

What are the influences affecting children's acquisition of gender roles?

Banerjee, R (2005), Gender Identity and the development of gender roles in Duggs and Littleton, K eds Children's Personal and Social Development, Oxford, Blackwell, pp. 141-179

Summary

5 theoretical approaches

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| Impact environment | 1. Psychoanalytic perspectives p. 151
→ importance early childhood in development idea gender roles |
| | 2. Social learning processes p. 152
Impact of social environment ties in with behaviourist approach
~ reward/punishment
Importance watching others |
| Child active in searching out gender role | 3. Social Cognitive theory p. 156
Environment Key.
With age children become less dependent on what they are told/see.
They "internalize the standards" (p. 157). |
| | 4. Cognitive developmental theory p. 158
Once children understand that they are a boy/girl and will always be a boy/girl (at about 6/7) they actively search for what it means to be a boy/girl. |

5. Gender Schema theory. p. 161

Children categorize information to help them make sense of the world.

Once they know whether they are a boy / a girl they try to find out what this means.

2 schemas.

"in-group-out group" and "own sex" (p. 163).