

UNIT -2

GENDER IDENTITY AND SOICALIZATION PROCESS

Meaning of Gender Identity

Gender identity refers to not only psychologically sensing as male or female due to the influence of sex related hormones, but also making others in the society known as male or female by adopting the dress code, role and functions assigned to the particular gender, participating in cultural and social activities etc.,

Some individuals do not identify themselves with some and all aspects of gender that are assigned to their biological sex. Such of these individuals are known as transgender or cross gender persons belonging to the third gender category, dress themselves and exhibit behaviour in accordance with the psychological feeling they have a being male or female.

Behaviour of girls expected by the society

- Obedient to parents
- Helping the mothers in family
- Get educated
- Beauty with modesty
- Self-control
- Patience
- Get training in fine arts
- Following the cultural traditions
- Good Conduct
- Being faithful to husband and his family
- Rearing children in the best possible way
 - Entertaining guest (Hospitality)

B) Behaviour of girls disliked by the society

- Showing more interest in beautifying to enhance external appearance
- Talkative
- Gossiping
- Moving out of the house at odd hours

- Returning home late in the night
- Developing companionship with opposite sex
 - Whiling away the time

C)Behaviour of boys expected by the society

- Courage
- Ability to act efficiently
- Being helpful to the father
- Proficiency in education
- Get trained in skills
- Being responsible to protect the family
- Duty of taking care of parents
- Earning for the family
- Saving for the future
- Administrative skills
- Good Conduct
 - Concern for the family

D)Behaviour of boys disliked by the society

- Laziness
- Bad habits
- Disobedience to parents, teachers and elders
- Disinterest in education and job
- Bad manners
- Whiling away the time
- Having friendship with anti-social elements
- Neglecting family members
- Leading a Purposeless time

SOCIALIZATION PRACTICES IN FAMILY, SCHOOL AND ORGANIZATION

Meaning of Socialization

Socialization is a process through which the child learns to respect the laws, traditions, norms and values of the society to which it belongs.

Gender Identity and Socialization practices

According to UNICEF gender socialization begins with child's birth and it is part of the learning process.

Children learn their gender that is whether male or female and express their behaviour and attitude according to their gender and try to behave like their peers.

So, almost most of gender socialization takes place during childhood, it continues even thereafter.

Gender identity and socialization practices in family

- Family is the starting point in the development journey of the child
- Educationist and Sociologists consider family as the first school and mother as the first teacher of the child
- The mental imprints gained by the child during this stage are very strong

Children learn naturally the way of dressing, speaking and behaviour with their own sex as well as with opposite sex and other such habits from their family members especially from the parents through the process of imitation.

Thus the family is the first agent of Socialization. Boys and girls are dressed differently, receive different toys to play with and sleep in bedrooms that are furnished differently by their parents particularly their parents.

Gender identity and Socialization process practices in School and Educational Organization

- School is the setting in which children formally learn about their society
- School is a socializer of children that teaches Reading, Writing, Arithmetic, History, Science and so on.
- School teaches us the important social skills. It teaches the importance of listening, to wait and follow the directions.
- Schooling is the one of the most important socialization process that a child goes through

Outside her family

- In schools in the play ground also the boys and girls engage in different kinds of social athletic activities. Gender equality can be sown in the minds of the students by providing equal opportunities to girls to participate in all sport activities like boys and making also provision for mixed group in sports activities.
- As the children spend most of their time with parents at home before they join the kindergarden, parents have the primary influence on child's internationalization of gender roles.

Once the child joins the kindergarden, the peer group starts exerting influence in shaping the child's view on gender roles. Children learn from one another what is gender appropriate behaviour and what is not. The media, particularly television, advertisement and other entertainment programmes define gender roles and teach children how they ought to behave as boy or girl in the society.

Role of Family, School, Peers, Teachers, Curriculum and Text books in Challenging Gender inequalities and Reinforcing Gender Parity

Treating males and females differently that is gender disparity has been in existence in Indian Society over a long time. Social agencies and institutions including education have to play a vital role in removing gender inequalities in all spheres of life.

Role of Family in Reinforcing Gender Parity

- Male and Female children are groomed differently in the family. Participation in family functions and domestic activities help children to learn the gender roles of both the sexes and adopt them appropriately.
- The Child observes that the kinds of playing materials and dresses provided for both the sexes as well as activities assigned to each one of them are of different nature.
- Female child takes its mother as its role model while a male child follows the footsteps of its father for learning their gender roles.
- It could be observed that at the age of five, male child refuses to decorate with flowers and female child declines boys wear.
- In families where both husband and wife go out for a job males sharing the domestic responsibilities and females taking the responsibilities of procuring provisions and groceries required for the family, managing finance, courageous enough to go out alone and

Participate in social functions supervising the study of the children at home etc., indicated that our society is slowly moving towards gender equality.

Role of School in Reinforcing Gender Parity

Gender inequalities include unequal rights, responsibilities and opportunities for women who lead to their poor state of health, educational attainment and economic status as compared to men.

- In student enrolment in school percentage of girls enrolment is significantly low as compared to that of boys, particularly in rural and hilly areas of India.

More than 60% girls admitted to the first standard, drop out before they complete 8th Standard the reason for this is absence of basic amenities in Schools. Particularly lack of hygienic toilets, lack of women teachers, in adequate numbers and non-availability of schools within the easy reach of students. The primary reason of gender inequality in education is unequal access for boys and girls to get enrolled in schools.

- Further Curriculum content (which mostly depicts male as physically strong, Courageous, intelligent occupying positions of power and prestige etc.,

While portraying female as gently, physically weak, showing more concern and care for others etc., So text books, teachers, peers, teaching-learning process all seems to display gender inequality.

Obstacles faced by the women getting equal opportunities in education

(i) Poverty

Generally children hailing from poor families are not sent to school particularly girls are asked to stay at home and help their mother and take care of the younger siblings or take some jobs to augment the income for family.

ii) Lack of Proper toilet facilities

Gender discrimination shown by teachers in the classroom practices sexual harassment by peers and the school staff etc.,

iii) Lack of access to school

Most parents hesitate to send their female children to school which are located far away

Generally Indian parents give less importance for girl's education

Ways and means of improving gender parity in schools

- Providing primary schools within the radius of 1 kilometer

- Providing hygienic toilet facilities (separate toilet for girls)
- Providing free education, free text books, uniforms and free transport, midday meal to all students both male and female.
- Teaching treating all students without gender bias
- Providing equal opportunities for girls to participate in all sports and cultural activities of the school and par with boys.
- Ensuring safety of girls in the school
- Taking stringent action against peer teachers and school servants who ill treat girls
Ensuring atleast 50% of women teachers are appointed in school practices are free

fromgender bias.

Role of Peers in Reinforcing Gender Parity

When a child enters the school, its age mates play a significant role in socializing it, these age mates are called as peers. Peer groups are characterized by children who belong to the same age group, and are similar in their interests and social positions.

- When children move within their peer group they learn to form relationships of their own, free from the supervisions by others.
- Children are influenced by the peer group in learning gender behaviour. Children keenly observe their peer attitudes towards gender roles and try to follow them.
- Starting from pre-school classes, peer group influence grows stronger and stronger and reaches its peak at the higher secondary school, peer group influence has significant effect on school children in their play activities, academic achievement, habits, hobbies and gender related attitudes.
- At the collegiate stage, students instead of following others, start thinking and acting on their own.

Therefore it could be said that concepts related to gender equality gradually develops in students as their educational level increases and get reinforced by peer group influence.

Role of Teachers in removing gender disparity

Students spend most of the time in school, with their teachers. Teachers are the role models to young students. Teachers of both sexes should not show any discrimination towards boys and girls.

For example: Teachers avoid acts like constantly putting up questions in the class to the students belonging to a particular sex (boys or girls)

- Teachers must treat both boys and girls equally and provide equal opportunity to set and attain their goals.
- In rural areas girls discontinue their studies at the middle school level, teachers

should encourage such girls to continue their studies further.

- Teachers should be given training in gender related issues and the teachers should serve as a role model to their students.

So therefore teachers to play an important role in gender inequality.

Role of Curriculum in removing Gender Disparity

Curriculum is an important component in bringing equality in education. Curriculum consists of the subjects that are included in a course of study.

- Curriculum should avoid pictures showing different gender roles of a particular gender
- Gender bias in content
- Females were allowed to choose only Home science, cookery, typing, nursing, arts and teaching, whereas male are allowed to choose Physics, Chemistry, Maths subjects as their choice of study.

Hence, Learning experience and the learning outcomes of girls are different from those of boys.

Role of Text books in removing gender inequality in education

Text books are an integral part of Curriculum. The concept in the lessons is introduced to the students through the text books.

- Text books are written according to the syllabus
- The prime function of text book is presenting the content prescribed in the syllabus with clarity, illustrations and examples.
- Gender bias that finds place in the curriculum will get reflected in text books also.
- Text books promote gender stereotype knowingly and unknowingly, most of the words used in the text books may refer to males'

As kings great warriors, genius and famous poets are displayed as males an impression is created in minds of students that knowledge, ability, bravery, leadership quality, creativity are the characteristics of men while describing women their beauty, appearance, virtues, faithfulness to their husband and motherly instinct as their note-worthy characteristics.

In primary school text books also we can see the description such as:

Father reading news paper, mother is cooking, sister is decorating, and brother is playing outside with his friends.

Hence book writers should design their books facilitating gender equality.

Gender roles and responsibilities assigned in Schools and classrooms

Generally girls perform more work than boys inside the school/ Classroom.

Generally girls undertake work related:

- Maintaining garden
- Keeping the classroom neat and tidy
- Black board writing
- Putting rangoli during functions
- Organizing any events

Boys undertake works related

- Arranging for the assembly
- Lifting weight (Books, tables)
- Organizing sports events.

Gender discrimination in class room interactions

Classroom interactions between the teacher and students, as well as students among themselves form an important component of their education (i.e) classroom interactions as well as experiences gained in the school outside the classroom become educational experiences.

Research study reveals that:

- Teachers more often interact to boys and pay more attention only towards them than girls. When asked the reason for these teachers replied that boys ask about something or other frequently and volunteer to answer loudly the question put to the class.

This study further states that:

- Boys tried to catch the attention of teachers 8 times more than girls and the teachers did not restrict such behaviour.

When girls exhibited such behaviour the teacher refused and advised them to respect the classroom practices. (i.e) if they want to say something they must first raise their hand and get the permission of the teacher and then they should say what they want to say.

Likewise, teachers while giving feedback exhibit gender discrimination. For eg: Teachers praise boys for their academic excellence but while praising girls they only say their handwriting is good, work is neat and their behaviour is gentle and quiet.

To sum up teachers interact more with boys than girls in the classroom. Interactions such as putting questions frequently to boys appreciating their response this must be avoided. Therefore feedback given by teachers also tend to be gender biased

This kind of gender bias in classroom interactions shatters the self esteem and self confidence of girls and boys.

Discrimination of Gender in Rituals

Rituals are the ones which one are traditionally followed. In the context of classroom situations this could mean the age old practices that are followed in the class room notable among them are:

- Standing up when the teacher enters classroom (expected more from the girls)
- Cleaning black board – considered to be responsibility of the girls
- In school where there are no servants girls are expected to keep the classroom clean and neat
- Wearing uniform in the schools
- Thanking teacher when he/she leaves the classroom at the end of the period (more expected from girls)

Other rituals

- Men is allotted the responsibility of protecting the family, earning capacity, mental strength to overcome the problem, taking over the family business.

Women are not allowed to live freely, they are always in care of male person (Father, Brother, Husband and Son)

she is assigned the role of being a good mother to her child and also upholding the religious rites and traditions and women has to spend most of the time in doing house hold works (cooking, washing clothes, cleaning the house) hence

- Women are not allowed to perform the last rites after the death of their parents
- Dowry in form of cash and jewels are to be given to the girls at the time of marriage.
- Women are not allowed to do pooja inside the temple and they are also not allowed to touch the statue also.
- Women are not allowed to come out during untime (night time alone)

Hence the above discrimination gender are shown even now in the society.

Discrimination of Gender in school routines

Even though it was accepted in principle that boys and girls are to be treated equally, girls do not get the same privileges and freedom like boys.

- In daily routines of the school females are not assigned important responsibilities (going out and inviting the guest for seminar, conference)
- It is very rare to see inviting women staff, women writers to preside over a function or give lectures arranged in the school.
- Girls are not allowed to choose their preferred courses.
- Boys and girls are made to sit separately.

PROCESS OF DISCIPLINE TECHNIQUES FOR BOYS AND GIRLS

Discipline is the process of teaching boys and girls what type of behaviour is acceptable and what is unacceptable. Discipline teaches the child to respect the rules and follow them.

Techniques of disciplining boys and girls

Boys and girls are disciplined differently in the classroom. Boys are punished more severely than girls their names are always on the list of those with behaviour problems. Discipline depends upon

- Their age
- The way they are brought up by their parents

American Academy of Pediatrics and National mental Health Association have recommended the following techniques for discipline children:

- **Rewarding good behaviour**

Acknowledging good behaviour is the best way to encourage the child to continue it, complimenting the child immediately.

- **Allowing to face the Natural Consequence**

If a child does something wrong, we should let the child experience the result of that behaviour. eg: If a child deliberately breaks a toy he/ she no longer has that toy to play with; If a child argue to do homework next day has to face the teacher.

- **Logical consequence**

The goal of logical consequence is to stop misbehavior. Describing to the child what the consequence will be for unacceptable behaviour. eg: wearing helmet.

- **Taking away privileges**

The consequence of unacceptable behaviour may be taking away a privilege which the child presently enjoying. eg: we may take away television privileges for the evening if he/she does not do her homework.

Gender discrimination in the process of Discipling boys and girls

Today beating, slapping have become acts of offence punishable under law. Eg: News paper often report suicide of girls as a result of being scolded by their teachers for scoring low marks or ill-treated for mis-behaviour.

For disciplining students

- A teacher should be best role model
- Should provide positive feedback about the students.

Giving punishments to students such as making the students

- To stand upon the bench in the class, kneel down, to stand outside the classroom etc., and asking the female students to stand aside in the classroom, to write imposition 100 times stating “I will not respeat the mistakes hereafter” are viewed as gender discrimination practices in discipline the boys and girls.

- Seating male and female students in separate rows in the classroom and dining hall of the school hostel.

Providing same kind of seats in the classroom for male and females, similar seats for male and female teachers in staff room and giving equal opportunities for both sexes to take part in discussions and offer their views boldly are some of the measures that pay way for eliminating gender discrimination in schools.

Instead of providing physical punishments, teachers can think of giving psychological punishments to students such as:

- Withholding the privileges offered
- Making them not to take part in various school activities including games and sports making them sit in the class near the teacher etc.,

ANALYSIS OF GENDER ROLE STEREOTYPE

Gender Stereotypes are the baseless beliefs that men and women are expected to function in the society based on their sex.

Common gender stereotypes of men

- (i) Men are powerful
- (ii) Men are insensitive and do not show out their feelings
- (iii) Men are primarily interested in their careers or vocations and earn more income
- (iv) Men do not have primary interest in marriage and parenthood
- (v) Men are good in taking decisions and implementing them.

Common gender stereotypes of women

- (i) Women are soft and childish
- (ii) Women are highly emotional
- (iii) Women are jealous, interested in gossiping
- (iv) Most of the women do not have primary interest in their career or vocations
- (v) Women are interested in child care.

Above referred gender stereotypes do not have any evidence as they are believed by most people in the society and others are made to believe them as true, they remain stabilized for generations together.

CONCLUSION

Gender identity refers to not only psychologically sensing as male or female due to the influence of sex related hormones, but also making others in the society known as male or female by adopting the dress code, role and functions assigned to the particular gender, participating in cultural and social activities etc.,