

Explaining the social factors affecting Gendering in the youth of Ardabil city with the approach of structural equation modeling

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Abstract

Gender is the strongest and most important social division. According to feminists, gender is an important social classification like social class, race or religion. Just as socialists use "class politics" in their doctrine, feminists present the theory of "sexual politics". According to feminists, "sexism" is considered as a form of oppression, which is similar to "racism". The aim of the current research was to explain the social factors affecting gender identity in the youth of Ardabil city with the approach of structural equation modeling. The current research is a quantitative research based on the type of data collected. The strategy used in this research is survey. The statistical population of this research consists of young people aged 18-30 living in Ardabil city. A simple random cluster sampling method has been used for sampling, which includes 40 researcher-made questions with a Likert scale. Data analysis was done using SPSS and Lisrel software with structural equation tests.

The results of the research findings indicate that all the relationships between the research constructs are established and also the value of the fit indices shows the appropriate fit of the model. According to the results of this model, according to the order of the factors (education in the family system with a factor load of 0.59; gender stereotypes and norms 0.57; social acceptance of gender 0.52; teachings of the educational system 0.47; society structure 0.44 and stereotyped gender beliefs (0.42) have an effect on gender identity among the youth of Ardabil city. The factor of upbringing in the family system has the highest influence and the factor of stereotyped gender beliefs is the lowest.

Keywords: Social factors, Gendering, youth, Ardabil.

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1. Introduction

Gender inequality is a social reality at any time of human history, any behavior, language, politics or other actions that show the fixed, comprehensive and institutionalized view of society members towards women as inferior beings, means It is gender inequality (Garossi, 2004: 10). After raising the issue of class, racial, ethnic and other social inequalities in western societies and then other societies, the public mind noticed the inequalities resulting from gender differences. Although this problem was raised in different ways in different societies, the common factor in all of them was the growth of awareness of the society's people towards differences and then gender inequalities in different areas of daily life (Naqibzadeh and Astwar, 2011).

Jean et al. (2004), in a study entitled *Social and Cultural Influences on Youth Sexual Development*, emerging evidence shows that the mechanisms that create health (or problems of individuals) at the population level exist at the population level. and behavioral patterns in society, family, colleagues and broader social contexts seem to be two central processes in order to show their sexual characteristics and the findings from this qualitative study have been added to previous sociological and feminist researches that show Given how traditional it is. Approaches to understanding youth sexual behavior tend to ignore or discount the "embedding" of "young people" in their social structures and social contexts.

In some societies, the view towards women and their presence in the social space still indicates gender discrimination in such a way that girls do not have the right to continue their education and most of them are forced to drop out of school, but all facilities are available for boys. It is provided so that they can continue their education. In the meantime, although some families provide the necessary conditions for the education and presence of their daughters in social spaces, some of them have a completely traditional view of female children and even have a

pessimistic view of such families. They provide facilities for female children, and this has caused a kind of duality between these people, so that each of them seeks to justify their work in some way. These differences differ according to the level of education, social origin of the family, religious tendencies and socio-economic status of the families. Among the factors that prevent girls from education, employment and presence in social spaces are the traditional attitudes that govern these areas. In this view, they do not consider women more than housewives and they do not expect more than a code lady from them, and women also become socialized in such an atmosphere and have the opportunity. They do not have the experience of other spaces, their habits are formed according to these conditions. Bourdieu claims that there is a circular causality in the gender inequality system of modern societies, in such a way that objective social structures form social beliefs and people act based on these beliefs in a way that strengthens the gender social order(Hull, 2002: 35).

Some social experts consider the origin of psychological differences between the two sexes to be social and cultural issues and expectations, and they believe that these expectations lead to different gender and behavioral roles for the two sexes (for example: Bem, 1974: 155-162). . Bam deals with the evolution of gender roles in the framework of gender schema theory, he argues that gender role adaptation occurs through the gradual learning process of the formation and gender schemas. He attributes an important role to culture in the formation of gender schemas (Zahrevand, 2003: 102).

Bem believes that children's gender roles and the formation of gender stereotypes in people are due to the gradual learning process of the content of the society's gender schema. Because the associations attributed to gender are significant in our culture. Supposedly, mentalities such as "boys are strong and girls are weak and beautiful are included in this category. In this way, a five-year-old girl knows that she

is a woman and must equate this concept with her femininity. Therefore, this girl involuntarily adapts herself to the conventional conditions and norms of society (Hyde, 2013: 44-45).

Chafetz is one of the most important feminist theorists who tries to provide a scientific explanation for gender stratification. Chaffetz refers to two types of basic forces, which impose fundamental and important pressures on the entire stratification system. Chaffetz believes that stratification is ultimately related to the division of labor in society. If this division of work is based on gender, it results in men and women. When men gain privileges as a result of this division of labor, they are more likely to assume and maintain important positions where sources of power exist. The more men get these better work positions, the more their power and role on both macro and micro levels will increase compared to women (Turner, 1999: 238).

Because women make up half of the world's population, addressing their role in the development process of society is of major importance. Throughout history, biological, natural and social conditions have shaped the situation in such a way that they have restricted, subjugated and restricted women; In such a way that despite the efforts made in recent decades, most of the women in the world still see little changes in their situation. The most important factor that prevents women from progressing is the views and attitudes that have been formed in the heart of the society; Istares, without changing them, any efforts by women's movements will be fruitless. These stereotypes have permeated the society and are a big obstacle in changing the status of women (Enait and Roozbahani, 2012: 5).

According to the studies conducted, sexism causes gender discrimination and discrimination causes sexual violence in the society. Gender discrimination and inequality is a treatment or action that humiliates, rejects, belittles and stereotypes people based on their gender (Shadlou, 2002: 211) and shows that women and men do not have the

same access to opportunities and facilities such as facilities It is educational (Azam Azadeh, 2009: 14). In fact, gender is one of the natural characteristics of people, which is evaluated based on cultural-social criteria in most societies, and in recent years, along with ethnicity, it has become one of the basic foundations of social inequality. Various forms of gender inequality can be seen in the world and the disordered state of health, nutrition, education and awareness and employment are among its examples. Women in society face inequalities and are the main victims of physical, mental and economic violence in the family and society (Ahmadi, 2013: 6).

The importance of gender planning is in empowering women to achieve justice and reduce inequality. Empowering women in economic, social, educational fields and increasing the decision-making power of women in various aspects of life will accelerate the movement towards a balanced and just world. This research seeks to examine the existence of gender inequality in the family and society, the impact of social-cultural factors and the structure of society in the formation of gender inequalities and gender discrimination in the family atmosphere and in society in general. Basic issues help to solve social phenomena related to these problems. According to the mentioned materials, the purpose of the present research is to answer the question, what social and cultural factors are effective in the formation of gender identity in the youth of Ardabil city? And also, what is the perception of Ardabil youth about the concept of Gendering in society?

2. Review of Literature

Kabiri et al. (2017) in a research entitled sociological analysis of factors affecting domestic violence against women (case study: married women in Urmia city) concluded that there is a linear relationship between the variables of social support, sense of security, social capital and male illegitimate authority. It has been confirmed in the family with violence against women, the

results of the regression analysis also showed that the remaining variables in the regression model were able to explain 24.5% of the changes in the dependent variable, and in the meantime, the variable of exercising power by men in The family has contributed the most in explaining the variable of violence against women.

Sadat Siyadati and Majdi (2014) in a research entitled a critical approach to the genealogy of the gendering of the city in feminist approaches, with an emphasis on improving the status of women, concluded that women have the right to use all the public spaces in the city, just like men. While most of the time the conditions governing the public spaces of cities deny them this right. The city belongs to all its citizens and residents, who gain meaning and progress towards success with their existence; In this valley, the presence of women should not be ignored. The social sustainability of the city is realized when it has value and importance in the urban life of its citizens, and when the city is not able to provide the urban needs of female citizens, it will actually lose half of this value. Many urban spaces in our cities today have been designed without considering the physical and mental needs of women and for this reason have been used only by men. The lack of security that women want in their daily urban life has often made urban spaces shunned by women. Paying attention to what women want from their public and residential environments plays a significant role in proving the position of women in the city. Therefore, the involvement of women's views, opinions and of course skills in urban management in order to improve the patriarchal conditions governing the cities, should be placed at the top of urban plans and programs so that the city has a sense of belonging to all its citizens and not only half of They should be placed in stable conditions of urban behavior patterns.

Sedaghati Fard and Sakhamehr (2013) in a research entitled the effect of gender inequality on the level of social participation of women, concluded that among the different dimensions of gender inequality, the highest level of feeling of inequality is related to the variable of legal inequality, "legal, political, social and economic inequality." " Is. In addition, the study showed that the level of formal and informal participation of students is low. Based on other findings, no significant relationship was observed between the legal,

social and economic dimensions of the gender inequality variable and the social participation variable. Regarding the political dimension of gender inequality, the findings showed a significant and inverse relationship with social participation.

Kalantari and Faqih Imani (2012), in a research titled meta-analysis of the research conducted on "gender inequality", the results of this review show that at the problematic level and why inequality, about 55% of the questions had a social aspect; 24% of economic aspects and only about 21% of cultural factors. At the level of factors affecting inequality, among social factors "gender stereotypes", "patriarchy", "gender socialization" with 17.7 percent, among economic factors "women's employment" with 16.6 percent and Among the contextual factors, "Ethnicity" and "Education" were the most mentioned factors with 7%. It has been an egalitarian approach to the category of equality and gender justice. As a result, it has been pointed out that the conducted researches have assumed the feminist view of equality as a generalization. In future researches, with local approaches to the category of gender justice, Islamic components should be the basis of the research.

Azazi (2003) in a research entitled "Society structure and violence against women" came to the conclusion that feminist theorists do not consider individual or family explanations to be sufficient for explaining violence. Although they believe that these factors can act as an aggravating factor of violent behavior, their emphasis is on the unequal structure of power relations between men and women in the society and its institutions. Their attention is focused on the patriarchal structure in the society that allows men to exercise power over women. From this point of view, violence is not an individual act of a man against a woman that is investigated using individual characteristics, but it is a behavioral violence that is applied by the men of the society on the women of the society. Violence is an important monitoring tool that both reflects unequal power relations in society and helps maintain unequal power relations. Looking at the research done in Iran, the inconsistency between the obtained data is clear. It is also clear that in most studies, the factors affecting violence have been discussed and investigated in the form of individual and family variables. According to the feminist point of view, this article tries to

determine the importance of the unequal power structure that is present in the fields of economy, laws, society's supervisory forces and society's support institutions, and it focuses on the society's structure that encourages men to commit violence and women It forces to bear it, it emphasizes.

Tabassum and Shankar Nayak (2021), in a research titled gender stereotypes and their impact on women's professional development from a managerial point of view, gender stereotypes still exist and although the media and through social, educational and entertainment are transmitted, socialization, which promotes gender prejudices and gender discrimination. This article argues that contemporary management culture does not critically engage with social theories of gender studies, which could contribute to gender-neutral development. Management perspectives based on affirmative action, this article identifies various aspects of gender stereotypes and their impact on women's professional development from a management perspective, which participates with critical theories.

Irene Solbes et al. (2020), in a research entitled "Socialization of gender stereotypes related to the characteristics and professions of young Spanish school children", showed that currently the participants assume traditional gender roles. have given, especially when asked. Younger children use gender roles as part of their increased knowledge and social knowledge, but there is a large increase in the strength of this bias.

Donovan (2001) In a research on gender inequality and oppressions howed that theorists who believe in gender oppression believe that the tyrannical system and authoritarianism common in the patriarchal system creates gender inequality. In this system, women are everywhere under the command of men. From Millet's point of view, the family plays an important role in transmitting and internalizing the ideology of patriarchy by teaching and valuing roles and bases for each gender.

The following table summarizes the variables of the conducted researches, how they are operationalized and the results of their findings:

Table 1. Summary of research background

Researchers	Subject of study	The results of the findings
Kabiri et al. (2017)	Sociological analysis of factors affecting domestic violence against women	The linear relationship between the variables of social support, sense of security, social capital and illegitimate authority of men in the family with violence against

	(case study: married women in Urmia)	women has been confirmed.
Sadat Siyadati and Majdi (2014)	A critical approach to the genealogy of the gendering of the city in feminist approaches with an emphasis on improving the status of women	Women, like men, have the right to use all the public areas in the city, while most of the time the conditions governing the public spaces of the cities deprive them of this right
Sedaghati Fard and Sakhamehr (2013)	The effect of gender inequality on women's social participation	Among the different dimensions of gender inequality, the highest level of feeling of inequality is related to the legal inequality variable, "legal, political, social and economic inequality".
Kalantari and Faqih Imani (2012)	Meta-analysis of the researches about "gender inequality"	At the problematic level and why inequality, about 55% of the questions had a social aspect; 24% economic aspect and only about 21% to cultural factors
Azazi(2003)	Society structure and violence against women	The importance of the impact of the unequal power structure in the fields of economy, laws, society's supervisory forces and society's support institutions in the development of violence against women
Tabassum and Shankar Nayak (2021)	Gender stereotypes and their impact on women's professional progress from a managerial point of view	Promoting gender biases and gender discrimination has an effect on women's professional progress from a managerial point of view
Irene Solbes et al. (2020)	The socialization of gender stereotypes related to the characteristics and professions of young Spanish school children	Younger children use gender roles as part of their increasing knowledge and understanding of social contexts, but there is a large increase in the strength of this bias.
Donovan (2001)	research on gender inequality and oppressions	The theorists who believe in gender oppression believe that the authoritarian system and authoritarianism common in the patriarchal system creates gender inequality. In this system, women are everywhere under the command of men

One of the natural characteristics of people is their gender, which is evaluated based on social-cultural criteria in most societies. In this intellectual background, women are usually considered less valuable than men and they get inferior positions of dignity and power. In recent years, gender, along with ethnicity, has become one of the basic foundations of social inequality. Various forms of gender inequality can be seen in the world, such as the high number of missing women, which is the result of the disordered state of health, nutrition, education, and women's awareness. Still, in most countries, the level of education and employment of women is lower than that of men. Women face all kinds of obstacles and inequalities in the labor market, in the society, they taste the bitter taste of poverty, and in the family and society, they are the main victims of physical, mental and economic violence.

With the beginning of the 20th century, the world witnessed extensive changes in ideas and relationships between people. At the same time as the peak of the second and third wave of feminism and the challenges of pro-women's rights researchers, regarding the establishment of gender-classified roles as the work roles of women and men and the increase of women's entry into the labor market, all aspects of modern life are affected. This speed of change in our societies has seen a change in gender roles (Norander and Wilcox, 2008). Gender discrimination means the belief and attitude that considers one gender or sex to be inferior to the other and in the second degree, and this causes discrimination. Negativity towards humans is based on their real or hypothetical gender identity. This concept can also refer to hatred or suspicion towards a gender (misogyny) or stereotyping masculinity in relation to men and femininity in relation to women. Historically and culturally, gender discrimination has been used to subordinate women, and many women and men have benefited from feminism to achieve gender equality (Glick et al., 2000; cited in Austin, 2019).

The theory of gender discrimination is a multi-dimensional structure and includes two gender attitudes, which include hostile and benevolent gender discrimination; Hostile sexism defines the open hostility of men against women. The benevolent sexism movement is apparently positive, but in fact it upholds traditional beliefs about women (Altenburger, 2017). Based on the definition of hostile gender discrimination, it shows itself in the form of patriarchal domination and humiliating beliefs, and its central theme is that men are the superior sex and should have power (Glick et al., 2000; cited by Austin, 2019). Benevolent sexism has a gentler view of women, it sees women as beautiful and fragile creatures that must be supported; However, women must accept the same limited and stereotyped roles and follow them. In other words, the same view that sees a woman as "the gentle sex". Benevolent sexism maintains relational costs, while describing women as delicate, delicate, and in need of support and care from men, while also maintaining men's power (Hammond et al., 2016). According to the studies conducted and the topics discussed, the following conceptual model can be presented.

3. Methodology

The upcoming research uses the survey method and tools such as questionnaires and interviews (researchers and professors of sociology and psychology). In the questionnaire, open questions are placed next to closed questions to get a better understanding of the research topic. A total of 40 questions have been designed with a 5-option Likert scale that measure various aspects of the research and contain questions for the variables proposed in the research hypotheses (independent and dependent variables). In order to review the sources, previous researches and compile the foundations, theoretical framework and statistical studies, the library method has also been used. In order to better investigate the issue, interviews have been conducted with researchers and professors of sociology to identify social factors affecting gendering in young people. The statistical population of this research consists of young people aged 18-30 living in Ardabil city.

A simple random cluster sampling method was used for sampling, and according to Morgan's table, the number of statistical samples should be 384 people, and content validity was used to determine the validity of the research; After the preparation of the questionnaire and before its implementation, the questionnaire was given to several professors of sociology and psychology as referees and their opinions were applied, and after the preparation of the questionnaire, a preliminary test was conducted first. Statistical data analysis was done using 25 Spss and Lisrel software. Cronbach's alpha coefficient was used to measure the reliability of the tool, and the reliability of the items is as follows: this coefficient is 0.88 for the gender stereotypes and norms variable with 6 items; education in the family system with 6 items 0.71; stereotyped gender beliefs with 6 items 0.76; Gender acceptance with 6 items 0.93; Teachings of the educational system with 6 items 0.80; The society structure with 6 items was 0.75 and the gendering of youth with 4 items was 0.91.

4. Findings

The results of the qualitative findings of the research with the help of the coding process showed that the basis of selective coding is finding the central concept to which other codes and classes are connected. At this stage, the researcher tried to discover the central idea by reviewing the codes, classes, notes and writing the story line. Based on this, in the end, among the abstract classes obtained, "social factors affecting the gendering of the youth of Ardabil city" was recognized as the central thought and related to other classes. As can be seen in figure (1), the social factors of the gendering of the youth society are influenced by 6 general factors (stereotypes and gender norms; education in the family system; gender stereotypes; Gender socialization; teachings of the educational system and structure society) is shown in the figure. Identifying the social factors of gendering of youth is a good predictor to investigate the real reason of the phenomenon of gendering in the society and based on that, the organizational and social behavior of the fields related to women's family and society in correcting cultural and social beliefs towards women and as a result The satisfaction of the target society, i.e. women and family, can also be predicted. The model presented to determine the social factors of gendering in the society is from the central idea, "social factors of sexism". In this case and other findings of the research, it is explained more in the next sections (quantitative section).

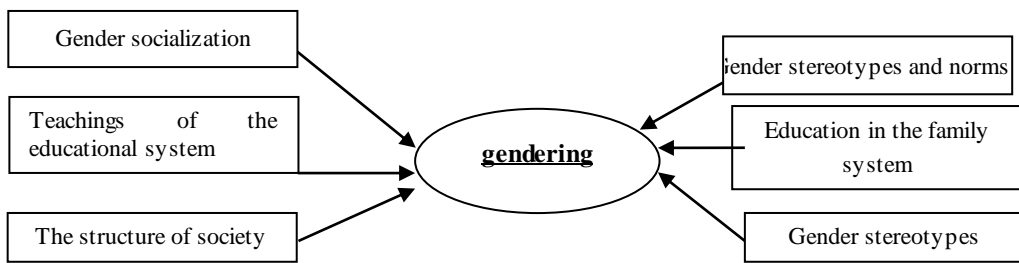


Figure 1. Conceptual and analytical model of the factors affecting the gendering of the society resulting from the qualitative findings of the research

The process of qualitative and quantitative analysis of this research is described in two parts. The first part of the qualitative analysis process, as well as the findings of 15 semi-structured interviews with sociology professors, elites in the field of women and youth issues, and in the second part, the

quantitative analysis process of the research, the findings of the interviews conducted using the methods The used statistics (method of factor analysis and path analysis) are described. After studying and investigating the role of social factors affecting gendering in the youth of Ardabil city, first, using databases and using the opinions of consultants, the final interview questions and sample interviews were conducted and the process of text analysis was done. The interviews were conducted in two stages of primary and secondary analysis, and according to the results obtained from the qualitative part and the conducted interviews, the variables (gender stereotypes and norms; education in the family system; gender stereotypes; society-acceptability of gender; education educational system and society structure) were identified as social factors affecting the gendering of youth and a final questionnaire was designed and implemented in the statistical population.

The descriptive data of the research shows that among the 384 young respondents who make up the research sample, the age group of 26-30 years, bachelor's education and married people were in the majority(table 2).

Table 2. Demographic description of research variables

Variable	Indicators	Percent	Frequency	Mode
education	High school	15.9	61	Bachelor's degree
	diploma	19	73	
	Associate Degree	13.3	51	
	Bachelor's degree	27.6	106	
	Master's degree	24	92	
	P.H.D	0.03	1	
Marital status	Single	12.2	47	married
	married	79.7	306	
	divorced	4.9	19	
	death of wife	3.1	12	
age group	Under 20 years	10.2	39	26 to 30 years
	21 to 25 years	26.6	102	
	26 to 30 years	63.2	243	

To ensure the suitability of the data for factor analysis, that the matrix of correlations that is the basis of factor analysis in the community is not equal to zero, Bartlett's test should be used, based on which if the corresponding Sig number is smaller than 0.5 is 0, it can be stated that the correlation matrix is opposite to zero and the data are sufficient to perform exploratory factor analysis.

Table 3. KMO test and Bartlett's model of cultural and social factors on the gendering

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.	0.998
Bartlett's Test of Sphericity	Approx. Chi-Square
	df
	Sig.
	5666.79
	3200
	0.000

According to table (3), KMO number is equal to (0.998) and Sig of Bartlett test is also equal to (0.000). Therefore, the data are sufficient to perform exploratory factor analysis.

Table 4. exploratory factor analysis of the model of social factors affecting gendering

Variables	Indicators	Factors					
		1	2	3	4	5	6
Gender stereotypes and norms	Question 1	0.70					
	Question 2	0.75					
	Question 3	0.66					
	Question 4	0.56					
	Question 5	0.70					
	Question 6	0.70					
Education in the family system	Question 7	0.70					
	Question 8	0.67					
	Question 9	0.80					
	Question 10	0.60					
	Question 11	0.64					
	Question 12		0.67				
Gender stereotypes	Question 13		0.70				
	Question 14		0.77				
	Question 15		0.77				
	Question 16		0.78				
	Question 17		0.70				
	Question 18		0.72				
Gender socialization	Question 19		0.78				
	Question 20		0.76				
	Question 21			0.64			
	Question 22			0.66			
	Question 23			0.59			
	Question 24			0.58			
Teachings of the educational system	Question 25			0.71			
	Question 26			0.75			
	Question 27			0.70			
	Question 28			0.60			

	Question 29	0.70
	Question 30	0.72
The structure of society	Question 31	0.72
	Question 32	0.88
	Question 33	0.72
	Question 34	0.78
	Question 35	0.72
	Question 36	0.75
Gendering	Question 37	0.75
	Question 38	0.61
	Question 39	0.56
	Question 40	0.56

By implementing the order of orthogonal rotation (Varimax rotation) in examining the results of exploratory factor analysis on the model of social factors affecting gendering in young people, it was shown that all research questions have factor loadings greater than 0.30 in 6 factors. were categorized. Therefore, it can be stated that all the identified factors can be considered among the factors of the model of social factors on the gendering of the society.

Analysis of the question: What are the social factors affecting gendering in the youth of Ardabil?

After the exploratory factor analysis, the confirmatory factor analysis model for questions related to the consequences of the impact of social factors on gendering in young people, the Lisrel output model is in the form of standard estimates and significant numbers. This model includes all social factors affecting the sexualization of young people in the society. The numbers on the arrows indicate the factor load of the variables and the amount of each of them. The fit indices of the model according to figure (2) indicate the appropriateness of the model for measuring social factors affecting the sexualization of youth in society with the value of RMSEA equal to 0.083, and considering that it is less than 0.1, it indicates the average The squared errors of the model are suitable. Also, the chi-square value for the degree of freedom is less than 3.

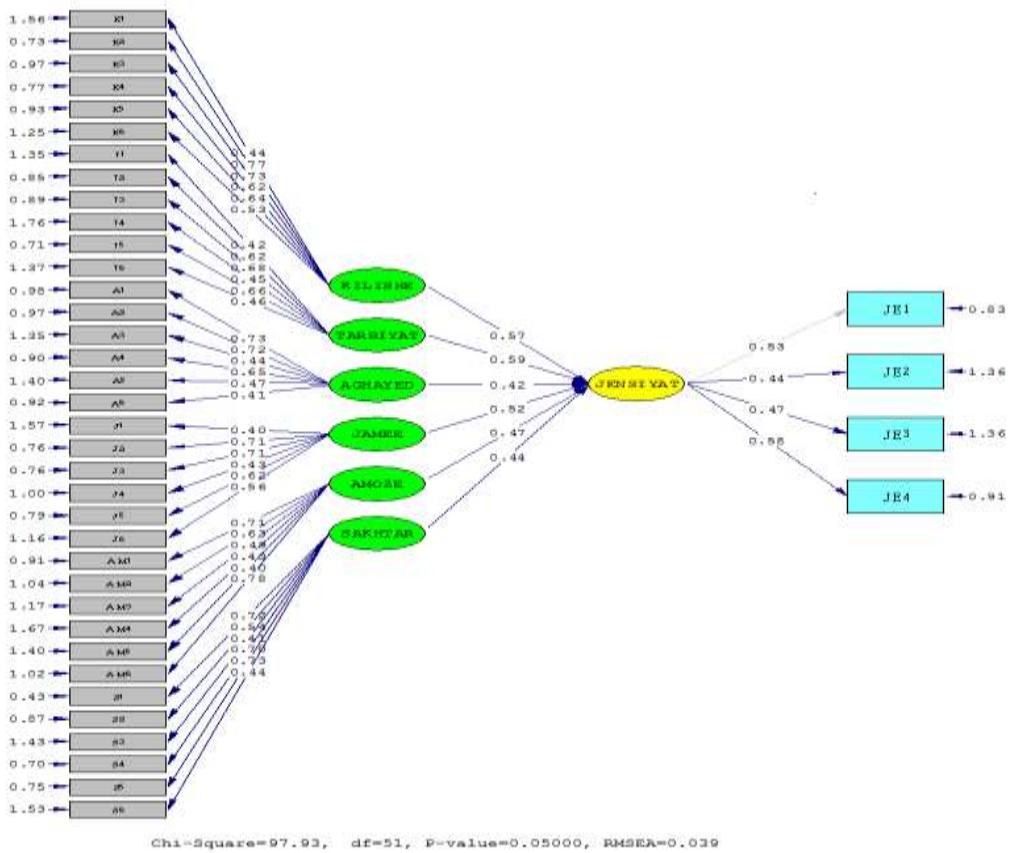


Figure 2. Structural equation model of social factors affecting gendering in youth

As shown in figure number (2), the results obtained from the research showed that all the relationships between the research constructs are established and also the value of the fit indices shows the appropriate fit of the model and according to the results of this model to order of factors (education in the family system with a factor load of 0.59; gender stereotypes and norms 0.57; Gender acceptance 0.52; Teachings of the educational system 0.47; The structure of society (0.44) and stereotyped gender beliefs (0.42) have an effect on gender identity in the youth of Ardabil city, where the factor of education in the family system has the highest influence and the factor of stereotyped gender beliefs is the lowest.

5. Conclusion

Factors such as industrialization, which causes an increase in non-domestic jobs, urbanization, which causes the concentration of women, and the expansion of the middle class, whose women are more than other women in search of work outside the home, make women work in It makes them interested in going out of the house and creates new desires in them. When these expectations and demands face obstacles in the existing stratification system and women cannot achieve them, they will feel the inequality as a group. From Chafetz's point of view, this process is accelerated when women gather in a special place. On the other hand, the ideological maturity of people changes the existing gender definitions in the society. These factors create a feeling of relative inequality in women, which itself leads to the emergence of effort and tendency (motivation) to transform the stratification system and social mobility in them. This process is considered a positive consequence of the feeling of gender inequality. Even if these movements have the opposite function and create academic and political chaos and destroy previous gender definitions, they can still have a function and that is the creation of more new organizations of the women's movement (Turner, 1999).

Bourdieu emphasizes the importance of the role of socialization in the formation of gender definitions and symbolic violence, which are the main justifications of gender inequality. One of the most basic things that every person learns during sexual socialization is appropriate gender roles and ways of performing them. According to Bourdieu, there is a kind of circular causality in the gender inequality system of modern societies; So that objective social structures form individual beliefs and people act based on these beliefs in such a way that sexual social order is strengthened (Hall, 2002: 35).

Bourdieu proposes the reproduction of gender inequality with the concept of habitual and field. From his point of view, the concept of habit is a kind of practical preparation and implicit learning. Habitualism is a kind of social education based on taste and taste, which gives social agents the possibility that the spirit of rules, manners, directions, values, methods and other matters of their own domain (field) find out scientific, economic, sports, artistic, political,

etc.); be accepted into it; settle down and become the source of the effect (Bourdieu, 2010).

Gender discrimination means monopolizing gatherings, positions, advantages and blessings in any society in such a way that one gender enjoys it and the other is deprived of it. Gender discrimination is a type of gender discrimination in socialization and discriminatory and unequal attitudes of socializing factors in the education of girls and boys, among which this distinction is somehow to the detriment of girls and to the benefit of boys, and the discriminatory view tends more towards girls. The system of gender discrimination causes gender inequality. Gender inequality refers to a situation in which women are generally dominated by men in society, and the position of women and men in society is separated into private and public spheres and is distinguished from each other.

Beavior believes that gender inequality is a social construction and achievement of patriarchal culture. The present research studies the role of social factors affecting the sexualization of youth (case study: Ardabil city) and finally presented a model of cultural and social factors on the sexualization of the society. According to the results of all the relationships between the research constructs, the value of the fit indices shows the appropriate fit of the model, and according to the results of this model, the order of the factors (education in the family system with a factor load of 0.59; stereotypes and gender norms 57 0.52, social acceptability of gender, 0.47 education system, 0.44 society structure, and 0.42 gender stereotypes have an effect on gender identity among the youth of Ardabil city, which is the factor of education in The family system has the highest influence and the factor of stereotyped gender beliefs is the lowest. The results obtained are in line with the research results of Ghazizadeh et al. (2016), Sadat Siyadati and Majdi (2014), Azazi (2014), Tabassum and Shankar Nayak (2021), Iren Solbes et al. (2020).

Tabassum and Shankar Nayak (2021), in a research titled gender stereotypes and their impact on women's professional development from a managerial point of view, gender stereotypes still exist and although the media and through social, educational and entertainment are transmitted, socialization, which promotes gender prejudices and gender discrimination. This article argues that

contemporary management culture does not critically engage with social theories of gender studies, which could contribute to gender-neutral development. Management perspectives based on affirmative action, this article identifies various aspects of gender stereotypes and their impact on women's professional development from a management perspective, which participates with critical theories. According to these results, the following suggestions are provided:

■ Factors affecting gendering in society are factors such as (gender inequality, gender socialization, patriarchy, gender stereotypes, gender prejudices, gender segregation, etc.), which itself is controversial. Although the cultural background and the existence of beliefs and customs form a part of the wrong attitude towards women in societies like the Iranian society, which should be investigated and treated from a local perspective, but it should be noted that the same socialization between Two sexes, apart from being in contradiction with the Islamic approach to education, brings with it many evils, which can be mentioned as confusion in gender identity, conflict in roles and weakening of the family structure. The problems that the western society is facing even now.

■ According to the results, economic factors are effective in inequality, and women's employment and income have been introduced as an important factor in eliminating these inequalities, and unequal working conditions between working women and men have been considered as one of the components of inequality. This view also contains the same egalitarian view of feminism.

■ Attempting to reduce stereotypical gender beliefs by revising textbooks and fiction.

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