways. To some extent, they were amused by these, what they considered 'foolish' ideas and strongly rejected them, though acknowledging that other people might be influenced by them. The males in the group showed agreement with their female fellow students.

However, it might well have been that they were, to some extent afraid to refute the strongly held views of the three girls, who were confident in expressing their dislike and disgust at Tate's opinions of women and their rights. Little it appeared, had been said at school, about Tate's influence on boys and the group were shocked to hear, that the DfE had previously advised schools not to raise this topic in PSHE lessons. They all thought that such views as those professed by Tate and his followers, should be discussed and challenged. All students had received PSHE teaching in the years before they entered the sixth form and their experiences were varied. One female teacher was praised by all those in the group she had taught (4) as she was relaxed and ready to listen to their views. One teacher however, a male had not been so ready to respond to questions, or discuss students' opinions. Two of the male respondents, believed his input was of little use whatsoever, particularly in the discussing of issues which were difficult or controversial. He 'skimmed the surface' one said and did not 'seem to be ready to listen to, or discuss pupils' ideas, at some points in lessons walking out, leaving the class to do it for themselves'. Some discussion took place as to why male teachers seem to have more difficulty in discussing such issues and the question of the need for much better preparation of teachers to deal with delicate and challenging material was engaged in enthusiastically. They were as a group, somewhat disturbed to know that many teachers involved as form teachers, that is, responsible for the well-being of pupils in their form, are often expected to teach PSHE with little or no initial training. This they thought was very wrong and that all teachers should have good training in how to deal with these delicate issues of

relationships, sex and the male/female debate. One student said she was lucky as she could talk to her parents openly about such things and they were willing to listen to her opinions. However, she mentioned some friends who had parents who refused to discuss matters they thought too 'adult and grown up' for their own children and how difficult that made learning about controversial material, for students whose parents were not open in their discussions. One female raised the question of her father's attitudes to women, 'really out of date' she said. 'He goes on about women's place is in the home etc. and thinks cooking is a woman' job'.

Conclusion

From the literature available and from the respondents, who so enthusiastically took part in the discussion about Tate and his effects on both sexes, which was negatively viewed by all the respondents, it appears that Tate's influence is declining in some areas, but misogyny is still apparent and certainly many females and some males are appalled by such outdated and stereotyped beliefs. Indeed, recent evidence from the NASUWT of female teachers' experience in schools and the concerns voiced by some parents, supports this concern. One issue however, seems to be ever present, despite the DfE and the PSHE Association and other bodies, who attempt to help the teaching profession in working with such difficult and challenging material, it appears many teachers are still not well prepared. All these teachers are working. in most cases, with their own subject specialism, particularly in secondary schools, but then with little training are expected to teach about highly controversial issues and in the cases of female teachers, find that social media influences may still be corrupting boys' attitudes towards female's status in the profession. This is not a new situation, PSHE has long been the side-lined, neglected area in students' education package, often taught by people with little training, no desire to teach it and an inability to support students in discussing delicate subjects that can cause conflict.

For years, those training teachers have asked that either all teachers should receive good training in this area of relationships, sex and health education, or only those properly trained as specialists should be allowed to teach these subject areas. PSHE and relationships education has for years been one of the so-called, Cinderella subjects, the poor relation in the education package offered to students. Little seems to have changed. The Andrew Tates of this world—and there are many—continue to influence vulnerable young people with ease, especially through social media. Although some recent evidence suggests his influence on teenagers is declining at present, this whole area of education needs to be examined in more depth and Ofsted told to include PSHE teaching standards and how women teachers are treated by male staff and students in the schools they inspect. However, at present the controversy over the rewriting of the Ofsted inspections

protocol, is unlikely to achieve this specific aim of improving the attitudes of males, particularly teenaged boys in schools, towards the females who teach then and who study with them.

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