

**VOLUME - VI, ISSUE - I, PART - I,
SEPTEMBER - 2017 TO FEBRUARY - 2018**

IDEAL

**Peer Reviewed UGC listed
Journal No.: 47026**



Ajanta Prakashan
Aurangabad. (M.S.)



ज्ञान-विज्ञान विमुक्तये

**AN INTERNATIONAL MULTI DISCIPLINARY
HALF YEARLY RESEARCH JOURNAL
ISSN - 2319 - 359X
Impact Factor: 4.08 (www.sjifactor.com)**



CONTENTS OF PART - I



Sr. No.	Name & Author Name	Page No
10	Antibacterial Activity of Crude Extracts of Stem of Euphorbia Hirta L. using Different Solvents against Escherichia Coli and Staphylococcus Aureus Indu Kumari	74-79
11	The Study of Possible Changes in Gender Stereotypes of Male Adolescents after Basic Gender Education Ms. Amruta Sahasrabudhe	80-86
12	Emerging Issues in E-Agriculture: A Review Ankita Hiralal Katkar	87-93
13	Role of Effective Employee's Participation in Overall Organizational Development Miss. Sachita Bharamappa Rudrapuri Smt. Vidyavahini Wagh	94-104
14	International Multidisciplinary Conference on Emerging Issues in Agriculture Economics Reena Nandlal Ganvir	105-111
15	An Analysis of Emerging Issues for New Educational Curriculum in Law in India Dr. Ramesh G. Panhalkar	112-118
16	An Empirical Investigation in Understanding the key Factors Influencing Behaviour of Individual Investor in Indian Equity Market S. Nagalakshmi Dr. P. Shyamala	119-132

11

The Study of Possible Changes in Gender Stereotypes of Male Adolescents after Basic Gender Education

Ms. Amruta Sahasrabudhe

Assistant Professor, Dept. of Psychology, Nagindas Khandwala College.

Abstract

Gender is the socially constructed characteristics of women and men – such as norms, roles and relationships of and between groups of women and men. It varies from society to society and can be changed. The present study was aimed at determining if there is any difference in the way gender roles are viewed by adolescent males before and after a gender education session. The result indicated that adolescent males did hold more traditional and stereotypical gender role perception which showed significant changes after gender education session.

Keywords: Gender, adolescent, perception, difference, gender education

1.1 Objective of the study

The objective of the following study was to find out if there is any significant difference in perception of gender roles and gender appropriate behaviours of male adolescents before and after a gender education session.

1.2 Review of Literature

World Health Organization has defined 'gender' as 'the socially constructed characteristics of women and men – such as norms, roles and relationships of and between groups of women and men'. It varies from society to society and can be changed. The terms 'Gender' and 'Sex' are often used interchangeably. However, these two terms have much different connotations. Sex typically refers to sexual anatomy and sexual behaviour, whereas gender refers to the perception of maleness or femaleness related to membership in a given society. (Feldman, 2016). A newborn's sex is assigned as either male or female, based on their genitals. Once a sex is assigned, the child's gender is presumed. Differences in the ways males and females are treated begin at birth, continue during the preschool years, and extend into adolescence and beyond.

Dimensions of Gender

While one's gender may begin with the assignment of his/her sex, it doesn't end there. A person's gender is the complex interrelationship between three dimensions:

Body: Our body, our experience of our own body, and how others interact with us based on our body. Bodies themselves are also gendered in the context of cultural expectations. Masculinity and femininity are equated with certain physical attributes. This gendering of people's bodies affects how they feel about themselves and how others perceive and interact with them.

Identity: Gender identity is our internal experience and naming of our gender. A Cisgender person has a gender identity consistent with the sex s/he was assigned at birth. A transgender person has a gender identity that does not match the sex s/he was assigned at birth.

But gender is a spectrum, and not limited to just two possibilities. A child may have a Non-binary gender identity, meaning they do not identify strictly as a boy or a girl – they could identify as both, or neither, or as another gender entirely. Agender people do not identify with any gender.

Expression: How we present our gender in the world and how society, culture, community, and family perceive, interact with, and try to shape our gender. Gender expression is also related to gender roles and how society uses those roles to try to enforce conformity to current gender norms. Typically everything is assigned a gender—toys, colours, clothes, and activities are some of the more obvious examples.

Each of these dimensions can vary greatly across a range of possibilities. A person's comfort in their gender is related to the degree to which these three dimensions fall in harmony. By the age of two, children consistently label themselves and those around them as male or female.

Preschool - Age children often have very stern ideas about how boys and girls are supposed to act. Their expectations about gender-appropriate behaviour are even more gender-stereotyped than those of adults and may be less flexible during the preschool years than at any other point in the life span. (Feldman, 2016). Like adults, preschoolers expect that males are more suitable to have traits involving aptitude, independence, vigour, and competitiveness. In contrast, females are viewed as more likely to have traits such as tenderness, expressiveness, nurturance, and submissiveness. Although these are expectations, such expectations provide the

lens through which preschool-age children view the world and thus affect their behaviour as well as the way they interact with peers and adults. (Feldman, 2016).

Various perspectives have tried to explain the source of gender-matching perceptions and behaviours. Some of them are-

1. **Biological perspective-** Biological characteristics associated with sex might themselves lead to gender differences. Hormones have been found to influence gender-based behaviours. Girls exposed to unusually high levels of *androgens* (male hormones) prenatally are more likely to display behaviours associated with male stereotypes than are their sisters who were not exposed to androgens. Similarly, boys exposed prenatally to atypically high levels of female hormones are apt to display more behaviours that are stereotypically female than is usual.
2. **Psychoanalytic Perspective-** According to Freud, during *phallic stage of psychosexual development*, boys start to identify more with their fathers and girls start identifying more with their mothers. Identification is the process in which children attempt to be similar to their same-sex parent, incorporating the parent's attitudes and values.
3. **Social Learning Perspective-** Social learning approaches see children as learning gender-related behaviour and expectations by observing others. Children watch the behaviour of their parents, teachers, siblings, and even peers. Books and the media, and in particular television and video games, also play a role in instilling traditional views of gender-related behaviour from which preschoolers may learn. Television also presents men and women in traditional gender roles.
4. **Cognitive Perspective-** In order to establish gender identity, children develop a gender schema, a cognitive framework that organizes information relevant to gender. For instance, preschoolers use their increasing cognitive abilities to develop "rules" about what is right and what is inappropriate for males and females. According to *cognitive-developmental theory*, proposed by Lawrence Kohlberg, rigid gender schemas are influenced by the preschoolers' erroneous beliefs about sex differences. Specifically, young preschoolers believe that sex differences are based not on biological factors but on differences in appearance or behaviour. A boy may think he could turn into a girl if he put on a dress and tied his hair in a ponytail. However, by the time they reach the age of four or five,

children develop an understanding of *gender constancy*, the awareness that people are permanently males or females, depending on fixed, unchangeable biological factors.

Gender Identity during Adolescence

Gender identities which start establishing themselves during preschool years, reconcile by the time children reach adolescence. Going beyond obvious physical differences, gender perception colours psychological differences as well like those in self-esteem, ideas of friendships, romantic relationships, risk-taking behaviour etc. For e.g. one of the reasons why girls have been found to be affected by depression more than boys is because, it is seen more acceptable and in line with 'how a girl should be' than for a boy. Also, risk taking is more seen in boys as it's seen as one of the 'manly' characteristics compared to girls.

Role of Culture- In Asian cultures, which rests more in patriarchy, the ideal male is perhaps seen as competent, stable, tough, confident, strong, accomplished, non-conforming, aggressive and is the leader. The ideal female is perhaps seen as warm, emotional, kind, polite, sensitive, friendly, fashionable, gentle, soft and is the follower. Research also shows that these stereotypes create dangerous consequences that limit a person's full potential and well being. Men and women, because of these stereotypes, are forced to ignore their personality traits, temperament and unique characteristics that make them who they are. Instead there is always a tendency to conform to the cultural notions of 'masculinity' and 'femininity'.

There may be several men who are soft & gentle in their temperament, who love to cook and are often bombarded by our society for not being charismatic and extroverted. On the other hand, there may be several women who are naturally extroverted, brave and tough and they are bombarded by our society for not being gentle & submissive. Exaggerated differences between men & women, most of which are researched to be individual differences, are glorified and generalized as gender differences.

1.3 Hypotheses

Null Hypothesis: There is no difference in the perception of gender roles and gender appropriate behaviours of male adolescents before and after a gender education session.

Alternate Hypothesis: There is a difference in the perception of gender roles and gender appropriate behaviours of male adolescents before and after a gender education session, i.e. after gender education session, participants will score lower on the scale 'Gender Perception'.

1.4 Tools

A self-constructed questionnaire by the researcher named 'Gender Perception' was used in order to collect responses from the subjects. The questionnaire contained 15 test items and had a 5 point Likert rating scale. The lowest possible score was 15 and highest possible score was 75. The test items were based on everyday instances of gender expectations from self, parents and peers and they were framed in such a way that higher the score, more traditional and stereotypical gender-perception a respondent is presumed to have.

1.5 Methodology

1. The questionnaire 'Gender Perception' was given to 35 male adolescents. All the adolescents were from the age group of 18-20; were students of the same educational institute, were from the same vicinity and belonged to the similar socio-economic background.
2. A session on 'Basic Gender Education' was taken with all the participants.
3. The same questionnaire was administered on the same group after the session to notice the changes, if any.

1.6 Statistical Techniques

The statistical measures employed were - Mean, range, standard deviation & t-test.

1.7 Results and Discussion

35 male adolescents were given instructions for attempting the 'Gender Perception' questionnaire. All of them cooperated throughout the administration. The responses were scored, evaluated and explained to them.

In testing before the awareness session, the highest score was 51 and lowest score was 20; hence the range was 31. Standard deviation was calculated to be 10.47. In case of testing after the awareness session, the highest score was 42 and lowest score was 18; hence the range was 24. Standard deviation was calculated to be 8.47.

The mean score for testing before gender education session was 37.77 which was higher than that for post session which was 33.08. In order to know if the difference between means of the two groups of scores was statistically significant, t-test was calculated. The t value was 7.08, which was found to be significant at 0.01 level. Thus, the alternative hypothesis, 'there is a difference in the perception of gender roles and gender appropriate behaviours of male

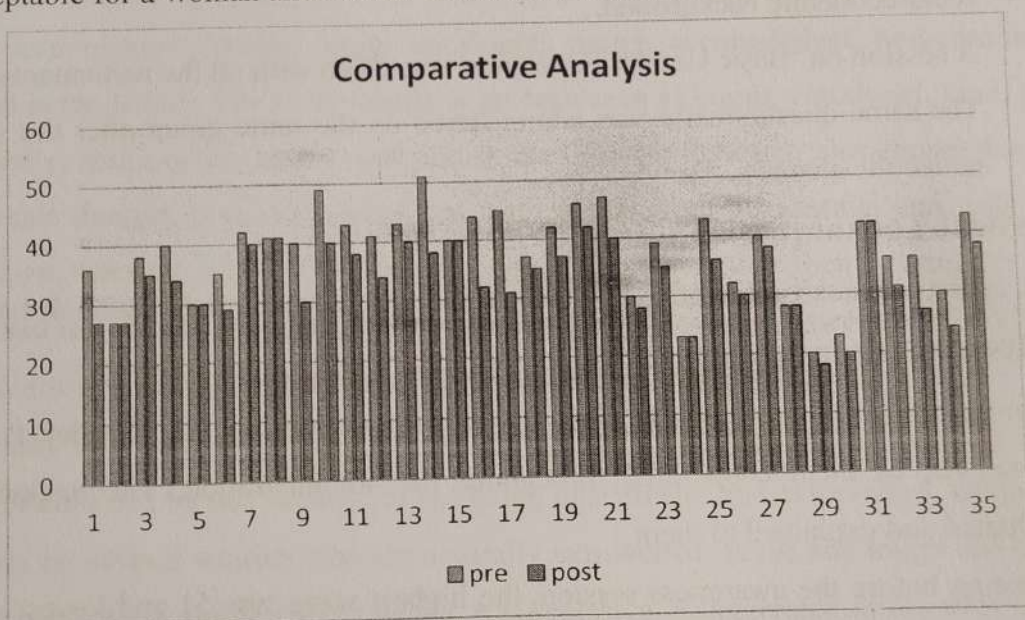
adolescents before and after a gender education session' was retained and null hypothesis was rejected.

	Pre	Post
Mean	37.77	33.05
SD	10.47	8.4

Table 1. Comparative analysis of the participants' scores pre and post awareness session

Ancillary Observations

In the interaction post data collection, it was found that, adolescents did hold prejudiced and stereotypical views about gender roles. For e.g. many boys admitted that they want to marry a woman who holds a job but should be less earning than them. They also admitted that child-caring is essentially a woman's job. There was an overall agreement that crying in public should only be acceptable for a woman and not for a man as it's assumed to be a sign of weakness.



There was also a lack of general knowledge about hormonal and anatomical differences between males and females. For e.g. 90% of boys did not know the biology behind menstrual cycles and assumed that girls are simply 'impure' during those days.

When the sources of these erroneous beliefs were traced, most adolescents stated that they have learnt from their parents and peers. However, gender perception is not an irreversible tendency. The significant changes in scores post gender education session hint that it is necessary to provide sex and gender education to children during middle childhood and adolescence. In the post-task discussion, it was found that participants were curious to know

more about the concept of gender, sources of gender perception and related things. They also showed willingness to change their beliefs if scientific and realistic information was available.

Practical Implications

The findings suggested that there is a need to impart basic sex and gender education to young girls and boys to inculcate unbiased gender perception. It can also be difficult to change stern gender perception during adulthood and hence, a person's behaviour is likely to get affected by his/her gender stereotypes. Hence, the concept of androgyny (considering a human being regardless of his/her gender) needs to be instilled during the growing years of age.

Methodological issues

- The study was conducted on adolescents of similar socio-economic background. It could be more expanded by including adolescents from diverse socio-economic backgrounds.
- The study could also be expanded by including female adolescents to make more conclusive comparisons.

1.8 Conclusion

Thus, it was found that there is a difference in gender role perception of male adolescents before and after a gender education session.

1.9 References

- Feldman, R. (2015) . *Development across life span*. Pearson publication (7th edition) 235-289.
- Gregory, R. (2003) *Women and workplace discrimination*. Rutgers University Press, 1-5
- Joshi, M. and Prabnu, V. (2004). *Social Psychology*. Vipul Prakashan (3rd ed), 224-226.
- Hayward, C (2003). *Gender differences at puberty*. Cambridge university press (1st edition). 93-99
- <http://www.who.int/gender-equity-rights/understanding/gender-definition/en/>
- <https://jyx.jyu.fi/dspace/bitstream/handle/123456789/46309/URN:NBN:fi:jyu-201506132317.pdf;sequence=1>
- <https://www.plannedparenthood.org/learn/sexual-orientation-gender/gender-gender-identity/what-are-gender-roles-and-stereotypes>

Contact for Subscription

Ajanta Prakashan

ISO 9001:2008 QMS/ISBN/ISSN

Vinay S. Hatole

Jaisingpura, Near University Gate, Aurangabad (M.S.) 431 004,

Cell : 9822620877, 9579260877 Ph: 0240 - 2400877

Email : ajanta1977@gmail.com Website : www.ajantaparakashan.com