

Causes, Consequences and Solutions of Gender Bias

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Abstract. The gender inequity caused by universal gender regulation and prejudice will lead to the harm of gender dignity and gender stereotype. This kind of social discrimination caused by gender bias is related to the subject's lack of universal recognition. Social discrimination can lead to negative emotional experience, thus limiting the individual's independent development. The school field, which bears the important function of individual socialization, currently has gender prejudice, such as gender dignity injury and gender stereotype, which will seriously hinder the comprehensive development of men and women. Real gender justice education should start by acknowledging and embracing gender differences and engaging in dialogue to dispel sexism.

Keywords: Gender bias, gender regulation, gender equity, gender dignity, admit.

1. Universal Gender Regulation and Bias

Social constructivism holds that gender is the biological gender difference endowed by culture. There are innate differences between the genders, but they can also be learned. Although there is no distinction between genders, the norms that reinforce gender concept in real society are often pervasive in people's Daily lives. Durkheim emphasized in particular the influence of this social coercive force. This coercive force, is either realized directly by coercing the individual, or by the communication force within the group. And compulsion through the communication force of a group is sometimes easy to enforce. [1] Sexual dominance is typically expressed as a series of "rules", such as adults telling boys or girls what to do and what their gender roles should be. These "provisions" are generally considered to be biologically determined and in conformity with social development and moral requirements. Most people have also formed the stereotype that they should conform to and accept the gender as defined by the society. As girls are often told: "be careful! Don't hurt yourself "" be clean, don't dirty yourself" ". The boys are told: "the boy should be brave, strong" "a man do not easily shed tears!" Boys will be recognized for being strong, independent and brave, and will be encouraged to engage in competitive activities. This sexual domination is actually akin to a symbolic violence imposed on the individual. Bourdieu pointed out that this sexual dominance is a kind of imprisonment that occurs through the body. This kind of imprisonment is essentially a socialization process, which will gradually lead to the somatization of the sexual dominance relationship, which is realized through two process of action: firstly, it is realized through the social construction of the concept of physiological sex. The second is through the indoctrination of a physicality, which constitutes a veritable body politics. [2] This external regulation of the body extends to the control of the mind and thought. Over time, this indoctrinated fixed thinking and inexplicable prejudice will be filled with the corner of life. In this way, individuals will be confined to a single gender social norm. Although such a single gender role theory is not necessarily correct, it is deeply rooted in everyone's mind. Otherwise, if the individual is inconsistent with the traditional role requirements, the individual will be regarded as an alternative and will be discriminated and ostracized by the society.

In addition, even if individuals are consistent with the gender roles required by social norms, gender growth and development can also be treated unequally. Both sexes are also subject to the norms of universal gender prejudice, and both sexes are subject to discipline and restriction in the society. Such traditional gender prejudice not only restricts the development of women, but also brings excessive pressure on men both physically and mentally. Even now, many people begin to pay attention to the cultivation of individual male and female characteristics at the same time, such as the popular "female man" and so on. Miguel has pointed out that human traits, both feminine and masculine, that are given cultural significance have their own value. [3] Therefore, gender issues are

not just a female issue or a male issue. They deserve and need us to accept and acknowledge their differences and their intrinsic values.

The influence of universal gender regulation on individuals will also be realized through the communication force within groups, such as through social institutions and other groups. Social institutions have the function of publicizing, maintaining and disseminating gender cultural concepts, and they often maintain the old traditional regulations. If the individuals violate this social "contract", they will be despised and will not be recognized by the society or others. The word contempt comes from the interdependence between individualization and recognition that Hegel and Meade have revealed. The normative self-image of each individual as Meade called the "me-self" depends on the possibility of sustained support from others, so "the experience of contempt exposes the individual to a danger of injury that may bring the whole identity to the brink of collapse." [4] If the individual is often excluded from his or her due rights, the individual will be given a hint that he or she is not given the same level of rights and responsibilities as other members of society, which will lead to negative emotional experiences. Objectively speaking, male and female are equally divided in terms of value, status and rank. There is no difference. However, due to differences in heredity, sexual orientation, race, culture and experience, there will be huge gender differences among individuals. Such gender differences should not be belittled or discriminated, but should be recognized by society.

2. Gender Bias in School Field

As one of the social systems, school bears the function of individual socialization. For individuals to be generally recognized, school education justice must first be done. If there is obvious gender bias or exclusion in education, it will definitely affect the growth and development of students. However, in reality, the problem of gender bias will occur in a variety of formal or informal ways in school education, such as curriculum setting and implementation in school, organization of extracurricular activities and other aspects, which will affect students' gender attitude. Moreover, the influence of the hidden curriculum in education may be even greater, which is invisible, hidden and subtle. Through this hidden education approach, gender role awareness is gradually instilled, internalized and even strengthened.

2.1 Gender Dignity Injury

Dignity is an inherent right of human beings and gender dignity is one of the rights. Professor Gao desheng pointed out that human dignity has universal and acquired sexual dignity. From a group perspective, it is universal dignity to receive equal treatment on the gender aspect, and everyone will have an innate gender dignity, that is, no matter what our gender is, we all have the same sense of equal intrinsic value. From the perspective of individual, the individual has a need for equal access to dignity, because the values of the sexes are equal, and both deserve equal respect. However, in daily life or people's inherent traditional concepts, men and women are not equal. Although feminists have been calling for gender equality, they have produced good results. But from the perspective of the whole society, there are still many phenomena that are harmful to gender equality in school education. When individuals do not act according to gender roles regulated or required by society, they will be discriminated, and they will feel that their cherished values are threatened and their dignity violated. This is a kind of gender dignity injury. Gender dignity always affects the growth and development of individuals. On the contrary, if individuals are respected, their intrinsic sense of value as members of society can be consolidated.

The injury of school gender dignity is reflected in many aspects, especially language. A study conducted by Hall and Sandler drew attention to the verbal and non-verbal communication of teachers, and they pointed out that in the communication between teachers and students, boys were more recognized and encouraged than girls. To a certain extent, teachers' verbal and non-verbal communication behaviours will despise and disparage girls. For example, teachers are more likely to spend time discussing problems with boys. Girls' contributions are more likely to be ignored or disregarded by teachers. Teachers often pick up on boys' words or encourage them to comment. [5]Of

course, different teachers have different gender bias tendency, and the development trajectory of boys and girls will be different accordingly. For example, the classroom atmosphere they create or the learning model they form may suit one gender but not the other. Even gender dignity injuries in school education can weaken a person's self-esteem and potentially destroy a person's basic confidence. In the course observation of primary school, the author found that teachers asked more questions of girls in class, especially in reading. Girls read loudly and with emotion, and often won praise and recognition from teachers. Teachers tended to be dismissive or sarcastic towards boys who are mischievous and unwilling to accept norms, which is actually a kind of derogation. Any tendency towards gender bias will harm the development of both sexes. In conclusion, the teachers' unintentionally contemptuous attitude towards students' gender will lead to the loss of students' self-esteem.

2.2 Gender Stereotype

There are gender stereotypes in school education, which is a gender discourse or knowledge system under cultural compulsion. For example, some teachers will trust boys more, think boys are more reliable, and will give boys some powerful or challenging things to do. As educators, we must always examine how these gendered knowledges permeates school life practices, such as the school's work and rest system, language types, etiquette and rituals, and other rigid behavioral norms. In particular, today's school environment, textbooks, and classroom interactions are often filled with gender stereotypes. For example, in classroom teaching, the interaction between teachers and students is often presented as a kind of "differential interaction". Teachers' guidance for students of different genders will be different, and different expectations and incentives hidden in it will lead to different preferences or concerns for students of different genders. Gender stereotypes have a psychological effect on students. Cultural psychology points out that "a school's cultural position cannot be neutral. What the school teaches, what thinking mode is cultivated to the student, the way of speech recording, and the way that the school is placed in the cultural context are inseparable. [6] Different classroom experiences can have a huge implication for the development of male and female students. If an individual is arbitrarily denied the rights he or she should enjoy, these experiences of being despised or excluded will be accompanied by negative emotions. These negative emotions are deep in the heart, and over time, serious psychological cracks will appear within the personality, and eventually form a series of negative psychological symptoms. Finally, for the negative effects, mild patients may be indifferent and self-abased. Severe patients may retaliate against those around them. This is the inevitable result of gender stereotypes.

In addition, female teachers account for the majority of teachers in some schools, while female teachers generally prefer clever and obedient girls. In this way, the gender stereotype of teachers themselves will affect the support given to male and female students. He chunrui mentioned that our education has always been doing gender stereotype positioning, and teachers who grew up in such education system may have a hard time growing "gender-conscious eyes" to see the importance of gender education. [7] The gender preference of teachers will lead to the unfair treatment of gender, and students will feel that they have a kind of experience of social depreciation, which will especially lead to the loss of self-value, namely the loss of unique existence of paying attention to themselves as abilities and characteristics, which is also a loss of self-accomplishment. For example, a boy or girl who is often reminded or satirized by the teacher may feel that he or she is a loser, because the "problematic behaviour" that the teacher communicates to him or her will affect his or her original confidence, which will eventually lead to rejection of the teacher and learning, and then rejection of the school. On the other hand, in order to eliminate the prejudice of teachers in the process of education, in order to meet the requirements of teachers, students can only conform to their behaviours according to the information or standards conveyed by teachers, just like controlling themselves through a mirror image to narrow the gap between self-mirror image and ideal standard. Students will always "supervise" their behaviour, suppress their personality, and pay attention to the gap between behaviour and norms. In fact, the hidden function of hegemony is the invisible social control. It is through such methods that individuals' "discipline" their own behaviours, willingly

accept the "violence" of behavioural norms, and at the same time dim their original diverse selves, which is exactly contrary to the free and personalized development tenet of students.

3. Gender Justice Education Recognizing Differences

Since gender inequality in education has an unimaginably negative impact on the development of entire groups of men and women, a gender justice education needs to be implemented. Gender justice education is not about erasing or eliminating gender differences, but about affirming that every student, male or female, should have the right to be respected and equal in development. In "the rib of eve", Bohr pointed out that "the special survival ability of human beings is mainly based on the fact that men and women share a huge variety of abilities, which enables human beings to adapt to various living conditions. The overlap of men's and women's abilities is also an important advantage, as they complement each other in many ways as needed. [8] Since differences cannot be eliminated, we should recognize and accept them. As an educator, he should have the eyes of "gender awareness" when delivering to students the behaviours and values expected by male and female students in the society, and create an equal education environment without sexual domination or prejudice.

3.1 Acknowledge and Accept Gender Differences

Since gender domination and prejudice are the result of the long-term interaction of all aspects of society, to change this situation, we should start with cognitive liberation and change people's concept. In the education area of schools, we should pay attention to gender differences and give acceptance and respect to children of different genders. The physical and social gender differences between men and women need not only protection but also creative development. As a social activity, education should transmit the values, excellent qualities and abilities contained in both genders to boys and girls, and at the same time encourage their own free choice and creative development.

According to Nussbaum, gender is a non-basic dimension of human nature, and gender is only a form of social shaping. Without the approval of others, the individual's gender dignity loses its legitimate premise of existence. The development of individuals needs to be acknowledged and recognized by each other as they are equal to each other. Meaningful recognition for an individual is associated with the sense of accomplishment. Therefore, on the issues of "who is good at developing logic, innovative thinking, who is good at learning science and liberal arts, and who should be engaged in creative work", the school should create conditions to make everyone feel a sense of accomplishment in action. Otherwise, the mere recognition of one another's equality by slogan can only be called an empty gesture, or a false ritual affirming a weak position. Perhaps the best way to avoid gender stereotypes is to recognize the person as an independent individual, rather than just notice his gender differences. Schools should avoid explicit or implicit social recognition and relevant social exclusion at different stages, and recognize and value gender differences without binding them. For example, schools can guide both male and female students to respect, learn and develop another gender by supporting them to recognize and accept their own gender, advocating giving boys and girls equally challenging tasks, and they can prove their strength by competing with each other. Recognition of the unique value of each gender, recognition of its equal rights to obtain in education is very important, and it also affirms the autonomy of both sexes as development subjects. Gender dignity is equal to everyone, regardless of the differences in status, intelligence, etc., and the individual itself should be respected as the subject, which is the fundamental condition of individual self-development. Therefore, to achieve gender justice, it is necessary to give individuals full freedom of choice, create gender relations and gender culture without value judgment, and truly provide the soil for achieving gender equality.

3.2 Create a Space for Easy Conversation

To achieve gender justice, we should oppose the hegemony of uniform and compulsory social discourse, recognize others and carry out dialogue and communication to achieve gender justice in the education process. This requires teachers to reflect on themselves, have an introspective sense of

criticism, reflect on various gender stereotyped discourses that may exist in daily life, reflect on whether their thinking habits are reasonable, and reflect on their role in the process of gender justice education. In addition, in the process of socialization, the gender bias in the society will also infect students. Therefore, peer communication may lead to prejudice and discrimination. For example, on the sports field, boys would regard the presence of girls as environmental pollution and would not give a damn about girls. Boys will regard it as shameful to work or play with girls and keep some distance. This is a gender bias often held between male and female students. Therefore, teachers should pay close attention to whether the class environment or atmosphere is equal and whether there is gender discrimination in the class. Teachers should give students more democratic and equal rights in the class, so that the class can form a supportive atmosphere, so that both male and female students dare to express their aspirations. Because once the gender discrimination occurs, it will certainly affect the student's self-esteem. On the contrary, if male and female students are given equal rights to participate in the management of class, they can find the existing problems and correct them in time through regular communication with each other. The same is true in classroom teaching. The ideal classroom teaching should take into account the different learning styles of boys and girls and combine them organically, so that all students can participate in various learning activities with ease and comfort, which is also the result of mutual recognition. Of course, dialogue and communication are very important in this process. Teachers should guide students to communicate about gender equality frequently. For example, teachers should often have face-to-face conversations with students in class to discuss "discrimination", discuss the connotation of "discrimination", discuss how discrimination occurs in the classroom, playground and sports, and try to change the possible discrimination between each other, and try to recognize others as much as possible. With such free space and safe space, male and female students will change some of their original prejudices and ideas, and generate real experience of gender equality, so that they can get along with each other equally.

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