

Overview

- Lecture:
 - Do parents treat boys and girls differently?
 - Are kids gender stereotyped and how do they learn gender stereotypes?
- Discuss data collection assignments – small and large groups
- Lecture:
 - Recent research on books, toys, and TV
 - Raising gender aschematic kids

Questions for Today

- Do kids have gender stereotypes?
- How do they learn them?
- Where do they learn them?

Lytton and Romney (1991) Meta-Analysis - cont.

Category of behavior:	d
■ Amount of interaction:	-.03
■ Encouraging achievement:	.02
■ Warmth, nurturance:	-.07
■ Encouraging dependency:	-.10
■ Restrictiveness:	.08
■ Disciplinary strictness:	.08
■ Encouraging sex-typed activities:	.43
■ Clear communication/reasoning:	-.05

Effect Size Demonstration

http://www.ruf.rice.edu/~lane/stat_sim/index.htm
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Variability in Effect Sizes

- Look at average effect sizes but also look at variability in effect sizes
- If there is significant variability in effect sizes, look for factors that might explain that variability
 - E.g., effect sizes for the 20 studies that examined whether parents encourage dependency in girls more than boys (or vice versa) ranged from -.91 to .92

Lytton and Romney (1991)
Meta-Analysis - cont.

1. Sex of parent:
d's similar for moms and dads for 7/8 categories
Exception: restrictiveness (ES for Moms .07; ES for Dads .16)
2. Study methodology:
Tended to be bigger differences for observational studies than interview/self-report studies
3. Year of publication:
No differences in effect sizes as a function of year of study publication
4. Cultural differences:
In other Western countries, effect size for physical punishment was significant - $d = .37$ (boys more physically punished than girls but only 4 studies)

**Sandnabba and Ahlberg (1999):
Parent's Perceptions of
Cross-Gender Behavior**

- Participants: 224 parents of 5 year olds in Finland
- Stated that it was much more acceptable for girls to be "boyish", to play with boys' toys, and to have masculine personality characteristics than it was for boys to be girlish, play with girls' toys, and be feminine
- Parents also said that they would feel worse if their sons were girlish than if their daughters were boyish

KID'S STEREOTYPES

- As young as 2, kids assign gender-stereotypic personality traits to males and females
- Also have stereotyped views about activities and occupations
- Prefer peers of same gender
- Reject peers who act in nonstereotypic ways
- Prefer gender consistent toys
- When asked about future careers, make stereotypic choices, particularly boys

**THEORIES OF GENDER
TYPING**

- Social learning theory
 - Learn gender appropriate behaviors through reinforcement and imitating others' behaviors
- Cognitive development theory
 - First establish gender identity; gender appropriate behaviors are self-reinforcing because they are consistent with one's beliefs about oneself
- Gender schema theory
 - Because our culture uses gender as a central organizing principal, kids learn to categorize the world in terms of gender
 - Individual differences in "gender-schematicity"

CHILDREN'S BOOKS

- More male characters, but number of females is increasing
- Boys and girls portrayed differently - active vs. passive
- Gender of positive, problem solving characters does affect kids' self esteem

Evans & Davies (2000)

- Analyzed 13 reading books for 1st, 3rd, and 5th graders from 1997
- Roughly equal # of male (54%) and female characters (46%)
- Still presented in somewhat stereotypical ways

	M	F
Aggressive	24%	5%
Argumentative	21%	7%
Competitive	36%	11%
Affectionate	18%	33%
Emotionally expressive	14%	33%
Passive	8%	30%
Tender	7%	20%

Raag & Rackliff (1998): Kids' Toy Preferences

- Sample: 61 4 to 5 year old boys and girls
- Experimenter demonstrated two sets of toys: dishes and tools
- Some kids told dishes are for girls, tools are for boys; others not told anything
- Kids were asked how other people would feel if they played with gender-appropriate or inappropriate toys - good, bad, doesn't matter
- Boys thought fathers would think it was bad if they played with girl's toys
- When dishes were labeled as "for girls", not one of the boys who said that their fathers would think cross-gender play was "bad" ever touched the dishes (even tho the boys liked the dishes)

Thompson & Zerbinos (1997) Effects of Cartoons on Kids

- Interviewed 89 4 to 9 year old boys and girls regarding cartoons they watched
- 1. Kids recognized that there are more boys than girls and that boys talk more
- 2. Kids described male and female characters in stereotypical terms
- 3. Kids who noticed more stereotypic behavior in cartoons also reported more gender-stereotypic job aspirations for themselves

RAISING GENDER ASCHEMATIC KIDS

- Focus on biological sex difference rather than cultural correlates of gender
 - Boys have penis; girls have vagina
 - Reduce correlation between gender and behavior
 - Monitor books and tv
 - Try not to use masculine/feminine pronouns
- Provide alternative schemas
 - Individual differences schema
 - Cultural relativism schema
 - Sexism schema

Summary

- Preference for boys (in fathers)
- But parents generally treat boys and girls the same
 - Exception: Discourage "feminine" activities in boys more than "masculine" activities in girls
- Kids have fairly strong stereotypes
 - They are reinforced by parents, peers, media, and teachers

Key Terms

- Gender typing
- Sex chromosomes
- Gonads
- Androgen
- Estrogen
- Intersexed individual
- Androgen-insensitivity syndrome
- Congenital adrenal hyperplasia
- Social constructionism
- Social learning approach

Key Terms - 2

- Cognitive developmental approach
- Gender schemas
- Gender identity
- Gender segregation
