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Femininity and Masculinity in High School

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ABSTRACT

Gender identity, from a sociological standpoint, encompasses all of the meanings that are assigned to oneself based on one's gender identification. These self-meanings, in turn, serve as a source of incentive for gender-related behaviour. A person with a more male identity should act more masculinely, that is, participate in activities with more masculine connotations, such as being more domineering, competitive, and independent. The meanings suggested by the acts are more significant than the behaviors themselves. Self-meanings about one's gender are established in social contexts beginning at birth, as a result of continual interaction with significant persons such as parents, classmates, and educators. Individuals may grow to regard themselves as breaking from the masculine or feminine cultural model despite drawing on common cultural concepts of what it is to be male or female that are imparted through institutions such as religion or the school system. A person may name herself female, but instead of perceiving herself as stereotypically feminine, such as expressive, warm, and subservient, she may perceive herself as somewhat stereotypically masculine, such as instrumental, logical, and dominant. The premise is that people perceive themselves along a feminine–masculine spectrum, with some considering themselves as more feminine, others as more masculine, and yet others as a combination of the two. Their gender identity is defined by their self perception along the feminine–masculine continuum, and it governs their behaviour.

Keywords: *gender, feminism, masculinity, social disparity, high school, behaviour.*

I. INTRODUCTION

Gender themes have received little consideration in the context of schools as organisations and school leadership. The paper investigates the link between gender notions and managerial techniques. The essay begins with a summary of established paradigms of gender behaviour expectations and then moves on to an examination of management techniques in both primary and secondary schools. It is proposed that primary schools are often 'feminine' in culture and hence demand appropriate 'feminine' management approaches from heads. This provides a challenge for male leaders who want to follow masculine management principles. Secondary schools are perceived to have a predominantly masculine or even 'patriarchal' culture, raising the question of whether such a culture is appropriate for an organization that

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should be nurturing and characterized by needs that would be better met by a typically 'feminine' style of management. Individual heads whose personal styles do not fit the traditional assumptions of how a head should behave, based on sexist attitudes, are said to have a sense of personal incongruence as a school management and leader, and may endure significant psychological stress as a result. Previous study has found substantial gender disparities in the determinants of male and female high school students' status, as judged by how respondents would wish to be remembered from their high school years. 671 subjects were administered the Bem Sex-Role Inventory (BSRI) and a questionnaire asking if they most wanted to be remembered from high school as a brilliant student, leader in activities, athletic star, or most popular in order to determine if remembrance preference is sex or gender role related. In order to score the BSRI, 206 respondents were chosen because they were sex-typed (masculine males, feminine females), cross-sex-typed (masculine females, feminine males), or androgynous (scoring high on both masculine and feminine traits). A log-linear analysis was performed on the data to determine the best suited model. The factors were sex, gender role, and memory preference. Instead of sex being the most significant component, the best fit model was a gender role by recollection preference interaction. Male individuals were more inclined to pick an athletic celebrity than female or androgynous subjects. Female and androgynous respondents were more inclined to choose most popular and leader in activities. All groups preferred smart students above any other type. It was determined that several previously identified sex differences may actually be variations in gender roles. Further study should be conducted to distinguish between the two. Femininity and masculinity, often associated with gender identification, refers to the extent to which people perceive oneself as masculine or feminine in relation to what it means to be a man or woman in society. Femininity and masculinity are social (one's gender) rather than biological (one's sex) constructs. Members of society decide what it signifies to be male or female (e.g., dominating or passive, courageous or emotional), and males will typically respond by describing oneself as masculine, whilst females will generally describe themselves as feminine. Because these are societal conceptions, a person might be female and consider herself as masculine or male and see himself as feminine. Gender identity, as defined above, must be distinguished from other gender-related notions such as gender roles, which are shared behavioral expectations based on one's gender. Gender roles may involve women investing in the household role and males investing in the worker role, for example. Gender identity differs from gender stereotypes, which are widespread beliefs about personality qualities associated with one's gender, such as instrumentality in males and expressiveness in

women. Gender identity differs from gender attitudes, which are others' or situations frequently linked with one's gender, such as males thinking in terms of justice and women thinking in terms of caring. Although gender roles, expectations, and attitudes all have an impact on one's gender.

(A) Literature review

With the primary research concludes and images and imagery that there have been none of the current research works, analysing the study of the topic "*femininity and Masculinity in High school*" at the contemporary study of the subject and research. The researcher initiated the research and research afresh right from the basic understanding of the topic and the abuse agenda from different sources of legal information, social journals, surveys, articles and many other numerous secondary and primary references and sources which dealt with the application and utility of the practice of divorce in various social proceedings and attainments. From critically analysing the study of the topic and reacting it with the facts of the current scenario that pertains with the enraging state and situation, it stands with the plan today in the present times, in the society with direct relevance and reference to the proceedings of many different social obligations and even judicial proceedings of Lower courts, High courts and eventually the Supreme Court. To obtain a more discrete and crystal clear picture of the research study of the topic "*femininity and Masculinity in High school*" the researcher refers to the article, published by "***Isha Anand, A Feminist Approach To Masculinity: How Schools Impose Binaries***"² which is a comprehensive and extensive article on the given topic of research. The report provides a piece of insightful and descriptive information about the topic "*femininity and Masculinity in High school*" with references to numerous practical examples and a reality review of the topic in a profound manner of knowledge and understanding. The article briefly explains and put forward all possible references and opinions, and consequences that could have been laid after gender disparity. The report enhances the quality of research by providing a detailed study about the aftermath of the divorce on children, families, and society. It offers a significant amount of information regarding the topic relating to the subject matter by providing some specific primary numeric and quantitative data.

To add to the efficiency and essence of intelligence in the presentation of the subject to the theoretical study of the topic "*femininity and Masculinity in High school*" the researcher refers to numerous and various other journals articles on the topic as a wider field of study.

² Isha Anand, A Feminist Approach To Masculinity: How Schools Impose Binaries

“The Gender Gap in STEM Fields: The Impact of the Gender Stereotype of Math and Science on Secondary Students' Career Aspirations, published by Elena Makarova, Belinda Aeschlimann, Walter Herzog”³ is an extraordinary journal that provides a degree of deep research and explanatory research on the topic, respectively which initiates the researcher with help and access to a better understanding of the research subject.

The journal primarily focuses on how the notion of gender gap and stereotype impacts children and teenagers. Children, who are the root and most essential part of a family, are adverse leaves a stain on their fragile, naive clay minds.

Another article ***“FEMININITY/MASCULINITY referred published by Jan E. Stets Peter J. Burke”***⁴ is an extraordinary journal that provides a degree of deep research and explanatory research on the topic, respectively which initiates the researcher with help and access to a better understanding of the research subject.

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(B) Importance of the topic:

Both male and female college students were asked to read and evaluate fictitious descriptions of high school students in order to determine whether sex role stereotypes are caused by gender per se or by assumptions that favorable or unfavorable masculine or feminine traits are associated with gender. These descriptions differed according to the imaginary student's gender, as well as the masculinity-femininity and favorability of the words used to characterize him or her. The students' ratings on the masculine-feminine dimension suggested a successful manipulation; ratings on the other dependent variables revealed that little effects attributable exclusively to subject sex or student sex were identified. Students with favorable characteristics were scored higher on all factors, and those with male characteristics were projected to obtain higher marks, do better in college, and be more clever, but to be disliked by professors and cause more problems than those with feminine characteristics. There were additional findings of stronger favorable expectations for opposite sex pupils and a preference for masculine guys. Gender appears to have less of an impact on ratings than masculinity or trait favorability.

³ The Gender Gap in STEM Fields: The Impact of the Gender Stereotype of Math and Science on Secondary Students' Career Aspirations, published by Elena Makarova, Belinda Aeschlimann, Walter Herzog

⁴ FEMININITY/MASCULINITY referred published by Jan E. Stets Peter J. Burke

(C) Aim and objectives:

The utmost important aim and objective of the research work is to analyse and study the topic of *“femininity and Masculinity in High school”* for a better precise understanding and knowledge. The basic and prior objective of the research work are enlisted below:

1. To explain briefly to the readers if the research work about the in-depth meaning of the agenda – *“femininity and Masculinity in High school”*
2. To analyse the topic *“femininity and Masculinity in High school”* in precision and clarify its objective, pertaining with it’s practice in current times, in various judicial aspects.

To critically study the topic *“femininity and Masculinity in High school”* in regards to the judicial proceedings and review, how the practice have created a structured legal and social framework with it’s utility and the consideration of the agenda in various alterations of laws and judgments, respectively.

(D) Hypothesis

The lack of understanding and a rigid mindset of the society is the ultimate reason for the number of cases to increase in the matters relating to disparity on the basis of gender/sex. There is a urgent need of the situation to changes the outlook of the society regarding the taboo of the particular topic. The old, outdated outlook towards the upbringing of children has changed a lot since past two decades, but the whole notion of gender disparity do leave some surreal effects some positive some negative on the mindset of the teenagers and many children respectively. There are very less legal remedies guarding the jurisdiction of the idea of gender inequality, but there’s a positive hope in the coming future there will be some positive changes regarding the aforementioned issue.

(E) Research methodology:

The study and research of the topic of the *“femininity and Masculinity in High school”* has used the theoretical, quantitative and qualitative design of research. These kind of research are done to help the researcher to gather knowledge and information on a particular subject. It is conducted by all kind of experts and professionals. Theoretical and qualitative research are done and they acts as basic root and fundamental point that guides subsequent inventions and innovations. The researchers digs and initiates the research with the start of writing hypothesis and runs tests by designing particular experiments relating to the subject matter. This leads to the scientific authenticity of the research well nest and defined. Quantitative approach of research are done by the researcher to get numerical stats to facilitate the

research in precise capabilities and provide great resources to support the research.

In accordance with the options and guidelines of methodology chosen, it very crucially, validate the conclusion and results obtained in the research work.

(F) Area of study

The area of study for this particular area of researcher work has been limited and restricted to the country of India, including the within states, cities, areas and union territories.

(G) Research questions:

1. How does gender disparity influence social dialect ?
2. What can we confer from the sudden alarming rise of trend of gender disparity of the modern day times, leading to different aftermaths and it's consequences?
3. How does the aftermath of femininity and masculinity in High school affect teenagers and what are its repercussions, either positive or negative ?
4. What does the jurisdiction of personal laws reflect and refer regarding the particular agenda of gender disparity ?

(H) Research design

This paper's research design is descriptive and analytical. The document seeks to incorporate facts from research articles and journal reports that analyse how divorce affects the family and society in general, as well as how destructive or beneficial it is to a child growing up in such an atmosphere. The research survey is boosted by using questionnaires, interviews, and even personal thoughts and virtues. The results of this poll will be analyzed to see how the general public feels about this behaviour and mindset of the married couple, seeking for annulment of thirty marriage. The report also aims to describe and address the issue by incorporating facts from studies published in journals, in order for it to have a wider reach and to get an understanding of the phenomenon in a deep and better understanding and knowledge which is followed in India.

(I) Research sampling

The sampling method has been confined and most precisely cover the views, opinions and ideas put forward by general public which includes the students of the institution as well.

(J) Data collection method

Both primary and secondary data collection methods were used to complete this research work. The required information is gathered through a questionnaire. Data was gathered from

prominent authors' publications, journals, and books. The necessary information has also been gathered from reputable websites and blogs written by specialists in the industry.

II. DATA ANALYSIS AND INTERPRETATION

THE ROOTS OF FEMININITY/MASCULINITY:

In Western society, males are stereotyped as aggressive, competitive, and instrumental, whereas women are stereotyped as submissive, cooperative, and expressive. Early thought typically claimed that this separation was based on fundamental distinctions in male and female qualities, attributes, and temperaments. In the past, tests of femininity/masculinity were frequently employed to identify what were thought to be difficulties with fundamental gender identity, such as feminine males or masculine females.

We now recognize that femininity and masculinity are social and cultural constructs rather than fundamental traits. In her book *Sex and Temperament in Three Primitive Societies*, anthropologist Margaret Mead explored the problem of male and female temperament disparities (1935). This early study determined that there are no essential distinctions between the sexes in attributes or temperaments. The observed temperament variations between men and women are not due to biological differences. They are caused by variances in socialization and societal expectations for each sex. Mead arrived to this conclusion because the temperament patterns of the three civilizations differed substantially from our own. Both males and females among the Arapesh had what we would call a "feminine" disposition (passive, cooperative, and expressive). Both males and females among the Mundugamor exhibited what we would call a "masculine" disposition (active, competitive, and instrumental). Finally, men and women among the Tchambuli had temperaments that differed from one another but were diametrically opposed to our own. Men were emotional and expressive in the civilization, but women were active and instrumental. Mead's research prompted individuals to reconsider the nature of femininity and masculinity. Gender-specific characteristics, temperaments, responsibilities, and identities might no longer be irrevocably linked to biological sex. Since Mead's study, the nature–nurture debate has been intensively debated, but no definitive results have emerged. While there may be some sex differences in temperament at birth (and the data is mixed), there is significantly greater variety within each sex group. Furthermore, the forces of socialization and learning overwhelm the influence of any intrinsic gender variations in temperament.

THE CHANGE IN FEMININITY AND MASCULINITY

At least three primary theories exist to explain the development of femininity and

masculinity: psychoanalytic theory, cognitive-developmental theory, and learning theories emphasizing direct reinforcement and modeling. All of these hypotheses include a two-step procedure. In the first section, the youngster discovers whether she or he is male or female. The youngster learns what it is to be female or male in terms of femininity or masculinity in the second portion. Gender identity develops via affiliation with the same-sex parent, according to psychoanalytic theory. This identification arises from the oedipal stage of psychosexual development's intrinsic conflict. A youngster develops a strong sexual bond to the opposite-sex parent by the age of three. Simultaneously, unpleasant sentiments of anger and envy grow for the same-sex parent. By the age of six, the kid has resolved the inner struggle by abandoning preferences for the opposite-sex parent in favour of identifying with the same-sex parent. Boys come to learn masculinity from their dads, while girls come to learn femininity from their moms.

Mothers, according to a later version of psychoanalytic theory, play a crucial influence in the formation of gender identity. Because their boys are not of the same sex, moms are more inclined to regard them as distinct and separate, according to Chodorow. At the same time, because they are of the same sex, they feel a sense of oneness and continuation with their daughters. As a result, moms will bond with their daughters, encouraging them to be feminine. At the same time, moms separate themselves from their boys, who respond by moving their focus away from their mother and onto their father. Boys learn masculinity through identifying with their father. Another psychological explanation of gender identity formation is cognitive-developmental theory. It proposes, like psychoanalytic theory, that some important events have a long-term impact on gender identity formation, but these events are cognitive rather than psychosexual in nature. Unlike psychoanalytic theory and learning theory, cognitive-development theory considers gender identity development to come before, rather than after, affiliation with the same-sex parent. When a child's gender identity is formed, the self is encouraged to exhibit gender congruent attitudes and actions even before same-sex modeling takes hold. Same-sex modeling just expedites the process. Kohlberg proposes two critical stages in the formation of gender identity: (1) attaining a definite gender identity and (2) establishing gender-identity stability. The first stage begins with the youngster identifying as male or female after hearing the labels "boy" or "girl" assigned to themselves. By the age of three, the youngster may attach the right gender label to himself or herself. This is the point at which gender identification becomes fixed. These gender categories are correctly applied to others by the age of four. Within a year or two, the youngster will enter the second key stage, gender constancy. This is the child's acceptance

that his or her gender will not change regardless of age or external appearance. According to identity theory, identities are more likely to shift in the face of persistent environmental changes. The birth of a first child marks a major and long-lasting shift in the environment that imparts femininity on women and masculinity on males. Burke and Cast demonstrated that when a couple had their first child, women's gender identities were more feminine, whereas men's gender identities became more masculine. Gender identity can be altered through social psychological processes.

III. CONCLUSION:

We discuss many paths for further study in femininity/masculinity below. Many more pathways might be explored, as this is an area rich in ongoing research, but our time is limited. First, we are only now beginning to comprehend questions of gender identity stability and change. How could involvement in society institutions such as the economy, religion, and politics alter gender identities? To what degree and in what manner? For example, to what degree and in what ways may companies socialize people into specific conceptions of being masculine or feminine in order to ensure a smooth flow of labour and profit? Are some persons more resistant to socializing than others? A second line of inquiry related to the preceding is the significance of gender identification across people, communities, and even civilizations. The likelihood that a specific identity would be invoked in a given scenario is referred to as salience. This may change depending on the scenario, but it will also differ amongst individuals. Gender is not always significant for some people, while it is virtually always relevant for others. This brings us back to Bem's concept of gender schematization, or the inclination to perceive the world via gendered lenses. What factors influence people's perceptions of gender identity, and what are the consequences? Third, we know relatively little about the variations in the definitions of femininity and masculinity at the subcultural, cultural, and cross-cultural levels. The majority of what we know is about Western civilizations, yet as numerous studies realized a long time ago, these tendencies are not universal. We need to look into the differences between masculine and feminine meanings. Such research can help us comprehend a society's division of labour, power and status structure, and how advantages and obligations are distributed. To change the social structure, individuals' attitudes about masculinity and femininity may need to be modified first.

IV. REPORT

A gender identification scale built along the lines mentioned above has specific features.

First, the scale arises from the meanings of maleness in respect to femaleness that exist in the population from which the sample is derived. In contrast, often research employs qualities that are presumed to bear masculine and feminine interpretations with no attempt to test if these meanings are shared by respondents. Second, the preceding measure makes the assumption that meaning is contrastive. Female has a different connotation than male and vice versa. Third, by concentrating on self-meanings, we differentiate questions of who one is (gender identity) from what one does (gender roles) or thinks (gender attitudes and beliefs). From this perspective, androgyny may be defined as being adaptable in the kind of behaviors one engages in rather than integrating masculine and feminine connotations (sometimes more masculine in meaning, sometimes more feminine in meaning).

The learning theories are the most social of the gender identity development theories. According to these views, the child's gender identity is shaped by his or her social surroundings, such as parents and instructors. Parents and instructors teach their children about femininity and masculinity, either directly through rewards and punishments or indirectly by serving as role models to be emulated. Outward appearance, such as what to wear (girls in skirts and guys in slacks); object choice, such as toy preferences (dolls for girls and trucks for boys); and conduct are frequently rewarded or punished (passivity and dependence in girls and aggressiveness and independence in boys). Children learn proper looks and conduct through incentives and punishments. Modeling same-sex parents, instructors, classmates, or models in the media can lead to indirect learning of one's gender identity. Children mimic rewarded models' ideas, feelings, or behaviour because they expect to earn the same rewards as the models.

Individuals' gender identities as masculine or feminine are founded on the meanings they have internalised as a result of their affiliation with the male or female roles in society, respectively. Because they are self-meanings, they cannot be directly observed; they must be inferred from people's behaviors and expressions. Gender identity is one of several role identities that humans have. In sociology, we presume that roles do not exist in isolation but are presupposed and interconnected. Being male (masculine) means not being female (feminine), and vice versa. Thus, gender definitions connect to one another as opposite extremes of a single continuum, reverting to the bipolar paradigm of masculinity and femininity. Indeed, when individuals are asked to assess themselves using the self-descriptors "masculine" and "feminine," masculinity and femininity are adversely associated.

Interestingly, young infants may not perceive masculine and feminine features as diametrically opposed at first, but as they get older, their perceptions of the genders become

increasingly bipolar. This distinction between masculinity and femininity in self-meanings does not always apply to activities, since one might engage in both masculine and feminine behaviors. Burke and Tully began their study of middle school children's gender identities by collecting sets of adjectives that the children themselves used to characterize images of males and girls. These adjectives, together with their antonyms, were utilized as adjective pairs to create a semantic difference scale to assess the meanings of male and female roles. The semantic differential stem was "Usually [boys, females] are... " The researchers then chose the questions that best distinguished between the meanings of boys and girls using a statistical approach known as discriminant function analysis. "Soft" (vs. "hard"), "weak" (vs. "strong"), and "emotional" were examples of elements that best contrasted "female" meanings from "masculine" connotations for these youngsters (vs. "not emotional"). "Soft" (vs. "hard"), "weak" (vs. "strong"), and "emotional" were examples of elements that best contrasted "female" meanings from "masculine" connotations for these youngsters (vs. "not emotional"). Following the selection of the most discriminating questions, children's self-descriptions ("As a [boy, girl], I typically am...") were totaled to construct a gender identification scale. A gender identification scale built along the lines outlined above has specific characteristics. First, the scale arises from the meanings of maleness and femaleness that exist in the population from which the sample is chosen. In contrast, often research employs qualities that are presumed to contain masculine and feminine connotations with no attempt to test if these meanings are shared by respondents. Second, the above-mentioned measure is predicated on the notion that meaning is contrastive. Female has a different connotation than male and vice versa. Third, by focusing on self-meanings, we separate questions of who one is (gender identity) from what one does (gender roles) or thinks (gender attitudes and stereotypes). According to this viewpoint, androgyny is defined as being versatile in the kind of behaviors in which one engages, rather than integrating masculine and feminine connotations (sometimes more masculine in meaning, sometimes more feminine in meaning).

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