

THE EFFECT OF INFORMATION ABOUT FEMALE ENTREPRENEUR TOWARDS GENDER STEREOTYPE IN ADOLESCENTS

Olivia Ariantje Josephine, Bianda Dina Wimbowo, Dimas Dear Pratama, Ditya
Larasati, and Intan Amalia

Pembangunan Jaya University

olivia.ariantje@student.upj.ac.id, biandadina@yahoo.com,
dimas.dear@student.upj.ac.id, larasati_ditya@yahoo.co.id, and amaliaintan_23@yahoo.com

Abstract

Stereotype is cognitive frameworks that contain knowledge and belief about certain social group and seen as characteristics from certain group. Gender stereotype is belief about psychological characteristics of man (masculinity) and woman (femininity). Because of that, problems about gender also happen in the world of entrepreneurship. Topic about female entrepreneur often neglected by society because it's associated with masculine characteristics. Considering all of the above, this quasi-experiment research aimed to know the effects of information about female entrepreneurship towards stereotype gender in adolescents. This between-subject, pretest-posttest control group design used purposive sampling to collect the research participants. Participants' characteristics are 32 adolescents between 15 to 18 years old. Randomization was used to divide participants into the experimental and control group, each consists of 16 participants. Data were collected through questionnaire of stereotype content model (SCM). Pretest analysis showed that there is no significant difference between experimental and control group ($t = -2.036$, $p = .051$, $p > .05$). After intervention was given, posttest analysis showed that there is significant difference between experimental and control group ($t = 2.429$, $p = .021$, $p < .05$). Therefore, it is concluded that information about female entrepreneur does influence gender stereotype in adolescents.

Keywords: female entrepreneur, gender stereotype, adolescents.

INTRODUCTION

Stereotype is cognitive frameworks that contain knowledge and belief about certain social group and seen as characteristics from certain group (Prawasti, 2009). Stereotype is affected by several factors, such as gender, social status, and culture (Matlin as cited in Oktami, 2015). Brannon (as cited in Oktami, 2015) argues that gender stereotype is belief about psychological characteristics of man (masculinity) and woman (femininity). Gender stereotype is influenced by numerous factors, which are popular culture, mass media, peers, school, and family (Aina & Cameron, 2011).

Research on women and men confirms the existence of gender stereotype. Deaux and Emsweiler (as cited in Widyarini, 2013) showed that when man succeed in complex tasks, the observers attributed it to their capabilities. On the other hand, when woman succeed in the same tasks, the observers attributed it to luck. Because of that, problems about gender also happen in the world of entrepreneurship. Entrepreneurship, like business in general, is typically associated with masculine characteristics (Gupta, Turban, & Bhawe, 2008).

According to Bird and Bush (as cited in Gupta, Turban, & Bhawe, 2008),

research about entrepreneurship are mostly entrepreneur role models mentioned in media are men. In fact, research on female entrepreneur is important to do, because female entrepreneur is considered as source of economic growth, however there are few studies about female entrepreneur. Moreover, topic about female entrepreneur often neglected by society both in general and by science (Delmar & Holmquist, 2004).

Considering all of the above, this research aimed to know the effects of information about female entrepreneur towards gender stereotype in adolescents. Due to lack of literature on the topic of gender stereotypes in adolescents towards female entrepreneurs, adolescents are chosen as participants in this research.

Introduction describes the problem, importance of the problem, relevant scholarship, hypotheses (if relevant), and their correspondence to research design.

METHOD

Research Design

Quasi experimental design is a research design in which an experimental procedure is applied but all extraneous variables are not controlled (Christensen, 2007). In a between-subjected, pretest-posttest control group design, each participant in experimental and control group is measure before (pretest) and after (posttest) the intervention is given.

Variables

Because this research aims to find out the effect of information about female entrepreneur on gender stereotype in adolescents, therefore the independent variable (IV) in this research is female entrepreneur, or operationally defined as a movie about female entrepreneur.

Gender stereotype towards female entrepreneur is the dependent variable

about men, and typically (DV) of this research, that can be measure using questionnaire of stereotype content model (SCM). Questionnaire of SCM will be given before and after the intervention is expose to participant.

Secondary variables are school, family, peers, mass media, and popular culture. School is controlled using blocking technique, where adolescents from mix-school was chosen as participant in this research. Researchers used mass media in the form of movies about female entrepreneurs as manipulation in experimental groups. Another secondary variables, such as family, peers, and popular culture are not controlled, which make this research as quasi experimental.

Participants

Participants of this research are thirty two 15-18 high school students consists of seventeen female and fifteen male from ABC state school located in Bintaro area of South Tangerang. These 32 participants are selected based on purposive sampling according to the criteria set for this research. They are divided into experimental and control groups by randomization – or randomly assigned participants into two separate group.

Hypothesis

Null hypothesis (H_0) of this experiment is that the stereotype score of experimental group will be significantly higher or equal compared to the control one. Alternative hypothesis (H_a) is that the stereotype score of control group will be significantly smaller compared to the experimental one.

Analysis Method

Analysis that used in this research is independent sample *t*-test with significant level of 0.05. Independent

sample *t*-test was used to determine the groups mean difference score after intervention was given. In addition, researchers also used paired *t*-test to determine the mean differences before and after the intervention, either in experimental or control group.

Research Instrument

Questionnaire of stereotype content model was used to measure stereotype in this research. SCM defined as stereotype model made by Fiske, et al, which assumed that prejudice is a consequence of social structural relationships between groups with reference to two dimensions:

the social-economic status and type of interdependence. The combinations of these structural relationships generate the contents of the stereotypes that revolve around two fundamental dimensions: perceived competence and warmth (Durante, 2008).

Likert scale was used in this research as measurement scale. Participants were given several questions and instructed to make evaluations using 5-point scales (1 = *not at all* and 5 = *extremely*). Questionnaire in this research consists of several questions that reflect warmth, competence, perceived status, and perceived competition.

Table 1: Scales

Construct	Items
Competence	According to you, how . . . female entrepreneur? (competent, confident, capable, efficient, intelligent, skillful)
Warmth	According to you, how . . . female entrepreneur? (friendly, well-intentioned, trusted, warm, good-nature, sincere)
Status	According to you, how prestigious female entrepreneur? How economically successful have female entrepreneur been?
Competition	The values and beliefs of female entrepreneurs are NOT compatible with the values and beliefs of most entrepreneurs.

Procedure

Days before the experiment, a series of preparation and pilot studies were carried out – to ensure the effectiveness of questionnaire of SCM and movie about female entrepreneur. Participants were divided into two groups, each group consists of 16 high school students. Participants in control group were directed to another classroom. In classrooms, participants were briefed by the experimenters. In the introduction, participants in the experimental group were informed that they had to fill in a questionnaire, then watched a movie, and lastly, fill in another questionnaire. Movie in this research was movie about American female entrepreneur, named Joy. For

participants in the control group, they had to do task instead of watched a movie. The task in this research was choosing the correct answers in a national examination test on Indonesian Language.

Once the experiment was completed, data were collected in Microsoft Excel so the total sum and average of each group could be calculated. After that, researchers used SPSS software to calculated independent sample *t*-test and paired *t*-test.

RESULTS

The result of the experiment compromised in the following table. Table 2 summarize gender, frequency, and percentages of the participants.

Table 2: Participants description

Gender	Frequency	Percentage
Male	15	47%
Female	17	53%
Total	32	100%

Before independent sample *t*-test was calculated, researchers used paired *t*-test to determine whether there are mean differences before and after the intervention. Paired *t*-test was used in both group to know if the participants were equivalent to one another. Paired *t*-test

revealed a significant difference between pretest and posttest in experimental group, whereas, there is no significant difference between pretest and posttest in control group. Table 3 shows the result of paired *t*-test.

Table 3: Paired t-test

Group	Pretest		Posttest		t	p
	M	SD	M	SD		
Experimental	49.81	4.608	56.56	5.549	-4.870	.000
Control	52.63	3.052	52.44	3.915	.276	.786

Afterward, independent sample *t*-test is calculated in order to determine whether the groups mean difference score is significant so that it could not reasonably be attributed to chance. Based on the table 4, the results of pretest analysis showed that there is no significant difference between experimental and control group ($t=-2.36$, $p=.051$, $p>.05$). Meanwhile,

posttest analysis showed that there is significant difference between experimental and control group ($t=2.429$, $p=.021$, $p<.05$). It can be concluded that null hypothesis can be rejected and alternative hypothesis can be accepted. Table 4 shows the result of independent sample *t*-test.

Table 4: Independent sample t-test

Measures	Experimental		Control		t	p
	M	SD	M	SD		
Pretest	49.81	4.608	52.63	3.052	-2.036	.051
Posttest	56.56	5.549	52.44	3.915	2.429	.021

DISCUSSION

There are some weaknesses of this research, first, participants in this research originally targeted to male adolescents, but inadequate amount of male adolescents made researchers targeted female adolescents as participants. Also, changes in participants were made because researchers found no literatures that specifically shows stereotype differences in female and male adolescents. Hence, researchers considered that gender does not affect this research. Secondly, there is no comparison of stereotypes in female and male adolescents. Furthermore, this research is quasi experimental, so, there are some secondary variables that can not be controlled.

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