

Declaration



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I, Ramashau Mulalo hereby declare that the dissertation for the degree of Masters in Gender Studies hereby submitted by **UNIVERSITY OF VENDA** and previously for a degree at this University or any other University, is my own work in design and execution and all the

reference material contained therein has been duly acknowledged.
RESEARCH TOPIC: GENDER DIFFERENCES IN THE SOCIALIZATION PATTERNS OF CHILDREN WITHIN THE FAMILY: A CASE STUDY OF MASHAU BODWE VILLAGE, VHEMBE DISTRICT, LIMPOPO PROVINCE.

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**SUBMITTED IN FULFILLMENT FOR THE DEGREE
OF
MASTERS IN GENDER STUDIES
IN THE
INSTITUTE FOR GENDER AND YOUTH STUDIES
SCHOOL OF HUMAN AND SOCIAL SCIENCES**

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I, Ramashau Mulalo hereby declare that the dissertation for the degree of Masters in Gender Studies hereby submitted by me, has not been submitted previously for a degree at this University or any other University, It is my own work in design and execution and all the reference material contained therein has been duly acknowledged.

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Abstract

The aim of this study is to understand gender differences in the socialization patterns of children within the family. Parents and other family members play a major role in socializing children, in other words they serve as socialization agents. They pass along the knowledge and values of society, encourage culturally approved ways of behaving, and insist that children assume increasing responsibility for their own welfare. In a society life with gender stereotypes and biases, children regularly learn to adopt gender roles which are not always fair to both sexes. As children move through childhood and adolescence, they are exposed to many factors which influence their attitudes and behaviours regarding gender roles. This attitudes and behaviours are generally learned first in the family and then reinforced by a child's peers, school experience and the media. This study was conducted in Mashau Bodwe village, situated in Makhado Municipality, about 90 kilometres from Polokwane. Almost 25 families were interviewed for the study. A qualitative research method was utilized to obtain the views of the respondents on different strategies used to inculcate gender roles in the family

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CHAPTER ONE

1.1. Introduction (Family as the primary agent of socialization)

Socialization means the way parents within the community teach their children to learn the attitudes, values, norms, customs and actions to appropriate individuals as members of a particular culture. According to Billingham (2007), socialization is the primary means by which human infants begin to acquire the skills necessary to perform as a functioning member of their society, and is the most influential learning processes one can experience. Without socialization there is no other way where children will learn their norms, customs, attitudes and values.

A child becomes an individual respecting his or her environment laws, norms, religions and customs because of socialization. Gender socialization is a more focused form of socialization; it is how children of different sexes are socialised into their gender roles, taught what it means to be a boy or a girl (Macrae, Stangor and Hewstone, 1996). According to Gleitman (2000) children learn gender socialization the moment they are born from the simple question “is it a boy or a girl?” Within the family, parents are the key agents in children’s gender role socialization. Parents begin to socialize their children differently when they are still young so that when they grow up they should be able to know that there is a different between a boy and a girl that is why they assign different chores to their children. Children learn their gender roles by agencies of socialization, which are the “teachers” of the society. The main agencies of socialization within the society are family, peers, school (educators) and the media.

As the primary agent of socialization and the first educator, the family play an important role in the transmission of the fundamental values that encourage and nurture learning in a child. The family is perhaps the most important agent of socialization for children because it is the one that channel the child to functions as human being within the society. Without socialization we could not have our society and culture and without social interaction, we could not have socialization. A child is able to learn what is meant to be a boy or a girl in the society, what

he/she is supposed to do as well as what he/she is not supposed to do through the process of socialization.

Parents socialize sex typed play by selecting toys and play activities in spite of the gender of children and also because the expectations they want toward the play. Parents buy sex typed toys to their children to communicate gender socialization with their children; those sex typed toys pass a message to the children of how they should behave. Through sex typed toys children learn different things. According to Wharton (2004), masculine toys- trucks, adventures figures promote motor activity, more physical distance and sometimes aggression, whereas feminine toys such as dolls promote nurturance, warmth, role play and social proximity.

Children's toys reflect their parents' gender expectations. Gender appropriate toys for boys include computer games, trucks and other vehicles, sports equipment and war toys such as guns and soldiers. Girls' toys include "Barbie" dolls, playing makeup, and homemaking items. Parents' choices of toys for their children are not likely to change in the near future. When children are old enough to help with household chores, they are often assigned different tasks. Maintenance chores such as mowing the lawn, doing repairs, gardening and others are assigned to boys; cooking, cleaning, washing dishes, clearing the table and others are assigned to girls. According to Wharton (2004), chores may become linked with future occupational choices and personal characteristics. Girls who are responsible for younger brothers and sisters may learn nurturing behaviours that later translate into employment as a nurse or school teacher. Boys may learn about computers and other types of technology that lead to different career options.

1.2. Background of the study

According to Leaper, (2000), mothers and fathers do treat sons and daughters differently. Family dynamics and experiences are linked to individual differences in boys and girls gendered behaviour. A child's parents are the first socialization agent he or she will come into contact with. Parents teach stereotypes through different ways and behaviour: "the way they dress their children, the way they decorated their children's room, the toys they give their children to play with, their own attitude and behaviour" (Hetherington & Park, 1999).

Parents describe their new born sons as stronger, more coordinated, and more alert than daughters; and their new born daughters as smaller, softer, and more fragile than sons. Fathers, in particular, engage in more rough-and-tumble play with sons and more cuddly play with daughters (Fagot, 1995; Leaper, 2000). Parents buy different toys for their sons and daughters. For example, boys are given trucks, war toys, and sports equipment; girls are given dolls, dollhouses, and books (Ruble & Martin, 1998).

Parents encourage boys in active, gross motor, and manipulative play; girls are encouraged in passive feminine role taking and fine motor play, with fathers being more stereotypical than mothers. Boys are also allowed to take risk (climb trees) and are left unsupervised more often and earlier than girls. Finally, parents exert more achievement and independence demands on boys while providing help more readily for girls (Basow, 1992; Leaper, 2000).

Lippa (2005) state that fathers rewarded their children by approving, helping, and joining in the play more often for play with gender-appropriate toys than for play with gender-inappropriate toys, and they discouraged play with gender in-appropriate toys more than play with gender-appropriate toys. Mothers encouraged both boys and girls to play with toys traditionally considered appropriate for girls. Mothers also tended to discourage girls from playing with "masculine" toys. The degree of differences in parental treatment of boys and girls may be influenced by age, socioeconomic status, and ethnicity.

In addition, fathers engage in more physical play (tickling, chasing, playing ball) with both sons and daughters, whereas mothers spent more time in caretaking and nurturing activities.

Apparently, this differential interaction with children enables mothers to become more, and fathers less, sensitive to individual needs of children (Lamb, 2004). Thus, fathers generally appear to be more playful, less sensitive, the more critical parent in terms of gender role socialization. Regarding relationships within the family, warm, positive father-son and mother-daughter relationship lead to the strongest gender role identification. Sons model their father's behaviour, and daughters model their mother's. In this regard, too, studies have found that the father has more influence on gender role development of both boys and girls (Lamb, 2004).

Children's literature, for example, typically depicts girls as passive and dependent, whereas boys are instrumental and assertive (Renzetti & Curran 2003). Children's toys and clothing also reinforce gender differences. Children are socialized by their parents through four subtle processes: manipulation, channelling, verbal appellation, and activity exposure.

- Manipulation: from infancy onward parents treat daughters more gently (telling them how beautiful they are, advising them that nice girls do not fight, and so on) and sons more roughly (telling them how strong they are, advising them not to cry and so on). Eventually, children incorporate such views as integral parts of their personalities. Differences in girls' and boys' behaviours may result from parents expecting their children to behave differently (Renzetti & Curran, 2003).
- Channelling: children are directed towards specific objects and activities and away from others. Toys, for example, are differentiated by gender and are marketed with gender themes, as can be seen in toy advertisement and displays in retail stores. Parents purchase different toys for their daughters and sons, who influenced by advertising, the reinforcement by their parents, and the enthusiasm of their peers are attracted to gendered toys (Renzetti & Curran, 2003).
- Verbal appellation: parents use different words with boys and girls to describe the same behaviour. A boy who pushes others may be described as "active". Whereas a girl who does the same may be called "aggressive."

- Activity exposure: both genders are usually exposed to feminine activities early in life, but boys are discouraged from imitating their mothers, whereas girls are encouraged to be “mother’s little helpers.” Chores are categorized by gender (Dodson & Dickert 2004). Boys’ domestic chores take them outside the house, whereas girls’ chores keep them inside the house.

Although it is generally accepted that parents socialize their children differently according to gender, there are differences between mothers and fathers. Fathers pressure their children more to behave in gender-appropriate ways. Fathers set their standards of achievement for their sons more than their daughters; play more interactive games with their sons and encourage them to explore their environments (Renzetti & Curran 2003). Fathers emphasize the interpersonal aspects of their relationships with their daughters and encourage closer parent-child proximity. Mothers also reinforce the interpersonal aspect of their parent-daughter relationship. They typically engage in more “emotion talk” with their daughters than with their sons, and unsurprisingly as early as first grade, girls are more adept at monitoring emotion and social behaviour (Renzetti & Curran, 2003).

1.3. Study objectives

Objectives of this study are to:

- To investigate gender differences in the socialization patterns of children in Makhathini village by examining the different treatments given boys and girls at home.
- To establish the structural and symbolic dimension of the relationship between parents and their children.
- To identify factors that lead parents to encourage their children to engage in the different gender roles meant for them.

1.3. Statement of the problem

Gender differences in the socialization patterns of children within the family have always been controversial. Parents treat boys and girls differently and expect different behaviour from both sexes. Parents encourage their children to participate in different roles meant for boys and girls. Girls increasingly orientate towards their mothers and boys to their fathers. This research endeavours to address those problems in Mashau Bodwe village where the study was conducted. The socialization of gender difference within the family ensures that girls are made aware that they are unequal to boys, affirming that girls and boys should be treated differently. Parents socialize girls towards feminine ideal. This study examined the process of gender differences in the socialization patterns of children within the family.

1.4. Purpose of the study

The purpose of this study was to investigate and understand the process of gender differences in the socialization patterns of children in a variety of Mashau Bodwe village families, from different socializations and different behaviours (from both sexes) and to explore differences in the ways that parents and children communicate and possible reasons for those differences. In addition, the study identifies the elements that could be influencing fathers to love the male child than female child.

1.5. Study objectives

Objectives of this study are to:

- To investigate gender differences in the socialization patterns of children in Mashau Bodwe village by examining the different treatments given boys and girls at home.
- To establish the structural and symbolic dimension of the relationship between parents and their children.
- To identify factors that lead parents to encourage their children to engage in the different gender roles meant for them.

- To identify the reason fathers prefer working with their male children and mothers with their female children.
- To establish the reason why parents buy appropriate toys for their children (for example, computer games for boys and dolls for girls.)

1.6. Research questions

The research questions were formulated as follows:

- Why is there a gender difference in socialization patterns within the family?
- Is there a good relationship between parents and their children?
- Why do parents encourage their children to engage in different gender roles?
- Why do fathers prefer working with their boys while mothers work with their girls?
- Why do parents buy different gendered toys for their children?

1.7. Significance of study

The study helped parents to identify ways of treating their children equally and to love both genders equally and also built a good relationship between parents and their children. Parents were alerted on how to treat their children in an equal way and to encourage their children to engage in any duty irrespective of their gender. Children in turn were able to understand their gender roles. This study enhances the knowledge of the society to the fact that both genders are important.

1.8 Definition of operational terms

1.8.1 Socialization

Socialization means the way parents within the community teach their children to learn the attitudes, values, and actions to appropriate individuals as members of a particular culture.

1.8.2. Gender roles

Gender role is when boys or girls learn the appropriate behaviour and attitudes from the family and the overall culture they grow in.

1.8.3. Gender socialization

Gender socialization is when children learn the appropriate behaviour and attitudes considered appropriate for their given sex, for example, boys learn to be boys and girls learn to be girls.

1.8.4. Gender

According to Feminist theories, gender is a social construct. Most of our characteristics are not inborn but are constructed by our society.

1.8.5. Gender discrimination

May be characterised as the unequal treatment of a person based solely on that person's sex.

1.8.6. Parent

Someone who bring up children, more especially a mother or father.

1.9. Conclusion

Socialization is a primary means by which parents within the community teach their children to learn the norms, customs, attitudes, values, and actions to appropriate individuals as a member of particular culture. A child begins with the process of socialization the moment he/she is born. There is a gender difference in the socialization pattern of children within the family because parents start with the process of gender socialization the moment the baby is born. Parents use different words to describe their young infants, the colour of the clothes they buy to their infants, the toys they buy for their children when they are growing, the home chores that they assign to their children, and the way they decorate their children's room it indicate that parents are channelling their children to behave in an appropriate gender.

CHAPTER TWO Gender socialization

2. Literature Review

This chapter reviews the studies that have been conducted in the area of gender differences in the socialization patterns of children within the family. In this chapter the following issues are addressed: The family as a gendered relationship, influences on gender socialization, peers, sports and gender socialization, socialization in the family, identification and gender internalization by children, parental modelling, parental communication about gender and major theories of gender role development.

2.1. The family as the gendered relationship: Influences on gender socialization process

It has been documented that parents are the primary influence on gender role development in the early years of one's life (Santrock, 1994). In the family, the relation with the father and mother assumes fundamental importance in the definition of gender belonging, because it's the first experience of a relation with males and females. Gender identities and the expectation towards male and female roles are socialized within the parents-children relationship; such expectations are today various and new compared with the past (Muncie, 1999).

In the past, families had different educational demand for their sons and daughters after puberty; they then tended to differentiate them in the sense to promote the autonomy of the males and the dependency of the females. It was implicit that the boy should realize himself, even if against familiar ties, while the girl had, in some ways, to accept and to conserve them. This difference has always favoured the fact that young women lived their desire of autonomy with a sense of guilt and of independency with intolerance (Baldascini, 1996). A child's parents are the first socialization agents he or she will come into contact with. Parents teach stereotypes through different ways and behaviour such as the way they dress their children, the way they decorate their children's rooms, the toys they give their children to play with, their own attitudes and behaviour (Hetherington & Park, 1999).

2.2. Peers and Gender socialization

Peers help children learn prevailing gender role stereotype, as gender – appropriate and gender – inappropriate behaviour (Hibbard & Buhrmester; 1998). During the pre-school year, some peers have a powerful effect on how children see their gender roles; children are more socially acceptable to their peers when they conform to implicit societal norms governing the “appropriate” ways that girls and how boys should act in such cases. Male peer groups place more pressure on boys to do “masculine” things than female peer groups place on girls to do “feminine” things, for example girls wearing jeans and other “boys” clothes, playing soccer and softball, and engaging in other activities associated with being male, will be ridiculed by her peers. This distinction between boys` and girls` behaviours strengthens the cultural message that masculine activities and behaviour are more important and more acceptable (Wood, 1996b).

2.3 Sport and Gender socialization

According to Brustad, (1996), children spend more than a half of their non-school time in play and games, and the types of games played differ with the child`s sex. Studies indicate that boys are socialised to participate in highly competitive, rule – oriented games with a larger number of participants than games played by girls. Girls have been socialised to play exclusively with others of their own age, in groups of two or three, in activities such as hopscotch and jump rope that involve a minimum of competitiveness. Research shows that boys express much more favourable attitudes towards physical exertion and exercise than girls do. Some analysts believe this difference establishes appropriate behaviour for boys and girls. For males, competitive sport becomes a means of “constructing a masculine identity; a legitimated outline for violence and aggression, and an avenue for upward mobility” (Lorber, 1994).

Recently more girls have started to play soccer and softball and to participate in sports formerly regarded as exclusively “male” activities. Girls who go against the grain and participate in masculine play as children are more likely to participate in sports as young women and adults (Giuliano, Popp & Knight, 2000). According to Pollack (2000), boy`s games usually involve fairly large groups. Most boys` games are competitive, have clear goals, involve physically rough play

and are organised by rules and roles that specify who does what and how. Because the games boys typically play are structured by goals, rules and roles, there is little need to discuss how to play, although there may be talk about strategies to reach goals. In playing such games, boys learn to communicate to accomplish goals, compete for and maintain status, exert control over others, get attention and stand out (Messner, 1997).

According to Goodwin (1990) and Maccoby (1998), girls tend to play in pairs or in very small groups rather than large ones. Also games such as house and school do not have present, clear – cut goals and roles. When playing, young girls spend more time talking than doing anything else – a pattern that is not true of young boys. Playing house for instance, typically begins with a discussion about who is going to be the daddy and who will be the mommy. The lack of stipulated goals for the game is also important because it tends to cultivate girls` skills in interpersonal processes.

2.4 Socialization in the family

Families can take many forms, but generally they refer to an adult or group of adults caring for children for many years and guiding them in a way that they can eventually take on adult roles and responsibilities. Families are essentially the “headquarters” from which children get the support they need to tackle life`s many tasks and challenges (Garbarino & Abramowits, 1992a). Parents and other family members play a major role in socializing children, in other words, they serve as socialization agents. They pass along the knowledge and values of society, encourage culturally approved ways of behaving, and insist that children assume increasing responsibility for their own welfare. Family members are of course not only the socialization agent in the community. Teachers, counsellors, coaches, neighbours and caregivers in youth organizations, religious groups, local community agencies, clubs and recreation centres can also be important agents in the socialization of growing children. In most cultures, parents and other individuals in children`s lives socialize girls and boys differently (Garbarino & Abramowitz, 1992).

According to Eisenberg, Martin & Fabes (1996) parents also tend to assign household chores based on traditional male and female roles, for example, they ask their daughters to wash

dishes and clean the house and ask their sons to mow the lawn and take out the garbage. And parents are more likely to enrol their sons, rather than their daughters, in competitive sports.

In early childhood, children learn that the world is divided up into boys (male) and girls (females) and they are members of one of these two groups. Soon after they learn that gender is a permanent feature of their identity. Hence forth, they show great interests in the activities of boys and girls, men and women, daddies and mummies, inferring the “typical” characteristics of each gender. By the time children are 3, many of their play activities match traditional gender stereotypes. Children also begin to view the world with gender- coloured glasses, for example, by remembering a female physician as a “nurse” and a male nurse as a ‘doctor’ (Liben & Signorella, 1993). After developing a general sense of traits and activities that are “for girls” and “for boys”, children focus more and more on activities they deem to be suitable for their gender. For example, many boys can recite the names and functions of different trucks yet know little about the kinds of dolls available at the toy store. As children soak up societal stereotypes, they may limit their own behaviour so that it conforms to gender stereotypes. As they continue to grow, however, young people may relax these stereotypes, somewhat (Liben & Bigler, 2002).

2.5 Unconscious processes: Identification and internalization

Floyd & Morman (2005), state that during the earliest stage of life, children of both sexes depend on and identify with the person who takes care of them. Usually, this is a woman, often the mother. Thus children of both sexes usually form their first identification with an adult woman. Yet their common identification with a female does not mean that both girls and boys pursue similar developmental path. Mothers tend to identify with daughters more closely than with sons, and they encourage daughters to be connected to them. Mothers are inclined to encourage sons to be different from them. Through a variety of verbal and non-verbal communications, mothers tend to fortify identification with daughters and restrain it with sons.

Ingrassia (1995), states that to develop masculine gender identity, however, boys need to lessen the early identification with the mother and focus on identifying with a male. Many young boys have difficulty finding an adult masculine gender model with whom they can

identify. Fathers in our era say they have closer relationships with their sons than their fathers had with them. Interestingly, sons perceive their fathers as less affectionate than their fathers perceive themselves. Because a number of boys lack a strong, personal relationship with the person they are supposed to emulate, masculine gender can be elusive and difficult to grasp (Floyd & Morman, 2005).

This may help explain why boys typically define their masculinity predominantly in negative terms – as not feminine, not female, not like mother. They repress the original identification with mothers' and deny feminine tendencies or feelings in themselves. As development continues, girls are often given positive rewards for being "mommy's helper" and interacting with their mothers, and they learn to see the mother as a role model for femininity. Boys, on the other hand, are rewarded for being independent, so they are more likely than girls to roam away from to find companions. Boys' social development typically occurs in larger groups with temporal and changing memberships, whereas for many girls it unfolds within continuing, personal relationship within individuals, including mothers. These different developmental paths encourage boys to become achievers and independent and girls to become nurturing and relationally oriented. Because most girls develop feminine identity within personal, on-going relationships, throughout life they continue to seek close relationships and place importance on personal communication with others (Ingrassia, 1995).

2.6 Parental modelling

Another way parents communicate gender is through modelling masculinity, femininity and parental relationships. Cognitive development theory tells us that, once children have gender constancy, they actively look for role models of their sex and use those models to develop masculine or feminine qualities, behaviours, and so forth. Hochschild (2003) states that for most children, parents are the single most visible and available models of masculinity and femininity. By observing parents, children of heterosexuals often learn the roles socially prescribed for women and men. In heterosexual families that adhere to traditional sex roles, children of both sexes are likely to learn that women are supposed to nurture others, clean, cook and show emotional sensitivity, and that men are supposed to earn money, make

decisions and be emotionally controlled. Many children have a single parent, at least for part of their lives. Single mothers provide their children with more multifaceted models of women's roles, and single fathers provide children with more multifaceted models of manhood.

According to Davison & Birch (2001), parents also model attitudes about gender and physical appearance. Fathers who work out and engage in vigorous physical activities may impart the message that physical strength is masculine. Mothers who make disparaging remarks about their weight or about eating communicate that to be feminine is to be thin. Mothers powerfully influence daughters' body images and attitude towards food.

2.7 Parental communication about gender

Leaper, Anderson & Sanders (1998), states that children learn gender roles through the reward and punishments they receive for various behaviours (social learning theory) and through observing and emulating others whom they see as models (cognitive development theory). Typically, girls are rewarded for being cooperative, helpful, nurturing and deferential-all qualities consistent with social views of femininity. Parents may also reward-or at least not punish-girls for being assertive, athletic, and smart. For boys, rewards are more likely to come from behaving competitively, independently, and assertively.

According to Kivel (1999), parents' communication toward sons and daughters often reflects the parents' gender stereotypes. Parents described boys with words like strong, hardy, big, active, and alert. Parents of equally large, active girls described their daughters with adjectives like small, dainty, quiet, and delicate. Parents tend to communicate different expectations about achievement to sons and daughters and also convey distinct messages about assertiveness and aggressiveness to sons and daughters. As children, boys and girls do not differ a great deal with respect to feelings of anger or aggression. Because of gender socialization, however, they learn different ways of expressing those feelings.

Research shows that parents positively reward verbal and physical aggression in sons and positively reward interpersonal and social skills in daughters. Because girls are discouraged from direct, overt aggression yet still feel aggressive at times, they develop other, less direct

ways of expressing aggression. Segrin & Flora (2005), state that parents, especially fathers, encourage in children what they perceived to be gender appropriate behaviours, fostering more independence, competitiveness, and aggression in sons and more emotional expressiveness and gentleness in daughters. When interacting with children, fathers tend to talk more with daughters and to engage in activities more with sons. Mothers tend to talk more about emotions and relationship with daughters than sons (Segrin & Flora, 2005).

As both mothers and fathers usually talk more intimately with daughters than sons; it's not surprising that daughters tend to surpass sons in developing relationship awareness. Daughters also disclose significantly more information to parents than do sons (Pennington & Turner, 2004). Mothers tend to spend more time with the children than fathers do. Mothers use talk to give information, advice, encouragement and support to children. Mothers also use communication to teach children about relating to others, building social connections, and becoming emotionally competent. When interacting with children, mothers typically focus on providing comfort, security, and emotional development. They engage in more eye contact and face to face interaction with children than fathers do. Further, mothers tend to repeat infant daughters' vocalization more than those of infant sons, perhaps because of the bond of likeness mothers feel with daughters. More than fathers, mothers tend to play at children's level, which develops children's confidence and security in play. Although fathers spend only one-third the time that mothers do in one-on-one communication with children, today fathers talk more with children than fathers in previous generation did (Silverstein, 2002).

Luster & Okagaki (2005), state that fathers typically focus more on playing with children than taking care of them. They tend to engage in play that is physically stimulating and exciting, and they encourage children to develop skills and meet challenges. Fathers, more than mothers, stretch children by urging them to compete, achieve, take risks, and move beyond their current levels of ability. Fathers' communication with children focuses more on encouraging initiative, achievement, and independence, often in relation to an activity that is the focus of interaction. A final difference between communication typical of mothers and fathers concerns talk about household chores they assign to sons and daughter. Although some parents resist

sexual activity. Mothers are much more likely than fathers to discuss sex topics with children, particularly daughters.

Girls who talk to their mothers about sex are more likely to have conservative sexual values than girls who rely on friends for discussion of sex (Hutchinson, 2002). Although fathers are not generally inclined to talk directly about sex with their children, with daughters some fathers do talk about related issues such as “understanding men” and resisting pressure for sex (Pennington and Turner, 2002). Yet, even when both parents are involved, they are more likely to talk about sex with daughters than sons.

Whereas girls generally use both parents as models, boys tend to rely more centrally on their fathers or other males. Further, the extent to which fathers themselves hold strong gender stereotypes affects the attitude children develop about gender. Children of fathers with traditional gender beliefs tend to be conservative and to hold rigid gender stereotypes beliefs themselves. They also seem to have narrower views of what males and females can do (Basow, 1992). Parents also communicate gender expectations through the toys and clothes they give children and the chores they assign to them. Girl’s room has dolls and children’s furniture, and the colour pink is prominent. Boy’s room have vehicles tools, and sports gear and most often are decorated in the colours blue, red and white. Although boys and girls themselves show little difference in toy preference during the preschool years, they are often encouraged to adopt gendered preferences. Some parents actively discourage their children’s in toys and games that are associated with other sex. For instance, boys may be persuaded not to play house or cook, and girls may be dissuaded from engaging in sports that call for high levels of physical aggression. Different types of toys and activities promote distinct kinds of thinking and interaction. More “feminine” toys, such as dolls, encourage quiet, nurturing interaction with another, physical closeness, and verbal communication (Basow, 1992). More typically “masculine” toys, such as sports equipment, and train sets, promote independent or competitive activities that require little verbal interaction.

Luster and Okagaki (2005) state that another way parents communicate gender expectations is through the house-hold chores they assign to sons and daughter. Although some parents resist

assigning chores along traditionally gendered lines, girls are still more likely to be responsible for domestic duties such as cleaning and cooking, and boys are still more likely to be responsible for chores such as outdoor work, painting and simple repairs.

There are several implications of delegating different responsibilities to girls and boys. First, like toys, various tasks cultivate particular types of thinking and activity. Domestic chores emphasize taking care of others and taking responsibility for them (washing their clothes, cooking for them, and so on), whereas outdoor work and repair jobs encourage independent activity. Domestic chores also tend to occur in small, interior spaces, whereas outdoor chores are frequently done in open spaces. In general, gender socialization is more rigid for boys than for girls (Luster and Okagaki, 2005).

Fathers are more insistent on gender stereotyped toys and activities, especially for sons, than are mothers. It's much more likely for girls to play baseball or football than for boys to play house or cuddle dolls. Similarly, it's considered more suitable for girls to be strong than for boys to cry and more acceptable for girls to act independently than for boys to need others. Overall, boys are more intensively and rigidly pushed to be masculine than girls are pushed to be feminine. In summary, parents play a major role in shaping children's understanding of gender in gender in general and their own gender in particular. In general, mothers and fathers contribute to children's development in distinct and complementary ways. Fathers generally helps children, especially sons, develop a sense of personal agency independence, initiative, and achievement. Mothers are more likely to foster competence in relating to others making connections with others and feeling emotionally secure (Luster and Okagaki, 2005).

2.8. Major theories of gender role development

The following four main theories explain how children are socialized to assume the appropriate gender roles in the society

2.8.1 Psychoanalytic Theory

Psychoanalytic theory deals with how one comes to feel like a male or female. According to Sigmund Freud (1954), children identify with the same-sex parent out of sexual love for the opposite-sex parent and fear of punishment from the same-sex parent for the love. In other words, a boy identifies with his father because he loves his mother (Oedipus complex) and is fearful that his father, who also loves his mother, will punish him for that love. A girl identifies with her mother because she loves her father (Electra complex) and is fearful that her mother, who also loves her father, will punish her for that love. In identifying with the same-sex parent, children unconsciously take on the characteristics of that parent. A boy becomes like his father so that his mother will love him as she loves his father; and a girl becomes like her mother so that her father will love her as he loves her mother.

2.8.2 Social Learning Theory

This theory deals with how one comes to behave as a male or female. According to theorists Walter Mischel (1970) and Albert Bandura (1989), children behave in what are considered to be gender-appropriate ways because they are reinforced or rewarded when they do so and punished when they do not by the various agents of socialization. Boys identify with male models (usually their fathers) because they are rewarded for doing so. Girls identify with female models (usually their mothers) for the same reason. Children choose model with whom to identify on the basis of whether the model is perceived to be like them, is warm and affectionate, and has prestige in their eyes. When children identify with the same-sex parent, they incorporate that parent's behaviour into their own.

2.8.3 Cognitive Developmental Theory

This theory deals with how one comes to think of oneself as a male or female. According to Lawrence Kohlberg (1966), the assumption of gender role behaviour is part of the child's total cognitive development. On the basis of their observations and interactions, children accommodate, or reconcile, the differences between the categories of male and female. Once children know and understand the concepts of maleness and femaleness (about age 5 or 6), they then assimilate the appropriate gender behaviour that matches their biological sex. In other words, a boy thinks, "I am a boy; therefore I do boy things," and a girl thinks, "I am a girl; therefore I do girls things." What children consider being appropriate, gender behaviour depends on their experiences in the family, peer group, school, and community and what they observe in the media.

2.8.4. Gender Schema Theory

Gender schema theory proposed by Sandra Bem (1981), as well as by Martin and Halverson (1981, 1987), deals with how one comes to perceive oneself as a male or female by processing gender-linked information. A schema (plural schemata) is a conceptual framework of one's experiences and understandings. It explains how children code new information in gender terms. As children develop, they observe male and female behaviour around them. Consequently, they form a schema for what males do in their society and another for what females do. These gender schemata influence how new information gets processed, guiding selective attention and imitation of same-sex models. For example, a girl observes her mother and her grandmother cooking. She also observes her father and other males doing repairs. About age 4 to 5, she can conceptualize that girl's cook and boys fix things. Since she knows she is a girl, she chooses to engage in cooking activities rather than working with tools at preschool. Thus, she gains information about cooking and rejects information about building or doing repairs. By age 7 to 8, gender behaviour is fairly rigid. Gender schema theory helps to explain why gender stereotypes are self-perpetuating and difficult to modify. It is as if one's earliest socialization experiences with gender set the path for later ones.

Gender schema theory also proposes that self-concept is associated with the degree to which children perceive themselves as congruent with their schema of male or female. If their behaviour matches what they interpret as appropriate to their gender, they feel positive about themselves; if they do not conform to the stereotype, they feel negative about themselves.

CHAPTER THREE

Research design and Methodology

3.1. Introduction

This chapter describes the research methodology that was used to answer the research questions and to achieve the objectives of the study. It gives an overview of the approaches that were used in the study, study location and population where the study was conducted, sample technique, data collection and method used to collect the data, ethical issues that were encountered in the process of the study and data analysis.

3.2. Overview of methodological approaches

This research was based on qualitative and quantitative research design commonly called mixed method or triangulation.

3.2.1. Qualitative approach

A qualitative research methodology was used to collect and truncate data from the respondents pertaining to gender differences in the socialization patterns of the children within the family. A qualitative approach was ideal in order to study things in their natural setting, and to attempt to make sense of, or interpret phenomena in terms of the meaning respondents bring to the researcher. Qualitative research was used in order to understand the social life and the meaning that people attach to the everyday life. It seeks to understand the respondents' values and beliefs and it is concerned with the explanation of reality from the respondents' perspectives as well as keenly observing their natural surroundings (Kumar; 2005). Qualitative researchers employ methods that ground analysis in real life and this allows them to examine how social experience is created and given meaning; often this includes a search for underlying themes or patterns which emerge during the research process. Qualitative research focuses on obtaining a truthful description of how a problem or situation is experienced by those who live it. It is also concerned with the involvement of participating persons by privileging their experiences and striving to locate researchers and those providing information and data on an

equal plane. It studies things in their natural settings, attempting to make sense of, or interpret phenomena in terms of the meanings people bring. Qualitative research often focuses on small samples of participants with its value lying in the diversity and depth of the data collected and analysed and the complex understanding attained of the context and conditions under which particular findings appear. Moreover, qualitative research, using a small sample, is often very useful for identifying future research questions and directions.

The purpose of this study was to investigate and understand the gender differences in the socialization pattern of children within the family. The researcher wanted to understand how respondents feel about the gender differences in the socialization patterns. The researcher interviewed the respondents by asking them questions about gender differences in the socialization patterns within the families. The researcher used an interview method as it is the primary data collection strategy in qualitative approach (Kumar; 2005). Interviewing is often the major source of the qualitative data needed for understanding phenomenon under study. Questions were asked for experiences that parents have on raising their children, parents' opinions on how they treat their children, parents' feelings about the gender differences in the socialization patterns.

3.2.2. Quantitative approach

Quantitative research methodology was used to collect the demographic data from the respondents pertaining to gender differences in the socialization patterns of the children within the family. The aim of quantitative research is to determine the relationship between one thing (an independent variable) and another (a dependent or outcomes variable) in population (Kumar, 2005). Quantitative research is all about quantifying relationship between variables. Quantitative research method is used when something needs to be measured. Quantitative research usually contains numbers, proportions and statistics, and is invaluable for measuring people's attitude, their emotional and behavioural states and their ways of thinking. Quantitative research uses measurable data to formulate facts and uncover patterns in research. Quantitative data collection methods are much more structured. It is used to quantify attitudes, opinions, behaviors, and other defined variables – and generalize results from a

larger sample population. The purpose of quantitative research is to quantify data and generalize results from a sample to the population of interest. Quantitative research approach was used to collect the demographic information from parents and children through closed ended questionnaires.

3.2.3. Feminist Research Methodologies

This research was inspired by feminist epistemologies whose praxis is guided by an anti-patriarchal stance in doing research. Feminist research is contextual, inclusive, experiential involved, socially relevant, complete but not necessarily replicable, open to the environment and inclusive of emotions and events as experienced (Skeggs, 2004). It involves an on-going criticism of non-feminist scholarship, is guided by feminist theory, maybe trans disciplinary, aims to create social change, strives to represent human diversity, includes the researcher as a person, and frequently defines a special relationship with the reader. Putting gender in the centre of social inquiry, making women visible and representing women's perspectives are a major part of feminist critical research (Kumar, 2005).

The theory places emphasis on women's experiences, which are considered as a significant indicator of reality and offer more validity than does the method, in a wider context. Feminist research involves primarily the development of women's history from realms of experience (Kumar, 2005). Feminist research method is ideal when collecting data because it includes observation, participation, archival analysis and interviewing, thus combining the assets and weaknesses of each method. Some feminist researchers continue to reject positivism as an aspect of patriarchal thinking that separates the scientist from the phenomenon under study. Feminist research studies the social conditions of women in a sexist, male stream and patriarchal society and helps to validate feminist theories that have helped to explain the oppression of women brought about by the domination of men (Naples, 2003).

Kumar (2005) state that feminist researchers enter into the quest for knowledge reflecting their concerns on how to understand gendered relations. Their research is done with political commitment to identify and transform these relations. This methodology helps to validate feminist theories that have helped to explain the oppression of women brought about by the

domination of men. Ramazanoglu & Holland (2002) state that feminist researchers have long advocated that feminist research should not just be on women, but for women and, where possible, with men. According to Naples, (2003) feminist researchers have actively engaged with methodological innovation through challenging conventional or mainstream way of collecting, analysing, and presenting data. Feminist methodological challenges include the diversity of methodological and epistemological approaches (Ramazanoglu & Holland, 2002). Feminist research is concerned with issues of broader social change and social justice. According to Skeggs (2004), feminist research is distinct from non-feminist research because it begins from the premise that the nature of reality in western society is unequal and hierarchical; hence feminist research is imbued with particular theoretical, political and ethical concerns that make these varied approaches to social research, distinctive.

Feminist research studies the social conditions of women in a sexist main stream and patriarchal societies and enlightens people about taken-for-granted sexist practices and the gender-blindness of government and community practices that displaced, ignored the silenced women, led to an unequal and discriminating social order, and held them captive for millennia. Feminist research aims to explore the structures and conditions that contribute to the present situation. It enlightens the community to the factors that generate this phenomenon and propose ways that can help alleviate the problem. It empowers women and gives them a voice to speak about social life from their perspective. Feminists continue to challenge the adequacy of knowledge of gender produced by the authoritative voices of male-centred science and social science. They open up the methodological, political and ethical implications of claiming connections between ideas, experience and reality (Kumar, 2005).

3.3. Study location, population and introduction to the families

The study was carried out at Mashau Bodwe village in the Vhembe district of Limpopo province, South Africa and is located about 50 kilometres away from Makhado Town (Louis Trichardt). It is a rural dwelling ruled by the Chief. According to the statistics of Mashau Bodwe village from the Chief, the total population is 1905; the source of population number was given to the researcher by the chief of the village. The village is divided into two areas, namely, Tshivhade

and Mavhina. The study was conducted in all types of families within the village. Due to the fact that the study required the participation of parents, the researcher got permission from the chief of Mashau Bodwe village, and a letter from the supervisor that showed that the researcher wants to conduct the study with families. This enabled the researcher to gain access to the families.

3.4. Sampling techniques

Sampling is the process of selecting a few respondents (a sample) from a bigger group (the sample population) to become the basis for estimating the prevalence of information of interest to the researcher (Kumar, 2005). The researcher used 25 families to find out about the gender differences in the socialization patterns of children within the family. In those 25 families, 25 of the participants were mothers while 15 were fathers, ten children were purposively chosen from the families to find out about gender differences within their families and ten community members were purposively chosen within the community to participate in the study. The total number of participants who participated in the study was 60. The researcher used a purposive sampling technique, because in purposive sampling the researcher chooses who provides with the best information to achieve the objectives of the study. The families were purposively chosen because there were many families within the village and in those families parents were interviewed and some of the children who were purposively chosen were given questionnaires to answer.

3.5. Method of data collection

This was a descriptive study that seeks to understand the process of gender differences in the socialization patterns of children within the family. The study looked at how parents socialize their children differently, and why parents encourage their children to engage in gendered-type activities. The study used primary source to collect the information from the respondents. The study used closed-ended questionnaires, open-ended questionnaires and in-depth interviews to collect the information from the respondents.

In order to collect data from the parents, an in-depth interview and open-ended questionnaire were used to enable the parents to share information about the gender differences in the socialization patterns of children within the family. The interviews looked at the relationship that parents have with their children, the different treatment and encouragement that children get within the families and whether parents buy different toys for their children. In order to collect data from the children, closed-ended questionnaires were used to enable the children to share the information with the researcher about the way their parents socialize them according to their gender differences and different treatment they get from their parents. In order to collect data from community members, focus group discussion was used to get the information from the community members.

3.6. Limitation of study

The study was small due to time and resources. The study was only limited to those families that are found in Mashau Bodwe village.

3.7. Data Analysis

Data analysis involved simple frequencies to analyse the demographic characteristics of the respondents. Tables and matrices were created according to themes and responses were grouped in accordance to their relevance to the themes.

3.8. Ethical consideration

The researcher issued an informed consent form to the respondents and get verbal consent mostly from those that were interviewed after explaining what the research entails and the importance of their participation, to its success. Names and surnames were not written on the questionnaires to make the information to be private. Interviews with the family members were conducted within their homes. No one was able to know the identity of the responding family. The researcher did not force or cause any harm to the respondents when they did not want to participate in the study. Their information was also used in accordance to the ethics and consent letter. The researcher did not breach any confidentiality of the participants. The information that emerges from the respondents was documented and analysed.

3.9. Conclusion

The study used both qualitative and quantitative research approaches for data collection. The methods that were used to get the information from the participants were in-depth interviews, open-ended questionnaires and closed-ended questionnaires. A sample of 40 parents, 10 children and 10 community members participated in the study. The total number of 60 participants participated in the study.

Parents, children and community members within their families. The data was collected using closed ended questions to children, seeking the perspectives about gender bias within their families, gender differences in the socialization patterns within their families and task assigned to children according to their gender roles. And using closed and open ended questions and in depth interview to parents seeking information about how they felt when they gave birth to a baby boy or baby girl, differences between baby boy and baby girl and the importance of gender roles within the families. Data was collected from community members through focus group discussion seeking information why a family does expose the child to certain cultural experiences available in the society, why family functions as a system of interaction to the child, why children learn at a very early age what it means to be a boy or a girl within the society, form of gender bias or stereotyping children experience when they grow and why is there gender differences in the socialization of children within the family.

This study was conducted at Mochuu Sodwa village under Makhado Municipality. A total of 60 respondents participated in this study, 40 parents (25 mothers and 15 fathers), 10 children (5 boys and 5 girls) and 10 community members (5 males and 5 females). The core respondents for this study were parents who made up the total of 40. The other respondents of community members providing with the supporting information were 10 and 10 children which make up the total of 20. Different instruments were used for each category. Closed questionnaires were given to children, closed and open ended questionnaires and in-depth interviews were used to parents to collect the information. Focus group discussion was administered to community members. The data was collected last year (i.e. 1st June to 12 July 2013).

CHAPTER FOUR

Findings

4.1 Introduction

This chapter looked at the presentation of data collected. The data is presented in tables and matrices. Data was collected from parents, children and community members within their families. The data was collected using closed ended questions to children, seeking the information about gender bias within their families, gender differences in the socialization patterns within their families and task assigned to children according to their gender roles. And using closed and open ended questions and in depth interview to parents seeking information about how they felt when they gave birth to a baby boy or baby girl, differences between baby boy and baby girl and the importance of gender roles within the families. Data was collected from community members through focus group discussion seeking information why a family does expose the child to certain cultural experiences available in the society, why family functions as a system of interaction to the child, why children learn at a very early age what it means to be a boy or a girl within the society, form of gender bias or stereotyping children experience when they grow and why is there gender differences in the socialization pattern of children within the family.

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4.1.1. Demographic information of respondents.

Respondents categories	Age categories	Total freq	%	Respondents categories	Occupation	Frequency	%
Children	8-12	10	16.7	Children	Learners	10	16.7
Parents	25-30	3	5	Parents	Educators	10	16.7
	31-35	9	15		Care takers	5	8.3
	36-40	9	15		Traders	5	8.3
	41-45	9	15		unemployed	12	20
	46-50	7	11.6		Nurses	2	3.3
	51-55	3	5		Security guards	2	3.3
Community members				Accountants	3	5	
				Attorney	1	1.7	
	36-40	2	3.3	Community member		10	16.7
	41-45	3	5	Total		60	100
	46-50	1	1.7				
	51-55	2	3.3				
	56-60	2	3.3				
Total		60	100				
Sex categories	parents	children	Community members				
Male	15	5	5				
Female	25	5	5				
Total	40	10	10				

Table 1 above shows the demographic details of all the respondents in the sample population. All children fall between the ages of 8 to 12 makes up to 16.7 % of the total population. Five per cent of parents who participated in the study were between the ages of 25 to 30. Fifteen per cent of parents who participated in the study were between the ages of 30 to 35, another 15% of parents who participated in the study were between the ages of 36 to 40. Fifteen per cent of parents who participated in the study were between the ages of 41 to 45, while 11.6% of parents who participated in the study were between the ages of 46 to 50. Five per cent of parents who participated in the study were between the ages of 51 to 55. When it came to sex, 58.3% of participants who participated in the study were females, while 41.7% of participants who participated in the study were males. The occupation category with the highest population in this sample was unemployed parents with 24%. Twenty per cent of respondents were

educators (teachers). Ten per cent of parents who participated in the study were caretakers and traders. Six per cent of parents who participated in the study were accountants, while 4% of parents who participated in the study were nurses and security guards and 2% of parents who participated in the study were attorneys.

4.1.2 Parent's feelings after giving birth.

Matrix 1.1 showing responses from parents after giving birth to a baby girl.

Responses	Mothers	Fathers	Total	%
Very excited	15	5	20	50
Happy	5	2	7	17.5
Happy, but not that much	3	6	9	22.5
Bored, but I accept the baby	2	2	4	10
Total	25	15	40	100%

Matrix 1.1 above shows the feeling that parents felt when they gave birth to a baby girl. Fifty per cent of parents who participated in the study were very excited when they gave birth to a baby girl. The results shows that 37,7% of mothers who participated in the study were excited when they found out that they gave birth to a baby girl, and I quote " I was very excited when I gave birth to a baby girl because i did not have a baby girl I have boys only". The results show that 17.5% of parents were happy when they gave birth to a baby girl, while 22, 5% of parents were not that much happy when they gave birth to a baby girl, within that 22.5%, 7.5% of mothers said that they were not much happy when they gave birth to a baby girl because their husbands wanted the baby boy as they already have girls within their family. Fifteen per cent of fathers were not that much happy when they found out that they gave birth to a baby girl as they wanted someone who will carry their name when they are gone. Ten per cent of both parents were bored when they gave birth to a baby girl, the reason why they were bored when they gave birth to a baby girl was that they already had girls within their family but they have to accept the baby as it's a gift from God.

Matrix 1.2. showing responses from parents after giving birth to a baby boy.

Responses	Mothers	Fathers	Total	%
Very excited	25	15	40	100
Happy	0	0	0	0
Happy, but not much	0	0	0	0
Total	25	15	40	100%

When it came to a baby boy, 100% of parents were very excited because the baby was indeed a boy. The results show that majority of parents who participated in the study want a baby boy than a baby girl.

4.1.3 Parental relationship with sons and daughters

Matrix 1.3. Parents' relationship with son(s)

Responses	Mothers	Fathers	Total	Percentage
Good	22	13	35	87.5
Poor	3	2	5	12.5
Total	25	15	40	100%

Matrix 1.3 above indicates parental relationship with their sons. Almost 87.5% of parents who participated in the study said that they have a good relationship with their son(s). About 12, 5% of parents who participated in the study said that their relationship with their son(s) is poor.

Matrix 1.4 Parents relationship with daughter(s)

Responses	Mothers	Fathers	Total	Percentage
Good	25	8	33	82.5
Poor	0	7	7	17.5
Total	25	15	40	100%

Matrix 1.4 indicates the relationship between parents and their daughter(s). Almost 82.5% of parents who participated in the study have good relationship with their daughters. While 17.5% of parents (fathers) who participated in the study said that their relationship with their daughters is poor.

4.1.4 Differences between baby boy and baby girl.

Matrix 1.5 Differences between boys and girls

Responses	Mothers	Fathers	Totals	%
Girls are cute	25	15	40	100
Girls are protected more	25	15	40	100
Boys are thought to be stronger and are treated roughly	25	15	40	100
Boys are allowed to take risks	25	15	40	100
Total	125	75	200	100%

More than one reason were accepted

When coming to gender differences within the children, 100% of parents who participated in the study said that girls are cute and they do protected their girls more than boys. Hundred per cent of parents who participated in the study said that, boys are stronger, more aggressive and are treated more roughly than girls and they do allow boys to take risks.

4.1.5 Importance of gender roles.

Matrix 1.6 Importance of following gender roles to children

Responses	Mothers	Fathers	Total	%
Girls should be caring and nurturing	25	15	40	100
Girls should be quite and helpful	25	15	40	100
Helps boys to be independent	25	15	40	100
Boys should be uniqueness	25	15	40	100
Boys should become boys and girls become girls	25	15	40	100
Total	125	75	200	100%

More than one reason were accepted

Hundred per cent of parents who participated in the study said that it is important for the family to follow gender roles to their children, the reason given was that: “for girls it helps them to be caring and nurturing and it helps boys to be independent.” Hundred per cent of parents who participated in the study agreed that gender roles helps children to be who they want them to be in future.

4.1.6 Buying gender appropriate toys and clothes.

Matrix 1.7 Reason for buying gender appropriate toys and clothes

Responses	Mothers	Fathers	Total	%
Girls toys promotes nurturance, warmth and role play	25	15	40	100
Boys’ toys promote motor activity, physical distance and aggression.	25	15	40	100
It helps boys to be boys when they grow up.	25	15	40	100
It helps girls to be girls when they grow up.	25	15	40	100%

More than one reason were accepted

Matrix 1.7 above shows the reasons why parents buy appropriate toys and clothes for their children. Almost 100% of parents who participated in the study agreed that girl's toys promote nurturance, and caring. Hundred per cent of parents who participated in the study agreed that boy's toys promote motor activity that is why most of the males loves cars. Hundred per cent of parents who participated in the study said that gender appropriate toys help children to know who they are even when they grow up.

4.1.7 Importance of gender socialization within the children.

Matrix 1.8 Importance of gender socialization within the children

Responses	Mothers	Fathers	Total	%
Boys learn to manipulate their physical and social environment through physical strength or other skills.	25	15	40	100
Girls learn to present themselves as objects to be viewed.	25	15	40	100
Total	50	30	80	100%

More than one reason were accepted

All parents who participated in the study agreed that there is a gender difference in the socialization patterns of children within their family. Hundred per cent of parents who participated in the study agreed that gender differences in the socialization pattern helps children to know their identity; boys learn to manipulate their physical strength and social environment through physical strength, while girls learn to present themselves as objects to be viewed.

Reason	Total	Percentage
"Want to play with her"	2	8
"Want to play with her"	6	24
"Want her to take me as her role model"	7	28
"Want to teach her how to nurture and raising others"	10	40
Total	25	100%

4.1.8. Fathers working with male child, mothers with female child.

Matrix 1.9 Reasons why fathers prefer working with their sons than daughters

Responses	Total	Percentage
"Want to bond with the son"	7	46.7
"Want to be his role model"	3	20
"Want to build a strong and healthy relationship"	3	20
"Want him to learn to take responsibility for his own actions".	2	13.3
Total	15	100%

Matrix 1.9 above shows that 46.7% of fathers who participated in the study said that they do prefer working with their sons because they want to bond with them as they are the same sex. Twenty per cent of fathers who participated in the study said that that they prefer working with their sons because they want their sons to take them as good role models. About 20% of fathers who participated in the study said that they want to build a strong and a healthy relationship with their sons. Almost 13.3% of fathers who participated in the study said that they want their sons to learn to take responsibility for their own actions that is why they prefer working with them.

Matrix 2.1 Reasons why mothers prefer working with their daughters than sons

Responses	Total	Percentage
"She is like a sister"	2	8
"Want to bond with her"	6	24
"Want her to take me as her role model"	7	28
"Want to teach her how to nurture and helping others".	10	40
Total	25	100%

4.1.8. Fathers working with male child, mothers with female child.

Matrix 1.9 Reasons why fathers prefer working with their sons than daughters

Responses	Total	Percentage
"Want to bond with the son"	7	46.7
"Want to be his role model"	3	20
"Want to build a strong and healthy relationship"	3	20
"Want him to learn to take responsibility for his own actions".	2	13.3
Total	15	100%

Matrix 1.9 above shows that 46.7% of fathers who participated in the study said that they do prefer working with their sons because they want to bond with them as they are the same sex. Twenty per cent of fathers who participated in the study said that that they prefer working with their sons because they want their sons to take them as good role models. About 20% of fathers who participated in the study said that they want to build a strong and a healthy relationship with their sons. Almost 13.3% of fathers who participated in the study said that they want their sons to learn to take responsibility for their own actions that is why they prefer working with them.

Matrix 2.1 Reasons why mothers prefer working with their daughters than sons

Responses	Total	Percentage
"She is like a sister"	2	8
"Want to bond with her"	6	24
"Want her to take me as her role model"	7	28
"Want to teach her how to nurture and helping others".	10	40
Total	25	100%

Matrix 2.1 Above indicate why mothers prefer working with their daughters, 8% of mothers who participated in the study said that they prefer working with their daughters as they are like sisters to them. Twenty per cent of mothers who participated in the study said that they want to bond with their daughters. Twenty eight per cent of mothers who participated in the study said that they want their daughters to take them as their role model, while 40% of mothers who participated in the study said that they want their daughters to learn how to nurture, helping and taking care of others.

4.1.9. Interaction of boys with boys.

Table 2. Interaction of boys with boys

Respondents	No of respondents		Percentage (%)	
	Yes	No	Yes	No
Parents	40	0	100	0
Total	40	0	100%	0%

Table 2 above shows that it is important for boys to interact with boys. Hundred per cent of parents who participated in the study agreed that boys should interact with other boys.

4.2.1. Interaction of girls with girls.

Table 3. Interaction of girls with girls

Respondents	No of respondents		Percentage (%)	
	Yes	No	Yes	No
Parents	40	0	100	0
Total	40	0	100%	0%

Hundred per cent of Parents who participated in the study agreed that even girls should interact with other girls because it will help them to know who they are and the kind of things that they should do should be done by girls.

4.2.2. Contribution of words and actions to gender socialization.

Table 4. Contribution of words and action to gender socialization

Respondents	No		Percentage (%)	
	Yes	No	Yes	No
Parents	31	9	77.5	22.5
Total	40		100%	

When it came to contribution of words and action to gender socialization, 77.5% of parents who participated in the study agreed that their words and action do contribute to gender socialization. While 22.5% of parents who participated in the study disagree that their words and action contribute to gender socialization. By words and actions, this study implies the

words as well as the manner in which they are uttered by girls. By action it means the steps taken in the process of actualizing the meanings behind these words.

4.2.3. Different treatment between boys and girls.

Table 5. Different treatment to children.

Respondents	No		Percentage (%)	
	Yes	No	Yes	No
Parents	27	13	67.5	32.5
Total	40		100%	

Table 5 above indicates different treatment of children within the families. The results show that 67.5% of parents who participated in the study do treat their children differently as they are not the same sex. Almost 32.5% of parents who participated in the study do not treat their children differently, for them all the children are the same and they have to be treated equally.

4.2.4 Parental act on the basis of the child's sex.



Table 6. Parents act on the basis of the child sex

Respondents	No of respondents		Percentage (%)	
	Yes	No	Yes	No
Parents	24	16	60	40
Total	40		100%	

Sixty per cent of parents who participated in the study agreed that it is important for them as parents to act on the basis of the child sex. Forty per cent of parents who participated in the study said that it is not important for the parents to act on the basis of the child sex, as all children are the same, but differ in sex.

4.2.5 Parental gender expectations in children's toys

Table 7. Gender expectation in children's toys

Respondents	No of respondents		Percentage (%)	
	Yes	No	Yes	No
Parents	40	0	100	0
Total	40	0	100%	0%

Table 7 above indicates that 100% of parents who participated in the study show that parents do expect gender differences through the toys that children play with. It is expected for a boy to play with guns or trucks not to play with dolls.

4.2.2. Inside chores

4.2.6 Gender appropriate toys

Table 8. Buying gender appropriate toys

Respondents	No of respondents		Percentage	
	Yes	No	Yes	No
Parents	40	0	100	0
Total	40	0	100%	0%

Hundred per cent of parents who participated in the study agreed that they do buy gender appropriate toys for their children in order to make them to know who they are even when they grow up.

4.2.7. Outside chores

Table 9. Outside chores for boys.

Respondents	No of respondents		Percentage	
	Yes	No	Yes	No
Parents	23	17	57.5	42.5
Total	40		100	

Table 9 indicates that 57.5% of parents who participated in the study agreed that maintenance chores such as repairs, gardening and mowing the lawn are done by boys instead of girls while 42.5% of parents who participated in the study disagreed that maintenance chores are not done by boys only; even girls can do gardening and mow the lawn too.

4.2.8. Inside chores

Table 10. Inside chores or domestic chores are for girls.

Respondents	No of respondents		Percentage	
	Yes	No	Yes	No
Parents	23	17	57.5	42.5
Total	40		100%	

The result shows that 57.5% of parents who participated in the study agreed that domestic chores such as cooking and cleaning are suitable for girls only, while 42.5% of parents who participated in the study disagreed that domestic chores are suitable for girls only, even boys do wash the dishes or clean the house.

4.2.9 Gender roles through reward and punishment

Table 11. Children learn gender roles through reward and punishment from parents.

Respondents	No of respondents		Percentage	
	Yes	No	Yes	No
Parents	35	5	87.5	12.5
Total	40		100%	

Table 11 above shows that 87.5% of parents who participated in the study agreed that their children learn gender roles through the reward and punishment they receive. If it is a girl, she will be rewarded for behaving like a girl and a boy will be punished for behaving like a girl, while 12.5% of parents who participated in the study do not agree that children learn gender roles through the reward and punishment they receive.

4.3.1 Gender stereotype through communication

Table 12. Communication towards children reflect gender stereotype.

Respondents	No of respondents		Percentage	
	Yes	No	Yes	No
Parents	34	6	85	15
Total	40		100%	

Table 12 indicates that 85% of parents who participated in the study agreed that communication towards children reflect gender stereotype. About 15% of parents who participated in the study disagreed that communication towards children reflect gender stereotype.

4.3.2 Gender roles through observation

Table 13. Children learn gender roles by observing their parents.

Respondents	No of respondents		Percentage	
	Yes	No	Yes	No
Parents	40	0	100	0
Total	40		100%	

Almost 100% of parents who participated in the study agreed that their children learn gender roles by observing their parents. E.g. a girl observes her mother cooking in the kitchen, learns that cooking is for females not males, while a boy observe his father fixing or doing repairs learns that repairs is for males, not females. *there is gender bias or stereotyping*

4.3.3 Feminine toys

Table 14. Feminine toys encourage quiet and nurturing.

Respondents	No of respondents		Percentage	
	Yes	No	Yes	No
Parents	40	0	100	0
Total	40		100%	

Almost 100% of parents who participated in the study agreed that feminine toys encourage quietude and nurturing for girls when they grow up.

4.3.4 Gender stereotyping

Table 15. Gender bias or stereotyping of children within the family.

Respondents	No of respondents		Percentage	
	Yes	No	Yes	No
Boys	3	2	30	20
Girls	5	0	50	0
Total	8	2	80	20
Total	10		100%	

About 30% of boys who participated in the study agreed that there is gender bias or stereotyping within their families, while 20% of other boys who participated in the study disagreed that there is gender bias within their families. Fifty per cent of girls who participated in the study agreed that within their families there is gender bias or stereotyping.

4.3.5 Parental role model

Table 16. Parental role model at home.

Respondents	No of respondents		Percentage	
	Yes	No	Yes	No
Boys	5	0	50	0
Girls	5	0	50	0
Total	10	0	100%	0

Almost 100% of both boys and girls who participated in the study agreed that their parents play as a role model within their families.

4.3.6 Different treatment between boys and girls

Table 17. Different treatment of children within the family.

Respondents	No of respondents		Percentage	
	Yes	No	Yes	No
Boys	3	2	30	20
Girls	4	1	40	10
Total	7	3	70	30
Total	10		100%	

Table 17 above indicate different treatment of children within the families. Forty per cent of girls and 30% of boys who participated in the study agreed that their parents do treat them differently. While 20% of boys and 10% of girls who participated in the study said that their parents treat them the same.

4.3.7 Parental influence in children's toys

Table 18. Parental influence in terms of toys and clothes.

Respondents	No of respondents		Percentage	
	Yes	No	Yes	No
Boys	5	0	50	0
Girls	5	0	50	0
Total	10		100%	

Hundred per cent of both boys and girls who participated in the study agreed that their parents influence gender socialization through the toys and clothes they buy for them.

4.3.8 Gender expectation through toys

Table 19. Gender expectation through toys.

Respondents	No of respondents		Percentage	
	Yes	No	Yes	No
Boys	5	0	50	0
Girls	5	0	50	0
Total	10		100%	

When it came to gender expectation, 100% of both boys and girls who participated in the study agreed that their parents do expect them to act to their gender through the toys they buy for them.

4.3.9 Tasks according to child's gender

Table 20. Tasks according to child's gender.

Respondents	No of respondents		Percentage	
	Yes	No	Yes	No
Boys	3	2	30	20
Girls	4	1	40	10
Total	7	3	70	30
Total	10		100%	

Almost 30% of boys who participated in the study agreed that their parents give tasks or act according to their gender. Forty per cent of girls who participated in the study agreed that their parents act according to their gender. Thirty per cent of both boys and girls who participated in the study said that their parents do not give them tasks according to their gender.

4.4.1 Parental influence on choosing roles

Table 21. Parental influence on choosing roles for children.

Respondents	No of respondents		Percentage	
	Yes	No	Yes	No
Boys	5	0	50	0
Girls	5	0	50	0
Total	10		100%	

Almost 100% of both boys and girls who participated in the study agreed that their parents do influence them on choosing the role for them. Mothers choose a role for their girls, while fathers choose for their boys.

4.4.2 Gender socialization within the family

Table 22. Gender socialization within the family.

Respondents	No of respondents		Percentage	
	Yes	No	Yes	No
Boys	5	0	50	0
Girls	5	0	50	0
Total	10		100%	

Table 22 indicates that 100% of both boys and girls who participated in the study agreed that there is gender socialization within their families in terms of the toys, clothes, home chores, words and action towards them.

4.4.3 Family expose children to certain cultural experiences

Matrix 2.2. Reasons why a family does expose children to certain cultural experiences.

Responses	Total	Percentage
It helps children to know their ethnicity.	4	40
It helps children to develops physical and intellectual skills that build self esteem	2	20
It teach a child the importance of culture	2	20
Helps children to grow in a good manner	2	20
Total	10	100%

Matrix 2.2 above indicates that 40% of community members who participated in the study said that exposing the child to certain cultural experiences help children to know their ethnicity. Twenty per cent of community members who participated in the study said that exposing the child to certain cultural experiences helps children to develop physical and intellectual skills that build self-esteem. Twenty per cent of community members who participated in the study

said that it teaches children the importance of culture while 20% of community members who participated in the study said that it helps children to grow in a good manner.

4.4.5 Being a boy or a girl at early age

4.4.4 Family functions as a system of interaction

Matrix 2.3 Reasons why a family functions as a system of interaction to the child.

Responses	Total	Percentage
family is the primary socialization to the child	5	50
Because it's the responsibility of the family to take care of the child	2	20
Family teaches the children who they are and how they should behave	3	30
Total	10	100%

Fifty per cent of community members who participated in the study said that family functions as a system of interaction to the child because a family is the primary socialization to the child. Twenty per cent of community members who participated in the study said that it is the responsibility of the family to take care of the child that is why they are the system of the interaction to the child while 30% of community members who participated in the study said that a family teaches a child who he/she is and how he/she should behave.

4.4.6 Gender difference in the socialization patterns within the family

Matrix 2.5 How is Gender difference in the socialization pattern of children within the family show itself?

Responses	Total	Percentage
Children are treated differently	3	30
Children learn the appropriate behaviour and attitudes considered for their given sex.	7	70
Total	10	100%

4.4.5 Being a boy or a girl at early age.

Matrix 2.4 Why do Children learn at a very early age what it means to be a boy or a girl in our society?

Responses	Total	Percentage
It teaches them who they are when they grow up.	4	40
It helps them to know their gender roles	2	20
Parents act towards children on the basis of the child's sex	1	30
Parents expect their children to behave differently	1	10
Total	10	100%

Matrix 2.4 above indicates that 40% of community members who participated in the study said that children learn at a very early age what it means to be a boy or a girl because it teaches them who they are when they grow up. Twenty per cent of community members who participated in the study said that it helps children to know their gender roles. Thirty per cent of community members who participated in the study said that children learn at a very early age what it means to be a boy or a girl because their parents act on the basis of the child's sex, whereas 10% of community members who participated in the study said that parents expect their children to behave differently.

4.4.6 Gender difference in the socialization patterns within the family

Matrix 2.5 How is Gender difference in the socialization pattern of children within the family show itself?

Responses	Total	Percentage
Children are treated differently	3	30
Children learn the appropriate behaviour and attitudes considered for their given sex.	7	70
Total	10	100%

CHAPTER FIVE

Discussion

Matrix 2.5 above indicates that 70% of community members who participated in the study said that gender difference in the socialization pattern helps children to learn the appropriate behaviour and attitudes considered for their given sex. Thirty per cent of community members who participated in the study said that there is gender differences in the socializing patterns because children are treated differently within their families.

4.4.7 Importance of following gender roles

Matrix 2.6. Importance of following gender roles assigned by the society within the family.

Responses	Total	Percentage
Children should know their gender roles when they grow up.	3	30
Helps children to know who they are	5	50
Helps children to learn the appropriate behaviour and attitudes from the family	2	20
Total	10	100%

Thirty per cent of community members who participated in the study said that the importance of following gender roles assigned by the society helps children to know their gender roles when they grow up. While 50% of community members who participated in the study said that following gender roles helps children to know who they are. Twenty per cent of community members who participated in the study said that following gender roles helps children to learn the appropriate behaviour and attitudes from the family.

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CHAPTER FIVE

Discussion

5.1 Introduction

The purpose of the study was to investigate and understand the process of gender differences in the socialization patterns of children in a variety of Mashau Bodwe village families, from different socialization and different behaviours of both sexes and to explore differences in the ways that parents and children communicate. This chapter brings together the issues that emerged from the findings. It discusses the findings according to the objectives of the study and relates them to the literature and the wider social context in order to support the finding of the study. The study set out to consider the following objectives;

- To investigate gender differences in the socialization patterns of children in Mashau Bodwe village by examining the different treatments given to boys and girls at home.
- To establish the structural and symbolic dimension of the relationship between parents and their children
- To identify factors that lead parents to encourage their children to engage in the different gender roles meant for them.
- To identify the reasons why fathers prefer working with their male children and mothers with their female children.
- To establish the reason why parents buy appropriate toys for their children (for example, computer games for boys and dolls for girls).

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5.2 To investigate if there is gender differences in the socialization patterns of children within the family by examining the different treatment given to boys and girls at home. that 100% of

parents were very excited when they gave birth to a baby boy because they have found With regard to the study objective which sought to confirm that there is gender differences in the socialization pattern of children within the family, the findings in matrix 1.8 (page 34) proved that parents do socialize their children differently. Hundred per cent of both parents responded that gender differences in socializing helps boys to manipulate their physical and social environment through physical strength or other skills. In girls it helps them to learn to present themselves as objects to be viewed.

Table 5 (page 37) indicates the different treatment between children. The results indicate that 67.5% of parents who participated in the study responded that they do treat their children differently because of their sex. According to Wharton (2004) from birth, parents act towards children on the basis of the child's sex. Baby boys are perceived to be less fragile than girls and tend to be treated more roughly by their parents. Baby girls are cute, sweet and cuddly and receive more gentle treatment. Matrix 1.5 (page 32) indicates that 100% of parents agreed that girls are protected more than boys, while boys are also allowed to take risk, meaning that there is gender difference in treating their children. The way parents treat their children shows that there is a gender difference within the family because boys are allowed to take risk or to climb trees while girls are not allowed to do so, according to Leaper (2000), parents do treat their sons and daughters differently. Studies show that parents describe their new born sons as stronger, more alert, and more coordinated than daughters and they describe their new born daughters as small, softer and more fragile than sons.

Matrix 1.1 (page 30) indicates that 50% of parents were very excited when they gave birth to a baby girl because they were having boys only in their family so they needed a baby girl so that they should balance their family composition. The other 10% of parents who participated in the study were bored because they gave birth to a baby girl; the reason given was that they already had girls in their families so they needed a baby who will carry out their name when they are gone, it is only a baby boy who could inherit their name. This findings show that a baby boy is

more important than a baby girl to some of the respondents who participated in the study because baby boys do inherit their parents' name. Matrix 1.2 (page 31) indicates that 100% of parents were very excited when they gave birth to a baby boy because they have found someone who will inherit their surname, others were very excited because they wanted to please their husbands. It is true that there is gender difference in the socialization pattern of children within the family because even community members in matrix 2.4 (page 48) suggested that gender socialization helps children to learn the appropriate behaviour and attitudes for their given sex, meaning that boys should learn to be boys, while girls should learn to be girls that is why most of the parents treat their children differently and socialise them differently.

5.3. To establish the structural and symbolic dimension of the relationship between parents and their children.

Matrix 1.4 (page 31) indicates that 100% of mothers are closer with their daughters than their sons. Mothers tend to identify with daughters more closely and encourage their daughters to be more connected to them. According to Segrin and Flora (2005) mothers tend to talk more about emotions and relationships with daughters than with sons, and mothers tend to repeat infant daughter's vocalization more than those of infant sons, perhaps because of the bond mothers have with their daughters.

Lamb (2004) states that regarding relationships within the family, warm, positive father-son and mother-daughter relationship lead to the strongest gender role identification. Sons model their father's behaviour and daughters model their mother's, which is why 100% of mothers who participated in the study had a good relationship with their daughters. Twenty per cent of fathers participated in the study said that they have a poor relationship with their daughters as they are not more connected with them, because they do not spend more time with their daughters or to play with them. In matrix 1.3 (page 31), 100% of fathers have a good relationship with their sons as they are more connected to them and they do play with their sons. Segrin and Flora (2005), state that fathers tend to engage in activities more with sons

than with daughters. This study objective indicates that mothers have a good relationship with both sexes than fathers do.

According to theorist Sigmund Freud (1954), children identify with the same-sex parent out of sexual love for the opposite-sex parent and fear of punishment from the same-sex parent for the love. In other words, a boy identifies with his father because he loves his mother (Oedipus complex) and is fearful that his father, who also loves his mother, will punish him for that love. A girl identifies with her mother because she loves her father (Electra complex) and is fearful that her mother, who also loves her father, will punish her for that love. In identifying with the same-sex parent, children unconsciously take on the characteristics of that parent. A boy becomes like his father so that his mother will love him as she loves his father; and a girl becomes like her mother so that her father will love her as he loves her mother. According to the results in matrix 1.3 (page 31) and 1.4 (page 31), 100% of parents have a good relationship with their same sex children.

5.4. Factors that lead parents to encourage their children to engage in the different gender roles meant for them.

This study objective sought to confirm that parents do communicate gender expectations through the house hold chore they assign to their sons and daughters. Girls are more likely to be responsible for domestic duties such as cleaning and cooking and boys are still more likely to be responsible for chores such as outdoor work, painting and do some repairs. Matrix 1.6 (page 33) indicates the importance of following gender roles to children. Up to 100% of parents agreed that girls should be caring, nurturing, and helpful so that when they grow up they should be able to take care of others, while boys should learn to be independent. These indicate that parents do encourage their children to engage in different gender roles meant for them.

According to theorist Lawrence Kohlberg (1966), the assumption of gender role behaviour is part of the child's total cognitive development. On the basis of their observations and interactions, children accommodate, or reconcile, the differences between the categories of

male and female. Once children know and understand the concepts of maleness and femaleness (about age 5 or 6), they then assimilate the appropriate gender behaviour that matches their biological sex. In other words, a boy thinks, "I am a boy; therefore I do boy things," and a girl thinks, "I am a girl; therefore I do girls things." Table 2 & 3 (page 36) shows that 100% of parents do want their children to interact with their same sex and their behaviour must match their biological sex.

Matrix 2.1 (page 35) indicates that 90% of mothers want to be close with their daughters so

Table 6 (page 38) indicate that 60% of parents normally act on the basis of the child's sex. Almost 57.5% of parents agreed that outside chores such as repairs, painting and gardening are suitable for boys only. It is rare in the village to find a girl painting a house or doing some repairs. That same 57.5% of parents in table 10 (page 40) said that domestic chores are suitable for girls only, while 42.5% of parents disagree. Leaper, Anderson & Sanders (1998), state that girls are rewarded for being cooperative, helpful, nurturing and deferential-all qualities consistent with social views of being feminine.

Table 10 (page 40) shows that 57.5% of parents agree that domestic chores are suitable for girls only, while 42.5% of parents disagree. In their

5.5. Reasons fathers prefer working with their male children and mothers with their female children.

Although it is generally accepted that parents socialize their children differently according to gender, there are differences between mothers and fathers. Fathers pressure their children more to behave in gender appropriate ways. Fathers set their standards of achievement for their sons more than their daughters; play more interactive games with their sons and encourage them to explore their environments (Renzetti & Currran 2003). In matrix 1.9 (page 35), about 46.7% of fathers want to bond with their sons that is why they prefer working with their sons. Fathers emphasize the interpersonal aspects of their relationships with their daughters and encourage closer parent-child proximity. Mothers also reinforce the interpersonal aspect of their parent- daughter relationship.

According to theorists Walter Mischel (1970) and Albert Bandura (1989), children behave in what are considered to be gender-appropriate ways because they are reinforced or rewarded when they do so and punished when they do not by the various agents of socialization. Boys

identify with male models (usually their fathers) because they are rewarded for doing so. Girls identify with female models (usually their mothers) for the same reason. Children choose model with whom to identify on the basis of whether the model is perceived to be like them, is *warm and affectionate*, and has prestige in their eyes. When children identify with the same-sex parent, they incorporate that parent's behaviour into their own.

Matrix 2.1 (page 35) indicates that 40% of mothers want to be close with their daughters so that they should learn how to nurture, taking care of others and helping others. Mother typically engage in more "emotion talk" with their daughters than with their sons, and unsurprisingly as early as first grade, girls are more adept at monitoring emotion and social behaviour. Many studies have found that there are differences between the way mothers and fathers communicate with children. Sons often relate to fathers and model themselves after fathers. Fathers tend to deal with sons with instrumental responses and suggest ways of resolving problems without really listening or trying to understand some perspectives. In their reactions to their children, fathers use directives that elicit little responses but focus on solution. Mothers tend to use a different style when communicating with their children (Renzetti & Curran, 2003).

5.6. To establish the reason why parents buy appropriate toys for their children

With regards to the study objective which confirms that parents do buy gender appropriate toys for their children it is indicated that parents buy different toys for their sons and daughters, for example boys are given trucks, war toys and sports equipment; girls are given dolls and doll houses. Matrix 1.7 (page 33) shows reasons why parents buy gender appropriate toys. About 100% of parents said that girl's toys promote nurturance, warmth and role play; while boys' toys promote motor activity, physical distance and aggression. Children's toys reflect parents gender expectations. Table 8 (page 39) indicates that parents buy appropriate toys for their children because they want different behaviour within their children. A toy plays an important role in teaching children gender appropriate roles and remains an important domain of socialization.

6. References

6.1 5.7. Conclusions.

- The findings of the study indicate that there is a gender difference in the socialization patterns of children within the family, because children are being treated differently within their families.
- The findings indicate that parents do have a good relationship with their children, more especially mothers because they have a good relationship with both sexes.
- The findings of the study indicate that parents do encourage their children to engage in the different gender roles meant for their children so that they should learn gendered behaviours and attitudes.
- The findings of the study indicate that fathers do prefer working with their sons than daughters because they want to bond with them and build a strong relationship.
- The findings of the study indicate that parents do buy gendered appropriate toys for their children as the sex are not the same.

5.8. Recommendations.

Based on the findings of the study the following recommendations were developed:

- Parents should not socialize and treat their children differently as it develops gender stereotypes.
- Parents should have a good relationship with their children irrespectively of their sex or gender.
- **Fathers must prefer working with their daughters as they do with their sons.**
- Parents should encourage their children to do any gender roles irrespectively of their sex.
- Parents should not act on the basis of the child's sex.

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4. Number of children you have _____

5. How many boys do you have? _____

6. How many girls do you have? _____

7. How did you feel when you got a baby girl?

8. How did you feel when you got a baby boy?

9. How is your relationship with your son(s)

10. How is your relationship with your daughter(s)

11. Is there any different between baby boy and baby girl? Why do you say so?

12. Is it important for the family to follow gender roles to your children? Why do you say so?

13. Why do you buy gender appropriate toys and clothes to your children?

Appendix 1: Questionnaire for parents

Kindly assist the researcher by answering the questions below as honestly as you can.

1. Age _____
2. Gender _____
3. Occupation _____
4. Number of children you have _____
5. How many boys do you have? _____
6. How many girls do you have? _____
7. How did you feel when you got a baby girl?

8. How did you feel when you got a baby boy?

9. How is your relationship with your son(s)

10. How is your relationship with your daughter(s)

11. Is there any different between baby boy and baby girl? Why do you say so?

12. Is it important for the family to follow gender roles to your children? Why do you say so

13. Why do you buy gender appropriate toys and clothes to your children?

14. Is there a gender difference in the socialization of children within your family?

15. Why do you as fathers prefer working with your son's?

16. Why do you as mothers prefer working with your daughter's?

17. Are you aware of how much your words and actions contributing to your children's gender role socialization? (Yes) (No)

18. Is it important to treat your sons and daughter differently? (Yes) (No)

19. Do you act on the basis of the child's sex? (Yes) (No)

20. Do children's toys reflect parents' gender expectation? (Yes) (No)

21. Do you buy gender appropriate toys for your children? (Yes) (No)

22. Are maintenance chores such as mowing the lawn suitable for boys only? (Yes) (No)

23. Are domestic chores such as cooking, washing clothes and cleaning the house suitable for girls only? (Yes) (No)

24. Do children learn gender roles through the reward and punishments they receive for various behaviours? (Yes)(No)

25. Do your communications towards your children reflect gender stereotypes? (Yes)(No)

26. Do you communicate gender expectations through the toys and clothes you give to your children? (Yes)(No)

27. Do your children often learn the roles socially prescribed for boys and girls by observing you as the parents? (Yes) (No)

28. Does feminine toys such as dolls, encourage quite, nurturing interaction with others? (Yes) (No)

Appendix 2: Questionnaire for children

Kindly assists the researcher by answering the questions below as honestly as you can.

1. Age _____
2. Gender _____
3. Grade _____
4. How many brothers do you have? _____
5. How many sisters do you have? _____
6. Do you experience some form of gender bias or stereotyping within your family? [Yes]
[No]
7. Do your parents' play as a role model at home or in the community? [Yes] [No]
8. Do your parents treat you differently? [Yes] [No]
9. Do your parents strongly influence you in terms of the clothes to wear and the toys you should play with? [Yes] [No]
10. Do your toys reflect your parents' gender expectations? [Yes] [No]
11. Do your parents assign you tasks according to your gender? [Yes] [No]
12. Are your Parents more influential in choosing your role as a boy or girl? [Yes] [No]
13. Is the gender difference in the socialization pattern in your family? [Yes] [No]

14. Why is it important for the family to follow gender roles assigned by the society?

Thank you for your time

Appendix 3: Topic guide for community members; focus group discussions.

Kindly assists the researcher by answering the questions below as honestly as possible

1. Age _____
2. Gender _____
3. Occupation _____
4. Why do a family exposes the child to certain cultural experiences available in the society? _____

5. Why does a family function as a system of interaction to the child?. _____

6. Why do children learn at a very early age what it means to be a boy or a girl in our society?

7. *Why is there gender difference in the socialization pattern of children within the family?*

8. *Why is it important for the family to follow gender roles assigned by the society?*

Thank you for your time