A SOCIOLOGICAL STUDY ON THE PERSPECTIVES OF ADOLESCENTS ABOUT GENDER ROLE STEREOTYPING IN SOCIETY

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A SOCIOLOGICAL STUDY ON THE PERSPECTIVES OF ADOLESCENTS ABOUT GENDER STEREOTYPING IN SOCIETY

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DECLARATION

I, SARANYA BASTIN hereby declare that the thesis titled, " THE SOCIOLOGICAL STUDY ON THE PERCEPTION OF ADOLESCENTS ABOUT GENDER ROLE STEREOTYPING IN SOCIETY" Submitted to **Mahatma Gandhi university, Kottayam,** in fulfillment of the requirements of the degree of Bachelor of Arts in sociology is a bonfire work carried out in the guidan-ce of assistant Professor Smt. Elizabeth Abraham **ST. TERESA'S COLLEGE , ERNAKULAM,** and that it has not found basis for award of any degree or diploma course

Ernakulum   SARANYA BASTN

March 2014

CERTIFICATION

I hereby certify that the thesis prepared and submitted by Ms.SARANYA BASTIN

"THE SOCIOLOGICAL STUDY ON TE PERCEPTION OF ADOLESCENTS ABOUT GENDER ROLE STEREOTYPING IN SOCIETY" is the original investigation which she and her team carried out under my guidance and supervision.

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ST. TERESA'S COLLEGE   SARANYA BASTIN

ERNAKULAM

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CHAPTER -I

INTRODUCTION

Gender

Gender is the socially constructed component of human sexuality. *Gender* is an inner feeling that you are male, female, both, neither, or somewhere in between. Perhaps the best way to understand gender is to understand it as a process of social presentation. Because gender roles are delineated by behavioural expectations and norms, once he/she wishes to portray. One can think of gender like a role in a theatrical play - there are specific individuals know those expectations and norms, the individual can adopt behaviors that project the gender behaviors and norms associated with genders just like there are lines and movements associated with each character in a play. Adopting the behaviors and norms of a gender leads to the perception that someone belongs in that gender category. Gender roles are, unlike sex, mutable, meaning they can change. Gender is not, however, as simple as just choosing a role to play but is also influenced by parents, peers, culture, and society.

Some examples may help illustrate the distinction between gender and sex. Parents may socialize a biological boy (XY chromosomes) into what is perceived as a traditionally masculine role, that includes characteristics like: independence, courage, and aggressiveness. Likewise, parents may socialize a biological female (XX chromosomes)

into what is perceived as a traditionally feminine role that includes characteristics like: independence, courage, and aggressiveness. Likewise, parents may socialize a biological female (XX chromosomes) into what is perceived as a traditionally feminine role, that includes characteristics like: submissiveness, emotionality, and empathy. Assuming both children feel like their gender roles fit their identities, the masculine boy and feminine girl will behave in ways that reflect their genders. For instance, the boy may play with toy soldiers and join athletic teams. The girl, on the other hand, may play with dolls and bond with other girls in smaller groups.

Traditional Gender Characteristics	
feminine characteristics	masculine characteristics
Submissive	dominant
Dependent	independent
Emotional	rational
Receptive	assertive
Intuitive	analytical
Timid	brave
Passive	active
Sensitive	insensitive

However, gender is fluid and can change. This can be seen by continuing the above example. It is possible for the boy to decide later in life that he no longer wishes to portray himself as traditionally masculine. The boy may adopt some traditionally feminine characteristics and become androgynous, or may adopt a feminine persona altogether (see the photos of cross-dressing drag queens for an example of this type of gender construction). Either change would involve adopting the behaviors and norms that go along with the intended gender. The same is true for the girl, who may adopt masculine characteristics.

Gender is the range of physical, mental, and behavioral characteristics pertaining to, and differentiating between, masculinity and femininity. Depending on the context, the term may refer to biological sex (i.e. the state of being male, female or intersex), sex-based social structures or social roles (as in gender roles), or gender identity.

The social sciences have a branch devoted to gender studies. Other sciences, such as psychology, sexology and neuroscience, are also interested in the subject. While the social sciences sometimes approach gender as a social construct, and gender studies particularly do, research in the natural sciences investigates whether biological differences in males and females influence the development of gender in humans; both inform debate about how far biological differences influence the formation of gender identity.

Definition of Gender

The term "gender" refers to the socially-constructed differences between men and women, as distinct from "sex", which refers to their biological differences.

In all societies, men and women play different roles, have different needs, and face different constraints. Gender roles differ from the biological roles of men and women, although they may overlap. For example, women's biological roles in child bearing may extend their gender roles to child rearing, food preparation, and household maintenance.

Gender roles demarcate responsibilities between men and women in social and economic activities, access to resources, and decision making.

Gender refers to the personal sexual identity of an individual, regardless of the person's biological and outward sex. How people define masculinity and femininity can vary based on the individual's background and surrounding culture. Differing societal expectations in different cultures establish the behavioral, psychological and physical attributes that are associated one gender or another.

Socially defined behavior regarded as appropriate for the members of each sex.

Sociology of gender

Masculinity is a performed gender identity. Contrary to popular perception, it is not the same as sex or sexual orientation. The contents and practices of masculinity are socially constructed and reproduced through daily interaction, especially on a more micro scale. Theorists West & Zimmerman emphasized that gender is maintained through

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accountability. Men are expected to perform masculinity to the point that it is naturalized. Thus, a man's status depends on his performance. It is important to note, however, that masculinity can be performed by any sex. The dominant form of masculinity in a society is known as hegemonic masculinity. Men are constantly performing this to prove their status as men. It is not really possible to reach it, especially as peers are in constant surveillance of each other, looking for flaws in their performance. Hegemonic masculinity is constructed in opposition to femininity and is dominant to all other gender identities (including alternative masculinities). Men are socialized from birth to perform it, especially through behavior and symbolism. One of the prominent behaviors is aggression in order to protect one's reputation. An example of symbols used would be clothing.

Distinguishing Sex and Gender

Sex refers to the biological characteristics distinguishing male and female. This definition emphasizes male and female differences in chromosomes, anatomy, hormones, reproductive systems, and other physiological components.

Gender refers to those social, cultural, and psychological traits linked to males and females through particular social contexts Sex makes us male or female; gender makes us masculine or feminine. Sex is an ascribed status because a person is born with it, but Gender is an achieved status because it must be learned.

This relatively simple distinction masks a number of problems associated with its usage. It implies that all people can be conveniently placed into unambiguous "either–or" categories. Certainly the ascribed status of sex is less likely to be altered than the achieved status of gender. Some people believe, however, that they were born with the "wrong" body and are willing to undergo major surgery to make their gender identity consistent with their biological sex.

"Male" and "female" are sex categories, while "masculine" and "feminine" are gender categories. Aspects of sex will not vary substantially between different human societies, while aspects of gender may vary greatly.

Definition Gender stereotype

Gender stereotyping refers to discrimination based on one's sex it may involve unfair treatment or infringement upon the right of certain sex requiring them to act in a certain manner. It is greatly influenced by culture and up brining

Gender stereotyping, as defined in a CoE study, means preconceived ideas whereby males and females are arbitrarily assigned characteristics and roles determined and limited by their sex. Sex stereotyping can limit the development of the natural talents and abilities of boys and girls, women and men, as well as their educational experiences and life opportunities.

Gender stereotyping is the accusations or assumptions made about a specific gender whether they are true or false. Most of the time however, gender stereotyping is far from

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the truth.Gender stereotyping refers to discrimination based on one's sex. It may involve unfair treatment or infringement upon the rights of a certain sex requiring them to act in a certain manner. It is greatly influenced by culture and upbringing.

The definition of stereotyping is when a person puts another person in a certain category.

Cause for gender stereotype

From the time of birth most children are socialized with sex roles. In other words, they are shown by society what is expected of them as males or females. This is evident in numerous social interactions.

Education

For a long time, higher education (undergraduate and graduate education) was an exclusively male bastion. Women did eventually gain access to institutions of higher learning, but parity or equality on a number of levels has still not been achieved. One measure of educational attainment where women have made great inroads is in college attendance. In 1960, 37.9% of female high school graduates enrolled in college, compared with 54.0% of male high school graduates. In 2002, more female high school graduates were enrolling in college than males, 68.4% of females vs. 62.1% males. Women have, in fact, made significant progress in this respect. Women now earn more Bachelors and Masters degrees than do men, and for the first time in 2009, they earned more PhDs. Women have made significant inroads into some of the traditionally most prestigious professions as well: 40% of medical school graduates are women and women make up large percentages of law school students as well.

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At the primary and secondary levels, girls don't often do as well as boys, particularly in math and the sciences. One recent study offers a partial explanation for why this might be the case: highly math-anxious female teachers in elementary school pass their math-anxiety on to the girls in the classroom, but not to the boys. At the beginning of the class, there were no differences in math anxiety between the boys and girls, but in classes taught by female math-anxious teachers, girls developed math anxiety and boys did not. This anxiety led girls to believe boys were better at math than girls, though there is no evidence to suggest that is actually the case.

Media

The media especially the visual media has an important role in perpetuating gender stereotype in any society. In India TV channels and movies portray women as subjugated and exploited section and the Ideal woman always supports her husband or father selflessly often at the expense of her individuality and self interest.

The majority of the time children see stereotypical representations. Girls are presented in traditional roles such as playing house and cooking. Girls are also shown playing with dolls and being concerned with being popular and beautiful. Girls are also portrayed as being cooperative and more passive and less aggressive and competitive than boys. Boys on the other hand are shown seeking power, speed and physical action. Aggressive behavior is almost exclusively limited to advertisements targeting boys. Boys are also shown as being more independent than girls.

Significance of gender Stereotype women in the Indian family

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Millions of women across India are required to subjugate their lives and voluntarily give up their individual liberties, for the benefit of their husbands, families, society and community. All request a better life for the children. It is true that with growing literacy among women, their conditions have marginally improved in certain states such as Kerala and West Bengal. However the ugly reality is that women in India are aggressively victimized starting from birth. Female foeticide (gender-selective abortions) is rampant, albeit against Indian law. In much of India, girls represent a "liability" since they entail the payment of a dowry as a precondition for their marriage – which is also legally against the law. Dowry is one of the main reasons for female foeticide. Girls are denied the same nutritional care as boys and are also denied the same opportunities in their education. Violence against women, at homes and outside, continues to be a serious problem. According to the National Crimes Report Bureau, 150,000 crimes against women are registered annually out of which nearly 50,000 are related to domestic violence In Indian society, women's suppression is rooted in the very fabric of traditions, religious doctrine and practices, within the educational and legal systems, and within families. It is considered a duty of a wife and mother to eat only after (what is left remaining) the men-folk and others have eaten. In poor households, usually this means very little (if at all) quantity, and of very poor qualityWhen a girl is educated, then her husband should have a higher level of education than her and this means there is a tendency that he will demand more dowry. If she is educated, then she becomes more difficult to control within the house, as her chances to employment outside the house is better. This would threaten the core-value of

the family that women are meant to be at home, be the care-giver and remain the 'un-paid' worker all her life

Prescribed gender roles among adolescence

Adolescents accept these prescribed roles, which shape their understanding of the "man – women relationship" and thus influence their attitude and behavior towards the opposite sex and towards all sexual and reproductive health issues. Once such stereotyped gender - role attitudes are formed, it is very difficult to change them. This is why an urgent need is felt to provide adolescents with a non stereotyped environment before they mature and begin to adopt rigid notions of stereotyped gender roles. Appropriate gender role development among adolescence is regarded as essential for ensuring their healthy physical, emotional and social growth and development. They need to appreciate the importance of equal relationships between men and women in all matters, including sexual relations and reproduction in a civilized society.

Theoretical Framework

The social learning theory proposed by Albert Bandura has become perhaps the most influential theory of learning and development. While rooted in many of the basic concepts of traditional learning theory, Bandura believed that direct reinforcement could not account for all types of learning. His theory added a social element, arguing that people can learn new information and behaviors by watching other people. Known as observational learning (or modeling), this type of learning can be used to explain a wide variety of behaviors.

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Basic Social Learning Concepts

In social learning theory Albert Bandura (1977) states behavior is learned from the environment through the process of observational learning. Children observe the people around them behaving in various ways. This is illustrated during the famous bobo doll experiment(Bandura, 1961).

Individuals that are observed are called models. In society children are surrounded by many influential models, such as parents within the family, characters on children's TV, friends within their peer group and teachers at school. These models provide examples of masculine and feminine behavior to observe and imitate.

They pay attention to some of these people (models) and encode their behavior. At a later time they may imitate (i.e. copy) the behavior they have observed. They may do this regardless of whether the behavior is 'gender appropriate' or not but there are a number of processes that make it more likely that a child will reproduce the behavior that its society deems appropriate for its sex.

First, the child is more likely to attend to and imitate those people it perceives as similar to itself. Consequently, it is more likely to imitate behavior modeled by people the same sex as it is.

Second, the people around the child will respond to the behavior it imitates with either reinforcement or punishment. If a child imitates a model's behavior and the consequences are rewarding, the child is likely to continue performing the behavior. If

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parent sees a little girl consoling her teddy bear and says "what a kind girl you are", this is rewarding for the child and makes it more likely that she will repeat the behavior. Her behavior has been reinforced (i.e. strengthened).

Reinforcement can be external or internal and can be positive or negative. If a child wants approval from parents or peers, this approval is an external reinforcement, but feeling happy about being approved of is an internal reinforcement. A child will behave in a way which it believes will earn approval because it desires approval.

Positive (or negative) reinforcement will have little impact if the reinforcement offered externally does not match with an individual's needs. Reinforcement can be positive or negative, but the important factor is that it will usually lead to a change in a person's behavior.

Third, the child will also take into account of what happens to other people when deciding whether or not to copy someone's actions. This is known as vicarious reinforcement.

This relates to attachment to specific models that possess qualities seen as rewarding. Children will have a number of models with whom they identify. These may be people in their immediate world, such as parents or elder siblings, or could be fantasy characters or people in the media. The motivation to identify with a particular model is that they have a quality which the individual would like to possess.

Identification occurs with another person (the model) and involves taking on (or adopting) observed behaviors, values, beliefs and attitudes of the person with whom you are identifying.

The term identification as used by Social Learning Theory is similar to the Freudian term related to the Oedipus complex. For example, they both involve internalizing or adopting another person's behavior. However, during the Oedipus complex the child can only identify with the same sex parent, whereas with Social Identity Theory the person (child or adult) can potentially identify with any other person.

Identification is different to imitation as it may involve a number of behaviors being adopted whereas imitation usually involves copying a single behavior.

According to Bandura's social learning theory, children formulate gender role concepts through observations as well as through rewards and punishment (Bandura, 1969). As the definition of social learning has expanded, the focus has included both imitation of others and expectancies of reinforcement for that imitative behavior (Rotter, 1982). The media have become a focus of study related to social learning, because the most readily available sources of models for children to emulate aside from their parents are movies, books and especially television (Mayes & Valentine, 1979). Considering the number of hours of television that children watch, their exposure to televised models through programs and advertisements may even be greater than their exposure to their own parents' behaviors (Bandura, 1969).

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CHAPTER -II

REVIEW OF LITERATURE

Sociology of Gender

Gender is the range of physical, biological, mental and behavioral characteristics per-training to,and differentiating between, masculinity and femininity. Depending on the context, the term may refer to biological sex, sex-based social structure (including gender role and other social roles), or gender identity.

A stereotype is a thought that may be adopted about specific types of individuals or certain ways of doing things. These thoughts or beliefs may or may not accurately reflect reality. However, this is only a fundamental psychological definition of a stereotype. Within psychology and spanning across other disciplines, there are different conceptualizations and theories of stereotyping that provides their own expanded definition.

Gender role can be defined as a set of social and behavioral norms that are generally considered appropriate for either or women in a social or interpersonal relationship. There are differences of opinion as to which observed differences in behavior and personality genders are entirely due to innate personality of the person and which are due to cultural or social factors, and are therefore the product of socialization, or to what extent gender differences are due to biological and physiological differences.

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According to Stephanie Franz (1994) Gender stereotyping refer to links between the self and gender differentiated, attributes(i.e a person possession of attributes that vary by gender) and is measured using self reports about interest, importance and beliefs about how the sexes differ should or differ (prescriptive). Gender ideologies in interaction with gender identity, may influence the adoption of patterns of behavior, as well as psychosocial adjustment (Stephanie Franz 1994)

According to Rebecca J. Cook and Simone Cusack 'Striking about this book is its demonstration, of how common the phenomenon of repressive stereotyping of women is in all ports of world. Within a country stereotyping is liable the pervade different sectors of national life, whether it be in the education, employment or health sectors, marriage or family relations or other areas of national life. The pervasiveness of gender stereotypes that determine women's value in life or diet of or strict their "proper" roles in their communities combine with the persistence of the conceptions of women's role qualities and attributer over time. While the content of stereotypes might vary according to countries and sectors they generally function to on tribute to systematic belifies that justify women's subordination in society.

According to Beverly I. Fagot, Mar D. Leinbach and Cherie gender stereotypes and and the children. The researchers divided this into two different studies. The first study looked at how children identified the differences between gender labels of boys and girls through using materials. The second study looked at both gender labeling and stereotyping in the relationship of mother and child. The second study looked at gender labeling and stereotyping in the relationship of mother and child using three separate methods. First consisted of identifying gender labeling and stereotyping, essentially the

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same method as the first study. Second consisted of behavioral observations which looked at ten-minute play sessions with mother and child? They also identified in the second method that the mother's positive reactions and responses to same-sex or opposite-sex toys played a role in how children identified them. Within the third method the results found that the mothers of the children who passed   "Gender labeling test " had more traditional family values. These two studies, conducted by Beverly showed that gender stereotyping and labeling is acquired at a very young age, and that social interactions and associations a large role in how genders are identified.

Traditionally, the female stereotypic role is to marry and have children. She is also to put her family's welfare before her own: be loving, compassionate, caring, nurturing, and sympathetic: and find time to be sexy and feel beautiful. The male stereotypic role is to be the financial provider. He is also to be assertive, competitive, independent, courageous, and career focused hold his emotions in check. And always initiate sex. These sorts of stereotypes can prove harmful: they can stifle individual expression and creativity, as well as hinder personal and professional growth. As with gender roles socializing agent's parents, teachers, peers religious leaders, and the media-pass along gender stereotypes from one generation to the next.

According to" Leslie Bradley" Emotional development unfolds as a result of interactions among the infant's characteristics (some of which may be biologically based) the parents characteristics, the parents attitudes and expectations, and the values, and the values of the parents culture, including the parents ethnicity and social class. A transactional model of development proposes that these interactions influence each other and shift over time.

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Parents may interact differently with their sons and daughters because their sons and daughters have dissimilar characteristics and rates of development, as manifested in activity and arousal levels, sociability, self regulation and language and abilities , and also because parents have different expectations for their sons and daughters in accordance with cultural gender stereotype. Boys are socialized to become physically active and aggressive and to control rather than to express or experience their feelings, expect for anger. Girls are socialized to become into- personally oriented and verbally expressive of emotions that accompany socio –ability, such as sadness and fear. There is a great deal of evidence to suggest that fathers and mothers actually create some of the gender difference in emotional expressiveness by encouraging and the expression of different feelings in their daughters and sons. They also provide different opportunities for their sons and daughters to learn about emotional expressiveness in the gender typed activities they provide.

The emotional development of the two sexes appears to follow divergent very early in lie. These pathways are not only a product of the different ways mothers and fathers interact with their daughters as compared to their sons, but are also a product of the quality of the material relationship and interactions on the development of girls and boys emotional expression. More over that gender different patterns of interactions between parents and their young children may have more to do with gender stereotypes than with patterns of some sex identifications in the family.   (Leslie Bradley 2011)

According to" Marleen G. Groenveld gender stereotypes are widely held beliefs about the characteristics, behaviors, and roles of men and women (weinraub 1984). In the preschool period family context and family experiences are important for gender

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stereotype development several, mostly u.s studies have investigated gender stereotypes in a family context, and demonstrated that parental gender stereotypes and the presence of siblings play an important role in the development of explicit of gender stereotypes. For the children girl's implicit gender stereotypes were significantly predicted by their mother's implicit gender stereotypes about children. This association could only be observed when the AIP was used to assess the stereo- types of both parent and child. A family systems model is applicable to the study of gender stereotypes.

DIFFINITIONS OF GENDER STEREOTYPE

Gender stereotype are simplistic generalizations about the gender attributes, differences, and role of individuals and or groups. Stereotypes can be positive or negative but they rarely communicate accurate information about others. When people automatically apply gender assumptions to others regardless of evidence to the country they are perpetuating gender stereotyping. Many people recognize the dangers of stereotyping, yet continue to make these type of generalizations.

The weight of scientific evidence demonstrates that children learn gender stereotype from adults. As with gender roles, socializing agent, parents, teachers, peers, religious, leaders, and the media – pass along gender stereotype from one generation to other.

Stereotyping is part of human nature. It is the way we categorize individuals, often unconsciously into particular group or types in part to simplify the world around us. It is a process of ascribing to an individual general attributes, characterizes, or role by reason only of his or her apparent membership in a particular group. Stereotyping produces generalizations or perceptions concerning characteristic role of members of a particular

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social group, which render unnecessary consideration of any particular individual member's abilities, needs, wishes, and circumstances.

When societies fail to recognize and eliminate such prejudices and their stereotypes, that failure exacerbates a climate of impunity with respect to violations of women's right. Gender stereotype are concerned with the social and cultural construction or understanding of men and women, due to their different physical, biological, sexual, and social functions. The term "gender stereotype "is an overarching generic term that includes stereotypes of women and subgroups of women, and stereotypes subgroups of men. Its meaning reflects different social and cultural instructions of men and women. Some gender stereotypes, such as stereotype of women as primarily caregivers, seem content. Other stereotype might fade for a time. But they might reemerge in other forms. { Rabeca cook- 1967}

A child's burgeoning sense of self, or self concept, is a result of the multiple of ideas, attitudes, behaviours, and beliefs that he or she exposed to. The information that surrounds the child and which the internalizes comes to the child within the family through parent – child interactions, role modeling, reinforcing for desired behaviours, and parental approval or disapproval (Santrock,1994). As children move into the larger world of friends and school, many of their ideas and beliefs reinforced by those around them.

Soon have a definite s far as parental preference for children's is concerned. Most parents prefer male children to female children throughout the world (Steinbacher & Holmes in Basow, 1992). With parents providing gender- differentiated toys and rewarding play behavior that is gender stereotyped (Carter, 1987). While both mothers

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and fathers contribute to the gender stereotyping of their children, fathers have been found to reinforce gender stereotype more often than mothers (Ruble, 1998)

Many studies have shown that parents treat sons and daughters differently (Jacklin, & Maccoby: woolett, 1983: power, 1981). The parental child relationship has effects on development that last well into adulthood. Because of these long-lasting effects, the parent-child relationship is one of the most important development factors for the child (Miller & Lane in Berryman 1993).

Parental attitudes towards their children have a strong impact on the child's developing sense of self-esteem, with parental and support being key factors for the child (Richard, Gitelson 1991).

Gender stereotyping is a major problem that has gone unnoticed and unrealized over the years up to this society. Gender stereotyping is when people judge or conclude for themselves that all women are the same and that all men are the same. Women are seen as weak child bearers and home cares and should not be involved in decision making on issues, wheare as it is the total opposite for men- women are seen as stong, the bosses and are the ones to decide on important issues.

Gender stereotyping exists in families, their homes, communities, churches even in our offices. Each gender categorized past events, experiences one involves in and therefore judged or categorized by others. Everyone is equal therefore everyone should have equal opportunities on everything. "Ms Ma'ahoro said. Participants attending the sessions said that realizing such a problem that has existed in our communities in the past up to this day is something new for many. Most of us thought that it is part of our culture, however

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along the same line we do not realize that we are already practicing gender stereotyping and discrimination of our gender. { Jeremy Inifri -1967}

CHAPTER-III

METHODOLOGY

Methodology refers to the philosophy of a research process. It is systematic or step by step procedure taken for dealing with the problem under study. It includes:

Aim of the present study:

The present study aims to find out the prevalence and extent of gender role stereotyping existing in the modern society with special emphasis on the adolescents in Cochin City.

Objectives:

- To find out the socio-economic profile of the adolescent respondents

- To find out the adolescent's perception of parental preference towards male/female children

- To find out the difference in parental interaction towards male/female children

- Find out difference in interaction pattern by relatives other than parents

- To find out how different religious perpetuate gender stereotyping among adolescence

Hypotheses:

- There is difference in parental preference towards male children than female children in Cochin City.

- Parents give more importance to the education of male children than female children irrespective of their economic status.

- Strictness in enforcing gender role stereotypes varies in different religions.

Variables:

Variables are rational units of analysis that can assume designated set of values.

The variables chosen for this study are age, sex, education, income of the parents, religion the students etc....

Definition of Concepts:

Gender: Theoretical definition

Gender is the range of physical, mental, and behavioral characteristics pertaining to, and differentiating between, masculinity and femininity. Depending on the context, the term may refer to biological sex (i.e. the state of being male, female or intersex), sex-based social structures or social roles (as in gender roles), or gender identity.

Gender: Operational definition

Culturally and socially constructed difference between men and women as perceived appropriate by the people of a particular society.

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Gender stereotype: Theoretical definition

Gender stereotyping refers to the discrimination based on one's sex it may involve unfair treatment or infringement upon the right of certain sex requiring them to act in a certain manner. It is greatly influenced by culture and upbringing.

Gender stereotype: Operational definition

Gender stereotype are fixed ideas about men's and women's traits and capabilities and how people should behave based on their gender that exist among the adolescent children in Cochin city.

Universe and Sample:

The universe of the study includes all the adolescent children in Cochin City .The sample frame is all the students falling under the age group 13-17 of Peter's H.S.S Kumbalanghi. The total sample includes sixty higher secondary students under the age group of 14 – 17. The sample is equally divided in to thirty boys and thirty girls.

Sampling Method:

Simple random sampling is used in the present study. A list of all the higher secondary schools were prepared in the the Cochin City area. From this list one school is selected using lottery method. A sample consisted of 30 male and 30 female children were taken from the ST. Peters H.S.S at Kumbalanghi.

Pilot Study:

A pilot study was undertaken in order to understand the feasibility of the study. During the informal interaction with the students, the researcher understood that in the present Kerala society, Students felt the prevalence gender role stereotyping with regard the

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doing the domestic work and choosing a suitable career for both boys and girls. Hence the researcher felt need to under take such a study.

Methods of Data Collection:

The study focuses on the problem faced by both male/female children in family on the basis of gender. For this study the primary data was collected through questionnaire method and the secondary data was collected through books, internet, journals, magazines etc....

Pretest:

A pretest was conducted after drafting the questionnaire.10 male and 10 Female children were given questionnaire respectively and the relevant questions were finalized.

Analysis of Data:

The collected data is analyzed using statistical methods like Arithmetic Mean, Percentage etc. to find out their perception gender stereotyping that exist in the present society.

Limitations

- High cost
- Low degree of co – operation from the respondents.
- Small sample.
- Limited time.

CHAPTER-IV

Analysis and Interpretation

A .The Socio-economic profile of the respondents

1. Type of family

Type of Family	Frequency	Percentage
Nuclear Family	49	81.67
Joint Family	11	18.33
Total	60	100

Table1 showing the distribution of respondents on the basis of types of family

From this above table the family classification of the students reveals that 81.67% children were belonging to nuclear family and 18.33% children were from joint family. So, majority of the children were belonging to nuclear family when compared to joint family.

In Kerala majority of the people are employed in the service sector whose location of work are in urban areas. People migrate to different places leaving behind their parents in their native villages. This could be the reason for majority students coming from nuclear family.

2. Number of Siblings in the Family
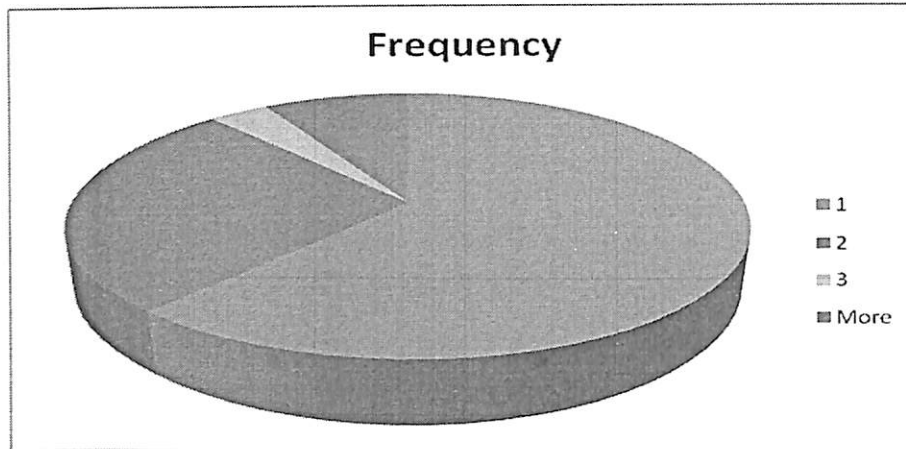
Figure 1 showing the distribution of respondents on the basis of number of siblings

Among respondents 61.67% children have one sibling, 26.67% children have 2 siblings, 3.33% children have 3 siblings and 8.33% children have more than 3. So, children who have 1 sibling are more when compared to that of others.

3. Employment status of Parents

Parent Employment	Frequency	Percentage
Father only	27	45
Mother only	5	7
Both	28	48
Total	60	100

Table 2 showing the distribution of parental employment

To analysis above table shows that for 47% the respondents, both the parents are working. In 45% of the cases fathers are employed and mothers are house wives and according to 7% of the respondents, mothers are the earning members.

There are tremendous increases in the products that we need in our daily life like that of vegetables, stationeries, crokeries, fruits etc.... so in order to meet their basic needs majority of the parents both the male and female were now employed. Because now a days with the salary of only one member the family want to suffer a lot to meet their basic needs, and also it is clear that not all the women are working there are still women who have education but not working. In some families the family members didn't like women to work. And in some case the women didn't have enough education to do a job.
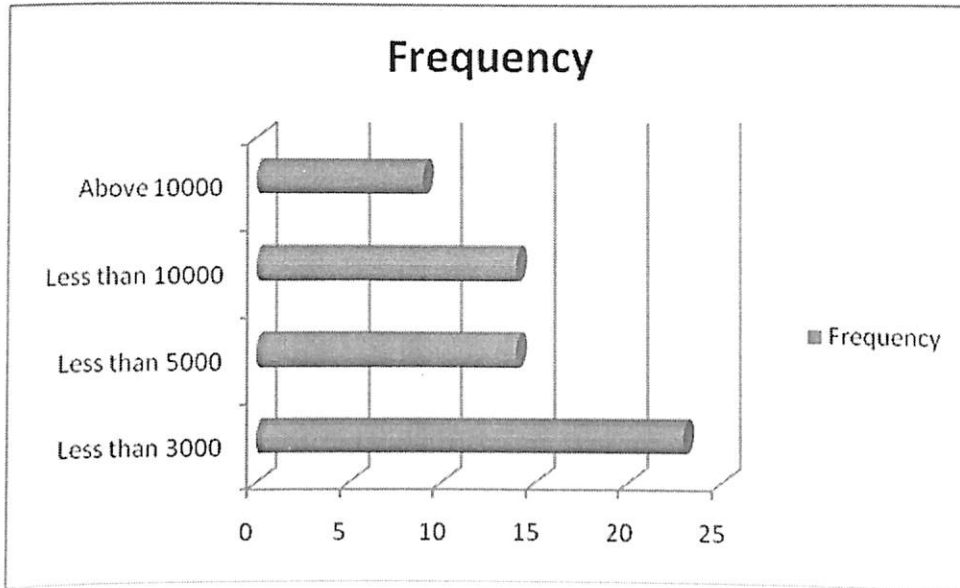
4. Monthly Income

Figure 2. Showing the distribution of parental employment

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The analysis reveals that 38.33% respondents have monthly income less than 3000, 23.33% of respondents have monthly income less than 5000, and less than 10000 and 15.1% of respondents have monthly income above10000. so, when compared with all the above the respondents whose monthly income less than 3000 are more.

Because the places were the data was collected is a rural area. So, most of the People work as fisherman. They get only less income from their job sometimes they didn't have their job. So, because of all this most of the people have monthly income less than 3000.

5. Religion

Religion	Frequency	Percentage
Christian	45	75
Hindu	15	25
Muslim	0	0
Total	60	100

Table 3. Showing the distribution of respondents on the basis of religion

From the above table it is clear that 75% children were Christians, 25% children were Hindu, no Muslim student was found.

From this it is clear that most of the population in that area or place was belonging To Christian family and the other reason is that the institution from where this data was collected will come under Christian community so because of all this most of the respondents or students belongs to Christian community.

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6. Opinion regarding the preference for type of family

Family Type	Frequency	Percentage
Nuclear family	16	26.67
Joint family	44	73.33
Total	60	100

Table 4 showing preference for type of family

Above table showed that 73.33% students like joint family and 26.67% students like nuclear family. So, from this it is clear that student who likes joint family is more in number.

Because from the research it is clear that most of the respondents were from nuclear family, so they feel loneliness.... From the previous table it is clear that majority of the respondents both the parents were working so the children feel loneliness and isolated in their family. So they miss their grandparents and their cousins. All this lead to the need for joint family.

B. Perception of parental preference based on Gender

7. Parental perception of love

Parental love	Frequency	Percentage
Boys	30	50
Girls	30	50
Total	60	100

Table 5 showing the perception of parental love

In this table 50% children agree and 50% children disagree that parents love boys more than girls.

Half of the respondents say that Parents love boys more than girls. 50% of respondents feel that male children get more preference than female children. Again the rest 50% says that they do not feel any difference at all. They are of the opinion that both male and female children get equal treatment. Boys are provided higher education when compared with girls. At homes boys are given special food. Families see girls to be sent to husbands home. Parents love boys because they think that they might look after them.

8. Position in the family based on Gender

Better position for	Frequency	Percentage
Boys	21	40
Both	39	60
Total	60	100

Table 6 Showing the distribution of position in the family based on gender

The table above shows that 40% of students agree and 60% students disagree that the boy has a better position in the family than a girl.. Even though majority feel that

Boys have dominant position in the family when compared with girls. Boys are the head of the family. Decisions taken by boys are given more importance in the society. All final decisions are taken by boys.

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9. Response to the statement: Parents show more affection to boys rather than girls.

Affection to boys rather than girls by parents	Frequency	Percentage
Agree	23	38.33
Disagree	37	61.67
Total	60	100

Table 7 Showing the perception of affection to boys rather than girls by the parents.

The table above shows that 38.33% students agree with the statement and 61.67% of students disagree. It is clear that students who are disagreeing with this statement shows more affection to boys rather than girls is high than that to the students who are agree with the students.

The people who are agreeing this statement is less in number. So from this we can understand that parents treat their children equally.

10. Response to the statement: If I am born again, I want to be a boy

	Frequency	Percentage
Agree	38	63.33
Disagree	22	36.67
Total	60	100

Table 8 Showing the distribution of if I am born again, I want to be a boy.

From the above table, 63.33% of respondents were agreeing to the statement and 36.67% of the respondents agree to the statement that if I am born again I want to be a boy.

Girls mostly love to be boys because boys have more freedom in the present society but girls have restriction in families' boys are given more preference regarding education, food etc.... girls are not secure in this society. They cannot roam about so majority of girls say that if I am born again I want to be a boy.

11. Status of women in Kerala

Women status in Kerala	Frequency	Percentage
Women enjoy better status	50	83.33
Women have lower status	10	16.67
Total	60	100

Table 9 Showing the distribution of status of women in Kerala.

From the above table most of the children agree with this statement that the percentage is 83.33% and for the rest of the children disagrees and the percentage is 16.67%.

In Kerala most of the women were educated compared to other states. Women enjoy high status. Women have greater status in Kerala. The government of Kerala encourages women education. So, due to these reasons women enjoy better status when compared to other states.

C. Difference in the interaction pattern by relatives other than parent.

1. Perception of preference of Grandparents based on gender.

	Frequency	Percentage
Agree	21	35
Disagree	39	65
Total	60	100

Table 10 Showing the preference of Grandparents based on gender.

In the above table 35% children agree and 65% children disagree this statement. Majority of respondents feel that there is no difference in the attitude of grandparents towards their grandchildren irrespective of their gender.

2. Perception of preference by relatives

	Frequency	Percentage
More preference to boys	21	35
Equal treatment	39	65
Total	60	100

Table 11 Showing the interaction of relatives

From the above table 65% of the respondents disagree with the statement that relatives show more preference to boys and 35% of the respondents agree with this. So the majority of the respondents have the feeling that both boys and girls get equal treatment from the relatives.

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3. Perception of preference of teachers based on gender

	Frequency	Percentage
Teachers prefer boys	15	25
Equal treatment	45	45
Total	60	100

Table 12 Showing the Perception of preference of teachers based on gender

The analysis showed that 25% of the children were agreeing to the statement and 75% of children disagree to the statement. So, from this it is clear that the children who were disagree the statement where more in number.

It is considered that school is our second home and teachers are like our parents. From this statement it is clear that no parents can show difference between their children even they are girl or boy.

D. Relation between religion and gender stereotype among adolescents.

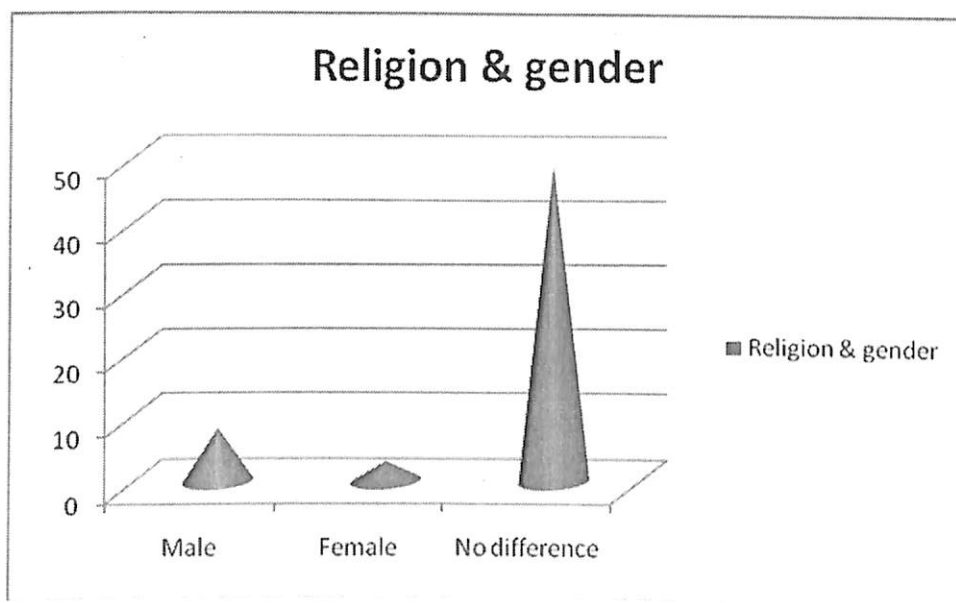1. Opinion regarding religion giving importance to boys and girls

Figure 3 showing the opinion regarding religion giving importance to boys or girls

Above table showed that according to students, 81.69% was of no difference, 13.33% was preference to males and 5% of preference was given to female.

From this it is clear that all the religion consider both male and female as the same. In all the religion women is consider as goddess. So, women has also the same importance like that of the men.

Gender Division of labour at home

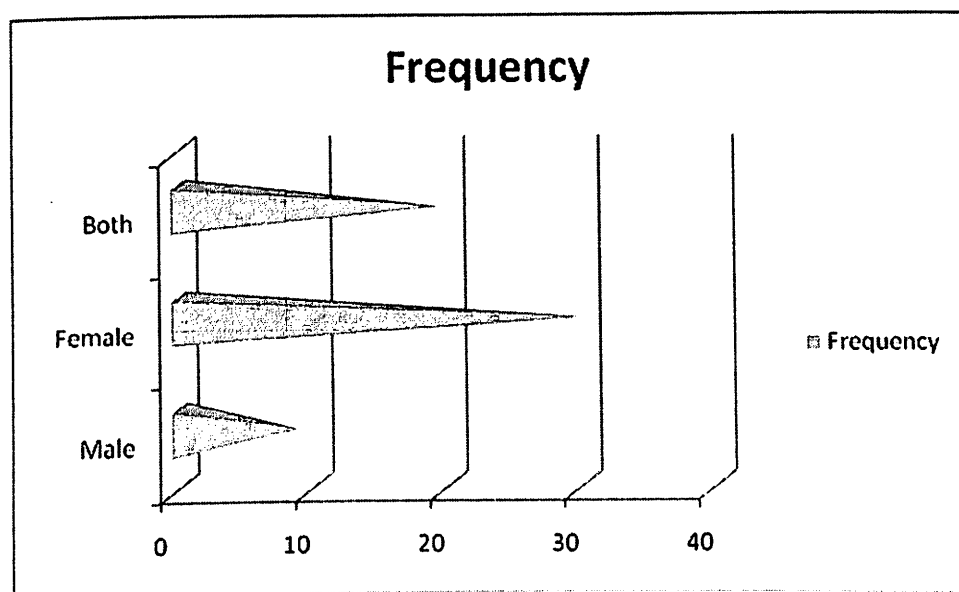### 1.Duties related to the laundry

Figure 4 showing the household division of labour related to laundry

From the above figure it is evident that laundry is still considered to fall under the work domain of women. But in 33% of the cases both parents are involved, which shows an increase in the male participation in household activities.

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2. Small repairs around the house:

Persons involved	Frequency	Percentage
Male	34	56.66
Female	4	6.67
Both	10	16.67
Someone else	12	20.2
Total	60	100

From the above table 56% males, 6.67% females, 16.67% both, 20.2% someone else does small repairs around the house. Most of the respondents agree to the statement that majority of male does small repair around the house.

3 .Caring for other family members:

Persons involved	Frequency	Percentage
Male	3	5
Female	34	56.67
Both	23	38.33
Total	60	100

Table 13 showing the person involved in caring for other family members

From the above table most of the respondent agree to the statement that 56.6% females, 5% males, 38.33% of both look after family members who needs care and support. The

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majority of respondent agree to the statement that most of the females look after the family.

4. Shops for groceries

Persons involved	Frequency	Percentage
Male	22	36.67
Female	10	16.67
Both	28	38.33
Total	60	100

Table14 showing the distribution of work related to shopping

From the above table most of the respondent agree to the statement that 16.67% females, 36.6% males, 38.33% both. Shops for groceries. So the majority of respondent agree to the statement that both shops for groceries.

5. Household cleaning:

Persons involved	Frequency	Percentage
Male	1	1.67
Female	56	93.33
Both	2	3.33
Someone else	1	1.67
Total	60	100

Table 15 showing the distribution of work related to household cleaning

From the above table respondent agree to the statement that 1.67% males, 93.33% females, 3.33% both, 1.67% someone else does house hold cleaning. Majority of respondent agree to the statement that most of the families does house hold cleaning.

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From the above table 41.67% males, 33.3% females, 25% both, maintain the house hold budget. Majority of respondent agree to the statement that males maintain the house hold budget.
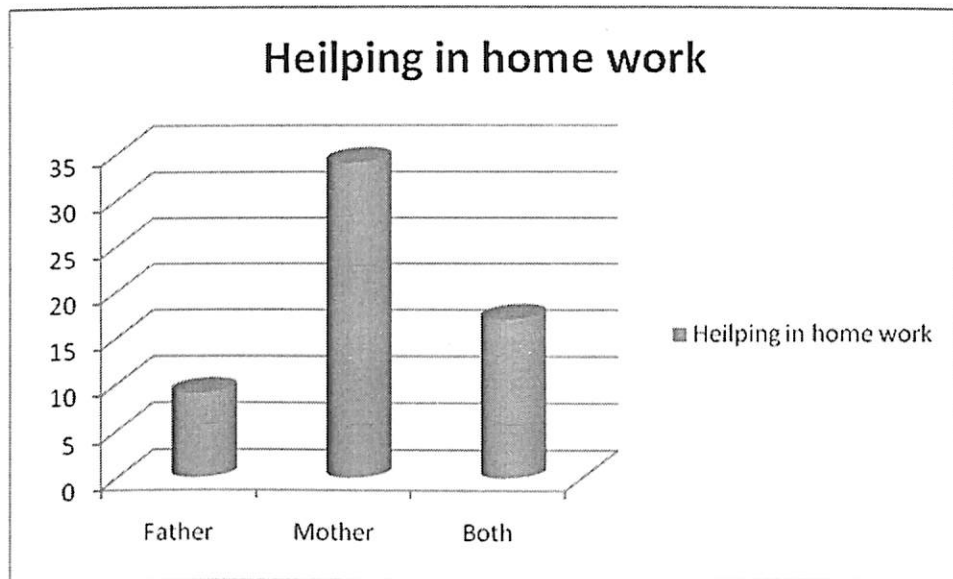
8. Help with school homework:

Figure 5 showing the distribution of work related to helping with school homework

From the above figure 15.33% fathers, 56.67% mothers, 28.33% of both help with school home work. Majority of the respondent agree to the statement that females help with school home work.

Majority of the respondents says that men and women have equal responsibility in their family women are involved in house hold activities. Because women are more capable of doing it the respondents says that 51% of females does the laundry. Women are taking care of the family than men. Because they have no time to spend with their family

because of their work. They have to do outside works. Both men and women are equally do shop for groceries, because they have the responsibility to control budget. It helps to maintain the house hold budget.

From this table we understand that women are occupying first place in household cleaning, prepare meals, maintain the household budget and help with the school homework. And even the family women's are doing all the household activities. The household activities done by men compared with women are less. The society had given the assigned roles to men and women. Even though the women occupying and equal place with men in economic and social level but still they follow the household jobs like a tradition where as the men take care the household budget. At the same time the women does not get any leisure time or economic benefit for their activities. The men watch movies or go for outing or encaging some other entertainment. From these we understand that this is gender discrimination between men and women.

11. Final decision making authority:

Persons involved	Frequency	Percentage
Father	53	88.33
Mother	7	11.67
Total	60	100

Table 18 showing the distribution of authority related to taking the final decision

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From the above table 88.33% of the respondents agree to the statement father is the ultimate decision taking authority related to family affairs like household budgeting, decisions regarding education, employment, marriage etc. and 11.67% of respondents disagree and say that mother is the decision taking authority. Majority of respondent agree to the statement that final decisions in the family must be taken by the father.

Because the majority of people are consider father as the head of the family. Traditionally our society also follows patriarchal system. At present also there is no change in the system in our society.
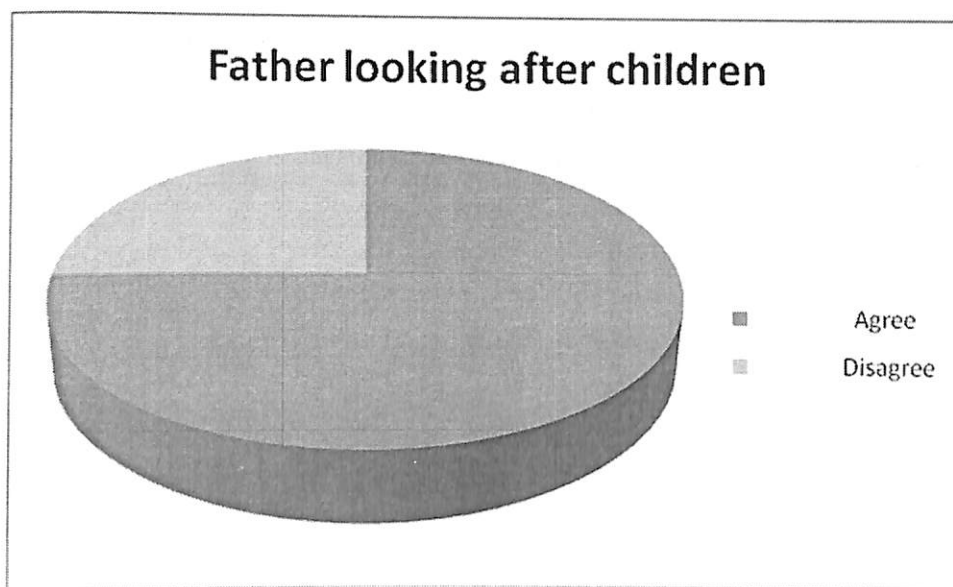
12. Opinion on father looking after the children:

Figure 6 showing the opinion on father looking after children

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From the above figure it is clear that 75% of respondents have a positive attitude related to fathers looking after children if mother is working fulltime. Only 25% disagree to this opinion. Majority of respondent agree to the statement if mother is working full time there is nothing wrong in father looking after children.

Because in traditional society mothers are consider at subordinate of father. So they do all work and looking after their children. But in modern society women are educated and the traditional duties associated with womanhood also changing due to the empowerment of women due to employment

13. Women and politics

Involvement in politics	Frequency	Percentage
Women must participate	45	75
Women must not	15	25
Total	60	100

Table 19 showing the opinion regarding the involvement in politics.

From the above table 75% of respondent agree to the statement and 25% disagree.

Majority of respondent agree to the statement women should actively participate in politics.

2. Women should be married off with a huge dowry.

	Frequency	Percentage
With dowry	12	20
Without dowry	48	80

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Total	60	100

Table 20 showing the opinion regarding dowry

The analysis showed that from both the agree and disagree the 80%of the children were disagreed and 20% of the children were agreeing to this. So, the majority children were disagreeing so that the percentage of disagree is high.

All know that Kerala is the state with high literacy rate. So by attaining knowledge people will get aware of everything that dowry or money is not that much important in their life. So, because of this they teach or socialize their children according to this, so that the coming generation should be aware of that never to respect the same harassment towards the girls related with dowry.

CHAPTER-V

Findings and Conclusion

After the analysis and interpretation we reached at the conclusion of the project.

First we include the socio – economic profile of the respondents. Type of family, number of siblings, employment status of the respondent's parents, and their monthly income, religion of the respondents and the family arrangement which is preferred by the respondents etc..... This study most respondents were consists of both males and females between the age group 16 – 18 years.

Under this objective we find that most of the children were belonging to Christian community and no Muslim student is found there. It can be mainly of the reason that most of the population in that area were belonging to Christian community. And most the respondents family income is less than 3000, because most of the people in that area were fishermen... no single children was found their every respondents have 2 or more than siblings. Most of the students were from the nuclear family. And because they are belongs to nuclear family most of the respondents wanted to live in a joint family because they experience loneliness and bored in nuclear family.

The second objective is student perception of parental preference towards male or female children. In this it is find that both the male and female get equal treatment in the family that means parent love both the girl and female child in the same manner..... on the other

hand the respondents says that even though the parents treat them equally but still there is difference in the position of girl and boy in the family, it is said that boys has better position in the family than that of girls. From the study it is clear that the saying girls are more closer to father and boys are closer to mother is absolutely right. Parents show affection to their children without any difference.

Girls mostly love to be a boy because boys have more freedom in the present society but girls have restriction and limitation. In families boys are given more preference regarding education, food etc... because of this majority of the girls wanted to born again as a boy. It is true that women enjoy better status when compared to that of other states....because the people in Kerala are educated and they know how to behave. Most of the women will forgive the mistake of men so that there might be peace in the family, and also women are expected to forgive, sacrifice and tolerate everything.

Under the third objective that is difference in the interaction pattern by relatives other than parents. Here it is find that grand parents, relatives and the teachers were all treat both the girls and boys in the same manner. They didn't given importance to boys than girls or vice versa.

Differences in the religious perpetuate gender stereotyping among adolescents is the fourth objective. And in this it is find that all the religion give respect and position to both the male and female equally

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Next is the fifth objective which is analyze the economic status of the parents and the gender role stereotyping. Early we are socialize that certain jobs are to be done by only women and some are only done by the men. For example, cooking is considered as the job which is to be done by the women, and small repairing in the home is expected to be done by the men… because these are like unwritten laws which is formed by pour society and we all are following that. And father is considered as the bread winner of the families because most of the were housewife and father is the only person who earns money.

From this study it is proven that people think freely and they become more practical. Because most of the respondents agree that women should work even after the marriage and also they encourage women participation in the politics. And also they agree that women can also be a good leader like that of men. Most of the respondents like to work under a women that means if they have the right to choose their boss by their own they will choose for a women because women were sincere and accurate in their work and with communication is also easy. And also women are less corrupt than men.

Every thing went on change but still women were experiencing certain differences in life. In the field of job they were get only less chance when compared to that of men. Their opportunity is taken away by the only reason that they are girls not boys. Some people consider women as weak…and they prefer boys to get5 the job. They can face any situation without any restriction.

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And last objective is the difference in the parental interaction towards male female children. Most of the respondents says that soon after the education women should not get married instead of that they anted to join certain jobs or wanted to go for higher studies. Society is developing; people get education so that they know dowry is not that much important what is important is only the education. It is true that women should be treated equally in the society because both men and women human beings without any difference. If the mistake of the women is big and they are repeating it more than one time instead of forgiveness punishment should be given to improve themselves and to understand what was done is a mistake not to repeat.

The respondents opinion about the present condition of womens are like this. All of the sixty students were of the same opinion that the status of the women were vert pathetic. And women has less status than that of men. Todays society is the victim of this, that women are seen by the men as a commodity nit as a human being. For men, women is an object which satisfies his all needs and desires. And in the case of family also the women were considered as a second person, in most of the family women is considered asa burden and this is an evident by the report of the female feticide etc... it is not saying that all men are like the same.

And as a conclusion we can say that there are differences in some fields like job, position etc... but in the case of family respondents didn't face any differences or gender stereotype. Both men and women are treated equally by their parents, relatives, grand parents etc...but in the case of society there are developments happening but still in some

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fields and in the minds of some people there didn't occur any change... because in this 21st century also people think that women is inferior than men... they didn't even known that girls attain there position in every fields

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QUESTIONNAIRE

The Sociological study on the perception of adolescents about

Gender Role Stereotyping in society

1. Name :

2. Age :

3. Sex :

4. Type of family : Nuclear / joint Family

5. Number of simblings : 1[ ] 2 [ ] 3 [ ] more [ ]

6. How many members in your family are employed?
   A) Only father B) only mother C) Both

7. Monthely income : A) Less than 3000 B) Less than 5000 C) Less than 10000
   D) Above 10000

8. Religion :

Please answer the following questions about your home.

Tick the revelent boxes:

Who in your home usually:

	A male	B Female	Both Males and females	Some-one else not belonging to the household
Does the laundary				

Makes small repairs around the house				
Looks after sick family members				
Shops for groceries				
Does the household cleaning				
Preparies the meals				
Clean the car				
Does the gardening				
Maintains the household budget				
Helps with school homework				

List out 5 male jobs and 5 female jobs

Sl. No	Male jobs	Sl. No	Female jobs

8. Parents love boys more than gils : Agree / Disagree

9. Grandparents love boys more than girls : Agree / Disagree

1. When relatives visit your home, they show more affection to boys than gils : Agree / Disagree

10. Parents spent more money for boys rather than girls : Agree / Disagree

11. A boy has a better position in the family than a girl : Agree / Disagree

12. Mothers are closer to girls and Fathers are closer to boys : Agree / Disagree

13. Parents shows more affection to boys rather than girls : Agree / Disagree

14. If am born again, I want to be a boy : Agree / Disagree

15. Soon after education women should be married of : Agree / Disagree

16. Parents treat you and your brother or sister in different manner : Yes [ ] No [ ]

17. In kerala women enjoy better status when compared to other status: Agree / Disagree

18. My religion gives more respect to............ a) males b) females c) no difference

19. I feel that all small children will suffer if their mother takes up full-time employment: Agree / Disagree

20. I feel that all women should work even after marriage : Agree / Disagree

21. Women should be the married off with a huge dowry : Agree / Disagree

22. Father should be the main bread winner of the family : Agree / Disagree

23. Final decisions in the family must be taken by the father : Agree / Disagree

24. If mother is working full time, there is nothing wrong in father looking after children: Agree / Disagree

25. In schools teachers give more preference to boys than girls : Agree / Disagree

26. Women should always forgive the mistakes men: Agree / Disagree

27. Men should always forgive the mistakes women : Agree / Disagree

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28. Men and women are equal in their intelligence : Agree / Disagree

29. Women should actively participate in politics : Agree / Disagree

30. Both men and women can participate in politics : Agree / Disagree

31. Women are less corrupt than men : Agree / Disagree

32. Women should be treated equal in society : Agree / Disagree

33. Which kind of family arranged do you think is better for society?

   a) One where one of the parents works to provide for the family and the other takes care of the houses and children

   b) One w here the two parents both work for money and both take care of the house and children

34. If you were taking a new job and had your choice of a boss(or supervisior), would you prefer to work for a man or a women? A) Man B) Women

35. Do you think that women in this country should have equal job opportunities with men, or not? A) Yes , should have equal job opportunities b) No, should not have

36. List out ideal qualities of boys and girls:

   Boys:
   Girls:

What is your opinion the present condition of women: