Research on Gender Equality Practices by the General Public and Obstacles

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Abstract

The objective of this study is to examine various activities in elementary, middle and high schools that promote or impede gender equality. This study looked at how gender roles are divided in academic, extracurricular, and interpersonal activities in schools, both in class and outside of class, and the related impact on jobs and household activities in the future, by school-related and individual-related variables. To this end, this study surveyed 7,792 students, parents and 1,200 teachers. In addition, focus group interviews were conducted with 91 students, parents and teachers. The results indicate that the degrees of gender egalitarianism, gender separation in academic and extracurricular activities, and sexual division of roles vary widely depending on school-related and individual characteristic-related variables. The results of this study suggest the need to develop a range of policy-based plans for schools, families and educational authorities in order to combat juveniles' stereotypes about gender roles and reduce the inequities in the division of gender roles.

Key words: Gender equality awareness, gender equality practices, division of gender role, participation, schools, benevolent sexism, gender differentiation

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Introduction

Men and women demonstrate different values, thoughts, ways of thinking and norms of behavior, a phenomenon that can be described as "gender culture." Since gender culture is a product of social and cultural gender as formed within an inequitable society, it has an inseparable relation with gender inequality (Chung Ja-Hwan et al., 1997). Under such gender culture, men and women accept inequitable gender culture as tradition and reproduce it by themselves. In particular, gender culture sustains gender inequality by impacting the values of individuals. Rokeach defines a value as an enduring belief that a specific mode of conduct or end-state existence is personally or socially preferable to an opposite or converse mode of conduct or end-state existence (1973: recited from Lim Jae-hwan, 2008). Such values affect gender culture, which in turn affects the values of individuals. In this regard, it is necessary to pay attention not only to gender culture, but also to the range of values pertaining to notions of the opposite sex, marriage and employment that in turn affect gender culture (recited from Ahn Sang-Su, Park Sung-Jung, Choi Yoon-Jung, Kim Keum-Mi, 2011).

Gender imbalances in Korean society have been drawing policy attention, and gender impact assessment and gender budgets have recently been introduced and executed. Nonetheless, gender inequality implicit in daily behaviors or activities is not considered to be problematic. To gradually eradicate gender imbalance factors in various areas of the society, endeavors to improve related systems and policies are necessary at the macro level, along with efforts to discover and reveal problems in individuals' everyday lives at a microscopic level (Ahn Sang-Su, Kim Yi-Seon and Kim Keum-Mi, 2009).

Following three previous studies designed to illuminate the actual state of activities in family life in 2009 (Ahn Sang-Su et al., 2009), work life in 2010 (Ahn Sang-Su et al., 2010) and university life in 2011 (Ahn Sang-Su et al., 2011), this research focuses on activities in elementary and secondary schools. It is the last installment of a four-year study designed to clarify the roles of gender factors, which factors sustain gender imbalances, and which factors demonstrate the potential to combat them. As a follow-up to the 2011 survey on gender equality practices in university life (Ahn Sang-Su et al., 2011), this research is designed to examine student participation in class and school activities, interpersonal relations, and awareness and practices of gender equality according to gender in elementary and secondary schools.

In particular, this research may be considered meaningful because it examines gender equality awareness and practices that occur during the process in which the division of gender role attitudes or gender roles is underway or in which the transition toward such divisions is taking place. If promotional factors for and barriers to gender equality practices in this period can be identified, this research can help ascertain the appropriate timing for gender equality policy intervention. A number of preceding studies on elementary and secondary school students have measured differences in gender equality awareness and gender role identity according to gender and age. This research went further to examine gender equality practices in public and private areas in consideration of various age groups and

we believe the outcomes of this research can be adopted in future comprehensive gender equality policy that considers different age groups.

The term "gender equality practices" was defined as endeavors, activities and behaviors designed to resolve structural imbalances and inequality between genders in school activities considered problematic (Ahn Sang-Su et al., 2009; 2010; 2011). This research reviewed gender segregation phenomena in diverse areas of education and factors related to students' gender equality practices during their school activities. Through representative sampling according to genders school level, coed or single-gender status of school and size of region, we conducted surveys on 7,792 students, 1,800 parents and 1,200 teachers and focus group interviews with 91 stakeholders in elementary, middle and high schools to better grasp the limits of and obstacles to gender equality practices.

Research Contents

A. Gender equality awareness (Kim Yang-Hee and Chung Gyeong-Ah, 1999) and ambivalent sexism (Glick and Fiske, 1996; Ahn Sang-Su, Kim Hai-Sook and Ahn Mi-Young, 2005) of students, parents and teachers
B. Gender segregation discovered in students' involvement in various school activities
C. Gender equality practices according to specific situations inside and outside of school
D. Actual state of gender equality in school culture according to school level, and related programs
E. Relevant variables, including occupational values of parents and teachers, and methods of child-rearing and guidance for students according to the gender of students
F. Promotional factors for and obstacles to gender equality practices
G. Influence of parents and teachers on students' practices of gender equality
H. Analysis of the gender role division process identified through housework involvement
I. Verification of a theoretical model (Ahn Sang-Su et al., 2009; Tajfel, 1982; Ajzen, 1991) of the process through which gender equality awareness is connected to gender equality practices

Research Methods

For this research, we developed questionnaires regarding the actual state of gender equality practices in academic, interpersonal and extracurricular activities in elementary, middle and high schools. We then carried out a survey of 7,792 elementary, middle and high school students (3,998 males and 3,794 females), 1,800 parents (870 males and 930 females) and 1,200 teachers (424 males and 776 females) connected to elementary, middle and high schools across the country. After receiving training regarding the survey, 77 investigators from Gallup Korea, a specialized survey institution, conducted investigations through interviews and self-administered surveys. This survey was carried out from July 10 to July

31 in 2012. In addition, focus group interviews were conducted for 91 persons, including 55 students, 18 parents and 18 teachers from elementary and secondary schools.

Results and Discussion

Following the preceding series of related research projects on gender equality practices in family, work and university life conducted over the past three years, this research was designed to determine the actual situation of gender equality practices in elementary, middle and high schools. We defined the term "gender equality practices" as efforts, activities and behaviors intended to remove the structural imbalances and inequality between genders in school activities considered to be problematic. We then examined the gender segregation phenomena discovered in various activities at schools and reviewed relevant factors that could influence students' gender equality practices in school activities. Through representative sampling according to gender, school level, coed or single-gender school status and size of region, surveys were carried out on students, parents and teachers. Focus group interviews were then conducted in order to shed light on the limits and barriers to gender equality practices. The combined outcomes of the research are described below.

Gender equality awareness of students, parents and school teachers

As school level increased, students tended to show standardized values on gender relations. When students at each school level were compared, middle school students had the highest level of gender equality consciousness, while elementary school students had the lowest. Although competition based on collective gender identity was obvious among elementary school students, the gender gap between them was not greater than that between secondary school students. To the contrary, the gender gap in terms of gender equality consciousness was not considerable up until the middle school period, but it rose sharply during the high school period. These results indicate that with the rise in school level, students' values on gender relations or stereotypes on gender roles gradually standardized.

Students' awareness of gender equality was proportional to the degrees of gender equality in the school and child-rearing environments. Gender-equal school culture and child-rearing environments had significant impacts on students' gender equality consciousness. These environmental factors worked more significantly during the elementary school period, particularly among female students. This implies that a gender-equal culture at school and at home is a crucial factor for students putting gender equality into practice.

Experience with interactions between male and female students was inversely correlated to their gender equality awareness. Although a coed school or a coed class did not significantly affect the gender equality awareness of male students, it did influence that of female students relatively significantly. In both middle and high schools, the level of gender equality consciousness of girls at coed schools was consistently lower than that of

girls at single-gender schools. This shows that whether or not a school or class is coed influences female students' gender equality awareness more than that of their male counterparts. This phenomenon also demonstrates that girls are more likely to conform to the circumstantial factors of a school or class or to the influence of others, and that when gender roles are evident, they are more likely to show stereotypical attitudes on gender roles.

Teachers with longer teaching careers demonstrated lower levels of gender equality awareness, indicating that older teachers were more likely to maintain traditional values in regard to gender roles. It was found that training teachers in gender equality did not affect their consciousness of gender equality. There was no significant difference between teachers who had received training on gender equality and those who had not. This result indicates a need to review the effectiveness of gender equality education in terms of its contents and hours of education.

Parents' awareness of gender equality varied widely; for mothers, it was associated with their educational levels, and for fathers, with the gender of their children. According to the analysis of parents' gender equality awareness, fathers' gender equality consciousness was lower than mothers' as a whole. Furthermore, fathers' gender equality awareness did not vary with their educational level, while that of mothers increased in proportion to their level of education. However, the level of gender equality awareness of fathers who had an only daughter or daughters only was much greater than that of fathers who had at least one son among their children. The level of gender equality awareness of parents who had both sons and daughters was similar to that of those who had sons only. This survey result indicates that boy-centered values in child-rearing continue to operate, but not in an absolutely fixed way, and such values may shift depending upon internal and external motivational factors.

It was also found that gender-equal family environments had two faces: sensitivity to hostile sexism and insensitivity to benevolent sexism. When school cultures were gender equal, the degree of both hostile and benevolent sexism was low at all school levels. As to family environment, however, students from gender-equal family environments had much lower hostile sexism, but almost similar benevolent sexism compared with their counterparts from gender-unequal family environments. This shows that benevolent sexist behaviors are accepted as natural within the home, which may potentially have a negative impact on gender equality in the long run.

Gender segregated activities at school

Boys reported being enthusiastic toward physical and dynamic activities, while girls were keen on more static activities. According to the survey of 7,792 male and female students regarding gender segregation in their activities (school life, interpersonal relations, everyday life, and family life), a gap was found in almost all activities between boys and girls, with the exception of running errands for teachers. As for the categories of school life, interpersonal relations and everyday life, male students were active in physical and dynamic activities, such as "playing in the schoolyard during lunchtime and breaks,"

"raising questions in class," and "going to a PC room." On the contrary, girls were keener on emotional or classroom activities, such as "chatting with friends during breaks," "taking notes on the contents of class during class and organizing notes," and "having a conversation with friends through text messages or Kakao Talk."

With regard to gender segregated activities by school level (elementary and secondary school) and gender, elementary school students were active in school life, while high school students were passive toward household chores. In most school activities, elementary school students received higher scores on involvement than middle and high school students. As to "taking notes on the contents of class during class and organizing notes," an activity toward which girls were more enthusiastic than were boys, high school students, regardless of gender, were more active than elementary and middle school students.

Also, a division of roles triggered by gender stereotypes was conspicuous among students at coed schools or in coed classes. According to an examination of students' gender segregated activities, gender segregation between boys and girls was more obvious for most activities among students from coed schools than among those from single-gender schools, as well as among students from coed classes more than among those from single-gender classes: namely school life, interpersonal relations, daily life, and family life. This result may indicate that the separation of roles caused by gender stereotypes is more distinct in coed schools than in single-gender schools.

When students' gender segregated activities were examined based on the size of communities, female students' participation in housework was the most active in *guns*, followed by small and medium-sized cities and then big cities. When it came to family life activities according to community size, it was noteworthy that the degree of participation was different between boys and girls. As to male students, those in small and medium-sized cities participated more in "vacuuming a room" and "cleaning the floor," while those in big cities participated more in "helping set the table." As to female students, those in *guns* showed the highest degree of involvement in all of these three activities. This outcome demonstrates that the smaller the size of their community, the more female students performed stereotyped gender roles.

As to parents' involvement in household chores according to gender stereotypes, both men and women answered that wives participated considerably in the housework frequently done as part of daily life, such as "cleaning and cooking rice," "folding the laundry," "cleaning rooms with a wet cloth," "cleaning the toilet" and "getting children ready for school." Meanwhile, husbands participated more in one-time household tasks, including "grilling meat," "playing with children" and electricity-related household repairs. Therefore, stereotyped gender roles were clearly separated according to the characteristics of household chores.

Practices of gender equality according to circumstances

To understand students' gender role stereotypes with regard to the assignment of classwork,

we asked elementary and secondary school students to imagine a homeroom teacher and then asked the boys and girls to have the teacher assign tasks related to school activities. As to "decorating the classroom" and "encouraging a student to participate in an English-speaking contest," both boys and girls imagined the work being assigned to mainly female students. As to "moving heavy items" and "having a student participate in contests on mathematics, science and invention," both boys and girls projected the work mainly being assigned to male students. Moreover, the division of these roles was more obvious among students in higher years of school, showing that gender stereotypes were being solidified.

In order to determine students' gender role stereotypes in an imaginary workplace, we gave elementary and secondary school students the imaginary position of department head at a company, and we had them imagine the department head assigning business affairs within the workplace. It was found that elementary and secondary school students, regardless of gender, distributed largely to male workers the assignments of "business trips to local provinces or distant areas" and "crucial business," while assigning "customer counseling" and "preparing drinks and snacks" mainly to female workers. This demonstrates that they divide roles based on gender stereotypes.

School life and gender-equal culture

The higher the school level of the subjects, the lower the degree of gender equality in school culture became. This implies that with rising school level, the division of roles between men and women is strengthened in both explicit and implicit school regulations. For teachers, when the school level was low and they had experience with gender equality education, they recognized school culture as more gender equal.

The proportion of high schools providing gender equality education was low. As to "writing on gender equality," which was popular in gender equality education programs, about half of the students had participated. Only 20% of the students had at least once participated in "creative activities on gender equality" and "guest lectures on gender equality." As a whole, the ratio of high school student participation in education and events on gender equality was low. Futhermore, in large cities, private schools and single-gender schools, gender equality education was offered relatively less frequently.

Perceptions of the need for gender equality education were in proportion to the degree of knowledge about gender equality education. More than 80% of the teachers answered that gender equality education for students was required, and this response was more prevalent among those who belonged to an upper-level school. When teachers reported greater knowledge of and experience with gender equality, they recognized the need for gender equality education to a higher degree, indicating the value of gender equality education for school teachers.

The status of males within schools was still solid. In elementary schools, girls took up a high proportion in all positions, including class representative and vice representative and class team leader. In middle and high schools, however, the representation of female students tended to decrease as a whole. Also, males accounted for 85% to 89% of the

principals and over 60% of student body presidents, showing that the proportion of males in such positions was still high.

Gender equality education programs at school and directions for improvement

Although gender equality education was viewed as necessary, it was not considered urgent. More than half of the teachers responded that they had "never" received gender equality training, and only 17.2% of them had taken a course on gender equality education when they were college students. When asked about the need for gender equality education, an absolute majority of teachers answered it was "necessary," but less than 10% of them said that gender equality education was preferentially required.

Also, gender equality education programs were commonly operated in a passive way. Only 35.3% of the teachers said that there was a teacher in charge of gender equality in their schools. Moreover, over 75% of the teachers in charge of gender equality were engaged in managing related events only, and a mere 10% of them stated that they were "developing and operating gender equality education programs" which could influence students on a daily basis and over the long term.

Teachers thought that it was most important to develop "gender equality education programs and content easily applicable to the educational field" as a measure to improve gender equality education. Hence, it is necessary to create easily adaptable content that fully reflects actual school conditions. In addition, teachers reported that those who most required gender equality education were parents, followed by the teachers themselves.

Gender-equal child-rearing environment at home

Both male and female students perceived their home environment as gender equal, and these perceptions were most apparent among middle school students. As for parents, the parents of female students had more positive attitudes toward gender-equal child-rearing than those of male students. Overall, parents with a higher educational level expressed more gender-equal parenting attitudes. Parents with an only child tended to have a higher level of subjective perception of gender equality, regardless of whether the child was an elementary, middle or high school student. Also, when parents' educational and income levels were high, they demonstrated a higher level of subjectively perceived gender equality.

Jobs and careers for elementary and secondary school students

Although the preferred jobs were highly diverse and widespread, the three most-desired jobs were stability-oriented: teacher, public servant and office worker. As school level rose from elementary (94.97%), to middle (84.74%) to high school (84.64%), students sought jobs with higher occupational prestige. Also, students with higher academic achievement levels and higher perceptions of gender equality showed significantly higher occupational

status scores.

It was also found that in providing career guidance to female students, male teachers demonstrated attitudes that were excessively stability-oriented. Career guidance teachers addressing male students were slightly more success-oriented than when counseling female students. As the school level grew higher, career guidance teachers for girls tended to be more stability-oriented. As to guidance provided to boys, there was no difference between male and female teachers. As to guidance for girls, however, male teachers (5.65%) proved more stability-oriented than did female teachers (6.0%). Even when the impact of the recent economic slowdown was taken into consideration, male teachers aimed excessively at stability when providing instruction to girls. Parents' values about their children's careers did not vary depending on the children's gender, but they remained excessively stability-oriented as well, implying the need for improved career education.

Relations with the opposite sex and interpersonal relations

Three main reasons were reported for bullying at school: personality, gender identity and physical appearance. The most frequently cited causes for bullying were either an overly condescending or overly timid personality considered beyond the norm among students (72.8%). The second reason was related to sexual orientation based on gender identity (16.2%). The third reason was excludability based on norms of physical appearance (10.7%).

As to parents' wishes for their children's marriage, the majority of parents (48.5%-63.1%) at all school levels hoped that their children's spouses would have an academic background "equal to their children's," regardless of the gender of their offspring. As to the type of economic activity desired for their children's future household, up to 90% of parents at all school levels preferred a "dual-income" household, regardless of the gender of their children.

Relationship between gender equality awareness and gender equality practices at school

Effects of gender equality consciousness on practices of gender equality varied depending on school level and gender. It was found that students with a high level of gender equality awareness put gender equality into practice better than did those with a lower level of gender equality awareness. As features common to all students, the gap between levels of gender equality consciousness and gender equality practices was greater among male students than among female students, and this gap widened as the school level rose.

The gender gap in gender equality practices was narrower in the public arena than in the private. This outcome means that the level of gender equality consciousness does not have a substantial effect on gender equality practices in areas where the social gaze or norms are apparent. This also implies that social gaze or normative gender-equal cultures could

be an important factor in putting gender equality into action.

   The division of gender roles in terms of household chores was formed in the elementary school period and continued up until marriage. In the upper grades (4th, 5th and 6th grade) of elementary school, boys already expressed a high intention to do "electricity-related work and repair of home appliances," which are standardized as a men's task, while girls showed much less intention to do so, indicating that gender differentiation had proceeded to a high degree. As to "cleaning and cooking rice," "folding the laundry" and "preparing children for school," which are standardized as aspects of women's roles, girls reported a high intention to do such housework, while boys had a low intention. This type of gender differentiation begins with the upper grades of elementary school, continues without obvious changes up until marriage, and then proceeds similarly after marriage.

   As to activities for which gender roles were not specifically standardized, such as "cleaning the toilet" and "playing with the children," both boys and girls described equal levels of intention to participate. However, when they reached the age of marriage, a typical gender role division appeared where women participated to a high degree and men did not. After marriage, such work was fixed as the woman's role. High gender equality consciousness and low benevolent sexism delayed the separation of gender roles regarding housework. In a group with high gender equality awareness and low hostile and benevolent sexism, the division of gender roles was postponed.

   Also, it was found that benevolent sexism was implicit in high gender equality awareness. Therefore, it is necessary to remove benevolent sexism from gender equality consciousness in order to put gender equality into practice in a substantive manner.

Promotional factors for and obstacles to gender equality practices and effects of teachers and parents

Students reporting higher levels of gender equality awareness and lower levels of benevolent sexism more actively put gender equality into practice. Benevolent sexism predicted female students' gender equality practices more effectively. Gender-equal school cultures served as promotional factors for students' gender equality practices. Also, gender equality education activities within a school influenced gender equality practices to a limited extent. A father's participation in household chores, particularly in dietary life, encouraged his children to put gender equality into practice, while a mother's active involvement in the decision-making process at home promoted her children's gender equality practices. Gender-equal child-rearing by parents was important in encouraging students to implement gender equality. According to survey results on "gender equal child-rearing patterns" consisting of 12 categories, it appeared to be important to create a gender-equal home environment and to bring up children in a gender-equal manner, since such child-rearing methods could have direct and indirect influences on children's gender-equal consciousness and practices.

   If teachers' perceptions of students' future careers shifted depending on the gender of their students, the students refrained from putting gender equality into action. In other words,

if teachers' perceptions of students' careers varied widely according to the gender of the students, students were less likely to implement gender equality. This shows that when dealing with students at school, teachers urge boys, both explicitly and allusively, to pursue adventurous or challenging goals, while encouraging girls to maintain passive or more stability-oriented targets.

Students taught by teachers trained in gender equality more actively put gender equality into practice. This factor played more significantly in the elementary school period than during secondary school. This result implies that it is desirable to provide gender equal education during the elementary school period.

High perceptions on the part of teachers regarding the necessity of gender equality education affected elementary school students' gender equality practices. Apparently, this outcome means that teachers who consider the reality of gender equality to be seriously problematic have tangible and intangible influences over students.

Verification of a theoretical model on promotional factors for and obstacles to gender equality practices

A model was established by integrating the theory of planned behavior (Ajzen, 1991) with the social identity theory (Tajfel, 1982) to show the connectivity between consciousness and practices. "Intention of gender equality behavior", which proved to have the greatest influence on gender equality practices, was found to be predicted by gender equality awareness. However, the effects of gender equality consciousness were likely to be weakened or strengthened by the "subjective norm," "attitudes toward behavior," or "perceived behavior control." In other words, even a person with a high level of gender equality awareness may fail to engage in gender equality behavior or to put gender equality into practice if there is a highly gender-discriminative norm or circumstantial pressure surrounding the person and/or highly negative perceptions of gender-equal behavior.

It was found that students' gender equality practices were most accurately explained by their "intention toward gender equality behavior." Also, the "subjective norm," "attitudes toward behavior" and "perceived behavior control" operated as important factors in gender equality practices.

"Perceived stability of the male-dominant status" and "perceived legitimacy" hindered gender equal awareness. Specifically, gender equality consciousness was low when male-dominant status was perceived as stable and when the legitimacy of a man's status was perceived as high.

Gender differences were obvious for "perceived stability of status" and "perceived legitimacy." Girls showed a high collective gender identity when they perceived men's status to be considerably likely to change in the future. On the contrary, boys showed low collective gender identity when they considered that men's status would change in the future. This outcome implies that lowering the perceived legitimacy of status among boys through gender equality training or educational programs could be an important factor in reducing competition or conflict between genders.

   Gender differences were conspicuous in "perceived stability of status" and "perceived legitimacy of status." With higher school levels, male students perceived the legitimacy of status according to gender to be significant, and this perception in turn enhanced collective gender identity. This phenomenon suggests that it should be an important goal of gender equality education to pursue measures for weakening the legitimacy of status based on gender as school level rises.

   Elementary school girls had significantly high gender equality consciousness when their collective gender identity was high, but this tendency decreased in secondary schools. This appears to indicate that elementary school girls significantly perceive competition between gender groups, but as school level increases, other factors are likely to influence their gender equality consciousness.

   In gender equality practices and behavior, the "perceived subjective norm" served as a barrier. This means that when the people around students hold negative or discriminative attitudes toward gender equality, students fail to put gender equality into practice, even when they possess high levels of gender equality awareness.

   When attitudes toward gender equality behavior were negative, the intention toward and practices of gender equality behavior decreased. Hence, changes in perception toward placing social value on gender equality behavior are necessary in order to prevent students from failing to acknowledge the legitimacy of gender equality behavior or from looking down upon it.

Conclusion and Suggestions

The results here indicate that the degrees of gender egalitarianism, gender separation in academic and extracurricular activities, and sexual division of roles vary widely depending on school-related and individual characteristic-related variables. First, an analysis of the degree of gender egalitarianism indicates that the higher the school level, the more established the value system of the student becomes with regard to gender relationships. Among male students, high school students show a lower degree of gender egalitarianism than do middle school students. When it comes to the degree of gender egalitarianism among elementary and middle school students, students from schools or families with a higher degree of gender equality demonstrate a higher degree of gender egalitarianism. An analysis of the degree of gender egalitarianism among teachers indicates that older teachers or those with a longer career generally feature a lower degree of gender egalitarianism. Meanwhile, when it comes to parents, mothers possess a higher degree of gender egalitarianism than fathers. Notably, the degree of gender egalitarianism of fathers is relatively highly influenced by the gender composition of their children: fathers with one or more daughters only have shown the highest degree of gender egalitarianism, which is even higher than the degree of gender egalitarianism among mothers. However, while the degree of gender egalitarianism of parents with a son and a daughter is significantly

higher than that of parents with only sons, it is considerably lower than that of parents with exclusively one or more daughters.

Second, in the results of this status survey, while hostile sexism among elementary, middle, and high school students differs widely between males and females, there is in fact little difference between males and females in terms of benevolent sexism. This result suggests that, since it appears aimed at protecting females and is considered positive on the surface, benevolent sexism is not generally regarded as sexual discrimination.

Third, an analysis of the level of participation of elementary, middle, and high school students in academic, extracurricular, and interpersonal activities indicates that while male students show a higher tendency to participate in physical and outdoor activities, female students prefer more communicative or indoor activities.

Fourth, in the task of dividing roles for the future jobs of elementary, middle and high school students, "long distance business trips" and "essential operations" were mostly assigned to males, while roles including "customer counseling" and "preparation of food, beverages and snacks" were mostly assigned to females. When it comes to the intention of participating in household activities, the gender difference is smaller than the gender difference found in the survey of the division of household activities among adults, but it can be seen that gender role differentiation is already pervasive among elementary school students.

Fifth, when it comes to division of gender roles and intention to participate in household activities, gender differences are less obvious when a school has a more equality-based culture, when the degree of gender egalitarianism is higher, and when the degree of benevolent sexism is lower. In the survey of how gender differences are impacted by parents and teachers in the division of roles, gender differences are less clear when the degree of the father's participation in dietary life-related household activities is higher and when the degree of the mother's participation in the decision-making process of the family is higher. Gender differences are reduced in terms of the division of roles among students if their teachers have completed training on gender equality, whereas gender differences are more obvious in the division of roles if teachers expect male students to pursue a success-oriented career and female students to choose a stability-oriented profession.

The results of this study suggest that in order to do away with young people's stereotypes about gender roles and reduce the inequalities in the division of gender roles, it is necessary to develop a variety of policy-based plans for schools, families and related authorities. Accordingly, this study suggests that it is necessary to develop programs aimed at allowing school-age children to put gender equality into practice and at raising the degree of egalitarianism among them; establish divisions responsible for gender equality policies at the Ministry of Education, Science, and Technology and at local offices of education in order to improve gender equality in elementary, middle, and high schools; expand the assignment of management positions to female teachers; improve gender equality training programs for teachers; and develop gender equality programs and content for parental participation.

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