

# ***Exploring the Causes of Gender Education Problems of Urban Adolescents Born in 2000 in China***

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**Abstract:** This article explores the causes of gender education problems among post-2000 urban adolescents in China. The post-00s group, whose age and era are very important, is an object worthy of attention. Their curiosity about gender knowledge is at a very strong stage, and they also have development means such as the Internet to understand various gender knowledge. However, the gender cognition of post-2000 adolescents still has issues such as ambiguity, misunderstanding and prejudice to be resolved. From this point of view, there are many problems in the current gender education in China. This article uses in-depth interviews to study the reasons for the current problems of gender education in China: the influence of social gender concepts, the single content of school education, and the irregularity of family education. Considering that adolescents are not capable of making changes to these problems, this article starts with school teaching, family education and other aspects, and gives a series of suggestions, including strengthening the diversification of educational content and using new media such as the Internet for gender education Promote and incorporate gender education into teaching tasks, etc.

**Keywords:** gender education, teenagers, post-00s

## **1. Introduction**

In recent years, in China, with the increasing social attention and discussion on the topic of gender identity, gender stereotypes and sexual orientation, gender issues have also attracted people's attention.

For people, adolescence is a very critical stage in life. During this period, children begin to realize that their body and gender are different from those of the opposite sex. It is also the period when they are most curious about knowledge and issues in this area and eager for guidance. After puberty is missed, people's gender concept has initially taken shape and their desire to explore in this area will weaken a lot.

This year (2023), urban teenagers born in the 2000s have begun or are about to enter the social stage and will contribute their own value to the society. When you enter various industries or become leaders in various industries, you can change the current gender stereotypes in occupations, families, etc., and give both sexes more possibilities for development.

At the same time, the gender awareness of post-00s teenagers still has a half-knowledge of basic knowledge about the body, misunderstanding and prejudice against sexual minorities, how to make friends with the opposite sex normally, and how to deal with sexual harassment and sexual violence.

Therefore, it is necessary for post-2000 urban students who are in adolescence to solve the problems of gender education. Gender education is not only about teaching people the basics about sex, it also includes many other aspects. For example, gender education teaches the differences in the biological structure of boys and girls, how to prevent sexual harassment and violence that may be encountered in the future. In addition, gender education can guide people to pay attention to gender equality and respect gender diversity, eliminate gender prejudice, discrimination and stereotypes accumulated over time, establish good relationships, and promote self-development and realization of personal value among young people.

This article will start from the background of gender education for post-2000 adolescents and use the in-depth interview method to explore the current implementation status of gender education in China, analyze the problems existing in gender education, and explore more targeted solutions. In order to provide theoretical support and practical guidance for the promotion of gender education, the future development of young people tends to a more ideal model.

## 2. Literature Review

Through the inductive analysis of the articles on gender and education in the CNKI journal database in recent years (2018-2023), the trend shows that the popularity of gender and education research continues unabated, and involves sociology, anthropology, pedagogy, etc. science field. The idea of these literature is mostly learned from gender education in European and American countries, and the content is mostly to encourage the diversification of gender roles, abandon traditional gender stereotypes, advocate the popularization of sex education, and suggest the implementation of androgynous education, etc. [1]. On the whole, scholars have thoroughly studied the content and goals of gender education in China and have figured out the main problems of gender education in China, such as the cultural inertia of being content with the status quo, and the lack of educational policies and legislation [2]. At the same time, scholars have also explored the current status of gender education in China, from the aspects of different educational stages and different educational subjects. Different educational stages such as preschool children, primary and secondary school groups. Different educational subjects such as family, school. From the different educational educators, the conclusions basically come from the lack of understanding of the educated, the imperfect educational environment, and the low methods of parents educating their children [3].

On the whole, these studies lack the analysis of the causes of the gender education problems of today's post-00s, and at the same time, they put forward few suggestions after investigating the status quo of gender education of today's post-00s adolescents. At the same time, the analysis of the causes of the current status of gender education is relatively scattered, and there is a lack of research that combines the factors of the times, and there is no comprehensive view of the relationship between the causes, and it is combined to analyze the synergistic improvements at different levels.

## 3. Method

### 3.1. Data Collection

This article adopts the in-depth interview method, taking the individual post-2000 youths in today's cities as the research object, and explores the causes of the current status of gender education among post-2000 urban adolescents in China. Through interviews with adolescents and teachers, it is possible to dig out the respondents' understanding and cognition of gender, understand the respondents' views on gender education, and explore the teaching content, methods and methods of

gender education, as well as the application of gender education. The sampling criteria for adolescents include: (1) 2000-2009 (2) cities where their education was in China. The sampling criteria for teachers include: (1) more than 5 years of teaching experience (2) more than 2 years of experience as a class teacher. Common abstract criteria: all three have normal sexual orientation, do not belong to sexual minorities, do not come from divorced families, have healthy family relationships, have good communication with the opposite sex and same sex, and have no mental illness.

A total of 4 interviews were conducted during February 2023. Participants were from ordinary high schools in urban China. They are Law born in 1985 (a teacher), Lee born in 2002, Zhang born in 2006 and Xu born in 2006. Among them, the post-00s born in 2002 were female, and the rest of the participants were male.

This interview study obtained parental permission and participant consent prior to each interview. The location and time are arranged by the parents or by the teacher. The interview questions are semi-structured. The interview outline is shown in the Table 1. In one-on-one interviews, participants were asked to share their and their peers' observations about gender perceptions, gender perceptions, and evaluations of gender education received. Allowing room for descriptive narratives to develop and explore further, this article allows for finer nuances to emerge. Each participant was assigned a pseudonym for the sake of confidentiality. On average each interview lasts approximately 30-45 minutes.

Table 1: Interview outline.

Questions	
For student	
1	What do you think gender education is? From what aspects have you learned about gender education?
2	Have you seen content related to gender education on mainstream Chinese social media such as TikTok, Bilibili, Weibo, etc.? What do you think of that content? Should the website interfere with the content of these publications?
3	What is your opinion on the gender education given in the current school?
4	Judging from your educational experience from childhood to adulthood, has the school consciously grasped the ratio of male to female?
5	Do you think it is necessary to carry out relevant courses in schools? Do you think it's a waste of time to spend more than five classes studying gender during the academically demanding high school years?
6	During your student life, have you ever met a boy called a "sissy" or a girl called a "tomboy"? How often does the situation described occur? Is there any situation in the class where the same sex is isolated and plays well with the opposite sex?
7	Did you receive gender education from your family while growing up? Can you talk about it in detail? Which parent taught you more when you were growing up?
8	How is your relationship with your parents? What roles did your parents play in the family? How have your parents' perceptions of gender roles affected your thinking?
9	Did your parents raise your character to be "masculine" because you are a boy or "soft" because you are a "girl"? Did your parents approve of you not developing into traditional gender roles?
10	Have you ever experienced an advantage in your current gender over other genders? Please share your experiences and feelings in detail.

Table 1: (continued).

11	Do you think that sayings such as “men dominate the outside world, women dominate the interior” and “boys are better at science, and girls are better at liberal arts” limit the development of boys and girls?
12	Assuming salary and treatment, if you choose a job among nurses, receptionists, security guards, etiquette, beauticians, pilots, and policemen, combined with realistic factors, what would you consider? What are the occupations that should never be considered?
13	If you start a family in the future, which division of labor would you prefer? Do you want to maintain a traditional family like a man outside and a woman inside? Will you take the initiative to share housework and take care of children?
For teachers	
1	Have you influenced the gender role socialization of the trainees based on your own understanding of gender role standards?
2	Do you know gender-related knowledge? Are there any related courses for students?
3	In your family, are you responsible for disciplining more children or your wife? Who has the most say in major decisions?
4	What gender role do you want your child to be? Will it be deliberately cultivated in this direction? If the salary is the same, and the child chooses a job among nurses, receptionists, security guards, etiquette, beauticians, pilots, and policemen, combined with realistic factors, which one do you want him to choose? What are the occupations that should never be considered?

### 3.2. Data Analysis

Based on the responses of the interviewed adolescents, this article divides the sources of adolescent gender education into society, school, family and self. Then, conduct more detailed interviews with each source to identify which aspects of influence are the main factors in the current situation of adolescent gender education.

According to the interviews, the current status of gender education has had a significant impact on the future career development and family formation of post-00s. Students born after 2000 have their own understanding and cognition of gender education. Although they do not confuse gender education and sex education, they cannot accurately describe the connotation of gender education. According to the answers of the three post-00s interviewees, it can be concluded that teenagers have never taken the initiative to obtain knowledge about gender education, but occasionally brushed it on the Internet and obtained a certain amount of gender education that is not completely accurate and thorough. Gender education lacks appropriate guidance for boys' and girls' future career development and family division of labor, and their foreign career choices and family division of labor are very single. They believe that gender education is to let people recognize their biological sex and encourage individualized psychological gender development. In addition, due to the development of network technology and the exchange of information at home and abroad, the post-00s are greatly influenced by foreign cultures. Teenagers are concerned about the phenomenon of diverse gender roles and sexual minority student groups (homosexual, bisexual, asexual, transsexual groups) The degree of tolerance and understanding is higher than the domestic social average.

Different from interviews with adolescents, teachers are direct participants in the current status of gender education in schools, so in-depth interviews with teachers are used to help the authors

understand the status quo of gender education in schools and families. From the teacher's perspective, understand the learning level of adolescents' gender education.

## 4. Results

### 4.1. The Impact of Society's Gender Attitudes

There are two aspects of social influence on adolescent gender education: traditional gender concepts and the spread of new media such as the Internet.

#### 4.1.1. The Influence of Traditional Gender Concepts

Before the founding of New China—the period of feudal landlord class rule—the patriarchal-based monarchy was further strengthened. Confucian scholars further transformed the etiquette and law of the slave-owner class to make it more suitable for the needs of feudal rulers. Confucian ethics set a set of normative requirements for women's life in morality, behavior, and self-cultivation—three obediences and four virtues. The three obediences are “obedience to the father before marriage, obedience to the husband after marriage, and obedience to the son when the husband dies”. The four virtues are “women's morality, women's words, women's appearance, and women's merit” (women's morality, eloquence, manners, and women's popularity). And one basis of this standard is the principle of “differentiation between inside and outside (the social division of labor between men outside and women inside)”. As a result, the concept that men and women are different, that men are superior to women and women are inferior, and that men dominate and women are subordinate, has been established and continuously strengthened [4].

The social phenomenon of “men farming and women weaving” in China since ancient times, as well as the traditional concepts formed over thousands of years, have made gender a stereotype of thinking—it is believed that men have qualities such as strength, self-confidence, competence, reason, and motivation for achievement, while Women have qualities such as tenderness, compassion, gentleness, understanding, and obedience. This traditional gender stereotype that men are strong and women are weak, and that men are superior to women, has been inherited and accepted in the historical development of thousands of years, and gradually developed from “men dominate outside, women dominate inside” to the current “boys are suitable for science”, “Girls are suitable for liberal arts” and other concepts. The purpose of traditional Chinese gender education is to make boys more like boys and girls more like girls, creating clear boundaries between the sexes.

In addition, existing studies have found that marriage and childbirth will make both spouses' gender role concepts more traditional [5]. Because of the formation of new families and the increase of housework, women will be subject to more family fetters, thus strengthening their traditional concept of “men dominate outside, women dominate inside” [6]. Not only that, but social structure theory also points out that structural changes in the labor market and family domain will not only affect the life course of an individual, but also affect the entire population in a specific period at the level of society as a whole. According to the existing research conclusions, the rise of women's labor force participation rate in western society has promoted the establishment of the gender concept of freedom and equality [7].

Lee describes the division of labor model proposed by some social people according to the tradition:

**I think most social division of labor is that men dominate outside, and women dominate inside. So, when teenagers think about their future development, the traditions they come into contact with influence their choices. For example, some girls choose majors such as humanities and social sciences in college and may choose easy jobs close to home to take care of their**

**families after graduation; while boys choose majors such as science and engineering, and are more willing to choose more difficult, Work with a lot of travel.**

It can be seen that in the growing environment, because the knowledge learned and the people around them are all such traditional concepts, teenagers will not easily realize that their gender concepts are affected by traditional concepts.

#### **4.1.2. The Impact of New Media**

In the era of the Internet and new media, teenagers can easily obtain a variety of information, including awareness and understanding of gender. From the interviews, we can see that the head teachers interviewed believed that the gender concepts of different countries and cultures had some influence on the gender concepts of teenagers. At the same time, some commercial companies, such as entertainment companies, will take advantage of young people's curiosity and unhealthy psychology about themselves or the opposite sex, and sell wrong gender concepts to young people on some mainstream Chinese social media such as TikTok, Bilibili, and Weibo. Zhang mentioned that

**I found that some short video websites now tell boys some outrageous views, such as girls agreeing to refuse, because they like to play hard to get, etc., which distorts the understanding of the psychology of the opposite sex.**

Although new media such as the Internet have become the main channels for adolescents to obtain gender education information, obtaining information is not as difficult as before. However, these information from all directions are often lack of pertinence, scientific nature, and even contain wrong information and unhealthy concepts.

**Lee said that when I was browsing the media, no website would mark whether the information content was suitable for teenagers to watch. I often clicked on it and watched it for a while before realizing that the content was misleading.**

Access to this information without the supervision of adults with judgment, such as teachers and parents, will inevitably lead to confusion in gender education and unhealthy sexual concepts among teenagers.

#### **4.2. Lack of Gender Education in Schools**

After counting the work and rest time of 29 excellent high schools in Chinese cities, this article found that the vast majority of post-2000 urban teenagers spend about 15 hours in school from 6:30 to 22:00. It can be seen that most of the time in a day is spent in school. However, schools do not incorporate gender education into teaching tasks, lack of attention to gender issues, and rarely set up gender-related courses. Even if adolescents have gender-related questions, it is difficult to carry out in-depth discussion and learning. From Teacher Law's words, we can know:

**I admit that our school is deficient in this aspect and has spent a lot of energy on the subjects that students need to test. The curriculum is very utilitarian and lacks psychological training for young people.**

At the same time, teachers' awareness and understanding of gender education is not in place, and they do not provide education suitable for the development of both sexes in view of gender differences in teaching and tend to asexual education. Teacher Law's point of view is:

**Because the boundaries between genders seem to be blurred now, I feel that there is no need to exert influence on students in this regard.**

At the same time, many educators have little knowledge about gender education, and it is difficult to show professionalism in teaching, and they cannot solve the confusion and misconceptions of young people in a timely manner. Teenagers Lee said:



**When we asked the teacher, the advice given by the teacher was empty and broad, lacking in practicality. There may be some misunderstandings when the knowledge is not enough.**

In addition, schools often lack information and materials for education on sexual health, gender identity, and sexual orientation. Judging from the interviews, both Lee and Xu adolescents believe that.

**There are almost no gender-aware materials in school. When we are mostly in school, we lack avenues for self-knowledge and exploration.**

It is also worth noting that according to the results of the interviews, the interviewees said that the school has never grasped the ratio of male to female teachers. Xu said:

**The gender selection of teachers in our school is very fixed in certain subjects. For example, English teachers always have more female teachers.**

Failure to grasp the ratio of male to female teachers will to some extent lead to the formation of invisible gender standards for the professional gender of teachers. For example, some subjects are more inclined to recruit teachers of a certain gender. It will also weaken the balance of school education. The TALIS report states that the sex ratio of the teaching force can affect student attitudes, career aspirations and academic achievement in certain subjects [8]. Female teachers prefer students who are more obedient and well-behaved. Girls will get more encouragement and opportunities because they conform to expectations; A randomized experiment in South Korea found that female teachers made girls do better on standardized tests but had no significant effect on boys' performance [9]. In fact, a positive masculine image, masculinity (humorous expression, concise thinking, open-mindedness, and perseverance) is equally important for the growth of male and female students in the school environment, which helps prevent students from forming radical gender concepts [10]. This is a point often overlooked in Chinese education, forgetting the combination of male and female teachers to provide students with a normal gender education atmosphere.

Generally speaking, schools do not have a complete gender education system and lack effective guidance on their gender concepts.

### **4.3. Differences in Family Circumstances**

Family, as the first place for children to receive education, is the primary environment in the formative years of adolescence. Parents are the first and lifelong teachers of children. The influence of family education on children's thoughts is self-evident. The influence of family education on adolescent gender stereotypes is enlightening, persistent and infectious [11].

#### **4.3.1. Unreasonable Pattern of Sex Division of Labor in the Family**

The distribution of housework, the way parents get along with each other and the degree of decision-making contribution and economic contribution of both sides do not directly cause adolescents to form gender stereotypes of family division of labor. The three interviewed teenagers all have reasonable concepts:

**Two boys, Zhang and Xu, said, "I will take the initiative to do the same housework as my wife in the future and educate our children together." Girl Lee said: as a female, the traditional Chinese family division of labor in which "Man is in charge of the outside affairs while women look after the house" would only kill my fighting spirit and bury my talent. After starting a family in the future, I would refuse to be a "full-time mother" and instead have my own career.**

However, due to the infectiousness within the family, the division of labor between parents subtly exerts an indirect influence on the child's concept, such as aggravating the gender stereotype of their personality traits and that of sexual orientation and reducing their insight into the gender stereotype events in life.

Xu, who grew up in a family with a traditional division of labor, said:

**I try my best to understand and respect sexual minorities, but I still keep a distance from my gay classmates because I feel a little scared.**

Both Xu and Lee, who grew up in traditional family division of labor, stereotype the personalities of men and women and found it difficult to discover disturbing events caused by gender stereotype in their life:

**Boy was cheerful, decisive, brave and heroic. Girls have strong emotional ability and delicate mind. I think there are not many incidents caused by gender stereotypes in my life.**

However, the above characteristics are not reflected in the interview of Zhang, who has a democratic family division of labor:

**I still make friends with gay classmates, which I think is OK. I think men and women have no fixed characteristics, there are timid boys, there are also forthright, tough and brave girls; Our coordinator always thinks that boys are naughtier than girls, every time carrying books and putting away test equipment is boys' job, my parents expect me to engage in science work, and so on. These are all incidents in my life caused by gender stereotypes.**

It can be seen that among the two interviewees Xu and Lee who grew up in traditional family division of labor, boy Xu has significantly higher gender stereotype of sexual orientation, and the gender stereotype of character traits of Xu and Lee is more serious than that of Zhang who has a democratic family division of labor. Xu and Lee regard some existing but not obvious gender stereotypes in life as normal more frequently than Zhang.

In addition, the unreasonable family division of labor directly causes the lack of parental education and the great educational pressure of the mother. Xu and Lee have little communication with their fathers. Although their mothers have taken part in social labor and are no longer single housewives, they still take more responsibility for housework and education of children. Lee mentioned:

**My father is very traditional. He takes it for granted that my mother should take more responsibility for my education.**

The study showed that 48% of fathers admitted to being a "bystander" in taking on the responsibility of parenting, 39% considered themselves to be a "mentor" in parenting and only offered help to their children at certain times, and 13% considered themselves to be a role model in parenting [12]. All three interviewees said:

**I almost never received gender education from my parents, and I think my parents' gender ideology is very rigid.**

Thus, it can be seen that most Chinese fathers' weak awareness of education makes them neglect to train their children in almost all aspects, let alone teach them about gender stereotypes. Due to limited energy and time, in situations where there is work to be done and children to be cared for and educated, mother's education for children mostly stays in the aspects of study, life planning, living habits and so on, and ignores the education of gender stereotypes or has no time to learn relevant professional knowledge to update their own thoughts. Most of the parents of contemporary teenagers still follow the traditional gender concept and often adopt the traditional gender education methods to educate their children.

#### **4.3.2. Parents Traditional Concept of Gender Education**

Although son preference in Chinese families has been greatly reduced in recent years, it is still a common phenomenon that parents have different hopes and expectations for children with different biological sex, and they choose careers, shape characters and design behaviors for their children consciously or unconsciously according to such expectations. This is an external manifestation of the traditional gender concept internalized in the minds of parents [11]. The parents of Xu and Zhang restrict their career choice based on biological gender, which directly leads to their serious self-gender



stereotype in career choice and their extra sensitivity and fear of the residual occupational gender stereotype in the society:

**My parents objected to my taking up traditionally “female occupations” such as nurses and beauticians, and I was often indoctrinated by my parents that men should take up science jobs. I respect other people’s career choices, but I cannot accept that I am engaged in a “feminine profession” since I am afraid of being laughed at by the society or customers.**

However, Lee’s parents encouraged diverse career choices and did not limit her career development based on her gender. During the interview, Lee expressed willingness to try being a pilot, a police officer, or a beautician, based on her own interest.

Another example is that Xu’s parents expect him to become a traditional male figure and do not want him to exhibit any femininity traits. They educate him based on the traditional social norms for males, encouraging him to study science, take on the primary financial responsibility in the future family, and have greater decision-making power than his future wife. These teachings have resulted in Xu’s one-sided perspective:

**Undeniably, men have more advantages in their careers than women. After all, women are affected by their families and children. Furthermore, some people in society discriminate against women in the workplace, thinking that they are incompetent and denying them opportunities. Although I don’t think this way, the fact is cruel.**

It can be seen from this that parent’s traditional gender education concepts lead them to incorporate gender stereotypes into their children’s education, which will have a corresponding direct impact on their children’s gender stereotypes.

#### **4.4. Teenagers Have Insufficient Courage to Be Independent-minded or Question Unreasonable Phenomena**

Adolescence is the preliminary stage of formation of teenagers’ gender concepts. Lack of ability to judge right from wrong and appropriate guidance, they may take gender stereotypes they receive from their parents or teachers as norms without much thought, and their ability is not enough to make themselves aware of or improve their own problems.

##### **4.4.1. Lack of Self-independence**

The level of gender stereotypes varies among teenagers, and although they do not take the information from other members of the group as correct, they exhibit conformist behavior to seek group recognition and establish good relationship. Over time, this can lead to a negative atmosphere within the class. For example, Xu admits that sometimes he engages in discussions that go against his own belief just to fit in with his peers:

**Although I know that breaking away from traditional gender stereotypes of personality traits is indispensable for ideological progress, when my roommates discuss classmates who have close relationships with the opposite sex or are non-heterosexual, I sometimes go along with their joking remarks to fit in with the atmosphere. Being too rational in school won’t help you make many friends, sometimes you need to cater to the opinions of others, even if they are incorrect.**

##### **4.4.2. Lack of Courage to Query**

Teenagers do not deeply contemplate gender stereotypes hidden in daily life, not do they question or discuss them with others. Instead, they silently accept them as norms in life and digest them on their own.

Student Zhang said:

**Our coordinator is always kinder to girls and believes that boys are naughtier. There are classmates who sometimes gossip about me since I have many friends of the opposite sex, but I have not questioned these phenomena because I feel that almost all of the teachers think boys are naughtier, and the majority of people with many friends of the opposite sex will face some kind of gossip, to great or less extent.**

The premise of ideological progress is to question and improve incomplete ideas from the past. If teenagers lack the insight to discover questionable phenomena or bury their thoughts, it is not conducive to the progress of the ideological thinking of the teenage group.

## **5. Suggestions**

### **5.1. Ways to Expand Education**

Today, post-00s spend most of their day at school, and the three students interviewed also expressed interest in gender education courses. Therefore, promoting gender education at the school level can significantly improve adolescents' gender awareness.

First of all, schools need to adjust the curriculum appropriately according to the differences between boys and girls, and change the current status of non-sexual education, such as separately providing targeted education in subjects that boys or girls are not good at.

Second, schools must grasp the ratio of male to female teachers. Furthermore, schools should try to reduce the phenomenon that male teachers teach science and female teachers teach liberal arts, so as to weaken the stereotype of young people's choice of subjects.

At the same time, when making career planning for young people, schools should also abandon traditional career choices and encourage young people to freely choose the career they want to do. There will be no occupations that are recommended to all girls such as "housewives" that are of little help in adapting to the future society.

Finally, create a gender-equal campus culture and oppose sexism, gender-based violence, and abnormal treatment of sexual minorities on campus. When teenagers have some wrong behaviors, teachers need to stop them in time and carry out relevant punishments.

### **5.2. Ways to Enhance Gender Education in Social Aspects**

The government can publicize the importance of gender education and break down stereotypes and restrictions on women in occupations and industries. The government can also provide sexual health and gender diversity training for young people, such as establishing mutual aid associations for sexual minorities.

At the same time, the society needs to encourage and call for new media such as the Internet to carry out positive publicity about gender. The entertainment industry can use literary and artistic works such as movies, novels, TV series, etc. to reflect on today's gender stereotypes and demonstrate gender equality and diversity, so as to drive the ideological trend of young people.

### **5.3. Ways to Improve Gender Education in Families**

Firstly, parents can break through the traditional mindset, update their own thinking, and obtain relatively professional and scientific knowledge by attending lectures or reading books. Under the premise of respecting the physiological differences of different biological sex, parents should give their children correct guidance, encourage their children's personalized development, and cultivate their androgynous personality.

Secondly, parents should educate together. Just as the formation of a new life, the education of a child should be ideally carried out by the cooperation of both parents. Such cooperation is not a

substitute for both sides of parents, but a complement to each other since paternal and maternal love have the same indispensable role in family education. In view of the current domestic education situation, it is especially necessary to improve the father's education consciousness and rationalize the division of labor within the family. Father should undertake part of the housework and educate for children; mother should also have own careers and have the same power as their male counterparts in major family decisions, such as buying a house or car.

Besides, parents can cultivate teenagers' critical thinking in the details of life and encourage them to keep a clear mind instead of parroting.

## 6. Conclusion

Adopting the in-depth interview and literature analysis, this paper carries out the elaboration to the causes of the problem of adolescent's gender education implementation and gives some countermeasures to strengthen it according to the combination of some relevant literature and deep analysis of the interview content of a high school class teacher and several students. Through the interview, the following conclusions are drawn: adolescents' understanding of gender education is one-sided and stereotypes of gender roles partly linger on their minds caused by the combined effects of residual traditional gender concepts in society and mixed information on the internet, incomplete system of gender education in school, unreasonable pattern of sex division of labor and traditional methods of gender education in families, and teenagers' lack of self-independence and courage to question. This paper suggests that the government should call on the media and the entertainment industry to publish and spread information or literature works with positive guidance and carry out correlative training for teenagers. It hopes that schools should incorporate gender education into system and try to grasp the ratio of male to female teachers in each discipline. It is suggested that the parents of both sides should educate together, rationalize the family division of labor, implement intersex education, update their own thoughts, and cultivate children's critical thinking.

Previous studies have revealed such issues from the perspective of adults, and the illustration of the causes of teenagers' gender education problems at the individual level of adolescents are empty, incomplete or ignored. However, the author of this paper is a senior high school student and a college student, who are in the group of teenagers and have a thorough understanding of the status quo of today's post-00s, so it makes a more penetrating analysis on adolescent group and puts forward more feasible suggestions. The theoretical significance of this paper is to sublimate and consummate the framework to solve the problem of adolescent gender education, suggesting the multi-level and multi-subject collaborative improvement; at the same time, it has practical significance to promote the formation of gender role diversification, narrow the family generation gap, make people discover their unconscious remaining gender stereotypes, and encourage women to develop their career after marriage.

This paper still has deficiencies: it mainly focuses on gender stereotypes, but it does not explore the internal relationship between gender equality awareness, gender differences and gender stereotypes under the category of gender education. The follow-up research can start from the above defects to reveal deeper causes of gender education problems and make the research more perfect.

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