



Survey conducted with elementary school students on their perceptions regarding the concept of gender

Pesquisa realizada com alunos do ensino fundamental sobre suas percepções em relação ao conceito de gênero

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ABSTRACT

Currently, it is perceived that the debates involving Gender have divided opinions, in any social instance. In relation to education, according to the PCN's and the LDB in its Art.3 § IV this debate is seen as a commitment, through the content Sexual Orientation .The construction of what it is to belong to one sex or another, is given by the differentiated treatment for boys or girls, including expressions directly linked to sexuality and by socially established standards. Education must fulfill one of the objectives that is to lead students to participate in bodily activities, establishing balanced and constructive relationships with others, recognizing and respecting physical characteristics of themselves and others, without discriminating by personal, physical, sexual or social characteristics. In view of this, the purpose of this work is to ascertain how much students are influenced by cultural concepts that establish what is appropriate in relation to gender and whether they act in accordance with them. This is a quantitative-qualitative research, through the application of a questionnaire to students from the seventh to the ninth years of public schools in the City of Cláudio, from April to June 2022. The results indicate that this theme has to be further discussed and deepened in all educational segments.

Keywords: Education, Gender, Relationship, Students.

1 INTRODUCTION

The debates held in recent times in various instances of society involving Gender have divided opinions. However, in the school environment the debates begin, or should begin, through the Sexual Orientation content, understood as "(...) pedagogical intervention process that aims to transmit information and problematize issues related to sexuality, including postures, beliefs, taboos and values associated with it" (BRASIL, 2011, p. 34). Also, it is necessary that education complies with the deliberations of the Law of Guidelines and Bases of Education (LDB - Law 9.394/96), which states in its Art.3 § IV, that "Teaching will be taught based (...) on respect for freedom and appreciation of tolerance" - always being against all kinds of discrimination and prejudice.



The debate on Gender as a commitment of Education, is provided for in the PCN's (National Curriculum Parameters), which define themselves as "(...) quality reference for Education in Elementary School throughout the country". (BRASIL, 2001, p. 45), and are included in the proposals for discussion in the classroom, inserting themselves in contents whose themes deal with human development, such as "(...) Ethics, Environment, Cultural Plurality, Health and Sexual Orientation." (BRASIL, 2011, p. 29) - proposing that this approach be done in a "(...) non-directive way". (BRASIL 2001, p.121), from the Transversality, which, given "(...) the complexity [inherent in each of these subjects] makes none of the areas, alone, is sufficient to address them". (BRASIL, 2011, p. 36). Thus, discussing Gender Relations in the classroom aims to "(...) questioning rigidly established roles for men and women, valuing each one and making these roles more flexible". (BRASIL 2001, p. 35).

In addition, School Sex Education, treated as Sexual Orientation in the PCN's, aims to "(...) promote reflections and discussions of technicians, teachers, pedagogical teams, as well as with parents and guardians in order to systematize pedagogical action in the development of students, taking into account the moral principles of each of those involved and also respecting Human Rights" (BRASIL 2001, p. 107).

Addressing this topic in the final years of elementary school is important because students who are part of the 4th Cycle, which comprises the 7th, 8th and 9th Years, are in the age group of 12 to 15 years, and therefore in the puberty phase, when physical changes occur (...) [which] include hormonal changes [when] (...) students also already bring more controversial issues in sexuality, [and] already have the need to reflect on topics such as abortion, virginity, homosexuality, pornography and prostitution....) students also already bring more controversial issues in sexuality, [and] already have the need and better conditions to reflect on topics such as abortion, virginity, homosexuality, pornography, prostitution and others (BRASIL, 2001, p. 118-129). Thus, the present work intends to address gender relations, seeking to assess the level of perception of students in the face of the diversity that makes up society and the school.

2 METHODOLOGY

For the realization of this work, a quantitative-qualitative research was chosen, due to the need to count data and because it involves the perception of people about the importance of the research subject. Thus, a multiple-choice questionnaire was prepared with four questions related to the theme applied in the months of April to June 2022, in



public, municipal and state schools in the city of Cláudio, Minas Gerais, in students of the 7th, 8th and 9th years, in order to verify their perception about the theme. All legal and ethical parameters were duly respected CAAE: 15374419.5.0000.5115.

3 RESULTS AND DISCUSSION

The study sample included 470 students of both sexes from the 7th, 8th and 9th grades of public elementary school. In each classroom, 30 students were selected, 15 male and 15 female, and the choice was random. Each student would only participate if they really wanted to and had delivered all documentation already made available. The questions in the questionnaire aimed to ascertain the level of perception of the students surveyed about the theme of this work and what they thought about it. The results were analyzed by adding boys and girls separately, without taking into account the grades to which they belonged.

According to the results regarding the first question [What do you understand by gender?], 86% (169) of boys and 48% (102) of girls answered that gender is about biological sex. Another 25% (35) of boys and 27% (37) of girls associate gender with sexual orientation. And another 37% (51) of boys and 34% (47) of girls associated gender with social standards imposed based on biological sex - this being the ideal option.

In the next question [Are activities that you consider suitable only for men], only 0.5% (01) of the boys and 02% (03) of the girls thought that cooking, washing, ironing and taking care of aesthetics are activities suitable only for men; none of the boys and 1.5% (02) of the girls said that cooking, ironing and flying airplanes are activities suitable only for men. Also, 18% (25) of the boys and none of the girls answered that flying airplanes, leading large companies and playing soccer are activities only for men. And 82% (172) of boys and 92% (196) of girls answered that men and women can do any of the activities listed in the question.

In the third question [Are activities that you consider suitable only for women, in a school environment], 01% (02) of boys and 02% (04) of girls agree that volleyball, soccer, pilates are activities only for women; while 15% (21) of boys and 04% (06) of girls think it is volleyball, pilates and shuttlecock. Still, 01% (02) of the boys and none of the girls, said that soccer, boxing and pilates are activities only for girls while 79% (208) of the boys and 91% (195) girls opined that men and women can do any of these activities, but that some rules should be adapted in relation to sports, because girls are more fragile.



In the last question [Projects on gender should be...], 43% (59) of boys and 56% (77) of girls said that these projects should be for everyone; 18% (25) of boys and 05% (07) of girls said that it has to be at a different time, 10% (14) of boys and 0.5% (01) of girls agreed that it should not be addressed, and finally, 27% (37) of boys and 36% (49) of girls agreed that they should be for everyone, but with rules adapted by the students themselves to favor open dialogue.

According to the data obtained, a significant percentage of students do not realize what the term gender actually means, and the difference in perception between boys and girls is minimal. However, this is not enough of a problem, taking into account that in the subsequent responses, most students demonstrated a very libertarian stance by admitting that men and women can do any activities (proposal that underlies questions No. 02 and No. 03), which suggests that they should have a more flexible stance towards the cultural patterns that determine sexual roles. And in question No. 04, it was evident that they understand the need for projects on such an approach, which suggests that they have some notion of equity, enabling the participation of both sexes, this being an opportunity that the teacher has to "(...) be pluralistic and democratic [creating] more favorable conditions for clarification and information". (BRASIL, 2001, p. 130).

To students who still ignore the terminologies inherent to sexuality, it is suggested that there is planning on the part of the teachers who work in the schools surveyed, through the exposure of the contents inherent to sexuality, working them in the character of interdisciplinarity and transversality, which are the most indicated to deal with such themes.

4 CONCLUSION

In a democratic society, characterized by freedom of thought, and home to individuals from different cultures, behaviors and beliefs, it is natural that there are disagreements on various issues. However, in the face of the violence that emerges from ignorance and social inequalities, the school is called to exercise its magisterium in favor of life, working for diversity at all levels, awakening in students the ability to question the social models in which they are inserted, fostering the autonomy that allows them to transform their reality through the perception of their own potentialities and capacities.

Interdisciplinary projects addressing issues related to gender and sexuality become tools of humanizing potential, which proposes, through its five pillars, that the promotion of a better world is only possible through Collective Construction, which



requires the inclusion of all and respect for diversity; a world whose basis is based on integral education leading subjects towards autonomy - key to a life of continuous growth, learning and citizenship.



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