

Impact of Gender Stereotypes on Social Treatment

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Abstract. Gender stereotypes (GS) have a profound effect on society and the mind, affecting people from infancy to maturity. Stereotypes are ingrained in children's self-concept and interests from an early age, thanks to media and social interactions. In particular, these prejudices have an impact on job goals and academic achievement. Studies, for instance, reveal that cultural perceptions of masculinity and intelligence, along with GS in STEM (Science, Technology, Engineering, and Mathematics) domains, discourage women from pursuing these professions. This behaviour is connected to cognitive processes that are unconscious and may, without conscious awareness, propagate prejudices. Stereotypes also have a negative impact on women's job happiness in industries like finance, which are dominated by men. Additionally, these prejudices exacerbate psychological issues like sadness, anxiety, and low self-esteem, especially in women who are discouraged from pursuing particular academic or professional paths. In general, GS leads to societal imbalance, restricting women's possibilities and perpetuating discriminatory practices that have an adverse effect on their job advancement and mental well-being. It also affects their mental health and career development.

Keywords: Gender stereotypes, social treatment, mental health.

1. Introduction

Nowadays, gender stereotypes (GS) have become an increasingly important and profound social issue. Among them, GS have been influencing people from adolescence and even earlier. For instance, the stereotypes are started from children at 5 or 6, when they play with friends, they are told what they should play, such as boys playing cars and girls playing dolls. Although adults might not directly tell children how to play, the children see the cartoons or commercials with strong stereotypes. So, how do stereotypes affect humans? The authors already find out that stereotypes affects the self-concept, and this study will discuss this in conjunction with some research literature in this paper.

2. Impact of GS on Academic Performance

GS about intelligence have emerged early on and have influenced children's interests. Different treatments in society between different genders lead to stereotypes. The paper firstly examined the fact of men are more likely to take part in brilliance areas than women due to the stereotypes, which means the field that can represent people's intelligence. The paper also shown the relationship of ages and the areas of interests, and the relationship between gender and intelligence, and the reason of the formation of these facts. The method that the researchers used in that research is first to recorded the proportion of relevant trials on which children linked intellectual ability with people of their own gender. Then, asking questions to girls and boys in different ages their preference (smart game or try hard game) Also, letting girls and boys in different ages do the task and measured their interest score.

The difference correlation between girls' perceptions of subjects preferences and their brilliance is not significant. Girls' ideas about who is brilliant are not rooted in their perceptions of who performs well in school. Furthermore, girls are same or more interested in smart games when they are 5 years old, and girls are less interested in smart games than boys when they are in middle or high school.

Analysis: There are stereotypes in Children's environment and society. The cultural context making girls believe they are not as smart as boys. The culture (songs, movies etc.) are everywhere around the teenagers, their thoughts are shaped as the result due to the stereotypes around them.

Something happening without people's awareness, abstract mathematics algorithm happened uncsciously. Researchers testing the participants' arithmetic by putting them into different experiments, doing equations about primes.

Result: The results imply that subtraction equations are sufficient to make sure our hypothesis that complex arithmetic can be shown unconsciously.

The operation of unconsciously arithmetic in human's brain are more likely happened in strong associated words.

Although this topic seems not straightly related to the other paper, it tells people that mind can be influenced without awareness.

In prior study, if mathematical operations are unconscious, individuals may be influenced by unconscious GS. This research paper claims that GS affect people's career. From the study, the researchers says Sience, Technology, Engineering, and Mathematics (STEM) courses always related to men rather than women. According to the data, subject such as math and physics are more likely to be describe as "masculinity attribution". Researchers believe that this kind of stereotype can influence female's choices that deciding their career. For example, when a woman is going to find a job at engineering company, the employee might consider female is not good at STEM skills, then they might not let her get this job [1]. Also, the social roles of housewives and employees are part of GS. Regardless of gender, housewives are seen as having typical female personality traits, while employees are seen as having typical male personality traits. According to the statisic, women are more likely to do the job that working at home, and taking care of others, while men are more likely to do the work that requires intelligence. In this research, they manage to find out the reason that forming those stereotypes. They want to find out that whether the sematic words of different subject gives gender stereotype impression to students.

Method: The researchers manipulate the participants in different gender and measure their reactions to the sematic words that represent STEM or other subjects. "Data shows that researchers collected using semantic differentials. Students' perception of the gender image of the school subjects chemistry, math, and physics [2].

Results: To sum up, young women who aspire to study a STEM major stereotype the three subjects as less strongly masculine compared to young women who aspire to study non-STEM subjects. Among young men, only math was rated as highly masculine among those students who had chosen a non-STEM study program. Thus, for non-STEM career choice, math has a highly masculine image.

In conclusion, there is highest correlation between vocabulary related to mathematics and GS.

In another study that is researching the stereotype treating women in finance, whether they would recommend the financial field to young women. The results indicate that to some extent, women experience the threat of stereotypes in the work environment, being less likely to fit in their field to other women. These results are mediated by identity segregation. Recruiting and retaining women into historically underrepresented fields is key to achieving a "critical mass" of women, which is necessary to reduce the perception of symbolism and stereotypes and denigration of women. Current research has found psychological factors that influence these results. Gender discrimination is ubiquitous in financial work [3].

Method: This sample includes 512 women in Australian banks and financial companies. The participants were recruited through a non-profit banking and financial women's professional development and networking organization. The organization provides a survey link on its website and sends emails to the participants inviting them to participate as unpaid volunteers. The survey aims to find out women's experiences in the banking and finance fields.

Result: Neither of these variables significantly situated the direct or indirect impact of stereotype influence on the outcome variable. Next, authors valuate whether different mediation models are empirically distinguishable by estimating alternative models in SEM. These analyses indicate that individuals are unable to empirically distinguish our proposed mediation model from alternative models [4].

Prior study found that both MA and mathematical self-concept mediated the effects of MGS recognition in both males and females. For women, MGS support increases their MA levels, while for men, it has the opposite effect. Specifically, in males, MGS recognition affects the level of the numerical components of MA, but it also has a positive impact on their mathematical self-concept. In addition, men and women have different perspectives on the issues included in the considered tools, which means that the scores obtained from these questionnaires may not be directly comparable between genders.

Method: After providing informed consent, participants were asked to provide their age, gender, and first language) as well as detailed information about their highest education, current occupation, and/or research field. Except for arithmetic tasks, there is no mandatory time limit, so each participant completed these projects within their own time. The entire data collection lasted for 56 days [5].

Result: Women and men did not conceptually explain the issues raised in their self-report measures managed in a similar way. There is methodological significance for MA research. Many previous studies have compared the difference of MA levels of males and females, they assumed that the self-reported explanations considered are as same as terms of gender.

3. Impact of GS on Mental Health

Many studies and discoveries have been made regarding GS. GS often arise when men and women gather in the same place as schools or workplaces to socialize, complete tasks, and engage in mental activities. People usually believe that men are better at science than women, especially in subjects like mathematics. So, this stereotype has formed that more men in society tend to choose careers in science, while the proportion of women employed in science is even smaller. And this social situation is also closely related to people living in GS for a long time.

The reason why there are more male students choosing science subjects than female students when selecting courses in school may not be because they really like or are better at the subject, but because they have been taught by their elders since childhood or have formed the idea that male students should be better at science than female students. The data might not be so accurate because some student dislike math not related to GS.

Similarly, GS have brought about many psychological problems. Stereotypes are cognitive connections between two social or personal concepts that do not define each other's characteristics. Therefore, stereotypes are the application of stereotypes to infer the characteristics of one thing from the features of another thing. If a person lives in an environment filled with GS for a long time, it may cause great obstacles in their heart. For example, when a girl who excels in science is subjectively perceived as not doing well due to her gender, she will face great difficulties in her studies and career, such as subjective criticism or rejection from teachers. Therefore, she may feel inferior in her area of expertise and may lose interest in it. Many women in poverty-stricken mountainous areas and other places are believed to be expected to do household chores such as laundry and cooking, rather than engaging in technical work that can stimulate their brainpower, which can make them rely solely on men for survival. In fact, they can do much better than these. Gender discrimination poses significant challenges in society. Gender discrimination can affect the functioning of society, leading to excessive expectations and discrimination towards one gender, resulting in an unbalanced and unequal social situation. Women may suffer from serious psychological disorders such as depression and autism due to gender discrimination [6]. Additional research has demonstrated that gender stereotypes are associated with co-operation and peer choice [7, 8].

4. Conclusion

Ultimately, it should be noted that GS negatively affect many facets of people's lives, beginning in early childhood and continuing into maturity. Children's self-concept and academic and career aspirations are shaped by these stereotypes, especially in disciplines like STEM where boys are

frequently seen as more competent than girls. The study shows that even if girls initially exhibit equal or higher enthusiasm than boys in topics like mathematics, they may lose interest in these fields as they get older. This decline in interest is not the result of a lack of aptitude, but rather of social and cultural messages that perpetuate gender norms. These prejudices also exist outside of the classroom, as demonstrated by the fact that women in professions like finance report poorer job satisfaction and are reluctant to suggest their field to others because they feel threatened by stereotypes. This feeds back into the perception that men are better suited for jobs requiring intelligence or leadership by discouraging women from entering or staying in these industries. Living with GS has a significant psychological toll that can cause anxiety, despair, and low self-esteem, especially in women. This maintains inequality because men are under pressure to live up to expectations of intellectual superiority, while women may be discouraged from choosing jobs that defy established GS. To establish a more inclusive and equitable world, combating these prejudices will require societal changes in the areas of education, media representation, and job situations.

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