

THE RELATIONSHIP BETWEEN TODDLERS' AND THEIR PRIMARY CAREGIVERS'  
PERSPECTIVES ON GENDER

by

Marc Strawderman

Liberty University

A Dissertation Presented in Partial Fulfillment

Of the Requirements for the Degree

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## ABSTRACT

The purpose of this quantitative case study was to discover the relationship between the views of gender between toddlers and their primary caregivers and between those toddlers and their teachers at an early childhood education center, or daycare center, in south-central Pennsylvania. The Child-Rearing Sex-Role Attitude Scale (CRSRAS) and Sex-Role Egalitarianism Scale (SRES) assessed and evaluated how the adults perceive gender. The Sex-Role Learning Index (SERLI) had the toddlers gender-type toys. Descriptive statistics were used to analyze the adults' scores on the CRSRAS and SRES, and explanation building was used after that to link the adults' perceptions to the toddlers' perceptions. Results showed that toddlers had similar views on gender as adult females or the primary caregivers, depending on the toddler.

*Keywords:* early childhood, toddler, gender, gender identification, gender-type, education

### **Dedication**

I would like to dedicate this dissertation to my loving and understanding wife. She has dealt with my rants about what I was learning and the messes of journal articles and textbooks that I would leave everywhere. She has stood by me and been understanding of the time requirements this has had. She has listened to my numerous theories and ideas and gave unwavering support.

I would also like to dedicate this to my sons. They helped motivate me to finish this. They would ask me how school work is going and they would give me time and space to work on my school work. I also wanted to prove to them that anything is possible.

### **Acknowledgement**

I would like to acknowledge “Aunt Bevey” for being my inspiration. Ever since I took my first class with her at 16, she has been my inspiration to do the best that I can and to always be learning. I would also like to acknowledge my chair, Dr. Lunde. She has been great and supportive in helping me finish my dissertation. I never could have done this without you two!

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### **List of Abbreviations**

Bem's GST – Bem's Gender-Schema Theory

CIS – Comfortable in Skin

CRSRAS – Child-Rearing Sex-Role Attitude Scale

LGBT – Lesbian, Gay, Bisexual, Transgender

SERLI – Sex-Role Learning Index

SRES – Sex-Role Egalitarianism Scale

## **CHAPTER ONE: INTRODUCTION**

### **Overview**

This chapter gives an outline for this case study. Background information and literature on gender in the United States is given and examined. The theoretical foundation is also discussed. An outline for this study is given with summaries of the purpose and problem statements and research questions.

### **Background**

The schools in the United States are facing the challenges of educating individuals of genders that are different than the sex they were assigned at birth (Crow, 2014; Eastman, 2014; Haley, 2014; Hammel, 2014; Hubbard, 2014; Oglesby, 2014; Steinmetz, 2014; Stout, 2014; Yusko, 2014). The Janesville School District in Wisconsin has faced the situation of gender identity diversity with having to decide which restrooms students of non-traditional gender identities have to use (Crow, 2014). Due to the rise in awareness of gender identities and the presence of students with non-traditional gender identifications, the school district has implemented gender-neutral restrooms (Crow, 2014). This issue is not unique to the Janesville School District or even to just Wisconsin. Many school districts across the country are trying to figure out how to handle the situation of students with non-traditional gender identities, such as how to address these students whether by preferred name or legal name and with which pronouns (Crow, 2014; Eastman, 2014; Haley, 2014; Hammel, 2014; Hubbard, 2014; Oglesby, 2014; Steinmetz, 2014; Stout, 2014; Yusko, 2014). Datti (2009) and Hansen (2007) offered recommendations on how to manage circumstances such as the ones previously mentioned.

Research on younger populations is sparse even though younger children and toddlers encounter gender as well. Some findings from research regarding toddlers and gender concluded

that male and female toddlers are praised differently, with female toddlers being praised for cleanliness, how they look, and for being helpful while male toddlers are praised for being physically fit and academic achievements (Aina & Cameron, 2011). Toddlers are taught that there are different expectations for different genders (Aina & Cameron, 2011). Furthermore, toddlers can infer information about a person by the gender label used for that person (Leinbach & Fagot, 1986). For instance, if a toddler is told a person is female, then the toddler is able to deduce that the person could be a mommy but not a daddy (Leinbach & Fagot, 1986).

However, the literature has shortcomings. Most studies and articles utilize the binary system of gender, when in reality toddlers are exposed to more than just the two genders of male and female, which means they are probably constructing understandings of more than two genders (Aina & Cameron, 2011; Bigler & Liben, 1990; Bradley & Gobbart, 1989; Duke & McCarthy, 2009; Etaugh & Duits, 1990; Freeman, 2007; Halim, Ruble, Tamis-LeMonda, & Shrout, 2013; Lahelma, 2014; Lee-Thomas, Sumsion, & Roberts, 2005; Legewie & DiPrete, 2012); Leinbach & Fagot, 1986; LoBue & DeLoache, 2011; Martin & Little, 1990; O'Brien & Huston, 1985; Picariello, Greenberg, & Pillemer, 1990; Poulin-Dubois, Serbin, & Derbyshire, 2014; Poulin-Dubois, Serbin, Eichstedt, Sen, & Beissel, 2002; Smirles, Wetherilt, Murphy, & Patterson, 2009; Spinath Eckert, & Steinmayr, 2014; Winer & Phillips, 2012; Wong & Hines, 2015a; Wong & Hines, 2015b). However, research and journal articles do not seem to acknowledge or address this limitation.

The American Psychological Association (2011) published a pamphlet on gender that was put together by their Lesbian, Gay, Bisexual, and Transgender Concerns Office and Public and Member Communications. "Sex" is defined as being biological and associated with physical attributes, i.e. chromosomes; "gender" is defined as socially constructed; "gender expression," as

the way a person communicates gender identity to others; and “gender identity” is defined as a person’s internal sense of being male, female, or something else (American Psychological Association, 2011). Therefore, anyone who identifies as a gender different than the one that is traditionally associated with the sex assigned at birth is considered a non-traditional gender (American Psychological Association, 2011). The World Health Organization (2015) stated that “gender refers to the socially constructed characteristics of women and men...,” and gender includes role and relationship expectations. These expectations can vary from society to society (Rothenberg, 2010).

The view that there are more than two genders is relatively new. It was not until 2011 that the American Psychological Association published the pamphlet on gender after the development of the DSM-V, which is the manual used by therapists to diagnosis clients, that the diagnosis for having a non-traditional gender was changed from a disorder to a dysphoria to indicate that it is not something to be corrected (Parry, 2013). Despite the updates, many research and journal articles on gender differences still include only two genders (Kessels, Heyder, Latsch, & Hannover, 2014; Lahelma, 2014; Legewie & DiPrete, 2012; Smirles et al., 2009; Spinath et al., 2014). This limited view on gender contributes to the continuation of traditional gender roles and gender stereotypes like “pink is for girls and blue is for boys” (Bigler & Liben, 1990; Bradley & Gobbart, 1989; Etaugh & Duits, 1990; Kessels et al., 2014; Lahelma, 2014; Legewie & DiPrete, 2012; Leinbach & Fagot, 1986; Martin & Little, 1990; O’Brien & Huston, 1985; Picariello et al., 1990; Smirles et al., 2009; Spinath, Eckert, & Steinmayr, 2014; Winer & Phillips, 2012; Wong & Hines, 2015a; Wong & Hines, 2015b). Variations from these stereotypes can be met with physical violence (Stotzer, 2009). This is demonstrated through the astounding statistics on physical violence for those with non-traditional genders.

Stotzer (2009) conducted a comprehensive analysis of the data of violence against transgender people in the United States. In some cities, over 50% of the transgender population reported facing physical violence and over 80% faced harassment or threats. These staggering statistics have been noticed by the United States judicial system. The enactment of the Matthew Shepard and James Byrd, Jr. Hate Crimes Prevention Act of 2009 added gender identification to the list of protected classes from hate crimes (The Matthew Shepard and James Byrd, Jr., Hate Crimes Prevention Act of 2009, n.d.).

The changes in laws illustrate how the views on gender are changing. Many people are learning, and some are accepting that gender is about social traits instead of physical anatomy (American Psychology Association, 2011). Yet research and literature about gender and gender differences focuses on adolescents and adults who are going through a gender change. Previous research centers on trying to understand how adolescents and adults view gender or gender changes as demonstrated through an EBSCO database search for keywords such as “gender identity,” “gender expression,” “gender dysphoria,” and other similar terms. Some researchers appear to be on a mission to understand how adolescents handle gender stereotypes, gender roles, and even gender questioning but do not show concern for how young children handle these topics (McGuire, Anderson, Toomey, & Russell, 2010; McGuire & Conover-Williams, 2010; Russell, 2002; Russell, Toomey, Diaz, & Sanchez, 2011). Very little recent research exists on how younger children and toddlers view gender or a person changing genders. Yet this is important information because young children and toddlers do not remain young; they will grow up to become adults who will have the power to make laws and policies. How the young children and toddlers of today view gender will shape how they view gender as an adult and will lay the foundation for how to handle the issues that today’s adults face like which restrooms

individuals with non-traditional genders should use or on which single-sex sports team they should play.

LoBue and DeLoache (2011), Poulin-Dubois et al. (1998), Poulin-Dubois et al. (2002), Winer and Phillips (2012), Wong and Hines (2015a), and Wong and Hines (2015b) are examples of how current research on toddlers and gender is just replicating research conducted in the 1980s and 1990s, which recreates the flaw of using a binary system of gender that was present in the older literature (Bigler & Liben, 1990; Bradley & Gobbart, 1989; Etaugh & Duits, 1990; Leinbach & Fagot, 1986; Martin & Little, 1990; O'Brien & Huston, 1985; Picariello et al., 1990). Organizations such as the American Psychological Association, schools districts like the Janesville School District, and television shows similar to *SheZow* all depict the presence of a non-binary structure of gender.

The theory that is the foundation of this dissertation study is gender schema theory, which was developed by Bem in 1981. Gender schema theory states that children learn about gender differences, stereotypes, and roles from the culture in which they are raised (Bem, 1981; Bem, 1983; Johnson, 2009; Kosut, 2012). One factor of cultural influence in America for children and adults is television. Television programming can help shape a child's concept of gender while also helping to change an adult's preconceptions of gender because of the television or even newspaper coverage on occurrences such as school districts across America reevaluating various policies due to the rise in tolerance and acceptance of those with non-traditional genders (Berlan, Corliss, Field, Goodman, & Austin, 2010; Crow, 2014; Eastman, 2014; Haley, 2014; Hammel, 2014; Hubbard, 2014; Oglesby, 2014; Steinmetz, 2014; Stout, 2014; Yusko, 2014). The following school or sport entities have made the news due to making policies regarding transgender children: Hazlet Township Public Schools (Oglesby, 2014),

Janesville school district (Crow, 2014), Minnesota State High School League (Haley, 2014), Orono school district (Stout, 2014), Shenendehowa Board of Education (Yusko, 2014), and Virginia High School League (Hammel, 2014). These policies include restroom and locker room usage and whether students play on the male or female sports team. The federal government stated that treating transgender people as their biological sex is discrimination (Steinmetz, 2014), and the judicial system has ruled the same way (Stout, 2014). An example is the directive from President Obama to urge schools to allow transgender students to use the restroom with which their gender identity matches (Grinberg, 2016). While some may be changing their view on gender to include more than just male and female, there are still some who view gender as binary (Haley, 2014). However, people who view gender as binary and unchanging may soon be in the minority due to the governmental changes. Nevertheless, children of this generation may be learning about multiple genders and not learning traditional gender roles and gender stereotypes according to gender schema theory, while other children are being taught traditional views on gender. The continuance of the old-fashioned beliefs may lead to discrimination.

Before the Civil Rights Movement, African-American citizens used to have no legal protection and were viewed as second-class citizens by the legal system. Children were taught that African-Americans were not the same as Caucasians. The constitution used to state that an African-American person was worth 3/5 of a Caucasian person, and schools used to be segregated due to state mandates. Some individuals still believe in segregation and do not accept the equality of all races, but the notion of inferiority/superiority established by race is not taught in schools anymore. Children now should not see peers treated unfairly due to race because of the Title VI of the Civil Rights Act of 1964 (Laws & Guidance, n.d.) and should learn that all races are equal. Similarly, given the ever-advancing views on gender in general, children in the

public-school system of today's United States should also learn not to discriminate against others because of gender differences.

The changing view of gender and the fight for civil rights by those with non-traditional genders can be compared to the Civil Rights Movement of the 1960s, yet some disagree with this association. Some believe that while gender is not a choice, changing genders is a choice in the way that one's race is not a choice. Such individuals think a person cannot have a gender identity that is different than that person's sex. However, Veale, Clark, and Lomax (2010) deducted that there is a biological component to transgender gender identifications. It was discovered that if a person has a transgender relative, then that person has a higher chance of also being transgender, most likely due to prenatal hormones (Veale et al., 2010). Therefore, gender identity could be innate just as the pigmentation of one's skin.

The formation of gender perception begins much earlier than when a child enters public kindergarten. For that reason, this dissertation investigated how toddlers develop gender perspectives and identity. Since they do not learn values in a vacuum, how the adults—primary caregivers and daycare caregivers—view gender was also analyzed. The self-proclaimed perception of gender held by the adults was determined through the use of the Child-Rearing Sex-Role Attitude Scale and Sex-Role Egalitarianism Scale. The toddlers' views on gender was assessed using the Sex Role Learning Index. The instruments allow for a middle ground of gender instead of just the polar opposite genders that the traditional binary system creates. This is in compliance with the American Psychological Association's updated definition of gender. According to the gender schema theory, the participants should exhibit an understanding of multiple genders.

### **Problem Statement**

There has been a lot of research conducted and articles written on gender and toddlers (Bigler & Liben, 1990; Bradley & Gobbart, 1989; Etaugh & Duits, 1990; Kessels et al., 2014; Lahelma, 2014; Legewie & DiPrete, 2012; Leinbach & Fagot, 1986; Martin & Little, 1990; O'Brien & Huston, 1985; Picariello et al., 1990; Smirles et al., 2009; Spinath et al., 2014; Winer & Phillips, 2012; Wong & Hines, 2015a; Wong & Hines, 2015b). A lot of the research on toddlers and gender was conducted in the 1980s and 1990s (Bigler & Liben, 1990; Bradley & Gobbart, 1989; Etaugh & Duits, 1990; Leinbach & Fagot, 1986; Martin & Little, 1990; O'Brien & Huston, 1985; Picariello et al., 1990). Both sets of literature utilize only two genders. There is a lack of research that considers more than two genders in addition to the general lack of current literature on toddlers and gender.

From whom toddlers' gain their view on gender as well as whether toddlers' are being taught traditional genders, gender roles, and gender stereotypes may be discovered. For instance, in some geographical locations, daycare teachers often address a class as "you guys" even when girls are present due to the social conditioning of having learned this from their previous teachers (Aina & Cameron, 2011). Nevertheless, such colloquiums show a partiality for masculinity (Aina & Cameron, 2011). The problem is that there are no known studies that examine the relationship between toddlers' and their caregivers' and teachers' views of gender in the context of multiple genders.

### **Purpose Statement**

The purpose of this quantitative case study was to understand the relationship between the gender concepts of two toddlers, the gender concepts of their daycare teachers, and the gender concepts of the toddlers' primary caregivers. The pseudonym of Lincoln Early

Childhood Center was used for the daycare center in order to maintain anonymity. The independent variable was the teachers' and caregivers' concepts of gender. The dependent variable was the toddlers' gender concepts. The population from which the sample was derived does not closely resemble the population of the United States. The population has a high rate of poverty. The sample was recruited from an early childhood education center, i.e. daycare center. Initially all of the primary caregivers who consented to the study were given the CRSRAS to complete. After that the individuals for the case study were chosen, and the chosen individuals completed the additional assessments.

The research probes the concepts of gender held by the toddlers at the chosen location along with those who the toddlers see most often: their primary caregivers and their teachers. The guiding theories are Bem's gender schema theory as it states that children learn gender from the society in which they live (Bem, 1981; Bem, 1983; Kosut, 2012) and Nagoshi and Brzuzy's (2010) transgender theory as it includes a "both/neither" option for gender. This quantitative case study investigated toddlers' view on gender by utilizing a gender range that includes more than two genders and could indicate if caregivers or teachers influence toddlers' perception of gender.

### **Significance of the Study**

This research allowed toddler participants to answer questions about gender without being restricted by the binary range of gender. Previous research on toddlers has restricted gender to only male and female (Bradley & Gobbart, 1989; Etaugh & Duits, 1990; Leinbach & Fagot, 1986; Martin & Little, 1990; O'Brien & Huston, 1985; Picariello et al., 1990; Poulin-Dubois, Serbin, Eichstedt, Sen, & Beissel, 2002; Winer & Phillips, 2012; Wong & Hines, 2015a; Wong & Hines, 2015b). Gender research on adolescents and adults allow for multiple genders,

according to Nagoshi and Brzuzy (2010). Yet, it cannot be known how toddlers view gender if the gender options presented to them are severely restricted. Researchers do not know what toddlers know of non-traditional genders if non-binary gender options are not included, which means such restrictions make it impossible to know if toddlers view certain toys or actions as gender neutral. Previously, only male and female have been acceptable answers (Bradley & Gobbart, 1989; Etaugh & Duits, 1990; Leinbach & Fagot, 1986; Martin & Little, 1990; O'Brien & Huston, 1985; Picariello et al., 1990; Poulin-Dubois, Serbin, Eichstedt, Sen, & Beissel, 2002; Winer & Phillips, 2012; Wong & Hines, 2015a; Wong & Hines, 2015b).

The information gained from this research could change how caregivers and parents treat toddlers. This research could be used as the foundation for the requirement of tolerance training for early childhood educators. The results show how the presence of adults' perspectives affect the development of toddlers' perspectives. If knowledge and tolerance of a wider range of gender increases then this might result in greater acceptance of non-traditional gender play at early childhood education centers or daycares. This will allow children the ability to play with gender roles, which could result in increased tolerance by the children of non-traditional genders. Increased tolerance can lead to less discrimination and those with non-traditional genders would most likely feel safer to be themselves.

Furthermore, the results from this research could help adults become more self-aware of how their perspectives do or do not affect the children in their lives. This research could be the basis for further research into how adults' perspectives affect the development of children's perspectives, or this research could open the door to more gender research with toddlers with the use of more than two genders. In essence, this study can be the basis of much more research that could go in multiple directions.

This study allowed for answers other than male and female; the options of both or neither were available in addition to the options of male or female. The results have revealed if how egalitarian the toddlers' views are of gender. The adults included in the study were evaluated on how they view gender to attempt to see understand the influence in toddlers' construction of gender schema.

### **Research Questions**

**RQ1:** Is there a relationship between a primary caregiver's view of gender and their toddler's view of gender?

**RQ2:** Is there a relationship between a teacher's view of gender and their toddler student's view of gender?

### **Definitions**

1. *Gender* – Gender is the socially constructed roles, behaviors, activities, attributes, and characteristics that a society considers appropriate for males or females (APA, 2011; WHO, 2015).
2. *Non-traditional gender* – Non-traditional gender titles are assigned to a person whose gender is not the same as the sex the person was assigned at birth (APA, 2011).
3. *Primary Caregiver* – The primary caregiver is the adult or adults who take care of the child or children and is responsible for the health and welfare of said child or children (Pennsylvania Department of Human Services, n.d.).
4. *Sex* – Sex is assigned at birth and is based upon physical attributes such as external anatomy while also being consider biological and associated with other physical attributes such as chromosomes (APA, 2011).

5. *Teacher* – In this context, teacher refers to early childhood educators or daycare employees (Aina & Cameron, 2011).
6. *Toddler* – A toddler is a child between the ages of 13 and 47 months (Kaneshiro, 2014).
7. *Transgender* – Transgender refers to a person whose gender is not the same as the sex the person was assigned at birth. (APA, 2011).

## CHAPTER TWO: LITERATURE REVIEW

### Introduction

In order to understand the necessity of this study, the related literature should be reviewed in order to lay a foundation because it is upon this information that this case study was built. A review of the literature on gender research reveals that much of current research focuses on adolescent and adult populations as seen through the following studies: Bauerband & Galupo, 2014; Datti, 2009; Dugan et al., 2012; Effrig et al., 2011; Hall, 2006; Hansen, 2007; Math & Seshardi, 2013; Mayberry, 2006; McCabe & Robinson, 2008; Rankin & Beemyn, 2011; Russell et al., 2011; Singh et al., 2014; Spade, 2011; Worthen, 2014). These studies addressed either the problems faced by or how to resolve the problems faced by adolescents and adults who are questioning their gender or have a non-traditional gender, i.e. the person does not identify as male or female exclusively or the person identifies as a gender that is different than the sex the person was assigned at birth. Examples of problems include social isolation, depression, anxiety, and suicidal ideation (Bauerband & Galupo, 2014; Datti, 2009; Dugan et al., 2012; Effrig et al., 2011; Hall, 2006; Hansen, 2007; Math & Seshardi, 2013; Mayberry, 2006; McCabe & Robinson, 2008; Rankin & Beemyn, 2011; Russell et al., 2011; Singh et al., 2014; Spade, 2011; Worthen, 2014). Some of these problems can be rooted in the other problems. For instance, social isolation can cause anxiety and depression (Batterham, Christensen, & Calear, 2013), which can lead to suicidal ideation or even to suicide itself (Batterham et al., 2013). However, the ability to apply this research to the toddler population is not possible.

Notably toddlers were a primary group used in the 1980s and 1990s. These toddlers gender-typed toys, colors, and people on a binary scale that was mutually exclusive for researchers (Bigler & Liben, 1990; Bradley & Gobbart, 1989; Etaugh & Duits, 1990; Leinbach

& Fagot, 1986; Martin & Little, 1990; O'Brien & Huston, 1985; Picariello et al., 1990). At this point in time it was thought that one's gender was the same as that person's sex (American Psychological Association; 2013). While these adolescents and adults may have grown up in a binary gender world, many are now seeing the world as having a broader system of gender, gender being independent of sex, and the genders not necessarily being mutually exclusive of each other (Crow, 2014; Eastman, 2014; Haley, 2014; Hammel, 2014; Hubbard, 2014; Oglesby, 2014; Steinmetz, 2014; Stout, 2014; Yusko, 2014). While some United States citizens may now hold this view of gender, there are also individuals who do not (Becker, 2014; Bohlin 2001; Bohlin 2009; Evangelical Alliance Policy Commission [EAPC], 2000; Green, 2015; Greer, 2015; Lodge, 2015; Young, 2014). Such individuals have the opinion that one's gender is either male or female and one cannot possibly switch between the two genders (Becker, 2014; Bohlin 2001; Bohlin 2009; EAPC, 2000; Green, 2015; Greer, 2015; Lodge, 2015; Young, 2014). Yet the adherence to a strict model of gender can lead to social isolation, depression, anxiety, and suicidal ideation in those who do not fit into that standard (Bauerband & Galupo, 2014; Datti, 2009; Dugan et al., 2012; Effrig et al., 2011; Hall, 2006; Hansen, 2007; Math & Seshardi, 2013; Mayberry, 2006; McCabe & Robinson, 2008; Rankin & Beemyn, 2011; Russell et al., 2011; Singh et al., 2014; Spade, 2011; Worthen, 2014).

Nevertheless, during the toddler years are when humans become aware of themselves and others (Bem, 1981; Bem, 1983; Colson & Dworkin, 1997; Kosut, 2012; Moore, Mealiea, Garon, & Povinelli, 2007). How toddlers, construct their opinion of gender will shape how they will handle the gender issues that tomorrow's adults will face. The issues include which name to use for individuals, which pronouns to use, use of restrooms, use of locker rooms, documentation of gender, etc. Yet there is a lack of current research on how toddlers view gender. Therefore, the

literature review covers the theoretical framework for this case study and current literature of gender. This includes literature on the psychological aspect of gender as well as research on toddlers' views of gender. The belief that gender is unchangeable and restricted to a binary system is also addressed.

### **Theoretical Framework**

The theories chosen as the foundation for this investigation were Bem's gender schema theory, and Nagoshi and Brzuzy's transgender theory. Bem's gender schema theory (GST) was selected as the theoretical foundation for this case study. Bem's GST was founded upon social constructionism and asserts that children learn about gender and gender stereotypes and gender roles from the culture or society in which they are raised (Bem, 1981; Bem 1983; Johnson, 2009). This dissertation is centered on toddlers' construction of their gender schema, which is in line with Bem's GST (Bem, 1981; Bem 1983; Johnson, 2009).

Bem's GST consists of two components of theory: cognitive and socialization (Bem, 1981; Bem, 1983; Kosut, 2012). The cognitive theory component is grounded in Piaget's cognitive developmental theory since it is schemas being created and built upon (Koust, 2012). Schemas are the building blocks of knowledge; each schema is a unit of knowledge (McLoed, 2015). When a person, no matter the age, learns new information, he or she must either assimilate or accommodate the information; this is how learning works according to Piaget (McLoed, 2015). Information that is assimilated is organized into a pre-existing schema whereas information that is accommodated changes an existing schema so the information can fit into said schema. Bem's GST (Bem, 1981; Bem, 1983; Kosut, 2012) narrows Piaget's cognitive developmental theory down to the topic of gender. Therefore, once a child is exposed to

information about gender, said child must either assimilate the information into an already established schema or accommodate the information by changing a schema.

Despite the fact that Kohlberg's cognitive developmental theory of gender was created first (Martin & Ruble, 2004) it was not used as the foundation for Bem's GST. A reason for this might be because Kohlberg's theory was drawn from the ideas that gender and sex are the same and that sex is stable and unchanging. As the idea of sex and gender being static becomes clearer to children, they develop a more mature understanding of gender. Halim, Ruble, Tamis-LeMonda, and Shrout (2013) asserted that cognitive theories, not just Kohlberg's, are erected upon the idea that the more children learn about gender, the more children want to adhere to gender stereotypes. Halim et al. (2013) claimed children are simply passive recipients of information about gender who will perpetuate the information they receive. This means that children are incapable of questioning gender or even play out non-stereotypical roles. Furthermore, Kohlberg's theory (Martin & Ruble, 2004) requires children to know the expectations for the male and female genders, i.e. males are doctors but females are nurses, in order for the concept of gender to influence their actions.

However, Kosut (2012) claimed that according to Bem's GST children only need to know that gender exists in order for it to influence their behavior and thinking. Even if a child is directly introduced to only one gender, the child is aware of the concept of gender because of the introduction to one gender (Martin & Ruble, 2004). A different example is if a child named Ted is only introduced to the color red. Ted may have been introduced to only one color, but this introduction has opened up the idea of color to him. For gender, the child may know how to label only one gender, but the child will still be aware of deviations of that gender (Martin & Ruble, 2004). To continue with the color example, when Ted sees other colors, he knows those

colors are not red. The deviations will cause the child to have to assimilate the information into an existing schema of gender (or color for the example child Ted) or accommodate the information by changing the schema (McLoed, 2015). Deviations are anything that is not consistent with the child's existing schema. Furthermore, through the lens of Bem's GST (Bem, 1981; Bem, 1983; Johnson, 2009), children are viewed as active agents in formulating their understanding of gender (Koust, 2012). Children are constantly testing the limits of gender, including gender roles and gender stereotypes (Kosut, 2012). Dramatic play is an excellent example of this. No matter the roles children taking during dramatic play, they are testing the roles of gender by exploring the boundaries of the roles they take on. When a child pretends to be a ballerina, the child may be praised or scolded for such a choice due to the child's gender or the child's performance of the role. Another example is when boy toddlers may dress up as a nurse and girl toddlers may dress up as doctors in order to "test" gender since traditional gender views dictate that the roles should be reversed. Even toddlers who are not partaking in the role-playing are learning about the limits of gender through the way that others "test" gender. If a toddler sees a boy being criticized for dressing up as a nurse and is being encouraged to dress up as a doctor instead, then the bystander toddler is learning what is expected of males. How the adults and other children treat the child during the role play will construct the child's view of gender (Kosut, 2012). This also incorporates the second component of Bem's GEST (Bem, 1981; Bem 1983; Johnson, 2009; Kosut, 2012).

Bem's GST has a socialization theory component to it as well (Bem, 1981; Bem, 1983; Johnson, 2009; Kosut, 2012). The four primary socialization influences on children are family, media, peers, and school (Leen, 2015). In regard to gender, these are the main factors through which people learn about what is considered acceptable for the different genders (Leen, 2015).

For the purpose of this study, the influence of school is considered daycare. In the United States, toddlers usually spend up to 10 hours a day in daycare (Aina & Cameron, 2011), which is similar to the amount of time a school age child spends in school. For instance, a child in the local school district (Anonymous, 2016) where this research took place, spends at least seven hours a day in school, more if involved in in extracurricular activities. Such similarities may be why some daycares and the parents who enroll their children in daycare call it school, like the daycare in which the researcher works. Therefore, just like school, daycare is considered highly influential on toddlers (Aina & Cameron, 2011). In addition, the socialization influences of family and media are examined in this literature review. The influences of Sunday school, church, or other religious institutions are not part of the literature review. This is because religious institutions are not considered a primary socialization influence (Leen, 2015).

Socialization theory states that children are helpless and thoughtless receivers of information (Lee-Thomas, Sumsion, & Roberts, 2005). According to this theory, children are basically just regurgitating information that they have received without processing it. Socialization theory also emphasizes gender differences (Radar & Cossman, 2011). However, Bem's GST (Bem, 1981; Bem, 1983; Johnson, 2009; Kosut, 2012) took it further by stating that children learn what they are implicitly and explicitly taught: what they are directly told, what they hear others say, and by watching how others are treated for following or going against gender stereotypes. Bem's GST (Bem, 1981; Bem, 1983; Kosut, 2012) also has children being active in their formation of gender constructs. As stated above, children "test" the limits of gender through play, including through the roles each child has during dramatic play (Kosut, 2012). This is important to note since socialization theory asserts that free play is not really free (Lee-Thomas et al., 2005). While adults like to think when children go off to play, it is free play

and children have the ability to choose to play whatever they want; the truth is that who plays with what is determined by the dominant children (Lee-Thomas et al., 2005). The dominant children pick what they want to play first and leave the submissive children with fewer play options. If the dominant children monopolize the dramatic play area but play only as traditional roles, then the bystander children will not have the chance to partake or witness “testing” of gender roles. However, the submissive children may be able to “test” gender while playing in other centers. For instance, the children playing with the dolls may pretend the girl dolls are doctors with the male dolls being the nurses.

The second primary socialization influence is media (Leen, 2015) with almost 50% of children under the age of one viewing television on a daily basis and nearly 74% having watched before they turn two (PBS, 2015), the United States TV programming is a great example of the verbal and non-verbal, explicit and implicit, messages about gender that toddlers receive from their society. Television is only one example of how the inclusion of multiple genders has permeated the society in the United States; however an important example because media is a primary socialization influence. TV programming no longer depicts only characters whose gender matches the sex they were assigned at birth (a.k.a. comfortable-in-skin or CIS).

Characters with non-traditional genders are seen on the various levels of television. For toddlers, there are shows like *Doc McStuffins* and *Octonauts* (Disney Junior, 2015; Meomi Design, 2006). Both shows have characters in non-traditional roles. *Doc McStuffins* is a girl who is a toy doctor (Disney Junior, 2015). In each episode, she fixes broken toys. *Octonauts* has a female character named Tweak (Meomi Design, 2006). She is in charge of maintenance and engineering for an underwater vessel (Meomi Design, 2006). She fixes anything that breaks and even creates smaller underwater vessels (Meomi Design, 2006). Granted, such characters do not have non-

traditional genders. Nevertheless, these characters do have professions that are atypical for their gender. This demonstrates how the push against traditional gender roles and stereotypes has impacted even the toddler level of television. Furthermore, toddlers may be exposed to more mature content due to older individuals in the household watching more mature television shows while the toddlers are present. Older individuals can include primary caregivers, older siblings, or other adults in the household.

Examples of programs being watched by older children in a household with toddlers are the *Powerpuff Girls*, *SheZow*, *Family Guy*, *South Park*, or *Glee* (Cartoon Network, 2015; GLAAD, 2010; Nichols, 2013; SheZow, 2014; South Park, 2014; Viacom International Inc., 2014). The target audience for these shows are older children, teenagers, or young adults. All of the shows include either characters who push against traditional gender roles and stereotypes or characters whose gender is not known or does not match the sex they were assigned at birth. In *Powerpuff Girls*, the “He” character is overtly feminine yet holds a male name (Cartoon Network, 2015). *SheZow* is about a boy who turns into a female super hero (SheZow, 2014). Dan Quagmire has a sex change and changes into Ida on *Family Guy* (GLAAD, 2010). *South Park* features multiple characters with either non-traditional genders or display atypical behaviors for their gender (South Park, 2014). For example, Mr. Garrison has a sex change to become female and then later has another sex change to become male again (South Park, 2014). Furthermore, the character Wendy has a masculine demeanor due to the characteristics of being overtly assertive and even physical when challenged, but the character Butters is very passive despite being male (South Park, 2014). *Degrassi* even features a transgender character (Viacom International Inc., 2014). If toddlers are in the room when older family members are watching television broadcasts like the previously mentioned ones, then the toddlers are effected also

(Zilva, Vu, Newell, & Pearson, 2013). The toddlers do not need to be directly watching the show but only conscious that it is there in order to be impacted by it (Zilva et al., 2013). Therefore, mere exposure to such television programs and characters is enough to influence them.

The use of characters with non-traditional genders is not restricted to television targeted to the toddler population. The presence of non-traditional genders or atypical gender behavior in seen adult broadcasts like *Crime Scene Investigators: CSI*. One episode was about individuals with non-traditional genders (IMDb, 2014). The individuals wanted gender reassignment surgery so that their sexes matched their genders. Insurance would not cover the procedure, but the individuals were desperate for the surgeries. The individuals went to a “back-alley” doctor, which lead to surgical deformities and even death for the people with non-traditional genders. This show did an episode that centered on illegal gender reassignment surgeries being performed on individuals with non-traditional genders who were desperate for the surgery (IMDb, 2014). Reality shows also has star individuals with non-traditional genders. ABC premiered new programming within the past few years that included a transgender dad (Rice, 2015), Discovery Life (2015) premiered a new show that follows the lives of transgender women (male-to-female individuals), and TLC (2015) has started a program that follows the life of a transgender teenage girl (male-to-female) named Jazz. The inclusion of transgender characters in media does not stop with television. Marvel Comics even features transgender characters: Xavin, Jessie Drake, and Tong (Transgender Characters, n.d.). Despite all of these TV changes though, there is still the drawback of the lack of diversity. The majority of characters are male-to-female individuals with a lack of individuals with other non-traditional genders.

The presence of individuals with non-traditional genders in a variety of media formats is important because adults can only pass on information that they have already received. If adults are not exposed to a topic, then they cannot pass on information about the topic (Zilva et al., 2013). Even a lack of information for a schema affects the formation of schemas by the toddlers (McLeod, 2015). If a parent does not agree with the explicit or implicit messages of television, of a daycare provider, or even of a friend or family member, then the parents can prevent their toddlers from being exposed to those sources. When parents censor the information to which they expose their children through the restriction of to whom and to what their toddlers are exposed, they also affect the children's schema construction too. If parents prevent their children from being exposed to gender identity topics, they are still molding the toddlers' gender schema. While the restriction of information is purposeful, the results are the same; the toddler's knowledge base for the gender identity schema is limited. Nevertheless, the parents are still exposed to the information, and this exposure shapes how the adults will address, or not address, these topics with their children (Zilva et al., 2013). This is known as the mere-exposure effect and is when a person is more likely to like something through exposure to a stimuli and being consciously aware that the stimuli is present even if attention is not given to it (Zilva et al., 2013). Therefore, mere exposure to something shapes how a person reacts to it. If a parent does not agree with the idea of more than two genders after exposure to it, the exposure to the topic still shapes how the parent will address the topic with his or her children (Zilva et al., 2013). Furthermore, toddlers are exposed to the topic of gender identity even if they are not directly exposed to genders other than male and female due to the exposure to the genders of male and female.

Bem's GST (Bem, 1981; Bem, 1983; Kosut, 2012) was chosen for the socialization component of the theory because it shows how the information presented to the young children shapes how the children view the world and react to the world. This is why this case study investigates the influences on the minor participants. If one is to know where a concept comes from, then one must research the influences.

The second theory that sets the framework for this case study is Nagoshi and Brzuzy's transgender theory. Transgender theory is constructed upon the concept that genders include a "both/neither" option (Nagoshi & Brzuzy, 2010). Transgender theory shatters the idea that gender is binary or even trinary and destroys the notion that the gender options have little to nothing in common with each other (Nagoshi & Brzuzy, 2010). The theory allows for individuals to be both male and female at the same time while also allowing for one to be neither male nor female (Nagoshi & Brzuzy, 2010). This illustrates the idea that gender is not restricted to just the options of male and female and is currently supported by the American Psychological Association's (2010) view on transgender with the definition of "transgender" meaning having a gender different than the sex one was assigned at birth. The simple options of "both" and "neither" are added to the traditional gender options of male and female, which as previously stated, allows for individuals to be male and female at the same time or to be neither male nor female. However, without limitations to the number of genders allowed in an investigation, problems can occur.

In a study by Rankin and Beemyn (2011), the participants were not given a list of pre-determined genders from which to identify and instead were asked to label themselves. This led to a list of over 20 different genders being generated. Beside the genders of male, female, and transgender, the self-identified genders included fluid, neutral, queer, two-spirit, FTM TG stone

butch drag king, and no easy definition, some other kind of man. Such a large number of genders without accompanying definitions make it difficult, if not impossible, to not only interpret the data but to replicate the study. The point of the current study is not to replicate the Rankin and Beemyn (2011) study. Nevertheless, the study illustrates the complexities that can arise when limits are not put in place. Therefore, the participants in the current study are limited to the choices of male, female, both, and neither as outlined as viable gender options by Nagoshi and Brzuzy's (2010) transgender theory.

## **Related Literature**

### **Gender Research**

In general, education researchers view gender as being the same as sex and consequently categorize gender on a binary scale (Huertas, 2015; Leen, 2015; Smirles, Wetherilt, Murphy, & Patterson, 2009). This was demonstrated through a workshop on non-conforming gender children at the 2015 Early Childhood Education Summit in State College, Pennsylvania. When the presenter brought up how gender included more than just male and female, the audience had a hard time comprehending this (Leen, 2015). Some individuals attending the workshop had previously encountered gender variant individuals, yet still had a hard time understanding the idea of multiple genders or how a person could switch genders. For instance, one audience member had a student who stated she was not a girl but also never stated that she was a boy or male, which left the audience member with trouble understanding that not being female did not automatically make a person male.

In addition, the use of a binary scale for gender in education has led to the development of the "gender gap," which is a statistically significant difference in academic performance between males and females, because the use of a binary scale used for gender requires that the

genders of male and female be opposite of each other. Therefore, what is feminine cannot be masculine and what is masculine cannot be feminine. The “gender gap” issue is not restricted to just the United States, however, (Spinath et al., 2014) and is not restricted to just one level of education (Kessels et al., 2014). The “gender gap” has led to certain academic subjects being known as “boy subjects” and other subjects known as “girl subjects” in research and television. For instance, research shows that males outperform females in mathematics, which makes it a “boy subject,” and that females outperform males in reading, which makes it a “girl subject” (Drudy, 2008; Kessels et al., 2014; Lahelma, 2014; Legewie & DiPrete, 2012; Spinath et al., 2014). Research has been performed to try and explain this divide.

Spinath et al. (2014) utilized a meta-analysis approach to examine the role of students’ intelligence, personality, and motivation in academic performance and discovered that males view themselves as more able in mathematics, and females view themselves more able in languages, which is in line with the “gender gap.” Basically, students perform better in subjects in which they believe they will perform better, like a self-fulfilling prophecy. According to Spinath et al. (2014) this is because self-identification is a central part of academic performance. If the name of the subject is removed and only the characteristics of the individuals who prefer or excel at the subject are given, students are more likely to identify with individuals who like the subject. Individuals are conditioned to align their preferences and performances to the societal standards for their gender or sex (Spinath et al., 2014). For example, females are more likely to identify as part of the population who likes mathematics or physics if only the characteristics of that population is given and not the names of the subjects. The limitations of the male and female genders are set by society and are taught to children, including toddlers, who then perpetuate the cycle. This continues the existence of the “gender gap.”

Kessels et al. (2014) used the Interests as Identity Regulation Model (IIRM) to study students' perceptions of subjects. The "IIRM proposes that students are more likely to engage in domains they perceive as fitting their (actual or desired) identity and abstain from domains they consider dissimilar to themselves" (Kessels et al., 2014, p. 223). The IIRM theory asserts that students are more likely to engage in subjects that are stereotypically associated with their actual or desired identity. Children also have a desire to fit in (Berger, 2005). This is especially true for toddlers because this is the age that they start learning about shame; Erikson calls it "autonomy versus shame and doubt." Toddlers are starting to realize they are individuals and with the realization comes the awareness of shame. Nevertheless, children learn of the stereotypes associated with the genders of male and female through direct and indirect messages from adults, including explicit and implicit messages in television and movies. Therefore, males are more likely to engage in mathematics and less likely to engage in language arts because of the fact that mathematics is viewed as masculine and language arts is viewed as feminine. On the reverse side of it, females are more likely to engage in language arts and less likely to engage in mathematics because of the fact that language arts is seen as feminine and mathematics is seen as masculine. This contributes to the "gender gap" problem.

In addition, the television and movie portrayals of the stereotypes for academic subjects only reinforces the stereotypes. The media portrayals of success in academic subjects being gender specific has led to enforcement of the stereotypes by the students themselves through varying levels of bullying (Lahelma, 2014). For instance, if a female student tries to excel in mathematics or attempts to enter into a leadership role, other students will most likely bully her until she assumes a more traditionally feminine role in the school (Lahelma, 2014). When the stigma of the binary system of gender is removed, the view of gender-specific academic subjects

changes. When students are presented with the characteristics of students who like a “boy subject,” such as mathematics, without the stigma of the characteristics being associated with the subject specifically, female students who identify with the characteristics are more likely to identify as liking the “boy subject” (Kessels et al., 2014). When those characteristics are associated with something male or masculine, then female students are reluctant to identify with them (Kessels et al., 2014). One possibility for the female students’ reluctance could be fear of retaliation from peers for liking something that is considered masculine. This is not a one-way issue either. Male students face the same problems when it comes to academic subjects that are considered female or feminine. Trainings are obtainable for education professionals that are designed to make them consciously aware of the stereotypes and how to combat the perpetuation of the stereotypes. Such trainings were available at the 2015 Early Childhood Education Summit (Huertas, 2015; Leen, 2015). Published guidelines are available for early childhood educators to resist the reinforcement against gender stereotypes (Evans, 1998; Spade, 2011). Nevertheless, students are aware of how society gender-types subjects and strive to align their interests and academic performance with the gender-typing that society is asserting.

All of this research illustrates how powerful self-identification and the restriction to the binary system of gender really is. They also show how the restriction of gender to only male and female impacts self-identification. In general though, the literature explains why students excel in certain subjects but not others. Yet despite available trainings on the expanded view of gender (Huertas, 2015; Leen, 2015), many research are still grounded on the strict view of gender options only being male and female (Evans, 1998; Spade, 2011). This means researchers fail to notice the fact that the binary system of gender creates a negative self-fulfilling prophecy for many students. Female students may sabotage their performance in mathematics and male

students may sabotage their performance in language arts in order to align their academic successes and failures with what society views as feminine and masculine respectively. The indoctrination into the binary view of gender starts at birth. Traditional gender stereotypes are taught to children from birth. For instance, female babies are not born innately liking the color pink (LoBue & DeLoache, 2011). Yet even before birth, female babies are given pink colored clothing, bedding, and toys in abundance. In addition, such research fails to take into account individuals with non-traditional genders; they are simply left out of this research despite their existence.

### **LGBT Studies**

Lesbian, gay, bisexual, and transgender individuals are considered sexual minority individuals (Math & Seshadri, 2013; Mayer et al., 2008). LGBT is the acronym commonly used to identify for lesbian, gay, bisexual, and transgender community. The acronym lumps together all sexual minority individuals under the assumption that they all face the same type of issues (Schneider, 2010). The acronym used to be LGB, which stood for lesbian, gay, and bisexual only, but the “T” for transgender was added due to the perceived connection between the two populations (Schneider, 2010). The perceived connection is that the transgender population and the lesbian, gay, and bisexual population are both sexuality minorities and thusly face the same issues due to this similarity (Schneider, 2010).

Lesbians, gays, and bisexuals are considered sexual minorities because of the gender or genders to which they are attracted whereas transgender individuals are considered a sexual minority because of the gender they identify as. This is a key difference, yet it is easy to see how both populations could be lumped together due to similarities. For example, self-identification is essential to both the LGB and T populations, but the difference is what is being self-identified.

For LGB individuals, their sexual orientation is what is different and is what they are trying to identify; for “T” individuals, their perceived gender is what is different and is what they are trying to identify. Therefore one can see how others might view this self-identification similarity as a connecting factor between the two populations. However, the difference in what is being self-identified is the important part. Weiss (as cited in Bauerband & Galupo, 2013) declared that transgender individuals are more likely to experience victimization than lesbian, gay, or bisexual individuals. Despite such findings, transgender studies are still grouped with lesbian, gay, and bisexual studies and transgender students are lumped together with lesbian, gay, and bisexual students. This can cause misinterpretations of information as well as misconceptions being generated.

A study conducted by Munoz-Plaza et al. (2002) illustrated how lumping lesbian, gay, and bisexual with transgender studies together can cause misinterpretations or even misconceptions. The study proclaims that it explored the perceptions of lesbian, gay, bisexual, and transgender individuals by having participants reflect on their high school experiences. The term “transgender” is used multiple times throughout the study including in the title and during the section describing the participants. However, upon closer review, no transgender individuals participated in the study. Only lesbian, gay, and bisexual individuals actually participated in the study. It appears as if Munoz-Plaza et al. (2002) were operating under the assumption that the experiences of lesbian, gay, and bisexual people were the same as transgender people. Yet there was no explanation for this assumption.

Nevertheless, some research that is labeled or titled as for or including LGB and T individuals actually include transgender people. Such LGBT literature states that transgender individuals encounter problems in the education world (Dugan et al., 2012; Effrig et al., 2011;

Grant et al. 2011; McGuire & Conover-Williams, 2010; Singh et al., 2014; Smirles et al., 2009; Schneider, 2010; Woodford et al., 2014; Worthen, 2014). The problems range from harassment, physical violence, and sexual violence (Grant et al., 2011). The perpetrators of the attacks are peers and even school staff. The school staff is supposed to protect the students. Even if the school staff is not attacking the students, they are very likely to ignore violence against LGBT students (Mayberry, 2006). This leads some students to drop out of school or even to contemplate or commit suicide in order to avoid being victims of harassment or violence (Bauerband & Galupo, 2014; Datti, 2009; Dugan et al., 2012; Efrigg et al., 2011; Hall, 2006; Hansen, 2007; Math & Seshardi, 2013; Mayberry, 2006; McCabe & Robinson, 2008; Rankin & Beemyn, 2011; Russell et al., 2011; Singh et al., 2014; Spade, 2011; Worthen, 2014). Many studies on gender where non-traditional genders are being examined are like the ones cited in this paragraph. The research is about individuals with non-traditional genders and the problems they face. The target populations for such studies are adolescents and adults. Young children and toddlers are overlooked in research and literature when it comes to gender identification.

However, there is a general lack of educational literature on individuals with non-traditional genders no matter the age group being examined. The lack of research on individuals with non-traditional genders may be due to the absence of standard definitions for the various genders. The reports in this literature review used different definitions for genders and even different numbers of genders, which makes the research difficult, if not impossible, to replicate. Many research included a limited number of genders from which participants could choose. In the study conducted by McGuire and Conover-Williams (2010), participants had to willingly identify as either male-to-female or female-to-male to be categorized as transgender. Rankin (2003) required self-identification as transgender. Therefore, if a person had a gender different

than the sex assigned at birth but only identified as the perceived gender, then the person would not be categorized as transgender. Both of the research projects took the binary system of gender and simply changed it into a trinary system. Only three genders were accepted: male, female, and transgender. This left out many gender identifications such as gender fluid and androgynous. The research projects not only required participants to identify with a specific label but they also still failed to incorporate the idea that gender is more than male, female, or switching from one to the other.

The American Psychological Association (2010) defines the term “transgender” as “...persons whose gender identity or gender expression differs from their sex at birth” (p. 74). This means that the term “transgender,” and “non-traditional genders,” encompasses all genders and gender identifications where the gender of a person is different than the sex the person was assigned at birth. There is no requirement that one must transition from male-to-female or female-to-male in order to be transgender or to have a non-traditional gender. In addition, self-identification with a specific label such as transgender, male-to-female, female-to-male, or gender fluid in order to be transgender or have a non-traditional gender is not required. A person could have been assigned the sex of male at birth but identify with the gender of female and technically that person is still transgender. There are more than just two or three genders. Gender is much broader, yet many studies simplify into a binary or trinary system. The binary and trinary systems of gender have the genders being vastly different from each other with minimal similarities between them. When broader views of gender are incorporated into research, there could still be disadvantages. One example of this is the Rankin and Beemyn (2011) study. Participants were told to self-identify, which led to a list of over 20 different

genders. However, the participants were not required to define these genders. Consequently, there were no definitions for the genders given by the participants.

Nevertheless, all of the literature cited here have the same disadvantage, which is they all used adolescent and/or adult samples for their participants. Granted the researchers were investigating the adolescent and adult populations, the problems these populations face under certain circumstances, and how to resolve those problems. Nevertheless, this meant participants were not allowed to be 12 years of age or younger, which may be because researchers believed that children younger than 12 are incapable of knowing their gender or understanding the complexities of gender and sex. Yet childhood is when the ideas, concepts, and definitions of gender are set (American Academy of Pediatrics, 2013).

### **Toddlers and Gender**

The American Academy of Pediatrics (2013) asserts that children are able to gender-type toys using the binary system of gender by the age of three. Multiple literature from the 1980s and 1990s support this claim because they illustrated that children can gender-type by the age of three when they are presented with a binary system of gender (Bigler & Liben, 1990; Bradley & Gobbart, 1989; Etaugh & Duits, 1990; Leinbach & Fagot, 1986; Martin & Little, 1990; O'Brien & Huston, 1985; Picariello et al., 1990). In these research projects, toddlers were recruited as participants and then asked to gender-type colors, toys, or people based upon the binary system of gender. In all of these projects, the participants were able to demonstrate the ability to gender-type colors, toys, and people based on the binary system of gender by the age of three, if not sooner. This was done through the use of the toys themselves or pictures of the toys. Despite the fact that these projects were conducted in a professional manner, they had multiple and major drawbacks to them.

The first drawback to the previously cited literature is the age of the studies. They were conducted in the 1980s and 1990s (Bigler & Liben, 1990; Bradley & Gobbart, 1989; Etaugh & Duits, 1990; Leinbach & Fagot, 1986; Martin & Little, 1990; O'Brien & Huston, 1985; Picariello et al., 1990). The studies are over 20 years old. Literature is generally considered current if it has been published within the past five years. In addition, the view on gender has changed vastly over the past 20 years. Individuals with non-traditional gender identities, such as transgender people, are becoming more mainstream with the media mediums of television, movies, and newspapers proving this. Furthermore, researchers have not been replicating the older studies. Yet replication is necessary in order to prove the results are still valid for the current populations. It is unknown if the findings are still applicable to the toddler population due to the changes in the view on gender. More recent research on toddlers and gender are investigating other phenomenon instead of gender-typing colors, toys, or people or toddlers' understanding of gender. For instance, Poulin-Dubois, Serbin, and Derbyshire (1998) studied whether toddlers could match voices to faces. The toddlers were expected to match feminine voices to female faces and masculine voices to male faces. In essence, Poulin-Dubois et al. (1998) were asking toddlers to gender-type voices. Yet in the study, toddlers were able to get incorrect answers if they answered differently than the way in which the researchers wanted them to. This is not actually studying how toddlers interpret the voices and faces but instead is just seeing how well toddlers stick to the pre-conceived notions of the researchers that were not made clear to the participants.

LoBue and DeLoache (2011) performed a recent study. They investigated whether the preference of pink by girls and blue by boys is innate or learned. Other color options were not available to the participants though. However, it was discovered that female toddlers prefer pink

and male toddlers prefer blue due to the heavy push by adults of these colors onto toddlers due to the sex the toddlers were assigned at birth. Adults are creating the color preferences because of their ideas of gender norms. Poulin-Dubois et al. (2002) studied which dolls toddlers would use to complete activities such as fixing a car, putting make-up on, and taking a bath. The participants were given male and female dolls from which to choose. The study did investigate how toddlers gender-type everyday activities. The study was examining which activities toddlers viewed as appropriate for males, females, or both. However, the participants were not given the opportunity to choose from non-traditional gendered dolls or even dolls with non-traditional looks such as a female doll with short hair. This meant the dolls already had hair traditionally associated with their genders despite the fact that hair is a factor toddlers look at when determining the gender (Etaugh & Duits, 1990). With the exception of the Poulin-Dubois et al. (2002) study, all of the studies examined toddlers and gender but not how toddlers gender-typed. However, even though Poulin-Dubois et al. (2002) studied how toddlers gender-typed activities with the use of dolls, the binary system of gender was still used.

The second drawback is the fact that the research failed to utilize pilot testing despite the fact that the measures utilized had not been used before. When a study utilizes a data collection method that is created by the researchers, it needs to go through pilot testing (Yin, 2009). Yet the testing procedures for the studies that have been discussed were designed around the researchers' ideas about gender (Bradley & Gobbart, 1989; Etaugh & Duits, 1990; Leinbach & Fagot, 1986; Martin & Little, 1990; O'Brien & Huston, 1985; Picariello et al., 1990). Even if unintentional, the researchers were projecting their personal notions of gender onto the participants and study instead of society's notions of gender. Researchers' personal beliefs can leak into a study due to lack of pilot testing. In the aforementioned research, the researchers

decided what would be considered male and female and created a personal bias to the studies. In addition, they analyzed on the belief that there were correct and incorrect answers on how to gender-type. An example of this is the Poulin-Dubois et al. (1998) study where toddlers' answers were marked incorrect if the answers did not match up with the researchers' expectations. Etaugh and Duits (1990) even use the phrase "Children made fewer correct choices on the Toy Alone task..." in their results section.

The third drawback is illustrated in both current and older literature. All of this literature still utilized the binary system of gender as the standard (Bigler & Liben, 1990; Bradley & Gobbart, 1989; Etaugh & Duits, 1990; Leinbach & Fagot, 1986; LoBue & DeLoache, 2011; Martin & Little, 1990; O'Brien & Huston, 1985; Picariello et al., 1990; Poulin-Dubois et al., 1998; Poulin-Dubois et al., 2002). Toddlers were allowed to choose only between the male and female genders. For the research from the 1980s and 1990s, this is understandable since organizations like the American Psychological Association (2011) and the American Association of Pediatrics (2013) still viewed gender as binary. Yet more recent studies such as Poulin-Dubois et al. (1998) and Poulin-Dubois et al. (2002) still clung to the old binary system of gender despite professionally organizations' recognition of more than two genders. Television, movie, and newspapers media mediums demonstrate the use of more than just male and female for gender options. Results reported in the literature could have been skewed because of this choice by researchers.

When more open-ended research is conducted, studies such as Aina and Cameron (2011) and Chick, Heilman-Houser, and Hunter (2002) occur. These research projects looked into how adults address toddlers, particularly in daycare settings. Both research identified daycare workers as teachers. It was discovered in the Chick et al. (2002) study that female toddlers are

likely to be addressed as “honey” or “sweetie.” Yet teachers are likely to address the whole class as “you guys.” Despite the use of feminine identifiers in individual conversations, the teachers use obviously masculine identifiers when addressing the class as a whole. Teachers are also likely to praise the children due to the children’s sex. Aina and Cameron (2011) discovered that daycare workers are more likely to praise female children for their clothes, their hair, for being neat, and for helping. However male children are more likely to be praised for their strength, size, and physicality. This only reinforces traditional gender stereotypes in a time when teachers hold a tremendous influence on the formation of gender ideas.

### **Gap in the Literature**

There is a clear gap in the literature. For current research, generally the participants are recruited from the adolescent and adult populations. Current gender research investigates the problems individuals with non-traditional genders face and how to resolve them. However, such research is limited to the adolescent and adult populations. Researchers are focusing on the problems instead of investigating from where the problems may have originated. Nevertheless, the adolescent and adult populations of today were the toddler populations in the 1980s and 1990s. These individuals grew up with the ideas that gender is binary and the gender options are vastly different from each other.

Yet as adolescents and adults, the individuals are learning that gender is a much more than just male and female. As adolescents and adults are learning and accepting of this broader view of gender, they are also conveying this idea through policy changes and in the media (Crow, 2014; Eastman, 2014; Haley, 2014; Hammel, 2014; Hubbard, 2014; Oglesby, 2014; Steinmetz, 2014; Stout, 2014; Yusko, 2014). Nevertheless, researchers fail to investigate if the messages are making it to the toddler population, if the toddler population understands the

messages, and how the messages may be impacting the toddler population. Instead, gender research on toddlers is focusing on topics such as if toddlers can match voices to faces (Poulin-Dubois, 1998), if the preference of pink by girls and blue by boys is or innate or learned (LoBue & DeLoache, 2011), and how they gender-type activities (Poulin-Dubois, 2002). This only perpetuates the idea that gender is binary, that gender is restricted to the male and female options, and that the gender options are majorly different from each other.

This study cannot possibly fill all of the gaps identified here, but it can look into whether the changing view of gender is being passed onto toddlers as Bem's GST (Kosut, 2012) says it should be. The focus on toddlers is the specific gap that this dissertation seeks to fulfill.

### **Opposition of Non-traditional Gender Research**

When examining news reports, there appears to be an increasing acceptance of individuals with non-traditional gender. Multiple stories about transgender related issues are in the news every day. For instance, when a transgender student in the Orono School District in Maine was forced to use the staff restroom due to her gender status, her parents decided to file a discrimination lawsuit (Stout, 2014). This made the news because the Maine Supreme Judicial Court awarded the student's family \$75,000. The court ruled that forcing a transgender person to use a restroom that is different than the restroom associated with the gender they identify with violates Maine's Human Rights Act. This was not the first time the Orono School District had forced a transgender student to use a staff restroom. The restroom problem is not restricted just to Maine though. Gloucester School District in Virginia is trying to figure out which restroom transgender students should use (Hubbard, 2014). A proposed policy would require transgender students to use private facilities such as a faculty restroom. Yet the Shenendohowa School District in New York recently enacted a new policy that allows transgender students to choose

which restroom to use (Eastman, 2014). Many school districts in New Jersey are discussing policies to address issues that arise when there are transgender students (Oglesby, 2014). Hazlet Township Public Schools is handling it on a case-by-case basis whereas Jackson School District is considering implementing district-wide policies. However, the news does not always show the changes being made as positive. It was recently decided by the Minnesota State High School League Board of Directors that transgender student athletes are allowed to play on single-sex teams that correspond to the gender with which the student athlete identifies (Haley, 2014). Specifically, male-to-female student athletes are now allowed to play on female only teams. The author of the article, Haley (2014), highlights the concerns that have arisen due to this decision. Haley (2014) makes sure to make it known that many believe this to be an incorrect decision that will have long-reaching negative effects. Unfortunately, the article does not go into what the argument was or what they believed negative effects are.

Nevertheless, there are individuals who do not agree with the notion of more genders than male and female. Furthermore, such individuals do not believe that one can change genders. These individuals believe that the sex one was assigned at birth, as is the gender with which one should identify (Becker, 2014; Bohlin 2001; Bohlin 2009; EAPC, 2000; Green, 2015; Greer, 2015; Lodge, 2015; Young, 2014).

An article in *The Atlantic* (Green, 2015) discussed how some conservatives, who are generally individuals who hold the aforementioned beliefs, convey their beliefs in a negative style, such as purposefully using the incorrect name or pronoun or even the use of derogatory statements. One such conservative is blogger Matt Walsh, who had written an article about the former Olympian Bruce Jenner. The article was titled “Bruce Jenner Is Not a Woman. He Is a Sick and Delusional Man” (as cited in Green, 2015). The title alone is not only negative but it

can even be considered degrading, and such choice of words is probably not the best when trying to convince others that your opinion is the right way to view the issue. Greer (2015) took the negativity of the discussion one step further by stating that June 1, 2015 will become known as Caitlyn Jenner Day since this was the day that Bruce Jenner became Caitlyn Jenner. Greer (2015) mocked Caitlyn's transformation since he believes the civil rights push from the transgender population is just promoting mental disorder. Greer (2015) even went one step further and likens being transgender to pretending to be Julius Caesar by stating that if a person was walking down the street wearing a toga and demanding others to submit to his will, that person would immediately be deemed as being mentally ill and given treatment to convince the person that he is not Julius Caesar. Greer (2015) believed transgender people should receive similar treatment such as therapy to convince them that their gender actually matches the sex they were assigned at birth. Greer (2015) used a quote from the former Chief Psychological at John Hopkins Dr. Paul McHugh as support for his position. Both believed that the thought or belief that one is transgender is an intense mental disorder that requires very intense therapy.

Furthermore, audience members at a conference laughed when someone stated that a university now advertises that it can house 14 different gender identities (Green, 2015). In Vancouver, Canada, there was recently uproar over a public school enacting a policy to be inclusive of transgender students (Young, 2014). The parents felt that their parental rights had been usurped and it should be at their discretion as to when and if their children were introduced to the topic of transgender. The parents thought the issue was called a religious or homophobic issue in order to prevent rational and reasonable debates. It should also be noted this group of parents included Christian and non-Christian individuals.

The Vatican has forbidden the practice of allowing transgender individuals to serve as godparents (Lodge, 2015). The Vatican's position is that by being transgender, people are not living their lives according to faith. Elaboration upon the Vatican's stance states that one's body is a gift from God, and if one cannot accept this gift then one cannot possibly accept the gift of the world that God has given. Since the message was simply a statement of the facts according to the Catholic belief, the message was not intended or delivered in a negative fashion, yet the persistent push that people should accept their bodies as they are can be problematic.

There is still another conservative stance to this issue. Many Christian publications appeal to the Christian community to use compassion when handling with the transgender topic (Becker, 2014; Bohlin, 2001; Bohlin, 2009; EAPC, 2000). An article in *Christian Today* (Becker, 2015) even admitted that gender is a social construct that changes over time. However, it was also stated that overuse of toys of the opposite sex will only confuse children as to what their gender is. For example, letting girls play with trucks or letting boys play with dolls will confuse them as to whether they are female or male. Nevertheless, there is the call for kindness and compassion when speaking with a transgender person. This is an example of positively conveying one's message.

The Evangelical Alliance Policy Commission (2000) released a publication that asks for Christians to not reject transgender individuals simply because they are transgender. They believe the Christian community should use their values of love and care as the foundation for their thoughts and actions. Christians are to use gentleness and patience when interacting with or even mentoring transgender individuals. They believe Christians are in a special position to help transgender individuals realign their life with biblical principles. Even if a transgender person

does not immediately change his or her view on gender, his or her opinion on gender could change later due to the presence of the Christian person in the transgender person's life.

Some of the articles in Probe Ministries are a great example of portraying the conservative view in a positive and compassionate manner. When a mother wrote into Probe Ministries (Bohlin, 2009) asking for help on how to handle her daughter's school accepting a transgender third grader, the response she received called for compassion and teaching. She was told to speak up at the open forum meeting to find out how the school would handle issues such as the student being ostracized or marginalized. This is so the school can be as prepared as possible and the child would not become emotionally or psychologically scarred by how others had treated the child. In addition, the mother was warned to be careful how to approach the subject with her daughter so that her daughter would not be one who ostracized or marginalized the transgender student. The Probe Ministries' author Sue Bohlin suggests using the phrase "... he [referring to the transgender student] doesn't understand that being a boy is a good thing, and God makes lots of different kinds of boys" (2009). Furthermore, the mother could use this opportunity to become an ambassador of Christ to the transgender student's family.

There are different views of the transgender issue. Not everyone is accepting of the idea that gender is not simply binary and is beyond stereotypical gender roles (Becker, 2014; Bohlin 2001; Bohlin 2009; EAPC, 2000; Green, 2015; Greer, 2015; Lodge, 2015; O'Neil, 2013; Young, 2014). This conservative belief on gender can be understanding of the fluidity of gender (Becker, 2014). There are examples of the conservative view being a plea for sympathy and empathy (Becker, 2014; Bohlin, 2001; Bohlin, 2009; EAPC, 2000). There are also portrayals of the conservative opinion that are conveyed in a negative manner such as calling a person sick and delusional (Green, 2015; Greer, 2015).

## Summary

Bem's GST shows how children learn about gender from the world in which they live (Bem, 1981; Bem, 1983; Johnson, 2009; Kosut, 2012). Currently some say that there are multiple genders and that the binary system of gender is just not enough anymore. This is seen through changing policies, television, comics, and the news. Nevertheless, the LGBT population is at a higher risk for depression (Datti, 2009; Hansen, 2007; Mayberry, 2006), anxiety, suicidal ideation (Datti, 2009; Hall, 2006; Hansen, 2007; McCabe & Rubinson, 2008), etc. One factor is because of the social isolation that they face due to the stigma associated with not being heterosexual and not having one's gender match the sex one was assigned at birth. Yet current LGBT and gender research focus on the adolescent and adult populations only. Gender research on the toddler population occurred in the 1980s and 1990s. During this time period, toddlers were given only two genders from which to choose. These genders were male and female, and it was thought that the two genders were vastly different from each other. For most, if not all, of western civilization, people have thought of gender in binary terms. Some individuals still believe the binary and unchanging view of gender to be true. There is an opposition to the acceptance of more than two genders and to the idea that one can change genders. Nevertheless, the overall opinion on gender seems to be changing. Yet research has not examined if this change in beliefs has been passed onto the next generation. If Bem's GST (Bem, 1981; Bem, 1983; Kosut, 2012) is correct, then toddlers of today are growing up with a broader view of gender. This may mean that when these toddlers grow up, those in that population who have non-traditional genders may face different problems than those in today's society who have non-traditional genders. For immediate purposes, discovering how toddlers view gender will at least

show if toddlers are being exposed to and absorbing the notion that there are multiple genders. It is this gap that this case study looked to fill.

## CHAPTER THREE: METHODOLOGY

### Overview

This chapter discusses the design of the study, the research questions, and data analysis methods used. The purpose of this quantitative case study was to investigate the relationship between the gender concepts of toddlers at Lincoln Early Childhood Center and their teachers and primary caregivers.

### Design

This study utilized a quantitative case study design since it is focused on toddlers and their primary caregivers and teachers in an educational situation where there is a restricted sample of students (Korzilius, 2012). The relationship between the views of gender for a set of adults was compared to the views of gender in their child. The independent variable was the teachers' and caregivers' concepts of gender. The dependent variable was the toddlers' concepts of gender. For the purposes of this study, concept of gender was defined as the socially constructed roles, behaviors, activities, attributes, and characteristics that a society considers appropriate for males or females (APA, 2011; WHO, 2015). The quantitative case study approach is best suited for this research because it focuses on opinions, attitudes, and behaviors (Korzilius, 2012).

### Research Questions

**RQ1:** Is there a relationship between a primary caregiver's view of gender and their toddler's view of gender?

**RQ2:** Is there a relationship between a teacher's view of gender and their toddler student's view of gender?

## Participants and Setting

The site for this case study was an early childhood education center in south-central Pennsylvania. The exact location was not revealed in order to protect the privacy of the participants. The location was given the pseudonym Lincoln, and the center was given the pseudonym Lincoln Early Childhood Center. Lincoln was chosen due to its proximity to the researcher. The participants for this study were chosen using convenience sampling. Convenience sampling is when participants are recruited from a population that is easy to access (Gall, Gall, & Borg, 2007). Therefore, since the location from which the sample was taken was chosen due to it being close and convenient to the researcher, convenience sampling was used. While the demographics of Lincoln do not closely resemble the population of the United States on all aspects, this allowed the study to highlight those in poverty. Some of the demographical information for the borough in which this study was carried out is as follows: male, 46.8%; female, 53.2%; over 18 years old, 83.8%; white, 85.5%; Hispanic, 8%; black or African American, 5.8%; American Indians or Alaska Native, 0.4%; Asian, 1.3%; Native Hawaiian or other Pacific Islander, 0.0%; some other race, 4.7%; two or more races, 2.4%; has a high school diploma or higher, 77.6%; has a bachelor's degree or higher, 32.3%; who is working, 61.7%; median household income, \$29,840; families living below the poverty line, 13.2%; individuals living below the poverty line, 19.4%. According to Korzilius (2012), the number of participants in a quantitative case study are derived not from quantitative analysis but from a form of purposive sampling. Thus, the researcher recruited four toddlers, three pairs of primary caregivers, and seven teachers to analyze views of gender. There were only three pairs of primary caregivers because there was a set of siblings.

This site was a non-profit organization that focuses on the community. Lincoln Early Childhood Center has a minimum of two teachers in each classroom, and at least one teacher in each classroom has a bachelor's degree. All teachers have to have 2500 hours of prior experience with children other than their own, be CPR certified or working on CPR certification, attend educational training sessions annually and mandated reporter training, and pass three background checks: Pennsylvania state criminal record history, child abuse background check, and FBI background check. These teachers report to the director at the site. The director has been working at the center for over 10 years. This director reports to the executive director of the organization.

Another reason the researcher chose this site was because of how the classrooms are set up. Children are separated by chronological age and developmental progress. The classrooms are separated as the following: young infant, older infant, younger toddler, middle toddler, older toddler, preschool, pre-k, and school age. The younger toddler classroom includes children who range in age from 13 months to 24 months. The middle toddler classroom includes children who range in age from 24 months to 36 months. The older toddler classroom includes children who range in age from 36 months to 42 months. When a child transitions from one classroom to another depends upon many factors. The main deciding factor is room availability, but the teachers' opinions of the children's developmental progress is also important. Usually children are moved to allow more children to enroll at the center. The timing of transitions depends on whether the room's capacity has been met and if the teachers believe that the children are developmentally ready. All three toddler rooms will be utilized for this study. This will create a bigger pool from which participants can be recruited. The use of all toddler rooms is perfect for this study because the children are of the age where they are starting to formulate their concepts

of gender (Bigler & Liben, 1990; Bradley & Gobbart, 1989; Etaugh & Duits, 1990; Leinbach & Fagot, 1986; Martin & Little, 1990; O'Brien & Huston, 1985; Picariello et al., 1990). These children also have had no previous interactions with the researcher unless they were previously enrolled at the satellite site, which is where the researcher previously worked.

Due to the time of year that this study was conducted, children in the older infant room were in the age range for this study. This classroom was included in this study. For the purposes of this study, the older infant room is called the KC classroom. In addition, the younger toddler room is called the TC classroom, the middle toddler classroom is called the BC classroom, and the older toddler classroom is called the SC classroom.

All toddlers fall within the toddler age range, which is one to three years old (Kaneshiro, 2014), or more specifically, range in age from 13 months (right after the first birthday) to 47 months (right before the fourth birthday) in age. The children were chosen from the returned consent forms and completed CRSRAS. A general information sheet about the study, located in Appendix F, was sent home with the primary caregivers with the consent forms, located in Appendix E. Once the consent forms were returned, the CRSRAS was given to the primary caregivers to complete, located in Appendix A. The SRES is located in Appendix B. All of this information was sent home in paper form.

At the time of the study, there were four students enrolled in the toddler rooms who participated in this study. There were two males, two females, three with Caucasian ethnicity, and one not reporting ethnicity. In addition, two were living at or below the poverty line, one was living above the poverty line, and one did not report income for the participant. The researcher aimed to recruit 10 toddlers for this study as well as their primary caregivers and teachers.

The second group of participants were the primary caregivers for the toddlers. Since the children from the toddler rooms come from different types of households, the adults recruited for this study were of varying relationships to the children. Some children live at home with both biological parents, some children have a step-parent in their lives, some children only have one biological parent in their lives, and some children have other family members as their legal guardians. The primary caregivers who volunteered for this study consisted of three males, three females, four with Caucasian ethnicity and two did not report ethnicity. In addition, four caregivers were married, two caregivers did not report marital status, two were living at or below the poverty line, two were living above the poverty line, and two did not report income. This information was gathered from the demographic sheet that the caregivers were asked to fill out (Appendix M).

The teachers in the toddler rooms of the Lincoln Early Childhood Center come from various backgrounds as well. The teachers who volunteered for this study consisted of seven females and seven with Caucasian ethnicity. In addition, three teachers were married, one was divorced, three were single, one teacher was living at or below the poverty line, five were living above the poverty line, and one did not report income. This demographic information was obtained through the demographic sheet that the teachers were asked to fill out (Appendix N)

### **Instrumentation**

Three scales were used in this study: the Child-Rearing Sex-Role Attitude Scale, the Sex-Role Egalitarianism Scale, and the Sex-Role Learning Index. These scales are published scales with known validity and reliability. The SRES was given to all primary caregivers who volunteered to participate in this study. The SRES was used to obtain a baseline of gender perception since it measures individuals' views on educational, employment, marital, parental,

and social-interpersonal-heterosexual roles (SIGMA, 2015). Then the SRES was given to the primary caregivers to complete and the SERLI was completed with the toddler participants.

**Child-Rearing Sex-Role Attitude Scale.** The CRSRAS was chosen as the scale to be given to the toddlers' caregivers. It is located in Appendix A. This scale was chosen because it relates directly to how an individual feels about children's toys, activities, and behaviors. The CRSRAS allows participants to rate how much they agree or disagree with a statement on a five-point Likert scale. In this study, the CRSRAS results were used to determine what type of view on gender the participants hold.

The CRSRAS was created off of the Sex-Related Attitude Scale (SRAS) by Burge (1981). The purpose of the creation of the CRSRAS was to make a scale applicable to parents in regards to their child-rearing practices. Burge (1981) stated, "Perhaps future generations of adults will reflect more liberal socialization in their own attitudes and behaviors as a result of children's exposure to adults holding nontraditional sex-role attitudes" (p. 199). This cycle of socialization is what is investigated in this study.

The CRSRAS is significantly correlated with the Sex-Role Attitude scale with a coefficient of 0.69 (Burge, 1981). According to Burge (1981), the CRSRAS has the coefficient alpha index ranging from 0.83 to 0.922. The Cronbach's alpha for Endendijk et al. (2013) was 0.69 for mothers and 0.78 for fathers, but for Cahill and Adams (1997), internal consistency reliability was 0.87. The construct validity when compared to the Osmond-Martin Sex-Role Attitude scale is 0.69 (Cahill & Adams, 1997). Scoring is done by assigning one point to responses that reflect traditional beliefs (Flynn, 2000). The lowest score possible is 28 and highest score possible is 140. The lower the scores indicate more traditional views on gender and the higher the scores indicate more egalitarian views on gender (Flynn, 2000). It took about

20 minutes to complete and the researcher was the one scoring the assessment. Research that has used the CRSRAS includes Cahill and Adams (1997), Endendijk et al. (2013), and Freeman (2007). Permission has been granted by Dr. Burge to use this assessment (see Appendix I).

**Sex-Role Egalitarianism Scale.** The SRES was chosen as a second scale to give the adults, primary caregivers and teachers, to complete (see Appendix B). The SRES scale was chosen to be the primary method to evaluate adults' perceptions of gender. The SRES was used in addition to the CRSRAS because the SRES measures individuals' views on educational, employment, marital, parental, and social-interpersonal-heterosexual roles (SIGMA, 2015). This allowed for a broader understanding of a person's view of gender to be established. The researcher gave each primary caregiver this scale to complete. There are two forms of SRES with one being a long form and containing 95 items and one being a short form containing 25 items, each being answered using a five-point Likert scale. Each one of these forms has two versions, which are equally valid but ask the questions differently (SIGMA, 2015). Due to the availability of a variety, in a two-primary caregiver household each adult was given a different version of the short form. The short forms should take about 10 minutes to complete (King & King, 1993). Scoring is done using a score key, and the scores can range from 25 to 125 with higher scores indicating more sex-role egalitarian attitudes (SIGMA, 2015). The teachers were also be given this assessment to complete.

The SRES has a 0.86 correlation with the Attitudes Toward Women Scale (SIGMA, 2015). This proves validity. The coefficient alpha index ranges from 0.82-0.97. This demonstrates reliability. King, King, Gudanowski, and Taft (1997) stated that the internal consistency reliability for the SRES has been high with it being in the 0.90s for both the long and

short forms. Furthermore, King et al. (1997) went on to state that test-retest and alternate form reliability for both the long and short forms are in the high 0.80s and low 0.90s.

The SRES was created after an in-depth analysis of previous tests that supposedly measured gender-role attitudes towards women's issues (King & King, 1993). King and King (1993) noticed that there was an inconsistency between what was being measured and what the tests claimed to measure. For the SRES, scores are calculated using tables that come with the forms. The higher scores on this test mean the more egalitarian one is (King & King, 1993). According to King and King (1993), correlational scores between the Attitudes Toward Women Scale and the SRES long forms were between 0.65 and 0.86, which indicated high validity. Furthermore, when King and King (1993) compared the long forms to the short forms, no significant change in validity was discovered. Studies that have used the SRES include Chao (2012), Rempala, Tolman, Okdie, and Ahn (2014), and Weatherill et al. (2011). Permission to use this scale has been granted by SIGMA (see Appendix J).

**Sex-Role Learning Index.** The SERLI was chosen as the third scale (see Appendix C). The SERLI was chosen as the established scale to be administered to the toddlers because it allows participants to determine items as appropriate for both sexes (Robinson, Shaver, & Wrightsman, 1991). It also takes into consideration children's developing communication verbal skills. The children are given pictures to choose from. The children are shown a photo of an object such as a toy and then are asked to choose a gender for which the object is designed. The child were given multiple pictures of figures of people from which to choose. The SERLI also allowed for children to pick different items as appropriate for children and adults.

The SERLI was created by Edelbrock and Sugawara (1978). It was created due to the conceptual and methodological problems that there was with other assessments that measured children's awareness of sex and gender roles, according to Edelbrock and Sugawara (1978)

The test took about 15 minutes to administer with the children first separating 20 objects based upon gender and then the toddlers put in order 10 child and then 10 adult pictures in order of what they like (Edelbrock & Sugawara, 1978). Scoring measures sex role discrimination, sex role preference, and sex role confirmation and is done using a pre-made score sheet (Edelbrock & Sugawara, 1978). Scoring is done through the use of tables that are found in the "Examiner's Manual" (Edelbrock & Sugawara, 1978). For sex role discrimination, 100 is the highest score and 0 is the lowest score, for sex role preference and sex role confirmation, 80 is the highest score and 24 is the lowest possible score (Edelbrock & Sugawara, 1978). Higher scores on sex role discrimination indicate more understanding of sex role stereotypes, higher scores on sex role preference indicate an increased preference for one's own sex, and higher scores on sex role confirmation indicate an increased preference for one's own concepts of what is appropriate for each gender.

Test-retest reliability for the SERLI largely varies based upon subsets. The highest correlation coefficient was  $r = 0.90$  for the Child Figures sex-role preference subset (Robinson et al., 1991). The lowest correlation coefficient was  $r = 0.09$  for the Child and Adult Figures sex-role confirmation. Studies that have used the SERLI include Blakemore (1992), Edelbrock & Sugawara (1978), Sokal (2002), and Williams and Ogletree (1992). Permission letter from Edelbrock is found in Appendix K.

## Procedures

Prior to data collection, permission from Lincoln Early Childhood Center and approval from Liberty University's IRB was obtained. A letter has been generated granting permission from the executive director for this study to be carried out. This letter is located in Appendix D with location identifying information blacked out. The approval from Liberty University's IRB is located in Appendix H.

Once IRB approval was granted, consent forms with an information sheet about the study were sent home with the primary caregivers. Each classroom has mailboxes for the purpose of teachers putting in information the primary caregivers need to take home and review. The researcher distributed the information sheet and consent forms through this mailbox system. Copies of the consent forms are found in Appendix E. A copy of the information sheet is located in Appendix F. Once consent is granted, the CRSRAS was sent home to the primary caregivers. About a week after the CRSRAS has been returned, the SRES was sent home. There is a week delay due to not wanting to contaminate the results of one test with another, i.e. have adults try to make sure their answers match on both, and to try to ensure that both tests are fully completed. Primary caregivers from Lincoln have historically not returned forms fully completed when more than one is given at a time. Primary caregivers were instructed to return the completed forms to their child's teachers who then turned them into the researcher. In addition, the SERLI was completed with the toddler participants that received parental consent. Letters of assent were read to the participants and a witness signed off on this (see Appendix G). The researcher was the one administering and scoring the SERLI instrument with the toddlers. The SERLI was administered according to the availability of the toddlers and at the teachers' discretion so as to minimize the disruption to the classroom routine. Teachers were contacted through the email

used for the room to arrange for them to complete the tests. All data collection, scoring of the data, and data analysis was performed by the researcher. Microsoft Excel was used to organize the scores and information. Prism 7 was used to calculate statistics.

The participants' identities will remain anonymous. The participants were identified in the data collection process as identification numbers randomly assigned to them. The corresponding contact information was kept on a USB drive that was kept in a locked safe in the researcher's home. The consent forms from the primary caregivers was kept in the children's files in the director's office at Lincoln Early Childhood Center. The children's files are private and not accessible by the public. Once the study is complete, the information on the USB drive will be erased after the requisite waiting time. Therefore, the identities of the participants are unknown, as there is no way to figure out which identification number corresponded to which child.

### **Data Analysis**

In quantitative case studies, according to Korzilius (2012), "numerical data are collected, analyzed, and interpreted as though they are textual information to which informants and researchers give meaning" (p. 7). This will reveal information regarding the gender concept of caregivers and teachers and how it relates to the gender concepts of toddlers in their care. Various numerical and graphical displays of the independent and dependent variables, gender concepts of caregivers and teachers and gender concepts of toddlers, respectively, will be provided. This will include descriptive statistics of percentages, bar charts, means of each group (caregivers, teachers, and toddlers), and a line graph of caregivers' and toddlers' concepts of gender and teachers and toddlers' concepts of gender. In addition, explanation building will be used and is when the researcher speculates how or why a phenomenon occurred (Yin, 2009). In

this study, explanation building will be used to explain why the toddler participants have the gender concepts that they do and from whom, if anyone, they acquired these gender concepts.

## CHAPTER FOUR: FINDINGS

### Overview

The purpose of this quantitative case study was to understand the relationship between the gender concepts of four toddlers, the gender concepts of their daycare teachers, and the gender concepts of the toddlers' primary caregivers for a daycare center in south-central Pennsylvania. The teachers' and caregivers' concepts of gender were the independent variable, and the toddlers' concepts of gender was the dependent variable. This study defines the concept of gender as the socially constructed roles, behaviors, activities, attributes, and characteristics that a society considers appropriate for males or females (APA, 2011; WHO, 2015). The random sampling consisted of three pairs of primary caregivers, seven teachers, and four toddlers.

### Research Questions

**RQ1:** Is there a relationship between a primary caregiver's view of gender and their toddler's view of gender?

**RQ2:** Is there a relationship between a teacher's view of gender and their toddler student's view of gender?

### Descriptive Statistics

The mean, standard deviation, minimum value, and maximum value are given for each data instrumentation for each group of participants. The same descriptive statistics were completed based upon gender identification. Table 1 shows the breakdown of descriptive statistics for the adult participants.

Table 1

*Summary of Descriptive Statistics for Adult Participants*

		<i>N</i>	<i>M</i>	<i>SD</i>	Min	Max
CRSRAS	Primary Caregivers	6	120.3	11.78	100	130
	Teachers	7	118.9	11.96	107	136
	Female	10	121.5	10.82	107	136
	Male	3	113	13	100	126
SRES	Primary Caregivers	4	100.5	15.29	85	116
	Teachers	7	105.1	10.37	96	122
	Female	9	107	9.785	96	122
	Male	2	87.5	3.536	85	90

The adults' perspectives are the independent variable. As shown on Table 1, there were two ways that this variable was evaluated. The adults took the CRSRAS and SRES. The CRSRAS consisted of 28 items that were rated on a Likert scale with a continuum from Strongly Agree (1) to Strongly Disagree (5) with six items negatively worded and scored in reverse. Higher scores indicated more egalitarian views on gender, and lower scores indicated more traditional views on gender. Two forms of the SRES were used so the adults in the same household did not have the same form to complete. Both forms of the SRES consist of 25 items rated on a Likert scale with a continuum from Strongly Agree (5) to Strongly Disagree (1). Form

KK consists of 16 negatively-worded items, and Form BB consists of 17 negatively-worded items with the negatively worded items being scored in reverse.

The children's perspectives were the dependent variable. Due to the assessment completed by the children, the descriptive statistics are given for each sub-set of the assessment. Each sub-set is also broken down by gender. These statistics are shown in Table 2. For each sub-set, males had a larger range in responses than females.

Table 2

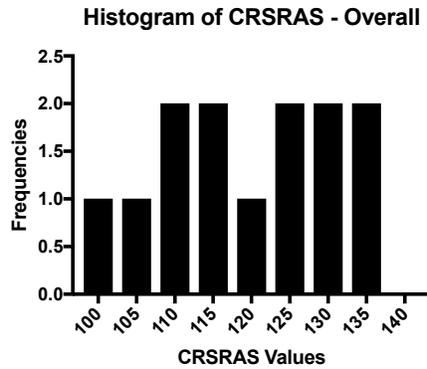
*Summary of Toddlers' Perspectives*

		<i>N</i>	<i>M</i>	<i>SD</i>	Min	Max
SRD	Total	8	61.25	18.85	40	90
	Male	4	70	23.09	50	90
	Female	4	52.5	9.574	40	60
SRP	Total	8	49.38	9.334	37	65
	Male	4	52.5	12.01	37	65
	Female	4	46.25	5.737	41	53
SRC	Total	8	50.63	8.782	41	63
	Male	4	52.25	9.878	42	63
	Female	4	49	8.679	41	57

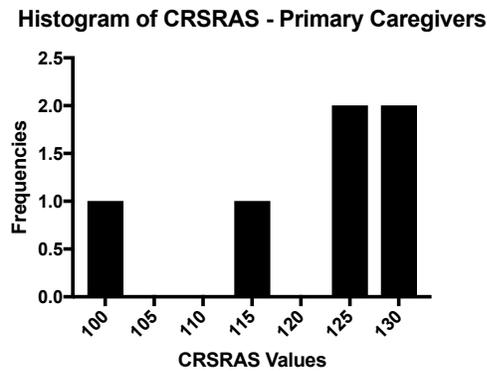
## Results

Before a *t*-test can be computed, assumption testing for normality and equality for variances must be performed. Histograms were run, and as Shapiro-Wilk tests were conducted to determine normality. The histograms for the CRSRAS are Figures 1, 2, and 3, the histograms for the SRES are Figures 4, 5, and 6, and the histograms for SERLI are Figures 7, 8, 9, and 10.

The histograms for CRSRAS and SRES are separated by group, whereas the SERLI histograms are separated by sub-set. All histograms were created by using Prism 7 software.



*Figure 1.* Histogram of CRSRAS – Overall.



*Figure 2.* Histogram for CRSRAS – Primary Caregivers.

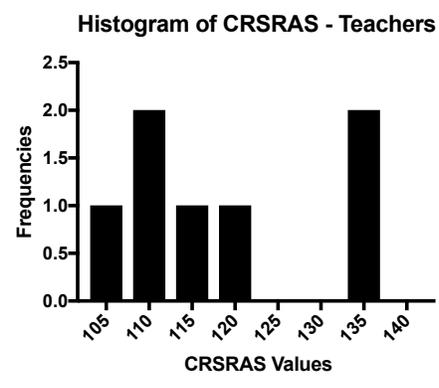


Figure 3. Histogram for CRSRAS – Teachers.

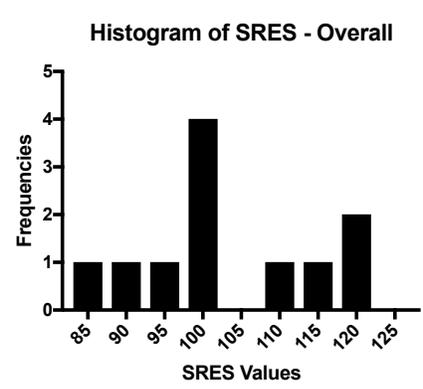


Figure 4. Histogram for SRES – Overall.

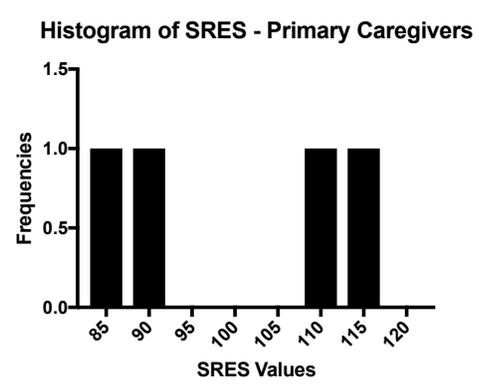
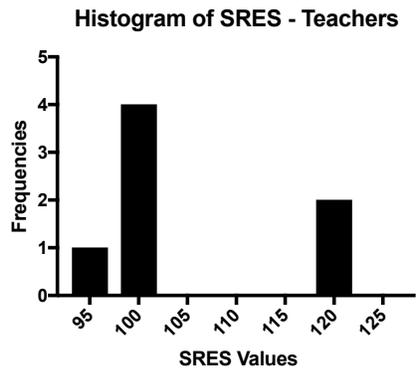
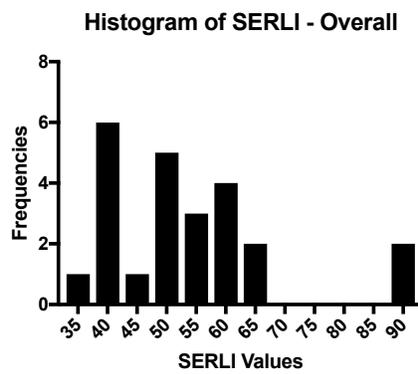


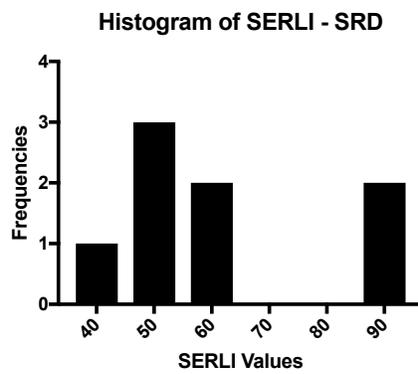
Figure 5. Histogram for SRES – Primary Caregivers.



*Figure 6.* Histogram for SRES – Teachers.



*Figure 7.* Histogram for SERLI – Overall.



*Figure 8.* Histogram for SERLI – SRD.

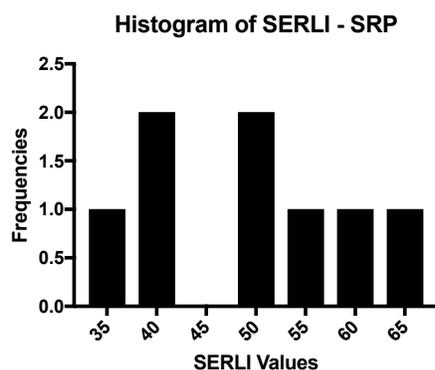


Figure 9. Histogram for SERLI – SRP.

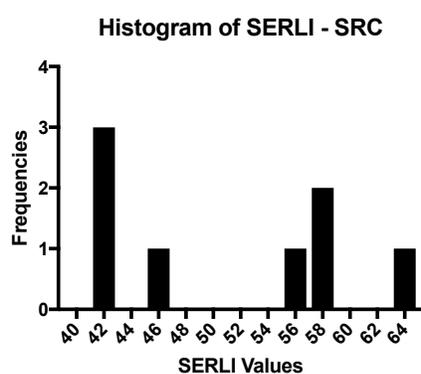


Figure 10. Histogram for SERLI – SRC

While the histograms do not appear to show normality, the Shapiro-Wilk tests revealed that for the CRSRAS data, the overall, caregiver's group and teacher's group data were normally distributed; for the SRES data, the overall and primary caregiver's group was normally distributed, but the teacher's group was not; and for the SERLI data, the SRP and SRC subsets were normally distributed, but the SRD and overall scores were not. The results from the Shapiro-Wilk test are shown in Table 3. Despite these few violations of normality, the decision was made to continue with a *t*-test because *t*-tests are robust against minor violations of normality (Warner, 2007).

Table 3

*Shapiro-Wilk Test Results*

		<i>p</i> -value	Passed Normality Test
CRSRAS	Overall	0.6729	Yes
	Teachers	0.1679	Yes
	Primary Caregivers	0.0886	Yes
SRES	Overall	0.6262	Yes
	Teachers	0.0240	No
	Primary Caregivers	0.3270	Yes
SERLI	Overall	0.0017	No
	SRD	0.0491	No
	SRP	0.8847	Yes
	SRC	0.1237	Yes

The next step is to test for equality of variances. The researcher used *F*-tests to determine if the data met the assumption for equality of variances. The results of these tests are shown in Table 4. There were no statistically significant differences found, which means the assumption of equality of variances was met.

Table 4

*F-test Results*

		F-test	DFn	DFd	<i>p</i> -value	Significant Difference
<b>CRSRAS</b>	Teacher vs. Primary Caregiver	1.032	6	5	0.9929	No
<b>SRES</b>	Teacher vs. Primary Caregiver	2.174	3	6	0.3842	No
<b>Overall Scores</b>	CRSRAS vs. SRES	1.078	10	12	0.887	No
	CRSRAS vs. SERLI	1.445	23	12	0.5146	No
	SRES vs. SERLI	1.34	23	10	0.6482	No

Independent *t*-tests were conducted to determine if there was a statistically significant difference between the primary caregivers' and teachers' scores for each toddler for each assessment. Independent *t*-tests were conducted on the CRSRAS for the TC, BC, and SC classrooms and on the SRES for the TC and SC classrooms. It was not possible to conduct analysis for the SRES for the BC classroom due to the primary caregivers not filling out this assessment. It was not possible to conduct independent *t*-tests on the KC classroom due to only one teacher participating in the study. The only classroom with a statistically significant difference between the primary caregivers and teachers was the TC classroom. The results by classroom are shown in Table 5. The research asked from whom toddlers learn their concepts of gender, questioning whether it is the primary caregivers or teachers. Based on the results on the

*t*-test, the researcher determined that the gender concepts of the BC Classroom adults and SC Classroom adults were statistically similar. Only the adults from the TC Classroom held statistically significantly different views on gender.

Table 5

*Comparison of Adults' Scores by Classroom*

		Mean of Teachers	Mean of Primary Caregivers	95% Confidence Interval	<i>t</i> -score	<i>p</i> -value	Significant Difference
<b>CRSRAS</b>	TC Classroom	124.5 ± 1.5	109 ± 2	-26.26 to -4.743	6.2	0.0250	Yes
	BC Classroom	121.5 ± 8.5	135.5 ± 0.5	-22.64 to 50.64	1.644	0.2419	No
	SC Classroom	115 ± 15	112 ± 2	-68.11 to 62.11	0.1982	0.8612	No
<b>SRES</b>	TC Classroom	98 ± 13	98 ± 2	-56.59 to 56.59	0	>0.9999	No
	SC Classroom	103 ± 13	100.5 ± 1.5	-58.81 to 53.81	0.191	0.8661	No

Independent *t*-tests were conducted to determine if there was a statistically significant difference between the primary caregivers' and teachers' scores for each toddler for each assessment. Due to only having one teacher from the KC classroom participating in the study, *t*-tests, comparing the teacher's perspective to the toddler's perspective, were not able to be conducted. The results of the independent *t*-test for the CRSRAS against the SERLI are shown in Table 6.

Table 6

*Comparison of Adults' Scores on CRSRAS Against Toddlers' Scores on SERLI*

		Mean of Adult Scores	Mean of Toddler Scores	95% Confidence Interval	<i>t</i> -score	<i>p</i> -value	Significant Difference
<b>CRSRAS vs. SERLI</b>	Overall	119.5 ± 3.161	53.75 ± 2.797	-74.85 to - 56.73	14.74	<0.0001	Yes
	KC – Primary Caregivers	115 ± 15	63.33 ± 9.308	-96.71 to - 6.627	2.807	0.0309	Yes
	TC – Primary Caregivers	124.5 ± 1.5	48.17 ± 3.535	-92.22 to - 60.45	11.76	<0.0001	Yes
	TC – Teachers	102 ± 2	48.17 ± 3.535	-76.79 to - 44.87	9.327	<0.0001	Yes
	BC – Primary Caregivers	121.5 ± 8.5	50.33 ± 3.106	-88.16 to - 54.18	10.25	<0.0001	Yes
	BC – Teachers	135.5 ± 0.5	50.33 ± 3.106	-99.05 to - 71.28	15.01	<0.0001	Yes
	SC – Primary Caregivers	53.17 ± 2.857	115 ± 15	-83.33 to - 40.33	7.037	0.0004	Yes
	SC – Teachers	112 ± 2	53.17 ± 2.857	-71.8 to - 45.86	11.1	<0.0001	Yes

As shown on Table 6, there was a significant difference between the adults' scores on the CRSRAS and the toddlers' scores on the SERLI. The results of the independent *t*-test for the SRES against the SERLI are shown in Table 7.

Table 7

*Comparison of Adults' Scores on CRSRAS Against Toddlers' Scores on SERLI*

		Mean of Adult Scores	Mean of Toddler Scores	95% Confidence Interval	<i>t</i> -score	<i>p</i> -value	Significant Difference
<b>SRES vs. SERLI</b>	Overall	103.5 ± 3.568	53.75 ± 2.797	-59.46 to - 39.95	10.37	<0.0001	Yes
	KC – Primary Caregivers	103 ± 13	63.33 ± 9.308	-83.87 to 4.539	2.196	0.0705	No
	TC – Primary Caregivers	98 ± 13	48.17 ± 3.535	-71.61 to - 28.06	5.599	0.0014	Yes
	TC – Teachers	98 ± 2	48.17 ± 3.535	-65.79 to - 33.87	7.641	0.0003	Yes
	BC – Teachers	102 ± 2	50.33 ± 3.106	-83.73 to - 55.6	12.12	<0.0001	Yes
	SC – Primary Caregivers	103 ± 13	53.17 ± 2.857	-69.52 to - 30.14	6.193	0.0008	Yes
	SC – Teachers	100.5 ± 1.5	53.17 ± 2.857	-60.21 to - 34.45	8.993	0.0001	Yes

As shown in Table 7, there is a significant difference between the adults' scores on the SRES and the toddlers' scores on the SERLI. Research Question One asked if there is a relationship between the primary caregivers' view of gender and their toddler's view of gender; based upon the results of the independent *t*-test, the researcher determined there is not a relationship between the primary caregivers' view of gender and their toddler's view of gender. Research Question Two asked if there a relationship between the teachers' view of gender and their toddler's view of gender; based upon the results of the *t*-test, the researcher determined there was not a statistical relationship between the primary caregivers' view of gender and their toddler's view of gender.

## CHAPTER FIVE: DISCUSSION

### Overview

The purpose of this quantitative case study was to examine the gender concepts of primary caregivers and teachers of toddlers at Lincoln Early Childhood Center and contribute to the knowledge base of the construction of gender concepts. This chapter examines the conclusions that can be drawn from the data analysis. In particular, this chapter discusses the results based upon each classroom as well as the general conclusions that were discovered from the data analysis.

### Discussion

#### KC Classroom

The KC Classroom had one teacher, one female primary caregiver, one male primary caregiver, and one toddler participate in this study. The primary caregivers for the toddler in this classroom were also the primary caregivers for the toddler in the SC classroom. The results from the various tests are shown on Table 8.

Table 8

#### *Test Scores for All KC Classroom Participants*

	SRD		SRP	SRC
Own	90	Child	58	63
Opposite	90	Adult	37	42
	Primary Caregiver – Female	Primary Caregiver – Male	Teacher 1	
CRSRAS	130	100	119	
SRES	116	90	99	

While the child showed high adherence to traditional sex-role discrimination, the child did not assign tasks based upon traditional gender roles. According to Edelbrock and Sugawara (1978), scores of 50 for SRP and SRC mean that the toddlers were no more than guessing. However, the researcher asserted that instead, these results show a more egalitarian view on gender. This will be discussed more in-depth later in the chapter. The results show that the child has high egalitarian views of gender. The adults in this toddler's life also have high egalitarian views on gender; the male primary caregiver had a slightly more traditional concept of gender than the female primary caregiver or teacher. Research Question One asked if there is a relationship between a primary caregiver's view of gender and their toddler's view of gender. The results indicated that the relationship between the female primary caregiver's view of gender and toddler's view of gender was stronger than the relationship between the male primary caregiver's view of gender and toddler's view of gender. Research Question Two asked if there is a relationship between the teachers' view of gender and the toddler's view of gender. The results of the study indicated that there might be a relationship between the two. It appeared that the females in the toddler's life had higher egalitarian views, which closely resembled the toddler's view on gender, as the assumption of scores around 50 on the SERLI indicate high egalitarian views instead of random guessing. The conclusion can be drawn that this toddler absorbs the gender messages from the females in his life more than the gender messages from the male in his life.

### **TC Classroom**

The TC Classroom had two teachers, one female primary caregiver, one male primary caregiver, and one toddler participate in this study. The results from the various tests are shown in Table 9.

Table 9

*Test Scores for All TC Classroom Participants*

	SRD		SRP	SRC
Own	40	Child	49	41
Opposite	60	Adult	42	57
	Primary Caregiver – Female	Primary Caregiver – Male	Teacher 1	Teacher 2
CRSRAS	123	126	111	107
SRES	111	85	100	96

This toddler gave scores that are around 50 for all sub-sets of the SERLI. Based on the assumption that this was not random, this toddler had high egalitarian views on gender. The female primary caregiver and Teacher 1 also showed egalitarian views. The male primary caregiver showed high egalitarian views on the CRSRAS but not as much on the SRES. Teacher 2 showed egalitarian views, but they were closer to mid-range. With the exception of the male primary caregiver's scores on the SRES, the primary caregivers had higher egalitarian views on gender than the teachers. Research Question One asked if there is a relationship between a primary caregiver's view of gender and their toddler's view of gender. There did seem to be a strong relationship between these two variables despite the fact that Chapter Four indicated with the independent *t*-test that this difference was not statistically significant. The primary caregivers' scores were highly egalitarian on the CRSRAS and egalitarian on the SRES, while the toddler's scores were egalitarian. Research Question Two asked if there is a relationship between the teachers' view of gender and the toddler's view of gender. There did not appear to be a relationship between these two variables in this case.

## BC Classroom

The BC Classroom had two teachers: one female primary caregiver, one male primary caregiver, and one toddler participate in this study. The results from the various tests are shown in Table 10.

Table 10

### *Test Scores for All BC Classroom Participants*

	SRD		SRP	SRC
Own	40	Child	49	41
Opposite	60	Adult	42	57
	Primary Caregiver – Female	Primary Caregiver – Male	Teacher 1	Teacher 2
CRSRAS	130	113	136	135
SRES			122	118

This toddler also gave scores that were around 50 for all sub-sets of the SERLI. Based on the assumption that scores of 50 are indicative of egalitarian views instead of being random, this means this toddler had high level of egalitarian views of gender. Unfortunately, the primary caregivers did not return the SRES forms. The primary caregivers' view on gender had to be assessed using only the CRSRAS scores. Nevertheless, the females in this toddler's life gave responses that signified very high egalitarian views of gender. The male primary caregiver also had egalitarian views, but the females had higher egalitarian scores. Research Question One asked if there is a relationship between a primary caregiver's view of gender and their toddler's view of gender. It appears that the female primary caregiver was a stronger influence on this toddler's view of gender than the male primary caregiver. Additionally, Research Question Two asked if there is a relationship between the teachers' view of gender and their toddler's view of

gender. Given the teachers' extremely egalitarian views of gender, it seemed that they were a strong influence on this toddler's formation of the concept of gender. This was similar to the results for the KC Classroom toddler.

### SC Classroom

The SC Classroom had two teachers, one female primary caregiver, one male primary caregiver, and one toddler participate in this study. The primary caregivers for the toddler in this classroom were also the primary caregivers for the toddler in the KC classroom. The results from the various tests are shown in Table 11.

Table 11

#### *Test Scores for All SC Classroom Participants*

	SRD		SRP	SRC
Own	50	Child	65	46
Opposite	50	Adult	50	58
	Primary Caregiver – Female	Primary Caregiver – Male	Teacher 1	Teacher 2
CRSRAS	130	100	114	110
SRES	116	90	102	99

The responses given by this toddler scored near 50 on the SERLI. Based on the assumption that scores of 50 are indicative of egalitarian views instead of being random, this means this toddler had high level of egalitarian views of gender. The female primary caregiver also had very egalitarian views according to the CRSRAS and SRES scores. The scores for the teachers were more mid-range, which are closer to the male primary caregivers' scores than the female primary caregivers' scores. This means that the female primary caregiver had more egalitarian views of gender than the male primary caregiver or the teachers. Research Question One asked if there is

a relationship between a primary caregiver's view of gender and their toddler's view of gender. It appeared that the female primary caregiver has a stronger influence on the toddler's creation of gender concepts than the male primary caregiver. Research Question Two asked if there is a relationship between the teachers' view of gender and the toddler's view of gender. Given that the toddler's views more closely resembled the female primary caregiver's views, the researcher concluded that there was no relationship between this toddler's view of gender and the teachers' view of gender.

### **Overall Classroom Overview**

There are two general conclusions to be taken from the discussion on the classrooms. It seems that females are a main influence on toddlers' construction of gender concepts. In all four classrooms, females had views that highly correlated with the toddler's views. It was only for the TC Classroom toddler that a male had a bigger influence than a female. In this case, it was the male primary caregiver along with the female primary caregiver who seemed to be the influencers of the toddler's views on gender. This leads to the second conclusion that primary caregivers are a main influence on toddlers' view on gender. For two of the classrooms, at least one primary caregiver had similar gender concepts as the toddler.

### **General Conclusions**

There are several general conclusions that can be draw based upon the results of this study. There appears to be a high level of egalitarian views of gender for the adults in the Lincoln area. Given that the range for responses for the CRSRAS are 28-140, this means a middle score would be 84. The range for responses for the SRES are 25-125, so this means a middle score would be 75. The lowest response given for the CRSRAS was by the male primary caregiver for the SC and KC children, and the response was 100. This is still 16 points above the

middle score. The lowest response given for the SRES was by the male primary caregiver for the TC child, and the response was 85. This is still 10 points above the middle score. This means even the lowest scores are more egalitarian than traditional. Therefore, the sample population for this study has highly egalitarian views of gender.

The second conclusion to be drawn is about the SERLI assessment. According to Edelbrock and Sugawara (1978), if a toddler obtained a score of 50 for SRP and SRC sub-sets, then this meant that the toddler was no more than guessing or had a neutral view on sex roles. However, all four toddlers in this study scored around 50 for both sub-sets. It is not likely that all four toddlers would just be guessing. Instead, the researcher asserted that scores around 50 instead indicated a more egalitarian than traditional view of gender. SRP stands for sex role preference. Higher scores indicate an increased preference for one's own sex role (Edelbrock & Sugawara, 1978). Thus, lower scores indicate an increased preference for the opposite sex's sex role. It is easy to see how Edelbrock and Sugawara (1978) would have concluded then that a score of 50 is a neutral sex role preference, especially in the 1970s. However, modern society has a broader view of gender. Rejecting one's own sex roles without embracing the other sex's sex role is more egalitarian than traditional when it comes to viewing gender. Furthermore, for the SRC, which stands for sex role confirmation, higher scores indicate an increased adherence to one's own concept of what is sex appropriate (Edelbrock & Sugawara, 1978). Once again, the point is about accepting or rejecting sex roles. If one has an egalitarian view of gender, then one is likely to reject choosing careers or tasks on the basis of sex appropriateness and instead focus on what interests that person more. This is what the researcher asserted happened with the toddler participants. The toddlers were choosing careers and tasks based upon their personal preference for the careers and tasks and not on whether they were appropriate for their sex or

gender. Such choices would appear to be a random generation of data since the basis of choice was preference and not sex.

Another conclusion to be taken from this data is that adult males have more traditional views on gender than adult females. This is evidenced simply by the scores on the CRSRAS and SRES. On every test, with the exception of the primary caregiver for the TC Classroom toddler on the CRSRAS, the adult males scored lower than the females for the classroom. With the exception of the BC male primary caregiver, the adult males scored lower than any of the females. The BC male primary caregiver did score higher than some of the teachers from other classrooms. Nevertheless, it is clear that in general adult males have lower scores and thus more traditional views on gender than their female counterparts. However, this distinction is only seen statistically with the SRES scores. The results of independent *t*-tests are shown in Table 12.

Table 12

*Independent t-tests for CRSRAS and SRES by Gender*

	Mean of Females	Mean of Males	<i>t</i> -value	<i>p</i> -value	Significant Difference
<b>CRSRAS</b>	121.5 ± 3.423	113 ± 7.506	1.148	0.2755	No
<b>SRES</b>	107 ± 3.262	87.5 ± 2.5	2.682	0.0251	Yes

It was discovered that older individuals had more egalitarian views than younger individuals. Figures 11 and 12 show the scatterplots for the CRSRAS and SRES based upon age with a line of linear regression.

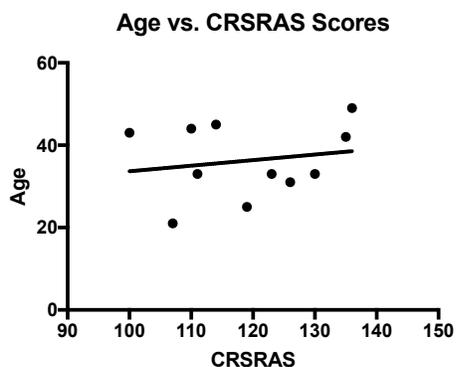


Figure 11. Figure of Age vs. CRSRAS Scores with Linear Regression

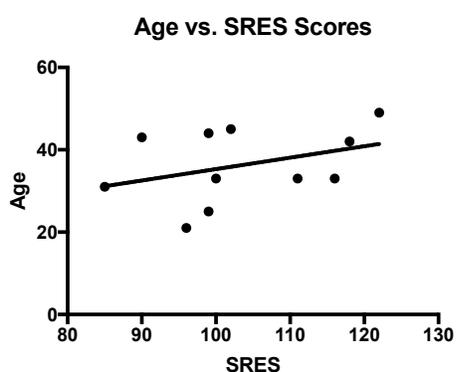


Figure 12. Figure of Age vs. SRES Scores with Linear Regression

While the linear regression line for the CRSRAS scores is not as steep as with the SRES scores, both lines show an increase in egalitarian views as one gets older. The slope for the CRSRAS is 0.1355 while the slope for SRES is 0.2775. This finding appears to be inconsistent with current research. Cotter, Hermsen, and Vanneman (2011) discovered that with the passage of time, cohorts are becoming more liberal with their views. This would mean younger generations should have more egalitarian views. This makes the sample population for this study unique, but this is not the only unique finding for this study.

This study revealed that lower income individuals had more egalitarian views. Figures 13 and 14 are scatterplots of the CRSRAS and SRES scores against income with lines of linear regression. These scatterplots display a surprising discovery.

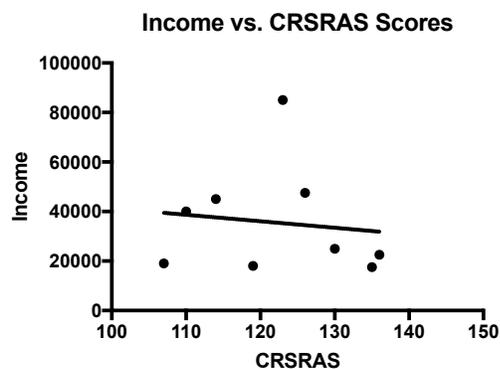


Figure 13. Figure of Income vs. CRSRAS Scores with Linear Regression

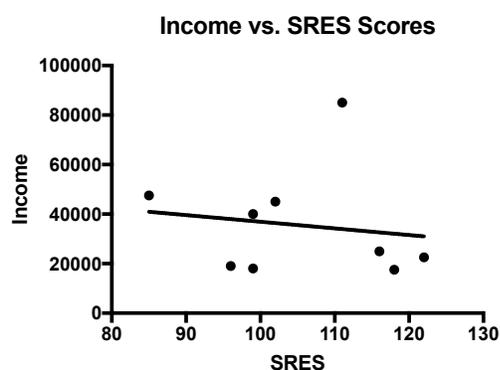


Figure 14. Figure of Income vs. SRES Scores with Linear Regression

Both lines of linear regression show that egalitarian views become more likely as one's income decreases. The slope for the CRSRAS scores is  $-262.3$ , and the slope for the SRES scores is  $-268.6$ . This finding is the opposite of what current research shows. Kelly and Enns (2010) highlighted how current research states that egalitarian views increase in likelihood as income decreases. This means the sample from this study is either unique in their views or there has been a change in how income relates to gender views. While the latter is a possibility due to the age of the Kelly and Enns (2010) study, the former is also possible.

### Implications

Implications of this study are far reaching from the theoretical to the practical. This study further validates the Bem's GST. Children developed gender constructs that were similar to the

adults in their lives. The researcher hoped to discover who had the bigger influence.

Nevertheless, this study revealed that the adults in a child's life influence the child's perceptions of the world.

This study also highlighted how children no longer view gender in strictly binary terms, which supported Nagoshi and Brzuzy's (2010) transgender theory. Three of the four children showed a less strict view on gender-typing objects. Many responses to the questions was "both," which indicates that the children either viewed objects as for both genders or are viewed the objects as best suitable for a third gender that is both male and female. Further testing would be necessary in order to find out which view it is that the children hold. Nevertheless, this study supports Nagoshi and Brzuzy's (2010) transgender theory of gender where gender is not strictly binary.

This study also shows how the SERLI may not be applicable to today's children due to the change in perception about gender. The SERLI was created with the viewpoint that only two genders exist and that these genders have strict stereotypes. Modern society has individuals of more than two genders, and the stereotypes are not as strict. Therefore, a middle score of 50 may no longer mean one has a neutral viewpoint and instead means one has a more egalitarian viewpoint.

These results also have an applicable implication for early childhood educators. This study further illustrates how early childhood educators need to be aware of what views they are perpetuating in the classroom. The perceptions that the teachers enforce or encourage in the classroom will affect the perceptions created by the children.

This study also revealed that female primary caregivers could possibly have a bigger influence on the development of children's concepts of gender than male primary caregivers.

This is a new finding. This could mean that mothers are more significant in their children's lives in regard to perception of the world than their fathers; however, this study does not explain why this may be. It is possible that children bond more with their mothers than their fathers and with this bonding comes a bigger influence on perceptions of the world. This could be due to the children spending more time with mothers than fathers.

### **Limitations**

There were multiple limitations on this study. The first limitation was the sample method that was used. The sample population used was determined by convenience and not true random sampling. Convenience sampling comes with the downside of the findings not being applicable to generalization about the general public (Gall et al., 2007). The demographics of the region from which the sample was taken are not a mirror image of the demographics of the country. For instance, there were no minorities represented in the data even though minorities make up a sizeable portion of the country's population. Therefore, these findings are not applicable to minorities unless further testing is done and the findings remain the same.

In addition, the sample size was small. This only further prevents the findings from being able to be generalized to the population as a whole. Without more data to strengthen the findings, these findings are only general ideas. If there had been more participants, it might have become clearer who has the bigger influence on the toddlers' concept of gender.

Another limitation is the lack of standardized assessments that measure gender for children in general, let alone toddlers. Many studies (Bigler & Liben, 1990; Bradley & Gobbart, 1989; Chick et al., 2002; Endendijk et al., 2013; Etaugh & Duits, 1990; Halim et al., 2013; Leinbach & Fagot, 1986; Martin & Little, 1990; Poulin-Dubois et al., 2002; Wong & Hines, 2015a) utilize their own version of the SERLI by pilot testing objects with the intended sample

population. However, this makes it difficult to have a universal measuring tool which researchers can stand by and use. The SERLI was chosen due to its applicability to the research topic, but it comes with limitations too. As previously discussed, Edelbrock and Sugawara (1978) concluded that a score of 50 on the SRC and SRP indicates a neutral view on gender roles, but this conclusion was most likely influenced by the society at that time. Society views gender and sex differently now, which could make the scores mean something else now, as the researcher suggested.

### **Recommendations for Future Research**

This study is just the beginning; it needs to be replicated again and again with larger sample sizes and with different demographics. Replication of this study will flesh out the results seen here as well as further highlight any differences. With replication would also come different demographics and possibly larger sample sizes. The different demographics would make the study more applicable to a larger portion of the population. Larger sample sizes would clarify the data.

In addition, replication of this study could help to flush out the understanding of gender by toddlers. If another assessment is used besides the SERLI, it could be possible to determine if toddlers are obtaining a neutral view of gender as Edelbrock and Sugawara (1978) suggest or if toddlers are seeing a gender that is comprised of male and female traits. Replication could also lead to a better version of SERLI.

This study could be the foundation for further studies into similar topics. Researchers could use these findings to see from whom toddlers acquire their concepts of different topics. Such studies should reveal similar findings, but if they do not then it would be interesting to investigate as to why the difference.

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**Appendix A**

[Withdrawn]

**Appendix B**

[Withdrawn]

**Appendix C**

[Withdrawn]

## Appendix D

# YWCA IS ON A MISSION

December 30, 2016

Marc Strawderman  
[REDACTED]

Dear Marc,

I am writing to give permission for you to conduct a survey with the children and families at the [REDACTED] childcare center in preparation for your dissertation.

I did meet with the YWCA Board of Directors to gain permission. They applaud you for furthering your education and admire what you are doing. That said, they did not think it would be wise to conduct your survey at the center where you are employed. With permission granted by me and Paula Howard, YWCA Children and Youth Director, you can proceed at our main facility.

Paula will supervise your request at the main facility and if you need any further clarification or help, please do not hesitate to call on me.

Sincerely,

[REDACTED]

YWCA Executive Director

eliminating racism  
empowering women  
**ywca**

YWCA [REDACTED]  
909 Fairfield Road [REDACTED]  
[REDACTED]

## Appendix E

The Liberty University Institutional  
Review Board has approved  
this document for use from  
4/6/2018 to 4/5/2019  
Protocol # 3165.040618

### CONSENT FORM

The Relationship between Toddlers' and Their Primary Caregivers' Perspectives on Gender  
Marc Strawderman  
Liberty University  
School of Education

You are invited to be in a research study of how children view gender. You were selected as a possible participant because you are a parent/caregiver of a child who is enrolled for childcare at the Young Women's Christian Association (YWCA) who was also selected to participate in this study. Please read this form and ask any questions you may have before agreeing to be in the study.

Marc Strawderman, a doctoral candidate in the School of Education at Liberty University, is conducting this study.

**Background Information:** The purpose of this study is to discover the relationship between the views of gender between the children and the daycare employees as well as between the children and their primary caregivers at home.

**Procedures:** If you agree to be in this study, I would ask you to do the following things:

1. Complete the Child-Rearing Sex-Role Attitude Scale (CRSRAS). This test has you rate how you agree or disagree with statements about children's toys, activities, and behaviors. This test can be taken home and completed there. This test should take about 20 minutes.
2. Complete the Sex Role Egalitarianism Scale (SRES). This test asks how much you agree or disagree with statements about gender. The test can be taken home and completed there. This test should take about 25 minutes.
3. Complete a parental survey about demographic information. Demographic information includes your sex, your gender, your ethnicity/race, your age, your income, your child's sex, your child's gender, your child's ethnicity/race, your child's age (in months), and your relationship to your child. This should take about 5 minutes.

**Risks and Benefits of being in the Study:** The risks involved in this study are minimal, which means they are equal to the risk you would encounter in everyday life.

There are no direct benefits to participants. Benefits to society include learning if children are being introduced to non-traditional views of gender. The findings will allow future researchers the foundation for investigating why such perspectives are or are not being learned by children.

**Compensation:** Participants will not be compensated for participating in this study.

**Confidentiality:** The records of this study will be kept private. In any sort of report I might publish, I will not include any information that will make it possible to identify a subject. Research records will be stored securely and only the researcher will have access to the records.

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Protocol # 3165.040618

I may share the data I collect from you for use in future research studies or with other researchers; if I share the data that I collect about you, I will remove any information that could identify you, if applicable, before I share the data.

- All data will be transcribed onto my computer and saved onto a flash drive. The flash drive will be password protected.
- All paper copies will be shredded immediately after they are transcribed.
- Each person will be given a randomly generated number, and this is how the person will be identified in the research. The key that shows the corresponding name for each number will be in a file on a different flash drive. The file will also be password protected.
- All data will be deleted or destroyed after 3 years.

**Voluntary Nature of the Study:** Participation in this study is voluntary. Your decision whether or not to participate will not affect your current or future relations with Liberty University or the YWCA. If you decide to participate, you are free to not answer any question or withdraw at any time.

**How to Withdraw from the Study:** If you choose to withdraw from the study, please contact the researcher at the email address/phone number included in the next paragraph. Should you choose to withdraw, data collected from you will be destroyed immediately and will not be included in this study.

**Contacts and Questions:** The researcher conducting this study is Marc Strawderman. You may ask any questions you have now. If you have questions later, **you are encouraged** to contact him at (717) 398-8828 or [mstrawderman@liberty.edu](mailto:mstrawderman@liberty.edu). You may also contact the researcher's faculty advisor, Dr. Rebecca Lunde, at [rmfitch@liberty.edu](mailto:rmfitch@liberty.edu).

If you have any questions or concerns regarding this study and would like to talk to someone other than the researcher, **you are encouraged** to contact the Institutional Review Board, 1971 University Blvd., Green Hall Ste. 1887, Lynchburg, VA 24515 or email at [irb@liberty.edu](mailto:irb@liberty.edu).

***Please notify the researcher if you would like a copy of this information for your records.***

**Statement of Consent:** I have read and understood the above information. I have asked questions and have received answers. I consent to participate in the study.

---

Signature of Participant

Date

---

Signature of Investigator

Date

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4/6/2018 to 4/5/2019  
Protocol # 3165.040618

### **PARENT/GUARDIAN CONSENT FORM**

The Relationship between Toddlers' and Their Primary Caregivers' Perspectives on Gender

Marc Strawderman  
Liberty University  
School of Education

Your child is invited to be in a research study of how children view gender. Your child was selected as a possible participant because he or she is enrolled for childcare at the Young Women's Christian Association (YWCA) and falls within the age range of 13 and 47 months of age. Please read this form and ask any questions you may have before agreeing to allow your child to be in the study.

Marc Strawderman, a doctoral candidate in the School of Education at Liberty University, is conducting this study.

**Background Information:** The purpose of this study is to discover the relationship between the views of gender between the children and the daycare employees as well as between the children and their primary caregivers at home.

**Procedures:** If you agree to allow your child to be in this study, I would ask your child to do the following things:

1. Complete the Sex-Role Learning Index. This test requires me to show your child pictures of toys and ask for whom the toy is designed. There will be pictures of different genders of people that the child will choose from. It should take about 15 minutes.

**Risks and Benefits of being in the Study:** The risks involved in this study are minimal, which means they are equal to the risks the child would encounter in everyday life.

There are no direct benefits to participants. Benefits to society include learning if children are being introduced to non-traditional views of gender. The findings will allow future researchers the foundation for investigating why such perspectives are or are not being learned by children.

**Compensation:** Your child will not be compensated for participating in this study.

**Confidentiality:** The records of this study will be kept private. In any sort of report I might publish, I will not include any information that will make it possible to identify a subject. Research records will be stored securely and only the researcher will have access to the records. I may share the data I collect from your child for use in future research studies or with other researchers; if I share the data that I collect about your child, I will remove any information that could identify your child, if applicable, before I share the data.

- All data will be transcribed onto my computer and saved onto a flash drive. The flash drive will be password protected.
- All paper copies will be shredded immediately after they are transcribed.

The Liberty University Institutional  
Review Board has approved  
this document for use from  
4/6/2018 to 4/5/2019  
Protocol # 3165.040618

- Each person will be given a randomly generated number, and this is how the person will be identified in the research. The key that shows the corresponding name for each number will be in a file on a different flash drive. The file will also be password protected.
- All data will be deleted or destroyed after 3 years.

**Voluntary Nature of the Study:** Participation in this study is voluntary. Your decision whether or not to allow your child to participate will not affect your child's current or future relations with Liberty University or the YWCA. If you decide to allow your child to participate, your child is free to not answer any question or withdraw at any time.

**How to Withdraw from the Study:** If you choose to withdraw your child from the study, you should contact the researcher at the email address/phone number included in the next paragraph. Should you choose to withdraw your child, data collected from your child will be destroyed immediately and will not be included in this study.

**Contacts and Questions:** The researcher conducting this study is Marc Strawderman. You may ask any questions you have now. If you have questions later, **you are encouraged** to contact him at (717) 398-8828 or [mstrawderman@liberty.edu](mailto:mstrawderman@liberty.edu). You may also contact the researcher's faculty advisor, Dr. Rebecca Lunde, at [rmfitch@liberty.edu](mailto:rmfitch@liberty.edu).

If you have any questions or concerns regarding this study and would like to talk to someone other than the researcher, **you are encouraged** to contact the Institutional Review Board, 1971 University Blvd, Green Hall 1887, Lynchburg, VA 24515 or email at [irb@liberty.edu](mailto:irb@liberty.edu).

*Please notify the researcher if you would like a copy of this information for your records.*

**Statement of Consent:** I have read and understood the above information. I have asked questions and have received answers. I consent to allow my child to participate in the study.

---

Signature of Parent

Date

---

Signature of Investigator

Date

## Appendix F

The Liberty University Institutional  
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4/6/2018 to 4/5/2019  
Protocol # 3165.040618

### CONSENT FORM

The Relationship between Toddlers' and Their Primary Caregivers' Perspectives on Gender  
Marc Strawderman  
Liberty University  
School of Education

You are invited to be in a research study of how children view gender. You were selected due to being a teacher for children who are enrolled in childcare at the Young Women's Christian Association (YWCA) who were also selected to participate in this study. Please read this form and ask any questions you may have before agreeing to be in the study.

Marc Strawderman, a doctoral candidate in the School of Education at Liberty University, is conducting this study.

**Background Information:** The purpose of this study is to discover the relationship between the views of gender between the children and the daycare employees as well as between the children and their primary caregivers at home.

**Procedures:** If you agree to be in this study, I would ask you to do the following things:

1. Complete the Child-Rearing Sex-Role Attitude Scale (CRSRAS). This test has you rate how you agree or disagree with statements about children's toys, activities, and behaviors. This test can be taken home and completed there. This test should take about 20 minutes.
2. Complete the Sex Role Egalitarianism Scale (SRES). This test asks how much you agree or disagree with statements about gender. The test can be taken home and completed there. This test should take about 25 minutes.
3. Complete a teacher survey about demographic information. Demographic information includes your sex, your gender, your ethnicity/race, your age, your income, and your marital status. This should take about 5 minutes.

**Risks and Benefits of being in the Study:** The risks involved in this study are minimal, which means they are equal to the risk you would encounter in everyday life.

There are no direct benefits to participants. Benefits to society include learning if children are being introduced to non-traditional views of gender. The findings will allow future researchers the foundation for investigating why such perspectives are or are not being learned by children.

**Compensation:** Participants will not be compensated for participating in this study.

**Confidentiality:** The records of this study will be kept private. In any sort of report I might publish, I will not include any information that will make it possible to identify a subject. Research records will be stored securely and only the researcher will have access to the records. I may share the data I collect from you for use in future research studies or with other researchers; if I share the data that I collect about you, I will remove any information that could identify you, if applicable, before I share the data.

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Protocol # 3165.040618

- All data will be transcribed onto my computer and saved onto a flash drive. The flash drive will be password protected.
- All paper copies will be shredded immediately after they are transcribed.
- Each person will be given a randomly generated number, and this is how the person will be identified in the research. The key that shows the corresponding name for each number will be in a file on a different flash drive. The file will also be password protected.
- All data will be deleted or destroyed after 3 years.

**Voluntary Nature of the Study:** Participation in this study is voluntary. Your decision whether or not to participate will not affect your current or future relations with Liberty University or the YWCA. If you decide to participate, you are free to not answer any question or withdraw at any time.

**How to Withdraw from the Study:** If you choose to withdraw from the study, please contact the researcher at the email address/phone number included in the next paragraph. Should you choose to withdraw, data collected from you will be destroyed immediately and will not be included in this study.

**Contacts and Questions:** The researcher conducting this study is Marc Strawderman. You may ask any questions you have now. If you have questions later, **you are encouraged** to contact him at (717) 398-8828 or [mstrawderman@liberty.edu](mailto:mstrawderman@liberty.edu). You may also contact the researcher's faculty advisor, Dr. Rebecca Lunde, at [rmfitch@liberty.edu](mailto:rmfitch@liberty.edu).

If you have any questions or concerns regarding this study and would like to talk to someone other than the researcher, **you are encouraged** to contact the Institutional Review Board, 1971 University Blvd., Green Hall Ste. 1887, Lynchburg, VA 24515 or email at [irb@liberty.edu](mailto:irb@liberty.edu).

*Please notify the researcher if you would like a copy of this information for your records.*

**Statement of Consent:** I have read and understood the above information. I have asked questions and have received answers. I consent to participate in the study.

---

Signature of Participant

Date

---

Signature of Investigator

Date

## Appendix G

The Liberty University Institutional  
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Protocol # 3165.040618

### ASSENT OF CHILD TO PARTICIPATE IN A RESEARCH STUDY

**What is the name of the study and who is doing the study?**

The Relationship Between Toddlers' and Their Primary Caregivers' Perspectives on Gender  
Marc Strawderman

**Why are we doing this study?**

We are interested in studying what you view as being for girls, boys, both, or neither.

**Why are we asking you to be in this study?**

You are being asked to be in this research study because you're a toddler and that is the age I need.

**If you agree, what will happen?**

If you are in this study you will be asked to say if pictures are for boys, girls, both or neither.

**Do you have to be in this study?**

No, you do not have to be in this study. If you want to be in this study, then tell the researcher. If you don't want to, it's OK to say no. The researcher will not be angry. You can say yes now and change your mind later. It's up to you.

**Do you have any questions?**

You can ask questions any time. You can ask now. You can ask later. You can talk to the researcher. If you do not understand something, please ask the researcher to explain it to you again.

Signing your name below means that you want to be in the study.

---

Witness

Date

The researcher conducting this study is Marc Strawderman. You may ask any questions you have now. If you have questions later, **you are encouraged** to contact him at (717) 398-8828 or [mstrawderman@liberty.edu](mailto:mstrawderman@liberty.edu). You may also contact the researcher's faculty advisor, Dr. Rebecca Lunde, at [rmfitch@liberty.edu](mailto:rmfitch@liberty.edu).

Liberty University Institutional Review Board,  
1971 University Blvd, Green Hall 1887, Lynchburg, VA 24515  
or email at [irb@liberty.edu](mailto:irb@liberty.edu).

## Appendix H

# LIBERTY UNIVERSITY

INSTITUTIONAL REVIEW BOARD

April 6, 2018

Marc Strawderman  
IRB Approval 3165.040618: The Relationship Between Toddlers' and Their Primary Caregivers'  
Perspectives on Gender

Dear Marc Strawderman,

We are pleased to inform you that your study has been approved by the Liberty University IRB. This approval is extended to you for one year from the date provided above with your protocol number. If data collection proceeds past one year, or if you make changes in the methodology as it pertains to human subjects, you must submit an appropriate update form to the IRB. The forms for these cases were attached to your approval email.

Thank you for your cooperation with the IRB, and we wish you well with your research project.

Sincerely,

A large black rectangular redaction box covers the signature area. The word "research" is partially visible to the right of the box.

research

LIBERTY  
UNIVERSITY

*Liberty University | Training Champions for Christ since 1971*

## Appendix I

### Re: Permission Request

Penny Burge

Sent: Monday, November 27, 2017 at 8:50 PM

To: Strawderman, Marc Nico

You have my permission to use the scale. Good luck in completing your dissertation.

On Nov 27, 2017 at 8:49 PM, <[Marc Nico Strawderman](#)> wrote:

Dear Dr. Burge,

While constructing my doctoral dissertation, I came across your "child-rearing sex-role attitude scale" and found it interesting. I am wanting to use it in my dissertation, but just realized that I had never asked for permission to do so. I have just been using the published version in the article cited after my signature. However, it is your permission I need in order to use the scale since it is your scale. Is granting permission something you would consider? I would greatly appreciate it!

Sincerely,  
Marc Strawderman

Freeman, N. K. (2007). Preschoolers' perceptions of gender appropriate toys and their parents' beliefs about tenderized behaviors: Miscommunication, mixed messages, or hidden truths?. *Early Childhood Education Journal*, 34(5), 357-366. doi: 10.1007/s10643-006-0123-x

## Appendix J

Hello Marc,

Thank you for submitting a test user qualifications form to SIGMA Assessment Systems, Inc. for approval. We are pleased to inform you that you qualify to purchase any of our Level B or A testing products and services.

If you are interested in a research discount, please fill out the following application form:

<http://www.sigmaassessmentssystem.com/place-an-order/research-opportunities/>

You indicated that you are interested in the SRES. It is available in the hand-scoring administration format. Here are the product and pricing details: <http://www.sigmaassessmentssystem.com/wp-content/uploads/2015/02/SRES-Pricing.pdf> If you let me know which products you'd like, we can begin the order process.

If you have any questions or concerns, please contact us.

Yours sincerely,



**SIGMA Assessment Systems, Inc.**

Customer Service Representative/Office Assistant

Phone: 800-265-1285 x 235

Local: 1-519-673-0833

Email: [mfraccaro@sigmaassessmentssystem.com](mailto:mfraccaro@sigmaassessmentssystem.com)

Website: [www.SigmaAssessmentSystems.com](http://www.SigmaAssessmentSystems.com)



## Appendix K

### NOTICE

The ETS Test Collection provides microfiche and digital copies of certain unpublished tests as a service to educators and psychologists. It is hoped that these materials will provide users with creative ideas for the development of their own instruments, or, in some instances, with measures of attributes for which no published tests are available.

The materials included on the microfiche and digital copies may be reproduced by the purchasers for their own use unless otherwise notified by the author. Permission to use these materials in any other manner must be obtained directly from the author. This includes modifying or adapting the materials, and selling or distributing them to others. Any copyright notice or credit lines must be reproduced exactly as provided on the original.

Typically, the tests included in this service have not been subjected to the intensive investigation usually associated with commercially published tests. As a consequence, inclusion of a test does not imply any judgment by ETS of the quality or usefulness of the instrument. The purchaser must assume full responsibility for controlling access to these materials, the manner in which they are used, and the interpretation of data derived from their application.

It is recommended that access to these microfiche be limited to staff members of professionally recognized educational and psychological institutions or organizations, and individuals who are members of the American Educational Research Association, the American Psychological Association, the National Council on Measurement in Education, or the Association for Measurement and Evaluation in Guidance. The qualifications of others not in these categories should receive careful consideration.

Finally purchasers are urged to provide information about their use of these materials directly to the authors. Many cooperating authors are interested in collecting data on their instruments which will make them more useful to others. Therefore, it is to the advantage of everyone concerned - authors, present users, and users in the future - that purchasers recognize their professional responsibility to initiate such communication. The address of the author of this instrument as of the date on which this series was released:

Craig Edelbrock  
Western Psychiatric Institute and Clinic  
3811 O'Hara Street  
Pittsburgh, PA 15213

## Appendix L

### Demographic Information

Please fill out the questions below to the best of your ability and return the form to your child's teacher as soon as possible. Your child's name is only asked to ensure that the information is matched to the correct file.

- 1) What is your child's name? \_\_\_\_\_
- 2) What is your sex? \_\_\_\_\_
- 3) What is your gender? \_\_\_\_\_
- 4) What is your ethnicity/race? \_\_\_\_\_
- 5) What is your age? \_\_\_\_\_
- 6) What is your yearly income? \_\_\_\_\_
- 7) What is your child's sex? \_\_\_\_\_
- 8) What is your child's gender? \_\_\_\_\_
- 9) What is your child's ethnicity/race? \_\_\_\_\_
- 10) What is your child's date of birth? \_\_\_\_\_
- 11) What is your relationship to your child? \_\_\_\_\_

Thank you for your cooperation!

## Appendix M

### Demographic Information

Please fill out the questions below to the best of your ability.

- 1) What classroom do you work in? \_\_\_\_\_
- 2) What is your sex? \_\_\_\_\_
- 3) What is your gender? \_\_\_\_\_
- 4) What is your ethnicity/race? \_\_\_\_\_
- 5) What is your age? \_\_\_\_\_
- 6) What is your yearly income? \_\_\_\_\_
- 7) What is your martial status? \_\_\_\_\_

Thank you for your cooperation!