

GENDER INEQUALITY IN CHILDREN'S BOOKS

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ABSTRACT

In this study, by studying 39 books from three publishers; namely, Fargam, LoheDanesh, and Erissa, it has been sought to pay attention to the issue of gender inequality and by analyzing the contents of these books the question of whether or not there is gender inequality in children's books has been answered. The aim of this study is to look seriously at the issue of gender inequality found its way even penetrating in children's books and children's early childhood mental. (In fact, the authors by point of view of gender stereotypes that are written in your own ideas effects on the minds of readers, and thereby "child and family "). The aim of the present study in the type of applied research is the nature and method of content analysis that is a descriptive and correlation survey. Since this study aims without prejudice to the detailed description of the variables gender equivalences in children's story books. The content analysis of the most common and the most appropriate methods are used. And the results suggest there is an inequality.

KEYWORDS: children's literature, fiction, gender inequality, patriarchy, Sex.

INTRODUCTION

Children's literature is easy and impossible .It is easier for the audience because the children are not taken seriously into account and that is suspect simplistic and failing to pay it from passing on to achieve a degree of simplicity and ability to provide excellent service to the generation of young and with hard work and continuous effort and practice needs . First it have to be a realistic understanding of the child, that we are trying to understand them, not as we want or think then a deep understanding of children's literature books that we read and understand the capabilities and potential capacity of these effects and the identification of ways and methods that can serve all the potential in the generation of novelty seeking that the third millennium and the next century with all achievements and challenges ahead. Gender stereotypes are transmitted from generation to other and generations in the process of socialization internalize the gender roles within the document itself. Books can be common through the messages in text and images and affect the child's mind and thoughts, leading to the production of traditional stereotypical gender roles and stereotypes, according to the patterns. The gender stereotypes on the one hand, men are considered superior features that women are lacking on the other hand, women know that men are inferior traits .Traditional stereotypes of men as a rational, intelligent, active, risk-taking, self-confident and independent creatures are plotted against women described a passionate, irrational, passive person who needs to be helped. Although the features commonly ascribed to men have charged positive value, but both boys and girls should be seen as the victims of gender stereotypes. On the other hand, the creative abilities of girls and women who have captured the stereotypical habits of prosperity remain open. Let other words, gender stereotypes prevent amphibious capabilities and creativity, and specifically in relation to girls, depriving them of their independence and their progress due to their gender. This violates all international charters. Community besides being deprived of the ability to actually lose the fullness of human capital. (Mitchell, 1997).

Questions of investigation

Are books written for children, regardless of gender stereotypes or not?

How gender is portrayed in the book?

Population

The population of this study includes children's story books, publisher's Lohe-Danesh, Fargam, Erissa - age groups A and B, which consists of 39 books whose first person of the story is a human (boy or girl).

In order to examine gender and variables of the research library, and the books and records and questionnaire have been used. In this study common methods of content analysis studies of the checklists were used as tools.

This checklist includes: Book details (title, author, and publisher, year of publication, Print and number of pages)

Gender component (books, first person's sex in stories, first-person hero, and the first person is normal, pictures of girls, boys 'images and gender of the author)

MATERIALS AND METHODS

Another study by the research content as well as social studies and consisted of specific steps includes:

A - Determination of the subject and its limit (defined topic and set goals) for example, have said that my objective analysis of high school textbooks of sociology's degree in economics in 1987.

B - Determining the research objectives

C - The target population and sample population

In content analysis, in many cases, the population and a sample, for example, when an analysis is thoughtful speaker, usually analyze all of them, but in some cases do not necessarily have to pay sample. (Sarookhani, 1988).

Examination of gender elements

Review of Male Champions numbers

The number of female champions

Review of Male Photos

Review of Girls Photos

Sex of Writer

Table 1- Examination of gender variable

number	Book	First person sex stories	The first one is the champion	The first one is normal	No pictures of daughters	No pictures of sons	Gender of Author
1	Abdoli becomes baker	Son	Yes	-	-	Eight	Male
2	Abdoli gets Grocer	Son	Yes	-	-	Eleven	Male
3	Abdoli becomes grocer	Son	Yes	-	-	Nine	Male
4	Abdoli gets Carpenter	Son	Yes	-	-	Nine	Male
5	Abdoli Painter	Son	Yes	-	-	Nine	Male
6	Abdoli gets Tailor	Son	Yes	-	-	Nine	Male
7	Abdoli gets confectioner	Son	Yes	-	-	Eight	Male
8	Abdoli gets the driver	Son	Yes	-	-	Eight	Male
9	Abdoli gets mason	Son	Yes	-	-	Nine	Male
10	Abdoli gets gardener	Son	Yes	-	-	Nine	Male
11	Hassani went to sea	Son	Yes	-	-	Eight	Male
12	Hassani went to the desert	Son	Yes	-	-	Eight	Male
13	Hassani went to the farm	Son	Yes	-	-	Eight	Male
14	Hassani went to the woods	Son	Yes	-	-	Eight	Male
15	Hassani Do not Say a goal (getting to know the grocery business)	Son	Yes	-	-	Eleven	Male

Table 1 Continued....

number	Book	First person sex stories	The first one is champion	The first one is normal	No pictures of daughters	No pictures of sons	Gender of Author
16	Hassani Do not Say A Flower (Introduction to Woodworking job)	Son	Yes	–	–	Eleven	Male
17	Hassani and teeth pain	Son	–	Yes	–	Ten	Male
18	Hassani has Bike	Son	–	Yes	–	Fourteen	Male
19	Hassani sells book	Son	Yes	–	One	Fifteen	Male
20	Hassani and the Stone Pony	Son	–	Yes	–	Twelve	Male
21	Ten Thieves and chicken meat	Son	Yes	–	One	Seven	Male
22	Aunt roach	Female	–	Yes	–	–	Female
23	Women's squash	Female	–	Yes	–	–	Female
24	Uninvited guests	Female	–	Yes	–	–	Female
25	Liar pastor	Son	–	Yes	–	Eleven	Female
26	Gogol with a cold	Son	–	Yes	Six	Nine	Male
27	How much does sleep Gogoli	Son	Yes	–	Eight	Ten	Male
28	Gogoli is pigeon breast	Son	–	Yes	Nine	Seventeen	Male
29	Gogoli is Tiny	Son	–	Yes	Eleven	Sixteen	Male
30	Gogoli insomuch that playful	Son	–	Yes	Five	Four	Male
31	Gogoli says a lizard	Son	–	Yes	Five	Fourteen	Male
32	Hassani and kids	Son	Yes	–	–	Nineteen	Female
33	Hassani and his hens	Son	Yes	–	–	Five	Female
34	Baba Shamal and Lazy Donkey	Man	–	Yes	–	Tuesday	Female
35	Tell Hassani as moon	Son	–	Yes	Six	Thirty	Female
36	Hassani, lion and leopard	Son	Yes	–	–	Nine	Female
37	Hassani lazy to School	Son	–	Yes	One	Twenty-six	Female
38	Rotund Hassani gives flower into water	Son	–	Yes	–	Fourteen	Female
39	Hassani and goat bells feet	Son	–	Yes	One	Eleven	Female

RESULT AND DISCUSSION

39 stories were investigated, thirty-six stories about boys and men, and the remaining three stories;

- First story was about beetle aunts who was looking for a husband who beats her calmer and without intent to kill.
- Second story was about tact and wisdom woman and son in law (man) by which squashy released from leopard and wolf and lion and found redemption.
- Third story is about woman in a rainy night, homeless animals brought to the shelter, and she accepts them. Twenty-two of the thirty-six-fiction story written in male stories, heroic and fearless and brave men and adults' working do

even more than they are doing and manage their own affairs. The total number of images in the course seeks books, the image of which 441, 387 images of boys, and 54 pictures of the girls or female, are roughly seven times. In a series of six stories of Gogol and Magol twins, we repeat, the playful and the air, and out of control Gogol and quiet, and without a word was being read Magol. The only series where the girls examined the same set of books is with this vision that the girl how like her quiet, patient, and against adventures and sloppy of his brother, (masculine) and provide them with accompanied by the house. The significant point of this study is that the author of 12 books of the series, the protagonist is a woman, while Hassani (male). This means that even women writing to men. Maybe they have accepted in the community to be successful and achieve their goals or to men or to serve the men. !! In rural areas, girls are more to milk the cows and sheep and keep them engaged and work with them to make cheese and yogurt. But the story that is the subject of rural life and portrays the male is described as the story comes first and story hero. Is the rural girl child reads a book in which a boy gives beans or water to chicken and milk the cow and he can possibly make a cheese, asks this question that why he is doing what are recorded in the name of his brother (male). Home and doing housework and cooking are depicted. In many stories the children are seen along her grandmother. Even writers Apply sparingly to spend their role as mothers with their children. While children at this age, always with his mother, but depended on him. In the series of Gogol's books mother was still in the kitchen or on the reception of guests. Even for cases in which she had read, or watch TV, or at least do not see the rest. Study shows that gender discrimination against girls in children's books (females) are in qualitative and quantitative aspects.

The following may be of poor quality and needs the support of Girls (female), in front of independent and self-reliant roles for boys (male) is noted. The heroic stories of the boys often see against the weak and passive female roles. In quantitative dimension, discrimination can be considered against girls in a number of books that can be addressed in their son or daughter's sex, and or images of a girl and a boy in publications. The discrimination in the stories of old and new entries in the books and stories can be seen and not much different from before. While dealing with the girls or heroes, they are not inconsistent with the culture and customs of our religion and beliefs are formed and current in a patriarchal society, it is most oppressed groups of girls, the future mothers of the border in stories and tales of our childhood. And finally, what is the common belief in the community is that a woman must:

- 1- Knows their status.
- 2- Does not talk much about herself though.
- 3- Let not understand the man, his intellect and maturity to be able to hide your husband to find her.
- 4- Females must not be active. The success of women is in this modest and obedient.
- 5- A mother should take her son child out of the house and the martial arts and her daughter encourages housekeeping and cooking.
- 6- Does not waste your time in vain. Girls outside the home are not able to do hard labour.
- 7- On cohabitation if the man overreach, does not reply to her hubris, because he is the man and the hero.
- 8- In a story that you define for your little girl, tries always a beautiful little princess or fairy girl, the young guy from the beginning, the child will always bring man once told him stories of heroism and courage emphasis on being a man should never cry, and if it does not deserve men for women. At the end of the story for a young girl to say that was a good girl everyone loved him and he loved everybody. When she got older, offers advice and says that to be silence now, does not be selfish and try to keep your man happy always. Do not show your strength and learn the art of being a woman and being a woman deserves to have. Based on the analysis of the textbooks studied and analyzed responses to questionnaires, we conclude that there is sexism in children's books and much more. The segregation behavior and personality and self-esteem of boys and girls have the opposite effect which means courage, bravery, independence and confidence instilled in boys and the weak, timid, and dependence on parents to the girl suggests.

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