

ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
INSTITUTE OF PSYCHOLOGY

**DEVELOPMENT OF GENDER KNOWLEDGE AND GENDER
TYPED BELIEFS: DIFFERENCES BETWEEN SINGLE &
MIXED SEX SCHOOL CHILDREN IN ADDIS ABABA**

**A THESIS PRESENTED IN PARTIAL FULFILLMENT FOR
THE DEGREE OF MASTER OF ARTS IN
DEVELOPMENTAL PSYCHOLOGY**

By

Mariye G/Hiywot



June, 2010
A.A.U, Ethiopia

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Approved by Board of Examiners



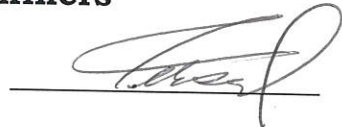
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Advisor



Examiner



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Abstract

The main objective of this study was to investigate developmental change of gender knowledge and gender typed beliefs (gender stereotype) between purposely selected single sex and mixed sex school children. To this end ,the relationship between age, sex, gender knowledge and gender stereotype and the difference on gender knowledge and gender stereotype were examined in five and six year old boys and girls. Data were obtained from 162 children and their parents (i.e., 81 from mixed and 81 from single sex school children). Quantitative methods were used to obtain data, analyzed and discuss the findings. Major findings showed that the predictor variable age has relationship with the out come variable gender knowledge and gender stereotype. It was also found that five year olds displayed lower level of gender knowledge level than six year olds. This was true for both sexes. Boys and girls were not differing in knowledge of gender because of their sex. The result also showed that six year olds displayed higher awareness of gender stereotype than five year olds. In addition to this, it was also found that female school children displayed lesser on gender stereotype than mixed sex children and male single sex school their mean difference were, with mixed sex school children =-2.07 and with male single sex school children =-1 .2951. Children's gender knowledge and gender stereotype was also varied do to their parent's gender role attitude and educational level .The analyses of the result shows that children from modern mothers and fathers displayed a lesser amount of knowledge of gender and gender stereotype .Similarly children from higher educated parents were showed less awareness in gender and gender stereotype than children from illiterate and primary education parents.

To sum up, since the present only shows the variation of children in their understanding of gender and gender stereotype it is advisable making further reserved on the area and on which this study doesn't teach to fill the gap.

CHAPTER ONE

Introduction

1.1 Background

In every culture, children are expected to learn the differences between sexes and acquire behavior believed to be appropriate for their own sex. According to Feldman (1994) not only are boys and girls expected to acquire gender typed skills, they are also expected to have or gain gender type self concepts and personality attitudes to be masculine or feminine as defined by their culture.

Indeed, every culture sets some kind of unwritten guidelines for various behaviors, involving different roles assigned to males and females. As Bem (1981) states, although cultures differ in the specific tasks they assign to the two sexes, all societies allocate adult roles on the basis of gender anticipate this allocation in the socialization of their children.

In relation to this Fagot (1995) gives an explanation about how children become gender society; children typically learn gender through their observation of the many cultural correlates of sex existing in their society. The point is that culture's practices cannot easily be exported elsewhere, like cheese, or surgically removed, like a tumor. Culture's attitude and practices regarding gender are deeply embedded in its history, environment economy, and universal needs (Anselmi, 1998).

Connell (2003) also argued that gender has been constructed as part of each society throughout history, as a view that is consistent with the belief that gender is some thing which people do rather than part of what people are.

Beside this many studies have shown that traditional gender-roles are inevitably interwoven with the society, which attaches to each sex. For instance, Lott (1989) found that where the tasks are sharply distinguished by

gender, those performed by men tend to be more highly valued despite the fact that there is nothing intrinsically better about one gender domain than the other. What ever the reality is, in most societies it is just the prestige of the task that determines whether it is assigned to males or females, with females often treated as if they were member of the lower group (Hagbeget, Maggaret & Irvan, 1987).

The study focusing on Ethiopian culture have also shown that as in most traditional societies of the, gender role attitude in most ethnic cultures, Ethiopia is characterized by male superiority. Culturally, men are thought paradigms of courage, heroism and other positive qualities. On the contrary, women are thought as jealous, mischievous and wicked one (Asfaw & Mena, 1995). Thus women's image in Ethiopia is highly distorted and full of stereotypes and misrepresentation of their potentialities. Similarly, Tesfaye (1997) states that traditionally the females exist to please men, and from this idea comes the altitude that women should be dependent on men for everything especially their identities, the social definitions who they are. Evidently, when the pattern of field of specialization of Ethiopian girls is seen, it appears to fall within stereotypic classification including occupations as primary school teaching, nursing and typing (Seyoum, 1986, cited in Tesfaye, 1997).

Moreover, Asfaw and Mena (1995) have noted that women have been observed by the fear and psychological inferiority that they are rejected in social role play and unequal in academic performance. Like wise, Tesfaye's (1997) study has shown that gender role attitudes of girls positively correlated with fear of success in masculine fields.

To some researchers, gender role stereotypes lay harmful consequences enduring in the life of individual causing him/her to behave in ways that reflect the stereotypes (Fieldman, 1994). If people think member of a particular group are lazy they may treat them in a way that actually brings about their laziness. Similarly, people holding a stereotype may be primed to interpret the behavior

of the stereotype group as a representative of the stereotypes even when the behavior depicts something entirely different. In addition, knowing that others hold a stereotype about one self may induce that person to behave in line with the stereotype, even if such behaving is not a representative of his typical behavior (Feldman, 1994).

Researchers have investigated a high level of gender-role typing has undesirable effect in both sexes. For example, Begley (2000) on the article "development of Gender stereotyping" concluded that high masculinity in males has been correlated during adulthood with high anxiety, high neuroticism and low self acceptance. In addition, boys and girls who are more gender-typed have been found to have lower overall intelligence, spatial abilities and creativities (Maccoby, 1976; cited in Bem, 1989).

Though much more evidence of previous research has been indicated that gender stereotype has a disadvantage effect on human being, but there are some earlier researchers, who do not, emphasize the negative aspect of gender stereotype. For instance, Macrae & Bodenhausen(2000) have contended that stereotypes have positive as well as negative effects. Yet other theorists have argued that gender stereotyping produces such a magnitude of distortions and incorrect generalizations and its disadvantages are overwhelming (Glick&Fiske, 2001).

Those who study stereotyping as a cognitive process (Macrae & Bodenhausen, 2000) emphasize people's needs to streamline the way they interact with complex world; forming simplified categories is away to do so. According to them the limits on children's cognitive abilities make this need even more pressing during childhood .Taking this view, gender stereotyping is a normal cognitive process that allows children to form categories based on gender to understand this important attribute. The simplification and distortion inherent in stereotyping can have negative effect, but the positive effect to children of forming gender stereotyping outweigh the negative effect of making some

mistakes and thinking too narrowly about gender –related behaviors. Therefore, the function of gender stereotyping can be understood in developmental terms as a useful way to approach the complexities of gender.

Generally these contradict finding seems to have encouraged extensive research in the areas of children's gender development and there by employing of various theories.

Previous developmental research on gender development was directed primarily to documenting children's knowledge of societal stereotypes (e.g. Bandura, 1969) and preferences for gender-typed activities (e.g. Dulucia, 1963). Later, a large number of studies focused on investigating different factors which are thought to shape gender-roles in the society (Fagot, 1974 & Huston, 1983). However, recent works has been focused on theoretical accounts of the mechanisms responsible for gender-role stereotypes development (Martin & Little, 1990).

In general, the question of how and when children acquire knowledge of gender and gender–role stereotypical has given rise to much theory and experimental testing. It should also be noted that there has been controversy over this issue since the early theories of gender development acquisition were proposed .Social learning theorists (e.g.Mischel, 1966) suggest that gender acquisition depends on the important of observation and imitation. Beside this, social learning approach suggest that parents who present their children with less traditional gender role models will have children with more flexible gender role attitudes(Kagan,1971;cited in Mischel,1974).

Researchers have supported the notion that children receive differential patterns of reinforcement based on gender and age, exposed to stereotypic models of behavior. For instance, Fagot (1989) found that parents behaved quite differently in their treatment of sons and daughters. Boys encouraged for masculine behavior, in contrast girls encouraged for Feminine behaviors such as playing with dolls and terrifying themselves.

In contrast to social learning theorists, who assume that no particular kind of knowledge about gender is required for children gender development acquisition, cognitive developmental theorists argued that the effects of social influences are moderated and even controlled by cognitive change (Kohlberg, 1966; Martiin & Little, 1990).

Katz (1987) seemed tried to compromised these above contradict theories idea by providing some valuable in sights regarding plausible relationships between particular social and cognitive factors. Katz explains that although children may be cognitively predisposed to organize their world along gender lines, a honest of social agents including the media (e.g. television) and family consternation variables (e.g. parents education and gender role attitudes) has its own contribution on the development of gender acquisition on children.

Thus, above all, lack of relevant local study and the existing inconsistent among different views concerning children's acquisition of gender knowledge and gender stereotypes and related behaviors has initiated the researcher to investigate the same issue from the Ethiopian context.

1.2 Statement of the Problem

A lot has been said about children's acquisition of gender identity development and gender-typed beliefs (gender stereotypes), but it is not surprising if one says that much work is still remaining untouched with reference to Ethiopian children. Many researchers have also stressed the need for further research in the area of the intersections of class, race, and ethnicity with gender in the establishment, implementation, and outcomes of single-sex school (Bardie, 2007; Pohhard, 1999). There are also researchers who have stressed the need for further research in the areas of biological, cognitive and social factors that may affect the development of gender concepts and gender typed beliefs (Frey & Ruble, 1992: Martise, 1990, cited in Tesfaye, 1997).

1.3 Objective

1.3.1 General objective

The main objective of this study was to investigate developmental change of gender knowledge (gender concept) and gender typed believes (gender stereotype) on single sex and mixed sex school children.

1.3.2 Specific objective:

Based on the above general objective the study was focused on the following specific objective:

- To see whether there is any significant relationship between the predictor variable (age &sex) and the out come variable (gender knowledge level &gender stereotyping.)
- To examine whether five & six year old boys and girls significantly differ in understanding of gender knowledge level and gender stereotype.
- To investigate whether there is a significant difference among single-sex and mixed-sex school children in knowledge of gender and gender stereotypes.
- To see whether children from different parental back ground differ on their knowledge of gender and gender stereotype.

1.4 Significance of the Study

Although the body of research on single sex-school is growing on some parts of the world, but when we see the Ethiopian context, we can say almost non existent. Therefore, this study will give an assistive clue or will be used as a spring board of which the darkened side will light on concerning the issue raised. Moreover this research will have the following significance.

1. It will be a source of information for individuals who are concerned with designing intervention programs. Since this study provides educators and developmental psychologists with information about gender role development; it will help them think of ways and means for designing intervention program aim at promoting the development of egalitarian citizen.
2. It will be an important reference for curriculum designers. As it is obvious, in a current educational policy of the country issue is stressed with the aim of giving equal chance for both sexes in educational settings. Taking this into consideration, information obtained by this study will help curriculum planners in designing gender fair curriculum.
3. Furthermore, the findings of the study will serve as stimulator for educators and developmental psychologists to make further study in gender identity and gender role development.

1.5 Delimitation of the study

This study was confine to children attending single-sex school (cathedral boys' school and Nazareth girls' school). The reason for choosing these schools was they are the only available single-sex schools on the specified age five & six years in the city. The other participant were from one mixed sex school (Tom children academy) the reason for choosing this school was the researchers familiarity to some of the staff members of that school and that was make data collection easies with the children.

Though gender development is a wide concept which can be affected by many factors, it is difficult to treat all such factors in the study. Hence, this study was limited to variables, age, and sex and school type of the children.

CHAPTER TWO

Review of the Related Literature

2.1 Some general issues about gender

To understand how a society invents its notion of gender, we need to examine who controls and distributes the resource and how safe the society is from interference. We need to know the kind of work that people do, and how they structure that work. And, we need to know whether there is environmental pressure on a group or not (Harris, 1974; Disch, 2009).

In line with the above statement, Cancian (1987) argued that the changing conditions of culture have profoundly influenced our ideas about gender as well as our family relationships. Cancian explain his argument based on cross cultural historical perspective and he raised the question, what a cross cultural, historical perspective teaches us. Then, he argued that gender as gender arrangements, and the qualities associated with being male and female are not arbitrary. Our ideas about gender are affected by the practical conditions of our lives. These conditions are far more influential than our hormones in determining whether males are gentle and women are expected to be financially helpless.

Besides this Gilmore (1991) argued the sex of the child may be male, but his/her identity as male is developed through a complex process of interaction within the culture in which learns the gender scripts appropriate to his culture and attempt to modify these scripts to make more palatable. Moreover, through the interaction within the experiment with the environment a man comes to know what others expect from him. Family peers and societal demands prescribe attitudes and behaviors that compromise his gender role. There is a give and take, a condition in which the child projects his particular self image in the environment. Generally, this is what constitutes gender.

2.2 Learning about Gender and Gender-Role Stereotypes

Children's understanding of gender-relevant information has long been thought to be a major component of early acquisitions of gender-typed beliefs and related behaviors (Rooponagine & Lamp, 1979). Some researchers stress that knowledge of gender plays a crucial role in gender-role development because they believe that this knowledge determine what characteristics are consistent with the self (Frey & Ruble, 1992).

Thus, understanding the existence of some kind of relationship between gender identity knowledge and gender-typed beliefs, many researchers focused their investigation on developmental aspects of both gender concepts and gender role types. The brief summary of the findings of these investigations has been described under the following section.

2.2.1 The Relation between Gender Knowledge and Gender-Typed Believes

Several studies have looked into the relationship between different levels of gender understanding and gender- typing process. In one such study, fagot, Leinbach& Hagon (1988) found that at the 18 moths, prior to the acquiring of gender labeling boys and girls did not differ in play preference. At 27 moths, when half of the children could label gender correctly, the early labeling children of both sexes played more with gender typical toys. In deed, by about 5 years of age, gender identity and gender role preferences seem to be well established. Major activities during this period often segregated into feminine and masculine roles (Hetherington& Parke, 1993; cited in Anselmi, 1998).

As Berndit & Hellers (1986) study of preschool children disclosed children with low level of gender knowledge or those who had not even achieved gender labeling adopted more behaviors displayed by same-sex than opposite-sex models. Moreover, when age is controlled, knowledge of gender found to exert no effect on children's modeling behavior. This study, therefore, given little

evidence to indicate mastery of gender constancy (highest level of gender knowledge) is necessary for gender-typing process. This idea has been supported by a number of studies reviewed by Hall, Lamb & Perlmutter (1986), which showed that many children as early as three or four have already developed gender constancy and the attitudes that go along with it, and long before this time they have begun to behave in a stereotypical fashion. In addition, some studies forwarded the existence of easily observable gender-typed preferences in relation to objects and play materials in toddlers and nursery school children long before fully matured gender constancy is established (Balackemare, Larue & Olejnik, 1979; Masters & Milkinsion, 1976, Thompson, 1995). Similarly, Winraub et al., (1984) stated that children as young as 26 months showed gender-typed preferences, with those who could label themselves correctly spending more time playing with gender-typed toys.

In one experiment, however, when gender-typed toys were relatively interesting, no difference was found in toy preference between gender pre-constant and gender constant boys. The difference was observed between these groups when the toy was uninteresting. Gender constant boys spent more time playing with an uninteresting gender-typed toy than pre-constant boys (Irey & Rubble, 1992).

Hall, Lamb & Perlmutter (1986) stated that gender constancy may not be necessary for the child to develop gender-typed attitudes and behaviors. Gender labeling in which the rudimentary realization of as one is a boy or a girl which is acquired around the age 2 seems to be the crucial foundation for gender-typing. It seems that the desire to be gender consistent may lead children to preferentially learn same-sex-typed activities once they acquired a basic gender identity (gender labeling) (Martin & Halverson, 1981).

Moreover, Martin & Halverson (1993) argued that it is the gender schema which allows children to fit information about people, clothes, activities and traits into either the male or female category there by imitating the formation of gender-typed links among various components. After reviewing many studies, Martin,

that because of the centrality of gender development during these, years, most theorist of social and developmental, high light the early childhood years.

Thus, although there is variation among the researchers in suggesting age specifications related to different levels of gender knowledge develops in a sequential order, but researchers like, Slaby& Frey (1975) emphasized by their finding on Kohlberg's(1966) stage development of gender. They briefly stated, in acquisition of gender knowledge children pass through three stages in the following way.

- Gender labeling stage-learning to identify one's gender (ones Gender identity);
- Gender stability stage-understanding that gender is stable over time and;
- Gender constancy stage-realizing that gender is a fixed and unchanging characteristic.

Identification of oneself as a male or female and the internalization of this fact into one's self concept, Knowing that "I am a girl" or "I am a boy" is one of the core building blocks in child's developing self theory (Peterson, 1998). Shortly after self awareness develops by about age 2, children begin to acquire an understanding of gender (Ketz, 1986).

The timing of label acquisition, however, is highly variable, with some children demonstrating the ability to label boys and girls as early as two years of age, where others failed to do at 3 years or even later (Fagot, Leinbacl & Hagan, 1986).

Beside this Fagot (1985) stated that children could make adult discriminations earlier than child discrimination, and again there was more variability in the age of which children passed the child task. The ability to label adults was not related to any measure of adoption of sex typed behaviors. Children who labeled

the pictures of boys and girls correctly played significantly with same-sex playmates than did children who failed to label correctly.

Though there is a variation on children's gender acquisition of gender labeling, but many researchers emphasized its role on children's gender development. For instance, Serbin & Sprafkin (1986) argued that the ability of children accurate labeling calls for a testing procedure that take the children in to the beginning of gender stability i.e. understanding of one's sex remained stable over time (I will be always a boy and grow up to be a man).

Children begin organizing their knowledge at a very young age by categorizing and labeling, but as children move beyond this age the way of organizing gender knowledge becomes more complex. Children as young as 3 years, possess generalized and well organized knowledge about familiar gender event, but they have a difficulty to generalize with unfamiliar gender events (Kimmel & Messner, 1995).

Mandler (1985) who studied on cognitive skills of muscularity and femininity of children from 5 to 6 years also found that younger children could sequence familiar events but had a harder time with unfamiliar event. Mander suggested that the younger children needed familiar cues to identify.

In one study Martin (1990) found that children were assigned gender on the basis of their difference .According to Martin if a thing looks different children believe that they must be different in other way as well.

Explaining children's mastery of different levels of gender concepts, Hetherington & Paske (1986) describe that while gender labeling occurs relatively early, children begin to grasp stability and constancy only around age 5. They believe that it is after the age of 5 that children attain complete understanding of gender unchangeably.

In one study, Emmerich (1992) found that gender constancy dropped at age 5 and remained low at age 6. Emmerich also identified that economically

disadvantaged children appear to lag in their rates of attainment of a mature concept of gender constancy, relative to children from higher socio-economic backgrounds.

According to Kohlberg (1966) the four year olds do not realize that gender is constant over time and situation. Kohlberg believe that children master gender constancy between the age of 5 & 7. He believe that children acquire gender constancy when they are gaining cognitive level of performance on Piagetian (1946) tasks of conservation, which is largely mastered during this period.

Beside this Murray (1999) described children develop gender identify constancy by five to six years of age. According Murray although, gender identity as a man or women is stable during this age but, some of the content of a child's gender concept may change over a life time of the child because of changing in social norms or a move to another society.

Having seen these reviews as icebreaker about children's acquisition of gender knowledge it seems necessary to see studies related to the development of gender-typing and behaviors in early years.

2.2.3 Learning about Gender-typed believes (Gender Stereotype)

Stereotype holds an old position in our thinking. We really acknowledge their existence, many of us denounce their usage, we are urged to treat everyone as an individual, and yet we cannot escape the prescience of stereotypes or their influence on us. Stereotypes surround us in many ways, advertising television, movies, music and literature. Stereotypes abound in children's books, where women are mommies; children lived at home with two parents, and people. From the time the child is born and dressed in other blue or pink and throughout his/her lives, they live in a word that constantly defines and reinforces particular ways that men and women should behave and think (Macrae & Bodenusen, 2000).

At the time that children are acquiring gender identity, they also learn much more about their own society's view concerning gender. They acquire beliefs about the supposed characteristics of males and females, and a basic understanding of how their society expects males and females to behave (Baron, 1995).

Susskind (2003) argued that children's gender stereotyping development follows age related trends similar to the development of other gender knowledge. That is, younger children show less gender stereotyping than older children.

Studies (Meehan & Janik, 1990; Susskind, 2003) have also demonstrated that development of gender stereotypes begins early, with 3-years olds knowing about gender-related behaviors. As children acquire information about gender, and they become capable of forming and maintaining elaborate stereotypes for men and woman, but also become more willing to make exceptions to the gender rules they have learned.

Social learning theory, developed by Albert Bandura (1969) emphasizes the importance of children's imitation of the behavior of others (models) in gender stereotyping development of children. The theory posits that boys learn how to behave as boys from observing and imitating males, especially their fathers. When children imitate some-sex behaviors, they are rewarded, but imitating the other sex may carry the threat of punishment. Although research indicates some reward and punishments are given on the basis of gender typing, particularly during play, this is even true for boys than for girls, with fathers' doing the most punitive. For example, if they observe their sons playing with Barbie dolls or sporting red feigner polish (Anselmi, 1998).

Anselmi (1998) describe, children find some sex-play patterns more compatible and they segregate themselves in to same sex groups, in which distinctive interactions styles emerge. Children of each sex had much higher level of social behavior when playing with same-sex partners than when playing with a child of the other sex. Children's cross-sex influence with their peers appears to have

its origins quite earlier. Children have a very clear idea about the connection between their own sex and that of the same sex parents. In other words, it seems quite unlikely that little boys ignore girls' influence attempts because little girls remind them of mother (Fagot 1985, 1995).

The two sexes engage in fairly different kinds of activities and games (Hoston, 1985). Boys play in some what larger groups on the average and their play is rougher and takes up more space (Humpherrs & Smith, 1987).

In a study of age 2- & 3 year-old by Khun, Nash & Brucken (1978), both boys and girls believed that talking a lot, playing with dolls and helping mothers as more the characteristics of girls than boys. The children also believed that when boys grow up they will be bosses while girls will be house workers. The authors concluded that these results clearly demonstrate that children as young as two year of age possess substantial knowledge of gender-role stereotypes. There are supporting data on the work of Cowan and his colleague, who found that children between the age of 2 ½ and 4 ½ years clearly described both animals and human being in terms of gender stereotypes. Girl, babies, doges and horses were described as slower, weaker and softer than boys (Cowan & Hoffman, 1986; cited in Lott, 1987).

According to Master & Wilkinson (1996), 4 years-olds related toys as more likely to be used by boys or girls in a manner that was highly correlated with the ratings of adults. Similarly, older children 7 and 8 year olds related the toys in almost identical manner to the adults.

Some investigators specifically pointed out that children in the early school years show some awareness of adult sex-trait stereotypes. For example, Williams, Bennett & Best (1975), who developed the sex stereotype measures (SSM), found that kindergarten children demonstrated an appreciable degree of knowledge of adult-defined gender trait stereotypes. As their results further showed this knowledge increased to the second grade level but it showed no further increase. Likewise, the cross-cultural study by Best et al., (1978)

Furthermore, Anselmi(1998) described a central issue in defining sex and gender is identifying the role of biology. For some researchers, biology provides the key indistinguishing between sex and gender. For other researchers biological variation is a critical factor in understanding why sex is not to dichotomous category. Researchers who believe that sex and gender are roughly synonymous might conclude that sex differences, rooted in the biological distinction, between male and female, account for gender differences.

Besides this Rathus (1984); cited in Anselmi(1998) stated that sex hormones appear to some degree, to masculine or feminine, the brain as to exert organizing and activating effects on gender-role typing. Hormonal influences at certain critical periods, particularly during prenatal development may create predispositions toward developing a number of the stereotypical masculine or feminine traits. Hetherington& Parke (1986) add that hormonal differences experienced parentally or during the subsequent course or development may contribute to difference in social behaviors and attitudes between sexes and within the same sex.

On the other hand Hall, Lamb& Perlmatt (1986) argued that although hormones leave permanent traces on the developing personality, traces are neither as many nor as deep as once was thought. For example, ovarian hormones are not required for stereotypical female behavior to develop.

Like wise, Ehragdt found that children who born with out ovarian hormones look like female and showed similar interest in gender-typed activities, to those of normal girls (Ehradt, 1972; cited in smith, 2007).

Hormone levels in adult animals and humans have also been linked to behavior patterns and sensitivities. It has long been known that hormone levels in humans and other primates are responsive to an events perceived by individuals in their environments. The "Fight or Flight" response of the adrenals is learned by every school child. But the relationship between sex hormones and environmental events is less clear (Devor, 1989).

It seems, however, that the baby's genetic sex influences behavioral differences in boys and girls by leading others to treat them in ways that reinforce the behavior the society expects from their gender (Hall, Lamb & Perlmutter, 1986).

The evidence from cross-cultural studies puts biological or hormonal influences on gender-typing question. For instance, Sacks (1979); cited in Disch(2009) indicated that in some cultures power, authority and decision making appear to have been equally shared by men and women, while in other cultures women have been dominant in political and economic affairs.

The historical studies suggest in earliest human groups stereotyped gender-role grouping in work and status appear to have been minimal. Early human was egalitarian and all members of a group gathered and hunted, with no gender segregation (Fisher, 1979; cited in Lott, 1987).

Candace & Zimmerman (1991) argue that biology does not distinguish male and female in the gender-role category. There are male-to female transsexuals, who have changed their genitals but not their chromosomes, who are biologically intact males living out their lives as social women. Similarly there are women successfully passing as men in order to fight in war or work in men's occupation.

Gender-roles have definitely been changing in industrialized countries. A number of men are becoming householders while their wives walk to the office each morning. For these who see men as aggressive, competitive and achievement oriented turn by this such mysterious. An increasing number of people, men and women are showing psychological androgyny, i.e. they feel free to express both traditionally masculine and traditionally feminine traits (Rathus, 1984).

Although the gender rules and most of the rules are rooted within these institutions, people are systematically socialized to become women or men via complex with gender rules, from many sources simultaneously (Smith, 2007).

Disch (2009) also explain the societal influence on children's gender development. According to Disch no one is simply a man or a women, each of us embodies intersecting statuses and identities, empowered and disempowered including physical and demographic traits chosen or un chosen.

In general, the surrounding environment provides the dominant source of influence on gender development. In this case according to Begley (2000) environment refers to the interpersonal and cultural environment. The term socialization also described the acquisition of culturally appropriate behavior, attitudes, and values which exist in the society

In relation to this, the cognitive development view seeks to describe the progressive interaction between the child and the environment, and in particular how the child comes to understand the social world (Kohlberg, 1966).He viewed the child as an active agent seeking to make sense of the world; the child's own attitudes and beliefs about gender roles are hold to be of primary importance in guiding the child's interaction with the environment.

Children receive parental approval for behaviors appropriate for their gender and disapproval for inappropriate behavior (Fling & Mansoerity, 1972, Fagot 1984, 1987, Snow et al, 1983).

Fagot (1997) found that Peer group pressure is another source of reward and punishment, three-to four year of children would criticize, and be less likely to initiate play with, other children whose play involved apposite-gender activities.

Lloged et al., (2002) also argued that among the social influences peer and school have their own contribution on gender development. Relating the schools influence on the gender development of children, the issue of single sex

school has got the attention of many researchers. In single sex school, all learners are either girls or boy,

2.6.1 School Type Influence on Gender Development of Children

As Santrock (2005) stated that to understand how gender develops in children's life we should understand about social and cognitive influences on gender development of children. This idea seems to confirm with Disch (2009) explanation. According to Disch, it is possible to understand children's gender development only if we can understand the connections between the social and historical contexts in which they exists.

Previous researchers have been also identified several specific factors that they believe might explain, influences on gender development of children: the recognition that social factors especially social interactions play a role in the development of gender; has led to a body of a research examining the school environment and its influence on gender development of boys and girls.

Related to the school environment influence the issue of single sex school has become debatable (Boer, 2002). According to Boer the heart of most debatable is whether girls will be safer if they learn only with other girls or in mixed sex schools with boys.

Many researchers have supported the advantage of single sex school: which means single sex schools have an advantage of reducing gender stereotyping. For instance, Sills (2003) cited in Bradic & Bernes(2005) argued that in all girl academic environments, girls have get to be ignorant toward gender role, because girls are in class room with only girl peer, and this helps to diminish many of gender stereotypes which exit. Schneider (1998) also suggested, attending single sex school give girls the opportunity of a positive environment which is crucial to attaining self confidence, by having self esteem, and exist within the society. When girls are in an environment where they are only with other girls peer, they do not worry about things like boys and other stereotypes.

records of their own activities in their children's presence were correlated with different forms of gender knowledge on their children. But, the mothers' attitudes and activities were not correlated with the children's levels of gender understanding.

In contrast, Fagot (1995) discovered that mother's gender-typed attitudes and behaviors are related to gender-typing in their children.

Femininity in daughters is related to fathers' masculinity, fathers' approval of mothers as a model, and fathers' reinforcement for participation in feminine activities. However, it is not related to femininity in mothers. More feminine mothers do not have more feminine daughters (Hetherington, 1967; cited in Hetherington & Parke, 1986).

From the review of previous researcher it seems that children's gender developments are affected by the influence of their parents' gender attitude their educational back ground

Having seen this, about family influence on children's gender development, now, let as proceeding to the last section

2.7 Theoretical Framework of Gender

There are different theories (e.g. Social learning theory of gender development, Freud psychoanalytic gender development, Gender schema theory) that have been proposed to study gender development. These theories offer different explanation based on their different perspective for the questions like –how children come to understand and use their knowledge of gender. How children change with age? And if cultural stereotypes and parental expectations are in place before birth how and when dose a child come to share these cultural views and practices abut gender?

Since the main function of theory is guiding a research by making prediction and integrating out of current knowledge and summarizing this knowledge.

CHAPTER THREE

Methods and Procedures of the Study

3.1 Design of the Study

The objective of this study was to investigate gender knowledge development and gender typed beliefs of children in single sex schools in comparison with mixed ones. Examining differences on the outlook of gender role stereotypes about female and male roles between single-sex and mixed sex school children. To this end, quantitative descriptive research design found to be appropriate, that helps to describe the relationship between non-manipulative variables. This is so because; descriptive research involves careful sampling procedures, data analysis, interpretation and generalization. The following section presents the methods and procedures used in the study.

3.2 Population

The target population of the study was five and six year children attending kindergarten school in Addis Ababa. Gender identity of children is found to be achieved in the stated period. And, this was the reason why those children were selected as a target population.

3.3 Participants

Participants involved in this study were five and six years old children attending in three schools, either single sex or mixed ones. Moreover, parents (fathers and mothers) of the respective children were also involved

The size of the sample at the beginning of the study was 168 children and their parents. However, due to various reasons parental data of 6 children were not turned back. Therefore, children with the missing data of either parents or both parents were excluded from the final analyses and this has reduced the number of participant to 162.

Table 3: Means and Standard Deviation of Gender Knowledge by Sex, Age and School Type

sex	Age		Gender labeling	Gender stability	Gender constancy
F. mixed sex	5	Mean	4.9500	4.4500	4.3500
		SD	.22361	.75915	.88704
M. mixed sex	6	Mean	5.0000	4.5500	4.8000
		SD	.00000	.60481	.52315
F. mixed sex	5	Mean	5.0000	4.4286	4.3333
		SD	.00000	.81064	.85635
M. mixed sex	6	Mean	4.9500	4.5500	4.4500
		SD	.22361	.75915	.75915
F. single sex.	5	Mean	4.9000	4.6500	4.1500
		SD	.30779	.58714	.74516
M. single sex	6	Mean	5.0000	4.7500	4.2500
		SD	.00000	.55012	.91047
F. single sex.	5	Mean	5.0000	4.4500	4.2000
		SD	.00000	.75915	.76777
M. single sex	6	Mean	5.0000	4.4762	4.6190
		S D	.00000	.74960	.66904

N.B Differences in one point has great value on gender knowledge measurement.

As presented on the above table, almost all children from the two age groups scored similar at gender labeling level of gender knowledge. On the other hand regardless of their age the table provides that there is no visible difference when we compare them by their sex. Regarding gender constancy, female six years old from mixed sex school scored the highest (M = 4.887) then followed boys from single sex schools (M =4.61). Though the difference is not much visible in gender stability stage, the mean score of six years old female from single sex school was greater than the other groups (M=4.75). Generally, the table shows that six years old children scored greater than the five years old children on the third aspect of gender knowledge i.e. gender constancy.

Table 4: Summary of Means and Standard Deviations of Gender Role Stereotype

S B ST	Age	Mean	SD	Std. Error. Mean
FMS	5	19.33	2.456	.536
	6	19.91	2.392	.499
MMS.	5	20.11	2.676	.631
	6	21.95	1.701	.380
FSS.	5	18.53	1.926	.442
	6	19.47	2.375	.576
MSS	5	20.58	1.742	.400
	6	21.05	1.701	.380

Note: - SBST= Sex by school type
 FMS =Female mixed sex
 MMS= Male mixed sex
 FSS=Female single sex

On the measure of gender stereotype scores in terms of sex, age and school type, the following means were found. As can be observed from the table above, the mean score of six year old male children from mixed sex school was the highest (M = 21.95) followed by six year boys from single sex school (M =21.05) and then, five year old boys form mixed and single sex school were followed with the mean score of (M =20.11) and (M= 20.58) respectively.

Based on the children's score presented on the above table it would be possible to conclude that there is a visible difference between the two sex groups on the score of gender stereotype. In addition to this, mean score of female single sex school is the lowest, when they are compared with the other groups. Their mean based on their age was (M=18.53) and (M=19.47) for five and six years old respectively.

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The size of the sample at the beginning of the study was 168 children and their parents. However, due to various reasons parental data of 6 children were not turned back. Therefore, children with the missing data of either parents or both parents were excluded from the final analyses .and this has reduced the number of participant to 162.

More specifically, 82 boys, half of which were six years and the other half were five years old were participants. And, 80 girls with similar proportion with boys were included. Fathers and mothers of the 162 children were also participants, amounting 324. Therefore, the total number of people included in the study became 486.

3.4 Sampling Procedure

The three schools of participants were purposefully selected, for their appropriateness to the research objectives and convenience for the researcher. Accordingly, sex is one factor in the study and the first two schools (Cathedral and Nazareth) were chosen because they are the only available single-sex schools in Addis Ababa with the specified age limited. The third school (Tom children Academy) has been selected for its convenience to data collection and proximity to the researcher.

Initially assessment was made by the investigator with the help of the school administrator and home room teachers to ensure that the children to be selected are living with their actual parents or not. And, those children who are not living with their actual parents were excluded from sample population. Children in single sex schools were selected considering their age. And, Nazareth school has 76 children (31= aged five old and 35= six years old). After this children were listed in to two. Based on the lists 42 children were selected by simple random technique. Similarly, Cathedral school has 133 students in the stated age (59= aged five and 66= six years old). Form these 42 children were included as participants in the study.

Regarding the mixed school, children were stratified in terms of sex to select boys and girls. 174 children aged five and six years were enrolled in the school, comprising 107 girls (63age five and 51age six) and 73 boys (39 age five and 37age six). 42 children from each stratum were included in the study, making the total 84. Finally, all parents of the selected children were made to be participants in the study.

Generally, 168 children were taken from the total population of 382 children as a participant for this study. This was done based on the sample size determination by Gay & Ariresien(1987);cited in Christensen (2004).

3.5 Instruments of Data Collection

Structured interviews were used as a tool of data collection; different forms of structured interview were used with children and their parents. The items were presented in interview form due to the fact that the participants are children (aged five and six years), who might be incapable of memorizing highly, may have attention deficit, and unable to understand the main concept of what is asked. All the items of the interview were supported by picture as suggested by Anastassai (1982). The children's interview consists of items measuring gender knowledge and gender stereotyping. And parents' interview includes items assessing biographic information and gender role attitude of each parent.

3.5.1 Gender Knowledge Measure

This instrument was constructed through a careful adaptation of items from the gender knowledge measure (gender constancy scale) used by researches like Levy & Carter (1989); Martin & Halverson (1983) Martin & Little,(1990) ;cited in Tesfaye(1997). A total of 15 items selected from the above sources translated in to Amharic language (which is medium of instruction and language of communication in the selected pre schools) by experts. The translated items, then were given to 12 primary school teachers, who have been teach in Addis Ababa ,to classify the items in to in either of the three gender knowledge level category (gender labeling, gender stability, gender constancy) with the clarifications. Then, because all the items were unanimously rated above 70%as either of in the three level of gender knowledge by these teachers all were taken as a tool.

3.5.2 Gender Stereotyping Measure

The construction of this instrument was begun by collecting a large number of activities and traits that had been judged as stereotype (i.e., designated as characterizing one sex more frequently than the other) by the work of previous researchers (e.g. Answlm, 1998; Gardiner, 2000; Valsiner, 2005).

Initially 32 stereotyped activities and traits (15 masculine and 15 feminine) obtained from the above sources were translated in to Amharic. Similar to the above, the translated items, then, were given to 12 primary school teachers in Addis Ababa, to classify them either in to masculine or feminine category with clarifications, in order to ensure the appropriations of the selected activities and traits to the cultural situation. Finally, 24 activities and traits which were rated above 70% as either masculine or feminine by the teachers were used as a tool.

3.5.3 Construction of Parents Questionnaire Items

The structured interview for parents includes items that assess biographic information and gender role attitudes of parents. To this end a five-point scale ranging strongly disagrees to strongly agree was constructed by adapting from various sources (e.g Deaux & Kite, 1994; Scheafer and Edgerton, 1985; Hudak, 1993). 14 items from the above sources selected and these selected items were given to 10 post graduate students with clarifications, to identify whether the items were measure gender role or not. Since all the items were unanimously rated above 70% all the items were translated in to Amharic considering cultural condition of Ethiopia. And, these items were used to measure gender role attitude of parents.

3.6 Pilot test

The main purpose of the pilot testing was to check the reliability of the instruments. In addition to this the pilot was conducted to get a lesson there by

making certain amendments before administering the instruments for the main study. The pilot study was conducted on 30 children (15 boys and 15 girls) who were not part of the main study group. Based on the scores of these children analysis was carried out by using kuder-Rechardson(KR20). Accordingly to this analysis the reliability of the instrument was found to be $r=0.93$ for gender knowledge and for gender stereotype $r=.91$. Though this reliability is not highly maximum, it is sufficient for gender development measures on children (e.g. see, Flerx et .al., 1978)

Besides this pilot test was carried out on 20 fathers and 20 mother-based on the scores of the pilot group the reliability of the scores was analyzed using a Coronbach alpha. The reliability was found $r=.91$ and $r=.89$ for fathers and mothers respectively.

After computing the reliability of the item a minor modification was made on some of the questions. Finally the instrument was administered for the participant by the investigator and the trained interviewer.

3.7 Data Collection Procedures

Before the interview items were administered, training was given for the two assistant interviewers who were undergraduate students, on the content of the items procedures of interviewing and interacting with children since it is difficult to bring the participants from the three schools together each of the groups asked in their respective school.

After having permission from the schools administration, children were interviewed during break time and free time after lunch. The scoring was done following the standard procedures used by the previous researchers (e.g.Martin &Little ,1990,Martin,Wood &Little,1990)i.e. fore the gender knowledge measure the child received a score of "1" If he/she gave a correct answer and of "0" other wise. For stereotyping measure a score of "1"was given if the child's answer agree with traditional stereotype a score Of "o" if his / her answer did not agree

with traditional stereotype The interview session with each child lasted for 10 to 15 minutes. In addition of the two assistant the researcher was also acted as an interviewer and facilitator in the three schools.

Regarding the interview of parents of mixed school children, they were interviewed by the investigator and his assistants. But for parents of single sex school children arrangements were made to ensure that the questionnaire are filled by parents and secure the data back. Accordingly, for parents who bring and return children to from school, the researcher and assistants given after clarifying the objective and procedures of rating the interview. And, in the following two day the rated questionnaire collected.

For those children whose parents do not actually present to bring children to school and return to homes another mechanism was used. The school has a system where parents expected to check the assignment of the children. This has been done by informing those who bring children to school and the children themselves. Similar procedure was employed to the questionnaire was given to the child and the responsible person in collaboration with respective school personnel.

3.8 Data Analysis

After the data were collected the analysis was conducted using the following statistical procedures.

- Descriptive statistics (mean frequency, percentage and standard deviations) - to see the demographic characteristics of the participants, to examine children's mean score and standard deviation of gender knowledge and gender stereotype. In addition to this median was used to dichotomized parents into modern and traditional, based on their gender role attitude score.

- Spearman's correlation =to see the relationship between the predictor variables (sex& age) and the outcome variables (level of gender knowledge& gender stereotype).
- -A two way ANOVA procedure -to see the effect of sex and age in level of gender knowledge and gender stereotype.
- Noted should be taken here:-among the three level of gender knowledge (gender labeling, gender stability and gender constancy) ,gender labeling was not include in the analysis of ANOVA .This was due to the reason children who missed in gender labeling questions were very few therefore, analysis couldn't compute in very few data
- One way ANOVA= to see differences in gender knowledge and gender stereotyping across the school type of the children. It was also used to see parental educational and gender role influence on gender knowledge and gender stereotype the children. Beside this, multiple comparison of post hoc test was used to identify the group that has contributed for the total variation in gender knowledge and gender stereotype across school type.

CHAPTER FOUR

Results

The main objective of this study was to investigate development of gender knowledge (gender concepts) and gender typed beliefs (gender stereotypes) on those single sexes and mixed sex school children. Therefore, this section presents the analysis of data and results obtained through the use of various statistical procedures. Accordingly first demographic characteristics of participants were presented. Then, the relationship between the predictor variables (age & sex) and the outcome variable (gender knowledge & gender stereotype) next the effect of sex and age on gender knowledge and gender stereotype was presented followed by differences on gender knowledge & gender stereotypes across school type and parental backgrounds.

4.1 The Demographic Characteristics of Participants

The table below provides information about the size of the participants based on their age, sex, school type and their parent's educational background. And also it provides frequency and percent of the participants.

Table 1: Demographic Characteristics of Participants

Sex	Frequency	Percent	Age	Frequency	Percent
female mixed sex school	40	24.7	5	81	50
male mixed sex school	41	25.3	6	81	50
female single sex school	40	24.7			
male single sex school	41	25.3			
Total	162	100.0	Total	162	100

Table 2: Parental educational background.

PEB father	Frequency	Percent
Illiterate	1	.6
1-8	14	8.8
9-12	36	21.9
Higher education	111	68.8
Total	162	100.0
PEB mother	Frequency	Percent
Illiterate	13	8.1
1-8	30	18.8
9-12	51	31.3
Higher education	68	41.9
Total	162	100.0

4.2 Development of Gender Knowledge and Gender Stereotypes

Children's knowledge of gender and gender stereotypes (gender typed beliefs) were assessed using the two measures. Each of these measures investigated different aspects of early gender knowledge development. While the former assessed the level to which a child understands the constancy of gender over time, place and situation, the latter measures his/her beliefs about masculine and feminine roles. The means and standard deviations of the two measures are presented in the following way.

Table 3: Means and Standard Deviation of Gender Knowledge by Sex, Age and School Type

sex	Age		Gender labeling	Gender stability	Gender constancy
F. mixed sex	5	Mean	4.9500	4.4500	4.3500
		SD	.22361	.75915	.88704
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N.B Differences in one point has great value on gender knowledge measurement.

As presented on the above table, almost all children from the two age groups scored similar at gender labeling level of gender knowledge. On the other hand regardless of their age the table provides that there is no visible difference when we compare them by their sex. Regarding gender constancy, female six years old from mixed sex school scored the highest ($M = 4.887$) then followed boys from single sex schools ($M = 4.61$). Though the difference is not much visible in gender stability stage, the mean score of six years old female from single sex school was greater than the other groups ($M = 4.75$). Generally, the table shows that six years old children scored greater than the five years old children on the third aspect of gender knowledge i.e. gender constancy.

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Note: - SBST= Sex by school type
 FMS =Female mixed sex
 MMS= Male mixed sex
 FSS=Female single sex

On the measure of gender stereotype scores in terms of sex, age and school type, the following means were found. As can be observed from the table above, the mean score of six year old male children from mixed sex school was the highest (M = 21.95) followed by six year boys from single sex school (M =21.05) and then, five year old boys form mixed and single sex school were followed with the mean score of (M =20.11) and (M= 20.58) respectively.

Based on the children's score presented on the above table it would be possible to conclude that there is a visible difference between the two sex groups on the score of gender stereotype. In addition to this, mean score of female single sex school is the lowest, when they are compared with the other groups. Their mean based on their age was (M=18.53) and (M=19.47) for five and six years old respectively.

4.3 Relationship between Sex, Age, Gender knowledge level and Gender Stereotypes

To see whether there is a relationship between sex, age, gender knowledge level and gender stereotyping scores, bivariate correlation was computed. The result of the analysis is presented in the following table.

Table 5: SPERMAN'S Correlation

	1	2	3	4	5
1.Ge stability	1				
2.Gender constancy	.040	1			
3.sex	-.023	.020	1		
4.age	.074	.412**	.013	1	
5.gender stereotype	-.041	.036	.262**	.208*	1

**p<0.01 level (2-tailed).

The above table indicates that there a significant relationship between age with outcome variables gender stereotype scores and gender knowledge (gender constancy) stage at(r= 0.412) and (r=0.262.)In addition to this, the table revealed that sex has a significant relationship with the outcome variable i.e. gender stereotypes at(r=0.208).

In general the pattern of correlation between those predictor and outcome variables shows that as age has a correlation with the tow out comes (gender knowledge, and gender stereotype) and sex has a significant correlation only with gender stereotype.

4.4 Sex and Age Effects in Gender Knowledge level and Gender Typed beliefs (Gender Stereotype)

Two ways ANOVA was computed to see the effects of sex and age in gender knowledge level and gender typed beliefs. In this analysis sex and age were

arranged as independent and gender knowledge level and gender typed beliefs (gender stereotype) as dependent variable. The analysis of the ANOVA is presented in the following table.

Table 6: Summaries of Two Ways ANOVA

Source	SS	df	Mean Square	F
Sex	.024	1	.024	.047
	.759	1	.759	1.551
	62.074	1	62.074	18.079*
Age	2.232	1	2.232	4.396*
	.098	1	.098	.199
	28.279	1	28.279	8.236*
Sex * Age	.009	1	.009	.019
	.023	1	.023	.048
	3.908	1	3.908	1.138
Total	3345.000	162		
	3422.000	162		
	64560.000	162		

*p<.05.

As can be observed from the above table the main effect of age was seen statically significant on gender constancy level at $f(1,158) = 4.396, p < .005$. However, age has not been shown a statically significant on gender stability stage of gender knowledge. This means the two age group children did not show a statically significant difference on gender stability on this age limit. Moreover, as their mean score revealed, the youngest group (5 years old) demonstrated lower level of gender constancy score from the two stage of gender knowledge level than six years olds, ($M=3.55$) and ($M=4.11$) respectively for five and six years old. The comparison between the two age groups didn't show any significant on gender stability stage of gender knowledge.

On the other hand neither the main effect of sex nor the interaction effect was shown statically significant in gender knowledge level this indicates that both boys and girls didn't differ in gender knowledge acquisition. Beside this, the above table shows that the main effect of age was astatically difference on gender stereotype at ($f=8.236, p<0.05$). Similarly, the main effect of sex was display that astatically differences on gender stereotype at $f(1,158) = 18.0, 79, p<0.05$),but the inter action of the two main effect sex and age didn't show astatically significant on gender stereotype

4.5 Sex and Age Effects on Gender Knowledge and Gender Typed Beliefs by School Type

To examine whether children's gender knowledge level and gender stereotype shows any discrepancy across the participants school type, one way ANOVA was computed. The summary of this ANOVA analysis is shown in the following table.

Table 7: Summary of one way ANOVA

	SS	df	Mean Square	F
a. school type on GST				
Between Groups				
Within Groups	96.621	3	32.207	8.850*
Total	574.990	158	3.639	
	671.611	161		
b school type on GS				
Between Groups	1.539	3	.513	1.122
Within Groups	72.214	158	.457	
Total	73.753	161		
C. school type on GC				
Between Groups				
Within Groups	.854	3	.285	.463
Total	97.146	158	.615	
	98.000	161		

* $p<.05$ Note:- GST=gender stereotype

GC =Gender Constancy

GS=Gender Stability

The analysis of the result on the above table (a) revealed that there was a significant difference between the groups in gender stereotype at $f(3,158) = 8.58$ $p < 0.05$. regarding gender knowledge level there was no significant difference between school types.

The post hoc multiple comparisons of mean pair were also revealed that there was a significant difference on gender stereotype across school type. The analyses of the result revealed that boys achieved higher awareness of gender stereotype than girls. The finding of this analysis is present in table-8 below

Table 8: Post Hoc Multiple Comparison of Mean Difference

Dependent Variable	(I) school type	(J) school type	Mean Difference (I-J)
Gender Stereotype	F .mixed sex	F single sex	.625
		M single sex	-.670
		M. mixed sex	-1.451*
	F. single sex	M .single sex	-1.295*
		M .mixed sex	-2.07*
		M mixed sex	-.780
Gender stabilities	F. mixed sex	F .single sex	-.07500
		M single sex	.16159
		Mixed male	.13720
	F. single sex	M .single sex	.23659
		M. mixed sex	.21220
	M single sex	M mixed sex	.02439
Gender constancy	F. mixed sex	F. single sex	.02500
		M. single sex	.11037
		M .mixed sex	.18354
	F .single sex	M. single sex	.08537
		M .mixed sex	-.15854
	M .single sex	M. mixed sex	-.07317

* $p < .05$

The result of post hoc multiple comparisons of mean differences on the above table shows female single sex school children displayed significantly less in gender stereotyping scores. When we see their mean difference with other children, with male single sex school (Mean difference=-1.295) with female

mixed sex school (Mean difference=-.43) and with male mixed sex school (Mean difference=-2.07).generally the result of the multiple comparison mean difference showed that male mixed sex school displayed more than the other children on gender stereotype.

4.6 Parental Influences on the Development of Gender Knowledge and Gender Stereotyping

To investigate family influences on children's acquisition of gender knowledge and gender typed beliefs, children were grouped on the basis of their family backgrounds here the variables use to form the groups were parent's gender role attitude score and their educational level. After the groups were formed descriptive static was used to see the mean score of the children based on their parent educational background and gender role attitude

Since parental educational background of the participants was another predictor variable that was treated in this research. So that, the means and standard deviations of children's of gender knowledge and gender stereotypes from each parental background is presented in the table 9 below.

Table 9 Means and Standard Deviation Gender Knowledge and Gender Stereotype

	Mother EB	N	Mean	S. D	Std. E
gender knowledge	Illiterate	13	13.36	1.120	.338
	1-8	30	13.22	1.450	.279
	9-12	51	12.80	1.720	.234
	Higher education	68	12.20	1.953	.233
	Total	162	12.65	1.792	.141
gender stereotype	Illiterate	13	20.27	2.284	.689
	1-8	30	20.30	2.584	.497
	9-12	51	19.72	2.398	.326
	Higher education	68	18.94	2.084	.249
	Total	162	19.80	2.337	0.440
Father EB.					
gender knowledge	Illiterate	1	14.00	1.000	.577
	1-8	14	13.93	.917	.245
	9-12	36	13.14	1.417	.240
	Higher education	111	12.29	1.879	.179
	Total	162	12.65	1.792	.141
gender stereotype	Illiterate	1	21.00	2.000	1.155
	1-8	14	21.07	2.165	.579
	9-12	36	20.63	2.059	.348
	Higher education	111	18.93	2.233	.213
	Total	162	19.52	2.336	.184

When we examined children's mean score of gender knowledge and gender stereotype based on the above table, we can observe that, those children who are from illiterate mothers (m=13.36) and father (M=14.00) and from primary education mothers (m=13.22) and fathers (M=13.93) scores highest on gender knowledge than those from mothers (Mean=12.20) and fathers (Mean=12.29) of higher education and secondary education mothers (M=12.80) and fathers (Mean=13.14). Similar to this children's from illiterate mothers (mean=20.27) and fathers (mean=21.00)] displayed higher score in gender stereotyping measures than children's from secondary education mothers (mean=20.30) and fathers (mean=20.63). In addition to this children's from higher education

mothers (Mean=18.94) and fathers (mean=18.93) score less from the other group of the participant.4.5.1The Influence of Parental Gender Role Attitude

4.7 Parental Educational Influences

To investigate the influence of parent educational background on the acquisition of gender knowledge and gender stereotype on. Children were grouped in to four categories on the basis of their parent’s level of education. The groups were no formal education, primary education secondary education and higher education. First, a one way analysis was computed to examine whether the groups were significantly differ in their gender knowledge scores. The results of this analysis in relation to fathers’ education are given in table below.

Table 10: Summary One Way of ANOVA

	SS	df	Mean Square	F
a. FEB on GK				
Between Groups	26.432	3	8.811	3.686*
Within Groups	377.617	158	2.390	
Total	404.049	161		
b. FEB on GST				
Between Groups	52.566	3	17.522	2.752*
Within Groups	1006.057	158	6.367	
Total	1058.623	161		
c. MEB on GK				
Between Groups	29.773	3	9.924	3.219*
Within Groups	487.171	158	3.083	
Total	516.944	161		
d. MEB on GST				
Between Groups	48.028	3	16.009	3.046*
Within Groups	830.416	158	5.256	
Total	878.444	161		

*p<.05

Note: - FEB =Father Educational Background
 MEB =Mother Educational Background
 GK= Gender knowledge
 GST= Gender Stereotype

As can be seen from the above table (a) the difference between the groups was statistically significant $F(3,158) = 3.686, p < .005$ indicating that fathers level of education exerts an influences on gender understanding of young children.

Table (b) also clearly shows, the between group difference was display a statically significant at $F(3,158) = 2.752, p < .05$. This implies that children's awareness of gender stereotypes varied due to the variation of their fathers' educational background. In addition their mean score indicated that children with fathers of secondary education and higher education background displayed fewer score of gender stereotypes than children with fathers of illiterate and primary education levels.

A similar analysis for mothers' educational backgrounds revealed as there is a significant difference on chider's acquisition of gender knowledge at, $f(3,158) = 3.0.219, p < 0.05$.

In a similar analysis, a significant difference was observed on table 13(c) among the groups formed on the basis of mother's educational background on gender stereotype. $F(3,158) = 3.219, p < .005$. This means that children's knowledge of gender stereotypes differed due to difference in education levels of their mothers. The mean score on table (9) further showed that children with mothers of higher education displayed less score of gender stereotypes than the other groups.

Having seen this let proceed to the parental gender attitude influence.

For the purpose of the analysis, gender role attitude scores of the parents were dichotomized in to relatively modern (egalitarian) and traditional or (conservative). This was done by using median scores.

Table 11: Means and Standard Deviation of Parents Gender Role Attitude Response

	parental stereotype father	parental stereotype mother
N	162	162
Median	40.00	38.00
Grouped Median	39.67	37.83
Std. Deviation	4.468	5.757
Std. Error of Mean	.351	.452

As can be showed Fathers who scored below 40 were taken as relatively egalitarian and above were traditional. Likewise, mothers who scored below 38 were taken as modern (egalitarian) and those who scored above 38 were traditional (conservative).

Since, gender role attitude of parent's was variable which was treated as a factor on the development of gender knowledge and gender stereotyping of children's score. Therefore the means and standard devotions of children's gender knowledge and gender stereotype score were presented in the following table based on their parents' gender role attitude.

Table12: Means and Standard Deviations of Children's Gender Knowledge and Gender Stereotype

	Mother GRA	N	Mean	Std. Dev	Std. Err
Gender knowledge	modern	88	12.36	1.808	.193
	traditional	74	13.00	1.720	.200
	Total	162	12.65	1.791	.141
Gender stereotype	modern	88	19.48	2.363	.252
	traditional	74	20.47	2.128	.247
	Total	162	19.93	2.306	.181
	Father GRA	N	Mean	St. Dev	Std. Err
Gender knowledge	modern	77	12.14	1.812	.206
	traditional	85	13.12	1.650	.179
	Total	162	12.65	1.791	.141
Gender stereotype	modern	77	19.10	2.360	.269
	traditional	85	20.74	1.953	.212
	Total	162	19.96	2.300	.181

As the above table indicates children from traditional mothers (m=13.00) and fathers (M= 13.12) scores highest mean on gender knowledge than children's from modern mothers (M= 12.36) and fathers (M=12.14) .similarly children's from traditional mothers (M=20.47) and fathers (M= 20.74) displayed highest on gender stereotyping measures than those from modern mothers (M=19.48) and Fathers (M=19.10)

4.7.1 The Influences of Parental Gender Role Attitude

To investigate whether, children from traditional fathers differed from modern father in gender knowledge score and gender stereotype a one way analysis was used. The summary of the ANOVA is presented in the following table

Table13: Summary of One Way ANOVA

	S S	df	Mean Square	F
a. FGRA on GK				
Between Groups	38.390	1	38.390	12.843*
Within Groups	478.252	160	2.989	
Total	516.642	161		
b. FGRA on GST				
Between Groups	108.303	1	108.303	23.307*
Within Groups	743.475	160	4.647	
Total	851.778	161		
c. MGRA on GK				
Between Groups	16.278	1	16.278	5.205*
Within Groups	500.364	160	3.127	
Total	516.642	161		
d. MGRA on GST				
Between Groups	39.853	1	39.853	7.810*
Within Groups	816.400	160	5.103	
Total	856.253	161		

*p<.05

Note: - FGRA=father gender role attitude
 MGRA= Mother gender role attitude
 GK =Gender Knowledge
 GST=Gender Stereotype

As can be seen from the table (a) above there was a statistically significant difference between groups on gender knowledge at $F(1,160) = 12.843$ $p < 0.05$. This means that children with traditional fathers displayed greater knowledge of gender than children with modern fathers. Table12 (b) also shows a statistically significant differences between the groups on gender stereotyping at $F(1,160) = 23.307$, $p < 0.05$

Mean scores of the groups presented on table 10 also shows that children with traditional fathers displayed greater knowledge of gender and stereotyping than children with modern fathers (M=13.18) and (M= 12.43) traditional and modern father respectively.

Similarly table 12(c) also clearly shows that mothers gender role attitude influence. And the result revealed that there was a significant difference between the groups on gender knowledge at $F(1,160) = 5.205, p < .05$. In addition to this the mean score presented on table 10) also displayed those children with traditional mothers (M=13.12) were score greater than children with modern mother (M=12.36).

Likewise As can be observed from the table 12 (d) there was a statistically significant difference between the groups on gender stereotype at $F(1,160) = 7.810, p < 0.05$. i.e children with traditional mothers displayed greater knowledge of gender than children with modern mother.

In addition to this, the mean score presented on table 10 also revealed that children with modern mothers shows less understanding of gender stereotype (M=19.48) than children with traditional mothers (M = 20.47)

CHAPTER FIVE

Discussion

This part attempts to present the desiccation of the data presented in the previous part .In so doing first it attempts to discuss the relationships founds among sex, age, gender knowledge level and gender stereotype. Then, sex and age effects in development of gender Knowledge and gender stereotype, Follows differences on gender knowledge and gender stereotype by school type. Finally parental background influences.

5.1 Relationship between Sex, Age, Gender Knowledge and Gender Stereotype

The evidence from the result of the investigation that had been presented earlier indicated that there is a significant relationship between the predictor variable age and the out come variable gender knowledge level i.e. gender constancy. The present study goes in line with the findings of previous researchers. For instance, Susskind (2003) argued, the development of gender knowledge follows age related trends. On the other hand, Kimmel (2000) indicated that children begin organize their knowledge of gender at a very young age by categorizing and labeling, but as children move beyond infancy , the way they organized gender knowledge becomes more complex. The current finding also shows age has a relationship with the out come result of gender stereotyping.

This result also supported by the researcher like, Martin & Little (1999). Who were studied developments of gender stereotype on young children (5 to 6 years old) .To them along with the process of development of gender knowledge children as young as 3 years old, start to show signs of gender stereotype. But, this development is not uniform or simple, and they were find 6 year old children showed a pattern of selective stereotyping in which they made gender

stereotypical judgments. According to them this behavior probably reflected a more complete development of knowledge about self and others, which extended to gender. According to Martin and little children do even more gender stereotypical as they get older, and 8 to 10 years olds made stereotypical judgments for both gender. In addition to this Susskind (2003) stated as children acquire information about gender they become capable of forming and maintaining elaborated stereotypes for men and women. To Susskind, like that of gender knowledge development gender stereotyping follows age related trends i.e., younger children show less gender stereotyping than older ones.

5.2 Sex and Age effect in Development Gender Knowledge Level and Gender Stereotypes.

As the result of the analysis of two ways ANOVA showed, the main effects age was display a significant difference on gender knowledge level i.e. gender constancy. Similarly, sex and age were show significant difference on the out come variable of gender stereotypes. These effects are discussed in the following section.

5.2.1 Gender Knowledge Development Difference, by Sex and Age

A two way ANOVA analysis revealed that age main effect was found to be significant on children's gender knowledge development level (gender constancy). On the other hand, neither sex main effect nor interaction effect was found to be significant. Moreover, close examination of mean scores enabled to identify that there was a clear difference in gender knowledge scores across age levels.

The present result indicates the absence of sex difference in children's knowledge of gender concepts. This result is not unexpected, further it is consistent with the previous findings that reported gender knowledge develops

existence of developmental sequence in acquisition of gender concepts, such as those reported by Munrose & Shimmin (1986) and Slaby and Frey (1975).

Since the present study was limited on children five and six years old only, it cannot tell us about the exact age in which knowledge of gender concept appeared. Therefore, it is important taking further researcher starting from nursery schools.

5.2.2 Differences in Gender Stereotype, by Sex and Age.

Result of the present study clearly indicates that there is a sex difference in score of gender stereotypes. Boys displayed greater knowledge of stereotypes than girls did. This result is consistent with the findings reported by Weinraub et al (1984) who observed that boys classified activities (tasks) more in a traditional way than girls. A similar finding by Munchin (1965) gives evidence, by indicating that open role commitments and lesser sex-typing as more of characteristics of girls than boys.

On the other hand, sex difference in awareness of gender stereotype seems to be culture bound. In cross cultural study for instance English boys showed greater knowledge of stereotypes than English girls, but such a difference was not found in Ireland and USA (Best, et.al, 1977). Whereas ,in country, like Ethiopia, where male role is more valued than female role, it is not surprising if boys show high level of gender stereotype and girls to have less level of gender stereotype. The greater value attached to male role may attract little girls and there by encourage the development of more flexible attitude toward masculine and feminine roles than little boys.

The present result further supports the findings reported by Level and Carter (1989). These authors observed that girls at the age of 3½ and 5 ½ were quite heterogeneous in selecting activities. For female figures some selected masculine activities for female figures and some feminine active items for male figures. According to these researcher, after the age of 6 extending to 9 years

old girls are more attracted by masculine than feminine things. In contrast, boys tend to show a more rigid adherence to the masculine than feminine things. As Maccoby and Jacklin (1974) suggest the reason for this difference is differential treatment provided by parents. Maccoby and Jacklin believe that boys are more strictly gender typed than girls because they encounter more intensive sex role pressure from parents.

The possible explanation for the difference between boys and girls in awareness of gender stereotypes could be centered on socializing agents such as parents, teachers, peer groups and siblings. Thus further researcher is needed to see the influence of these variables.

The present result shows that there is a tendency to increase the awareness of gender stereotypes simultaneously with age. This is to mean that six years old displayed gender awareness more than age of five. In addition to this the present result rivaled children gender stereotyping score were increased similarly with that of their gender knowledge scores.

This finding is supported by many researchers. For instance the finding by Carter and Patterson (1982) and Nadelman (1974) disclosed that children's question of gender stereotypes increased during early and middle childhood. Likewise, William, Bennett and Best (1975) reported that knowledge of gender stereotypes increased to the second grade level, but it shouldn't increased after this grade level. Best and colleagues in their cross cultural study observed that in USA, England and Ireland, awareness of gender stereotypes increased with age, from five to eight years (Best et.al., 1977). Still others like Damon (1987) suggested that children from age four to seven years are increasingly believe that certain activities or tasks are restricted to one sex or the other, accordingly they adopt gender knowledge.

Before generalizing to which the awareness of gender stereotyping scores increased similarly with age, we need more local researches in this area, which shows this result.

5.2.3 Differences in Gender Knowledge and Gender Stereotype by School Type

Relating to the school type the current study shows that female from single sex school display less on gender stereotyping. Boys from single sex school didn't show a significance difference, in comparison with mixed sex-school boys.

The present study confirms the findings of previous researchers, for instance Bryk (1989) found that, although single sex school has some advantage for girls to reduce gender stereotyping, the advantage for boys are more similar in comparison with that of boys in mixed educational settings. Furthermore, Hugh and Gash (1993) found that as school type has an influence on children's gender stereotyping acquisitions. These authors were examined by contrasting, boys and girls separately in single-sex-schools and mixed school. In these contrasts boys in single sex school were not significantly differed than boys in mixed school. On the other hand girls in single sex were significantly differed than girls in mixed sex schools.

The reason for girls from single sex school Score less in gender stereotyping could be, initially the environment may not give the chance for the little girls to compeer herself with boys and then, the little girl compare her self only with the other girls. Therefore she didn't worry to compare herself with the opposite sex. On the other hand, the reason for boys to score the same result with mixed sex school children could be the historical origins of attitude toward masculinity dominance which existed within the culture might made too difficult, to change the attitude of the little boy, which hold(adopt) toward masculine and feminine roles.

Here it is important also need to take consideration before generalizing this finding it seems important to hold one point that there is a limitation of local study in the area. Thus, it needs further investigation on this aspect of the study.

5.4 Parental Influence on Children Understands of Gender and Gender Stereotyping

5.4.1 Parental Gender Role Attitude Influence

The result of this study indicate that children whose parents had traditional (conservative) attitude toward male and female roles exhibited higher level of gender Knowledge and gender stereotype than children whose parents had relatively egalitarian (modern) attitude.

When the attitude of father and mother seen separately children from conservative father showed higher knowledge of gender and gender-typed beliefs (gender stereotypes) than children of modern fathers. This result supports the findings reported by Weinraub et.al., (1984), in which fathers with conservative attitude towards women and male roles, fathers who engaged less frequently in feminine activities at home had children who scored higher in gender concept measures than fathers with egalitarian (modern) attitude- the study was replicated by Fogel and Melson (1988) and still the results of the previous investigators were supported.

Regarding mothers attitude the present result is also consistent with the findings of Fagot, Leinbach and O'Boyle (1992), who supposed, that mothers whose children passed gender knowledge tests were more traditional in their attitudes concerning appropriate behavior for women, and approved the assignment of traditional roles for their family and rated themselves having fewer than the opposite sex-traits when describing their own personality.

One possible reason why children of traditional parents showed higher understanding of gender concepts and gender-typed beliefs than children of modern parents is may be due to varied treatment of sons and daughters by their parents. That is traditional parents may teach their sons and daughters by telling what roles are appropriate for boys and girls, and by praising or

- Children's level of gender knowledge and gender typed beliefs seems to be affected by their parents attitude toward male and female roles, and their educational background.

6.2 Recommendation

Based on the present study the following recommendation are forwarded

- Since gender typing process begins early in life, any attempt to change traditionally biased beliefs of male and female roles need to focus on introducing a change in early years of life where such beliefs first implanted.
- In order to have a clear understanding of developmental trend of gender knowledge and gender typed beliefs, it had better if the study is extended in the future including a large sample of children.
- Family influence should also be investigated in detail to find out how and which parents (father or mother) plays a decisive role in acquainting children to traditionally accepted roles of male and female.
- In addition, the influence of other possible agents of gender role development such as teachers, peers groups and mass media (television) need to be explored in the future.
- Though it is appropriate to offer a variety of choices in the way how to teach children, but it is also, important, taking into consideration, on what is the long last advantage and disadvantage of separation of children's from the opposite sex. Hence, making further research on the prone and cons of single schools is advisable if it is taking as the duty of developmental psychologists and other educational planer.
- Finally since the present study only shows the variation of children in their understanding of gender knowledge and gender stereotypes due to the

variation of sex, age, school type and their parental back grounds. It has not answered questions like what is the long lasting effect of less and high understanding of gender knowledge and gender stereotyping on gender development of children, and why parents prefer to send their children to single sex school. And, similar others remain to be investigated.

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1.1 Children's interview

GENDER KNOWLEDGE MAESURE

MATERIALS

Picture 1. Picture of girl-

Picture 2. Picture of boy -

Picture 3. Picture of adult male -

Picture 4. Picture of adult female-

DIRECTION:

Give for the children lots of support and make situation as light as possible.

The items should in order, beginning from 1 to 15

1. Show boy's picture-and ask the child by saying 'is this a girl or a boy '?

Follow the same procedure for rest question? -----

2. (show girl's picture) - Is this a girl or a boy? -----

3. Show adult female's picture is this a mane or a woman? -----

4. Show adult male's picture- is this a mane or a woman? -----

5. Point to the child -are you a boy or a girl? -----

6. When you were a little baby were you a little girl or were you a little boy
baby? -----

7. When you grow up, will you be a father or will you be a mother?-----

8. Show boy's picture -when this boy grows up, will she be a father or will a mother? -----
9. Show girl's pictures- when this girl grows up will she be a father or will she be a mother? -----
10. Show adult males picture- when this man was a little baby was he a little girl or was he a little boy? -----
11. If you want too be opposite sex (boy /girl), can you really turn in to opposite sex? -----
12. Show adult male's picture-if this really wants to be a woman, can he turn in to a woman ? -----
13. Show boy's picture- if this boy wears girls' clothes (long dress) change his hair styles like a girl would he turn into a girl or would he still be a boy?--

14. Show girl's picture -if this girl wears boy's cloths (jackets and trout hers) or if she has cut her hair would she still be a girl or would she turn into a boy? -----
15. Show adult male's picture -if this man performs woman's tasks (make injera and watt) would he still be a man or would he turn into a woman?

1.2 Gender stereotyping measure

Direction: present the following items in order from 1 to 24. And make the child respond to each of the items by pointing to male and female drawings.

1. "Who do you think would like to be a truck driver the best?"
2. "Who do you think would like to be a kindergarten teacher the best?"
3. "Who do you think would like to be a cook the best?"
4. "Who do you think would like to be a police officer the best?"
5. "Who do you think would like to be a care-taker of children the best?"
6. "Who do you think would like to be a cleaner the best?"
7. "Who do you think would like to be a pilot the best?"
8. "Who do you think would like to be a doctor the best?"
9. "Who do you think would like to make bead cover the best?"
10. "Who do you think would like to be a carpenter the best?"
11. "Who do you think would like to be a hard worker?"
12. "Who do you think would like to be a knowledgeable person?"
13. "Who do you think would like to be a weak person?"
14. "Who do you think would like to cry with little cause?"
15. "Who do you think would like to be a hero?"
16. "Who do you think would like to be afraid of the dark?"
17. "Who do you think would like to be helped by another person?"
18. "Who do you think would like to be winning a competition?"
19. "Who do you think would like to be a talkative person?"

20. "Who do you think would like to be a competitive person?"
21. "Who do you think would like to be a strong person?"
22. "Who do you think would like to be a shy?"
23. "Who do you think would like to be a non competitive person?"
24. "Who do you think would like to be respected/ most by others"

**Addis Ababa University
Institute of Psychology
Questionnaire for Family**

The aim of the questionnaire is to collect necessary evidence regarding fact that may influence children's' gender identify development. Thus the questionnaire is designed purely for research purpose please answer all questions frankly and honestly, your sincere and frank response will be lightly appreciated.

Biographic Information

1. The questionnaire is filled by the child's.
 - a. Father _____
 - b. Mother _____
2. Education status of
 - a. Father-----
 - b. Mother _____

Gender role attitude

The statements list below describe attitude toward male and female role in society that different people have. There are no rights or wrong answers, only opinion. You should express your feeling about each statement by indicating whether you agree strongly, agree, undecided, disagree, disagree strongly please mark (✓) to indicate your felling.

		Strongly disagree	Disagree	Cannot decided	Agree	strongly agree
1	Women should take increasing responsibility for leadership in solving the intellectual and social problems of the day					
2	Both husband and wife should be allowed the same ground for divorce.					
3	Intoxication among women is workers than intoxication among men.					
4	Under modern economic conditions with women being active outside the home men should shore in household tasks such as washing dishes and cleaning the house.					
5	There should be a strict merit system in job appointment and promotion without regard to sex.					
6	A woman should free as free as man to propose marriage.					
7	Women should worry less about their rights and more about becoming good wires and mothers.					
8	A woman should not expect to go to exactly the same places or to have quite the same freedom of action as men.					
9	Sons in a family should be given more encouragement to go to schools than daughters.					
10	In general the father should have greater authority than the mother in bringing up of the children.					
11	The intellectual leadership of a community should be largely in the hands of men.					
12	Women should be given equal opportunity with men for apparent ship in the various trades.					
13	On the average women should be regarded as less capable of contributing to economic production than are men.					
14	The modern girls entitled to the same freedom regulation and control than if given to the modern body.					

አዲስ አበባ ዩኒቨርሲቲ
የድህረ ምረቃ ትምህርት ክፍል
በስነልና የትምህርት ዘርፍ
የስነልቦና ዕድገት ጥናት ክፍል

የመጠይቁ አላማ፡ የዚህ መጠይቅ አላማ የልጆችን የሥርአተ ምረቃ እድገትና ከዚህ ጋር ተያይዞ ህብረተሰቡ/ማህበረሰቡ/ በዘልማድ ለወንድና ለሴት ብሎ ከከፈላቸው ተግባራት እና ባህሪያት እንዴት እንደተገነዘቡት መረጃ ለመሠብሰብ ነው። ስለዚህ ሌላ ተጨማሪ አላማ እንደሌለው ግንዛቤ ውስጥ በመውሰድ ልጆቹ ለተቀመጡት ጥያቄዎች የሚሰጡትን መልስ በአግባቡ በማስፈረር እንድትተባብሩ በትህትና እጠይቃለሁ።

1. የሥርአተ ምረቃ እውቀት መለኪያ መጠይቆች

1.1 ለእያንዳንዱ ጥያቄ ለልጆች በጥያቄው መሰረት ስዕል የወንድ ልጅ የሴት፣ ልጅ፣ የአዋቂ ሴት እና ወንድ ምስል በማሳየት ጥያቄዎችን እንዲመልሱ ያድርጉ።

ምረቃ _____
ዕድሜ _____
ት/ቤት _____

• ለልጅ በተቻለ መጠን አስፈላጊውን እገዛ ያድርጉለት

1. የወንድ ልጅ ስዕል (ፎቶ) በማሳየት “ይህ ወንድ ነው ሴት?” በማለት ይጠይቁት/ቋት
2. የሴት ልጅ ስዕል (ፎቶ) በማሳየት “ይህ ወንድ ነው ሴት?” በማለት ይጠይቁት/ቋት
3. የአዋቂ ወንድ ስዕል (ፎቶ) በማሳየት “ይህ ወንድ ነው? ሴት” በማለት ይጠይቁት/ቋት
4. የአዋቂ ሴት ስዕል (ፎቶ) በማሳየት “ይህ ወንድ ነው ሴት?” በማለት ይጠይቁት/ቋት
5. ወደ ልጅ/ቷ በመጠቀም ወንድ ነህ/ሽ ወይስ ሴት ነህ/ሽ?
6. ህፃን እያለሽ/ህ ህፃን ሴት ልጅ ነበርሽ/ክ ወይንስ ህፃን ወንድ ልጅ ነበርክ/ሽ?
7. ወደፊት አድገህ /ሽ ትልቅ ስትሆን/ኚ አባት ነው እናት የምትሆነው/ኚው?
8. የወንድ ልጅ ፎቶ (ስዕል) በማሳየት ይህ ልጅ ሲያድግ አባት ነው የሚሆነው እናት?
9. የሴት ልጅ ፎቶ (ስዕል) በማሳየት ይህች ልጅ ስታድግ እናት ነው የምትሆነው ወይስ አባት?
10. የአዋቂ ወንድ ፎቶ(ስዕል) በማሳየት ይህ ሰውዬ ህፃን እያለ ትንሽዬ ህፃን ወንድ ልጅ ነበር ወይንስ ትንሽ ህፃን ሴት ልጅ?

11. ወደ ልጁ/ቷ በጣት በመጠቀም ወንድ/ሴት መሆን ብትፈልግ/ጊ በርግጥ መሆን መቀየር ትችላለህ/ያለሽ?
12. የአዋቂ ወንድ ፎቶ (ስዕል) በማሳየት ይህ ሰውዬ ሴት መሆን ቢፈልግ በእርግጥ መቀየር ሴት መሆን ይችላል?
13. የወንድ ልጅ ፎቶ (ስእል) በማሳየት ይህ ልጅ የሴት ልጅ ልብስ (ረጅም ቀሚስ) ጸጉሩን እንደ ሴት ቢሰራ ወደ ሴትነት ይቀየራል ወይንስ ወንድ እንደሆነ ይቆያል?
14. የሴት ልጅ ፎቶ (ስእል) በማሳየት ይህች ልጅ የወንድ ልጅ ልብስ ብትለብስ (ጃኬትና ሱሪ ብትለብስ) ፀጉሯ ልክ እንደ ወንድ ልጅ ብትቆረጥ ሴት እንደሆነች ትቆያለች ወይስ ወደ ወንድነት ትቀየራለች?
15. አዋቂ ወንድ/የትልቅ ሰው ፎቶ /ስእል በማሳየት ይህ ሰውዬ የሴቶችን ሥራ ቢሰራ/ ቢያከናውን/ እንጀራ ቢጋግር ወጥ ቢሰራ ወንድ እንደሆነ ይቆያል ወይንስ ወደ ሴትነት ይቀየራል?

II. ልጆች ማህበረሰቡ በዘልማድ (ትክክል) ናቸው ብሎ ያስቀመጣቸውን የሥርአተ ያታ የሥራና የባህሪ ክፍፍሎችን እንዴት እንደተገነዘብ ለመለካት የወጡ መጠይቆች።

1. ጥሩ የከባድ መኪና አሽከርካሪ (ሾፌር) ሊሆን የሚችለው ማን ይመስልሃል/ሻል?
2. ምርጥ የአፀደ ህፃናት / መምህር ሊሆን የሚችለው ማን ይመስልሃል/ሻል?
3. ምርጥ ምግብ አብሳይ ሊሆን የሚችለው ማን ይመስልሃል/ሻል?
4. ጎበዝ ፖሊስ አዛዥ ሊሆን የሚችለው ማን ይሆናል ብለህ/ሽ ታስባለህ/ቢያለሽ?
5. ጥሩ የፅዳት ሠራተኛ ሊሆን የሚችለው ማን ይመስልህል/ሻል?
6. ጥሩ የህፃናት ተንከባካቢ ሊሆን የሚችለው ማን ይመስልሃል/ሻል?
7. ምርጥ የአውሮፕላን አብራሪ ሊሆን የሚችለው ማን ይመስልሃል/ሻል?
8. ደንበኛ ጥሩ ዶክተር ሊሆን የሚችለው ማን ይመስልሃል/ሻል?
9. ጥሩ አልጋ አንጣሬ ሊሆን የሚችለው ማን ይመስልሃል/ሻል?
10. ጎበዝ አናጢ ሊሆን የሚችለው ማን ይመስልሃል/ሻል?
11. ታታሪ ሠራተኛ ሊሆን የሚችለው ማን ይመስልሃል/ሻል?
12. ጥሩ ዕውቀት ያለው ሰው ማን ሊሆን ይችላል ብለህ/ሽ ታስባለህ/ቢያለሽ?
13. ደካማ ሰው ሊሆን ይችላል ብለህ የምታስበው/ቢው ማንን ነው?
14. በትንሽ ችግር ምክንያት ሊያለቅስ የሚችለው ማን ይመስልሃል/ሻል?
15. ጀግና ሰው ሊሆን ይችላል ብለህ የምታስበው/ቢው ማንን ነው?
16. ጨለማን ሊፈራ የሚችለው ማን ይመስልሃል/ሻል?
17. የሌሎችን ዕርዳታ በይበልጥ ሊፈልግ የሚችለው ማን ይመስልሃል/ሻል?

18. ውድድርን ሊያሸንፍ የሚችለው ማን ይመስልሃል/ሻል?
19. ወረኛ ሰው /ብዙ የሚለፈልፍ/ ማን ይመስልህል/ሻል?
20. ተፎካካሪ ሰው ሊሆን የሚችለው ማን ይመስልህል/ሻል?
21. ጠንካራ ሰው ሊሆን የሚችለው ማን ይመስልሃል/ሻል?
22. ዓይን አፋር ሰው ሊሆን የሚችለው ማን ይመስልህል/ሻል?
23. ተፎካካሪ ሰው ሊሆን የማይችለው ማን ይመስልሃል/ሻል?
24. ከወንዶችና ሴቶች ልጆች ማን ጠንካራ ይመስልሃል/ሻል?

አድስ አበባ ዩኒቨርሲቲ
የድህረ ምረቃ ትምህርት ዘርፍ
የስነ ልቦና ትምህርት ክፍል

የመጠይቁ ዓላማ : የዚህ መጠይቅ ዓላማ በልጆች የሥራአተ የታ ማንነት ላይ ተፅዕኖ የሚያሳድሩ ሁኔታዎችን በሚመለከት አስፈላጊ መረጃ ለመሰብሰብ ነው። ስለሆነም መጠይቁ ለጥናታዊ ፅሁፍ ጥቅም ብቻ የሚወልድ በመሆኑ እባክዎን እያንዳንዱን ጥያቄ በትኩረት በማንበብ በትክክል በቅንነትና በታማኝነት የምታምኒበትን/የምታምነበትን/ መልስ በመመለስ ትተባበሩኝ ዘንድ በትህትና እጠይቃለሁ።

I ጠቅላላ መረጃ

- | | | |
|------------------------|-----------|-----------|
| 1. መጠይቁን የሞላው አባት----- | 2. የት/ደረጃ | የአባት----- |
| እናት----- | | የእናት----- |

II. የአመለካከት መጠይቅ

ስር የቀረቡት ገለጻዎች የተለያዩ ሰዎች ካሉበት መሀበረሰብ አኳያ የተባእትና የዕንስት ሚናን በንመለከት ያላቸውን አመለካከት የሚገልጹ ናቸው። በዚህ ላይ ትክክል አሊያም ስህተት የሆነ ምላሽ የለም አመለካከት ብቻ ነው። ስለሆነም ለእያንዳንዱ ገለጻ በጣም እስማማለሁ። እስማማለሁ : መወሰን አልችልም፡ አልስማማም፡ በጣም አልስማማም በሚል ከቀረቡት አማራጮች መካከል በትክክል የምታምኒበትን/የምታምነበትን/ በመምርጥ/ X/ ምልክት በማድረግ መልስ/ሽ/።

ተ.ቁ	ጥያቄዎች	እስማማለሁ	በጣም እስማማለሁ	መውሰን አልችልም	አልስማማም	በጣም አልስማማም
1	በወቅቱ ካለዉ እዉነታ አንጻር የማህበረሰቡን ችግር በመፍታት የራስን አቅም በማሳደጉ ረገድ ሴቶች ክፍ ያለ የሀላፍነት ድርሻ ሊወስዱ ይገባል።					
2	በፍቺ ዙሪያ የሚሰጡ ምክንያቶች ላይ ለባልም ሆነ ለሚስት መሰረቱ እኩልነትን ማእከል ያደረገ እንዲሆን ሊፈቀድ ይገባል።					
3	በዘመናዊ የምጣኔ ሀብት ሂደት ዉስጥ ሴቶች ከቤት ዉጪ እንደሚሳተፉ ሁሉ ወንዶችም በቤት ዉስጥ ስራ(ለምሳሌ እቃ እንደማጠብ) ባሉ ተግባራት ሊሳተፉ ይገባል።					
4	ፆታን ማእከል ያላደረገ የስራ ቅጥርና የደረጃ እድገት አካሄድ ወጥ በሆነ መልኩ ሊኖር ይገባል።					
5	ስካር ከወንዶች ይልቅ በሴቶች ላይ ሲሆን ይበልጥ አስቀያሚ ነዉ።					
6	ሴት ልጅ ልክ እንደወንዱ የራሳቸውን በነፃነት የማግባት መብት ሊኖራት ይገባል።					
7	ሴት ልጅ ወንድ የሚያከናውናቸውን ተግባራት እና የሚሄድባቸውን ቦታዎች ሁሉ በነፃነት ልታከናውን ልትሄድ ይገናል።					
8	ሴት ልጅ ከነፃነትዋ ይልቅ ስለጥሩ የቤት እመቤትነቷ እና ስለመልካም እናትነቷ ልትጨነቅ ይገባል።					
9	በቤተሰብ ዉስጥ ከሴት ይልቅ ወንድ ልጅ ወደ ኮሌጅ እንድገባ ሊበረታታ ይገባል።					
10	በአጠቃላይ አባተ ልጆችን በማሳደጉ ረገድ ይበልጥ የሀላፍነት ድርሻ ሊኖረዉ ይገባል።					
11	በአማካኝ ሴቶች በምጣኔ ሀብት የምርት አስተዋፅ ረገድ ከወንዱ ይልቅ ዝቅተኛ ዋጋ ሊሰጣቸዉ ይገባል።					
12	የአካባቢዉን ማህበረሰብ በመምራቱ ረገድ ሰፊ ድርሻዉ በወንዶች እጅ ሊሆን ይገባል።					
13	ሴቶች በተለያዩ የንግድ ዘርፎች መሳተፍ እንዲችሉ ከወንዱ እኩል ሁኔታዎች ሊመቻቹላቸዉ ይገባል።					
14	ባለንበት የዘመናዊ የአኗኗር ዘይቤ ዉስጥ ሴት ልጅ በአመራር በፍትህና የራስን አቅም ከማጎልበት አኳያ ከወንዱ እኩል ተጠቃሚ ሆናለች።					

Declaration

This thesis is my original work and it has not been presented for a degree in any other university and that all sources of materials used for the study have been duly acknowledged.

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