

DEVELOPMENT OF CULTURE AND GENDER DIFFERENCES



CULTURE AND GENDER DIFFERENCES

- **Gender and culture differences** appear to **influence the interactions** between young children who are **learning basic motor skills**.
- **Girls** interacted **caringly** when they feel accepted by any culture.

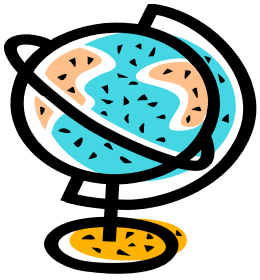


- **Boys** interacted in a more **competitive** and **egocentric** way.
- Boys and girls retain the interaction style of their genders when relating to the opposite gender.

THE IMPORTANCE OF GENDER DIFFERENCES

- **Gender differences** may result from the **differences in family values** and **personal cultural beliefs**.
- For example:
 - Teacher can be more effective when they can reach all children in the classroom.
 - Understanding these differences will allow the child to be taught in the most effective way possible.





Sometimes we try to **teach the whole class the same way.**

Being able to **understand these differences** will help the teacher to be aware of their own **stereotypes of gender differences.**

Boys and girls have different needs and teachers need to take this into account when creating learning environments.

SOCIAL BELIEFS ABOUT GENDER DIFFERENCES IN BOYS

- A student who observes the ambiguous aggressive behavior of an unfamiliar male peer will more than likely interpret that behavior as aggressive.
- A boy is often treated with suspicion by the teacher even if he is doing nothing wrong.

As a result, the boy can become angry and defensive which in turn can affect how he is treated by his peers.



- Because of the **stereotypes** placed on **boys** they are associated with **physical and relational aggression**.
- **Social expectations** and **informal influences** when children are young the reason behind the classroom gender **differences between boys and girls**.

Social Beliefs about Gender Differences in Boys

- Boys make better **engineers and technicians** because they use more **physical human beings**.
- Males are more **assertive in competition and individualism**.



Native American boys who are placed in competitive relationships with their peers was the same as being placed in a conflict with their fundamental beliefs of how people should interact together.

The male student is **more concerned** with tribal unity over the competitive structure of a non-Indian teachers.



Native American boys seek the approval of their own culturally relevant peers for validation of appropriate behavior.

SOCIAL BELIEFS ABOUT GENDER DIFFERENCES IN GIRLS

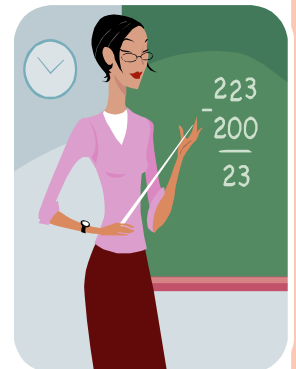


- Girls are stereotyped as being more successful in Reading and English.
- Girls are more likely to exhibit some form of pro social behavior to feel more accepted among their peers.

- Girls are **involved in relational aggression** which includes behaviors **intended to damage friendships**.
- Girls can tend to have **a lower self-esteem** and **poorer body image** because of the *competition for the perfect body*.

TEACHER BELIEFS ABOUT GENDER DIFFERENCES IN GIRLS

- Girls are better at **computation skills**.
- Girls grasp the **language skills** as well as boys.
- Girls are **more aggressive** towards each other as they age. This is because they learn from watching other girls exhibit relational aggression.
- Girls **contribute to the male dominance** in the classroom.



CHILDREN'S BELIEFS ABOUT GENDER DIFFERENCES

- When **public** representations of **gender differences** are **stereotyped**, children will often use their personal experiences to form their own opinions about gender.
- **Children's beliefs** about **gender differences** are also influenced through a range of **media**.



- Their **beliefs** are also influenced through **educational practices** and **society's** stereotypes.
- Boys and girls from the “mainstream” culture have the same high expectations while children from the minority cultures have lower expectations.

TEACHER BELIEFS ABOUT GENDER DIFFERENCES IN BOYS

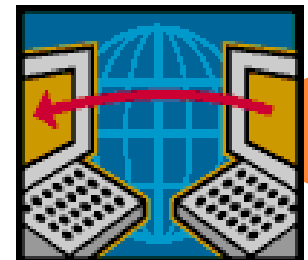


- Boys are **better on problem solving** tasks skills such as math.
- Boys grasp the **language skills** as well as females.
- Boys **outperform girls in science**.
- Boys have **difference learning needs** then girls.

- Boys **get called on** in class more than girls. It is because they **volunteer to answer** more often.
- Boys **like to review their learning experiences** more than girls.
- Classmates will **ask for help** from boys rather than girls.

GENDER DIFFERENCES IN COMPUTER TECHNOLOGY ACHIEVEMENTS

- Girls are turned away from computer technology.
- Boys are depicted by the media as experts in technology.
- Boys have higher expectations regarding technology areas.



- Girls are thought to be uninterested in computer technology.
- Both boys and girls use the computer for communicating, self expression and personal interests.

GENDER DIFFERENCES AND GENDER-ROLE DEVELOPMENT

- Why do people react differently to males and females?
- Possible explanations: Biological differences, societies expectations



- ***Gender Typing***: process by which children acquire gender identity, and motives, values, and behaviors considered appropriate in their culture for members of their biological identity.

- ***Gender-role standard:*** Value, motive, or a class of behavior that is considered more appropriate for members of one gender than the other.
- Girls are typically encouraged to assume ***expressive role:*** being kind, nurturant, cooperative and sensitive.



- Boys are encouraged to adopt ***instrumental role***: role of providing for the family and protecting it from harm.
- **Achievement** and **self-reliance** more strongly encouraged in young boys.
- **Nurturance, responsibility** and **obedience** more encouraged in young **girls**.



- ***Gender Type***: the child by stressing **relationship-oriented attributes** for **girls** and **individualistic attributes** for **boys**.



FACTS AND FICTIONS ABOUT GENDER DIFFERENCES

- Verbal ability
- Visual spatial ability
- Mathematical ability
- Aggression



1- VERBAL ABILITY

- **Girls** have **greater verbal abilities** than boys.
- **Girls** acquire **language and develop verbal skills** at an earlier age.
- **Girls** display **small but consistent verbal advantage** on tests of reading comprehension and speech fluency.



2- VISUAL/SPATIAL ABILITIES

- Boys outperform girls on tests of ***visual/spatial abilities***: the ability to draw inferences about or to mentally manipulate pictorial information.
- Not large difference, but detectable as early as age 4 and persists across life span.



3- MATHEMATICAL ABILITY

- **Boys acquire more mathematical problem-solving strategies that enable them to outperform girls on complex word problems, geometry, and the SAT math portion.**



4- AGGRESSION

- Boys are **more physically and verbally aggressive** than girls, starting as early as age two.
- 10 times more likely to be involved in **antisocial behavior** and **violent crime** during adolescence.
- **Girls** display more covert forms of **hostility** such as **undermining or ignoring**.



OTHER POSSIBLE DIFFERENCES

Other researchers have provided more possible differences:

- **Activity Level**
- **Fear, Timidity, and Risk Taking**
- **Developmental Vulnerability**
- **Emotional Expressivity/Sensitivity**
- **Compliance**



CULTURAL MYTHS

- Maccoby and Jacklin (1974) proposed that many gender-role stereotypes are “cultural myths” that have no basis in fact.
- Gender-role stereotypes are well-ingrained cognitive schemes that we use to interpret and often *distort* the behavior of males and females.



Do CULTURAL MYTHS CONTRIBUTE TO GENDER DIFFERENCES IN ABILITY

- Girls are over represented in fields that call for verbal ability, and seriously under represented in fields such as science and technology.
- Why? Actual differences, or self-fulfilling prophecy?



- **1- Home Influences:** Parents may often contribute to gender differences in ability and self-perceptions by treating their sons and daughters differently.
- **2- Scholastic Influences:** Teachers also have stereotyped beliefs about the relative abilities of boys and girls.



DEVELOPMENTAL TRENDS IN GENDER TYPING

- ***Gender identity***- knowledge that one is either a boy or a girl.
- ***Gender-role stereotypes***-ideas about what girls and boys are supposed to be like.
- ***Gender-typed patterns of behavior***-child's tendency to favor same-sex activities over those of opposite sex.



DEVELOPMENT OF THE GENDER CONCEPT

- By 4 months, infants have already begun to match male and female voices with faces.
- Between ages 2 and 3, Children begin to correctly use labels such as “mommy” and “daddy”.
- Between 5 and 7 children realize that gender is unchanging.



DEVELOPMENT OF GENDER-ROLE STEREOTYPES

- Gender differences in toy preference develops even before a child has established a clear gender identity.
- By age 10 to 11 children's stereotyping begins to rival that of adults.
- Early adolescents develop increased intolerance of cross-gender mannerisms and behaviors.



DEVELOPMENT OF GENDER-TYPED BEHAVIOR

- ***Gender segregation-*** Girls prefer to play with other girls, and boys prefer to play with other boys.
- Macoby believes that this largely reflects differences in play styles-an incompatibility that may stem from boy's heightened levels of androgen.



THEORIES OF GENDER TYPING AND GENDER-ROLE DEVELOPMENT

- Several theories have been proposed to account for **gender differences and the development of gender roles.**
- Some theories emphasize the role of **biological differences between the genders** and others **emphasize social influences.**
- Some emphasize how **society influences children**, others the choices children make and their consequences.



SEVERAL THEORIES TO ACCOUNT FOR GENDER DIFFERENCES

- **1- Cultural Explanation:** established through childhood socialization process.
- **2- Structural Explanation:** arise from common positions in social structures.
- **3- Social Role Theory:** men and women behave according to the stereotypes associated with social roles they occupy.

THEORIES OF GENDER TYPING AND GENDER-ROLE DEVELOPMENT

1- Money and Ehrhardt's Biosocial Theory:

- States that **biological and social influences interact to determine a person's behaviors** and role preferences.
- First critical event occurs at conception, when the infant receives the X or Y chromosome.
- Once a child is born, social factors immediately come into play.



A-Genetic influences: may contribute to some **gender differences in personality**, cognitive abilities, and social behaviors.

- **Hormones and congenital** defects can have great effects.



- However, it appears that at least half of the variability in people's **masculine and feminine self-concepts** is attributable to environmental influences.

b- Social-Labeling Influences:

- Parents and other people **label** and begin to react to the **child based** on his or her gender.
- Puberty, combined with one's earlier self-concept as a male or female, provide the basis for an adult gender identity and gender role preference.



2- FREUD'S PSYCHOANALYTIC THEORY:

- Freud believed that one's **gender identity** and preferences for a gender role emerge during the phallic stage.
- Boys identify with father's out of fear of being castrated, thus resolving their Oedipus complex.



- Girls, in trying to please their father's incorporate their mother's feminine attributes.

3- SOCIAL LEARNING THEORY

- According to *Banduras* children acquire gender identities and gender-role preferences in 2 ways:
- ***Direct tuition***-children rewarded or punished for behaviors.
- ***Observational learning***- in watching others children adopt attitudes and behaviors.



4- KOHLBERG'S COGNITIVE-DEVELOPMENTAL THEORY

- **Gender-role development** depends on **cognitive development**; children must acquire certain understandings about gender before they will be influenced by their social experiences.
- Children actively socialize themselves; they are not merely passive pawns of social influence.



- ***Basic gender identity***- By age 3, children have labeled firmly themselves as boys or girls.
- ***Gender stability***-child recognizes that gender is stable over time.
- ***Gender consistency***-child recognizes that gender is invariant despite changes in activities or appearance.



5- GENDER SCHEMA THEORY

- Martin and Halverson claim that establishment of gender identity motivates a child to learn about sexes.
- Child incorporates information into ***gender schemas***-organized sets of beliefs and expectations about males and females.



PSYCHOLOGICAL ANDROGyny: A PRESCRIPTION FOR THE TWENTY-FIRST CENTURY?

- ***Androgyny***-individual incorporates both masculine and feminine attributes into his/her personality.
- Bem demonstrated that these people act more flexibly than more traditionally gender-typed individuals.



APPLICATIONS: ON CHANGING GENDER- ROLE ATTITUDES AND BEHAVIORS

- Parents must:
- 1) teach that biological sex is unimportant outside domain of reproduction
- 2) delay children's exposure to gender stereotypes by encouraging cross and same-sex play, and by dividing household (mom mowing lawn; dad cooking).

