

“Impacts of Parenting on Children’s Gender Socialization: A Study in Gaibandha District, Bangladesh”

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Abstract

A stable family life with parents helps with a child's cognitive, emotional, and social development. It also encourages children to participate in socially beneficial activities. The impacts of parenting have a crucial role on children's socialization. This is a sociological study focused on the parent-children relationship in Gaibandha District, Bangladesh. Gender stereotyping is typically reinforced among children through parent's behaviour. While the greater context has an impact on developing gender awareness, this research reveals that families, especially parents, are the earliest and most important source of knowledge for children. This paper tries to critically examine the parents' behavior towards their children according to their children's sex. The goal of the study is to analyze the impact of parenting on children's gender socialization. At the end, this study recommends some guidelines to reduce gender stereotyping and to overcome gendered socialization of children.

Keywords: Parenting, Child, Gender, Sex, Gender Socialization, Gender stereotype, Sexual Identity, Parental Socialization, Cognitive Developmental Theory, Gender Schemas, Social Learning Theory.

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I. INTRODUCTION

The parental house may be considered as a garden for the children where they can roam free and are provided with all their needs. In the family, parents provide hereditary materials, cultural design, and work as artisans in the developing the child's personality. Because the parents meet all the physical, mental, worldly, and other needs of the child. The children learn from their parents about how to speak, how to express their emotions. The parents provide non-formal education to the child as well as formal education. It is the responsibility of the parents to teach the child about their initial movement, speech, language, manners, religion, and morals. The parents contribute the most in preparing a competent and responsible personality for the society. So, a child's personality depends on three relationships- 1. Relationship between parents 2. The relationship between parents and the child 3. The relationship between/among the children of the family. (Home Science NCTB, Class 9: 2018)

Child development involves the biological, psychological, and emotional changes that occur between birth and adolescence (UNICEF, 2018). From birth to adulthood, children go through four stages of development: **Physical:** how children's bodies develop and expand, **cognitive:** how children think, explore, and solve problems, **social:** how children learn to interact with others, and **emotional:** how children understand who they are and how they feel. Individuals progress from complete reliance at birth to greater independence and autonomy as they enter adolescence and young adulthood as a result of these developments (Nair, 2018).

When it comes to parents' roles on children's gender socialization, Stephens (2009) focuses on gender and the disparities in how mothers and fathers connect with their children. Stephens examines the major aspects of traditional masculinity and femininity in her work. Masculinity is characterized as “self-reliant, assertive, and aggressive,” whilst femininity is defined as “nurturing, sensitive, and emotional” (as cited in Stephens, 2009, p. 2). As a result of these descriptions, many people believe that women have particular characteristics that make them better at caring for children.

Parents provide children with their first lessons about gender. Role modeling and supporting various behaviors and hobbies in sons and daughters are two ways that parents can impact their children's gender development (Leaper, 2014).

Parents are the first people who expose their children to various stereotypes of the society, from the color of their room to the toys they play with, to what to do and what not to do. Parents may encourage specific habits in their children based on their expectations for their children's future adult lives, such as financial

success or future caregiving. However, most parental activities, such as speaking to, playing with, teaching, and caring for their children, are still influenced by the gender role of the child.

As noted by Lundberg (2006), an array of factors might predispose parents to rear boys differently from girls. There is a difference between parents of a boy-child and parents of a girl-child to hold conventional gender roles. The effects of parental expectations of gender roles can be observed most clearly in children’s participation in domestic chores. Housework is often done more by girls than boys, and the types of housework given to children is mostly determined by gender. Children’s gender roles are also influenced as a result of household dynamics.

Parents are more willing to express their emotions and use emotional words more frequently toward girls than boys. When both children have encountered difficulty, girls are encouraged to solve the problems of internal emotional expression and adjustment, and boys are encouraged to deal with external entity problems.

Specifically, parents directly communicate their beliefs about gender by providing instruction, guidance, and training to their children (Eccles, 1994). They also reinforce “sex-typed behaviors by encouraging their children’s involvement in gender-stereotypical activities” (Lytton & Romney, 1991).

By analyzing parent’s behaviour, this study tries to identify that how it impacts on their children’s socialization process. So, the main purpose of this study is to critically examine the impacts of parents’ behavior on their children’s gender socialization.

II. THE RATIONALE OF THE STUDY

The Interaction between parents and children is surely not straightforward; numerous research has revealed differences in interaction based on the parent’s and child’s sexes (Fagot, Rodgers, & Leinbach, 2000). Fathers, for example, stimulate and talk more to their sons, whereas fathers and mothers punish sons more harshly and discuss emotional issues more with daughters than with sons.

Despite the fact that fathers are often the disciplinarians and issue-solvers, they are more likely to be regarded playmates (Bigler & Stacey, 2010). Both boys and girls learn a great deal about gendered behavior from their fathers: boys learn about masculine identity as well as how to inhibit behaviors such as violence and criminality.

Child development involves four changes that take place from birth to adulthood such as physical, social, cognitive and emotional. The process of child development is strongly intertwined with a child’s genetics. Parents are among the most important people in the lives of young children. Parents include mothers and fathers, as well as other caregivers who act as parents. From birth, children rely on parents to provide them with the care they need to be happy and healthy, and to grow and develop well but parents sometimes lack information and the support that they need for good parenting.

“A father is the grinding stone on which his son sharpens his growing masculinity and the approving audience to whom his daughter plays out her femininity,” writes Pruett (2000). Mothers, on the other hand, provide nourishment, security, warmth, and care. They were discovered to be more actively involved with their children, spending more time with them in general, as well as chatting and participating in academic activities.

Parents treating boys and girls differently is one of the strategies proposed to explain gender disparities in children’s behavior. However, there is lack of consensus in the literature to present on the extent to which parents treat their sons and daughters differently that influenced their children’s sexual identity and frequently parents differ in their child’s gender differentiation.

This research intends to identify the differences of mothers and fathers behavior to their children, which influence children’s gender socialization.

III. REVIEW OF LITERATURE

A variety of theoretical evidence supports the existence of gender differences in parenting. Chodrow (1978) examined the issue from a psychoanalytic perspective. According to this belief, because a mother and daughter are of the same sex, daughters have a much closer bond with their mothers than sons.

Barak, Feldman, and Nay (1991) explained that, therefore, fathers encouraged more stereotypical gendered types of behavior in their sons and daughters, such as encouraging boys to be more independent and girls to be more dependent. In addition to ideology, parents’ gendered behaviors, namely, whether they participate in activities that reinforce or challenge gender stereotypes, may contribute to the development of their children’s gender-role attitudes.

Fulcher, Sutfin, and Patterson (2007) have examined how parents’ gendered labor division, which includes housekeeping, childcare, and paid labor, affects their children’s gender ideas. Parents’ division of paid and unpaid labor according to traditional gender roles has been associated with children’s development of typical gendered job aspirations.

Sutfin, Fulcher, and Patterson (2008) contend that mothers treat boys and girls differently, whereas others claim the types of interaction children have with mothers and fathers are different, regardless of their sex.

As an example, used by McHale et al. (2003), mothers tend to perform more repetitive tasks of childcare, such as feeding and dressing their children, while fathers tend to play with their children.

According to Carlson and Knoester (2011), a growing body of evidence, both parent and child sex have a role in how parents communicate about gender and the messages that children take away from these exchanges. As a result, the research findings on the function of parent and child sex in children's gender development processes are still ambiguous.

Slavkin & Stright (2000) analyzed "The Effects of Gender Differences in Parenting Interaction on the Parent-Child Relationship." Gender roles are views about how gender influences individual, familial, communal, and social roles. Masculinity is defined as being autonomous, assertive, and aggressive in traditional gender roles, which are frequent in traditional homes where the male is the earner and the female is in charge of childcare and cleaning. Nurturing, sensitive, and emotional are all qualities associated with femininity.

Children may have a greater emotional attachment to their mothers than with their fathers since they have spent more time with them. Caring for children, according to Folbre et al. (2001), is a dynamic mix of labor and affection in which the relationship is vital. The impact of parenting and gender differences on a child's attachment to both the father and the mother has been studied by researchers (Thompson, 2000).

According to Milkie, Mattingly, Nomaguchi, Bianchi, and Robinson (2004), men expressed a desire to spend more time with their children (2004). Gender Differences in Parenting One common perception about mothers is that they are too invested in their children's lives, but men are far less involved, with the majority of them being rescued from the streets. Craig, 2006.

Also, because women are more likely than males to display affection, it may be more difficult for fathers to demonstrate affection towards their sons. In contemporary society, women are frequently seen as more nurturing, and many people believe that women are better at caring for children than men (Craig, 2006). Men are thought to have specific characteristics that make them more successful in business, while women are better at caring for children. According to Pohl, Bender, and Lachmann (2005), women are more empathic than men, whereas men are more authoritative than women.

Contact between parents and children is surely not straightforward; numerous studies have revealed differences in interaction based on the parent's and child's sexes (Fagot, Rodgers, & Leinbach, 2000). Fathers, for example, stimulate and talk more to their sons, while fathers and mothers punish sons more harshly and discuss emotions more with daughters. On the other hand, while fathers are often disciplinarians and problem solvers, they are also more likely to be regarded as playmates (Biblarz & Stacey, 2010).

Boys and girls both learn a lot about gendered behavior from their fathers: boys learn about masculine identity and how to regulate qualities like aggression and criminality, while girls learn about feminine identity. Pruett writes (2000) that "a parent is the admiring audience to which his daughter listens and the grinding stone on which his son sharpens his embryonic masculinity."

On the other hand, mothers provide sustenance, security, warmth, and care for their children. They were found to be more actively involved with their children, spending more time with them in general, conversing with them, and participating in academic activities.

Although both mothers and fathers influence their children's gender, fathers are more concerned with gender conformity and appropriateness (Biblarz & Stacey, 2010; Forehand & Nousiainen, 1993; Lewis & Lamb, 2003; Siegal, 1987). Children as young as preschool may distinguish between the duties of mothers and fathers, according to Raag and Rackliff (1998).

Boys stated that their fathers would regard cross-sex play as inappropriate and that their fathers enforced stricter norms of conduct than their moms.

Indeed, according to Maccoby (1990), men approach young children in a more gendered manner than mothers. As youngsters get older, they engage with other children of the same gender, reinforcing gender-specific activities and traits.

In previous studies, it was also shown that women gave information about the father's role that was potentially skewed. As a result, this study collects data from both the mother and the father. It was also observed that previous research has primarily focused on gender differences in parenting among parents of infants and young children, with only a few studies concentrating on adolescent parents. Previous research has shown that as children get older, the disparity in treatment between sons and daughters diminishes. Other research has shown that gender differences in parenting fade with age, especially in areas like punishment and gender-specific interests. As a result, the current research focuses on gendered parenting during the childhood stage. It is an attempt to find a way to resolve the contradictions.

Finally, while research reveals that both the parent's and the child's sex have a role in how gender beliefs are passed down the generations, there is inconsistent data about the nature of this relationship. Some

scholars argue that mothers and fathers treat boys and girls differently (Sutfin, Fulcher, & Patterson, 2008), while others argue that children's interactions with mothers and fathers are essentially distinct and independent of the children's gender (McHale, Crouter, & Whiteman, 2003). For example, moms are more likely to conduct everyday childcare activities like feeding and dressing their children, whereas fathers are more likely to connect with their children through play (McHale et al., 2003). According to a growing body of evidence, both parents' and child's sex have a role in how parents communicate about gender and the messages that children take away from these exchanges (Carlson & Knoester, 2011). As a result, the research findings on the function of parent's and child's sex in children's gender development processes are still ambiguous.

The literature review showed how parenting influences a child's behavior and, in turn, how this influences the child's gender socialization process. As a result of their parents' perceived differences, children learn to differentiate between genders at an early age. Through this research work, we will explain in detail the differences in parental behavior and why these differences, as well as the subsequent use of these differences, affect a child's gender socialization.

IV. THEORETICAL FRAMEWORK

Every research work is founded on theoretical or conceptual knowledge. To conduct this research, we used the Social Learning Theory (Albert Bandura, 1986) and the Gender Schema Theory (Sandria Bem, 1981).

Social Learning Theory (Bandura, 1977) suggests that the child develops both gender identity and gender role through learning process that involves modeling, imitation and reinforcement. The theory rests on the assumption that boys learnt to be masculine and girls learnt to be feminine because gender-role appropriate behavior is rewarded while gender-role inappropriate behavior is punished or ignored. According to this theory, children learn by watching and imitating the conduct of same-sex adults.

According to Sandra Bem (1981), the Gender Schema Theory explains how a parent's gender assumptions affect the tactics they use with their children, both girls and boys. When parents have traditional views on gender roles, they are more likely to engage in gender-differentiated parenting, which reinforces gender-role consistent behavior (e.g., more harsh or physical control of boys than girls, more gentle control and guidance of girls than boys) even if this differs from societal views or strategies.

V. METHOD

This is a descriptive study. This study is qualitative in nature, with both quantitative and qualitative data presentation. When quantitative data is used in qualitative analysis, it can help us interpret and understand the complex reality of a given situation and the implications of the data with a clearer view than it would be otherwise. Qualitative research seeks to understand a given research problem or topic from the perspectives of the local populations it involves. Qualitative research is especially effective in obtaining culturally specific information about the values, opinions, behaviors, and social contexts of particular populations.

Interview and case study methods have been used for data collection. The instrument that was used for the respondents was a questionnaire containing mixed-structured questions.

Both primary and secondary sources of data have been used to conduct this research.

Primary Sources: Data for primary sources were gathered through face-to-face interviews with the parents of preschool children, middle-aged children, and adolescent children.

Secondary Sources: In secondary sources, data is collected from books, journals, articles, the internet, and newspapers.

The population of the study are all the parents of their children aged 2–18 who are impacting their children's gender socialization at Gaibandha Sador, in Gaibandha District, Bangladesh. A total of 30 eligible respondents, who are parents, were chosen from the above-mentioned location and they are selected as the sample of this research.

VI. AREAS OF ANALYSIS BASED ON PRIMARY AND SECONDARY DATA

This paper deals with the different aspects of the parents who have impacted their children's gender socialization in the Gaibandha district. Parents' roles and responsibilities, gender-stereotypical expectations of parents, difference in treating children based on their sex by their parents, a child's gendered behavior and gender-based cognition are included here.

The findings imply that gender socialization processes, such as personality traits, household behavior, occupations, and physical appearance in the family, differ between boys and girls. The majority of parents said they had taught different attitudes, roles, and responsibilities to their boys and girls, and that they wanted their girls to be polite, accommodating, emotional, naive, and feminine in structure, while their sons should be powerful, aggressive, and courageous. Respondents' boy children were 100 percent masculine, 67 percent aggressive and bold, while their girl children were 100 percent polite, 85 percent accommodating and emotional, 100 percent naive and nurturing, and 78 percent feminine, according to the data.

Gender socialization, according to all of the respondents, refers to the tendency for boys and girls to be socialized differently. Boys are raised to fit into the male gender role, while girls are taught to fit into the female gender role.

This dimension was demonstrated in the respondents' report by considering how various factors in the data could suggest parents' traditional or nontraditional gender-caring preferences. Traditional care is preferred by the majority of respondents (84%) for establishing gender socialization, and it is also preferred by a small percentage of respondents (5%) on occasion, and just 11% of parent respondents do not favor traditional care for their children.

Parents were asked the question, "What is the gender division of labor in their household work?" and divided the following key household and care-giving tasks: a) Preparing food for children, b) Housecleaning c) Washing the children's clothes, d) Taking care of children

Parents were asked to choose a "division of labor category" for each of the four tasks, and they answered the question thinking the activities were: (a) most of the tasks were done by the mother alone, (b) occasionally the typical housework was done by the father, or (c) sometimes these tasks are divided equally by the father and mother

Parents are crucial in a child's development, particularly in terms of gender awareness and, unavoidably, gender stereotyping. Channeling, unequal treatment, indirect and direct education, and modeling are all examples of parental influence (Owen Blakemore, Berenbaum, & Liben, 2009).

Parents with traditional gender role attitudes encourage and set expectations for their sons to behave in stereotypically masculine ways, according to Bornstein and colleagues (2011), which may lead to children internalizing similar attitudes and expectations.

Parental values themselves may differ depending on the gender of the parent as well as the gender of the child.

5.1 Parents' Stereotyped Gender Role Modeling

This dimension is used to analyze how some variables in the data could indicate the traditional or nontraditional gender attitude of parents. In the same way, a gender-different socialization index was analyzed for developing in their children's gender socialization process.

Even if it is unduly simplified and not necessarily correct, a stereotype is a widely accepted judgment or bias about a person or group. Gender stereotypes can lead to uneven and unfair treatment based on a person's gender. As part of the process of socialization, parents have been depriving their children of childlike behavior since birth, depriving boys and girls of their rights in various fields, including work, education, and entertainment. A child comes to earth only with the natural change given by God. Upon arrival, parents are accustomed to imposing their decisions on procedures, movements, sports, costumes, work ethic, etc., without any natural differences. (Islam, 2021)

Parents discussed their child's socialization process in some ways, such as

Traditional personality traits: the parents' want for girl children are often expected to be accommodating and emotional, while boy children are usually expected to be self-confident and aggressive.

Traditional domestic behaviors: some parents expect girls to take care of the children, cook, and clean the home, while boys take care of finances, work on the car, and do home repairs.

Traditional Occupations: Some parents are quick to assume that their girl children will be teachers and nurses and that pilots, doctors, and engineers will be boy children, which clearly indicates the parents' gendered attitudes.

Traditional Physical appearance: Parents expect their daughter to be thin and graceful, and their son to be tall and muscular. Parents are also expected to dress their children in ways that are stereotypical of their gender. The boy is dressed in pants with a short hairstyle, while the girl is dressed in dresses with make-up. But nowadays, a growing number of parents want to go beyond those parameters when it comes to dressing their child's.

According to the Social Learning Theory of Albert Bandura (1986), a child emphasizes the necessity of observing, modeling, and imitating others' behaviors, attitudes, and emotional reactions. Observational learning is a method of learning behavior from the environment. Children learn a lot from the environment around them. As a result, children are influenced by their parents' stereotyped behavior, attitudes and responsibilities.

5.2 The Division of Labor between Parents

When total time use is compared between mothers and fathers of children, mothers spend more combined time working, doing household labor, and caring for children than fathers. So always-mother spends her total time on traditional housework.

Although mothers of young children spend more time on work, household labor, and child care than fathers, they are not more likely to have access to workplace policies such as paid family and medical leave, paid sick days, workplace flexibility, and affordable child care. This study shows that the parental division of housework when sons were very young will have a positive effect on their later involvement, whereas

daughters’ activities are more influenced by mothers’ employment during early childhood. As a girl, they tend to focus on their mother’s traditional household chores and want to act like a mother. Again, the boy children want to be like their father as a result of their father’s conventional activities. The boy wants to concentrate on the decision-making sector, to want superior in the family, and want to dominate their daughters and mothers.

5.3 Parents treat their children differently

This research indicates that the parent’s behavior promotes gender differentiation in their children. While sexual identity is preferred by parents, the father and mother make a greater differentiation between sons and daughters. Differential socialization behavior is found in this study. According to the findings, parents’ behavior encourages gender differentiation in their children’s socialization.

Parents and family play the most crucial role in socializing a child. Because a child’s mind is best known by his/her parents, brothers, and sisters, they have a lot of power over them. This is why, in most situations, if one’s parents, brothers, or sisters take the wrong path, the child will as well.

Children’s gender identities are shaped by their familial dynamics, which can have a significant impact on gender specialization. Traditional gender roles are more likely to be held by boys’ parents than by daughters’ parents, with fathers emphasizing the breadwinning role for boys. The consequences of parental gender role expectations are most evident in children’s participation in household duties. Girls are more likely to do housework than boys, and the type of housework assigned to children is largely determined by gender. As a result of household dynamics, children’s gender roles advance even further.

5.4 The Influence of Stereotyped Toys Selection and the Differentiation of Attitudes and Behavior

Parents’ influences children’s toy preferences, such as girls playing with dolls and boys are with balls, including in sports. While both fathers and mothers urge their children to play traditional gender roles, fathers do so more frequently than mothers. Parents directly influence their children’s gender role, beliefs and preferences by choosing their children’s activities, thus setting expectations.

Toy selection, as well as drawings and rough-and-tumble play, revealed more masculine-typed behavior in girls. While this is an intriguing finding, parental expectations, in addition to genetics, may have a significant impact on behavioral outcomes. Masculine traits in females may be discouraged, and parents may steer their daughters toward traditionally feminine toys, colors, and tastes.

Gender inequalities in the socialization process, particularly during the respondents’ childhood and adolescence, were discovered in the data. For example, before their child turns three years old, parents should be aware of the remarkable differences in how males and girls interact. Boys try to dominate and control the playmates of their female counterparts. They do this by holding small competitions or, if required, by becoming confrontational. They establish their control and then aim to improve their position by wielding power.

On the other hand, girls like their mothers, attempt to create and improve their relationships. Boys and girls begin to avoid each other because they want to do different things.

Girls prefer girls over boys as playmates because they abhor boys’ violent competitive play and dominance. "Girl’s games" are also disliked by young boys. When asked, boys will express horror at the prospect of becoming girls; girls, on the other hand, are not afraid of becoming boys; they soon grasp the benefits of being a boy.

Sandra Bem’s Gender Schema Theory (1981) explains how a parent’s gender beliefs influence the strategies they use with their daughters and sons. Parents who hold traditional views on gender roles are more likely to engage in gender-differentiated parenting, which reinforces gender-role consistent behavior such as more harsh or physical control of boys than girls, and more gentle control and guidance of girls than boys, even if this contradicts societal views or strategies. So toy selection results in different gendered knowledge between their children and different parenting attitudes creates a gender-biased attitude for their children.

5.5 Gender Stereotypes have adverse effects on Children:

Children become aware of gender at a young age through observation, learning, testing, and practice, though these processes vary by child, as children learn at different rates and in different ways, depending on their abilities, experiences, and social contexts. In early life, very young babies begin to notice and accept gender messages, and by the age of one year, infants are normally able to distinguish between women and men, developing gender categories in the process. Children can become aware of gender stereotypes as early as 18 months and are normally aware of the social significance of gender before the age of two. (Islam, 2021)

Gender stereotypes are formed as a function of socialization. Girls and boys are expected to act in certain ways, and many parents socialize their children in these ways from birth. Boys are tended to be filthy and boisterous, whereas girls are expected to be tidy and quiet. Gender stereotypes in clothing trends and leisure activities become more obvious as youngsters grow older. Boys and girls who do not fit gender stereotypes are frequently shunned by their peers of the same age group. This can have negative consequences, such as a drop in self-esteem. (Watch, O. 2018)

When a child grows up after birth, different social practices help him adapt to different social norms. In various sports in society, girls are encouraged to do such things as open dust as they feel physically weak. At the same time, they are encouraged to play such games, thinking that the boy is physically strong and capable and more courageous. As a result, girls are prevented from expressing their experience and skills in dealing with problems. On the other hand, having more opportunities increases the confidence of the boys, and their opportunities in social activities are more established. (Islam, 2021)

The two trends have been separated for ages by mixed indicators as boys and girls grew up within the larger confines of the socialization process. This study reveals that stereotyped parenting affects their children’s socialization negatively, which leads them to play gendered role in society.

VII. RECOMMENDATION

Parents can play a role in reducing the negative effects of gender stereotypes on children. The findings of the study imply that parents have various possibilities to fight the detrimental effects of inflexible gender roles and stereotypes on young children, to model and promote gender equality, and to support a wider range of experiences and opportunities for both young boys and girls. The findings also imply that they engage with both parents and young children in different ways, as well as the effects of parenting on children's gender socialization. Below are some concrete ways that parents can support and model gender equality. There are many opportunities for parents to address the gendered behavior through their influential role in the development of a child's identity, as well as their expectations and beliefs about gender, gender roles, and gender relations.

These include:

1. Fostering strong personal identities through encouraging and supporting strengths and interests in all activities, regardless of gender stereotypes;
2. Challenging gender stereotypes by discussing them with their families and reflecting on how stereotypes and gender roles are reinforced on a daily basis.
3. Promoting equal, and respectful interactions between and among men and women, as well as girls and boys, by modeling equal and respectful relationships and highlighting depictions of equal and respectful relationships in media and books.
4. Challenging any dialogues or images in the media that appear to condone violence against women
5. Promoting women's freedom and decision-making in public life and relationships.

(Watch, O. 2018)

Gender-neutral parenting tips

1. Keep child’s name gender-neutral, try to avoid that pink as a girl's color and blue as a boy's color.
2. Think about gender-neutral toys like a puppet theater, farm set, baking equipment, and building blocks, as well as traditional gender-based toys like dolls and dumper trucks, and don't worry about who wants to play with what; the message is that it's great to play with whatever they want.
3. Do not be swayed by stereotypes. Instead of saying things like "don't act like a girl," promote the idea that guys can like films about Prince Charming and fairies just as much as girls can get excited about superheroes.
4. Allow children to believe that the only difference between boys and girls is the way they urinate.

(Barcellos, & Lleras-Muney,2014)

VIII. CONCLUSION

Clothing, toys, television shows, books, friends, and extended family members all communicate messages, explicitly and implicitly, about what is considered most "appropriate" for girls and boys. While the larger context has an impact on children's developing gender awareness, this research shows that families, particularly parents, are young children's first and primary source of gender information and learning. It is acknowledged that young children develop a knowledge of gender roles and stereotypes and put their understandings into reality for themselves. According to this study, parents can play an important role in encouraging their children's ability to freely and fully select their own interests and preferences, regardless of gender or social expectations. It also found that the roots of gender-stereotyped ideas and behaviors are established in early life. While the study indicates that parents believe girls and boys should be treated equally in the early years, it is also revealed that the level of comfort many parents report with regards to their young children participating in a specific activity is related to whether or not that activity is considered gender-appropriate. This finding is in line with the research showing that even though parents feel their children should be treated equally, they may act or communicate in ways that mistakenly contradict with this belief. This research indicates men are more likely to wish to maintain "traditional" gender stereotypes than women do, such as treating girls and boys differently. In comparison to mothers, fathers are less likely to be comfortable with

their boys playing with dolls or sobbing. The positive indication is that parents desire to combat gender stereotypes by taking action. Parents may help achieve that by becoming more conscious of how they mistakenly and discreetly perpetuate gender stereotypes. They may also deploy gender equality and respect in their own interactions, according to this research.

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