

**THE INFLUENCE OF GENDER STEREOTYPES  
ON CAREER INTERESTS OF CHILDREN IN  
GRADES 1 AND 5, WITH GENDER ROLE AND  
ACADEMIC SELF-EFFICACY AS MEDIATORS,  
AND GRADE IN SCHOOL AS A MODERATOR**

**by**

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**PENGARUH STEREOTAIP GENDER PADA MINAT KERJAYA  
DALAM KALANGAN KANAK-KANAK TAHUN 1 DAN 5,  
DENGAN PERANAN GENDER DAN EFIKASI AKADEMIK DIRI  
SEBAGAI MEDIATOR, DAN TAHUN DI SEKOLAH KANAK-KANAK  
SEBAGAI MODERATOR**

**ABSTRAK**

Di Indonesia, terutama dalam masyarakat tradisional Jawa yang terkenal dengan pegangan teguh mereka pada adat resam patriarki, kanak-kanak sejak kecil telah disosialisasi dengan stereotaip peranan gender yang telah sebatu dalam kehidupan mereka. Peranan gender ini telah menghadkan potensi kanak-kanak, terutama kanak-kanak perempuan dalam banyak cara. Kajian ini bertujuan mengkaji pengaruh stereotaip gender persekitaran terhadap minat kerjaya kanak-kanak seperti yang dimediasi oleh peranan gender dan efikasi akademik diri mereka. Berdasarkan model *triadic reciprocal interaction* Bandura, stereotaip gender bapa, guru, dan rakan sebaya dianggap sebagai faktor persekitaran; peranan gender dan efikasi akademik diri sebagai faktor peribadi; dan tahap serta julat minat kerjaya sebagai faktor tingkah laku. Kajian ini juga membandingkan perkembangan berkaitan gender kanak-kanak dalam setiap pembolehubah antara pelajar Tahun 1 dan pelajar Tahun 5, dengan tahun di sekolah kanak-kanak sebagai moderator. Sebanyak 387 orang pelajar Tahun 1 dan 375 orang pelajar Tahun 5 di Yogyakarta, Indonesia terlibat dalam kajian ini. Selain itu, seramai 762 bapa kanak-kanak, 79 guru kelas, dan 762 rakan sebaya turut terlibat. OAT-AM, COAT-AM, and COAT-PM oleh Liben dan Bigler (Liben et al., 2002) telah diubah suai dan digunakan untuk mengenal pasti stereotaip gender dan peranan gender, manakala efikasi akademik diri dan minat kerjaya diukur menggunakan skala yang direka sendiri. Semasa mengisi skala tersebut, pelajar dibimbing oleh pembantu penyelidik terlatih, seorang pembantu bagi setiap dua

orang pelajar Tahun 1 dan sebanyak seorang pembantu bagi setiap sepuluh orang pelajar Tahun 5. Dapatan kajian menunjukkan bahawa stereotaip gender bapa dan guru mempengaruhi peranan gender feminin kanak-kanak secara signifikan tetapi tidak mempengaruhi peranan gender maskulin mereka. Sementara itu, stereotaip gender rakan-rakan sebaya tidak mempengaruhi peranan gender maskulin dan feminin kanak-kanak. Tahun kanak-kanak di sekolah secara signifikan mengurangkan (memoderasi) pengaruh gender terhadap peranan gender feminin dan efikasi akademik diri. Walau bagaimanapun, pengaruh moderator tersebut tidak signifikan terhadap peranan gender maskulin dan tahap serta julat minat kerjaya pelajar Tahun 5; pelajar perempuan Tahun 5 mempunyai peranan gender maskulin yang lebih rendah, tahap minat kerjaya lebih rendah serta julat minat kerjaya yang lebih kecil berbanding pelajar lelaki Tahun 5. Hal ini bermaksud bahawa pelajar perempuan Tahun 5 masih terhad dalam minat kerjaya mereka dibandingkan dengan rakan lelaki kerana pengaruh stereotaip gender terhadap peranan gender feminin mereka. Keadaan ini menunjukkan bahawa agen sosialisasi seperti keluarga, sekolah, dan institusi lain perlu membebaskan kanak-kanak daripada kekangan berkaitan gender itu dengan memelihara dan mendidik anak-anak secara androgenus, iaitu kedua-dua ciri maskulin dan feminin yang positif dikembangkan pada individu yang sama.

**THE INFLUENCE OF GENDER STEREOTYPES ON  
CAREER INTERESTS OF CHILDREN IN GRADES 1 AND 5, WITH  
GENDER ROLE AND ACADEMIC SELF-EFFICACY AS MEDIATORS,  
AND GRADE IN SCHOOL AS A MODERATOR**

**ABSTRACT**

In Indonesia, especially in the traditional Javanese society which is well known for their adherence to patriarchal customs, children have been socialized with gender stereotypes that are deeply internalized in their gender roles. These gender roles in many ways have restricted children's potentials, especially those of girls. The study was designed to examine the influence of environmental gender stereotypes on children's career interests as mediated by their gender role and academic self-efficacy. Based on Bandura's model of triadic reciprocal interaction, fathers', teachers', and peers' gender stereotypes were considered environmental factors; gender role and academic self-efficacy as personal factors; and level and range of career interests as behavioral factors. This study also compared children's gender-related development in each variable, with children's grade in school as a moderator. 387 first graders and 375 fifth graders in Yogyakarta, Indonesia were involved in this study. Besides, 762 children's fathers, 79 homeroom teachers, and 762 peers were also involved. Liben and Bigler's OAT-AM, COAT-AM, and COAT-PM (Liben et al., 2002) were modified and used to identify gender stereotypes and gender role, while academic self-efficacy and career interests were measured using self-constructed scales. In filling out the scales, the students were guided by well-trained research assistants, each standing by two children for the first graders and by ten children for the fifth graders. The results showed that fathers' and teachers' gender stereotypes significantly influenced children's feminine gender role but not their masculine gender role. Meanwhile, peers' gender stereotypes did not

influence children's masculine and feminine gender roles. Children's grade in school significantly moderated the influence of gender on their feminine gender role and academic self-efficacy. Nevertheless, the same moderating effect was not significant for fifth graders' masculine gender role, and level and range of career interests; female fifth graders had lower masculine gender role, lower level and narrower range of career interests than male fifth graders. This means that female fifth graders were still restricted in their career interests when compared with their male counterparts as a result of gender stereotype influence on their feminine gender role. It suggests that socialization agents such as the family, school, and other institutions need to free children from such gender-related constraints by rearing and educating children androgynously, for which both positive masculine and feminine characteristics are developed in the same person.

## CHAPTER 1

### 1.0 Introduction

#### 1.0.1 Brief Overview: The Impact of Environmental Factors on Children's Development

In order to be able to experience optimal growth, all children definitely deserve an adequate environment. This is particularly important in childhood so that the skills they acquire during this period can be used as a basis for further developmental tasks.

However, not every environment provides necessary support for child development. One social stimulation which causes less optimal development of children is stereotypical gender education and conduct of various societal subsystems, e.g., gender stereotyped practices of families, schools, mass media and other social institutions. Such education and treatment repeatedly given to children influence them to progressively adopt these gender stereotyped values in their development process and internalize them into their gender roles (Lips, 2005). As a result, children may behave in accordance with the gender values that are socially acceptable. These sex-typed behaviors may influence incorrect perception about themselves, either in academic ability, interpersonal ability, or in career interests (Bussey & Bandura, 2004). This perception may in turn direct them to have sex-typed academic self-efficacy. For example, more girls tend to have high self-efficacy in language (Pajares, Miller, & Johnson, 1999), and more boys tend to have high self-efficacy in science, mathematics, and technology (Pajares &

Miller, 1994). Further, their gender roles may also influence their career interests and pursuits: people with feminine gender role tend to be interested in female-dominated occupations, such as teacher or nurse (Junge & Dretzke, 1995; Lips, 2005), whereas people with masculine gender role tend to be interested in male-dominated occupations, such as mathematician or physician (Lips, 2005). Although these gender-stereotyped career choices tend to change across age as girls show more flexibility while boys do not (Etaugh & Liss, 1992; Habashi et al., 2008), the numbers of girls interested in traditionally male-dominated careers are still small (Lips, 2005).

In sum, the gender-typed beliefs formed through constant exposure to gender stereotype influence and internalized by children may make them perceive their academic abilities and interests inaccurately, also discourage and foreclose many opportunities for boys and girls to develop careers according to their interests and talents.

Both academic and career choices will be harmful to children if they are not based on their real interests and abilities but rather on traditional gender-stereotyped values (generated from stereotyped cultural elements) which are already internalized into their gender roles. As a result, they cannot actualize their potentials optimally.

Thus, a study on the influence of environmental gender stereotypes, e.g., those of parents, teachers, and peers, on children's career interests mediated by their gender roles and academic self-efficacy is considered important. This is because the feedback of this study will be very valuable for children to receive developmental-career-interventions while they are still in their childhood, especially before their interest and aspirations grow stable, and



before some career alternatives become prematurely rejected because of cultural norms.

### **1.0.2 Description of Gender-Stereotyped Conduct in Indonesia**

Gender stereotypes in children's development exist in every culture in this world, including Indonesia. These stereotypes bring disadvantages to both males and females. Nevertheless, most cultures raise the position of men (Berry et al., 2002). For example, according to the patriarchal custom in the traditional Javanese society in Indonesia, a woman's tasks are confined to such household chores as cooking, rearing children, cleaning the house, and serving her husband (Abdullah, 2005). This customary belief is represented in such a popular term "*kanca wingking*", which means that a woman is the one in the family who has to manage household, especially the kitchen. It assigns a woman to a position which is lower than a man's. The term "*suwarga nunut, neraka katut*" to name another, implies that a woman's hereafter fate, either heaven's or hell's eternal life, is determined by her husband's luck. This is to imply that whether or not a woman goes to heaven or hell after her death depends on her husband's own fate. When a husband deserves heaven, so does his wife, and when he is doomed to eternally inhabit hell, so is his wife. Besides, there is also a belief that a Javanese woman should be tender at heart, obedient, submissive, and have other characteristics that do not go beyond her husband's (Herawati, 2007).

In Indonesia, gender injustice has been extended in a very long time and so deeply internalized in the mind of men and women that by degrees the role of

gender is considered predestination. This viewpoint is difficult to change (Uyun, 2002). In the long run, this injustice becomes a social systemic problem causing women to fall behind their male counterparts (Hermawati, 2007).

The fact that women have fallen behind men in areas of education and jobs is observable in the 2001 data stored at Badan Pusat Statistik. The 2000 census in Indonesia has indicated that the ratios between males and females living in Daerah Istimewa Yogyakarta (The Special Territory of Yogyakarta) and undergoing education are as follows: 84: 1 with lower education, 119: 1 with middle education, and 127: 1 with higher education (Badan Pusat Statistik, 2001a).

As also revealed by the 2000 census in Indonesia (Badan Pusat Statistik, 2001b), women have only instable jobs with low salaries and are liable to possible lay-offs anytime. Meanwhile, men are more likely to get institutional jobs which are rather stable, law-protected, and offering better salaries. As shown in the data, the ratio between men and women having leadership positions is 201: 1. In formal sectors, women are paid lower and do unskilled jobs. Very few occupy higher positions either in private sectors or in public; the number of young women is high in low-paying textile, garment and footwear industries. In contrast, women are underrepresented in civil service. Of the 3.9 million civil servants, 38% are women and 62% are men. The percentage of women in higher or “structural” positions of all echelons was only 14%, compared with 86% for men. Most women in civil service (about 1.9 million) are employed as teachers and nurses. Such professions are traditionally female-dominated, and the percentage of women in managerial

positions was only 17%. This phenomenon reflects the cultural stereotype in that professions suitable for women are to be caregivers or caretakers (The Asia Foundation, 2006).

A study on whether or not there was gender-stereotyped orientation in the recruitment process of the companies' staff was once conducted in East Java. The research findings indicated that high-level positions, such as those in which workers handled financial and accounting matters, tended to be assigned to males, whereas lower-level positions were entrusted to females (Narsa, 2006).

In political participation, perceptions of women's role in society are still a barrier. The percentage of women becoming the members of the Indonesian National Legislature (Dewan Perwakilan Rakyat) is only 11% (62 out of 549 members) while in the Regional Representatives' Council (Dewan Perwakilan Daerah), women won only 21% of the available seats (27 out of 128). Moreover, the government has no female provincial governors and has only 4 women ministers (11%) out of 36 total cabinet ministers (The Asia Foundation, 2006).

These data support the conclusion that women still fall behind compared with men, both in education and in career. According to Buchori and Cameron (2009), that women are denied for high positions and receive wages lower than men is not because they lack experience and are not well-educated, but simply because they are female. This phenomenon is an invariable true fact that women are doomed to be disadvantaged in many living aspects: in family life, education, and career.

### **1.0.3 The Influence of Environmental Gender stereotypes on Children's Gender Roles, Self-Efficacy, and Career Interests**

Gender stereotypes are not only disadvantageous for females but also disadvantageous for males. According to a study conducted by Pleck (1995), adolescent boys who have masculine gender role are often engaged in problem behaviors, such as delinquency, drug abuse, and unprotected sexual intercourse. They considered these behaviors forceful for men. Other evidence regarding disadvantages of gender stereotypes for males come from data on males' dependency on females in domestic businesses in Indonesia (Badan Pusat Statistik, 2006). It is already conceptualized that omitting children's autonomy development and applying inflexible rule about gender related activities to children are considered to have disadvantageous implications for both boys' and girls' social development (Turiel, 2002).

Negative consequences of gender stereotyped practices for both males and females have far reaching impacts in daily life and involve a long process. According to social cognitive theory, children start learning gender role from infancy through their interaction with their environments, such as with parents, teachers, peers, and with other people in their surroundings. In this process, the interaction between social and personal impact occurs when children select models from their environments, and adopt the behaviors which meet cultural values (Bussey & Bandura, 1999). In this context, if the modeled behavior is stereotypical, children will, in turn, adopt the stereotypical values also, and behave in stereotypical ways. Through conditioning and reinforcing, children set up new behavior patterns.

Gradually children form a standard of their own for evaluating their behaviors and become more confident in following their internal standard. Through this process, children start developing self-efficacy, and they are sure that they acquire characteristics they need to get success (Bussey & Bandura, 1999).

There are different kinds of self-efficacy: self-efficacy in cognitive, clinical, athletic, and organizational functioning (Bandura, 1997). These kinds of self-efficacy have started to affect people's life since they were still children. In this study the effect of children's self-efficacy will be linked to their career interests. Related to career development and pursuit (organizational functioning) which is broadly gendered, research findings show that men have equivalent sense of efficacy for both traditionally male- and female- dominated occupations, whereas women have only sense of self-efficacy for traditionally female-dominated occupations. The reason is that women feel inefficient to master the educational requirements for male-dominated occupations, although in reality there is no evidence for the differences between male and female students in academic achievement in both verbal and quantitative subjects (Betz & Hackett, 1981).

Betz and Hackett (1983) found that mathematics was considered sex-typed as a masculine activity. Therefore, girls tend to underestimate their mathematical-efficacy than do boys. Meanwhile, perceived mathematical-efficacy and masculine gender-role orientation had a direct impact on both the selection of education and the career pursuits which are mathematically oriented (Hackett, 1985). This means that girls' opportunity to pursue scientific and technological careers turns out to be restricted because

mathematics usually becomes an important prerequisite for entering those fields.

Pajares and Miller (1994) also provide evidence that previous mathematical experience and gender orientation affect mathematical performance mostly through their impact on efficacy beliefs, and self-inefficacy in mathematical subject can become a barrier and self-limited factor that affect career pursuits by foreclosing many career futures.

Another study which examined gender differences in self-efficacy found the influential role of self-efficacy in career choices. Women who generally perceived themselves less efficacious in scientific occupations than did men had occupational pursuits in accordance with cultural expectations (Matsui & Tsukamoto, 1991).

Today, despite the rising number of women serving in the workforce, there are few of them willing to work in scientific and engineering fields, or in any other job areas traditionally dominated by men. This gender difference in career interests and pursuits is caused by women's self-inefficacy for quantitative activities and skills required for careers that traditionally pursued by males (Bandura, 2001; Betz, 1994; Hackett, 1995; Lucas, Wanberg, & Zytowski, 1997).

An interesting finding was revealed in Damon's and Eisenberg's research that there was an unstable trend of gender-stereotyped development in middle childhood (Damon & Eisenberg, 1998). A study of 5- to 14-year-old children found that for occupational preference, gender-type preferences became more flexible with age for girls but not boys (Etaugh & Liss, 1992). Another research also reported age-related transition between groups of third and sixth

graders in their career interests, and showed that girls have greater flexibility in their occupational choices than do boys, at least sixth graders (Habashi et al., 2008). These findings are noteworthy for there was a developing age effect on children's flexibility in their occupational choices, especially from early childhood to middle childhood.

Much research has been done on gender differences in adolescents' and adults' career interests and pursuits, but not in children. Therefore, in this context, this study was intended to developmentally analyze the influence of environmentally-conditioned gender stereotypes on children's career interests between early childhood children (represented by first graders) and middle childhood children (represented by fifth graders), mediated by their gender roles and academic self-efficacy.

### **1.1. Problem Statements**

Human males and females are born with a number of differences, especially related to their biological distinctions with their specific functions. These differences then are sharpened by the environmental factors, such as parents, teachers, peers, and mass media as they give influence to other people's perception. These factors also play an important role in broadening the differences between males and females in other dimensions, such as psychological and social. These factors, consequently, have impacts on people's perceived self-efficacy. This happens because the society systems have kept treating girls as subordinate to boys since birth. The treatments or

conducts that happen time after time make people internalize the values, and then unconsciously believe them to be a structured culture (Bandura, 1986).

In the long run, children become gender stereotyped and believe that girls or women are really inferior to boys or men. One of the psychological effects of such a belief is that children's, particularly girls', self-efficacy suffers. Girls have lower sense of efficacy academically, especially in math, than boys (Betz & Hackett, 1981; Pajares & Graham, 1999), though in fact they have no differences both in academic potentials and achievements (Betz & Hackett, 1981; Chen, 2003; Chen & Zimmerman, 2007).

Gender stereotypes result in children's inaccurate perceived efficacy, meaning that they have bias perception of their real potentials and skills. This eventually affects their academic choices and accomplishments. It is believed that boys perform well in mathematics and science, whereas girls to be more talented in language (Bandura, 1997). These belief differences in academic accomplishments in part affect and direct children's career development and choices (Lent, Brown, & Hackett. 1994). In addition, it is a general fact that many careers demand quantitative skills as a prerequisite. As a result, many women are limited both in their career interests and in their skills in carrying out some careers, especially in science and technology.

In Indonesia, data collected from various sources showed that women still fell behind their male counterparts in almost every aspect of life: in education (Badan Pusat Statistik, 2001a), in career (Badan Pusat Statistik, 2001b), in civil service and structural positions (The Asia Foundation, 2006), and in political participations (The Asia Foundation, 2006). The data show that women's fall behind men is not caused by their natural different capacity but



particularly caused by the cultural values in which women are considered lower than men, and these values are adopted by people from generation to generation.

In Yogyakarta, where this study was conducted, the society still hold patriarchal customs, and families tend to adopt patriarchal parenting in rearing children. In this parenting model, the dominant role of father as the head of family has made children to be more compliant with their father than mother. As a result, father-mother relationship in their daily family practices has indirectly taught their children about male-female power relation, with males having higher order position compared with females. Besides, according to this customs, children are also habitually socialized to the rules that males are used to doing prestigious and challenging work such as occupations in the fields of science and technology, while females are restricted to the work which needs tender and gentle characteristics such as those of teachers and nurses (Nuryoto, 2003).

In broader context, in Indonesia as a country, women's position is also still confined to patriarchal customs. For example, "Dharma Wanita", a Government official wives' organization created by the New Order Government, has encouraged the civil servants' wives to support their husbands to be loyal to the government in order to maintain political stability (Sunindyo, 1996) by way of serving their husbands, their families, and the State (Suryakusuma, 2011).

All in all, people generally perceive that females are marginalized in their social status (Fallah, 2009), and are subordinates to their male counterparts.

For this reason, there were four problems worth addressing in this study in order to find out more about what actually is happening in the field. The problems identified were:

- 1.1.1 The influence of environmental factors on children's different gender roles.
- 1.1.2 The influence of children's gender roles on their academic-self-efficacy.
- 1.1.3 The influence of children's academic self-efficacy on their career interests.
- 1.1.4 The age-related development of gender roles, academic self-efficacy and career interests between first and fifth graders by gender.

Due to the discovery of the dynamics of children's differences in gender-related development, e.g., in the development of children's gender role, academic self-efficacy, and carrier interests due to their gender, an early intervention, especially in children's education, is considered urgent.

## **1.2. Significance of the Study**

This study is considered important to understand the impact of environmental factors on children's optimal development inhibition especially with regard to career interests, mediated by their gender roles and academic self-efficacy.

The results of this study are expected to improve the knowledge of various social agents, especially parents and teachers, about the importance of gender-equality education. In so doing, it is hoped that children of both

gender can optimally develop their careers based on their real potentials and interests, and not based on perceptions that result from traditional gender views.

The results of this study also provided data on gender roles in Yogyakarta-Indonesian children. Thus far, research on gender roles has been conducted mostly in the North America and Europe. In addition, with its “cross-developmental” approach, the study provided data of age-related gender role, academic self-efficacy and career interests, at least for Yogyakarta-Indonesian children.

This study provided data which are useful for career counselors in constructing a practical strategy to introduce some issues of career development to students. This strategy plays a role in preparing students’ career development and perception of equal career opportunities for males and females.

Since people’s work life has an interdependent relationship with their family life, some stresses in work life can cause family problems. Meanwhile, a self-fulfilling work life which is based on personal interests and potentials, and not on gender roles and stereotypes, can stimulate a harmonious family life (Bandura, 1997; Ozer, 1995). As a result, the feedback from this study is expected influence policy for schools to construct and apply a comprehensive career planning curriculum, beginning at the elementary school or earlier in accordance with children’s developmental levels.

### **1.3. Research Questions**

The present study attempted to answer the following research questions:

- 1.3.1 Do environmental factors (fathers', teachers', and peers' gender stereotypes) influence first and fifth graders' gender roles?
- 1.3.2 Do first and fifth graders' gender roles influence their academic-self-efficacy?
- 1.3.3 Do first and fifth graders' academic self-efficacy influence their career interests?
- 1.3.4 Does students' grade in school moderate the influence of gender on their gender roles, academic self-efficacy, and career interests?

### **1.4 Research Objectives**

The objectives of this research were:

- 1.4.1 To examine whether environmental factors (fathers', teachers', and peers' gender stereotypes) influence first and fifth graders' gender roles.
- 1.4.2 To examine whether first and fifth graders' gender roles influence their academic-self-efficacy.
- 1.4.3 To examine whether first and fifth graders' academic self-efficacy influence their career interests.
- 1.4.4 To examine whether students' grade in school moderates the influence of gender on their gender roles, academic self-efficacy, and career interests.

## 1.5 Research Hypotheses

The hypotheses of the present study were:

1.5.1 First and fifth graders' gender roles (feminine and masculine) and academic self-efficacy are significant multiple mediators for the relationships between gender stereotypes (fathers', teachers', and peers') and the children's career interests (level and range).

1.5.1.1 First graders' feminine and masculine gender roles and their academic self-efficacy are significant multiple mediators for the relationship between gender stereotypes (fathers', teachers', and peers') and the children's level of career interests.

1.5.1.2 First graders' feminine and masculine gender roles and their academic self-efficacy are significant multiple mediators for the relationship between gender stereotypes (fathers', teachers', and peers') and the children's range of career interests.

1.5.1.3 Fifth graders' feminine and masculine gender roles and their academic self-efficacy are significant multiple mediators for the relationship between gender stereotypes (fathers', teachers', and peers') and the children's level of career interests.

1.5.1.4 Fifth graders' feminine and masculine gender roles and their academic self-efficacy are significant multiple mediators for the relationship between gender stereotypes (fathers',

teachers', and peers') and the children's range of career interests.

1.5.2 Students' grade in school (Grades 1 and 5) significantly moderates the influence of gender on their gender roles (masculine and feminine), academic self-efficacy, and career interests (level and range).

1.5.2.1 Students' grade in school (Grades 1 and 5) significantly moderates the influence of gender on their feminine gender role.

1.5.2.2 Students' grade in school (Grades 1 and 5) significantly moderates the influence of gender on their masculine gender role.

1.5.2.3 Students' grade in school (Grades 1 and 5) significantly moderates the influence of gender on academic self-efficacy.

1.5.2.4 Students' grade in school (Grades 1 and 5) significantly moderates the influence of gender on their level of career interests.

1.5.2.5 Students' grade in school (Grades 1 and 5) significantly moderates the influence of gender on their range of career interests.

## **1.6. Scope of Present Study**

The study was conducted in Yogyakarta, Indonesia. The justification of conducting this study in Yogyakarta is that this city is located at the very center of the island of Java, Indonesia. This city keeps an extraordinary

sense of Javanese cultures and traditions. It is known as the cradle of Javanese culture because of its cultural heritage in the past which still exists and influences local inhabitants' daily life activities and behaviors, particularly the Javanese community with its traditional way of life and customs. With this background, according to Falah (2009), Javanese is usually associated with Central Java and Yogyakarta, in which the society is still dominated by patriarchal customs. Since the study was related to gender stereotype influence, which is generated from patriarchal customs, on children's gender role, academic self-efficacy, and career interests, Yogyakarta was justified to be the setting of the study.

The participants were children who were studying at elementary school grades 1 and 5. The justification for choosing children in Grade 1 was to represent those in early childhood, and children in Grade 5 was to represent those in middle childhood. To anticipate children's cognitive ability in Grade 1, the researcher's consideration was based on the indicators of competence standard and basic competence for first graders' reading ability in semester 2, which was "to understand the short text and children's poetry by reading fluently" (Permendiknas, 2006). Since the data collection was done at the end of learning year, the researcher predicted that the participants in Grade 1 had already mastered reading to understand simple and short sentences as provided in the instruments. To further anticipate the difficulties encountered by the first grader participants, all the instruments were tested for their readability before the pilot study was conducted, and the difficult words according to the participants had already been changed to the more understandable ones. In addition, during the administration of the

scales, a number of well-trained research assistants were provided, each standing by two students in Grade 1 to help them whenever they encountered problems.

The participants' parents, teachers, and peers were also involved. Each parent was the student's father, considering fathers have stronger influence than mothers on gender role development of both boys and girls (Jodl, Michael, Malanchuk, Eccles, & Sameroff, 2001; Lamb, 1986), and not a single parent, on the ground that a single parent tends to play the role of both father and mother at the same time, so that he/she tends to rear children androgynously (Bussey & Bandura, 1999). Teacher was a homeroom-teacher or main-class teacher who was in charge of a class. For a peer, each student was instructed to choose one of his or her closest friends from his/her class, and the chosen one was considered his or her peer. For example, Siti chose Ana as her closest friend; in this case Ana was considered Siti's peer.

## **1.7 Definition of Terms**

1.7.1 **Gender Stereotypes** are beliefs and opinions, which receive social agreement on categorizing human beings into two groups: male and female, including the characteristics and the qualities associated with those two groups. In this study, gender stereotypes were limited to fathers', teachers' and peers' gender-stereotypes.



- 1.7.2 **Gender Role** is individuals' behaviors that reflect social expectations of how males and females should think, act, and feel in accordance with their culture. It consists of feminine and masculine gender roles.
- 1.7.3 **Academic Self-Efficacy** is a belief or conviction that one can successfully execute the behavior required to produce desired outcomes in academic setting. It consists of the children's belief in their capabilities to master different areas of coursework, including mathematics, science, and language.
- 1.7.4 **Career Interest** is feeling of either like or dislike which is followed by a response of either going toward or going away from various vocational roles which individuals undertake throughout their lifespan beginning from childhood until late adulthood; careers in this study were limited to jobs which are paid and self-employed. The measurement of this variable involves two aspects, which were the level of career interests (how strong the preference for some careers over others), and range of it (how wide one's propensity is to attend to various careers).

## **CHAPTER 2**

### **LITERATURE REVIEW**

#### **2.0 Introduction**

This chapter discusses gender role development, starting from definition and classification of gender role, followed by children's gender role development which is based on various theoretical perspectives in psychology. These perspectives and factors that influence children's understanding of gender role offer a description of how children acquire and develop gender role. Further, a discussion on the rationale for choosing social cognitive theory as the basis for this study is also presented here. This chapter also reviews gender stereotypes that influence gender role development, and academic self-efficacy as well as career interests. A review of studies related to variables of this study is also included. A conceptual framework following the discussion closes this chapter.

#### **2.1. GENDER ROLE**

Gender and sex should be distinguished, in that the former refers to socio-cultural and psychological dimensions of being male and female, while the latter refers to biological dimensions of being male and female.

##### **2.1.1 Definition of Gender Role**

In some senses, gender roles and gender stereotypes sometimes overlaps. Gender roles refer to behaviors in that people are engaged in characteristic or attribute which

they possess, while stereotypes refer to beliefs about the characteristics of member groups (Blakemore, et al., 2009).

Gender role refers to “qualities that individuals understand to characterize males and females in their culture” (Berns, 2004, p. 522). Moreover, according to Santrock (2008, p. 165), gender roles are “the social expectation that prescribe how male and female should think, act, and feel”.

Similar to the definition by Santrock, Eagly, Wood, and Dickman (2000, p. 127) define gender role as “shared expectations that apply to individuals on the basis of their socially identified sex”. Gender roles also refer to “beliefs about appropriate characteristics and behaviors of the two sexes” (Eggen & Kauchak, 2004, p. 143). Meanwhile, according to Papalia, Old, & Feldman (2008), gender roles refer to behaviors, interests, attitude, skills, and personality characteristics of males and females which are considered appropriate in their culture.

Thus gender roles can be defined as individuals’ behaviors that reflect social expectations of how males and females should think, act, and feel in accordance with their culture.

### **2.1.2 Classification of Gender Role**

According to Santrock (2008), the classification of gender role involves evaluating groups of personality traits of boys and girls. In order to label these roles, there are some terms used, such as male and female, masculine and feminine. Among the most basic of gender roles are the roles of home maker, and economic provider (Blakemore, et al., 2009). Related to these roles, Eagly and her colleagues link the role of home maker to the traits of communal or expressive, whereas economic

provider to the traits of agentic or instrumental characteristics (Eagly, Wood, & Dickman, 2000). The communal personality characteristics, such as warm, kind, and serve others' feelings (Deaux & Kite, 1993; Eagly, wood, & Dickman, 2000), serve others in their role as a caretaker for children and other family members (Eagly, Wood, & Dickman, 2000); while agentic personality characteristics, such as proficient, confident, and independent (Deaux & kite, 1993; Eagly, Wood, & Dickman, 2000), serve people well when they act as working people (Eagly, Wood, & Dickman, 2000).

In the past, a good normal male was expected to have characteristics such as, independent, aggressive, and powerful; while a good normal female was expected to have characteristics such as, dependent, nurturing, and uninterested in power. This traditional belief unconsciously affects people to think that in general, male has healthy and fine characteristics, whereas female has useless characteristics (Santrock, 2008).

In more logical views, Zemore, Fiske, & Kim stated that agentic and communal characteristics are in one side positive, but on the other side negative. At this point, males could be considered aggressive, arrogant, or selfish, while females are very emotional (Zemore, Fiske, & Kim, 2000). Thus, the personality characteristics can be considered positive or negative depending on the context.

Aside from the consideration that both female and male have either positive or negative personality characteristics, in the 1970s, especially in western countries, there were more women and men who openly express their discontent toward the traditional inflexible gender-role expectations (Santrock, 2008). Nowadays, some people, such as teachers, researchers, and others, begin to consider that gender role will become a barrier in limiting and restricting children's development (Katz, 1996),

and suggest people rear children of both gender equally and less stereotypically (Santrock, 2008).

Instead of constructing masculinity for male personality and femininity for female personality is developing both “masculine” and “feminine” characteristics in the same person. This concept is known as “androgyny”. It means that an androgynous boy might have confident and caring characteristics, and an androgynous girl might have authoritative and sensitive characteristics (Bem, 1977).

In this study, as the independent variables were gender stereotypes of parents, teachers, and peers; whereas gender roles as mediators were limited at feminine and masculine.

### **2.1.3 Development of Children’s Gender Role**

The development of children’s gender role begins very early in the childhood through the process of gender typing (Blakemore, et al., 2009); it is the process in which children learn and acquire gender role (Papalia, et al., 2008).

Since their birth time, the socialization of gender-role has already started. Babies are given what society considers as girls’ names or boys’ names. Then they are worn certain dresses in accordance with that classification, and given certain color for their clothes and certain hair style in accordance with their gender roles (Bern, 2004).

When they are in the first year, they begin the process of gender-role development by responding differently to pictures and voices of male and female. Conceptually, they are acknowledged to begin their mastering ability in identifying male and female (Leinbach & Fagot, 1993), and to start using gender labels in identifying boys and girls at the age of two or more (Etaugh, et al., 1989).

The socialization of gender role also happens through the adults' conduct as they characterize a baby boy as strong and hardy, and a baby girl as weak and fragile (Stern & Karraker, 1989). During childhood, children are given certain toys to play with according to their gender; girls' toys are generally linked to taking care of or doing household, such as dolls, stuffed animals, and dishes; whereas boys' toys are generally linked to acting or doing something, such as cars, trucks, machines, and tools (Bern, 2004). Through the process, children approach the awareness of gender stereotype, especially for toys, activities as well as adults' jobs (Martin, et al., 1990). Further, this awareness keeps developing throughout preschool and elementary years (Levy et al., 2000).

In accordance with the above explanation, questions asking about how children acquire gender roles and why they adopt gender stereotypes arise. The answers to such questions can be found in the theories of gender role development described below.

## **2.2 THEORIES OF GENDER ROLE DEVELOPMENT**

There are three main approaches explaining how children are socialized to understand their gender-role (Blakemore, et al., 2009); each has its own strengths and weaknesses in explaining the process of children's gender-role development.

In developmental psychology, there is a "nature-nurture" basis. If it is applied in gender development approaches, they are categorized into: (1) Biological approach (nature); (2) Socialization approach (nurture); and (3) Cognitive approach (nature-nurture) (Blakemore, et al., 2009).