The present study examined the development of sex typing during middle childhood, using a sample of children aged years. The purpose of the study was to provide information about the.

Chapter 7School And Children: Epps and Sylvia F. Smith This chapter is primarily concerned with the effects of schools and schooling on children ages However, because formal schooling in the United States and many other nations frequently begins between ages 4 and 5, some of the research and theory reviewed encompasses this earlier period as well. Throughout the world the most widely recognized function of elementary schools is to provide opportunities for children to acquire at least basic competencies in reading, writing, and computation. Thus, the schooling process has a significant impact on the development of children both academically and societally. The effects of schooling on children may not be obvious in societies in which the vast majority attend school. However, in countries in which smaller proportions of the population attend school, the effects are striking Stevenson et al. World Bank records indicate that 64 percent of the children ages in developing countries attended school in , compared with 94 percent of the same-age children in developed countries. Substantial differences in literacy and other cognitive skills appear when persons who have attended at least elementary school are compared with those who have not been exposed to formal education Sharp et al. In developing nations a major concern is expanding access to formal education to reach a larger proportion of school-age children. In cross-national comparisons of science achievement, secondary-level American students do not perform as well as students from Japan, Hungary, Australia, New Zealand, and the Federal Republic of Germany. However, data from the International Association for the Evaluation of Educational Achievement Walberg, indicate that American year-olds are achieving at approximately the average level for developed nations although still far behind Japan. There is some evidence that parental expectations may account for the achievement advantages of Japanese students Hess et al. During these important middle childhood years, children are thought to be functioning developmentally at what Piaget termed the concrete and formal operational stages see Fischer and Bullock, in this volume. During this phase, basic literacy as well as computational and conceptual skills are acquired. Children also develop relatively permanent attitudes about schools and learning, including study habits. At this level schools are concerned with the development of reading, writing, speaking, and computational skills. In most instances teachers instruct children in groups at a given age or grade level, using a specified set of instructional materials, and the academic outcomes of this overt function are assigned highest priority. With regard to socialization, schools by virtue of their structure also facilitate normative outcomes Dreeben, ; Jackson, Dreeben contends that schools provide children with the psychological capacities needed for participation in societal institutions by fostering independence, achievement, universalisms, and specificity. These themes recur throughout this chapter. Schooling occurs in the context of the society at large; therefore, its academic and normative functions are not independent of other societal institutions. This chapter discusses the school environment, the cognitive and affective effects of schooling, both manifest and latent, and schools and children in the context of family influence socioeconomic background, home background, and the like. Issues related to school desegregation and bilingualism are also discussed. Wherever possible, we point out methodological weaknesses in the existing research and list issues for future investigation. We do not cover the literature on teaching methods in any detail, although instructional approaches that appear to be important conceptually and methodologically e. And an issue of great current interest, mainstreaming of handicapped children, is not discussed see Heller et al. Input-Output Analysis The work of Coleman et al. These conclusions are based primarily on research with secondary school students. Other studies of the same genre suggest that elementary schools do have differential effects on student outcomes Brookover et al. Alternative interpretations have been suggested. For example, Heyns and McPartland and Karweit suggested that the findings on school environments can be interpreted to mean that school environments provide similar educational experiences for

all students and that schools are for the most part equally effective in influencing most learning outcomes. At any rate, school effects at the elementary level have been studied much less than those at the secondary level, although the organization and locations of the two levels of schools differ in the extreme. In contrast to secondary schools, in elementary schools children often remain in one classroom with one teacher for most of the day. And in the United States, elementary schools are most often neighborhood schools, a circumstance that, for middle-class white students, leads to a high degree of concordance between home and school environmentsâ€"perhaps potentiating effects of both. For lower-class and minority students, however, there is frequently a lack of congruence between home and school environments see the section below on race and ethnicity. Studies with this focus examine how the various components in the "cultural system" of school interact to influence both cognitive and normative outcomes. Focal variables include ability grouping, classroom organization, and teacher-student relationships. The effect of ability grouping on achievement remains debatable. While some studies report that no significant relationship exists, Brookover et al. Barr and Dreeben studied the ways teachers organized first-grade classrooms for reading instruction. They found that the number of instructional groups and the size of the groups were determined by such characteristics as class size and number of low-aptitude students in a classroom. Barr and Dreeben also observed that teachers moved children from group to group during the school year largely on the basis of how well they performed. The average aptitude of the instructional group was a major determinant of how much material was covered in reading texts and ultimately how much the children learned. Beckerman and Good found that the ratio of high- to low-aptitude students in a classroom affected the achievement of both. High- and low-aptitude third- and fourth-graders had greater achievement gains in classrooms in which more than one-third were high aptitude. Barr and Dreeben contend, however, that the number of low-aptitude students in a classroom is more important than the proportion. Studies by Eder , Leiter , and Rowan and Miracle also indicate that grouping strategies and the distribution of abilities have profound effects on student achievement. This topic deserves much more attention. The degree and type of teacher-student interaction and the extent to which students interact in school activities and share in the decision-making process are related to positive effects. Despite these findings, Goodlad noted that "above the primary level, students experience few classroom activities that involve their own goal setting, problem solving, collaborative learning, autonomous thinking, creativity, and the like" p. Milieu Variables Other research indicates that strong relationships, both positive and negative, apparently exist between the values and beliefs of various groups within a school and its climate and between values and student outcomes. Teacher characteristics McDill and Rigsby, ; Rutter et al. While research denies significant relationships between teacher characteristics, such as teacher preparation or salary and student outcomes, positive correlations have been noted between school climate as perceived by elementary children Ellett et al. Likewise, Brookover et al. The Ecological Perspective Ecological studies combine ecological elements from the input-output economists with social-system, culture, and milieu variables. Effects of both school its physical characteristics and schooling the process are at issue in such investigations. In general, studies investigating the effect of ecological variables on student outcomes have produced low or inconsistent correlations. Findings with respect to effects of class and school size are mixed. As expected, small schools have been found to have better student behavior Anderson, Although contrary to McDill and Rigsby and Rutter et al. This could be due to a lack of agreement over the definitions of size terms e. Glass and Smith , from a statistical research synthesis of a large number of studies, concluded that differences in achievement are greatest in a range of class sizes between 10 and Other important considerations include investigating the possibility of threshold effects for specific subgroups of students e. Rutter and Summers and Wolfe contend that it is likely that less-able students will benefit from significant reductions classes consisting of fewer than 20 pupils in class size. Further investigation into effective ways of making such changes without detrimentally affecting average and above-average students is needed. Teacher Behaviors And Expectations Teacher behaviors and expectations, although not always systematically included, can be classified under the ecological approach. Although this research has a number of conceptual and methodological weaknesses, this

continues to be an important line of investigation. Studies such as those undertaken by Leacock , Rist , and Rosenthal and Jacobson suggested that teacher expectations can strongly influence both the cognitive and the affective development of children. On the basis of observing a single classroom of black children, Rist noted that by the eighth day of kindergarten the teacher had assigned the children to tables that reflected social-class groupings. These groupings persisted into second grade, and throughout this period teachers tended to favor the more advantaged children. Much of the early expectancy research is thought to be flawed see, for example, Elashoff and Snow, , and a number of later studies have focused on whether teachers behave differently toward high-and low-achieving students e. Although differential behavior is often observed, its precise relationship to student achievement remains unclear. With a sample of 17, students representing 38 schools ranging in grade levels from elementary through high school, Goodlad et al. By the senior year of high school, these encouraging behaviors declined as much as 50 percent in comparison to the early elementary school years Benham et al. Entwisle and Hayduk examined teacher, student, and parent expectations in three elementary schools one middle-class and two lower-class schools. Their results raise many questions that should lead to further research. The authors noted that far too little attention has been paid to what actually happens when marks are assigned. How do parents and children react? What is the effect on subsequent expectations and behaviors? Research on social climate and teacher behavior suffers from many problems, especially a failure to conceptualize variables in terms of testable theory. Anderson made a number of recommendations with which we concur: In general, a diversity of research methods is called for. The use of in-depth observation, for example, could compensate for the fragmentary evidence on school climate typically yielded by surveys. Experimental methods, when feasible, are of course optimal. As Rutter et al. Because subtle differences in conceptualization are important, a few of the predominant perspectives are mentioned for the sake of clarity. Research on school production focuses on the relationship between the workings of schools and individual learning Barr and Dreeben, More specifically, an attempt is made to identify what in the organization of schools leads to increments in individual learning outcomes. Formulations predicated on this theoretical approach suffer several limitations, including disagreement among researchers on whether the productive unit is the educational organization or the individual and at what level in the organization production takes place. Other conceptual weaknesses in this approach include 1 confusion over who or what the productive unit is; 2 failure to explain details of the schooling process and, as a result, failure to show how various parts of the school as an organization are integrated; 3 little if any integration of the processes that may occur at different levels district, school, classroom, or individual ; and 4 perhaps most important, failure to take into consideration characteristics of the learner. The study of individual status attainment represents a second approach to research on the effects of schooling, very similar to school production studies but with some subtle differences Barr and Dreeben, Research in this tradition focuses on educational attainment as the penultimate, or often ultimate, endogenous variable. As noted in the section on input-output analysis earlier, there are serious problems in trying to apply findings from this body of research to children ages Research classified under the process-product heading is concerned with instructional effectiveness. Studies are typically focused on identifying teaching behaviors and activities that increase learning outcomes. Brophy and Evertson , Dunkin and Biddle , Gage , , and Rosenshine are major contributors to this approach. The process variables include teaching behaviors, activities, and such characteristics as teacher explanation, demonstration, maintaining order, housekeeping, planning, and years of experience as well as classroom and pupil contextual variables.

Chapter 2 : Gender typing - Wikipedia

The present study examined the development of sex typing during middle childhood, using a sample of children aged years. The purpose of the study was to provide information about the developmental course and stability of various aspects of sex typing during this period and to examine the relative contributions of cognitive and environmental factors to sex-role development.

Parents of sons are more likely to express conservative gender role views than parents of daughters, with fathers emphasizing the paternal breadwinning role for males. The effects of parental expectations of gender roles can especially be seen in the role children play in household duties. Girls generally do more housework than boys and the type of housework assigned to children largely depends on gender. The results suggested that CAH girls exhibited more masculine-typed behavior observable through toy choice as well as drawings and rough-and-tumble play. While a compelling result, parental expectations, in addition to biology, could play a large role in shaping behavioral outcomes. An early diagnosis might lead parents to expect, and therefore, condone, more masculine-typed behaviors, implicitly socializing the CAH girls to express themselves in certain ways. In normally developing girls, masculine behaviors may be discouraged, and parents may steer their daughters toward more traditionally feminine toys, colors, and preferences. This alternative social explanation complicates the interpretation of neat causality between hormones and behavior. Until , these play differences were ignored in studies of the differences between boys and girls, [11] but recent research has shed light on these sex differences. Hardy et al This study took preschool children and asked them to perform specific fundamental movement skills such as locomotor and object control skills. After examining the children performing these movements, the researchers found that female preschoolers are generally better at locomotor movements, while male preschoolers are better at object control. These findings emphasize the need for a superior program in which boys and girls can work together and integrate their skills for a chance at greater development of future skills. Boys tend to be more "rough and tumble" in their play while girls shy away from this aggressive behavior, leading to the formation of separate play groups. Calvert In addition, boys tend to gravitate more towards toys such as trucks while girls tend to gravitate towards dolls, but these preferences are not absolutes. A study by Alexander, Wilcox, and Woods showed that female infants showed more visual interest in a doll over a toy truck while male infants showed more visual interest in a toy truck over a doll, but these differences were more pronounced in the females. One of the most compelling theories in regards to biologically determined gender differences is the idea that male-preference and female-preference for toys are mediated by inequities in visual processing. The central claim is that males and females are preprogrammed to specialize in certain forms of perception: Alexander [14] makes a particularly strong case. The author suggests that inherent sex differences based on perceptual categories encourage children to seek out playmates of a similar play style, and ultimately predisposes them for later social and gender roles Alexander, Human vision operates based on two anatomically grounded systems: Both pathways are present in males and females, and M-cells are designed to recognize motion, while P-cells specialize in form and color perception Alexander, Some research has suggested that sex-linked differences in M-cell versus P-cell dominance could be the underlying factor leading to differential toy preference in children, potentially validating the stereotype that boys prefer toy cars and balls objects associated with motion while girls prefer dolls and stuffed animals objects characterized by distinct facial characteristics, form, and color. Beyond hormonal explanations, Alexander also employs an evolutionary biology perspective to link contemporary toy preference to early selective pressures and the development of visual specialization. Specifically, male M-cell pathway dominance is connected back to motion mediated activities like hunting and the throwing of projectiles. Female P-cell dominance is tied to foraging for plants, a task requiring discrimination between colors and memory of form. Color is particularly important in foraging, as discrimination between colors aids in identifying a ripe piece of fruit from the greenery around it. As it were,

the "green-red opponent system" is thought to be X-chromosome linked and phylogenetically more recent, in contrast with the more rudimentary "yellow-blue" system present to the same degree in both sexes Alexander, According to the theory, this adaptation has persisted throughout human evolution, and may contribute to contemporary sexual-dimorphism in skill and preference. From this position, Alexander suggests the designation of pink as a girl color and blue as a boy color might not be completely arbitrary after all. In a separate study by Gredlin and Bjorklund , it was found that there are sex differences in object manipulation. The children were put in these conditions and any decision they made was spontaneous and on their own; they were only given a hint after they had failed the task 5 times. This shows that boys are more likely to participate in object manipulation, and this may be because they spend more time in object-oriented play. The study also found that girls spend more time in social play. Evolution may play a role in this phenomenon; the differences in play styles between boys and girls manifest into adult behavior. Further, a study by Jadva, Hines, and Golombok showed that while male and female infants show more visual attention towards toys specific to their gender, there is no significant sex difference in color or shape preference at a young age, which suggests that, for example, a preference for the color pink in girls stems more from societal norms than from an innate capacity. Ruble and Martin showed that there is often cross-gendered play in boys and girls, and this is typical of development. However, it is hypothesized that atypical gendered play patterns, such as a boy who plays almost exclusively with dolls and not typical masculine toys and who prefers to play with girls over boys, are an indication of later homosexuality. Lindsey and Jacquelyn Mize, context can have a big effect on the types of activities children will partake in. For example, this article outlines that if parents associate certain household tasks with gender unintentionally, the child can get an idea that certain things are "masculine" and "feminine. This can effect gender roles in childhood. During the procedure, two feminine and two masculine toys were presented to individual children: Based on a pretest, the dolls and trucks were clearly recognized as feminine and masculine, as well as attractive and unattractive based on their quality. All children preferred the new toy when presented with a pair of singularly gendered toys. Children were first given a toy preference test, then a gender constancy interview, and then a gender-role norms interview. The results indicate that children with a more flexible view on gender-role norms made fewer gender-typed choices than children with rigid norms. This result begs the question: The authors favor the explanation that parental norms play a large role, but insist that further research must be done. Echoing Serbin et al. Besides play patterns being an indication of sexual orientation, the presence of homosexual or heterosexual relationships in the family may in turn influence play patterns in children. It has been suggested that children of same-sex couples are raised differently, resulting in gender roles different from those of heterosexual parents. This viewpoint is validated in a recent study by Goldberg, Kashy, and Smith, which showed that sons of lesbian mothers were less masculine in the way in which they played than those of gay fathers or heterosexual parents. In a study, it was found that children over the age of two show a stronger preference for the color of an object, as opposed to what the object was. The child was more interested in toys that were gender-traditionally colored, regardless if that toy was a toy typical for their gender. Due to the separation of toys advertised, or colored, for certain genders, it can hinder cognitive and social skills. Boy oriented toys focus on spatial skills, and girl oriented toys focus on social or verbal skills. Studies have found that boys and girls interact with same-sex peers more frequently than with opposite-sex peers. Studies with preschool children yield large effects indicating that boys have more integrated social networks than girls in that their friends or playmates are more likely to be friends or playmates with one another. However, these early conceptions of gender roles undergo radical change when the child enters school. Here, the child will encounter a wide variety of approaches to gender, assimilating new information into their existing structures and accommodating their own outlook to fit new individuals, institutional demands, and novel social situations. This process of socialization is differentiated between gender, and general trends in the social constructs of elementary age children reflect the organization of gender within the family and society at large. One way of evaluating gender roles in school children is to dissect the popularity hierarchies that they construct and inhabit. Many

studies have done just this, and significant differences are evident between genders. Athletic prowess is by far the most significant factor in popularity among boys, and one study even reported that the most popular male at each school they observed was the best athlete. This might be seen as an extension of the rough and aggressive play that boys seek at a young age. Daughters of affluent parents are able to afford the expensive makeup and accessories that allow them to mimic societal standards of superficial beauty, making them more attractive to boys and more popular. However, as boys near adolescence, doing well in school is often viewed as a source of shame and an indication of femininity. Girls are more likely to value effort over inherent ability, while the opposite is true for boys. At first, cross-gender interaction is discouraged as the boys and girls divide themselves and create mostly separate social spheres. Especially among boys, behavior and habits associated with the opposite gender are deemed undesirable and punishable traits. Although most young boys exhibit curiosity regarding the opposite sex while in a private setting, such curiosity displayed in public is socially unacceptable. As children mature and refine their ideas about what it means to be a man or a woman, it gradually becomes acceptable to approach individuals of the other sex. Cross gender relationships generally improve social status only to the extent that they are romantically oriented, as mere friendships that do not involve kissing or dating are often viewed with suspicion. Early on, interaction with the opposite gender is reserved for only the most popular boys and girls, and couples tend to match themselves roughly according to popularity through junior high and beyond. For preschool-aged children, an important source of such information is the picture books written specifically for their age group, which are often read and reread to them in their impressionable years. In a study done by Oskamp, Kaufman, and Wolterbeek, it was found that in picture books for the preschool audience, the male characters played the more active and explorative role and the female characters played the more passive and social role. Though parents and teachers teach these lessons intentionally as well as unintentionally, young children also learn through television. As has been proven, a significant source of cultural gendered messages is television, perhaps most powerful for children who watch up to an average of four hours daily. A study done by Powel and Abel analyzed how sex-role stereotypes in television programs such as Teletubbies and Barney are aimed at the preschool audience. In their analysis, Powel and Abel found that gendered messages and behavior is present in preschool television programming and this was found through eight different themes and out of the eight themes five of them, leadership, appearance, gendered roles, occupations, and play roles, were significantly gendered. The three youngest Teletubbies robotically followed around the oldest who happens to be male like. The pattern being set is that males lead and females follow. On the other hand, Barney is also the male leader but he leads the children as a caring, social values, "feminized" male teacher. The reconfiguring of leadership as social and friendly leadership can be seen an alteration of a typical male teacher but the sex-stereotype of male being leaders is reinforced for the preschool aged children. Reconfiguring of the male characters was also prevalent for the four remaining themes that were gendered. The males in these shows were taller in stature, wore darker colored clothing but sometimes wore shorts and skirts. As for gendered roles, the males were generally more active while the females were more social and passive. Neither program showed men and women in non-stereotypical occupational roles, indicating that at an early age, children are exposed to gender -specific occupational expectations. In play roles when it was either time for story time or play time the females played the more passive roles such as setting up a picnic, while the males played the more active roles such as fox chasing. These findings help shed light on to the findings from a study carried out by Durkin and Nugent. Young children will indeed see stereotypical sex-role models of the feminine and masculine in the media that is geared towards them, but they will also see social skills being affirmed for both sexes. We can conclude that mass media have the power to confirm both stereotypes and non-traditional gendered behavior-though more for boys than girls. Children are often dressed in gender specific clothing and given gender specific toys from birth. Parents may encourage children to participate in sex-typed play, such as girls playing with dolls and boys playing with trucks. Parents may also model gender normative behavior, both unintentionally and intentionally. In , Claire Hughes found parents of young girls were more likely to have more positive overall

affect and stronger discipline. Hughes also found parental warmth to be associated with the development of theory of mind for girls, but not for boys. Hughes suggested this may have to do with a greater tendency for girls to use understanding of mind to seek emotional support, empathize, and cooperate. Judith Blakemore found that when children were given opportunities to interact with infants, boys were less likely to show interest in the younger child.

Chapter 3 : The development of sex typing in middle childhood. | PubFacts

The Development of Sex Typing in Middle Childhood Created Date: Z.

A stronger and more robust surveillance system is needed to provide the data to understand and plan for the health and well-being of children. References 1 Education Encyclopedia. Stages of growth in child development. Life course health development: A new approach for addressing upstream determinants of health and spending. Neuroscience, molecular biology, and the childhood roots of health disparities: JAMA ; 21 , Effortful control, executive functions, and education: Affect regulation and the origin of the self: The neurobiology of emotional development. Neural activity and the growth of the brain. Cambridge University Press; Brain development during the preschool years. From neurons to neighborhood: The science of early childhood development. The effects of poverty on childhood brain development: School readiness and later achievement. The development of children ages 6 to Research Advances and Promising Interventions. The National Academies Press. Building a New biodevelopmental framework to guide the future of early childhood policy.

Chapter 4 : Early and Middle Childhood | Healthy People

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Children who feel good about themselves are more able to resist negative peer pressure and make better choices for themselves. This is an important time for children to gain a sense of responsibility along with their growing independence. Also, physical changes of puberty might be showing by now, especially for girls. Another big change children need to prepare for during this time is starting middle or junior high school. Here is some information on how children develop during middle childhood: Start to form stronger, more complex friendships and peer relationships. It becomes more emotionally important to have friends, especially of the same sex. Experience more peer pressure. Become more aware of his or her body as puberty approaches. Body image and eating problems sometimes start around this age. Thinking and Learning Children in this age group might: Face more academic challenges at school. Become more independent from the family. Begin to see the point of view of others more clearly. Have an increased attention span. Positive Parenting Tips Following are some things you, as a parent, can do to help your child during this time: Spend time with your child. Talk with her about her friends, her accomplishments, and what challenges she will face. Encourage your child to join school and community groups, such as a sports team, or to be a volunteer for a charity. Help your child develop his own sense of right and wrong. Talk with him about risky things friends might pressure him to do, like smoking or dangerous physical dares. Help your child develop a sense of responsibilityâ€"involve your child in household tasks like cleaning and cooking. Talk with your child about saving and spending money wisely. Talk with your child about respecting others. Encourage her to help people in need. Talk with her about what to do when others are not kind or are disrespectful. Help your child set his own goals. Encourage him to think about skills and abilities he would like to have and about how to develop them. Make clear rules and stick to them. Talk with your child about what you expect from her behavior when no adults are present. If you provide reasons for rules, it will help her to know what to do in most situations. Use discipline to guide and protect your child, instead of punishment to make him feel badly about himself. When using praise, help your child think about her own accomplishments. Talk with your child about the normal physical and emotional changes of puberty. Encourage your child to read every day. Talk with him about his homework. Be affectionate and honest with your child, and do things together as a family. Here are a few tips to help protect your child: Protect your child in the car. The National Highway Traffic Safety Administration recommends that you keep your child in a booster seat until he is big enough to fit in a seat belt properly. Motor vehicle crashes are the most common cause of death from unintentional injury among children of this age. Know where your child is and whether a responsible adult is present. Make plans with your child for when he will call you, where you can find him, and what time you expect him home. Make sure your child wears a helmet when riding a bike or a skateboard or using inline skates; riding on a motorcycle, snowmobile, or all-terrain vehicle; or playing contact sports. Many children get home from school before their parents get home from work. It is important to have clear rules and plans for your child when she is home alone. Healthy Bodies Provide plenty of fruits and vegetables; limit foods high in solid fats, added sugars, or salt, and prepare healthier foods for family meals. Limit screen time, including computers and video games, to no more than 1 to 2 hours. Encourage your child to participate in an hour a day of physical activities that are age appropriate and enjoyable and that offer variety! Just make sure your child is doing three types of activity:

Chapter 5 : Gender roles in childhood - Wikipedia

*The Development of Sex Typing in Middle Childhood (Monographs of the Society for Research in Child Development) [Lisa A. Serbin, Kimberly K. Powlishta, Judith Gulko] on blog.quintoapp.com *FREE* shipping on qualifying offers.*

Social cognitive theory of gender development and differentiation by Kay Bussey, Albert Bandura - Psychological Review , " This article presents the social cognitive theory of gender role development and functioning. It specifies how gender conceptions are constructed from the comple It specifies how gender conceptions are constructed from the complex mix of experi-ences and how they operate in concert with motivational and self-regulatory mechanisms to guide gender-linked conduct throughout the life course. The theory integrates psychological and sociostructural determinants within a unified conceptual structure. In this theoretical perspective, gender conceptions and roles are the product of a broad network of social influences operating interdependently in a variety of societal subsystems. Human evolution provides bodily structures and biological potentialities that permit a range of possibilities rather than dictate a fixed type of gender differentiation. People contribute to their self-development and bring about social changes that define and structure gender relationships through their agentic actions within the interrelated systems of influence. The present article addresses the psychosocial determinants and mechanisms by which society socializes male and female infants into masculine and feminine adults. Gender development is a fundamental issue because some of the most important aspects of Show Context Citation Context Both cognitive-developmental theory and gender schema theory have focused on gender conceptions, but neither devotes much attention to the mechanisms by which gender-linked conceptions are acquired Ruble, Joel Szkrybalo - Psychological Bulletin , " The contribution of cognitive perspectives cognitiveâ€"developmental theory and gender schema theory to a contemporary understanding of gender development is evaluated. Recent critiques of cognitive approaches are discussed and empirical evidence is presented to counter these critiques. Because of the centrality of early gender development to the cognitive perspective, the latest research is reviewed on how infants and toddlers discriminate the sexes and learn the attributes correlated with sex. The essence of cognitive approachesâ€"emphasis on motivational consequences of gender concepts; the active, self-initiated view of development; and focus on developmental patternsâ€"is highlighted and contrasted with socialâ€"cognitive views. The value of cognitive theories to the field is illustrated, and recommen-dations are made concerning how to construct comprehensive, integrative perspectives of gender development. Initially, observations of clear gender typing in children as young as 5 years old led researchers to examine how socialization pro- Show Context Citation Context Legare - Sex Roles , " Beliefs about gender differences in math, spelling, physical aggression, relational aggression, and prosocial tendencies were assessed using 3 methods that va Beliefs about gender differences in math, spelling, physical aggression, relational aggression, and prosocial tendencies were assessed using 3 methods that varied in the extent to which gender was referenced overtly. Children who made systematic gender distinctions tended to associate prosocial tendencies and suc-cess in spelling with girls and physical and relational aggression with boys. Perceived gender differences were minimal for math, and those that were seen were consistent with same-sex biases. Children who associated positive characteristics with girls tended to associate negative characteristics with boys. Although results were generally consistent across measures, children were more likely to show same-sex preferences when they were asked to compare boys and girls explicitly. Gender differences among children have been the focus of a great deal of research in recent decades e. For example, a child who believes that boys are more aggressive than girls may be more likely to interpret the ambigu-ous behavior of an unfamiliar male peer as aggres-sive Heyman, Such tendencies could initiate a chain of events that produce important social conse- Show Context Citation Context Conversely, a child may have no knowledge of stereotypes, but arrive at similar conclusions about gender differences on the basis of other sources of knowledge, Children in Grades 2 through 5 from Korea, Japan, and the United States reported on their interests and perceived competence in a variety of

academically and socially related domains and indicated their views on gender advantages in areas of interest. Compari-sons by country, gender, and age were co Compari-sons by country, gender, and age were conducted. Children made many similar responses across countries. Predicted differences suggesting greater academic interests and per-ceived competence among children from Korea and Japan and social interests among children from Japan were only partially supported. In many cases, the responses of American and Korean children were most alike. American children generally had the highest perceived competence. Interest in words and numbers but not ideas declined with age across countries. Gender differences were common and often stronger than differ-ences between countries or ages. Across countries, boys showed more interest and per-ceived competence for numbers and things, whereas girls showed more interest and per-ceived competence for words. Show Context Citation Context Research on gender stereotypes e. To supplement the information on gender, we asked the children in our s The research questions were: The research design followed a qualitative case study approach with descriptive methods of data collection. Four participants were selected through nomination by their elementary school principal based on their computer attitude and aptitude. A Developmental Examination Publication No. Langlois, Rebecca Bigler, Jacqueline D. D, Supervisor Judith, H. Langlois , " This dissertation is dedicated to all those who have supported and guided me in my quest for a graduate degree in psychology, including my loving husband Chance Lawson, my unconditionally supportive parents William and Patricia Hoss, my exceptional adviser Judith Langlois, and the numerous friends a Acknowledgements I would like to acknowledge, first and foremost, my graduate adviser Judith H. Langlois, who was an incredible mentor to me. Her advice and support throughout my years in graduate school and especially during the writing of my dissertation were invaluable and inspiring. Next, I would like to acknowledge the other four members of my committee who provided me with immeasurable Show Context Citation Context In sum, children are quite successful 6sat determining what traits, activities, and occupations are stereotypically associated with females and males by the beginni In all 72 video clippings of 10 minutes duration each were analyzed using Observer Behaviour Software XT 7. Cunningham B , "

Chapter 6 : Sexual Development through the Life Cycle

Examined the development of sex typing among children aged years. Several measures gathered information on sex typing, children's cognitive maturity, and children's exposure to sex-typed models at home. Found that children's knowledge of stereotypes, flexibility, and sex-typed personal.

In fact, the sex of a newborn sets the agenda for a whole array of developmental experiences that will influence the person throughout his or her life. The often controversial study of the development of gender is a topic that is inherently interesting to parents, students, researchers, and scholars for several reasons. Labeling oneself as a "boy" or "girl" can begin as early as age eighteen months. Third, gender is an important mediator of human experiences and the way in which individuals interact with each other and the physical environment. Finally, the study of sex, gender development, and sex differences becomes the focal point of an age-old controversy that has influenced the field of developmental psychology: Are gender roles and sex differences biologically determined? What are the effects of society and culture on gender and sex? How do biology nature and environment nurture interact and mutually influence each other in this significant dimension of human development? When discussing gender-role development, the definitions of the terms "sex" and "gender" need to be understood. Referring to the nature-nurture controversy, scholars have found it important to distinguish those aspects of males and females that can be attributed to biology and those that can be attributed to social influences. The term "sex" denotes the actual physical makeup of individuals that define them as male or female. Sex is determined by genetic makeup, internal reproductive organs, the organization of the brain such as in the control of hormone production , and external genitalia. By contrast, the behavior of individuals as males or females, the types of roles they assume, and their personality characteristics, may be as much a function of social expectations and interactions as their biological makeup. For example, in American culture, females are expected to be nurturing, and males aggressive. These behaviors and characteristics are dependent upon the social context. In order to differentiate social roles and behaviors from biological features, scholars refer to these as "gender" and "gender roles. Social expectations usually are enacted once body parts reveal the biological makeup of the individual. The Development of Sex and Gender Both sex and gender have a developmental story to tell that begins before birth prenatal and continues throughout the lifespan. Important developmental changes occur from conception through the adolescence years, and there are important theoretical perspectives and research studies that have tried to shed light on these developmental accomplishments. Prenatal Development Gender-role development begins at conception. If the fertilized cell has an XY chromosomal pattern, the baby will become a genetic male; an XX chromosomal pattern will lead to a genetic female. There cannot be a genetic male without that Y chromosome. Frequently these syndromes result in some form of cognitive and physical impairment. At around week six of gestation, the hormone testosterone will stimulate the tissues into developing into the male internal organs; otherwise, the organs will become part of the female reproductive system. Then, by around three or four months, the external genitalia are formed. It is also during early prenatal development that the brain, bathed by the male and female hormones, may differentiate into a "female" or "male" brain for example, female brains may be more symmetrically organized , but most of this research is still inconclusive. Prenatal sex differentiation culminates at birth. It is important to recognize that the path of prenatal development may take significant deviations. Aside from the chromosomal abnormalities already mentioned, there are instances during prenatal development when females are bathed by the male hormones androgens , and situations where male genital tissues are insensitive to the differentiating function of the male hormones. Both situations can lead to a baby born with ambiguous genitalia. In such situations, parents face agonizing decisions: Infancy Overall, the sex differences between boys and girls in the first year of life are minimal. Boys may be a bit more active or fussier and girls more physically mature and less prone to physical problems, but that may be the extent of the significant differences. Yet, baby boys are bounced and roughhoused, whereas girls are talked to more.

Mothers tend to ignore the emotional expressions of their infant sons, while fathers spend more time with their boys than with their girls. Even during infancy, their names, their clothing, the "sugar and spice" messages in baby congratulation cards, and their room furnishings shape girls and boys. According to Marilyn Stern and Katherine H. Karraker, adults will characterize the same baby as strong and hardy if they think it is a male, and delicate and soft if they think it is a female. In these and other ways, gender-role socialization has already begun in earnest. Early Childhood The years from about age two to age six are crucial years in the development of gender roles. It is during these years that children become aware of their gender, where play styles and behaviors begin to crystallize around that core identity of "I am a girl" or "I am a boy," and that the social context of family, school, the peer group , and the media exert potent messages in stereotyped ways. Because of the centrality of gender-role development during these years, most theories of social and personality development highlight the early childhood years. Although many contemporary psychologists do not agree with this theory in general, Freud is credited with highlighting the development of gender and gender-role behaviors very early in childhood and their link to identification with parents. The theory posits that boys learn how to behave as boys from observing and imitating masculine behaviors, especially from their fathers, and girls learn from imitating females, especially their mothers. When children imitate same-sex behaviors, they are rewarded, but imitating the other sex may carry the threat of punishment. Although the research indicates that most parents value the same behaviors for their sons and daughters, some rewards or punishments are given on the basis of gender typing, particularly during play. This is even more true for boys than for girls, with fathers being the most punitive if, for example, they observe their sons playing with Barbie dolls or sporting red fingernail polish. Finally, cognitive developmental theory underscores the importance of understanding what it means to be a boy or girl in the development of gender roles. In Lawrence Kohlberg conceived of gender development as a three-stage process in which children first learn their identity "I am a boy" , then gender stability "I will always be a boy and grow up to be a man" , and finally gender constancy "Even if I wore a dress, I would still be a boy" , all by about six years of age. Regardless of which theoretical explanation of gender roles is used, the early acquisitions of such ideas and behaviors make for very stereotyped youngsters. Because young children see the world in black- and-white terms, they may go as far as to insist that only men could be physicians, even when their own pediatrician is a woman! Middle Childhood Whereas parents play a significant role in gender socialization when their children are very young, when most Western boys and girls enter school they separate into gender-segregated groups that seem to operate by their own set of peer-driven rules. Gender segregation is such a widespread phenomenon that boys and girls seem to work and play together only when there is a coercive adult present. During unstructured free time, the lapse into the "two cultures of childhood" Maccoby , p. Rough-and-tumble play and displays of strength and toughness frequently occur. Girls try very hard to be "nice" to one another, even as they attempt to covertly promote their own agenda. In her book The Two Sexes, Eleanor Maccoby stated her belief that this segregation, hints of which may be seen as early as age four or five, begins when girls shy away from their exuberant, active male playmates, who do not rely as much upon language for persuasion and influence. Girls have much greater latitude in American society to cross that sacred border. Maccoby contended that these interaction styles, to some extent, continue throughout adolescence and adulthood. Erikson believed that adolescence represented a crucial turning point in the development of a sense of identity. All of the physical, social, and cognitive changes of these years lead to frequent soul-searching about "Who am I? The timing of puberty may also have significant implications for adolescent gender development. Girls are more likely to encounter social difficulties when they mature early, but for boys the opposite is true. For many adolescents, the uncertainties, conflicting demands, and withdrawal of adult and community support are predictors of significant problems. Much has been written about how difficult the adolescent years are for girls, as they are more likely than boys to experience depression, eating disorders , and low self-esteem. This may vary, however, according to the ethnicity of the girl, as African-American teenagers do not seem to express such negative views about themselves. In his book Real Boys, William Pollack emphasized the realization that

gender-role socialization makes life hard for boys. Because Western culture provides boys little opportunity for self-expression and close emotional relationships, the suicide rate and rate of violence in teenage boys is far greater than for girls. By the end of adolescence, both sexes usually become more tolerant of themselves and others in terms of their consideration of gender-related behaviors. It is important to recognize that although humans emphasize the differential paths of boys and girls in the development of gender roles, the fundamental dimensions of humanityâ€"male and femaleâ€"are more similar than different. Shortchanging Girls, Shortchanging America: A Call to Action. American Association of University Women , The Development of Gender Roles. Allyn and Bacon, Identity, Youth, and Crisis. Environmental Input, Internal Organization. Sex Differences in Cognitive Abilities, 3rd edition. Stanford University Press, Growing Up Apart, Coming Together. Harvard University Press, Belknap Press, Henry Holt , Stern, Marilyn, and Katherine H. A Review of Gender Labeling Studies. Johnson and Michael C. A New Look at Adolescent Girls. American Psychological Association , Noppe Pick a style below, and copy the text for your bibliography.

Chapter 7 : Gender-Role Development | blog.quintoapp.com

Middle Childhood (years of age) [PDF - K] Child Safety First More independence and less adult supervision can put children at risk for injuries from falls and other accidents.

Lindner, BA Department of Psychology, California State University, Long Beach, USA December PDF version Introduction The role of gender in the lives of young children has garnered attention, as early gender-related concepts, self-perceptions, preferences, and behaviour have the potential to affect choices, aspirations, social networks and many other future life domains. Gender is one of the first social categories children become aware of and, in early childhood, is highly important to most children. There are three main perspectives on factors influencing gender development: Unrestricted by gender stereotypes and prescribed roles, they hope that children will be exposed to a wider variety of situations and people to develop a broader array of skills. Acting in gender-stereotypical ways in early childhood is normative and gender self-socialization theories explain why. Research Context Research on gender development has received broader attention since the late s, accompanying the feminist movement. Recently, however, there have been pushes to learn from more diverse populations. Key Research Questions Inquiry into the active role of children in shaping their own gender development focuses on two broad questions: Recent Research Results When do children learn about gender and how does this knowledge about gender change over time? Psychologists have studied many types of cognitions in children related to gender, including: Children can perceptually discriminate males and females even in infancy. Kohlberg proposed that toddlers often consider gender to be fluid and over time learn about its relative permanence gender constancy. Research has shown across different cultures that understanding of gender constancy is usually attained by age 6 to 7. As early as 18 months of age, children have knowledge of gender stereotypes that grows in amount and in complexity across development. Research has found that after children achieve basic gender identities, they have heightened attention to information related to gender and especially attend to same-gender models. Simultaneously, they exhibit improved memory for that which they deem relevant for their own gender, while also distorting information to fit their schemas. Children at this age show high engagement with gender-stereotypical toys, increasingly avoid cross-gender-stereotypical toys, and increasingly dress in gender-stereotypical ways. Children evaluate their own gender group more positively than they do the other gender group. Research Gaps There is much evidence supporting the idea that children shape their own gender development. Additionally, few studies have examined gender self-socialization beyond normative, White, middle-class, or American children. Finally, more research is needed to understand the longer-term consequences of self-socialization and early gender-typing, such as for later goals, preferences, gender attitudes and well-being. Starting very early on in development, children seek to classify themselves by gender once they have recognized distinct gender groups. Young children then strive to make meaning of gender, paying attention to information about gender and forming gender schemas. There is also evidence that children relax in following these strict gender norms around the time of middle elementary school. Nearly every aspect of life is infused with connotations of maleness or femaleness. A downside of highlighting gender to such a degree is that it can increase gender stereotyping and negative gender discriminatory behaviour. Even with a de-emphasis on gender in their immediate environments, children will still likely actively construct what gender means. Parents, educators, and practitioners should be aware of what associations are tied to each gender. For example, it seems that young girls pick up on the message that being a girl means looking like a girl and being preoccupied with appearance. Providing a diversity of meanings to associate with each gender teaches children that being a girl or boy is more than just looking pretty or acting tough. Damon W Series ed. Martin CL, Ruble D. Cognitive perspectives on gender development. Current Directions in Psychological Science. Martin C, Halverson C. Schematic processing model of sex typing and stereotyping in children. A cognitive account of sex typing. Gender development research in Sex roles: Historical trends and future directions. Trends in Cognitive

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Human differentiation on the basis of gender is a fundamental phenomenon that affects virtually every aspect of people's daily lives. This article presents the social cognitive theory of gender role development and functioning.

Many people believe that sexual development does not become an important issue until puberty and adolescence. However, children begin showing sexual behavior and interest in their sexual functioning starting in infancy. Development of gender identity and sexuality cuts across physical, cognitive, social, and emotional developmental dimensions. Kohlberg theorized that there are 3 stages to this process. Initially, during the early preschool years ages 3 to 4 years , young children engage in gender labeling. Young children can tell the difference between boys and girls, and will label people accordingly. However, these very young children still believe that gender can change and is not permanent. Children of this age also have trouble understanding that males and females have different body shapes, but also share characteristics. As young children mature, they obtain a better understanding of gender identity. Children understand that gender is stable over time; however, they often think that changing physical appearance or activities can change them into the other sex. For example, Amanda might believe that if she starts playing ball with the boys on the playground and cuts her long hair short, she will become a boy. By the early school years ages 6 to 7 , Kohlberg suggests that most children understand gender consistency, the idea that they are one gender and will remain that gender for life. However, a small number of young children struggle with their gender identity, and continue to struggle with their true identity through adulthood. More information on helping someone who is questioning their sexual identity can be found in our article on Gay, Lesbian, Bisexual, Transgender, and Questioning Youth This article is not yet complete. By age 5, children tend to play with "gender-specific" toys. For example, girls tend to play more with Littlest Pets and Webkinz, while boys play more with Spiderman and Batman toys. Children of this age also begin to play separately. Young boys often play together in larger groups, while young girls tend to play more in pairs and smaller groups. During this age, children become aware of stereotypical gender-related activities and behaviors. For example, Janey may see Mom cook most of the meals that her family eats. She also watches Grandma, Mom, and Aunt Nicole fixing Thanksgiving dinner while the men are in the other room. Meanwhile, Jake sees his Dad fixing things around the house, and repeatedly hears his mother ask his dad to repair something. It will not occur to a child raised in a non-traditional family that there is anything odd about a man doing the nightly dinner cooking, or a woman fixing her car when it breaks down - at least not until that child grows to appreciate local traditions. Both men and women are government leaders, doctors, soldiers, stay-home parents, teachers, hair stylists, professional athletes, and so on. Many women and men also enjoy the same leisure activities, from dirt biking to crocheting. It will be interesting to watch how the development of gender identity unfolds as future generations of children are shaped by new gender role models.

Chapter 9 : Kimberly K. Powlishta (Author of The Development of Sex Typing in Middle Childhood)

One final realm, or channel, of child development is gender identity and sexuality. Many people believe that sexual development does not become an important issue until puberty and adolescence. However, children begin showing sexual behavior and interest in their sexual functioning starting in.

Gender identity[edit] Given the definition, once the child is aware of their gender they will start to behave in gender roles that their same-sex models would normally adopt. Therefore, these individual responses become internalized and function according to the appropriate gender-role standards. Other facets of the process can also result in atypical development. Albeit, whether a child develops shared traits, cross-gender identities, or androgyny , their decision begins with the identification of a gender and the models he or she chooses to emulate. The behaviors they adopt will ultimately shape their knowledge and identity for who they are and how they should behave. As children develop a greater understanding of their own sex they also develop either a castration complex in boys or penis envy in girls. During this the Oedipus complex occurs, where the boy feels erotic love for his mother Electra complex in girls where love is directed towards the father. As time progresses and the boy matures, he is slowly able to let go of the rival feelings he has towards his father and free himself from his love for his parents. At this time, the boy learns to emulate masculine attributes from his father and subsequently to identify with him. Generally, as with males, the first object of interest is also the mother figure and for the first four years and beyond a girl remains attached to her mother. Because of this, the girl gives up masturbation and in turn shifts focus from her mother to her father. By abandoning masturbation the girl can no longer be active, thus displaying a passive nature. The father then assists her by smoothly transitioning her towards a more feminine path. After a child can fully grasp this concept, gender-specific information will become more relevant. When the child is able to fully grasp gender stable understanding about themselves, usually between the ages of five and seven, the motivation to master their orientation and to socialize themselves allows them to seek out same-sexed models to learn more about gender-stereotypic behaviors. Gender schema acts as a guide or standard for consistent behavior in a given scenario. Therefore, the theory proposes the idea that once the child has developed basic knowledge on gender behaviors they will begin to construct gender schemas. This is acquired first through the basic understanding of gender-specific roles. In order words, the child learns the contents of the society, things that are related to their own and the opposite sex, and incorporates it into their gender schemas. The child then learns to apply the appropriate attributes respectively to the right gender by selectively using this knowledge to conceptualize their own actions. Hence, categorizing how they should perform in various situations by molding their capabilities to match the schematic labels. The Social learning theory proposes that gender-identities and gender-role preferences are acquired through two concepts. Direct tuition differential reinforcement: The first concept is represented through direct tuition, also known as differential reinforcement. Adults reward children when they display gender-appropriate behavior and punish children when they display cross-gender behavior. The idea of direct tuition expresses that gender-typed behavior begins with the child adopting views they learn from their parents. Therefore, parents reinforce the developmental of gender stereotypes by providing gender-appropriate toys and activities. The second concept is represented through observational learning in where children imitate and follow the behaviors of individuals who are of the same sex. These same-sex models may include any individual from teachers and older siblings to media personalities. Thus as children progresses from childhood into adolescence they will already have been exposed to many factors that will influence their ideas and attitudes for normative social behaviors regarding gender roles. The information that surrounds a child at home becomes reinforcements for desired behaviors of a male or female. Studies have shown that as immediate as 24 hours after a child is born most parents have already engaged in gender stereotypic expectations of sons or daughters. Through examples such as painting a room pink or blue, encouragement to participate in shared sex-typed activities, offering gender differentiated toys, or treating the opposite sex child

differently, these parent-child interactions have long lasting influence on how a child connects to certain gender-specific behaviors. This demonstrates the significance of father-son modeling. Apart from parents, children also seek reinforcement from their older siblings. Therefore, inconsistencies for gender behaviors can also be as a result of children emulating their siblings of opposite sex. Findings suggest that girls develop less traditional attitudes than boys, thus, relative to stereotypically traditional development, older male siblings are more conscientious towards masculine activities, which are evidently modeled after by younger siblings more than feminine activities. There is evidence that the relationship between older brother and younger sister can, in fact, influence the sister to become more feminine, abiding to more stereotypical gender-typed development than girls with older sisters. At a young age, children can already utilize their knowledge of different social categories to form stereotypes about what they understand about men and women. Children often group together with other children of the same-gender. Belonging in a group that shares the same gender identity will often endorse more gender appropriate traits. An example of this is the fact that girls have more expressive traits than boys. For example, children who want to join a group will only be allowed to engage in play if they are a same-gender peer who has had prior experience with the activity, or an opposite-gender peer who has not had prior experience. In later life, as children starts to move away from their parents, the role of friendship becomes much more influential. Children learn about different gender categories by observing various forms of media. They often look for gender roles, with whom they can relate to, from books and television. Female characters on the other hand worked out their feelings through expression, they are more dependent and usually adopt the roles of more domesticated characters. For example, in most prime-time television shows women receive twice as many comments about her appearance than men. Jesse and James villains of the story are portrayed to have adopted counter-stereotypical portrayal. While Jesse is seen as more aggressive and James as more feminine, it subtly teaches children that nontraditional or nonstereotypical gender role behaviors are bad. Atypical gender development and controversies[edit] It is expected for children to develop gender-typed behavioural cues given that children often use gender-related information to make judgments. Society often rewards shared traditional behaviours, especially for men, and thus having progressed to a cross-gender development can lead to unwanted criticisms and punishment. When the child identifies as the opposite sex, he or she is then diagnosed with gender dysphoria often termed gender identity disorder or GID. The development of gender roles has been associated with both genetic and social factors. Current biological research has suggested that testosterone differences can affect sexual orientation, gender identity, and personality. For example, girls with increased prenatal testosterone levels, due to congenital adrenal hyperplasia CAH , show more male-typed behaviors than the average female. This may cause a decrease in empathy levels, which is proven to be higher in the average women than men, and an increase in physical aggression, typically higher in men than women. However, environmental effects can differ largely for different genders. That being said however, male influence accounted by environmental factors that lead to atypical development is also stronger for boys than girls in terms of atypical development. Gender dysphoria or gender identity disorder GID occurs when the child identifies himself or herself as the opposite sex. GID, previously known as transsexualism , occurs when a person has a strong desire to be the opposite sex because they feel uncomfortable in their own body. This may lead to cross-dressing or the desire to rid of their physical characteristic. GID is accompanied with a distress that the individual cannot change their sex and a strong rejection for sex-typical behaviours. Onset of most of these behaviors occurs as early as two to four years of age. For the fifth edition of the Diagnostic and Statistical Manual of Mental Disorders DSM-5 , there has been a tremendous amount[clarification needed] of debate around whether the sexual and gender identity, which includes the GID, qualifies as a mental disorder. One of the most notable discussions for this occurred in during the annual APA meeting, where Darryl B. He explains that due to the limited amount of reliable and valid evidence, given the role of parents and therapies, for whether GID meets the conditions as a mental disorder among children and adolescents. This leaves patients susceptible to social changes for what acceptably feminine or masculine. Lastly, it does not provide evidence for nonconformity to traditional gender

behaviours which varies between cultures, life stages, genders, and ethnic groups. In a self-esteem test, when individuals were given opposite-sex activities, gender-typed individuals generally felt more uncomfortable, leading to decreased levels of self-esteem. However, androgynous subjects did not feel discomfort or pessimism about themselves. Therefore, parents who foster more non-traditional views in sex role orientation tend to encourage a less discriminatory environment. The child can then freely engage in more choices that are not affected by gender limitations. Androgynous children have been found to have higher self-esteem and higher self-worth. Several studies have also revealed the perks of androgynous individuals such as having more adaptability towards gender-specific situations as well as more flexible attitudes about sex roles. Therefore, while there appear to be many benefits for a gender-congruent identity, it can also result in limitations. Because gender typing often reinforces stereotypes, it tends to attract negative and rigid attitudes towards atypical gender characteristics, activities, and interests. John Money who suggested they raise the boy as a girl. Money believes that biology does not determine our gender identification; our environment does. At 17 months old, Bruce was renamed "Brenda". However, at age 13, "Brenda" became unhappy, lonely, and refused to pursue anything female-typed. This story ended in tragedy; David committed suicide after his wife left him and he lost his job. Soon they started to make their gender clear: Finally, Ben told family they would go by Kate. In the beginning, the child lived a double life. Characteristics between the two identities drastically varied. Ben was quiet, shy and withdrawn, while Kate was extroverted and happy. Her parents could see that this was taking a toll on Kate and so they changed to a school where Kate could attend as herself. The parents stated that they wanted the baby to grow up free and without a gender mold. Social and personality development 6th ed. Gender, sex typing, and gender identity. Oedipus myth and complex: A Review of Psychoanalytic Theory. Cognitive theories of early gender development. Handbook of Identity Theory and Research. Social and Personality Development 6th ed. Boyhood gender identity development: Sibling influences on gender development in middle childhood and early adolescence: Sibling influence, gender roles, and the sexual socialization of urban early adolescent girls.