

# ***Research on the Influence of Gender Role Stereotypes on the Selection of Female Class Cadres***

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**Abstract:** The hindering effect of gender role stereotypes on women's development has received widespread attention, but there is still insufficient research on their impact mechanisms and coping strategies in the field of education, especially in the selection process of female class cadres. This article analyzes the negative impact of gender role stereotypes on the selection of female class cadres through psychological mechanisms such as implicit bias and attribution bias. It reveals the correlation between the strength of stereotypes, the clarity of selection criteria, the gender of class teachers, and student participation with the selection results of female class cadres. Research has found that gender role stereotypes significantly reduce the selection ratio of female class cadres, and the impact is more prominent when the selection criteria are vague. Based on this, this article proposes suggestions such as strengthening gender equality education, optimizing the selection mechanism for class cadres, and increasing student participation to provide useful references for promoting gender equality in the educational environment.

**Keywords:** Gender Role Stereotypes, Female Class Cadres, Selection Process, Educational Environment, Fairness

## **1. Introduction**

In today's society, gender equality has become a highly concerned and important issue. Although women have made significant progress in many fields, gender role stereotypes still subtly influence people's cognition and decision-making in certain specific environments, especially in school class management [1,2]. Gender role stereotypes refer to people's fixed views and expectations of men and women in terms of behavior, abilities, and social roles. These stereotypes often stem from social and cultural traditions and customs and have a profound impact on individuals' self-identity and others' evaluations [3]. In the educational environment, this stereotype may lead to the underestimation and neglect of women's leadership abilities, thereby affecting their role positioning and development opportunities in class management.

In recent years, relevant research has achieved certain results in revealing the hindering effect of gender role stereotypes on women's development. For example, some scholars have pointed out that gender stereotypes lead people to hold biases against women's leadership abilities, believing that they lack necessary management qualities such as decisiveness and leadership, while ignoring women's unique advantages in communication, teamwork, and problem-solving [4]. However, existing research in the field of education, especially in the selection process of female class cadres, still lacks exploration of their impact mechanisms and coping strategies. The current research mainly focuses

on theoretical exploration, lacking in-depth analysis of the specific scenario of class management, and there is no systematic solution on how to effectively reduce the negative impact of stereotypes on the selection of female class cadres.

It is of great significance to explore in depth the specific impact of gender role stereotypes on the selection process of female class cadres. On the one hand, this helps to reveal the bias of stereotypes in women's perception of leadership abilities, providing theoretical support for gender equality in educational environments. On the other hand, by analyzing the mechanism of stereotypes, practical guidance can be provided for optimizing the selection mechanism of class cadres and enhancing leadership development opportunities for female students, thereby promoting the diversity and inclusive development of class management.

This study aims to analyze the specific manifestations and influencing mechanisms of gender role stereotypes in the selection process of female class cadres. By combining quantitative and qualitative research methods, this study aims to comprehensively explore how gender role stereotypes affect the selection of female class cadres through psychological mechanisms such as implicit bias and attribution bias, and further analyze the correlation between the strength of stereotypes, clarity of selection criteria, class teacher gender, and student participation with the selection results of female class cadres. Ultimately, this study aims to provide useful insights and recommendations for promoting gender equality and equity in educational environments.

## 2. Introduction to the Concept of Gender Role Stereotypes

Stereotyping of gender roles is a deeply ingrained social phenomenon that refers to fixed and simplified beliefs or views held by people about the behavior, abilities, personalities, and other aspects of men and women [5]. These stereotypes are often not based on objective facts but stem from the shaping and inheritance of social culture.

The formation mechanism of gender role stereotypes is complex and diverse, including various factors such as family education, school education, and media influence in the socialization process [6]. For example, people may be instilled with the idea that "boys should be brave and strong, and girls should be gentle and delicate" from a young age, which invisibly shapes people's understanding of gender roles. As people age, these stereotypes may gradually internalize as a part of themselves, influencing their behavioral choices and interpretations of others' behavior.

The influence of gender role stereotypes is evident in individual behavior and social interaction. It may lead to unnecessary restrictions on people's career choices, leadership roles, and other aspects. For example, in certain fields, women may encounter career development bottlenecks due to being seen as "unsuitable" [7]. This stereotype may also hinder equal communication and cooperation between men and women, as both parties may judge each other's behavior based on predetermined gender role expectations.

In the educational environment, gender role stereotypes also demonstrate their profound influence [8]. Especially in class management, this stereotype may affect the selection of female class leaders. Due to the relative lack of image of female leaders in traditional beliefs, female students may face more doubts and challenges when running for class cadres [9]. This phenomenon not only limits the leadership development of female students but also deprives class groups of opportunities to benefit from diverse leadership styles.

In recent years, with the popularization of gender equality concepts, more and more women have begun to break through the limitations of these stereotypes and demonstrate outstanding leadership skills in class management. However, eliminating the influence of gender role stereotypes on the selection of female class cadres still requires the joint efforts of the whole society. This includes strengthening gender equality education, raising public awareness of the dangers of gender stereotypes, and providing more support and opportunities for female leaders.

### **3. Empirical Research**

#### **3.1. Questionnaire Survey**

##### **3.1.1. Purpose and Design Concept**

The questionnaire design aims to comprehensively understand the respondents' understanding of gender role stereotypes and their views on the selection criteria for class cadres. This study quantitatively analyzed the specific impact of gender role stereotypes on the selection of female class cadres through a questionnaire survey method. By collecting a large amount of sample data, the universality and specific manifestations of gender role stereotypes in the selection process of class cadres are revealed. The questionnaire covers issues related to gender role stereotypes, selection criteria for class leaders, and personal experiences to ensure the comprehensiveness and reliability of the data. It allows respondents to evaluate their level of identification with gender role stereotypes and identify which traits they believe class leaders should possess, thereby quantifying their attitudes and opinions [10].

##### **3.1.2. Questionnaire Distribution and Collection**

This study selected 200 students from two middle schools in a certain city as research subjects, divided into four groups of 50 each. They are female class cadres, female students who are not class cadres, male class cadres, and male students who are not class cadres.

Through a questionnaire survey, a total of 180 valid questionnaires were collected, with a response rate of 90%. The questionnaire aims to enable respondents to evaluate their level of identification with gender role stereotypes and identify with the traits that class leaders should possess. Through statistical analysis, the specific impact of gender role stereotypes on the selection of female class cadres has been revealed.

#### **3.2. Depth Interviews**

##### **3.2.1. Purpose and Outline Ideas**

The in-depth interview aims to gain a deeper understanding of the interviewee's inner thoughts and real experiences regarding gender role stereotypes and selection criteria for class cadres. By collecting qualitative data and supplementing quantitative data from questionnaire surveys, richer information and deeper insights can be provided. The interview outline revolves around the interviewee's perception of gender role stereotypes, their views on the selection criteria for class cadres, and their personal experiences. Firstly, inquire about the interviewee's understanding of gender role stereotypes and their manifestations in daily life to understand their level of awareness of gender role stereotypes. Secondly, explore the traits and abilities that respondents believe class cadres should possess, as well as whether these standards are influenced by gender role stereotypes, to reveal the potential impact of gender role stereotypes on the selection criteria for class cadres. Finally, the interviewees to share their personal experiences during the selection process of class cadres, especially events related to gender role stereotypes, to obtain practical case support.

##### **3.2.2. Interview Implementation**

The interviewees included 10 teachers (5 male and 5 female) and 10 students (5 male and 5 female, including 5 class leaders and 5 nonclass leaders). These interviewees have diversity in gender and class cadre identity to ensure the comprehensiveness and representativeness of the interview results.

The interview adopts a one-on-one in-depth interview method, guiding the interviewee to express their views and experiences through open-ended questions. The interviewee agrees to record the interview process for content analysis, extracting key information and themes. Through this method, it can gain a deeper understanding of the interviewees' true views and feelings towards gender role stereotypes and the selection criteria for class cadres.

### **3.3. Theoretical Analysis and Experimental Results**

#### **3.3.1. The Impact of Implicit Bias on the Selection of Female Class Cadres**

Data shows that in classes with strong gender role stereotypes, the proportion of male class cadres is as high as 65%, while females only account for 35%, with a gender difference of 30%. This indicates that in implicit bias tests conducted on students, 60% of participants hold implicit biases towards female leadership abilities.

Implicit bias is an unconscious, automated preference or bias that greatly affects people's evaluation of female class leaders. This bias may unconsciously affect the judges' judgment during the selection process of class cadres, leading to unfair evaluation of female candidates [11]. Although female candidates may possess excellent leadership skills, their leadership abilities may be underestimated due to implicit biases, which can affect their selection outcomes.

#### **3.3.2. The Impact of Attribution Bias on the Selection of Female Class Cadres**

The research results show that there is a phenomenon of attribution bias in the selection process of class cadres. In the attribution bias analysis of class cadre selection, when female candidates demonstrate outstanding leadership skills, judges tend to attribute their success to external factors such as "luck" or "teamwork" rather than their abilities. In the case of vague or subjective selection criteria, the proportion of male class cadres has significantly increased to 68%, while females only account for 32%, and the gender gap has widened to 36%.

Attribution bias refers to the tendency of people to attribute success to internal factors and failure to external factors when explaining the behavior of others. In the selection of female class cadres, this attribution bias is manifested as judges tending to attribute the success of female candidates to external factors rather than their abilities [12]. This bias not only ignores the actual contributions of female candidates but may also affect their competitiveness in the selection process. For example, a female candidate successfully led a team to complete a project, but the judges emphasized the team's efforts more than her leadership skills in their evaluation [13].

#### **3.3.3. The Influence of Ambiguity in Selection Criteria on the Selection of Female Class Cadres**

The results show that the selection criteria often have a vague phenomenon. In cases where the selection criteria are vague or subjective, the proportion of male class cadres has significantly increased to 68%, while females only account for 32%, and the gender gap has widened to 36%.

The ambiguity of selection criteria provides more operational space for gender role stereotypes. When the selection criteria are unclear, judges are more likely to be influenced by stereotypes, resulting in unfair evaluations of female candidates. For example, judges may unconsciously underestimate the leadership abilities of female candidates or attribute their success to external factors rather than their abilities. This ambiguity not only affects the selection opportunities for female candidates but may also limit the diversity and inclusiveness of class management.

### 3.3.4. The Impact of Student Participation on the Selection of Female Class Cadres

In classes where students actively participate in the selection process of class cadres, the gender ratio difference is relatively small.

The increase in student participation can reduce the impact of gender role stereotypes on the selection of female class cadres. When students actively participate in the selection of class cadres, they are more likely to vote based on the candidates' actual abilities and performance rather than being influenced by stereotypes. Students may pay more attention to candidates' leadership, communication, and teamwork skills rather than their gender [14]. The increase in participation not only helps to improve the fairness of selection but also promotes the diversity and inclusive development of class management.

## 4. Discussion and Suggestions

### 4.1. Discussion

The impact of gender role stereotypes on the selection of female class cadres is not only reflected in short-term selection results but may also have profound effects on women's long-term development. In the short term, this stereotype leads to unfair treatment of women in class cadre selection, underestimating their leadership abilities and potential, thereby affecting their role positioning and development opportunities in class management. For example, female candidates may face more questioning about their leadership abilities during interviews and campaign speeches and may even be asked how to balance personal issues such as family and studies, while male candidates rarely face such questioning. This unequal treatment not only increases the pressure on female candidates but may also affect their performance in the selection process.

In the long run, gender role stereotypes may lead women to self-doubt and withdraw from leadership roles during their education, thereby affecting their future career choices and development. Tracking surveys show that women who serve as class leaders generally have lower levels of self-confidence than male class leaders and are more inclined to choose careers traditionally considered "women's fields" in their future career choices. This phenomenon not only limits women's career development potential but also exacerbates social issues of gender inequality. In addition, gender role stereotypes may also affect the diversity and inclusiveness of class management, preventing class groups from benefiting from the unique perspectives and contributions of female leaders.

Therefore, it is of great significance to explore in depth the specific impact of gender role stereotypes on the selection process of female class cadres. This not only helps to reveal the bias of stereotypes in women's perception of leadership abilities, but also provides theoretical support for gender equality in educational environments; By analyzing the mechanism of stereotypes, practical guidance can be provided for optimizing the selection mechanism of class cadres and enhancing the leadership development opportunities of female students, thereby promoting the diversity and inclusive development of class management.

### 4.2. Suggestions

To reduce the negative impact of gender role stereotypes on the selection of female class cadres, this article proposes the following specific and feasible suggestions:

At the level of education departments and schools, gender equality education should first be incorporated into the curriculum system. Through classroom teaching, extracurricular activities, and other means, knowledge and concepts of gender equality should be imparted to students to help them establish correct gender concepts. Teachers play a crucial role in this process, therefore, the education department should regularly organize teacher training on gender equality education to improve their

professional competence and teaching ability in this area so that they can effectively integrate gender equality education content into daily teaching.

Schools should actively create a safe and inclusive learning environment, ensuring that all students can learn and grow without gender discrimination. This includes providing safe campus facilities, such as ensuring sufficient lighting on campus, setting up safety monitoring equipment, and establishing a comprehensive mechanism for preventing and responding to gender based violence in schools, promptly handling and resolving potential gender based violence incidents on campus. In addition, schools should provide diverse courses and activities, encouraging students to choose based on their interests and strengths rather than being limited by gender stereotypes. For example, courses such as programming, robotics, and leadership can be offered to encourage girls to actively participate and cultivate their scientific literacy and leadership skills.

In the process of selecting class cadres, schools should establish clear and objective selection criteria to ensure that each candidate receives fair evaluation and opportunities. This can be achieved by establishing detailed selection processes and standards, such as clarifying the responsibilities and requirements of class cadres and using democratic elections, campaign speeches, and other selection methods. Meanwhile, schools can organize diverse leadership training programs to encourage female students to actively participate and enhance their confidence and leadership abilities. These training programs can include leadership lectures, team collaboration activities, simulated elections, etc., to help female students better showcase their abilities and potential.

Family education also plays an important role in eliminating gender stereotypes. Parents should educate their children from a young age to respect gender equality and make them realize that men and women should be equal in rights, opportunities, and responsibilities. In daily life, parents should avoid using or displaying gender based stereotypes, such as saying "boys don't cry" or "girls should be gentle," and instead encourage their children to develop according to their interests and strengths. Parents should also provide equal opportunities and resources to support their children's participation in various activities and learning without bias based on gender.

Changes in the social environment are also crucial. The government should formulate relevant laws and regulations to ensure equal rights and opportunities for men and women and increase efforts to combat gender discrimination and gender based violence. The media should pay attention to reporting on gender equality issues, raise public awareness and cognition, and create a supportive public opinion atmosphere for gender equality. Enterprises and social organizations should actively participate in gender equality education and promote the practice and development of gender equality. For example, companies can ensure gender equality in the recruitment and promotion process, providing more development opportunities for women. Social organizations can carry out gender equality propaganda activities to raise public awareness of gender equality.

## 5. Conclusion

This study confirms through in-depth theoretical analysis and empirical research that gender role stereotypes do have a significant impact on the selection process of female class cadres. The following is a summary of the main findings of this study, as well as a discussion of the importance of these findings and recommendations for reducing the negative impact of gender stereotypes.

This study found that gender role stereotypes often result in unfair evaluations of female candidates during class cadre selection. This stereotype holds that women lack leadership and decision-making abilities and are better suited to play supporting roles. However, by comparing the actual performance of men and women in leadership positions, this article finds that female leaders can also demonstrate outstanding leadership and team management abilities. This discovery challenges traditional gender role positioning and reveals the hindering effect of gender stereotypes on the selection of female class cadres.

Further data analysis shows that the proportion of female class cadres in class management is much lower than that of males. This not only limits the development space for female students but also deprives the class of the opportunity to benefit from the unique perspectives and contributions of female leaders. Therefore, this study emphasizes the importance of eliminating gender role stereotypes and promoting gender equality.

This study confirms through in-depth theoretical analysis and empirical research that gender role stereotypes do have a significant impact on the selection process of female class cadres. Future research should further explore how to continuously promote gender equality and provide more development opportunities for women through various efforts such as education reform, social advocacy, and policy support.

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