

Perception of B.Ed. trainee's regarding the gender stereotypes related to domestic behaviour

Dr. Ajay Kumar

Assistant Professor, Department of Teacher Education, Central University of Haryana, Mahendergarh/India
ajayresearchshimla@gmail.com

Abstract: As the gender roles are the socially constructed behaviors and expectation from male and female how to behave in the society. Sometimes, these gender roles become the gender stereotypes which plays an important role to the perception of the people regarding the roles of male and female. These stereotypes are not biological, but formed and maintained by the society. The aim of the present research is to study the perception of male and female B.Ed. trainee's regarding the gender stereotypes related to domestic behavior. For this purpose a questionnaire is developed by the researcher and a sample of one hundred and two trainee's is taken. The result of study showed that, most of the male and female B.Ed. trainee's rejected the various traditional gender stereotypes related to the domestic behaviour. Most of them rejected the stereotypes related to men and women for household work and management and prefer equality for managing the same.

Keywords: Gender Stereotypes, B.Ed. trainees and Domestic Behaviour.

1. INTRODUCTION

There are a lot of stereotypes based on the gender in our society. As we know that, gender stereotypes are the basically formed by the society on the basis of beliefs and expectation related to the roles, responsibilities and behaviors of men and women. These are the perception or assumptions or some beliefs of the people about their characteristic based on their gender. It is harmful for an individual because it inhibits their capacity or ability and just give the chance based on social structure. Sometimes this hampers overall personality, which causes serious problems or mental related disorders. Sandra Bem defines "gender stereotypes as culturally defined expectations about what it means to be masculine or feminine, emphasizing how society shapes gender roles through norms and schemas". According to Alice H. Eagly, gender stereotypes are "shared beliefs about the attributes of men and women." So it is cleared from these above definitions that, these stereotypes are not individual choices, but social expectations about the gender, as how to behave any gender. The stereotypes based on the gender firmly influence the division of household responsibilities such as childcare & elderly care, cleaning, cooking and other management of the house etc. Generally, women are associated with childcare & elderly care, cleaning, cooking and men views as responsibilities related to other external household such as economic support for family etc. According to Parsons (1955), men perform the instrumental role i.e. earning income and external work, while women perform the expressive role i.e. caregiving, emotional support, and household responsibilities. Oakley (1974) stated that housework and domestic responsibilities are socially assigned to women through gender socialization rather than biological differences. From these two definitions we may generalize that, men are basically deals with the external household responsibilities for example earning the income for family and other external works, while as per Oakley, these roles and responsibilities are assigned by society to women and not assigned by biologically to any gender.

However, in the modern society the concept of gender equality is one the burning issue, but still there is still existence of stereotypical beliefs and expectation related to household work in some societies. As the domestic behavior plays an important role in shaping the relationship and identity of the family and structure of society. In a society where there is unequal distribution of the domestic responsibilities, then there is a burden of work on a gender. This unequal work distribution imposes a burden on the one gender and which lays stress, work-family conflict, less career opportunities, emotional imbalance and sometimes causes serious threat to the life. Mandel & Lazarus (2021) in their study concluded that, one of factor for gender inequality and division of unequal distribution of work to women as compared to men is their economic dependency on their men partner. Further, they recommended that, if women will be economically independent, then, it will help to alleviate the inequality related to housework.

2. REVIEW OF THE LITERATURE

Cerrato, J & Cifre, E (2018) conducted a study on “Gender inequality in household chores and work family conflict” and found that, distribution of household responsibilities and experience of work-family interaction between male and female is still shaped by the traditional gender roles decided by the society. Further, it is found that women are more involved in the household chores as compared to the men and there is low participation of their partner in the domestic tasks. However, this unequal participation in household tasks does not lead significantly increase work-place conflict (WFC) for women only but it also affects both the gender in different ways. In addition to this, marital conflicts which arise from the domestic responsibilities is also contributing a higher level of work and family conflict in women. Further, personal participation in household works is not a strong predictor of the work family conflict, but marital conflict related to household work predicts significantly work family conflict and family conflict among the women. Singh, Reenu (2025) investigated in a study that, there is existence of gender stereotypes in household chores and their influence on perceived intellect in the workplace among middle-aged population in Indian metro cities. Researcher used a cross sectional survey design and 54 participants participated in the research to analyze the relationships between time spent on chores, gender roles and other socio-cultural variables. The finding of the study showed that, there was a significant negative correlation between gender and time spent on housework and positive correlation with both time spent on chores and collaboration in household tasks. It means that there is more involvement of the women as men in household tasks. Further, there is less impact of gender stereotypes in immediate family, however, in other side cultural exposure and religious weaker associations. Study showed that, there is still existence of the gender stereotypes related to the domestic labor as well as in workplace landscape, which suggested there is a need of society efforts to promote more equitable household dynamics.

Omojemite et al.(2024) in a study found that, there is widespread presence of gender stereotypes and social norms which leads to sustain the inequality and discrimination. Apart from this, they examined the educational implications of the different theories based on the feminist, critical and social psychology within the province of educational practices in South Africa. Further the study proposed the different strategies related to development of the curriculum, training of teachers, practices related to the pedagogy, policies related to the school and engagement of the community which aimed at challenging stereotypes based on gender, encouragement of critical thinking and creation of the inclusive learning environments. The study concluded that, gender stereotyping and social norms in a society plays an important role in shaping the social behavior, educational opportunities and power relations. These stereotypes and social norms chiefly reinforces the inequality in gender, discrimination and rigidity in gender roles so that, it hampers or limits the potentials of the individuals particularly the women and marginalized groups. Further the researcher integrates the feminist, critical and social psychology theories and found through the review that, how gender norms are socially constructed and maintained with the help of the practices based on culture, by the institutions and interpersonal interactions. It is further stated by the research that, it is the biggest responsibility of the educational institutions in challenging the stereotypes and promoting the inclusive and equitable learning environments. Overall the study of the review gave more emphasis on the need of collective, interdisciplinary and continuous social transformation to create such a society which is free from the gender based discrimination and inequality. Ubaid Shireen (2025) conducted a study on “Exploring The Stereotypical Gender Roles In Household Chores: Comparing Poem By Prathibha Nandakumar And Woman Work By Maya Angelou” and found that, gender roles based on the typical stereotypes in household chores still reinforces the unequal distribution of work upon the women across the different cultures and societies. As the researcher compares the work of Prathibha Nandakumar and Maya Angelou and in this comparative analysis found that, women have to work as a unpaid labour in the home and suppresses their other abilities and aspirations. However, both of the poets portrays the women not as weak or helpless, but explore them as courageous, resilient and capable to compete with the social oppression and patriarchal expectations. By these statements, poets tries to encourage readers to think critically and question on presumed social norms and cultural practices, that, reinforces the gender inequality. Particularly these poems have raised the questions on behavior of male dominance over the period of the time which basically oppressed the women. Overall the research emphasizes on the pertinence of the feminist theory in literature and poems not only condemn the male dominance and gender inequality, but also promote equality, freedom and to give right to women to debar the socially imposed limitation.

3. OBJECTIVES OF THE STUDY

1. To study the perception of male B.Ed. trainee’s regarding the gender stereotypes based on domestic behaviour.
2. To study the perception of female B.Ed. trainee’s regarding the gender stereotypes based on domestic behaviour.

3.1 DELIMITATION

1. The study is delimited only to the B.Ed. trainee’s of Central University of Haryana, Mahendergarh.

2. The study is restricted only to the stereotypes related to the domestic behavior only.

3.2 SAMPLE

For the present study, a total of sample of one hundred and two B.Ed. trainees are taken from the Department of Teacher Education, Central University of Haryana, Mahendergarh through the random sampling.

3.3 TOOL USED

Keeping in view the nature of the study a questionnaire for the B.Ed. trainee's is developed by the researcher.

3.4 STATISTICAL TECHNIQUE

In present study percentage analysis is used to analyze the raw data.

4. RESULT AND INTERPRETATION

The perception of the B.Ed. trainee's regarding the gender stereotypes based on domestic behaviour is given in table 1.1:

Table 1.1
Perception of B.Ed. trainee's regarding Gender Stereotypes based on Domestic Behaviour

Sr. No.	Content	Male				Female			
		Yes	%age	No	%age	Yes	%age	No	%age
1.	Cooking and childcare are considered as the primary responsibility of women	19	37.25	32	62.75	17	34.00	33	66.00
2.	Men are often expected to take on fewer household chore such as cooking, cleaning and childcare as comparison to women	31	60.87	20	39.13	27	54.00	23	46.00
3.	Women only are responsible for sweeping, washing dishes and laundry	22	43.14	29	56.86	23	46.00	27	54.00

From the table 1.1, it may be noted, that, 62.75 percent of male and 66.00 percent of female disagree with the statement, that household management i.e. cooking, cleaning and childcare are the primary responsibility of women only. However, still 37.25 percent of male and 34.00 percent of female accepted for the same. Further, it may be said from the table 1.1 that, 60.87 percent of male and 54.00 percent of female accepted the statement that, men are often expected to take on fewer household chore such as cooking, cleaning and childcare as comparison to women, while 39.13 percent of male and 46.00 percent of female rejected the statement. Apart from this, 56.86 percent of male and 54.00 percent of female disagreed with the statement that, women only are responsible for household work management such as sweeping, washing dishes and laundry, while 43.14 percent of male and 46.00 percent of female still accepted the responsibility.

From the above discussion, it may be said that:

1. Both gender challenged traditional roles or stereotypes and denied to the idea related to the primary role of the responsibility such as household management i.e. cooking and childcare is considered as the primary responsibility of women.
2. More than the half of the respondent are agreed that, still, men are often expected to take on fewer household chore such as cooking, cleaning and childcare as comparison to women.
3. Most of the respondents disagreed with the statement that, women only are responsible for household work management such as sweeping, washing dishes and laundry, while a considerable proportion of respondents agreed with this belief.

Table 1.2
Perception of B.Ed. trainee's regarding Gender Stereotypes based on Domestic Behaviour

Sr. No.	Content	Male				Female			
		Yes	%age	No	%age	Yes	%age	No	%age
1.	Generally men are considered better for outdoor or physically demanding household tasks, such as repairs, purchasing	19	37.25	32	62.75	25	50.00	25	50.00

	large items, and taking out the waste material.								
2.	In most of the families, men are often viewed as the final authority in major decisions, in case of spending money and making family plans.	36	70.58	15	29.42	22	44.00	18	56.00
3.	Women should obey their husband or future husband and family elders in family matters in case of spending money and making family plans	21	41.17	30	58.83	17	34.00	33	66.00

From the table 1.2, it may be concluded that, 62.75 percent of male rejected the stereotype that, “Generally men are considered better for outdoor or physically demanding household tasks, such as repairs, purchasing large items, and taking out the waste material”, while 37.25 percent of male still accepted this stereotype. Apart from this, half of female respondents accepted, while others rejected the same. It is cleared from the table 1.2 that, 70.58 percent of male and 44.00 percent of female accepted that, “In most of the families, men are often viewed as the final authority in major decisions, in case of spending money and making family plans”, while 29.42 percent of male and 56.00 percent of female rejected this notion. 66.00 percent of women and 58.83 percent of men rejected the stereotype “Women should obey their husband or future husband and family elders in family matters in case of spending money and making family plans”, while 34.00 percent of female and 41.17 percent of male accepted the notion.

From the above discussion, it may be noted that,

1. B.Ed trainees accepted that, financial related matter in families are managed by the men. Apart from this, B.Ed. more than half male candidate and half of female accepted that, men are better in external or physical works such as repairs, dispose of waste material and purchasing large items.
2. There is still high agreement among the male trainee’s to support traditional dominance of men in decision making in household and financial matters, while majority of female trainee’s rejected this belief and supports for shared decision making and gender equality.

Table 1.3

Perception of B.Ed. trainee’s regarding Gender Stereotypes based on Domestic Behaviour

Sr. No.	Content	Male				Female			
		Yes	%age	No	%age	Yes	%age	No	%age
1.	Men are often encouraged to focus on financial provision or earning rather than the other household duties	36	70.59	15	29.41	23	46.00	27	56.00
2.	It is believed that, women have the natural better quality to manage the household responsibilities such cooking, cleaning and maintaining cleanliness	32	62.74	19	37.26	28	56.00	22	44.00
3.	Women is expected to manage household duties even if she is employed.	7	13.72	44	86.28	6	12.00	44	88.00
4.	Assisting in kitchen-work and childcare is not the responsibility of the boys, because they are not good naturally in the kitchen-work and childcare	9	17.64	42	82.36	6	12.00	44	88.00

It is cleared from the table 1.3, 70.59 percent of men and 46.00 percent of women satisfied with the statement, “Men are often encouraged to focus on financial provision or earning rather than the other household duties”, while 29.41 percent of male and 56.00 percent of female rejected the statement. Apart from this, it be concluded that, 62.74 percent of male and 56.00 percent of male accepted that, women have the natural better quality to manage the household responsibilities such cooking, cleaning and maintaining cleanliness, while 37.26 percent of male and 44.00 percent of female rejected this conception. Further, it may be said from table 1.3 that, 12.71 percent of male and 12.00 percent of female accepted that, “Women is expected to manage household duties even if she is employed”, while 86.28 percent of male and 88.00 percent of female have no believe on this conception. In addition to this, 17.64 percent of male and 12.00 percent of male accepted that, assisting in kitchen-work and childcare is not the responsibility of the boys, because they are not good naturally in the kitchen-work and childcare, while 82.36 percent of male and 88.00 percent of female rejected this conception.

From the above discussion it may be concluded that,

1. More than half of the male B.Ed. trainees accepted that, men are often encouraged to focus on financial provision or earning rather than the other household duties and more than half female B.Ed. trainee’s rejected the same. Majority of male and female trainees accepted that, female trainees have natural better quality to manage the household responsibilities.
2. Majority of the male and female B.Ed. trainee’s rejected the concept that, women is expected to manage household duties even if she is employed. It means that, they are challenging the traditional roles and assumptions based on the gender and it is the equal responsibility of the both gender.
3. Most of the male and female B.Ed. trainees accepted that, it is the responsibility of both gender to assist in kitchen work and childcare to each other. In addition to this, they accepted that, this responsibility i.e. childcare and kitchen work is not hereditary or naturally, it may be learned from time to time.

5. CONCLUSION

From this analysis and interpretation it may be concluded that,

1. Male and female B.Ed. trainee’s rejected the presumption and stereotypes related to household work and domestic behavior. Further, they explored that, childcare and household responsibilities are not merely responsibilities of women, but it is also the responsibility of male also. More than half of male and female trainee’s accepted that, men are generally expected to perform less household work than women which shows that, still there is persistence of traditional gender expectations from the society related to household work. However both the gender rejected the traditional roles of women such as to perform the duties of sweeping, washing dishes and laundry is only the work of women.
2. Majority of the male trainee’s rejected the stereotype related to the outdoor household tasks and division of the labour. In case of female trainees, it is observed that, half of them supports the labour division, which shows that, traditional beliefs related to labour division still moderately strong among the women, which may be due to the social conditioning and cultural expectations. Apart from this, both of the gender challenged the stereotype that women should spend the money with the consultation of men.
3. Most of male and female accepted that, men are encouraged to focus on earn and financial provision rather than the household responsibilities. Majority of the male and female accepted that, women have natural capacities to manage the household work. Apart from this, childcare and kitchen work responsibilities are the not related only to women, but both of the gender. In addition to this, it is the responsibility of the both gender to manage the household work even if both male and female are employed.

6. SUGGESTIONS FOR FURTHER STUDY

1. The present study is restricted only to the B.Ed. trainee’s of Department of Teacher Education, Central University of Haryana, Mahendergarh. It May be extended to the other departments of University.
2. The study may also be extended to on a large scale. It must be included teaching and non-teaching faculty, people of urban and rural areas of Mahendergarh and in different age groups.

Bibliography

1. Cerrato, Javier & Cifre, Eva.(2018). Gender Inequality in household chores and work family conflicts. *Frontiers in Psychology*, 9, 1-11.
2. Cohen, D., Sherblom, J., & Wilson, S. (2016). The Culture of Gender: Exploring the Dimensions of Gender Roles and Their Impact on the Workplace. *Journal of Workplace Behavior*, 12, 14-32.
3. Coltrane, S. (2000). Research on Household Labor: Modeling and Measuring the Social Embeddedness of Routine Family Work. *Journal of Marriage and Family*, 62, 1208-1233. Retrieved from <https://doi.org/10.1111/j.1741-3737.2000.01208> on dated 23/03/2026.
4. Craig, L., & Mullan, K. (2011). The Persistence of the Gendered Division of Domestic Labour. *Journal of Sociology*, 47, 215-230.
5. Cunningham, M. (2001). Parental Influences on the Gendered Division of Housework. *American Sociological Review*, 66, 184-203. Retrieved from <https://doi.org/10.1177/000312240106600202> on dated 11/04/2026.
6. Grembi, V., Rosso, A., & Barili, E. (2024). Domestic violence perception and gender stereotypes. *Empirical Economics*.
7. Kang, J., & Jang, S. (2020). Effects of Women's Work-Family Multiple Role and Role Combination on Depressive Symptoms in Korea. *International Journal of Environmental Research and Public Health*, 17, 1-12. Retrieved from <https://doi.org/10.3390/ijerph17041249> on dated 12/02/2026.
8. Leon, C. M., & Aizpurua, E. (2023). Gender stereotyping and acceptance of gender-based violence among youth. *International Journal of Environmental Research and Public Health*, 20 (3), 2439.
9. Oakley, A. (1974). *The Sociology of Housework*. New York: Pantheon Books.
10. Omojemite Matthew Damilola, Cisse Elphina Nomabandla and Zibongiwe Mpongwana.2024. Gender Stereotyping and Social Norms: Exploring Theoretical Perspectives and Educational Implications. *Research in Social Science and Technology*, 9 (3),77-92.
11. Singh, R. (2024). Gender stereotypes: Analyzing household chores and workplace perceptions among middle-aged and young adults in India. *Research Gate Publication*.
12. Singh, Reenu. (2025). Gender stereotypes: Analyzing Household Chores and Workplace Perceptions among Middle-aged and Young Adults in India, *Open Journal of Social Sciences*, 13 (4). 196-210.
13. Tan, C. (2022). Using Technology to Reduce Women's Domestic Labour Burdens. University of Melbourne.
14. Ubaid, Shireen.(2025).Exploring The Stereotypical Gender Roles In Household Chores: Comparing Poem By Prathibha Nandakumar And Woman Work By Maya Angelou. *International Journal of Creative Research Thoughts (IJCRT)*,13 (5), 280-290.
15. UN Women. (2020). *Gender stereotypes and their impact on women's empowerment*. Retrieved from <https://www.unwomen.org> on dated 12/03/2026.
16. UNESCO. (2021). *Gender Equality and Shared Domestic Responsibilities*. Paris: UNESCO Publishing.