

CHAPTER III
PRESENTATION AND ANALYSIS
OF THE DATA

III.1 Presentation of the Data

After collecting the questionnaires, the writer selects them and counts until the exact number of respondents' perception is obtained. There are 50 questionnaires distributed among respondents with lower education. The respondents are those who have received basic education, from elementary and junior high school. They fill out the questions by crossing the the options, female, male, or male/female. This table below shows how many respondents choose female, male or male/female for *perawat*, choose female.

male, or male/female for *dokter* and so forth. From the data, statistical accounting can be determined. The result from those questionnaires would be joined together with the result from questionnaires from people whose education is higher.

Table 3 : Lower education

	<i>Female</i>	<i>Male</i>	<i>Male / Female</i>
<i>Perawat</i>	44	3	3
<i>Dokter</i>	5	10	35
<i>Sekretaris</i>	42	7	1
<i>Direktur</i>	4	30	16
<i>Pembantu</i>	28	1	21
<i>Polisi</i>	2	19	29
<i>Insinyur</i>	5	23	22
<i>Montir</i>	-	38	12
<i>Baby sitter</i>	47	2	1
<i>Pilot</i>	3	45	2
<i>Kepala sekolah</i>	2	18	30
<i>Penjahit</i>	15	4	31
<i>Profesor</i>	3	34	13
<i>Perampok</i>	1	36	13
<i>Penari</i>	36	-	14

From the table above it still can be seen some occupations that belong to a certain gender. Although the percentage is not 100 %, it shows us that a certain occupation is still associated with a certain gender. For example

perawat, most respondents' first thought is female. There are 44 respondents who relate *perawat* with female. Surprisingly, *montir* and *penari* are still exclusive according to the population under analyzed, in this case, people with lower education. Their thoughts never associate *montir* with female and *penari* with male.

Table 4 : Higher education

	<i>Female</i>	<i>Male</i>	<i>Male / Female</i>
<i>Perawat</i>	30	-	20
<i>Dokter</i>	1	7	42
<i>Sekretaris</i>	46	-	4
<i>Direktur</i>	-	31	19
<i>Pembantu</i>	38	-	12
<i>Polisi</i>	-	22	28
<i>Insinyur</i>	-	28	22
<i>Montir</i>	-	50	-
<i>Baby sitter</i>	50	-	-
<i>Pilot</i>	-	31	19
<i>Kepala sekolah</i>	-	15	35
<i>Penjahit</i>	10	2	38
<i>Profesor</i>	-	37	13
<i>Perampok</i>	-	43	7
<i>Penari</i>	31	-	19

The table above shows us about the real situation of the population, represented by Surabaya society. Here, it can be seen that people from higher

educational background do not present different perception with people with lower educational background. These higher educated people still associate the exclusive words with a certain gender. Most of the professions are gender-related, those are *perawat (nurse)*, *sekretaris (secretary)*, *pembantu (maid)*, *montir (fitter)*, *baby sitter*, and *perampok (burglar)*. One little difference between the result that is obtained from the answers of people with lower educational background is there are some words that can be associated to both male or female, the third option of the questionnaire, but they do not relate to opposite gender at all. For instances the word *perawat (nurse)*, there are 30 people associate it with *female* and there are 20 people relate it with male or female, but no one said that the word *perawat (nurse)* reminds them of male. This case happen again in these following words : *sekretaris (secretary)*, *direktur (director)*, *pembantu (maid)*, *polisi (police)*, *insinyur (engineer)*, *pilot*, *kepala sekolah (headmaster)*, *profesor (professor)*, *perampok (burglar)*, and *penari (dancer)*. This case does not happen in the respond of people with lower educational background, except in the words *montir (auto mechanic)* and *penari (dancer)*.

The frequency of the perception of the sampling is various. In comparing the frequency, the writer presents these diagrams below. The diagram would give clearer picture about the data obtained from the research.

Diagram 1 : Higher Education --Sexist Perception

frequency

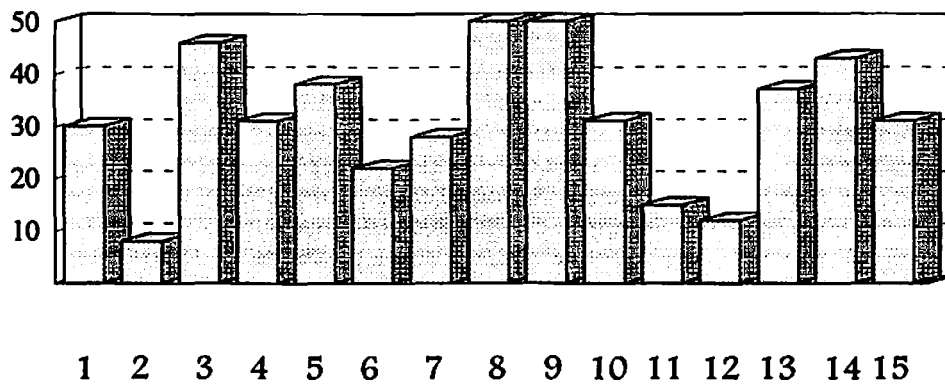


Diagram 2 : Higher Education -- Unsexist perception

frequency

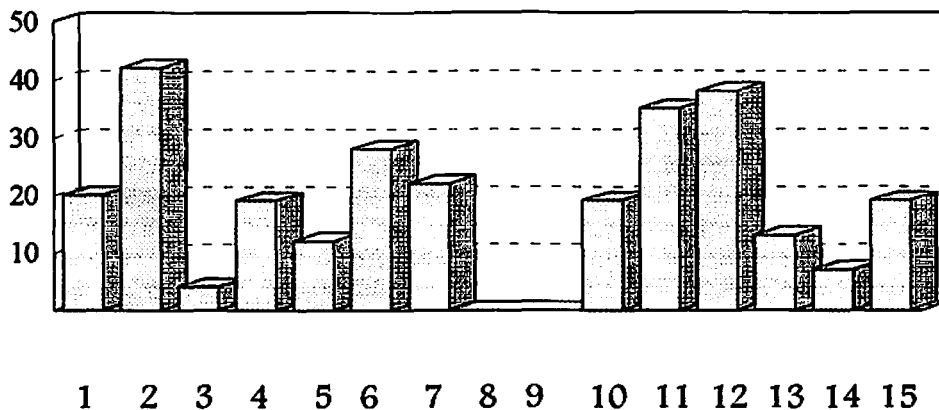


Diagram 3 :Lower Education -- Sexist perception

frequency

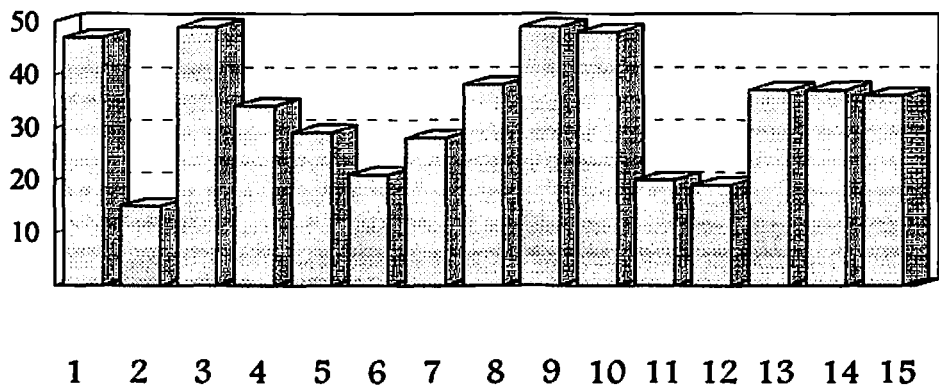
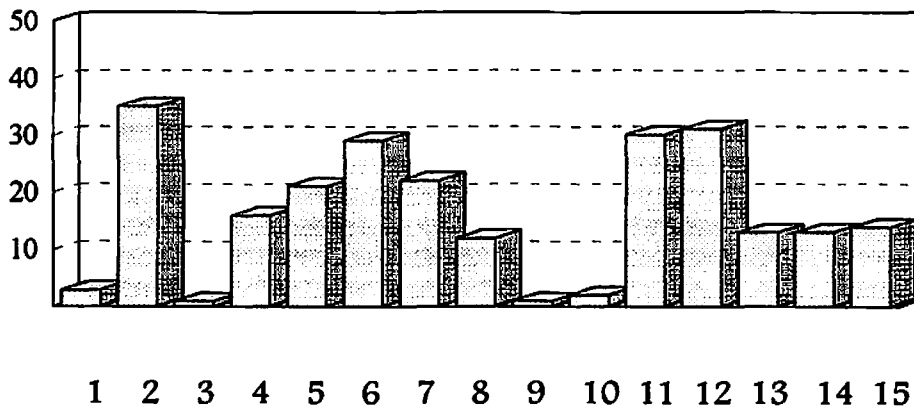


Diagram 4 : Lower Education--Unsexist perception

frequency



- 1 : perawat
- 2 : dokter
- 3 : sekretaris
- 4 : direktur
- 5 : pembantu
- 6 : polisi
- 7 : insinyur
- 8 : montir
- 9 : baby sitter
- 10 : pilot
- 11 : kepala sekolah
- 12 : penjahit
- 13 : profesor

14 : perampok

15 : penari

III. 2 The Analysis of Sexist Language through Sociolinguistic Approach

The writer uses statistical calculation *chi-square* in order to analyze the data obtained from the questionnaires. By using this method she would be able to compare the answers from people with lower educational background and higher educational background. To make the result clearer, the writer analyzes each word one by one, by comparing between the higher and lower education. The comparison can present an obvious result concerning this study. After comparing it, the writer could find out the influence of education in affecting one's sexist perception of some names of profession.

This following part is the analysis of every word using *chi-square* to prove the role of education in the existence of sexist language. The probability of each word is obtained from the output of the *MICROSTAT PROGRAM*. After obtaining the probability, the *degree of significance* is determined according to this following rule :

$p > 0,05$: *Non Significant*

$0,01 < p < 0,05$: *Significant*

$p < 0,01$: *Highly Significant*

In this study, *Non Significant* means that education does not affect one's sexist perception, the two variables do not have different answers. *Significant* or *Highly Significant* means that the two variables have different perception.

gender identity for variable : perawat (nurse)

Higher education :

Sexist perception (total respondents choosing *male* or *female*) : 30

Unsexist perception (total respondents choosing *female/male*) : 20

Lower education :

Sexist perception (total respondents choosing *male* or *female*) : 47

Unsexist perception (total respondents choosing *female/male*) : 3

Probability : 0,0001% -- Highly Significant

Higher-sexist perception : 60% *Lower-sexist perception : 94%*

Higher-unsexist perception : 40% *Lower-unsexist perception : 6%*

gender identity for variable : dokter (doctor)

Higher education :

Sexist perception (total respondents choosing *male* or *female*) : 8

Unsexist perception (total respondents choosing *female/male*) : 42

Lower education :

Sexist perception (total respondents choosing *male* or *female*) : 15

Unsexist perception (total respondents choosing *female/male*) : 35

Probability : 0,154 Non Significant

Higher sexist perception : 16% Lower sexist perception : 30%

Higher unsexist perception : 84% Lower unsexist perception : 70%

gender identity for variable : *sekretaris (secretary)*

Higher education :

Sexist perception (total respondents choosing *male* or *female*) : 46

Unsexist perception (total respondents choosing *female/male*) : 4

Lower education :

Sexist perception (total respondents choosing *male* or *female*) : 49

Unsexist perception (total respondents choosing *female/male*) : 1

Probability : 0,359 Non Significant

Higher sexist perception : 92% Lower sexist perception : 98%

Higher unsexist perception : 8% Lower unsexist perception : 2%

gender identity for variable : *direktur (director)*

Higher education :

Sexist perception (total respondents choosing *male* or *female*) : 31

Unsexist perception (total respondents choosing *female/male*) : 19

Lower education :

Sexist perception (total respondents choosing *male* or *female*) : 34

Unsexist perception (total respondents choosing *female/male*): 16

Probability : 0,6750 -- Non Significant

Higher sexist perception : 62% Lower sexist perception : 68%

Higher unsexist perception : 38% Lower unsexist perception : 32%

gender identity for variable : *pembantu (maid)*

Higher education :

Sexist perception (total respondents choosing *male* or *female*) : 38

Unsexist perception (total respondents choosing *female/male*) : 12

Lower education :

Sexist perception (total respondents choosing *male* or *female*) : 29

Unsexist perception (total respondents choosing *female/male*) : 21

Probability : 0,089 -- Non Significant

Higher sexist perception : 76% Lower sexist perception : 58%

Higher unsexist perception : 24% Lower unsexist perception : 42%

gender identity for variable : *polisi (police)*

Higher education :

Sexist perception (total respondents choosing *male* or *female*) : 22

Unsexist perception (total respondents choosing *female/male*) : 28

Lower education :

Sexist perception (total respondents choosing *male* or *female*) : 21

Unsexist perception (total respondents choosing *female/male*) : 29

Probability : 1,000 -- Non Significant

Higher sexist perception : 44% Lower sexist perception : 42%

Higher unsexist perception : 56% Lower unsexist perception : 58%

gender identity for variable : insinyur (engineer)

Higher education :

Sexist perception (total respondents choosing *male* or *female*) : 28

Unsexist perception (total respondents choosing *female/male*) : 22

Lower education :

Sexist perception (total respondents choosing *male* or *female*) : 28

Unsexist perception (total respondents choosing *female/male*) : 22

Probability : 0,8403 -- Non Significant

Higher sexist perception : 28% Lower sexist perception : 56%

Higher unsexist perception : 72% Lower unsexist perception : 44%

gender identity for variable : montir (mechanic)

Higher education :

Sexist perception (total respondents choosing *male* or *female*) : 28

Unsexist perception (total respondents choosing *female/male*) : 22

Lower education :

Sexist perception (total respondents choosing *male* or *female*) : 28

Unsexist perception (total respondents choosing *female/male*) : 22

Probability : 0,0007 -- Highly Significant

Higher sexist perception : 100% Lower sexist perception : 38%

Higher unsexist perception : 0% Lower unsexist perception : 12%

gender identity for variable : baby sitter

Higher education :

Sexist perception (total respondents choosing *male* or *female*) : 50

Unsexist perception (total respondents choosing *female/male*) : 0

Lower education :

Sexist perception (total respondents choosing *male* or *female*) : 49

Unsexist perception (total respondents choosing *female/male*) : 1

Probability : 1,000 -- Non Significant

Higher sexist perception : 100% Lower sexist perception : 98%

Higher unsexist perception : 0% Lower unsexist perception : 2%

gender identity for variable : pilot

Higher education :

Sexist perception (total respondents choosing *male* or *female*) : 31

Unsexist perception (total respondents choosing *female/male*) : 19

Lower education :

Sexist perception (total respondents choosing *male* or *female*) : 48

Unsexist perception (total respondents choosing *female/male*) : 2

Probability : 0,00009 --Highly Significant

Higher sexist perception : 62% Lower sexist perception : 96%

Higher unsexist perception : 38% Lower unsexist perception : 4%

gender identity for variable : kepala sekolah (headmaster)

Higher education :

Sexist perception (total respondents choosing *male* or *female*) : 15

Unsexist perception (total respondents choosing *female/male*) : 35

Lower education :

Sexist perception (total respondents choosing *male* or *female*) : 20

Unsexist perception (total respondents choosing *female/male*) : 30

Probability : 0,417 --Non Significant

Higher sexist perception : 30% Lower sexist perception : 40%

Higher unsexist perception : 70% Lower unsexist perception : 60%

gender identity for variable : penjahit (tailor)

Higher education :

Sexist perception (total respondents choosing *male* or *female*) : 12

Unsexist perception (total respondents choosing *female/male*) : 38

Lower education :

Sexist perception (total respondents choosing *male* or *female*) : 19

Unsexist perception (total respondents choosing *female/male*) : 31

Probability : 0,1945 --Non Significant

Higher sexist perception : 24% Lower sexist perception : 38%

Higher unsexist perception : 76% Lower unsexist perception : 62%

gender identity for variable : *profesor (professor)*

Higher education :

Sexist perception (total respondents choosing *male* or *female*) : 37

Unsexist perception (total respondents choosing *female/male*) : 13

Lower education :

Sexist perception (total respondents choosing *male* or *female*) : 37

Unsexist perception (total respondents choosing *female/male*) : 37

Probability : 0,819 --Non Significant

Higher sexist perception : 74% Lower sexist perception : 74%

Higher unsexist perception : 26% Lower unsexist perception : 26%

gender identity for variable : perampok (burglar)

Higher education :

Sexist perception (total respondents choosing *male* or *female*) : 48Unsexist perception (total respondents choosing *female/male*) : 2

Lower education :

Sexist perception (total respondents choosing *male* or *female*) : 37Unsexist perception (total respondents choosing *female/male*) : 13*Probability : 0,005 --Highly Significant**Higher sexist perception : 96%**Lower sexist perception : 74%**Higher unsexist perception : 4%**Lower unsexist perception : 26%*gender identity for variable : penari (dancer)

Higher education :

Sexist perception (total respondents choosing *male* or *female*) : 31Unsexist perception (total respondents choosing *female/male*) : 19

Lower education :

Sexist perception (total respondents choosing *male* or *female*) : 36Unsexist perception (total respondents choosing *female/male*) : 14*Probability : 0,3949 --Non Significant**Higher sexist perception : 62%**Lower sexist perception : 72%**Higher unsexist perception : 38%**Lower unsexist perception : 28%*

III.3 Interpretation

III.3.1 The Interpretation of Statistical Calculation

After analyzing the data through statistical calculation, the writer could obtain a clear picture of the study. From the 15 words being analyzed, there are some words that show the significance of education, and the rest show that education does not influence the perception of the sampling. The words that show the different perception of the two degrees of education are those whose probability are significant or highly significant. they are :

- * Perawat : Probability 0,001***
- * Montir : Probability 0,0007***
- * Pilot : Probability 0,000085***
- *Perampok : Probability 0,005***

The words that do not show differences between higher and lower education are:

- * Dokter : Probability 0,154***
- * Sekretaris : Probability 0,3588***
- * Direktur : Probability 0,6750***
- * Pembantu : Probability 0,089***
- * Polisi : Probability 1,000***
- * Insinyur : Probability 0,841***

- * Baby sitter : Probability 1,000*
- * Kepala Sekolah : Probability 0,4017*
- * Penjahit : Probability 0,1945*
- * Profesor : Probability 0,819*
- * Penari : Probability 0,3949*

From the analysis the writer can obtain the percentages of the perception as well. The list starts from word that is still associated to gender according to the two variables. Those are :

Higher education

Montir	:100%
Baby sitter	:100%
Perampok	: 96%
Sekretaris	: 92%
Pembantu	: 76%
Profesor	:74%
Direktur	: 62%
Penari	: 62%
Pilot	: 62%
Perawat	: 60%
Polisi	: 44%

Kepala sekolah	: 30%
Insinyur	: 28%
Penjahit	: 24%
dokter	: 16%

Lower education

Sekretaris	: 98%
Baby sitter	: 98%
Pilot	: 96%
Perawat	: 94%
Perampok	: 74%
Profesor	: 74%
Penari	: 72%
Direktur	: 68%
Pembantu	: 58%
Insinyur	: 56%
Polisi	: 42%
Kepala sekolah	: 40%
Montir	: 38%
Penjahit	: 38%
Dokter	: 30%

To make the comparison clearer, see the diagrams below :

Diagrams

Diagram 5 :Higher education

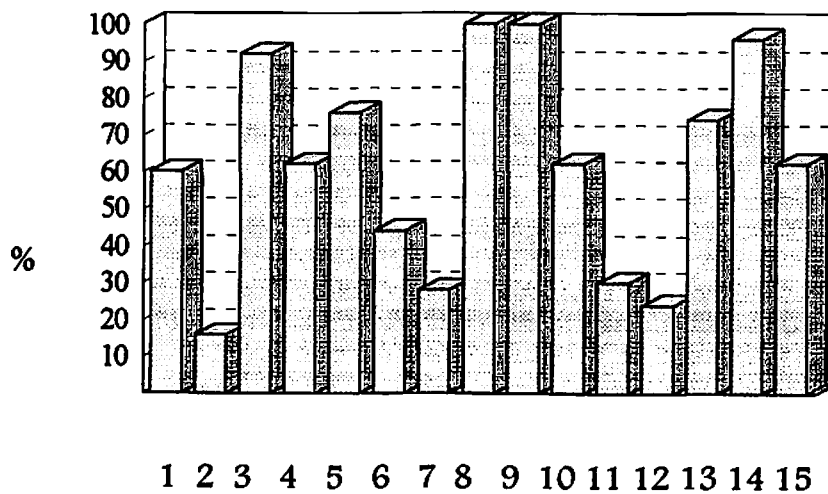
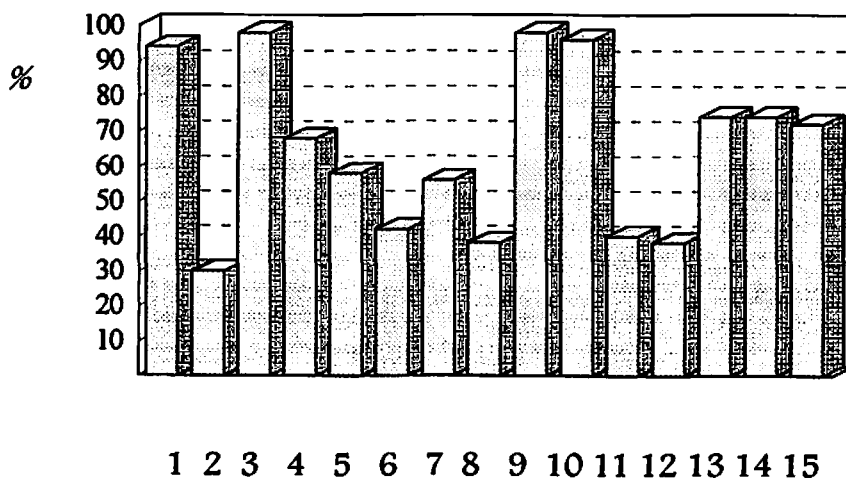


Diagram 6 : Lower education



1: perawat

2: dokter

3: sekretaris

4: direktur

5: pembantu

6: polisi

7: insinyur

8: montir

9: baby sitter

10: pilot

11: kepala sekolah

12: penjahit

13: *profesor*

14: *perampok*

15: *penari*

III.3.2 The Interpretation of Exclusive Words

There are 15 words listed in the questionnaire. Those words are exclusive words, is usually associated with a certain gender. The writer tries to analyze the words' one by one.

Perawat (English : nurse) according to the respondents is the one who takes care of people, especially when those people are sick. *Perawat* usually works in the hospital. A nurse should be patient because she/he is expected to give the patient well treatment. This kind of profession needs full attention. A nurse should be careful and responsible. Most of the respondents fill the choice *female* for a nurse since woman is more appropriate to do this job rather than men. A woman can give extra attention to the patient. Based on the theory of Ogden and Richard, the triangle of signification, when the word *perawat* is heard or read, the interlocutor's mind is brought to the reference, that is a person who wears white dress working in the hospital. In fact a nurse could be a man in white shirt and trousers.

Dokter (doctor in English) is the one who has completed his or her medical education. In the past time, only men had the opportunities to get education from university. Men can reach the highest position while the women only help them as nurses. Yet, there are quite many people choose the choice male or female in their questionnaires. Only few of them, both from lower education and higher education groups said that doctors always men.

Direktur (director) is the one who leads a company. Director is the highest position in a company. *Male* is the most answers of the question concerning this word. It is *fate* that men should be the leader. They were born to lead. Thus according to the society, *male* is more appropriate for this position rather than *female*. It means that the first thing in the respondents' mind is *direktur* (director) refers to *male* not *female*.

Sekretaris (secretary) is employee in an office, usually works for another person dealing with letters, typing, filling, etc, and making appointment and arrangement. A secretary has to help his/her director to run the company. Because this profession is *to assist* the director or the manager, it is more appropriate for women. It can not be denied that most secretaries are women thus the meaning of secretary is linked to *female*. This is the first perception of most respondent when they think about the word.

Pembantu (maid) is a person who works in household. *Pembantu* in Indonesia has to serve his/her master well. He/she should cook, wash the clothes, clean the dishes and keep the house clean His/her job is very important. Since the profession deals with household matters, women are fit for this. In fact a male *pembantu* can be found in the society.

Polisi (police) always meet criminals in their daily lives. This profession is very dangerous. According to the society, women are not fit for this profession, they can not protect themselves. Different with men, they are strong, it is their duty to protect citizens from crime. That is why the word *polisi* usually refers to *male*. This is shown from the tables above. Some of them realize that there are both male or female police. Yet the word does not bring their mind to female at all, especially those from higher education.

Insinyur (engineer) is almost the same with the word *dokter*. To be an engineer someone must be graduated from university. The opportunity mainly is provided for men. Furthermore, men are more interested in engineering rather than women. Eventhough there are female engineer, the amount of them is too small comparing with male engineer. Thus the societiy considers the word *insinyur* to be linked to male.

Montir (auto mechanic). The job is dealing with cars or motors, fixing them. This is very interesting for men but not for women. Women do not like to look inside the machine to find out which part needs to be fixed. In the

society, a female auto mechanic can be found but the amount is very small.

Thus the word *montir* belongs to *male*.

Baby sitter is someone who sits by the baby. It can not be denied that women can do the job better than men, without disregarding the possibility of the existence of male baby sitter. The first perception of the respondents is that baby sitter is *female*.

Pilot is someone operates the control of an aircraft. He/she is responsible for the flight. Pilot leads the crew to fly the aircraft. Pilot is the leader. Thus as has been rooted in the society, the leader belongs to male. The word *pilot* brings the respondents' mind to *male*.

Kepala sekolah (headmaster) is the head of a school. The word "*kepala*" or "head is always linked to male. Thus *kepala sekolah* is associated to male.

Penjahit (tailor) makes clothes. Women are good in this job. They are careful. Some of the respondents think that *penjahit* is always *female*, the others think they are *male*, and the rest think they could be *male* or *female*.

Professor is the title of a university teacher of the highest grades who holds a chair in a subject. Men are expected to reach these highest grades rather than women. It is true that *male* professors are easier to be found comparing with *female* professors. According to the society, professor is closer to *male* than *female*.

Perampok (burglar) is someone who enters a building illegally to steal something. This is a very dangerous profession. They usually bring weapons to protect themselves. Undeniable, burglar is more appropriate for *male*. As it has been said in the previous part, women are expected to be more polite and to do safer things while men do such rough things.

Penari (dancer) is a person who moves rhythmically in a series of steps, alone, with a partner, or in a group, usually in time to music. Dancers usually present very beautiful movement to entertain the audience. This profession is fit for *female*. Eventhough there are many *male* dancers, the society still connects the word *penari* with *female*. Even people with higher educational backround do not connect the word *penari* (dancer) with female. They know there are both male or female dancer, yet the word do not bring their mind to male.

III. 4 Analysis of Social Background

After analyzing those 15 words one by one, we know that those words have not been free. *Male* or *female* has been a part of the word's literal meaning. Symbolism we employ is caused partly by the reference we are making and partly by social and psychological factors. When we hear what is said, the symbols both cause is to perform an act of reference and to assume

an attitude which will, according to circumstances, be more or less similar to the act and the attitude of the speaker. (Ogden and Richard, 1989)

Throughout the analysis, the writer can draw a clearer picture about one's perception towards profession. Those professions are associated with *gender roles*, expectation regarding the proper behavior attitudes and activities that determine how members will be defined and treated. The expected role behavior causes "*stereotypes*" which involve the beliefs that *people belong to the same category share common traits* (Brikerhoff and White, 1988; Lindsay, 1990 :2).

The application of traditional gender roles leads to many forms of differentiation between women and men. Both sexes are physically capable of learning to type and take care a baby. Yet, most societies determine that this task should be performed by women. Both men and women are capable of learning to weld and fly airplanes, but these functions are generally assigned to male. One should be noted, although there is a wide variety in the social roles assigned to women and men, their roles do not vary randomly. The role differences between men and women are due to at least indirectly to biology. Males are physically larger and stronger. Females give birth to children and are equipped to feed the newborn babies.

We can not deny that women and men are created by the God differently. Hormonal differences in the sexes are significant. The male

hormones, called androgens, and female hormones, called estrogen, direct the process of differentiation. They make males taller, heavier, and more muscular. In females, they give the ability to lactate, prominent breast, and relatively broad hips. Androgens and estrogen give one masculine or feminine physical traits. These hormonal differences may hold crucial role in explaining why males tend to be more active, aggressive, and dominant than females.

Many men avoid performing traditionally female tasks, such as washing dishes or working as secretary, for fear that if they do perform those tasks their masculinity will somehow be threatened. Thus many men who would prefer the role of homemaker nevertheless feel compelled to seek careers in business because they have been socialized to believe that domestic work is not masculine.

Eventhough stereotypes can be used positively, it is most often considered negatively sense that can turn to discrimination against women. The categories of male and female are assumed to possess certain characteristics because of their biological categories which result in sexism, the belief that one category, female is inferior to the other, male. Unfortunately, people who are victimized by them tend to believe that the stereotypes are true.

For years inequality between men and women can be seen in the matter of education. Inequality in education has contributed in inequality in the job market. Economic inequality between the sexes has increased as well since many people consider housekeeping and children care the only real career for a woman. Women who do work often have less experience and education than men. Consequently, women are left far behind men in employment and earnings. All individuals develop into social beings. Janet Chafetz (1974) has suggested that :

"Through the socialization process humans come to more or less internalize the roles, norms, and values appropriate to the culture and subculture within which they function. Cultural definition become personal definitions of property, normality, and worthiness".

Most socialization take place during interaction with other people, how they react to what we do will eventually influence how we behave. Systematically, the process of socialization of an individual in learning his or her role in the society can be seen this following.

III.4.1 In the Family

The way parents treat their children may be the most important factor of all in the creation of sex stereotypes (Zinn, 1989 : 251). Newborn babies

do not even know their gender, much less how to behave like boys or girls. Gender role development begins from the moment a girl infant is wrapped in a pink blanket and a boy in a blue one, the two babies are treated differently. Once gender identity is developed, much behavior is organized around it. It is in this point when children seek models which are labeled as boy or girl or male or female, and identification with the same-sex parent may occur. Now the child understands his or her own sex, behavior will be consistent with the understanding of that label. Children develop their sexual identity and learn their gender roles, influenced by their parents.

Toy selection represents one of many instances of gender role socialization in early childhood. Baby boys are handled more roughly than girls. Boys are left alone to explore their environment, but girls are protected against any possible accident. Boys are given toy trains, play trucks, and building set, whereas girls are given dolls, vacuum cleaners, and miniature kitchen appliances. Research on parental attitudes suggests that both father and mother encourage sons to be strong, aggressive, achievers, while expecting daughters to be weaker, delicate, and less assertive. Toys provide children and the request for help around the house to reinforce gender base social world (Macionis, 1987 :349-350). Eshleman states that :

We throw boy babies up in the air and roughhouse wish him. We coo over girl babies and handle them delicately. We choose sex-related

colours and toys for our children from their earliest days. We encourage the energy and physical activity of our sons, just as we expect girls to be quieter and more docile (Eshleman, 1985 : 113).

The primary socialization experiences in the family provide the basis for gender role identity in later life. Weitzman (1979) states that :

"Sex role socialization begins before the child is even aware of a sexual identity; before he or she can have an internal motive for conforming to sex role standards. It also indicates that cultural assumptions about what is "natural" for a boy or for a girl are so deeply ingrained that parents may treat their children differently without being aware of it". (Weitzman, 1979; Lindsay : 1990).

Most children's books tell about boys, men and most deal exclusively with male adventures. The female characters are also insignificant or inconspicuous. The activities are also different. Boys are presented in more exciting and adventuresome roles while girls are more often found indoors than boys. The girls in the stories played traditionally feminine roles, pleasing and helping their brothers and fathers.

In adult role models, again the females are passive while the males are active. Men dominated the outside activities and women the inside ones. While inside, the women almost exclusively perform service function, taking

care of the men and children in their families. When men lead, women follow. When men rescue others, women rescued.

III.4.2 School and Peer Groups

The socialization of girls and boys into their gender roles got from school. School usually segregates courses and sports on the basis of gender. Business and mechanics courses for boys; secretarial courses and home care for girls. Many high school counselors are not very likely to encourage girls to go on college since they are expected to get married and stay home then raise children. Those who are going to college are encouraged to enter traditionally feminine careers, such as teaching, nursing, and social work.

In college, males and females continue this division. Traditionally, the natural sciences--including physics, chemistry, biology, and mathematics--have been defined as part of the male world, while women have been expected to major the humanities, fine arts, or the social sciences.

The structure of school has also built traditional stereotypes of male superiority. At school, men hold positions of authority and women are in positions of subservience. In such a male-dominant atmosphere, children are led to believe that women are subordinate of the leadership of men.

Education institutions are given the responsibility for ensuring that children are trained in the ways of society. Schools teach values and norms appropriate to the culture.

III.4.3 Mass Media

Of all the sources of sexual stereotypes, the mass media, television, magazines, newspapers, are the most pervasive. Television itself is a powerful source of socialization. It sets standards of behavior, provides role models and communicates expectation in the family.

Children's television is generally sexist and gender stereotyped. Children are presented with several limited portrayals of women and men, usually contrary to the reality.

Clearly, the mass media are an important part of our everyday lives. They entertain and inform us and give the consumers what they expect or want as well. This perspective is known as the *reflection hypothesis* because it holds that the media content essentially reflects the attitude and behaviors most acceptable or dominant in the society (Curran and Renzetti, 1990 : 242).

CHAPTER IV

CONCLUSION AND SUGGESTIONS