Attitude Towards Gender Roles in Relation to Self-concept and Fear of Negative Evaluation Among Young Adults

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CERTIFICATE

This is to certify that the dissertation entitled, "**Attitude Towards Gender R oles in Relation to Self-concept and Fear of Negative Evaluation Among Young Adults**", is a bonafide record   submitted by Ms. GEETHANJALI SARASAN, Reg.no. SM20PSY008, of St. Teresa's College, Ernakulam under my supervision and guidance and that it has not been submitted to any other university or institution for the award of any degree or diploma, fellowship, title or recognition before.

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External Examiner 2:………………………………..

Internal Examiner: …………………………………

DECLARATION

I, Geethanjali Sarasan, do hereby declare that the work represented in the dissertation embodies the results of the original research work done by me in St. Teresa's College, Ernakulam under the supervision and guidance of Ms. Ann Joseph, Assistant Professor, Department of Psychology, St. Teresa's College, Ernakulam, it has not been submitted by me to any other university or institution for the award of any degree, diploma, fellowship, title or recognition before.

Place: Ernakulam Geethanjali Sarasan Date: 30/05/2021

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Thanking you

Geethanjali Sarasan

Table of Contents

Abstract

The aim of the study was to explore attitude towards gender roles in relation to self-concept and fear of negative evaluation among young adults and to investigate gender differences among adults with respect to these variables.

The sample group consisted of 209 young adults (87 men and 122 women) who were from the state of Kerala. The present study is quantitative in nature. The tools used assess the sample included the Attitude towards gender roles (H.U Journal of education, 2011), Robson Self-Concept Questionnaire (Robson, 1989), and the brief Fear of negative evaluation (Carleton, Collimore, McCabe, & Antony, 2011; Rodebaugh et al., 2004; Weeks et al., 2005).

The data was analysed by computing descriptive statistics, Pearson Correlation and Independent sample t-test. The results of the study indicated that, in young adults, attitude towards gender role is positively correlated with self-concept and attitude towards gender role is negatively correlated with fear of negative evaluation. Self-concept is negatively correlated with fear of negative evaluation.

It was also observed that among young adults, women have higher egalitarian attitude compared to men, and men are more likely to have better self-concept and increased fear of negative evaluation than women.

Keywords: Attitude towards Gender Roles, Self-Concept, Fear of Negative Evaluation, Young Adults, Genderdifferences.

CHAPTER -I

INTRODUCTION

Additional structural conditions such as the women with high level of education and high income earning potential might be necessary pre-requisites for such families to exist. (Risman, 1998)

Gay and lesbian couples also are less likely to organize their lives in gendered ways because they do not have the ease of creating gendered pattern of behavior on the basis of a person's sex category. The research found that lesbian couples are more likely to share house work since obviously one person is not delegated to the housekeeper role on the basis of her sex. (Baber and Aleem, 1992)

Gender is constructed in individual, interactional and structural ways to create the environmental constraints and opportunities that usually benefit men more than women. Gender does not however, affect families lives is isolation. More research is beginning to explore how gender interacts with other characteristics such as race, ethnicity, sexual orientation and social class ti affect diverse4 family experience. (Coltrane, 1998).

Gender has been identified as all the habits, roles, conditions and duties of social and cultural movement that are necessary in a society regardless of one's biological sex (Zeyneloğlu, 2008). It needs the men to review their traditional male identities, cultivate new habits, and reshape their relationships with women to create a culture focused on gender equality (Connell, 2016). Gender is said that it is just a means of emphasizing the societal roots of the subjective roles of men and women (Scott, 2007). While there are certain gender with specific traits, the role of society assigned as a person will vary over time (Gümüşoğlu, 2008). Gender refers to people's perception of the individual or it can be the positions given to the individual by society according to the individual's biological characteristics (Vatandaş, 2007). Gender should not apply to the anatomical features that allow men and women to vary, but to social characteristics of men and women (Giddens, 2008).

There are multiple scientific viewpoints on the gender roles. Gender role theories show the viewpoints on distribution of the positions that underlie gender inequalities (Keskin & Ulusan, 2016). The psychoanalytic theory of Freud is based on the fact that, human actions cannot be described by the cognitive mechanisms alone, but subconscious must also be investigated by psychology (Yapıcıoğlu Ayaz, Kıvanççı, & Safarov, 2019). It is one of the first scientific examples of gender role development. Biological Hypothesis maintains that in the shaping of the actions, biological features are decisive and it implies that the different male and female brain systems induce the different cognitive functions (Çıtak, 2008). The

theory of social learning centers on the thesis that gender-related social roles are distinct and that interpersonal gender role differences emerge from these multiple social roles. Neither women nor men have been natural traits, with the lessons in the process of socialization the distinction occur (Bussey & Bandura, 1999; Schmitt, 2003). According to the Interactive Model, the gender-related behaviors of individuals are dictated by the personal decisions, desires and behaviors of others (Deaux & Major, 1987). In other words, it implies that several variables influence gender-related social activities, that they are versatile and that they rely on the context (Dökmen, 2018). The hypothesis suggests that through socialization, gender roles are acquired later. It retains more control for/on the part of women (Deikman, Eagly, & Kulesa, 2002).

Determining attitudes towards gender roles would lead to the introduction into university's material of more feminist viewpoint (Zeyneloğlu & Terzioğlu, 2011). Males and females are specifically segregated from each other in a system which varies from culture to culture, and men gain a preference role over women (Ridgeway and Smith-Lovin, 1999). As a product of power dynamics in multiple dimensions, gender inequality arises from understanding of men and women by the society (Akın & Demirel, 2003). The inherent disparities between the males and females are not explanation for the development of the idea of gender discrimination. As a matter of fact, the definition of inequality does not contain these disparities. Unfairness is not inherent, it is needless and unequal disparities that can be prevented, according to Şimşek (2011). Racial disparity is embedded in the perceptions of women and men in society. For example, when the woman makes the same attempt, a man is accused of leaving home, while the fact that he joins the company life to carry bread to the house transforms into strength and dignity (Lagrave, 1992).

Self-concept is the mental and conceptual understanding. It is a determined regard that sentient being hold for own existence. In other words, it is the sum total of being knowledge and understanding of his and herself.

The self-concept is different from self-consciousness. Self-consciousness is awareness or pre-occupation with one's self whereas, self-concept is the vehicle of our symbolic behavior about what we think. Understand, reason and judge up to what great extent that is, it is controlled by our own concept. It is therefore regarded as the most vital tools of our thought and expressions. (Jai Mala, 2005)

Self-concept also called self-construction self-identity self-perspective is a multi-dimensional construct that refers to a n individual perception of self in relation to many number of characteristics such as academics, gender roles and sexuality, racial identity and may others each of these characteristics self-concept with the longer spectrum of self-concept although no characteristics exist in oblation as one's self concept is a collection of belief about self.

Fear is powerful and very much human emotion. It involves a mind to severe feelings of nervousness about some perceived threat. (Shafer. 1992).

While most people experience fear only infrequently there are some people to whom fear and anxiety contributes a debilitating disorders. These disorders cause significant distress and interfere significantly with a person's life. (Armfield, 2006).

Fear reaction including panic attacks and phobias, arise from of negative evaluation and illness sensitivity (Taylor, 2000) so the fear of negative evaluation are comprehension about others appraisal, distress over their negative evaluations, avoidance of evaluative situations, and the expectation that others would evaluate oneself negatively. (Watson & Friend as cited in Collins, Westra, Dozois, & Stewart, 2004). It is the core cognitive aspect of social anxiety (Buckner, Heimberg, & Schmidt, 2010).

Social anxiety have two facets such as affective or behavioral (social avoidance) of social anxiety were uniquely related to drug use problems (Buckner, Heimberg, & Schmidt, 2010).

Need and significance of the study

The aim of the study is to explore attitude towards gender roles in relation to self-concept and fear of negative evaluation among adults and to investigate gender differences among young adults with respect to these variables.

Attitudes towards gender roles are a multidimensional concept (Larsen and Long, 1988), which includes two different dimensions: power balance between women and men (equality versus inequality) and the area where these roles become manifested (private versus public). Consequently, the operationalization of this concept is a complex process.

Youth patriarchal attitudes are closely related to their experience of violence at school and for girl's physical punishment, at home and for boys being promised in early marriage.

We suggest that these variables are indicators of gender norms among peers and in the family. The significance of peer norms is that it provides the possibility that school-based interventions which work with school peers have the potential to positively impact youth patriarchal gender attitudes and foster attitudes of gender equality and respect, and potentially to decrease youth victimization and perpetration.

The present study findings will contribute to the society's benefit, considering gender roles in society which are cultural and personal, and it means how we're expected to act, speak, dress, groom, and conduct ourselves based upon our assigned sex. Due to the history of society's views on gender and prominent stereotypes that have been unconsciously upheld in nearly every individual's mind, people of either sex are faced with unfair expectations and boundaries that differing from, while it may fulfil the goals of said person, encourages negative judgment. This is because gender roles evolved as a way to organize the necessary tasks done in early human society. Gender role orientations are more likely to believe that an individual's behavior is not or should not be determined solely by their sex, and the power of individual human beings to determine what roles they wish to occupy and the extent to which those roles are or should be associated with their sex. Societies that value women and men as equal are safer and healthier.

CHAPTER II

REVIEW OF LITERATURE

Attitude towards gender roles

Review of literature helps in understanding the existing concept and pattern of research on a specific topic. The researcher can identify the gap in the research on the specific topic. Thus mindful review process should be done to find the possibility for new research. This chapter focuses on the previous studies conducted on religiosity, gender stereotype and attitude towards women. It also highlights the research gap found after extensive reviewing of literature.

The gender stereotype contents in TV programs. The TV programs projected gender stereotypes generally for comical relief. It is recommended that the media portray gender neutral roles that promote positive attitudes and equality among gender. The gender stereotypes were generalized where the media is highly popular. Thus, the study convincingly makes clear that gender roles portrayed in media can influence people's attitude towards gender. Therefore, it is recommended that the media portray gender neutral roles that promote positive attitudes and equality among gender (Espinosa, 2010)

The influence of culture on gender stereotype in four phases. This study revealed that the commonly endorsed "independent-man" and "interdependent-women" stereotypes are not universal but are moderated by culture. People perceive men as independent where individualism is valued. At the same time where connectedness is valued, men are perceived as interdependent. In South Korea, people perceive men as more interdependent than women, which deviates from the "Universal" stereotype of male independence. The study suggests that gender stereotype is flexible and cross culturally-varied [Cuddy et al. (2010)]

The development of gender stereotypes among young children and the impact of gender stereotypes in children's life. The result shows that, gender stereotypes get formed in children's mind and were soon reflected in their attitude and behavior. The impact of gender stereotype was very visible in activity choice, career aspiration, and in academic outcome among children. Thus, it is very important to promote egalitarian gender concepts in classroom, in curriculum, in the family and among teachers. [Aina and Cameron (2011)].

The importance of the self-socialization in early childhood in developing gender concepts. This study indicated that multiple factors influence the process of gender concept development. At same time, children have their own role in gender development. Children already begin to categorize themselves by gender from the time when they come to know about different gender groups. [Halim and Lindner (2013)].

The study was to analyze that the role of parents and siblings in developing gender stereotypes in family settings. The study revealed that fathers showed more explicit gender stereotypes while the mothers were more implicit. The variation on gender stereotypes among mothers significantly influenced their daughters" gender stereotype concepts. Fathers were implicitly more gender stereotypical when they had same gender child. At same time, fathers exhibited more egalitarian attitude when they had both male and female children. There was no significant difference in implicit gender stereotype between the same or opposite gender siblings. This shows the influence of elder siblings on developing explicit gender stereotype among younger siblings. [Endendijk et al. (2013)].

Gender stereotyping focused on the role of media in the development of gender concepts. This study explored how gender roles portrayed in media creates biased gender concept in the viewer's mind. Media generally project gender differences in social, political, educational, and economic conditions which in turn play significant role in the construction of gender roles in the viewer's" minds. Moreover, in the print media, men report "hard news" related to economic or political issues, while women handle mostly "soft news" like arts, life, and entertainment. Similarly, advertisements related to domesticity portray traditional women roles. Stereotypical motherhood, wifehood, and sexual objectification are glorified by media which in turn creates negative impact on women. Thus, the print and broadcast media reinforce traditional gender roles and gender stereotypes in society. [Sharda (2014)].

The gender stereotype content in English course book of Turkish learners The analysis revealed that men were attributed intellectually and physically superior qualities while women were projected as responsible and good in 38 maintaining social relationships. In the professional related attributes, women represented educational based occupations whereas men held educational as well as non-educational based occupations. In the case of physical attributes, women were presented as short, beautiful, and young whereas men were projected as tall, masculine and good looking. These representations of gender biased attributes in the course book in reality could reinforce the stereotypical gender roles. Thus, it is very important for the curriculum planners to include an egalitarian gender concepts in the curriculum. [Seker and Dincer (2014)].

The role of family on gender stereotyping. This study revealed that the gender stereotyping is product of culture and society. Number of factors contribute to developing gender stereotype. Family is the one of the key factors. Children learn appropriate and/or

inappropriate gender roles from their family. Families also reinforce traditional gender roles which is appropriate for the society. [(Hussain et al. 2015)].

The influence of friends and peers on developing gender identity. Sixty five participants from different Open Universities participated in the study. The result revealed that children encourage their friends 39 and peers to engage in gender typed activities such as play activities in the early years, clothing, body image, academic success and other activities that help effectively mold gender identities. Thus, the role of peer and friends are highly significant. The peer influence starts from the pre-school and continues throughout. [Golshirazian et al. (2015)].

Gender stereotypes among managers in Slovak companies. This study indicated that women held lower and middle level management positions while the top managerial positions were occupied by men. Most of the participants agreed that women who possess all necessary skills and abilities were not able to reach top managerial positions. [Mihalcova et al. (2015)].

Self-concept

The study investigated that girls who belong to low socio-economic-status, their self-concept is continuously influenced by relationship with their peer group. They also reported that development of healthy self-concept in adolescence is partially depended on relationship with both parents and peers. Metcalf, Shannan D. (2004)

The socio-economic-status are significant factor in adolescences' self-concept. Charles, Deserie M. (2004)

The parents' child relation affects significantly to the social self-concept where as other dimensions like physical, temperamental, educational as well as moral are not affected by the relationship between child and his parents. (Singh S.K. and Ahmad Naseem (2004)

The study investigated that multidimensional self-concept of African-American college students to determine whether black racial identity, defined by vigrescence theory, provides a valid means for predicting both global self-worth and domain specific aspect of self-concept. The finding reinforced the need for multidimensional conceptualizations of both racial identity and self-concept. [Huckleberry, Trista Michelle (2002)]

The study investigated that the configuration of self-concept in young people supported the notion of multiple self-concepts, consisting of six domain specific self-concepts

(social, intellectual, Appearance, Moral, Family and Physical) and the general self-esteem. It was found that Moral self-concept increased with age but Intellectual self-concept changed with age in a quadratic fashion. No significant age effects were found on other self-concepts and general self-esteem, but girls tended to be higher than boys in moral and family self-concept. No significant age effects was found on Intellectual and social self-concept.[Cheng (2002)].

Self-Concept in Japanese students: Its relation to teacher rating." The result shows that the significant positive correlation between teachers' rating regarding student's academic level & social skills & student responses matching these traits. (Inoue [2001]

The Father Daughter relationship is pivotal in the formation of girl's self-esteem and attachment style. The results suggest that a girl's progress through the various developmental stages is influenced by her ongoing contact- with her father. The findings implied that fathers might be more ambivalent around areas of autonomy and achievement for their daughters and more comfortable in the areas of promoting self-esteem and attachment. (Wexler's (1996)

The self-concept deficiencies maladaptive personality traits were associated with increased risk of serious psychological disturbance, self-injuries, acts and institutional violence conditions and behaviour identified as obstructing rehabilitative changes. (Fisher [2002])

The under graduate and graduate students with respect to their level of self-concept and depression. The result shows that under graduate student's demonstrated higher mean depression score than graduate students. Under graduate and graduates students do not differ in their level of self-concept. There was a significant difference found between the self-concept of students at different depression groups [None, Mild, Moderate and Severe]. (Wooly [2002])

The temperament and self-concept of young children with externalizing and internalizing behavior and those with typical behavior. Result revealed the five of the seven variable discriminated among the three behavioral groups: Activity, Approach/withdrawal, Distractibility, Adaptability and self-concept. Emotional intensity and persistence were the two of the seven variables do not discriminate among three groups. (Juan [2000])

Fear of negative evaluation

The Social Avoidance and Distress Scale (SADS) and the Fear of Negative Evaluation Scale (FNE) with anxiety disordered patients concluded that the SADS and FNE lacked discriminant validity and may be inappropriate for subject selection or outcome evaluation in studies of social phobia. Turner, McCanna and Beidel's (1987).

(d) The distribution of FNE scores in Turner et al.'s sample may have been unusually depressed.

Fear of Negative Evaluation and Student Anxiety in Community College Active-Learning Science Courses(England et al., 2017, 2019; Cooper et al., 2018c; Cooper and Brownell, 2020).

Fear of Negative Evaluation Moderates the Effect of Subliminal Fear Priming on Rejection of Unfair Offers in the Ultimatum Game, Takagishi, H., Fujii, T., Nishina, K. *et al*. Fear of Negative Evaluation Moderates the Effect of Subliminal Fear Priming on Rejection of Unfair Offers in the Ultimatum Game. *Sci Rep* 6, 31446 (2016). https://doi.org/10.1038/srep31446

CHAPTER-III

METHODOLOGY

Aim of the study

To measure the attitude towards gender roles in relation to self-concept and fear of negative evaluation among adults.

Statement problem

Whether there will be significant association between attitude towards gender role and self-concept and fear of negative evaluation among adults.

Objectives

1. To examine the association between attitude towards gender role and self-concept among adults.

2. To examine the association between attitude towards gender role and fear of negative evaluation among adults

3. To examine the association between self-concept and fear of negative evaluation among adults.

4. To explore gender differences in attitude towards gender roles among adults.

5. To explore gender differences in self-concept among adults.

6. To explore gender differences in fear of negative evaluation among adults.

Hypotheses

H1. There is significant association between attitude towards gender role and self- concept among adults.

H2. There is significant association between self-concept and fear of negative evaluation among adults.

H3. There is significant association between self-concept and fear of negative evaluation among adults.

H4. There is significant gender difference between male and female adults with respect to attitude towards gender roles.

H5. There is significant gender difference between male and female adults with respect to self-concept.

H6. There is significant gender difference between male and female adults with respect to fear of negative evaluation.

Operational definitions

Attitude towards gender role

The concept of 'gender roles,' refers to the activities ascribed to women and men on the basis of their perceived differences. Gender roles are socially determined, change over time and space and are influenced by social, cultural and environmental factors characterizing a certain society, community or historical period. Gender roles aim at setting boundaries between what is perceived as appropriate for women and for men in the society with regards both to the public and private domains. Such roles are accepted as 'natural' and internalized by girls and boys from a very early age, through the gender models they learn through their social environment. In most societies, individuals are strongly pressured to abide by such models, not only directly by the family or the community, but also indirectly by the role models underlying the social fabric – the labour market, public policy, the taxation system etc., which often act as deterrents to social change. Attitudes towards gender roles as the "normative beliefs about what gender relations in society should be like, or to the extent to which a person supports the norm of gender equality" [Bergh (2006)]

Self-concept The self-concept is a general term used to refer to how someone thinks about, evaluates or perceives themselves. To be aware of oneself is to have a concept of oneself. Baumeister (1999) provides the following self-concept definition: "The individual's belief about himself or herself, including the person's attributes and who and what the self is"**.** Carl Rogers (1959) defined self-concept as "the organized, consistent set of perceptions and beliefs about oneself."

Fear of negative evaluation (FNE) was originally defined as a trait related to "apprehension about others' evaluations, distress over their negative evaluations, avoidance of evaluative situations and the expectation that others would evaluate oneself negatively" (Watson & Friend, 1969, p. 449). FNE lies at the core of most conceptualizations of social

anxiety (e.g., Clark & Wells, 1995; Heimberg, Brozovich, & Rapee, 2010). More recently, a complementary construct was introduced, fear of positive evaluation (FPE), described as feelings of discomfort in face of favorable evaluation, associated cognitions and behavioral avoidance of such occasions. This less intuitive component of social anxiety is explained in a psycho-evolutionary framework. Accordingly, positive evaluation results in a relative upward shift in the social hierarchy, thereby bringing the individual in conflict with higher-ranking group members (Gilbert, 2001, 2014; Weeks, Heimberg, & Rodebaugh, 2008; Weeks & Howell, 2012). David Watson and Ronald (1969) defined fear of negative evaluation as "apprehension about other's evaluations, distress over their negative evaluations, and the expectation that others would evaluate oneself negatively."

Sample

- Sample include both male and female.

- Unmarried and married.

- Age range: 18 and above

- Total sample size: 200

Sampling technique

Convenient sampling method

Inclusion criteria

• Adults above 18

Exclusion criteria

• Adults below age 18 years.

Tools for Assessment

Socio – demographic data sheet. A socio-demographic sheet was prepared by the researcher to obtain the details of participants. This sheet included name, age, gender, educational qualification, city of residence, socioeconomic status and current status.

Attitude towards gender roles

Attitude towards gender roles is developed by H.U Journal of education (2011). The scale has five subscales, i.e., Egalitarian gender roles, Female gender roles, Marriage gender

role, Traditional gender roles, Male gender roles. It consists of 38 items (10 positive items and 28 negative item). The scoring is performed on 5-point Likert type scale. The students' egalitarian attitude sentences regarding gender roles were scored as 5 points ranging from completely agree to absolutely disagree. The traditional attitude sentences regarding gender roles were scored opposite to the positive sentences. Add up all the numbers obtained to get the total score. The higher scores from the scale indicated that the students had more egalitarian attitudes towards gender roles and the lower scores showed that the students' attitudes were more traditional. The instrument's total Cronbach alpha internal consistency coefficient was found to be 0.92.

Robson Self-Concept Questionnaire

The SCQ is a self-report scale measuring self-esteem (Robson, 1989). The questionnaire deals with attitude and beliefs which some people have about themselves. It consists of 30 items (14 positive items and 16 negative items). The items are based on seven components of self-esteem, according to theoretical and empirical information reviewed by Robson (1988). The scoring is performed on an eight-point scale, ranging from completely disagree to completely agree. Add up all the numbers obtained to get the total score. The SCQ has been proven to have good reliability (Cronbach's α of .89) and good validity.

The brief Fear of negative evaluation

The BFNE-II measures anxiety associated with perceived negative evaluation (Carleton, Collimore, McCabe, & Antony, 2011; Rodebaugh et al., 2004; Weeks et al., 2005). This scale is composed of 8 items describing fearful or worrying cognition. The respondent indicates the extent to which each item describes himself or herself on a Likert scale ranging from 1 'Not at all' to 5 'Extremely'. Add up all the numbers obtained to get the total score.

Procedure

The participants were contacted online on social media platforms and the questionnaire was completed by participants using Google forms. The Google forms stated the purpose of the research and Informed Consent. Participants, who fulfilled the inclusion criteria and were willing to participate, provided their consent were given necessary information for research purpose and would be kept confidential. After collecting the data, it was analyzed using appropriate statistical techniques and results were interpreted.

Data analysis technique

The responses of the subject were analyzed using Statistical Package for Social Sciences (SPSS) and Excel sheet. SPSS is a statistical software developed by IBM for data management, analysis and investigation. The following statistical tool was applied for data analysis.

CHAPTER IV

RESULT AND DISCUSSION

Normality of Data

Variables	Statistic	Df.	Sig.
Attitude towards gender roles	**0.055**	**202**	**.2**
Self- concept	**0.063**	**202**	**.053**
Fear of negative evaluation	**0.055**	**202**	**.2**

Normality of the data was calculated using the Kolmogorov Simonov test. As the p values were above 0.05, the data is determined to be normal. Thus, parametric tests are used to analyse the data.

Reliability Statistics

Reliability Statistics for attitude towards gender roles

Cronbach's Alpha	N of Items
0.899	38

Reliability Statistics for internet addiction

Cronbach's Alpha	N of Items
0.912	30

Reliability Statistics for leisure time satisfaction

Cronbach's Alpha	N of Items
0.899	8

Cronbach's Alpha defines the internal consistency or average correlation of items in a survey instrument to gauge its reliability. Nunnaly (1978) has pointed out 0.7 to be an acceptable reliability coefficient. Cronbach's alpha determined a reliability value of 0.899 and 0.912 for the items of leisure time satisfaction and internet addiction among young adults. This guaranteed the internal consistency of the tools.

Hypothesis 1

H: There is significant relationship between attitude towards gender roles and self-concept among young adults.

Table 1 Correlation between Attitude towards gender roles and self-concept among young adults

N	Coefficient of correlation (r)	t	Level of significance	SEr	95% CI Lower	95% CI Upper	Shared variance
208	0.65	12.36	Significant at 0.05	0.04	0.57	0.73	42.57

The calculated value of r = 0.65 and is significant at 0.05 level. (r = 0.65; p<0.05). Hence it can be concluded that there is significant positive relationship between Attitude towards gender roles and self-concept among young adults. The value of shared variance is obtained as 42.57. This means that 42.57% of the variance in one variable can be explained by the other variable.

The test of significance of relationship between Attitude towards gender roles and self-concept among young adults revealed that there is significant relationship between Attitude towards gender roles and self-concept among young adults. Hence the hypothesis formulated in this context is accepted.
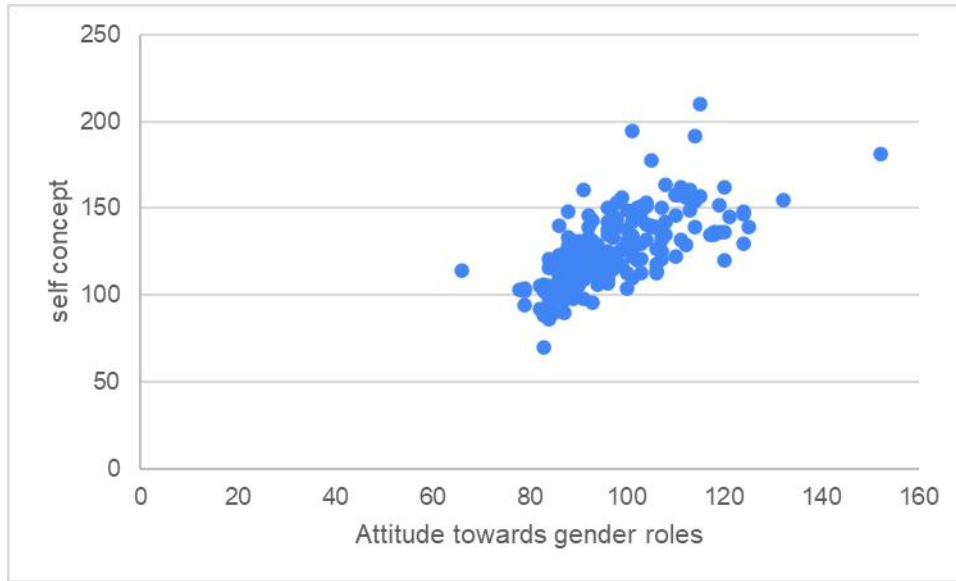
Figure 1: scatter plot of Attitude towards gender roles and self-concept among young adults

Hypothesis 2

H: There is significant relationship between Attitude towards gender roles and fear of negative evaluation among young adults.

Table 2 Correlation between Attitude towards gender roles and Fear of Negative Evaluation among young adults

N	Coefficient of correlation (r)	t	Level of significance	SEr	95% CI Lower	95% CI Upper	Shared variance
208	-0.63	-11.59	Significant at 0.05	0.04	-0.71	-0.55	39.45

The calculated value of r = -0.63 and is significant at 0.05 level. (r = -0.63; p<0.05). Hence it can be concluded that there is significant negative relationship between Attitude towards gender roles and Fear of Negative Evaluation among young adults. The value of shared

variance is obtained as 39.45. This means that 39.45% of the variance in one variable can be explained by the other variable.

The test of significance of relationship between Attitude towards gender roles and Fear of Negative Evaluation among young adults revealed that there is significant relationship between Attitude towards gender roles and Fear of Negative Evaluation among adults. Hence the hypothesis formulated in this context is accepted.

Figure 2: scatter plot of Attitude towards gender roles and Fear of Negative Evaluation among young adults

Hypothesis 3

H: There is significant relationship between self-concept and fear of negative evaluation among young adults.

Table 3 Correlation between self-concept and Fear of Negative Evaluation among young adults

N	Coefficient of correlation (r)	t	Level of significance	SEr	95% CI Lower	95% CI Upper	Shared variance

| 208	-0.62	-11.43	Significant at 0.05	0.04	-0.71	-0.54	38.8

The calculated value of r = -0.62 and is significant at 0.05 level. (r = -0.62; p<0.05). Hence it can be concluded that there is significant negative relationship between self-concept and Fear of Negative Evaluation among young adults. The value of shared variance is obtained as 38.8. This means that 38.8% of the variance in one variable can be explained by the other variable.

The test of significance of relationship between self-concept and Fear of Negative Evaluation among young adults revealed that there is significant relationship between self-concept and Fear of Negative Evaluation among young adults. Hence the hypothesis formulated in this context is accepted.
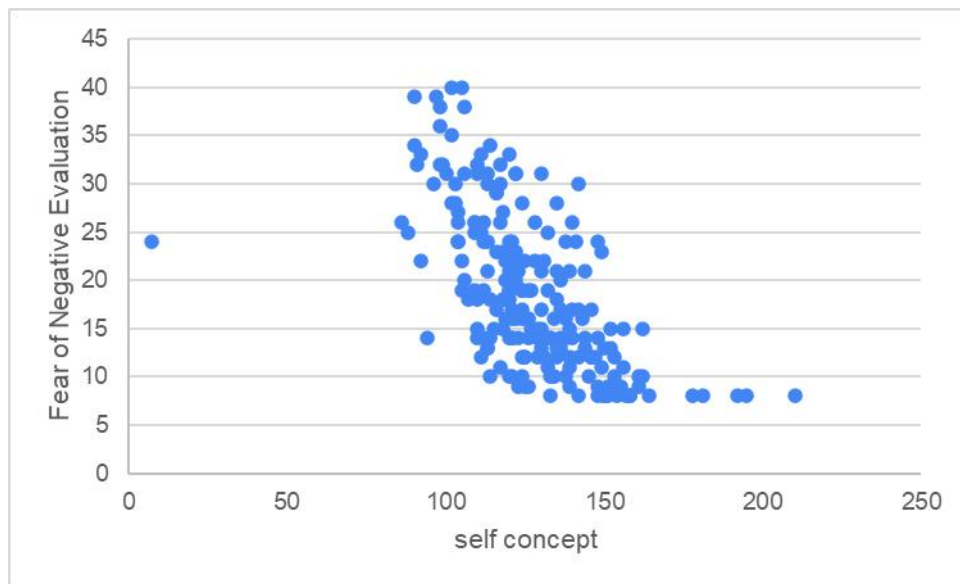
Figure 3: scatter plot of self-concept and Fear of Negative Evaluation
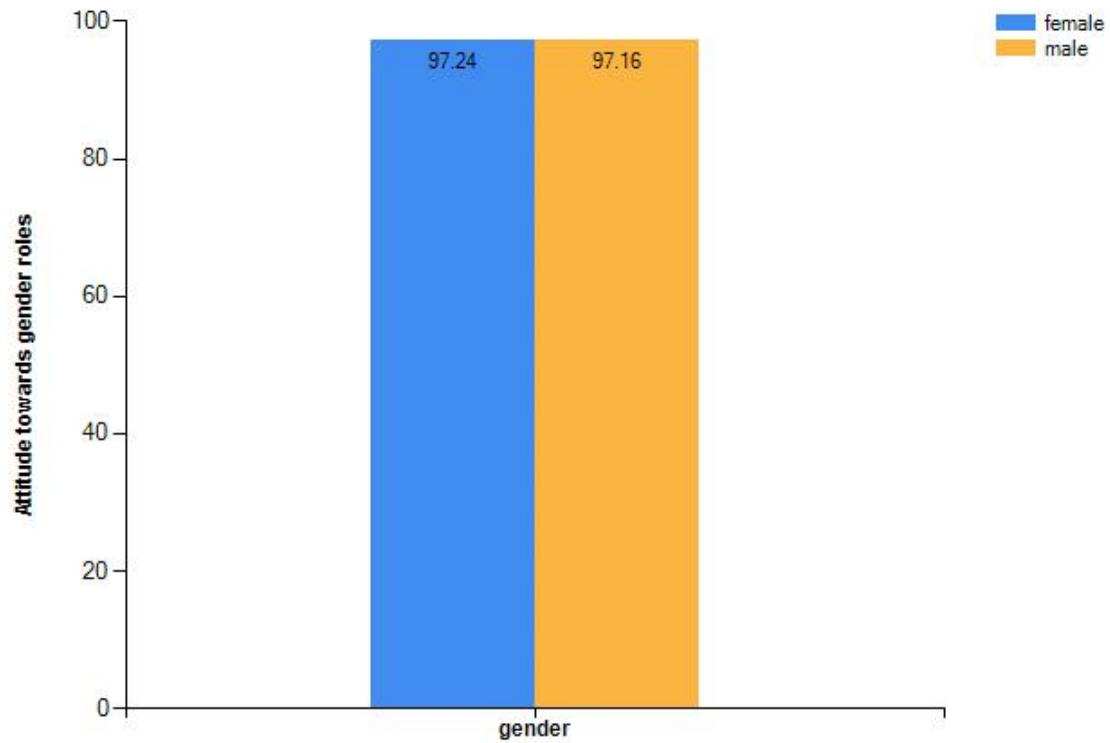
Hypothesis 4

H: There is significant difference between male and female young adults with respect to attitude towards gender roles.

Table 4 Test of significance for difference between means of Attitude towards gender roles of female and male young adults

Gender	Number	Mean	Standard deviation	C.R.	Level of significance
female	122	97.24	12.04	0.05	Not significant at 0.05 level
male	86	97.16	10.81		

The calculated value of C.R. is 0.05 and is not significant at 0.05 level (C.R. = 0.05; p>0.05). Since the mean of the females do not differ significantly from that of the males, females and males are more or less equal in Attitude towards gender roles.

Test of significance for difference between means of Attitude towards gender roles of female and male young adults revealed that there is no significant difference between female and male young adults in Attitude towards gender roles. Hence the hypothesis formulated in this context is rejected.

Figure 4: Mean Attitude towards gender roles of female and male young adults

Hypothesis 5

H: There is significant difference between male and female young adults with respect to self-concept.

Table 5 Test of significance for difference between means of self-concept of female and male young adults

Gender	Number	Mean	Standard deviation	C.R.	Level of significance
female	122	125.7	23.8	0.67	Not significant at 0.05 level
male	86	127.65	18.08		

The calculated value of C.R. is 0.67 and is not significant at 0.05 level (C.R. = 0.67; p>0.05). Since the mean of the females do not differ significantly from that of the males, females and males are more or less equal in self-concept.

Test of significance for difference between means of self-concept of female and male young adults revealed that there is no significant difference between female and male young adults in self-concept. Hence the hypothesis formulated in this context is accepted.
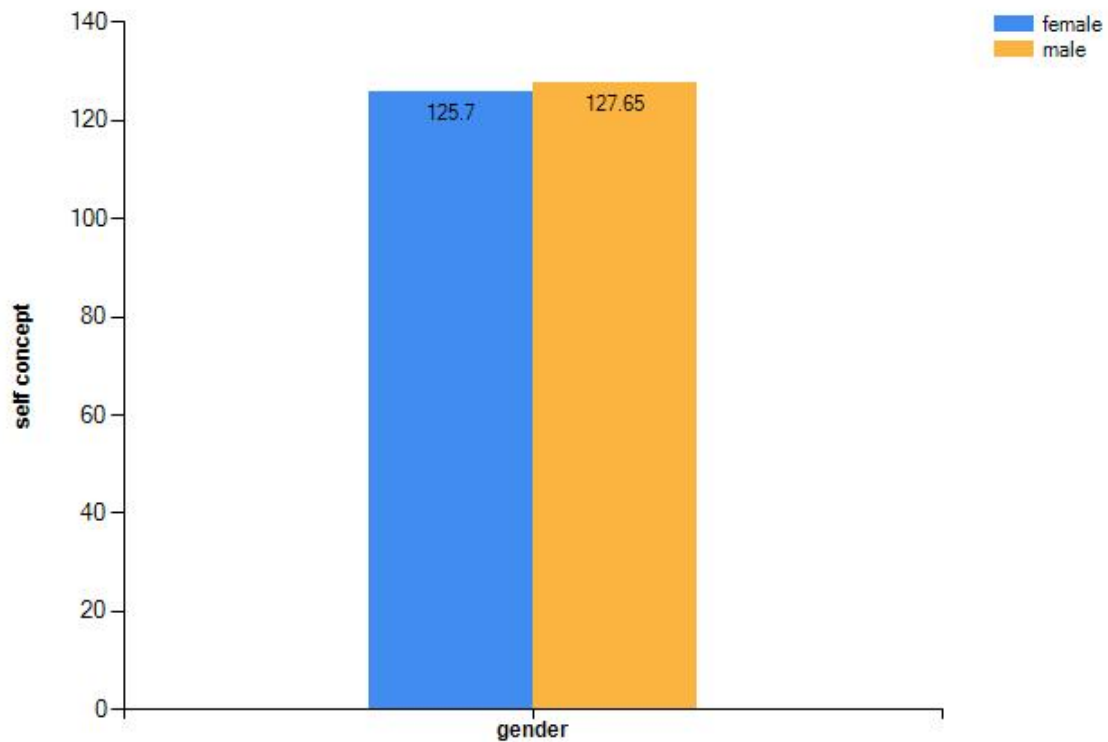
Figure 5: Mean self-concept of female and male young adults

Hypothesis 6

H: There is significant difference between male and female young adults with respect to Fear of Negative Evaluation.

Table 6 Test of significance for difference between means of Fear of Negative Evaluation of female and male young adults

Gender	Number	Mean	Standard deviation	C.R.	Level of significance

female	122	18.9	8.31		0.18	Not significant at 0.05 level
male	86	18.7	7.9			

The calculated value of C.R. is 0.18 and is not significant at 0.05 level (C.R. = 0.18; p>0.05). Since the mean of the females do not differ significantly from that of the males, females and males are more or less equal in Fear of Negative Evaluation.

Test of significance for difference between means of Fear of Negative Evaluation of female and male young adults revealed that there is no significant difference between female and male young adults in Fear of Negative Evaluation. Hence the hypothesis formulated in this context is rejected.
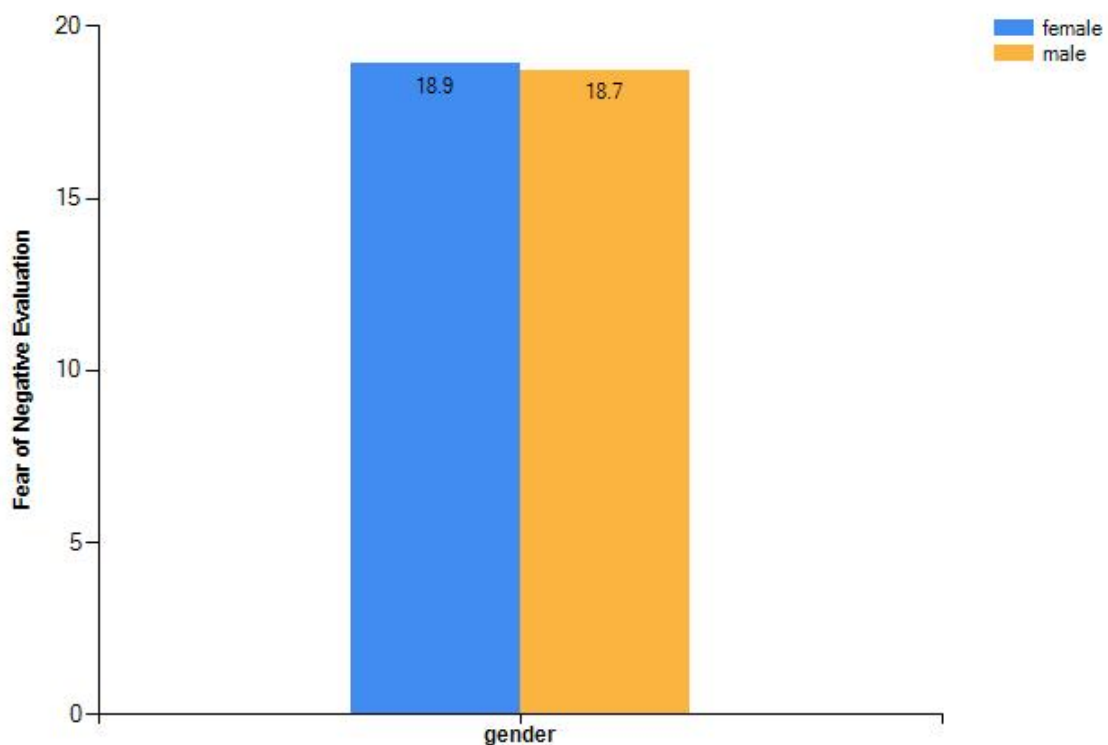
Figure 6: Mean Fear of Negative Evaluation of female and male young adults

CHAPTER V

CONCLUTION

This chapter contains a brief description of the study, major findings, tenability of the hypotheses, implications of the study, strengths, limitations of the study and suggestions for further research.

The aim of the study was to measure the attitude towards gender roles in relation to self- concept and fear of negative evaluation among young adults. The objectives of the study included to examine the associations between attitude towards gender role, self-concept and fear of negative evaluation among young adults. In addition, it aimed to explore gender differences in attitude towards gender role, self-concept and fear of negative evaluation.

The study group consisted of 209 adults (88 men and 121 women) who were selected according to specific inclusion and exclusion criteria. The tools included the Attitude towards gender roles (H. U Journal of education 2011), Robson Self-Concept Questionnaire (Robson, 1989), The brief Fear of negative evaluation (Carleton, Collimore, McCabe, & Antony, 2011; Rodebaugh et al., 2004; Weeks et al., 2005)**.** The data was analysed by computing descriptive statistics and parametric.

The results of the study indicated that, in young adults, attitude towards gender role is positively correlated with self-concept and attitude towards gender role is negatively correlated with fear of negative evaluation. Self-concept is negatively correlated with fear of negative evaluation.

It was also observed that among young adults, women have higher egalitarian attitude compared to men, and men are more likely to have better self-concept and increased fear of negative evaluation than women.

Strengths of the study

1. The present study explores attitude towards gender roles, self-concept and fear of negative evaluation. While the association between attitude towards gender roles and self-concept is not widely studied Indian population. Whereas, the association between self-concept and fear of negative evaluation on the base of attitude towards gender is a fairly new concept in India and has not been investigated either independently or with other related constructs of psychology. Hence, a correlation approach of this study, serve a good purpose.

2. The study also investigates gender differences in the variables, which seems to be less explored area of research in field of psychology in India.

3. The time to complete all three questionnaires is only 10-15 minutes in online forms.

4. The sample size of the study is adequate.

Limitations of the study

1. The study is purely quantitative in nature. The questionnaire is in the form of Likert responses; hence limit the subjectivity of the responses. A semi-opened questionnaire or short answered items might provide additional and crucial data for interpretation.

2. As the study was time bound and had to be completed within a limited period of 4 months the sample size had to be restricted.

3. The study has been carried out on young adults of age range 18-35 years, which is a very large age range.

4. As the sample size are limited the findings could not be generalized.

5. The data was collected online using Google forms. The participants attempted them online on their smart phones or other electronic devices. This might have caused a slight inconvenience while completing the questionnaire to the participant.

Implications of the study

1. The findings of the study will act as a catalyst to carry out more expensive research on a large population sampling in different areas of community.

2. The findings of the study indicated that men are more likely to have more traditional attitude towards gender role. Hence, an adequate awareness must be given to them about egalitarian attitude to improve their perspectives and to get rid of deeply held traditional, stereotypical value system of gender roles imposed by the society. All human beings have the right to be treated equally.

3. The finding of the study also suggest that women are more likely to have decreased self- concept comparing to men. Hence, more opportunities should be given to them, to challenge their own self limitation beliefs, should bring them out of the four walls of their home and introduce them to the endless possibilities of the world around them.

Suggestions for further research

1. In the present research, young adults of age range 18 and above years were studied. As this sample range is wide, future studies can focus on participants from narrower age range.

2. This sample of this study had unequal gender sample size, so future research in this field with equal gender sample sizes would provide more conclusive and empirical results.

3. This study focused on gender differences among young adults, hence future studies can explore the influence of variables like socio-economic status, education level, occupation etc.

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APPENDIX

APPENDIX-A

Attitude Towards Gender Roles

INSTRUCTIONS: Read the following statements carefully and choose the option on how you feel about the statements.

	Completely Agree	**Agree**	**Undecided**	**Disagree**	**Absolutely disagree**
A1. Decision to have a child should be made by both spouses in a marriage.					
A2. Equal fee should be paid to the women and men in professional life.					
A3. Widowed woman should be able to live by herself.					
A4. Assets should be shared equally when spouses divorce.					
A5. Equal chances should be enabled to women and men for professional development.					
A6. Domestic work should be shared equally					

between spouses in the family.					
A7. Daughters and sons should be benefited equally from the family's economical Means.					
A8. Spouses should decide together in the family.					
B1. A woman should experience sexual encounter after they are married.					
B2. The future wife of a man should be a virgin.					
B3. Girls can be able to live by themselves when they gain their economic freedom.					
B4. A woman should be able to go out by herself at night.					
B5. A woman should consult a woman doctor in the hospital.					
B6. Families should allow girls to					

flirt.					
B7. The last decision regarding the choice of her husband should be made by her father.					
B8. A woman's basic task is motherhood.					
C1. Husband's cheating on a wife should be regarded as normal.					
C2. Every wish of the man should be realized at home.					
C3. Man should marry again if the woman is not able to deliver a child.					
C4. A woman should reject sexual encounter in marriages if she does not desireit.					
C5. Husbands should make the decisions regarding woman's life.					
C6. Contraception in marriages should be responsibility					

of only woman.				
C7. A woman is considered more precious if she delivers a boy.				
C8. Woman should prefer to remain silent instead of arguing in case of aconflict with their husbands.				
D1. The head of the household is man.				
D2. A man's main task in the house is breadwinning.				
D3. Woman should not work if the economical situation of the man is adequate.				
D4. Profession implemented by woman and man should be different.				
D5. Men should be preferred in employment applications because of women's fertility.				
D6. A girl should obey his father's wishes				

until she is married.				
D7. Man should deal with tasks away from home such as shopping and payingthe bills.				
D8. Girls should be dressed in pink while boys should be dressed in blue.				
E1. Man should decide on how to use family income.				
E2. Men should be employed in high status professions.				
E3. Boy's education should be prioritized in the family.				
E4. A man should beat up his wife if necessary.				
E5. Education level of the man should be higher than woman in marriages.				
E6. Man should be older than woman in marriages.				

Appendix-B

Robson SCQ

This questionnaire deals with attitudes and beliefs which some people have about themselves.

Please indicate how much you agree or disagree with each statement by ringing the single number in each section which represents how you typically feel most of the time.

Since people vary so much in the opinions they hold, there are no right or wrong answers

Sl. No.	Questions	Completely Disagree		Disagree			Agree		Neutral		Completely Agree
1	I have control over my own life.	0	1	2	3	4	5	6	7
2	I'm easy to like.	0	1	2	3	4	5	6	7
3	I never feel down in the dumps for long.	0	1	2	3	4	5	6	7
4	I can never seem to achieve anything worthwhile.	0	1	2	3	4	5	6	7
5	There are lots of things I'd change about myself if I could.	0	1	2	3	4	5	6	7
6	I am not embarrassed to let people know my opinions.	0	1	2	3	4	5	6	7
7	I don't care what happens to me.	0	1	2	3	4	5	6	7
8	I seem to be very unlucky.	0	1	2	3	4	5	6	7
9	Most people find me reasonably attractive.	0	1	2	3	4	5	6	7

10	I'm glad I'm who I am.	0	1	2	3	4	5	6	7
11	Most people would take advantage of me if they could.	0	1	2	3	4	5	6	7
12	I am a reliable person.								
13	It would be boring if I talked about myself.	0	1	2	3	4	5	6	7
14	When I'm successful, there's usually a lot of luck involved.	0	1	2	3	4	5	6	7
15	I have a pleasant personality.	0	1	2	3	4	5	6	7
16	If a task is difficult, that just makes me all the more determined.	0	1	2	3	4	5	6	7
17	I often feel humiliated.	0	1	2	3	4	5	6	7
18	I can usually make up my mind and stick to it.	0	1	2	3	4	5	6	7
19	Everyone else seems much more confident and contented than me.	0	1	2	3	4	5	6	7
20	Even when I quite enjoy myself, there doesn't seem much purpose to it all.	0	1	2	3	4	5	6	7
21	I often worry about what other people are thinking about me.	0	1	2	3	4	5	6	7
22	There's a lot of truth in the saying "What will be, will be".	0	1	2	3	4	5	6	7
23	Look awful these days.	0	1	2	3	4	5	6	7
24	If I really try, I can overcome most of my problems.	0	1	2	3	4	5	6	7
25	It's pretty tough to be me.	0	1	2	3	4	5	6	7
26	I feel emotionally mature.	0	1	2	3	4	5	6	7
27	When people criticize me, I often feel helpless and second-rate.	0	1	2	3	4	5	6	7
28	When progress is difficult, I often find myself thinking it's just not worth the effort.	0	1	2	3	4	5	6	7
29	I can like myself even when others don't.	0	1	2	3	4	5	6	7
30	Those who know me well are fond of me.	0	1	2	3	4	5	6	7

Appendix-c

Brief Fear of Negative Evaluation, Straightforward Items

(Carleton, Collimore, McCabe, & Antony, 2011; Rodebaugh et al., 2004; Weeks et al., 2005)

Please circle the number that best corresponds to how much you agree with each item.

	Not at all characteristic of me	A little characteristic of me	Somewhat characteristic of me	Very characteristic of me	Entirely characteristic of me
1. I worry about what other people will think of me even when I know it doesn't make any difference.	1	2	3	4	5
2. I am frequently afraid of other people noticing my shortcomings.	1	2	3	4	5
3. I am afraid that others will not approve of me.	1	2	3	4	5
4. I am afraid that other people will find fault with me.	1	2	3	4	5
5. When I am talking to someone, I worry about what they may be thinking about me.	1	2	3	4	5

6. I am usually worried about what kind of impression I make.	1	2	3	4	5
7. Sometimes I think I am too concerned with what other people think of me.	1	2	3	4	5
8. I often worry that I will say or do wrong things.	1	2	3	4	5