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The impact of gender roles in the personal development and social environment in 11th grade students
El impacto de los roles de género en el desarrollo personal y el ambiente social de estudiantes de 3ro medio

Trabajo de investigación para optar al Grado Académico de LICENCIATURA EN EDUCACIÓN

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ABSTRACT

Gender roles have been present in our culture since ages ago, setting the concepts of conforming and non-conforming to stereotypes based on biological sex, restricting some groups of people from certain things, such as acting in a certain way, or even wearing certain kinds of clothes. During this investigation, we focused on the effects of gender roles in the personal development of twenty students of 11th grade and some of the different situations they had to face because of imposed stereotypes, as well as their own perspective on gender roles and stereotypes. The data collected was analyzed through different diagrams and using color-coding; making connections with all the information collected, the results showed how there were bigger effects of gender roles and stereotypes in the lives of female students, as they talked about all the differences and situations they had to go through in comparison with their male classmates, who mostly believed that there were no gender roles present in their lives.

Key words: Stereotypes, Gender Roles, Gender Inequality, Gender Violence.

RESUMEN

Los roles de género han estado presentes en nuestra cultura desde hace siglos, estableciendo los conceptos de conformidad y no-conformidad a los estereotipos basados en el sexo biológico, restringiendo a algunos grupos de gente de ciertas cosas, como actuar de cierta manera, o incluso de utilizar cierto tipo de ropa. Durante esta investigación, nos enfocamos en el efecto de los roles de género en el desarrollo personal de veinte estudiantes de 3° medio y de algunas de las diferentes situaciones que tuvieron que enfrentar debido a estereotipos impuestos, así como en su propia perspectiva de los roles de género y estereotipos. Los datos reunidos fueron analizados mediante diferentes diagramas y utilizando color-coding, haciendo conexiones con toda la información recopilada, los resultados mostraron cómo los roles de género y estereotipos tuvieron un mayor efecto en la vida de las estudiantes femeninas, ya que ellas hablaron acerca de todas las diferencias y situaciones que han tenido que pasar

en comparación con sus compañeros masculinos, quienes mayormente creen que no hay roles de género presentes en sus vidas.

Palabras clave: Estereotipos, Roles de Género, Desigualdad de Género, Violencia de Género.

1.- INTRODUCTION

Gender violence is a topic that has been present in our society for a long time, in our streets, workplaces, inside our houses and schools. Gender violence has been strongly rooted to how our society works nowadays. We live in a society in which gender violence becomes invisible, and it is considered as a part of culture rather than a social issue that should be discussed (Ruiz & Ayala, 2016). We have seen that schools usually reproduce social practices that follow codes, norms, and values; and how educational institutions can act as a place for the reproduction of the inequity usually seen in societies (Flores et al., 2016). This issue has been part of our society for so many years that some people can consider it as an orthodox part of our culture, making everyone who escapes gender roles and stereotypes criticized and even harassed.

Having this information, we can understand that schools work under a way that makes gender violence invisible, teaching practices (directly or indirectly) that promote inequality, leading to normalize gender violence inside our classrooms. We, as future teachers, believe that educational institutions are not only that, but also recreational places, where children stay for a long time, and go through a formative process to become the people that they are going to be in the future. One of the most important stages of the development of a human being is adolescence, this evolutionary stage has a big influence on the psycho-social development of a person, since it leads to the understanding of how successful relationships with their peers work (Bascón et al., 2013).

Focusing on our investigation, we believe that it is important to understand the impact that these stereotypes have in adolescent students, as well as the repercussions that will have in how they develop their characteristics and personalities as young adults and further. As it was mentioned before, we as a society, tend to ignore gender issues and perpetuate not only a language that affects our sense of identity, but also actions that can impact people's life.

Continuing with the ideas mentioned above, education is a big part of everyone's life. Taking that into account, we want to study how this huge part of the society, that are adolescent students, perceive and recreate stereotypes, affecting their academic and

personal choices, and increasing insecurities on the students that feel more affected by these attitudes, coming from other students, teachers, or the educational system itself.

Finally, we want to reinforce the reason why we think this topic is relevant. Nowadays, there is a large part of our society that restricts themselves from being who they want to be, from acting the way they want to act and even restrict themselves from wearing the clothes they want to wear. We as teachers should be aware of how gender issues affect our students, this investigation is relevant to compile data about the effects of those issues. If we want to create an inclusive environment in the classroom, we must take this into consideration and see our students as equals. Classrooms are the perfect place to start building a new society restructuring everything that has been established in order to make a more equal community.

In order to start our investigation, we decided to set some objectives, all of them regarding conforming and non-conforming gender roles and how they affect personal development in 11th grade. As personal development is such a broad topic, we will work our theoretical framework defining personal development as a big part of the identity of people, the stages and how growing up affects the adult decision-making temperament and the relationship with other people. But first, we need to set the question of our investigation and the objectives around it:

How do conforming or non- conforming to traditional gender roles affect the personal development of students in 11th grade?

Regarding objectives, we have:

-To analyze the effects of gender roles in the personal development of students in 11th grade.

-To examine the perspective of students regarding gender roles as they appear in the classroom and their families.

-To analyze the impact that gender roles may have in the social environment inside the classroom for students.

Personal development:

We will tackle this topic by focusing on adolescence, which is the developmental stage where students are when they are in 11th grade. Adolescence is a period in which, progressively, various changes of different magnitudes occur, all of these leading a person to become biologically, psychologically, and socially competent to live independently (Gaete, 2015). Understanding this, we know that personal development is crucial when defining how an individual is going to be. Regarding this topic, it is a process in which people try to achieve their potentials, strengths, goals, among others, being motivated by the improvements they have made to eventually give meaning to their lives (Sociedad Española para el Estudio de la Ansiedad y el Estrés [SEAS], 2014). Personal development can be described as an integrative concept that considers the knowledge of the self and its uniqueness, establishing goals, formulating coherent objectives with their values, etc. This concept can also be marked by culture, social classes, gender and stages in life, among others, we will focus on the topics that are relevant for this investigation; personal development can be divided in different areas such as socio-affective, cognitive and psychomotor (Jiménez, 2015); it is important to link this topic with our main concern that is education; education empowers the development of people, it constitutes a system of mediating strategies that make the reconstruction of personal structures possible (Condori, 2016).

Gender roles:

To understand gender roles, we must establish that they are a social construct, in other words, society itself constructs these roles to assign each person in a normativity. "Sex is a biological concept, gender is a social construct; sex is determined by genetics and biology, gender is produced / reproduced by society" (Neculaesei, 2015, p. 32). It is important to make the distinction between gender and sex, although in contrast to what the cited article says, the term "sex" has also evolved, for example, to include intersexual who presents both female and male chromosomes, genitals, or hormones.

Since we have established that gender roles are a social construct, and are usually assigned by the biological sex of a person, ignoring their gender identity or gender expression, leads to discrimination. These gender roles are still present in our society, usually as disparaging phrases such as: "women have to go to the kitchen" or "men need to know how to fix a car". These roles not only damage people in a social and educational way but also bubbles them in a box which, in the long run, is hard to come out from.

Conforming and non-conforming:

To define conformity and non-conformity we must understand that, in this context, it is usually described as what people expect from our gender expression based on our biological sex, using the stereotypes that have been imposed by the society. Taking into account the existence of these two concepts; gender roles and the idea of conformity and non-conformity are, as we mentioned above, still present in our society and enhance the idea that people still have to follow certain rules and act in certain ways in order not be discriminated.

Gender conformity is explained as every person that was born as a man should be masculine, while every person that was born as a woman should be feminine, while gender non-conformity includes everyone who does not identify themselves with the traditional gender norms or use different ways to express or identify themselves. In the perspective of society, gender conformity is what the people and the society expect of how everyone should express themselves based just on their biological sex (Thi Do et al., 2020). This is because of these gender roles and stereotypes that were imposed by this gender conformity, that one of the sources of prejudice against the transgender community is that they may be perceived as gender non-conforming (Broussard & Warner, 2019), as they do not fit in the idea that everyone should identify with the gender they were born with.

Stereotypes:

Stereotypes are a huge part of our society and have been reinforced by many years in lots of social, educational and recreational spaces, such as schools. They can be defined as the characteristics, traits and qualities that are given to people according to their sex. These characteristics are assigned to each sex based on the role and identities that have been assigned socially to men and women (Amurrio, 2012).

In other words, a stereotype is something we create in our minds and associate to a certain group of people due to their characteristics. Large numbers of people associate these stereotypes to a certain language, which can be denigrating to the group that is assigned with these words. Also, stereotypes are not only present in language but also in culture, some examples of it are "women must be mothers" or "men are better at science". These sentences have been perpetuating for a long time and nowadays are considered as a general truth for many people even if it has been proved not to. Here is where the problem affects schools and students. Several women do not want to dedicate their time to some specific subject, because they believe they will be bad at it prior to even trying. But also, these stereotypes affect students at an early age that do not feel comfortable with their biological sex, hearing loads of prejudices about how they are supposed to be, generating uncomfortable spaces for them on their school environment. "They are not only present in the culture but are taken to justify – and are also strengthened by – unjust institutional arrangements" (Blum, 2020, Abstract), which means, institutions (such as schools in the case of our study) perpetuate, reinforce, and justify the stereotypes, making the students live on a strict world surrounded by discrimination.

School environment:

To define the concept of school environment, it is necessary to understand the ideas of classroom environment and learning environment. When talking about classroom environment, we refer to the physical setting or environment in which the learning process occurs, this includes all the spaces of the school setting and even the way the classroom furniture is organized or decorated; the learning environment can be defined as "the social,

psychological and pedagogical context which can affect learning" (Amirul et al., 2013, Introduction). Considering these two definitions and concepts, we can define school environment as the physical space provided in the educational institution and the psychosocial context in which the learning process occur, considering within this concept, the ideas of the recreational spaces the educational institution gives to the students in which they can socialize and interact with their peers.

Gender Inequality:

For many years we have experienced different ways of inequality, making it part of our daily life, and sometimes justifying it. Even though this is something that we should remove from the core of our society, and therefore from education, equality is a distant reality even nowadays. And gender equality is not different, in 2015 the WHO created the SDGs (sustainable development goals), being the fifth of them 'gender equality', setting that by the year 2030, the whole world must experience gender equality, which was described not only as making women capable of the same as men according to the world, but empowering them and creating more spaces for women, making sure that every girl has access to education and setting a wage gap of 0% between men and women that perform the same job. Nevertheless, years have passed, and this SDG is being the one that showed less progress over the past 6 years. This is why we think it is important to include gender inequality on our study.

Schools and classrooms are microsystems where we can experience the same that happens daily on a society; therefore, women experience gender inequality. This is present in this environment in small things such as sexist comments, but also in bigger issues such as violent attitudes towards women in education, physical and sexual harassment. This is what is called educational gender inequality, we can use a definition of gender equality in education to explain it, gender equality in education is when females are represented as equals in number, participation, and access to education (Subrahmanian, 2003), it is important to understand that men are not the norm and we are not trying to achieve women being like men, but to be treated the same in education,

avoiding inequality. Taking this into account, we can say that gender inequality is the opposite of the state of equal representation mentioned before.

2.- METHODOLOGY:

Methodological design

To carry out the present study, a mixed approach was employed. Mixed approaches are used to collect quantitative and qualitative data (Terrell, 2012). Due to the mixed nature of this research, we used three different instruments to collect the necessary data. The instruments used were a questionnaire, a survey, and a focus group; two of the instruments were created making use of an online tool and the other was carried out in a face-to-face context.

Because of the focus of our investigation, we decided to take it to an exploratory extent. This type of extend is understood as "the attempt to discover something new and interesting by working through a research topic" (Swedberg, 2020, Summary), and with this investigation we wanted to understand and discover the impact that conforming and non-conforming gender roles have in the personal development of students of 11th grade in a public school.

Participants and background

For this investigation we worked with a public technical school in Las Condes, we worked with twenty students of 11th grade. The group of students consisted of eight girls, eleven boys, and a non- binary student. We worked with this group of students at this school since they were interested in participating and it was not mandatory for them.

The students belong to the gastronomy program of the school. This school has a high level of vulnerability, and it is included in the national program of scholarships from JUNAEB.

Procedure

As it was mentioned above, three different instruments were applied. The first two through Google Forms and the other was a focus group carried out at the school.

The instruments were applied on the same day, and it was divided into two segments. The first part was the application of the Google Form consisting of the first two instruments (Likert Scale and questionnaire) was carried out with the whole sample and it took 20 minutes approximately, while the second part, consisting of the focus group, was carried out with 6 participants (5 girls and 1 boy) and it took 12 minutes. The application of the three instruments took approximately 32 minutes.

After the data was gathered, the information was carefully analyzed in order to answer the research question.

Instruments and interventions

The first instrument considered for the research was a quantitative instrument that focused on assessing female and male roles the students have and the impact these roles and stereotypes have in the classroom environment, this instrument was a questionnaire in the form of a Likert scale with ten items rated from one to five (1 being strongly disagree and 5 being strongly agree) in which five items assessed femininity and five assessed masculinity. A Likert scale is a psychometric scale that has multiple categories and from which the participants choose to indicate their opinions, attitudes, or feelings towards a particular issue (Nemoto & Beglar, 2014) in this case, the participants were asked to rate their agreement to the different statements assessing femininity and masculinity.

The questionnaire was created making use of an online tool, and all the participants received the same questionnaire with the same ten items.

The second instrument was a survey with open-ended questions used to assess, in a more qualitative form, the perspectives of students regarding gender roles as they appear in their classroom and families. The survey consisted of ten open-ended

questions; these types of questions required the participants to formulate a response with their own words (Züll, 2016) so they were helpful when trying to recognize different patterns in the opinions of the participants regarding internalized gender roles.

The last instrument used in this research was a focus group. A focus group is a form of group interviewing with a small group of participants, it is usually led by a moderator or interviewer and it is semi-structured discussion of different topics (Mishra, 2016) in this case, the focus group was used to assess, in a more qualitative way, the effects of gender roles on the personal development of the participants, and the questions were regarding the differences in the physical education class, fine motor skill activities, specialty choice, influence of people's opinions and the restriction to do certain actions because of their genders.

Ethical considerations

According to the requirements of our institution, a letter was sent to the head of the gastronomy department of the school, all of this in order to accomplish the guidelines and to obtain the consent of the institution to continue with our investigation.

It is important to mention that we also sent a consent letter to the parents of the students who participated in our research. Since our investigation is about the effects of gender roles in adolescents, we let them know that only their gender would be collected as data for the analysis of our investigation. Always confirming that the students' identities would be protected throughout the research process.

Analysis plan

Our three instruments were created taking in consideration the different scenarios in which gender stereotypes are present and may influence the personal development of students, such as: inside the classroom, in their houses, among their close ones, considering their social circle, relatives, etc.

The first instrument was created with the objective to measure the impact that gender roles have inside the classroom, specifically, the impact of femininity and masculinity. Once we gathered all the answers, the analysis consisted of separating the questions into groups to perceive how the concepts of femininity and masculinity were present in the students' minds. According to the statements created, which were about common stereotypical situations, that students can agree, disagree or feel neutral about. Therefore, we could get a percentage of how "true" each of the statements were for our sample. Taking that into account, we created diagrams to represent the femininity and masculinity views gathered with this instrument and were able to write down a definition of each gender analyzed.

Our second instrument was created with the goal of examining the perspectives that students had regarding gender roles inside the classroom and their families and see how it affected their personal development. To analyze this information, we reviewed their answers focusing on the most common ones and tried to find connections among their responses to identify patterns and themes in their opinions and experiences.

Finally, our last instrument was an interview that was applied in a focus group. This instrument was focused on analyzing the effects that gender roles may have on the personal development of the students. As the previous instrument, our main focus was to identify patterns and themes in their answers regarding the effects that gender roles had in their personal development. This interview was carried out in a free module that the students had, and all of the data that we received was transcribed for further analysis.

All of the personal information about the students was kept confidential, aside from their gender.

3.- RESULTS:

Likert scale

The first instrument applied was a Likert scale with the intention to analyze the impact of gender roles inside the classroom. It contained some of the most well-known stereotypes regarding femininity and masculinity. Despite the fact that most of the participants disagreed with the statements, some of them revealed agreement regarding the statements shown. Especially the students that identified themselves as male. An example of this can be seen in the statement 8 ("I feel uncomfortable seeing two men being affectionate with each other") in which 90% of the sample disagreed with the utterance (see table 1), the 10% that agreed with the statement identified as male (see table 2). On the other hand, the non-binary student felt identified disagreeing with this statement (see table 4). These results showed that even though some students in the sample rejected the traditional stereotypes, they are still rooted to our culture, and even young people agree with some of them.

Another utterance that has a high disagreement percentage is the one that says: "Women should not have many couples during their lives". This showed a significant 95% disagreement (see table 1). However, there is a 5% that shows neither agreement nor disagreement, that percentage is fully represented by male students (see table 2). The non-binary student in this case chose the disagree option, being part of the majority (see table 4).

Regarding the neither agreement nor disagreement option, the statement: "My (female) classmates usually have a protective role" is the one that contains the highest percentage in this area, obtaining a vast majority with 65%. When analyzing the genres, it is shown that the only ones that agreed with this statement were male students (see table 2), therefore they represent the 10% in the first table (see table 1). Female students have both 50% when disagreeing, and neither agreeing nor disagreeing (see table 2). At last, the non-binary student also contributes to the high reception that the neither agree nor disagree option received, by also choosing to answer with this option (see table 4).

Identically as the first example of this section, the statement: "Men should not cry" also has a 90% of disagreement, however the other 10% is located in the neither agreement nor disagreement response (see table 1). Women obtain a 100% on the disagreement reply, completely rejecting this stereotype (see table 3). The non-binary student also disagrees when it comes to this statement (see table 4). On the other hand, male students are the ones representing the 10% in table 1, by looking at table 3, it is observed that the only gender that felt comfortable answering with the neither agree nor disagree stance were male.

"I find it difficult to tell my problems to others" was the only statement that obtained a high agreement with 75% (see table 1). The non-binary student is no exception also agreeing with this statement (see table 4). Female students were the only ones that had a 0% in the disagreement stance, as a matter of fact, it is the only statement in which they had a null result in the disagreement column (see table 3). Males obtained a 18,2% when disagreeing with this statement, showing that a small portion of them do not have this issue.

The last utterance mentioned that "men are better leaders than women" obtained in general a 75% of disagreement and a 25% in the neither agree nor disagree response (see table 1). Surprisingly, this higher rate in the disagreement statement is due to the responses of female students obtaining a 100% in the same statement. The non-binary student also had an impact in increasing this percentage (see table 4). Finally, males on the other side also disagree with that statement representing 54.5%. The other part of the male sample is then located in the neither agree nor disagree statement (see table 2).

Questionnaire

The second instrument had the goal of examining the perspective regarding gender roles as they appeared in the classroom and their families, for this reason this instrument provided necessary information to get familiarized with the context in which the students are immersed. Questions 3 and 4, despite aiming at different goals, showed us that

students were equitably divided regarding their awareness of gender roles both in their childhood and environment.

Question 3 tackled the issue of childhood experiences that are affected by gender roles, for example, when parents condition the type of toys their children are allowed to have merely by their gender. The question asked them to reflect if gender roles had impacted them in any way during their childhood. Question 4 addressed gender roles as part of their daily lives, if they were aware of them and if they perceived them strongly. This question asked to indicate if the students were or are being exposed to gender roles in their day to day.

Results showed that approximately half of the students were aware of gender roles presented in society. For example, one female student mentioned that everything she used to wear was pink, and when playing house, she acted like a mother and had to always take care of things, acknowledging how gender stereotypes were present in her childhood. Regarding the other half of students, most of them mentioned two things, either that they were not aware of how these gender stereotypes were present in their lives and childhood or that they denied they were present in their environment. Such is the case of the non-binary student, who denied that gender roles were present in their environment.

This last part was significant for the investigation, as in the following results, their answers showed that both genders tend to normalize actions and behaviors that are rooted to a patriarchal society.

When it comes to activities that require physical strength, for example, to move chairs and tables, girls showed more awareness that these activities were directed to the boys inside the school, despite also mentioning that they believed they were capable of performing these actions. The non-binary student also considers that these activities are more directed to a gender than the other, but they do not go deeper into the topic. We can contrast this information with what was said by the boys, who mentioned that gender does not matter when it comes to performing these actions. This information shows the idea that girls are usually aware of how these kinds of tasks are usually assigned to boys, while

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the boys have them internalized by thinking that they have to do them as they think they are stronger, as it was mentioned by one of the boys in one of the answers in the questionnaire.

Another aspect worth mentioning has to do with question number 6 which is related to the differences regarding the activities that students perform during Physical Education (P.E) classes. All of the students agreed that there were no differences between gender in the activities that were practiced and evaluated during these classes. Nonetheless, both genders and the non-binary student agreed that there was a difference regarding intensity and use of strength, it was also mentioned that the school does not have sport clubs for girls as it does for boys.

On another matter, in questions 7 and 8 the goals were to discover if students thought if house chores were equally divided among men and women, and what was their role inside their house. As regarding their roles, women show a tendency to have supportive roles, such as the eldest sister or the one that has to help with the cleaning. On the other hand, the boys mention that their role is to be "sons" inside the house also to cooperate and economically help their families. Finally, when it comes to the question whether they think if housework is divided equally, the results were very interesting since boys believe that they are equally divided, the non-binary student also agrees with this statement and girls think that they are not, one student even mentioned that she thinks it would be a miracle if they were equally distributed.

Finally, the first question was based on the idea that men should not cry, while women are perceived to be the ones that easily cry, for this, the question was focused on how the students feel about crying in front of other people. The results that the question provided showed us that the vast majority of male students did not like the idea of crying in front of someone, because they would be seen as weak. On the other hand, women mentioned that they should not cry in front of others, because they cannot show that they are feeling bad. The non-binary student shows rejection to the idea of crying in front of

others, mentioning that it would not be pleasant if someone else knew about their problems.

Focus group

The third instrument, which was a focus group, had the main objective of analyzing the effects of gender roles in the personal development of students in 11th grade. This focus group was carried out with 6 participants, 5 of them were girls and there was only 1 boy.

When discussing the first question of this interview which was related to the differences on P.E activities, all of the students agreed that there was a point in the past in which these exercises were different for boys and girls, mentioning aspects such as difficulty and intensity. One girl also mentioned that it was like this because the teachers believed that boys had more strength and endurance. For this to change, another girl explained that she even had to talk to the teacher because she wanted to participate in the exercises directed to the boys. The students claimed that nowadays these differences do not occur and exercises are equal despite gender, this idea was mentioned six times during the conversation, being the main topic of it. The second most mentioned topic was that the female students had to talk to their teachers to make any change regarding the exercises they did during the class, this idea was mentioned twice by different students.

When it comes to the second question the main focus was to know if the students thought that handcrafting and fine motor skills were more related to men or women. One student mentioned that teachers say that women are more detail-oriented individuals. Contrary to this, another student mentioned that teachers try to equitably give opportunities to each gender to perform these activities; this same student states that even though teachers try to promote equitable opportunities, they indirectly encourage women to do those activities. The most mentioned idea in this conversation was related to what people thought about what a girl or a boy is supposed to do, or supposed to be good at. This idea was mentioned three times.

The third question had to do with the factors that influenced their decision in choosing a major and if their gender was one of them. At the beginning most of the students agreed that their gender was not a factor when deciding their major, only one student said otherwise. She mentioned that she could not choose the electricity program because people say that women should not enroll into that one. After this student brought up this issue, two other students mentioned that they wanted to go to this major, but they did not for the same reasons. As in the second question, the most mentioned idea was what other people thought and said that girls or boys were supposed to do or to be good at, the female students mentioned seven times that someone said something to them regarding the major they wanted to choose, in some of the cases, they had to change their election based purely on the fact that someone said "this major is not for girls". Another mentioned topic was related to changes they had in their personalities or desires based on what others said, this was mentioned five times, all of them related to how they had to change their election for the major based on what others, family and teachers, said to them about it.

The fourth question was focused on to know if people's opinion affected their actions in their daily life. Two students mentioned very similar things, at a very young age they used to be really quiet and private regarding their personal matters and their actions were usually based on what other people thought. Nevertheless, currently they are more aware of their values and are more self-confident in not falling in what people think and say. During the conversation there were two main ideas mentioned by different students, both of them mentioned twice by each of them. The first main idea was regarding how, when they were younger, felt pressured and insecure about what other people said about them, and how they used to be really influenced by what others said; these two students also mentioned the second main idea twice, that there was now a change in their personality and the way they viewed themselves. Another topic that was also mentioned during the other questions, but mentioned only once, was how people told them how girls should act and how this situation made them feel confused about how they should behave.

Finally, for the fifth question, the main focus was to see if the students had ever been prohibited from doing certain activities based on their gender. Even though, at first the students denied any situation in which they had been prohibited to do something, after one of the students talked about how she had to talk and insist so that her teacher allowed her to do certain activities in the P.E class, the rest of them started talking about similar situations in which they had to talk to somebody in order to do something, the situations were all regarding physical activity. During the conversation, the most mentioned idea was that they were told that they could not do something because they were girls, this was mentioned four times. The other idea, that was mentioned twice, was that they had to talk or insist after they were denied to do something, one of them said that after insisting, she was given permission to participate and compete with boys, and the other student said that she was completely prohibited from playing the same sports as her male classmates.

During the whole focus group, there were four main ideas mentioned by the students in the different discussions.

Although each instrument had different perspectives and were focused on different topics, the answers the students gave connected them since some of the ideas were similar.

When the results of these three instruments were analysed, there were multiple discoveries, such as contradictions regarding how males feel when crying. The action of crying was mentioned in two of these instruments. In the first one male student disagreed with 81,9% that men should not cry and the other 18,2% neither agree nor disagree (see table 2). Despite these results, in the second instrument there was a question that stated "Do you feel uncomfortable crying in front of others? Why?" and the larger part of male responses agreed that they do feel weak and insecure when crying. Here a contradiction can be observed, during the first instrument the male participants disagreed with the idea that men should not cry, but they stated that they were against the idea of crying in front of others.

On another issue, results show that female students were more conscious of how gender stereotypes work in their environment. Going back to instrument 2, they seem to be aware that physical activities such as moving chairs or tables are more focused to male students, and they tend to normalize that these activities are directed to them. On the other hand, on instrument 3 the girls from the focus group were aware that hand-crafting activities were more focused to be performed by them because their teachers believe that women are keen to these tasks. Therefore, these results show that despite the teachers trying to equally give tasks to the students they still fall for these gender stereotypes that claim that boys have to perform more difficult and heavy tasks and women should deal with the more delicate activities that male students may fail at performing.

In conclusion, every instrument contributed to develop the objectives that were stated at the beginning of this investigation, providing how gender roles affect students' social environment, classroom, households, and their personal development, proving that stereotypes were present during the lives of the participants of this investigation, explaining the impact that they had and, in some cases, not being aware of the impact they had, normalizing them. The collected data, although there were some conflicts and situations, are fundamental to answer and develop this investigation.

4.- DISCUSSION

This study aimed at discovering the impact that gender roles have on the personal development of the students in the sample. Gender violence is a topic that has always been present in our culture and society, and schools are not exempted from that; most schools still promote gender roles and stereotypes to the students, and most of the students have internalized them even though there are several students that have been showing awareness about these topics and how they affect their lives in school, there are still some students that normalize them in their daily lives.

Even though the younger generations have been creating awareness regarding these topics, eradicating the taboo about gender inequality has not been possible so far. The internalization of some of these gender stereotypes and roles can be related to how the students were raised in their families. This shows how these gender roles are still being perpetuated by older generations and have been passed on to the younger generations.

Femininity and masculinity

The focus of the first instrument was to analyze the impact of gender roles inside the classroom and how much certain stereotypes regarding femininity and masculinity were agreed or disagreed with by the participants. As it was mentioned before, according to the Likert scale most of the statements had a high percentage of disagreement, meanwhile, an interesting aspect was shown on the agreement percentage of each statement, either high or low.

This agreement percentage was represented by males mainly, showing that they have internalized the fact that women and men have different roles in society, and normalizing that they have different tasks depending on their biological sex. When talking about things such as the role of their classmates inside the classroom, or how they are perceived because of their sexual life, male students showed that for them this was something that affected their feelings towards how society perceives them. As it was shown before, stereotypes are present everywhere and they can be degrading and affecting the personal development of some people. Since we live in a patriarchal society, this idea of disagreement is accepted and justified, as Blum (2020) mentioned, these behaviors and ideologies are not punished at schools, but justified and encouraged.

Although statements such as "My (female) classmates usually have a protective role" or "Women should not have many couples during their lives" showed a high disagreement, in both of them, the participants who agreed with the stereotype identified

themselves as males. Showing that men still perpetuate these stereotypes in their own environments, such as schools, encouraging inequality.

Stereotypes do not only affect female students, when it comes to stereotypes related to how men should act inside the classroom and in society, it was appreciated that 90% of the students disagreed with the statement that mentioned that boys should not cry, yet the ten percent that were not sure if they agreed or disagreed were males. Showing that they may perpetuate this stereotype and accept that it is not okay for their own gender to express emotions.

A different topic was encompassed in the last utterance of the first instrument. Through schooling years, students have been able to choose their representative groups, therefore leadership can be an important subject that later on can also be reflected in society. When it came to the statement "men are better leaders than women", there was a low percentage of neither agreement nor disagreement, which was represented again by male students, showing once again a perpetuation of stereotypes and the way we perceive women in society. This topic is especially problematic due to the low governmental and public representation of women in society. If these patterns are shown in schools, students will continue normalizing them until they become adults and will continue this pattern of choosing male representatives under the idea that "men are better leaders than women" because they never saw female representation in society.

Perspectives that students have regarding gender roles inside the classroom and their families

In order to begin discussing this section, it is important to mention one of the major discoveries of the research, that was based on how the responses given by the students helped to develop three ways of thinking about their awareness regarding gender roles, the first one is "being aware of this matter", the second one is "not being aware" and the third one is "denying the issue". Regarding the first way of thinking, the vast majority of this group were female students, while the other two lines of thought were mostly followed

by male students. When taking into consideration the last two groups, we can observe that sometimes gender violence tends to become invisible contributing to the part of society that just thinks it is part of culture, agreeing with what was said by Ruiz & Ayala (2016).

Going back to the topic regarding actions that required physical strength (for example moving chairs or tables), girls showed more awareness that these activities were mostly directed to boys. The male students, on the other hand, believed that gender does not matter when it comes to performing these actions, yet they perform them without hesitation. But the assignation of these activities may well be provided by the teachers, who might still fall for these gender stereotypes that are produced by society (Neculaesei, 2015), not making the distinction between gender and sex.

When it comes to the roles that each gender has inside their homes, they prove that they still follow a certain paradigm that is associated with a patriarchal society, where girls have protective and house caring roles and boys should be the ones in charge of providing incomes. This is connected to what Amurrio (2012) said about what gender stereotypes are, that these types of roles are what society expected from each gender according to their biological sex.

Considering their lives at home, the question that mentions if housework is equally divided demonstrated that what was stated by Ruiz & Ayala (2016) was true. Regarding what the male students answered they agreed that these chores were equally divided, contrary to what the female students said, which is that these activities were not fairly distributed. The boys were completely making this issue invisible and did not argue about it because it probably did not affect them.

Finally, a big stereotype that is still present in the minds of the students was about the action of crying, both genders felt rejection towards doing it in front of others, girls mentioned that it was because they did not want to look bad, this can be interpreted under the stereotype that women must be seen "perfect" and emotionally stable. While on the other hand, boys did not want to be seen as weak individuals. When we analyze the boy's

answers it is interesting to see the contrast between this answer and the one provided in the first instrument, with the statement "Men should not cry". In the first instrument, the majority disagreed with this stereotype, yet in the second instrument they mentioned that they cannot be seen crying in front of others since they will be judged as weak men. Falling yet again in this stereotype that men should not cry because it does not correspond to them (Amurrio, 2012).

Effects of gender roles on the personal development

In the focus group that was done, most of the issues raised by the students were related to physical education activities and how the girls needed to talk to their teacher so that they would be allowed to exercise at the same level of intensity as the boys. The female students believed that the activities given by their teacher were assigned to them because of their gender, these differences on the tasks could have been mostly based on the teacher's beliefs, judging them based on their gender instead of what they are capable to do. With this, we can assume that teachers are still promoting gender roles by assigning characteristics that were typically referred to one gender (Amurrio, 2012).

One student mentioned that, even though teachers try to give opportunities equitably to everyone, they still assign more artistic and detailed tasks to women as they said they are more detail-oriented individuals, proving that these stereotypes are part of the society leading to them not being questioned or argued about, invisibilizing the issue (Ruiz & Ayala, 2016).

One of the girls mentioned that she was not given the chance to choose the program she fancied, which was the electricity program, because people said that women should not enroll into that one because this was something that, historically, only men did. Thus she was socially forced into the other program, which is known, by social standards, to "be for women". Considering this, women have a necessity to speak up in order to be taken into account. This is something that is internalized in our society becoming part of our culture, which leads to ignore the harm this does to certain individuals, especially those that belong to certain groups or dissidences. This can be related to issues regarding

gender conformity, giving emphasis on how society bounds certain things to everyone based just on their biological sex and gives no space to quarrel or discuss if they can be performed by others who want to do it.

Conclusion

Although results were useful, much information was not available because of the context of the students interviewed. Based on the socio-economic context of the students, we can state that they presented low levels of comprehension skills, due to this, they showed some miscomprehension of some of the questions in the instruments. As well, some students were not conscious or had no general knowledge about some of the topics used, even if the information was clarified on different occasions. To avoid this issue, for future investigations it is recommended to make general descriptions of the topics in the investigation, or read question by question along with the students in case they have any doubt about them.

Even with the complications found during the implementation of the instruments, the results of this investigation gave us enough information to prove that these stereotypes mostly come from home (as students mentioned), but also and worryingly come from educational institutions. Schools' environments are recreational places that influence individuals in several aspects of their personal development (Condori, 2016).

During this investigation it was possible to achieve a proper description of society according to the personal beliefs of the participants and how stereotypes affected them, which was influenced by school and social environments.

As it was mentioned, gender roles and stereotypes are still being promoted inside schools, these have proven to affect students' personal development in two ways; those who accept and perpetuate the patriarchal society and everything that comes with it, and, on the other hand, those who will question the stereotypes and become conscious of how this affects their lives. Both ways of thinking can be related to the effect that their families'

beliefs have on their childhoods, as well as the effect that teachers' direct and indirect actions have on their school environment.

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APPENDIX 1: Informed consent.

Consentimiento informado para participar en un proyecto de investigación

El impacto de los roles de género en el desarrollo personal y entorno social de estudiantes de 4to medio.

Estimada(o) participante, nuestros nombres son *Nicolás Concha Reimers, Tiare Díaz Morales, Daniela Godoy Quintanilla y Agustín Parra Gonzales*, y somos estudiantes de la carrera *PEDAGOGIA EN INGLES PARA EDUCACION BASICA Y MEDIA* de la Escuela de Educación en la Facultad de Humanidades de la Universidad Mayor. Actualmente, nos encontramos llevando a cabo un proyecto de investigación para obtener el grado de *Licenciada(o) en Educación*, el cual tiene como objetivo *conocer como los roles de género pueden afectar el desarrollo personal de estudiantes de 4to medio*.

Su hijo(a) está invitado a participar de este proyecto de investigación académica que consiste en tres instrumentos, los cuales son dos encuestas anónimas mediante la plataforma de Google Forms, estas dos escalas están dirigidas a el impacto de los roles de género en el entorno social, y a las perspectivas que los estudiantes puedan tener respecto a los roles de género en el aula y en el hogar. El tercer instrumento es una entrevista grupal la cual será mediante la plataforma de Zoom. Todos los instrumentos serán totalmente anónimos y la única información que utilizaremos es el género de los estudiantes para el futuro análisis de datos; si bien el tercer instrumento no puede ser del todo anónimo, sus datos no serán compartidos por lo cual los estudiantes pueden usar apodos durante la reunión. La investigación tendrá una duración de tres semanas, de las cuales dos serán utilizadas para recopilar las respuestas de los cuestionarios, y la tercera será utilizada para la entrevista grupal.

Debido a que el uso de la información es con fines académicos, la participación en este estudio es completamente anónima y los investigadores mantendrán su confidencialidad en todos los documentos, no publicándose ningún nombre y resguardando la identidad de las personas.

Si usted tiene preguntas sobre sus derechos como participante puede realizarla directamente a las(os) invesigadoras(es), o bien comunicarse con el Coordinador de Tesinas de la Escuela de Educación de la Universidad Mayor, al correo electrónico: marcos.lopez@umayor.cl, o concurrir a la dirección Manuel Montt Oriente 318, Providencia, Santiago de Chile.
....

ACTA DE CONSENTIMIENTO INFORMADO

Yo ...., Rut:................., **acepto** que mi hijo/a .... participe voluntaria y anónimamente en la investigación **"*El impacto de los roles de género en el desarrollo personal y entorno social de estudiantes de 4to medio.*"**, dirigida por las(os) estudiantes Nicolás Concha Reimers, Tiare Díaz Morales, Daniela Godoy Quintanilla y Agustín Parra Gonzales de la Escuela de Educación de la Universidad Mayor.

Declaro haber sido informado/a de los objetivos y procedimientos del estudio y del tipo de participación que se solicita, así como saber que la información entregada será **confidencial y anónima**. Entiendo que la información será analizada por los investigadores en forma grupal y que no se podrán identificar las respuestas y opiniones de modo personal. Por último, la información que se obtenga sólo se utilizará para los fines de este proyecto de investigación.

_____   _____
                Firma   **Fecha**

APPENDIX 2: Expert Judgement Validation Record.

Facultad de Humanidades
ESCUELA DE EDUCACIÓN

UNIVERSIDAD **MAYOR**
para espíritus emprendedores

Expert Judgment Validation Record

I, *Soffía Carbone Bruna, MA in TEFL and MA in English in Education* and professor at Universidad Mayor, hereby report my validation of the data collection instrument(s) attached for the research project ***The impact of gender roles in the personal development and social environment in 11th grade students***, a prerequisite for the Bachelor's Degree in Education of the *Pedagogía en Ingles para educacion Básica y Media*.

Validation criteria	Validated	Validated with comments	Insufficient
Congruence of the instrument with the proposed objectives.	x		
Relevance of the instrument to answer the research questions/hypotheses.	x		
Clarity and precision in the instructions.	x		
Clarity and precision of questions or items.	x		
Language appropriate for the study population.		x	
Spelling and writing.		x	

Date: June 16th, 2021

_____
Signature of Expert Validator

Bachelor's Thesis Office
Universidad Mayor
Manuel Montt Middle 318, Providencia, Santiago, Chile

APPENDIX 3: Tables.

Table 1: General Percentages.

Afirmación	Acuerdo	Ni de acuerdo ni desacuerdo	Desacuerdo
"Me cuesta relacionarme con gente del sexo opuesto"	10%	30%	60%
"Las mujeres no deberían tener tantas parejas en su vida"	0%	5%	95%
"Considero que la apariencia de mis compañeras es relevante a la hora de relacionarme con ellas"	20%	30%	50%
"Me incomoda cuando mis compañeras hablan con lenguaje vulgar"	20%	15%	65%
"Mis compañeras suelen tener un rol protector con el resto"	10%	65%	25%
"Los hombres no deben llorar"	0%	10%	90%
"Me cuesta contarle mis problemas a otros"	75%	20%	5%
"Me incomoda ver a dos hombres siendo cariñosos"	10%	0%	90%
"Considero que la apariencia de mis compañeros es relevante a la hora de relacionarme con ellos"	15%	25%	60%
"Los hombres son mejores líderes que las mujeres"	0%	25%	75%

Fuente: Elaboración propia, 2021.

Table 2: Answers according to male participants.

Afirmación	Acuerdo	Ni de acuerdo ni desacuerdo	Desacuerdo
"Me cuesta relacionarme con gente del sexo opuesto"	18,2%	27.3%	54.5%
"Las mujeres no deberían tener tantas parejas en su vida"	0%	9,1%	90.9%
"Considero que la apariencia de mis compañeras es relevante a la hora de relacionarme con ellas"	18,2%	36.4%	45.5%
"Me incomoda cuando mis compañeras hablan con lenguaje vulgar"	18,2%	9.1%	72.7%
"Mis compañeras suelen tener un rol protector con el resto"	18,2%	72.7%	9.1%
"Los hombres no deben llorar"	0%	18.2%	81.8%
"Me cuesta contarle mis problemas a otros"	72,7%	9.1%	18.2%
"Me incomoda ver a dos hombres siendo cariñosos"	18,2%	0%	81.8%
"Considero que la apariencia de mis compañeros es relevante a la hora de relacionarme con ellos"	18,2%	18.2%	63.6%
"Los hombres son mejores líderes que las mujeres"	0%	45.5%	54.5%

Table 3: Answers according to female participants.

Afirmación	Acuerdo	Ni de acuerdo ni desacuerdo	Desacuerdo
"Me cuesta relacionarme con gente del sexo opuesto"	0%	37.5%	65.5%
"Las mujeres no deberían tener tantas parejas en su vida"	0%	0%	100%
"Considero que la apariencia de mis compañeras es relevante a la hora de relacionarme con ellas"	12.5%	25%	62.5%
"Me incomoda cuando mis compañeras hablan con lenguaje vulgar"	25%	25%	50%
"Mis compañeras suelen tener un rol protector con el resto"	0%	50%	50%
"Los hombres no deben llorar"	0%	0%	100%
"Me cuesta contarle mis problemas a otros"	62.5%	37.5%	0%
"Me incomoda ver a dos hombres siendo cariñosos"	0%	0%	100%
"Considero que la apariencia de mis compañeros es relevante a la hora de relacionarme con ellos"	12.5%	25%	62.5%
"Los hombres son mejores líderes que las mujeres"	0%	0%	100%

Table 4: Non-binary student.

Afirmación	Respuesta
"Me cuesta relacionarme con gente del sexo opuesto"	Desacuerdo
"Las mujeres no deberían tener tantas parejas en su vida"	Desacuerdo
"Considero que la apariencia de mis compañeras es relevante a la hora de relacionarme con ellas"	Acuerdo
"Me incomoda cuando mis compañeras hablan con lenguaje vulgar"	Desacuerdo
"Mis compañeras suelen tener un rol protector con el resto"	Ni en acuerdo ni en desacuerdo.
"Los hombres no deben llorar"	Desacuerdo
"Me cuesta contarle mis problemas a otros"	Acuerdo
"Me incomoda ver a dos hombres siendo cariñosos"	Desacuerdo
"Considero que la apariencia de mis compañeros es relevante a la hora de relacionarme con ellos"	Ni en acuerdo ni en desacuerdo.
"Los hombres son mejores líderes que las mujeres"	Desacuerdo

Table 5: Questionnaire summary.

Question	Female	Male	Non-binary
Do you feel uncomfortable crying in front of others? Why?	The students said that they do not like to cry because they should not be seen having a bad moment.	Most of the students agreed that crying would show them as weak.	The student felt that they should not cry openly next to others.
Do you think that activities like moving tables, chairs, etc, are more directed towards one sex than the other?	The majority of the students agreed that these activities are mostly given to male students.	The students had divided opinions.	The student agreed with the idea that those kinds of activities are mostly directed to one sex.
Based on some gender stereotypes that you can remember of your childhood (Clothes, toys, etc.) Do you think they had any impact on the things that you like nowadays?	The majority of the students agreed that it had an impact on their childhood	The majority of the students agreed that it did not have an impact on their childhood	The student said that it did not had an impact in their childhood
Do you perceive that gender roles are really defined in your environment?	The students agreed that gender roles are very defined on their surroundings	The majority of the students agreed that gender roles were not defined in their lives.	The student said that gender roles were not defined in their life.
Do you think that your school promotes gender roles, be it directly or indirectly? In which way can you perceive them?	The majority of the students agreed that their school did not promote gender roles at all.	Some students agreed that the school promotes gender roles whether directly or indirectly. Some students believe that their gender is respected. The rest of them do not know.	The student said that the school does not promote gender roles.
Do you believe that there are differences between the activities that boys and girls do in P.E?	The students agreed that the activities are the same for each gender but they are only sport clubs for boys.	The students agreed that they are the same activities, but they are more demanding to males.	The student mentioned that sometimes activities are different but that the intensity is different between males and females.
Do you think that house chores are equally divided between men and women?	The students disagreed that house chores are equally divided.	The students agreed that they are equally divided.	The student claimed that the house chores are equally divided between men and women.
How can you define your role in your home?	The majority of the students said their role was to be the eldest sister, do housework, and supportive roles.	Mainly defined as the son of the family, activities such as studying and 'helping' in the house.	The student said that they are the only child in the family.
Do you perceive differences in the activities that are assigned to your teachers depending on their gender?	The students mentioned that there are no differences.	The students mentioned that they are not different.	The student said that there are no differences in the activities regarding gender.

Do you perceive differences in the attitudes that your teachers have when dealing with your female or male classmates?	Many of the students said that they don't perceive any differences.	The answers were divided. Some students claim that there was an equal trait and other did not.	The student did not perceive any differences between how the teacher treated them.

Table 6: Recurring themes

Theme	Color	Frequency
Something that has changed recently or something that happens only now.	Purple	8 times total. Mentioned 6 times during the first question.
Having to talk or insist to someone to make a change.	Green	12 times total. Mentioned 7 times during the third question.
Someone saying what girls or boys are supposed to do based on their gender.	Blue	6 times total. Mentioned 4 times during the fifth question.
Change of personality.	Pink	7 times total. Mentioned 5 times during the third question.

APPENDIX 4: Instruments.

Section 1 Google Form.

El impacto de los roles de género en el desarrollo personal y entorno social de estudiantes de 4to medio.

Te invitamos a participar de manera voluntaria y anónima en este proyecto de investigación.

¿Desea continuar?

Si

No

Te recordamos que éste instrumento es anónimo y con fines investigativos

Tus respuestas se utilizarán sólo para la redacción de nuestro trabajo para el grado de Licenciatura en Educación, en la Universidad Mayor. Las preguntas no cuentan con puntaje ni serás evaluado de ninguna forma, por lo que no existen respuestas incorrectas. Este estudio es sobre estereotipos de género, responde lo que piensas sinceramente de acuerdo a tu experiencia.

Este formulario tiene dos enfoques, uno está dirigido a conocer el impacto de los roles de género en el entorno social, y el otro está relacionado a las perspectivas que tengas respecto a los roles de género en el aula y en tu hogar.

Ya que esta investigación es anónima, sólo te pediremos que te identifiques con qué género te sientes más identificado/a.

¿Aceptas participar en esta investigación?

Sí, acepto participar

No acepto participar

Género con el que te identificas

Femenino

Masculino

Otro..

Section 2 Google Form.

Instrument 1. Likert Scale.

Cuestionario acerca del impacto de los roles de género

Este cuestionario contiene diversas afirmaciones respecto a los roles de género y su impacto en tu percepción de feminidad y masculinidad.

Debido a que este cuestionario necesita tus opiniones, no existen las respuestas correctas o incorrectas, por lo que es necesario que respondas con total sinceridad. La siguiente escala muestra las posibles opciones para cada afirmación.

1. Totalmente en desacuerdo.

2. En desacuerdo.

3. Ni acuerdo ni desacuerdo.

4. De acuerdo.

5. Totalmente de acuerdo

1.- Me cuesta relacionarme con gente del sexo opuesto.

Totalmente en desacuerdo

En desacuerdo

Ni de acuerdo ni en desacuerdo

De acuerdo

Totalmente de acuerdo

2.- Las mujeres no deberían tener tantas parejas en su vida.

Totalmente en desacuerdo

En desacuerdo

Ni de acuerdo ni en desacuerdo

De acuerdo

Totalmente de acuerdo

3.- Considero que la apariencia de mis compañeras es relevante a la hora de relacionarme con ellas.

Totalmente en desacuerdo

En desacuerdo

Ni de acuerdo ni en desacuerdo

De acuerdo

Totalmente de acuerdo

4.- Me incomoda cuando mis compañeras hablan con lenguaje vulgar.

Totalmente en desacuerdo

En desacuerdo

Ni de acuerdo ni en desacuerdo

De acuerdo

Totalmente de acuerdo

5.- Mis compañeras suelen mantener un rol protector con el resto.

Totalmente en desacuerdo

En desacuerdo

Ni de acuerdo ni en desacuerdo

De acuerdo

Totalmente de acuerdo

6.- Los hombres no deben llorar.

Totalmente en desacuerdo

En desacuerdo

Ni de acuerdo ni en desacuerdo

De acuerdo

Totalmente de acuerdo

7.- Me cuesta contarle mis problemas a otros.

Totalmente en desacuerdo

En desacuerdo

Ni de acuerdo ni en desacuerdo

De acuerdo

Totalmente de acuerdo

8.- Me incomoda ver a dos hombres siendo cariñosos.

Totalmente en desacuerdo

En desacuerdo

Ni de acuerdo ni en desacuerdo

De acuerdo

Totalmente de acuerdo

9.- Considero que la apariencia de mis compañeros es relevante a la hora de relacionarme con ellos.

Totalmente en desacuerdo

En desacuerdo

Ni de acuerdo ni en desacuerdo

De acuerdo

Totalmente de acuerdo

10.- Los hombres son mejores líderes que las mujeres.

Totalmente en desacuerdo

En desacuerdo

Ni de acuerdo ni en desacuerdo

De acuerdo

Totalmente de acuerdo

Section 3 Google Form.

Instrument 2. Questionnaire

Cuestionario respecto a la perspectiva de los roles de género en el aula y en el hogar.

Este cuestionario contiene diferentes preguntas abiertas respecto a las perspectivas que tengas acerca de ciertos roles de género que puedas observar en el aula o en tu familia.

Recordar que las respuestas son totalmente anónimas por lo que esperamos que puedas responder con total sinceridad sin sentirte incómodo o incómoda.

1. ¿Te incomoda llorar frente a otros? ¿Por qué?
2. ¿Crees que las actividades como mover sillas, etc. están más dirigidas hacia un sexo que el otro?
3. Basado en algunos estereotipos de género que recuerdes de tu niñez (Ropa, juguetes, etc.) ¿Crees que tuvieron algún impacto en las cosas que te gustan hoy en día?
4. ¿Percibes que los roles de género están muy definidos en tu entorno?
5. ¿Crees que tu establecimiento escolar promueve los roles de género, ya sea de manera directa o indirecta? ¿De qué forma los puedes ver?
6. ¿Crees que existen diferencias entre las actividades que realizan hombres y mujeres en Ed. Física?
7. ¿Crees que las labores del hogar son equitativamente distribuidas entre hombres y mujeres?
8. ¿Cómo defines tu rol dentro de tu hogar?
9. ¿Percibes diferencias en las actividades que se les asigna a tus profesores dependiendo de su género?
10. ¿Percibes diferencias en las actitudes de tus profesores a la hora de tratar con tus compañeros y compañeras?

Focus Group

Our third instrument, that is the focus group, consists of five questions. Since this instrument is a focus group, we will use these five questions to guide the conversation as there could appear some other questions during the meeting.

1. ¿Consideran que existen diferencias en las actividades de educación física que realizan hombres y mujeres?
2. ¿Consideran que las actividades manuales de motricidad fina van dirigidas más a tus compañeros o compañeras?
3. ¿Qué factores influyeron al momento de elegir tu especialidad? ¿Crees que tu género fue uno de esos?
4. ¿Creen que sus acciones se han visto influenciadas por las opiniones del resto?
5. ¿Se te ha prohibido realizar alguna actividad solo por ser de un determinado sexo?