

Gender Stereotypes And Its Impact On Socialization Of Children In Rawalakot Azad Kashmir

Isbah Nisar¹, Nighat younas², Saima aftab³

¹*Department of Sociology, Faculty of Social Sciences, University of Poonch, Rawalakot, AJK Pakistan*

²*Department of political sciences, Faculty of Social Sciences, University of Poonch, Rawalakot AJK Pakistan*

³*Department of Pakistan studies, Faculty of Social Sciences, University of Poonch, Rawalakot AJK Pakistan*
isbahnisar@yahoo.com

Abstract

The study was conducted to identify the existence and impact of gender stereotypes in socialization of children in Rawalakot Azad Kashmir. The nature of the study was quantitative. The educated parents in Rawalakot were population of study. The teaching faculty of public sector schools and colleges in Rawalakot Azad Kashmir were taken as sample of the study. A sample of 200 parents was chosen by using purposive sampling techniques. To analyze the existence of stereotypical traits of gender in socialization was the first objective of study. The second objective of the study was to examine the gender stereotyped expectations of educated parents from their children. The researcher used a structured questionnaire for collecting data from teaching faculty of schools and colleges. The questionnaire was administered herself by the researcher to receive the responses of teaching faculty of schools and colleges. The frequency and percentage were calculated by using statistical package for social sciences (SPSS), in order to find the average of the responses given by the respondents. These results were then tabulated and interpreted. The findings revealed that the gender stereotypes exist in the socialization of children. The educated parents also tend to have gender stereotypical expectations from their children. Existence of gender stereotypes promotes gender inequalities and power imbalance between men and women. Parents should create humorous environments where children may interact positively with both boys and girls.

Keywords: Gender Stereotypes, socialization, public sector, teaching faculty

Introduction

When a new baby is born he is surrounded by his or her family. Parents tend to socialize their baby as girl or boy. During early childhood, girls and boys spend much of their time in the home with their families and look to parents and older siblings for guidance. Parents play a vital role in promotion of gender stereotypes. Parents treat their children as a girl or boy right from start. During early childhood children keenly observe their parents and follow the same role as modeled by their parents. Children also follow the likes and dislikes of their parents and elders. There are three main perspectives on factors influencing

gender development: biology, socialization and cognition. Researcher focused on socialization of children.

At an early age, children tend to demonstrate stereotyped beliefs about the gender roles that are dominant within their culture. Researchers have documented young children's tendency to "essentialism gender that is, to make assumptions about males and females based on their sex alone. Rigid adherence to stereotypical gender roles can have negative consequences in childhood and beyond, as these stereotypes can limit children's educational and occupational aspirations. So, it is important to examine the

factors that contribute to children's practices of gender stereotyping. It is also likely that parents' gendered behaviors that is, the extent to which a parent performs activities that either enforce or defy gender stereotypes play a role in shaping their children's gender-role attitudes. Despite substantial evidence that both parents' ideologies and performance of gendered labor predict children's gender-role attitudes, it is unclear whether children attend more to ideological or behavioral messages as they develop beliefs about gender roles and the relationship between sex and gender.

Key Research Questions

While evaluating the influence of educated parents on gender stereotyped socialization of children, following questions were significant:

- Do educated parents be likely to have gender-stereotypical expectations from their children?
- Do educated parents tend to have gender-stereotyped behaviors in the socialization of their children?

- Do educated parents have gender discriminatory behavior with their children?
- Do the gender stereotypes create gender inequality?

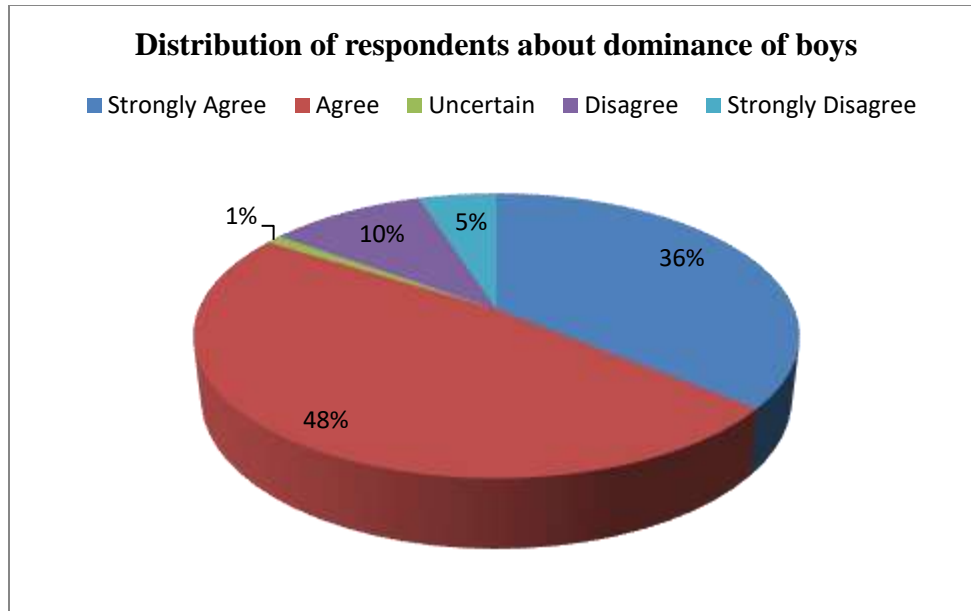
Research results

Parents' gender-stereotypical expectations

Parents tend to have gender stereotypical expectations from their children. Parents do not like cross gender behavior of their children. Parents have different expectations from their children regarding their sex. They expect their baby girls not to go outside the home without any reason and not to play with boys. This kind of expectations is only for females. Parents also expect their daughters to do house work and assist their mothers in kitchen and other tasks while they do not expect such deeds from their sons. Parents expect their sons to deal the matters outside the home or to bring the accessories from the market. Parents were asked about the dominance of boys at and submissiveness of girls.

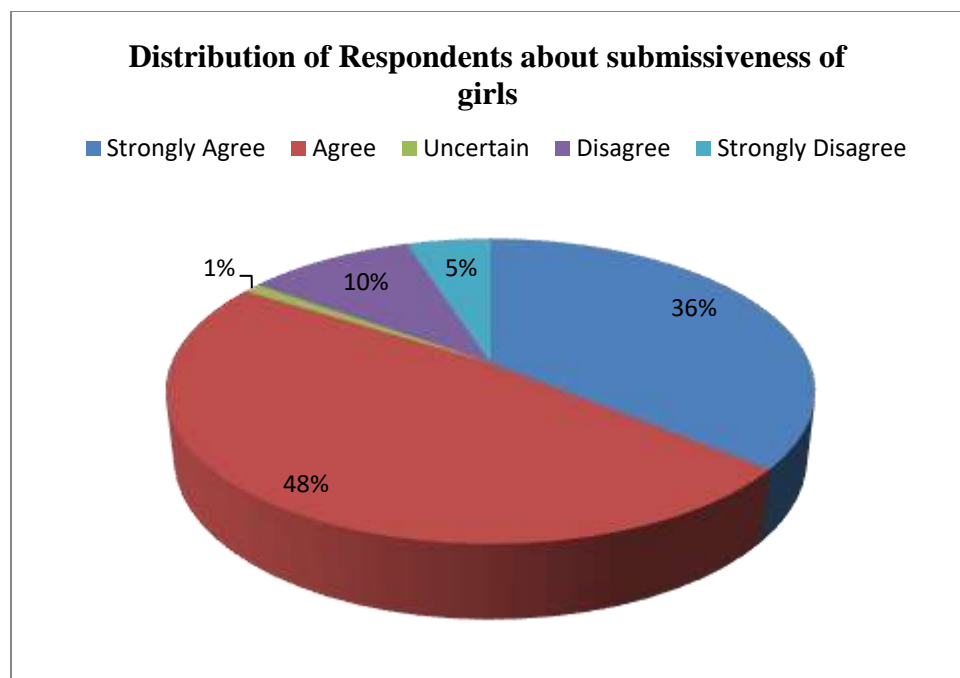
Distribution of respondents about dominance of boys

Response	Frequency	Percentage
Strongly Agree	64	23.0
Agree	58	29.0
Uncertain	34	17.0
Disagree	50	25.0
Strongly Disagree	12	6.0
Total	200	100.0



Distribution of respondents about submissiveness of girls

Response	Frequency	Percentage
Strongly Agree	38	19.0
Agree	96	48.0
Uncertain	30	15.0
Disagree	32	16.0
Strongly Disagree	4	2.0
Total	200	100.0



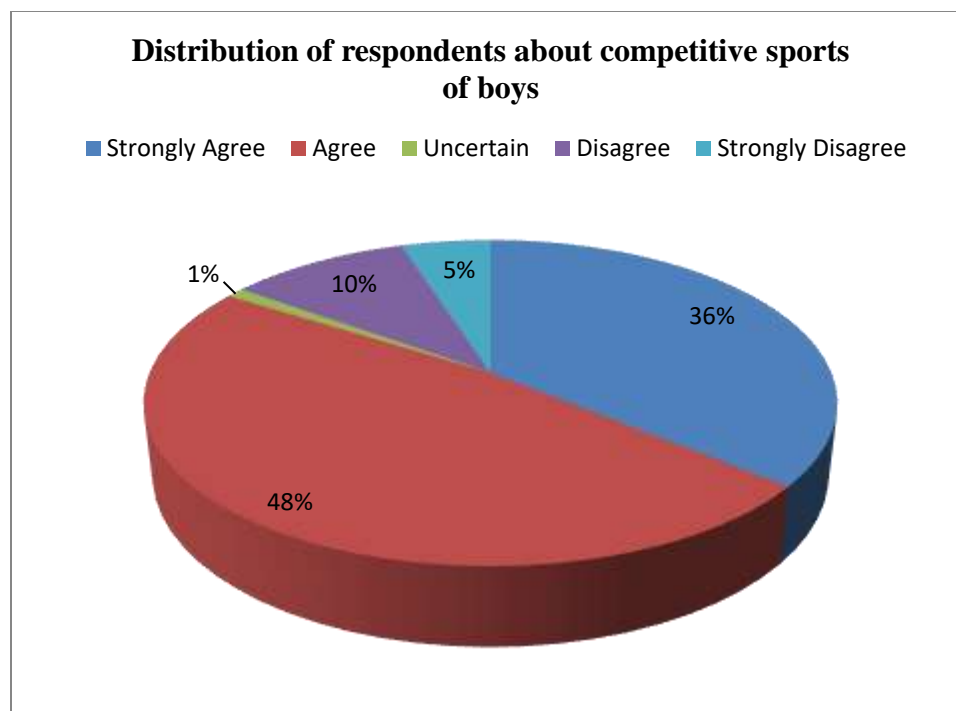
Gender-stereotyped behavior of children

Parents not only expect but also like the gender stereotyped behavior of their children. If daughters do some housework or female type activity they appreciate their daughters. But if the girls dress up like boys or play with boy's parents

dislike their behavior. If the boys wear girl's dresses or bangles parents dislike and discourage them likewise all the opposite sex related actions are discouraged by parents. Parents were asked that should boys play competitive games and should the girls play girl type games?

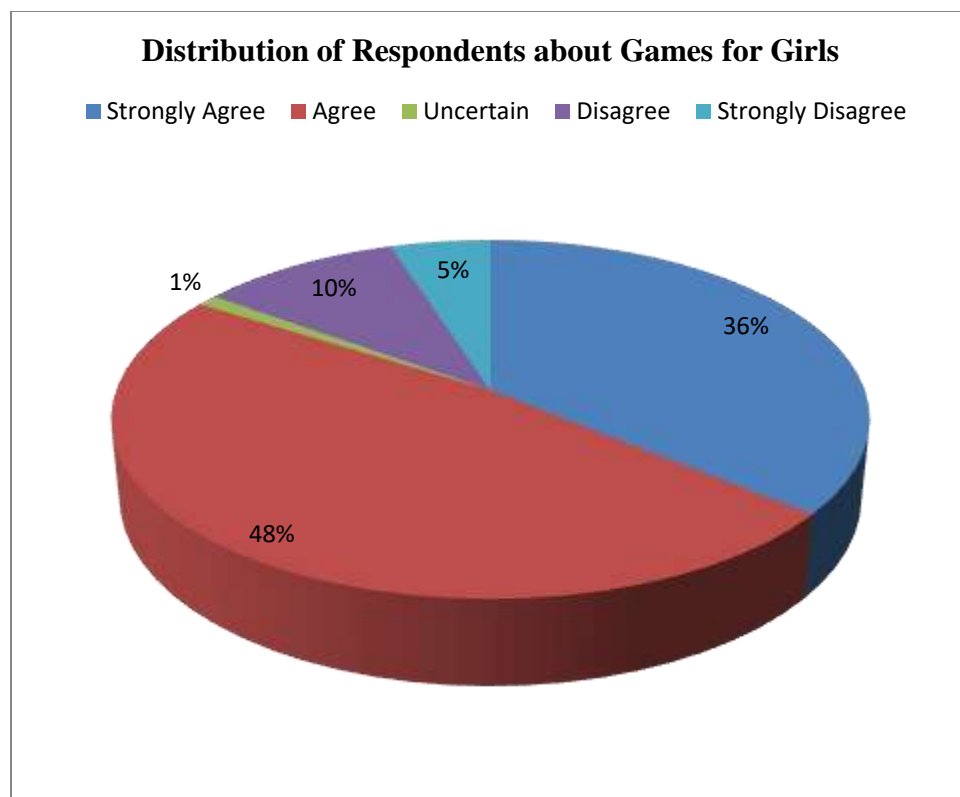
Distribution of respondents about competitive sports of boys

Response	Frequency	Percentage
Strongly Agree	36	18.0
Agree	114	57.0
Uncertain	24	12.0
Disagree	20	10.0
Strongly Disagree	6	3.0
Total	200	100.0



Distribution of respondents about games for girls

Response	Frequency	Percentage
Strongly Agree	78	39.0
Agree	78	39.0
Uncertain	32	16.0
Disagree	8	4.0
Strongly Disagree	4	2.0
Total	200	100.0



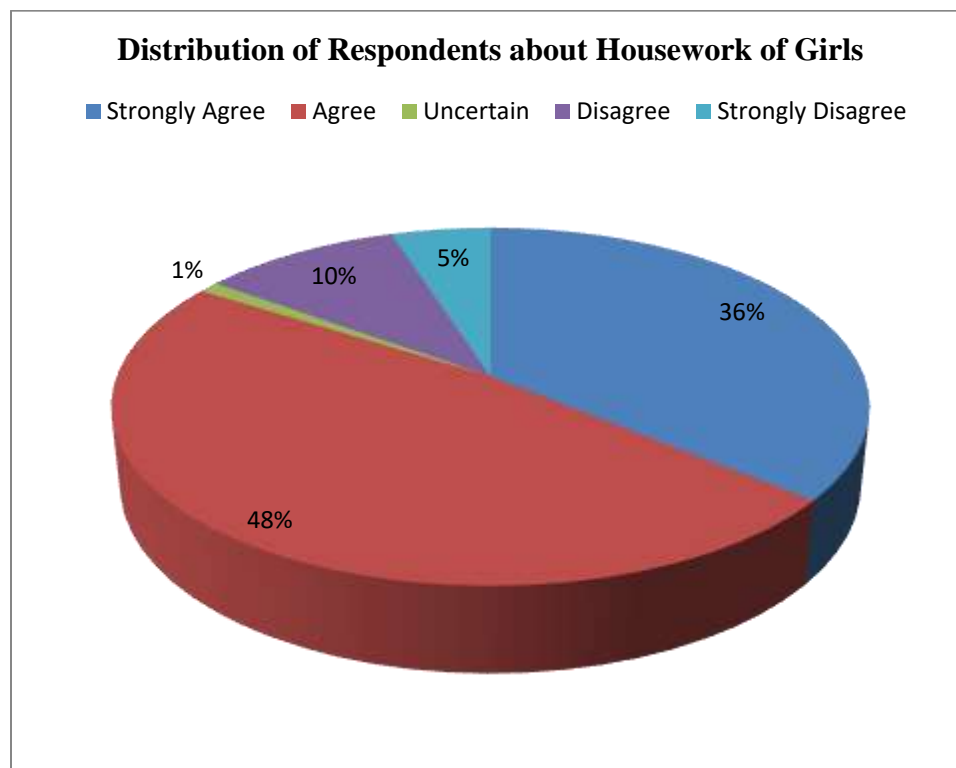
Gender Discriminatory behavior of Educated Parents

Parents show gender discriminatory behavior to their children. They follow all the most commonly followed gender stereotypes. The commonly followed stereotype is that the career education is important more for boys as compare to girls and boys should be encouraged to go to college rather than girls. The educated parents argued that girls should also have career education as well as higher education and the

education is important both for girls and boys. One more commonly followed stereotype that girls should marry in early ages is also denied by educated parents, they said that girls should first complete their qualification then they should marry. However, evidence suggests that some parents are more tolerant of cross-gender-typed behaviors in sons than seen in earlier decades. Respondents were asked that should the girls do house work and should the boys have more charge than girls at home?

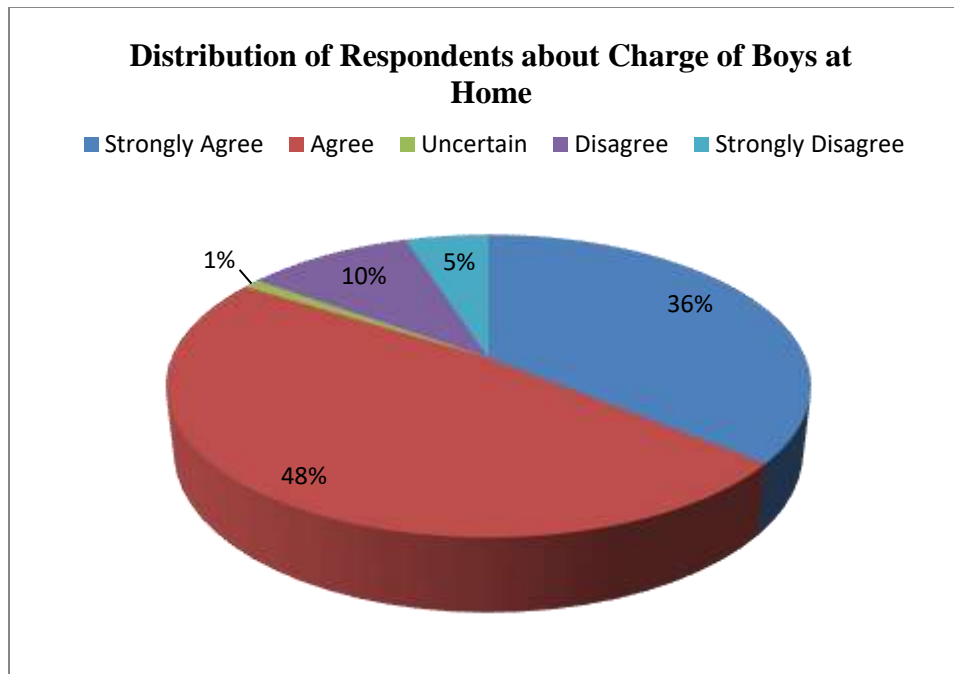
Distribution of Respondents about Housework of Girls

Response	Frequency	Percentage
Strongly Agree	60	30.0
Agree	68	34.0
Uncertain	8	4.0
Disagree	48	24.0
Strongly Disagree	16	8.0

Total**200****100.0**

Distribution of Respondents about Charge of Boys at Home

Response	Frequency	Percentage
Strongly Agree	60	30.0
Agree	62	31.0
Uncertain	20	10.0
Disagree	42	21.0
Strongly Disagree	16	8.0
Total	200	100.0



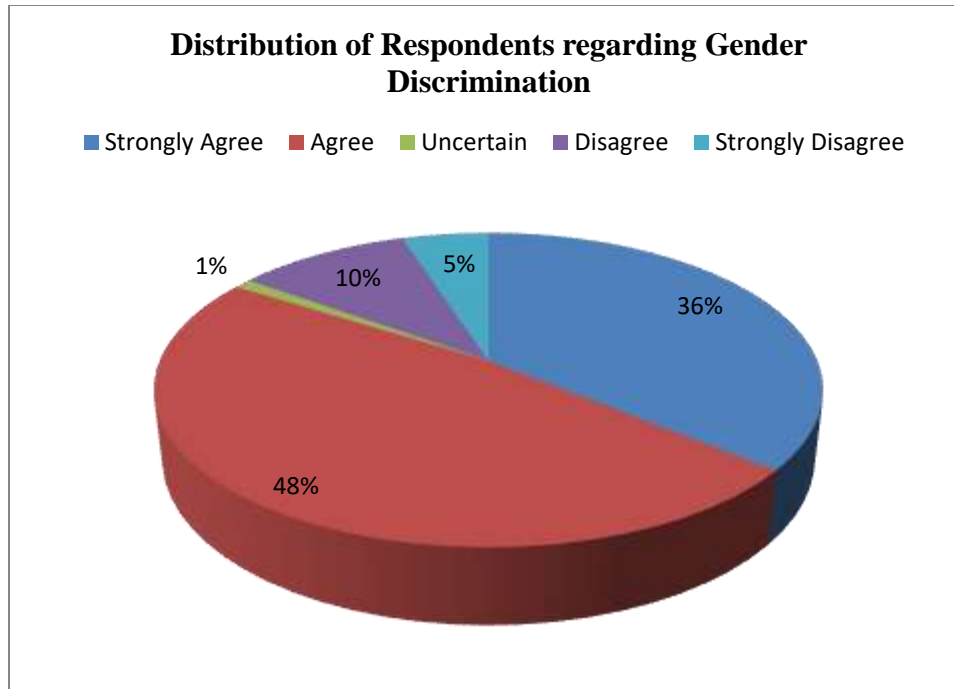
Gender Inequality

Gender stereotypes impacts the socialization of children it creates huge differences among girls

and boys and it builds a barrier in gender equality. Parents were asked that either gender stereotypes based socialization creates discrimination?

Distribution of Respondents regarding Gender Discrimination

Response	Frequency	Percentage
Strongly Agree	72	36.0
Agree	96	48.0
Uncertain	2	1.0
Disagree	20	10.0
Strongly Disagree	10	5.0
Total	200	100.0



Conclusions

Dramatic transformations in women's and men's roles have occurred during the last half century in most of the industrialized world. The traditional gender stereotypes are still followed in the socialization of children. But the education brought few changes in the mindset of parents. Educated parents now prefer education for both girls and boys equally and provide equal opportunities for education to both girls and boys. But other than education the educated parents also become traditional parents and follow gender stereotypes in socialization of children. Existence of gender stereotypes promotes gender inequalities and power imbalance between men and women. Parents should create humorous environments where children may interact positively with both boys and girls.

REFERENCES

1. Blakemore, J. and C. Hill, 2008. The Child Gender Socialization Scale: A measure to compare traditional and feminist parents, 58,192-207.
2. Fulcher, M., E. Sutfin. And C. Patterson. 2007. Individual differences in gender development:
3. Gooden, A. M. and M. Gooden. 2001. Gender representation in notable children's picture books: 1995-1999. *Sex Roles*, 45, 89-101.
4. Associations with parental sexual orientation, attitudes, and division of labor. *Sex Roles*, 58, 330-341.
5. Ruble, D. N., C. Martin. and S. Berenbaum. 2009. Gender development. *Social, emotional, and personality development* 3(6):.858-932.
6. Wood, E. 2002. The impact of parenting experience on gender stereotyped toy play of children. *Sex Roles*, 47, 39-50.