

Stereotype survey questionnaire

By proposing to influence the phenomenon of gender violence, in the start-up phase of the work we will propose a stereotype survey questionnaire.

Definition of gender stereotyping

Gender stereotyping can limit the development of the natural talents and abilities of girls and boys, women and men, as well as their educational and professional experiences and life opportunities in general. Stereotypes about women both result from, and are the cause of, deeply engrained attitudes, values, norms and prejudices against women. They are used to justify and maintain the historical relations of power of men over women as well as sexist attitudes that hold back the advancement of women¹.

Gender stereotypes, and their defining features of agency and communality, have been measured in a variety of ways (Kite et al., 2008). Researchers have investigated people's stereotypical assumptions about how men and women differ in terms of, for example, ascribed traits (e.g., Williams and Best, 1990), role behaviors (e.g., Haines et al., 2016), occupations (e.g., Deaux and Lewis, 1984), or emotions (e.g., Plant et al., 2000). Researchers also have distinguished personality, physical, and cognitive components of gender stereotypes (Diekman and Eagly, 2000). In addition, they have investigated how men' and women's self-characterizations differ in stereotype-consistent ways (Spence and Buckner, 2000). Today, the most common measures of gender stereotypes involve traits and attributes. Explicit measures of stereotyping entail responses to questionnaires asking for descriptions of men or women using Likert or bi-polar adjective scales (e.g., Kite et al., 2008; Haines et al., 2016), or asking for beliefs about the percentage of men and women possessing certain traits and attributes (e.g., McCauley and Stitt, 1978). Gender stereotypes have also been studied using implicit measures, using reaction time to measure associations between a gender group and a stereotyped trait or attribute (e.g., Greenwald and Banaji, 1995). Although implicit measures are used widely in some areas of research, our focus in the research reported here builds on the longstanding tradition of measuring gender stereotypes directly through the use of explicit measures.

This survey stems from our experience of working on violence against women, in which we have observed that in the genesis of violent relations there are often nested ways of representing gender identity and, in a broader way, the strongly stereotyped male and female identity. These stereotypes would be implicitly used and transmitted by people, thus building a "culture of relationships", of looking at coexistence among people. This is the main reason to address the same set of questions to the students, trainers and parents, finding the common convergences and divergences points.

¹ EIGE,

We propose a multidimensional framework for measuring different elements to provide an assessment of gender stereotypes and their impact on characterizations about others and self. Using the multidimensional framework, we sought to determine

- (1) if boys and girls differ in their gender stereotypes (social aspect);
- (2) if boys and girls differ in their self-characterizations (personal aspect);
- (3) if teachers differ in their gender stereotypes (social and personal aspect);
- (4) if parents differ in their gender stereotypes (social and personal aspect);
- (5) if boys's and girls's self-characterizations differ from the characterizations of their teachers and parents.

In each instance we can compare the results using the traditional unidimensional framework for measuring the results using the newly formulated multidimensional framework.

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