

# GENDER ROLES AMONG UNDERGRADUATE STUDENTS

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## • INTRODUCTION:

Gender difference is a prominent feature that is observed not only in the species *Homo sapiens* but also in every species. The word “Gender” is often confused with the term sex. World Health Organization defines sex as the biological and physiological difference found in species, difference in reproductive organs, chromosomes, hormones, etc. whereas gender refers to the characters that are socially constructed this includes norms, roles and relationships of and between groups of women and men. These norms and roles vary from society to society. Gender determines what is expected, allowed and valued among men and women in most of the societies. The concept of gender consists of elements such as hierarchy, history, context, relations and institution. Wingrave (2016) discusses how gender can be viewed either through socialization or, through biological determinism. Nativist views of development consider the gender is influenced from biological determinism, that being anatomical differences between men and women, such as differences in hormones and brain activity and the preceding differences these have on their social roles (Wingrave, 2016). Featherstone and Bayley (2010) suggest that the differences in hormonal levels and how one reacts to the hormone results in variations of behavior. For example, a strong reaction to testosterone, as primarily found in males, produces more violence and aggression whereas, a weaker reaction, as seen mostly in females results in more calm and controlled behavior (Featherstone & Bayley, 2010).

Other theoretical bases of biological determinism are supported by the differences in brain activity between two sexes which are argued to result in innate behavioral, cognitive and social differences (Schoning et al., 2007). These gender wise norms and roles cause stereotypes between the two sexes that could cause them hindrance. For example girls and women are generally expected to be good at domestic works such as cooking and cleaning and men are always expected to be the bread earners of the family. Gender roles are social constructs developed over time and are not based on natural human behavior. This is because gender roles evolved as a way to organize the necessary tasks done in early human society. Some may say that due to the fact that traditional gender roles have been practiced for so long, they should not be changed, and are now the key element in human development. Nevertheless, in many of the modern societies today, there is no need for traditional gender roles, because both men and women are able to do many of the same necessary tasks, thereby making gender-specific behaviors irrelevant. These stereotypes can be harmful because they motivate people to condemn and oppress those who do not fit in gender roles. As a result of

this oppression, many people struggle to reach their full potential. Therefore, it is critical that we encourage everyone to follow and express their

own truth, regardless of gender norms, so that everyone is able to fully contribute to our society

## • **NEED FOR THE STUDY:**

It helps us to understand gender and society. It provides us information on sex roles. Provides insights on how traditional gender norms or roles can hinder ones complete potential by creating stereotypes that could lead to mental distress, economical dependency and gender inequality, and how children and adults are affected by it. This research is to find whether the adults in our society accept gender norms or follow it.

## • **METHODOLOGY:**

• **Problem:** Gender roles in our society.

## • **Objectives:**

- To find out the gender roles followed by undergraduate students.
- To find out the gender differences between men/boys and women/girls.
- To find out the difference between the domains : marriage, domestic work, social modesty, education and economic independence.
- To find out the relationship between domestic work and marriage.
- To find out the relationship between marriage and social modesty.
- To find out the relationship between social modesty and education and economic independence.
- To find out the relationship between education and economic independence and domestic work

## • **Hypothesis:**

- There are more gender roles for women/girls than men/boys.
- The relationship between domestic work and marriage exists.
- The relationship between marriage and social modesty exists.
- The relationship between social modesty and education and economic independence exists.
- The relationship between education and economic independence and domestic work exists.

- **Samples:**

A survey approach was adopted to support the data collection process; data was collected from undergraduate females and males ageing between 19 to 25 years. 40 male samples and 40 female samples were collected in total.

- **Tools Employed:**

A questionnaire from EMERGE gender questions was used to conduct this survey this scale is used to analyze the perception of males and females on certain gender norms. It is originally adapted from ODI. Social norms, gender norms, and adolescent girls; a brief guide published on September 2015 which was originally used in research paper social norms gender norms and adolescent girls: a brief guide created by Caroline Harper and Rachel Marcus. This questionnaire has ten questions which could be divided into four domains such as domestic work, consisting one question, marriage which consists of four questions, social modesty consisting of two questions, education and economic independence consists of three questions. The subject was made to read out the questions and mark what they felt about each statement on gender norms. The subjects are to choose from five choices 'agree' with the score of five, 'somewhat agree' with the score of four, 'neither agree nor disagree' with the score of three, 'somewhat disagree' with the score of two, 'disagree' with the score of one.

- **Scoring:**

The subjects are to choose from five choices 'agree' with the score of five, 'somewhat agree' with the score of four, 'neither agree nor disagree' with the score of three, 'somewhat disagree' with the score of two, 'disagree' with the score of one. All the scores of the individuals are added, each domain are divided and have different maximum scores these scores in each domains are added and the mean scores are to be added for total scores.

- **Procedure:**

The scale consists of ten statements which are to be answered by both males and females. The subjects have to choose from five alternatives. These alternatives represent how much on the scale they would agree to the given statement. Later on interpretations are made to find out how much percentage of the subjects agree to gender roles and how many disagree.

- **Statistical Tools Applied:**

**Correlation:** Correlation is a statistical measure that expresses the extent to which two variables are linearly related (meaning they change together at a constant rate). It's a common tool for describing simple relationships without making a statement about cause and effect.

**Test:** A t-test (also known as Student's t-test) is a tool for evaluating the means of one or two populations using hypothesis testing

## • ANALYSIS OF THE RESULT:

T test was conducted on individual samples to analyze the data on “gender norms in our society”. The finding does not support the discussion of perceptions of gender in adults. When looking at the findings there is no significant difference between men and women in their perceptions of norms in domains such as domestic work, marriage, social modesty, and education and economic independence.

### DOMESTIC WORK:

The findings indicate that both men and boys and women and girls have agreed to the statement that both must be good at domestic works such as cooking and cleaning.

#### • TABLE-1: MEAN OF DOMESTIC WORK SCORES OF WOMEN/GIRLS AND MEN/BOYS.

SOURCE	GROUP	N	Mean	Std. deviation	t	p
DOMESTIC WORK	Women/ girls	40	4.7000	.56387	1.858	.067
	Men/boys	40	4.4250	.74722		

N = 80

From the above table it is clear that there is no significant difference between women/girls and men/boys in domain domestic work. ( $t = 1.858$  ;  $p = .067$ ).

### MARRIAGE:

The findings from the data suggest the both men and women agree that both the genders should marry, stay virgin until marriage, should have kids and respect their in-laws.

#### • TABLE-2: MEAN OF MARRIAGE SCORES OF WOMEN/GIRLS AND MEN/BOYS

SOURCE	GROUP	N	Mean	Std. deviation	t	p
MARRIAGE	Women/ girls	40	4.0188	.80341	.419	.677
	Men/boys	40	3.9455	.76113		

N = 80

From the above table it is clear that there is no significant difference between women/girls and men/boys in domain marriage. ( $t = .419$  ;  $p = .677$ )

## SOCIAL MODESTY :

The findings from the data suggest the both men and women agree that both the genders should dress modestly in public and not to roam around with friends.

• **TABLE-3: MEAN OF SOCIAL MODESTY SCORES OF WOMEN/GIRLS AND MEN/BOYS**

SOURCE	GROUP	N	Mean	Std. deviation	t	p
SOCIAL MODESTY	Women/ girls	40	2.7625	.72490	-.213	.832
	Men/boys	40	2.8000	.84850		

N = 80

From the above table it is clear that there is no significant difference between the results of women/girls and men/boys in social modesty domain. ( $t = -.213$ ;  $p = .823$ )

## EDUCATION AND ECONOMIC INDEPENDENCE:

The findings from the data suggest the both men and women agree that both the genders should complete primary, secondary and higher graduation and must provide for their families.

• **TABLE-4: MEAN OF EDUCATION AND ECONOMIC INDEPENDENCE SCORES OF WOMEN/GIRLS AND MEN/BOYS.**

SOURCE	GROUP	N	Mean	Std. deviation	t	p
EDUCATION AND ECONOMIC INDEPENDENCE	Women/ girls	40	4.4575	.65550	.536	.594
	Men/boys	40	4.3750	.71995		

N = 80

From the above table it is clear that there is no significant difference between the results of women/girls and men/boys in education and economic independence domain. ( $t = .536$ ;  $p = .594$ )

Pearson's product moment correlation was used to find the relationship between the domains of gender roles:



TABLE 5: PEARSON'S PRODUCT MOMENT CORRELATION

V <sub>1</sub>	V <sub>2</sub>	CORRELATION COEFFICIENT	P
DOMESTIC WORK	MARRIAGE	-.015	.895
MARRIAGE	SOCIAL MODESTY	.281	.052
SOCIAL MODESTY	EDUCATION AND ECONOMIC INDEPENDENCE	.309	.005
EDUCATION AND ECONOMIC INDEPENDENCE	DOMESTIC WORK	.145	.200

N= 80

Between domestic work and marriage a non-significant relationship exists. ( $r = -.015$ ;  $p = .894$ ), between marriage and social modesty a non-significant relationship exists. ( $r = .281$ ;  $p = .052$ ), however between social modesty and education and economic independence there is a significant relationship exists ( $r = .307$ ;  $p = .005$ ), between education and domestic work a non-significant relationship exists ( $r = .145$ ;  $p = .200$ ).

- DISCUSSION:
- MAJOR FINDINGS OF THE RESEARCH
  - The relationship between social modesty and education and economic independence exists.
- VERIFICATION OF THE HYPOTHESES

SL NO	HYPOTHESES	ACCEPTED/REJECTED
1.	There are more gender roles for women/girls than men/boys.	REJECTED
2.	The relationship between domestic work and marriage exists.	REJECTED
3.	The relationship between marriage and social modesty exists.	REJECTED

4.	The relationship between social modesty and education and economic independence exists.	ACCEPTED
5.	The relationship between education and economic independence and domestic work exists.	REJECTED

## CONCLUSION:

This research is conducted to find out the extent of gender roles that are followed by women and men in our society. A total of 80 students have taken this survey on gender roles by EMERGE. It is found out that there is no significant difference between male and females, although there was a significant relationship that exists between social modesty and education and economic independence ( $r = 0.309$ ;  $p = .005$ ).

In this research we can conclude that there was no significant difference between males and females in domains such as domestic work, marriage, social modesty, and education and economic independence. But when the Pearson's product moment of correlation was

conducted it showed that there was a significant relationship between social modesty and education this indicates that gender roles can influence social modesty, education and economic independence in significant ways. Traditionally societal expectations around gender roles have often prescribed different behaviors and responsibilities of men and women.

In terms of social modesty, gender roles may dictate different standards of behavior for men and women. For example, women may be expected to adhere to stricter standards of modesty in dress and behavior compared to men. These expectations can influence how individuals navigate social interactions and present themselves in various settings.

Education can also be impacted by gender roles, with historical disparities in access to education between genders. While significant progress has been made in many parts of the world to address gender disparities in education, cultural beliefs about the roles and capabilities of men and women may still influence educational opportunities and choices. Similarly, economic independence can be influenced by gender roles, with societal norms often shaping expectations around employment and financial responsibility. Gender-based discrimination in the workplace and disparities in wages can also impact women's economic independence compared to men. However, it's essential to recognize that gender roles are not fixed and can vary significantly across different cultures and over time.

Efforts to challenge traditional gender norms and promote gender equality can lead to shifts in how individuals perceive and experience social modesty, education, and economic independence.

## REFERENCES

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