



РАКУРС РАЗВИТИЯ ГЕНДЕРНЫХ ОТНОШЕНИЙ В СОВРЕМЕННОМ МИРЕ

Министерство науки и высшего образования Российской Федерации
Федеральное государственное бюджетное
образовательное учреждение высшего образования
«Забайкальский государственный университет»
Региональный центр инклюзивного образования ЗабГУ
НАО «Медицинский университет Семей» (г. Семей, Казахстан)



**РАКУРС РАЗВИТИЯ ГЕНДЕРНЫХ ОТНОШЕНИЙ
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Международная научно-практическая конференция

**19 мая 2022 года
г. Чита**

Чита – Семей
2022

УДК 316.346.2
ББК 60.542
Р 19

Рекомендовано к изданию организационным комитетом
научно-практического мероприятия
Забайкальского государственного университета

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Р 19 **Ракурс развития гендерных отношений в современном мире:**
материалы Международной научно-практической конференции /
Забайкальский государственный университет. НАО «Медицинский
университет Семей»; редактор С. Т. Кохан. – Чита : ЗабГУ, 2022. – 178 с.

ISBN 978-601-7672-25-6

Представленные в сборнике работы учёных, педагогов и практиков раскрывают вопросы гендерного равенства, психологического благополучия современных дошкольников в контексте гендерных отношений, истоков гендерных стереотипов и сексизма СССР и на постсоветском пространстве, гендер – ассоциированной предрасположенности к развитию заболеваний, гендерных различий восприятия родителями детей с ОВЗ и инвалидностью.

УДК 316.346.2
ББК 60.542

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УДК 316.3

Отношение старшеклассников Белграда к гендерному равенству*

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***Аннотация.** В статье представлены результаты исследования отношения к гендерному равенству среди учащихся 11 средних школ Белграда. Полученные данные были обсуждены в соответствии с актуальным сазнанжима и послужили основой для разработки рекомендаций в практическом и исследовательском контексте.*

***Ключевые слова:** гендерное равенство, студенты, вуз, гендерные роли*

Attitudes of Belgrade high school students about gender equality*

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* This research was funded by the Council of Europe and the European Union within the project Promotion of Diversity and Equality in Serbia, Horizontal Facility for the Western Balkans and Turkey (Horizontal Facility II, 2019-2022), BH4674/2021/7, and by the Ministry of Education, Science and Technological Development of the Republic of Serbia (Contract No. 451-03-68/2022-14/200018).

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Abstract. *The paper presents the results of a survey on attitudes towards gender equality among students from 11 Belgrade high schools. The obtained findings were discussed in accordance with current knowledge, and served as a basis for drafting recommendations in a practical and research context.*

Keywords: *gender equality, students, high school, gender roles*

Gender equality implies equal rights, responsibilities and opportunities, equal participation and balanced representation of women and men in all areas of social life, equal opportunities for exercising rights and freedoms, use of personal knowledge and skills for personal and social development, equal opportunities and rights of access goods and services, as well as achieving equal benefits from work results, while respecting biological, social and cultural differences between men and women and different interests, needs and priorities of women and men in making public and other policies and deciding on rights, obligations and law-based provisions as well as constitutional provisions [1]. Gender equality is a multidimensional concept that permeates all aspects of social functioning, and is most often interpreted and examined in the context of gender roles and relationships in the family environment and in the labor market. Traditional gender ideology indicates a clear division of gender roles, so that women are in charge of household chores and childcare, and men work outside the home (the male-breadwinner model) [2]. However, it is noticeable that the status of women in the sphere of work has been continuously improving over the years [3, 4], with gender equality in the field of family life progressing less, so that women are still up to the point of caretaking, and stereotypical gender roles

continue to permeate partnership relations [5]. Beliefs about gender roles that are considered appropriate for women and men can be contemplated as an indicator of individual support for gender equality [6], which speaks of the importance of their examination, especially among young people, given that they are key drivers of change in society.

Therefore, a survey was conducted during May and June 2021 in 11 high schools in Belgrade, with the aim of assessing students' attitudes about gender equality. The sample consisted of 860 students (39.5% male), aged 15 to 19 years ($M = 16.37$; $SD = 1.05$). The Attitude Towards Gender Equity Scale ($\alpha = .72$), which is part of the Quick Discrimination Index instrument ($\alpha = .89$), was used to examine attitudes towards gender equality [7]. A scale consists of seven items, which are answered by choosing responses from a five-point Likert-type scale (1 = strongly disagree to 5 = strongly agree). The results were processed by methods of descriptive statistics, as well as by applying the t-test and Pearson's correlation.

Research findings show that students have moderately positive attitudes towards gender equality ($M = 3.34$; $SD = .86$). When it comes to gender and age differences, it is found that female students ($t = -21.14$; $df = 752.95$; $p < .001$), as well as older students ($r = .09$; $p = .01$) have more positive attitudes towards gender equality. Such findings on gender differences are in line with previous research results, but also expected, given that the principles of such an egalitarian ideology are in the interest of women [5]. When it comes to age differences, the assumption is that older high school students deliberate and research more on socially important topics such as gender equality, which results in more positive attitudes towards gender equality.

When observing the distribution of answers on a five-point scale in relation to individual items, a considerable polarity can be noticed in students' attitudes (*Table 1*).

Table 1

Distribution of student responses on individual items

Items	1 %	2 %	3 %	4 %	5 %
I do think it is more appropriate for the mother of a newborn baby, rather than the father, to stay home with the baby (not work) during the first year.	12	9	14	15	48
It upsets (or angers) me that a woman has never been president of Serbia.	41	11	17	9	21
Generally speaking, men work harder than women.	35	11	21	11	19
I think feminist perspectives should be an integral part of the higher education curriculum.	27	10	21	12	26
I feel somewhat more secure that a man rather than a woman is currently president of Serbia.	48	13	19	6	11
I feel (or would feel) very comfortable having a woman as my primary physician.	3	1	5	4	84
Women make too big a deal out of sexual harassment issues in the workplace.	48	13	16	9	11

* 1 – Strongly disagree; 2 – Not agree; 3 – Not sure; 4 – Agree; 5 – Strongly agree.

Based on the obtained results, it is noticed that the greatest agreement of the respondents is related to the attitudes regarding gender roles in the family environment. Namely, over 60% of students believe that it is more appropriate for a mother not to work and stay with the baby during the first year of life, which shows that gender equality in the family environment can still be discussed only at the ideology level. On the other hand, attitudes about gender equality in the labor market are much more favorable, although there is a polarization in students' attitudes, especially when it comes to integrating a feminist perspective into the high school curriculum. The presented findings are in line with the results of other research and the author's view that the acceptance of egalitarian ideology has historically differed depending on the domain of observation, with a tendency to weaker acceptance of gender equality in the family domain in relation to the labor market [8].

In according with presented results, it can be concluded that gender equality is a multidimensional construct that is interpreted differently depending on the sphere of life. Basically, high school students have

moderately positive attitudes towards gender equality (with present gender and age differences) with a significant share of students who do not support gender equality, at least not at the cognitive level, but with more positive attitudes toward gender equality in the labor market context than in the family. Such knowledge opens space for further research on the process of forming attitudes about gender roles, the influence of factors acting at the national, political, cultural and sociological level, but also provides clear guidelines for designing interventions that will enable students to reconsider their attitudes and understand the importance of gender equality, as well as the negative consequences of gender discrimination.

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Научное издание

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Статьи публикуются в авторской редакции

Вёрстка Ю. В. Сарудейкиной

Подписано к использованию 24.05.2022.
Заказ № 21.

ФГБОУ ВО «Забайкальский государственный университет»
672039, Чита, ул. Александро-Заводская, 30