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The Prejudiced Attitudes of University Students Towards Women

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Abstract

This research aims to examine the traditional stereotypes and prejudiced attitudes towards women in the Jordanian society among students of Al-Hussein Bin Talal University. A questionnaire was used and distributed to a random sample of 425 students at the university.

The findings showed that the most common and highest ranking stereotypical sentiments among university students were: “women represent the family’s honor”, “women are not fit for physical work”, “Women are meant to remain home, and that their primary role in life is doing house chores”. These stereotypes are associated with the socio-cultural perception of the female body; which further contribute to the discriminatory stance against women. Furthermore, the findings reveal that university youth still perceive women as fragile creatures, unfit for leadership, and thus they are inferior to males; which renders them notionally unworthy of the right to independence and personal freedom.

These prejudiced attitudes reflect the notion of custodianship applied by the whip of conventional culture in conservative societies over the body, movement, and personal freedom of the woman; hence depriving her from some civil and political rights.

Keywords: prejudice against women, patriarchal culture, honor crimes.

1. Introduction

Despite the fact that women in Jordan have come a long way, however their scientific, and professional accomplishments as well as social status are

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all still dependent enthralled to stereotypes, some of which have derogatory connotations. These stereotypes constitute the standards of acceptable and common behavior within the values of the conventional culture.

Some literature indicate that profound changes have occurred during the last century in traditional and gender-biased roles; due to modernization and scientific development, as reported by Inglehart and Norris (2003). In their research they examined attitudes towards gender equality in nearly 70 countries. The findings of this research suggested that the social, economic and scientific development have positively contributed to promoting equality-oriented cultural attitudes. This description affected wealthy societies more than the poor.

For Jordan, and although it scored several economic growth points in different periods of its history, we cannot however claim it was able to rid itself of gender-based stereotypical and prejudiced attitudes. Society seems to persistently preserve the gender discrimination and stereotypical attitudes; which maintain their drive from the strong intrinsically patriarchal conservative culture.

Therefore, I believe that prejudiced stereotypes in our Jordanian society against women represent a major obstacle to the advancement of women, especially within a cultural environment that reinforces these negative stereotypes; thus depriving women their full rights, limiting their role in public life and participation in development of their country. On the other hand, there is no doubt that the higher education system has an important role in developing the perceptions and sentiment of the younger generation, to become more respectful of gender equality. Since young people are an important group in society; as they are the biomass capable of creating social change, it's crucial to study their positions and stereotypical attitudes, especially towards women, for the sake of society's progress for the better.

It is certain that the diffusion of prejudiced attitudes against women among university youth in Jordan is a significant concern, as it hinders development, holds back many women and girls in society, and negatively affects public causes like justice and gender equality. Furthermore, studying these prejudiced attitudes among university students becomes more important, as they constitute one third of the population in Jordan, according to the demographic estimates of the Department of Statistics¹. (2018).

This research focuses in particular on Jordan and on students from Al-Hussein Bin Talal Public University. Universities are known to be the most important socialization institutions, thus it is expected that these findings will

¹<http://dos.gov.jo>

contribute to helping universities play their role in changing traditional attitudes, and inspire positive attitudes and values in their students.

In light of this, the aim of this research is to examine stereotypes and prejudiced attitudes towards women within the Jordanian society, and the degree of their prevalence among students at Al-Hussein Bin Talal University. Accordingly, the research question will be as follows:

1. What are the traditional stereotypes on women at Al-Hussein Bin Talal University?
2. What are the major prejudiced attitudes towards women, among students at Al-Hussein Bin Talal University?
3. What statically significant differences are there at ($\alpha \leq 0.05$) in relation to stereotypes and prejudiced attitudes towards women among students; according the research demographic variables?

1.1 Prejudice and stereotypes

Anti-Women Prejudice is one of the most conspicuous forms of prejudice in human societies. It is based on power relations, status and typical roles between men and women within the family and society (Huici, 1984). These attitudes often manifest in the form of stereotypes, that are determined by societal traits and characteristics in the social and cultural context. Stereotypes express forms of Anti-women prejudice, describing men as competent, independent and leaders, while women are described as sympathetic and dependent. (Broverman et al., 1972).

It seems that conservative cultures that supports these biased traits makes the individual predisposed to prejudging others, without appropriate justifications, and this is the essence of prejudiced attitudes. (Abdullah, 1989: 27). In this context, Ayyash (2010) defined prejudiced attitudes as a negative sentiment that includes a set of fixed ideas and beliefs about other things or people, leading the believer in which to pass firm judgments against them in all circumstances. Previous literature on prejudiced attitudes reveal three basic criteria; from which any deviation leaves room for prejudice. These basic criteria are: 1) rationality, which is originally based on accurate, logical and inferable information, 2) justice, which is represented by non-discrimination between individuals, and 3) human feelings, which are based on accepting others with human mentality (Williams, 1970).

Rationality is the basis for defining the concept of prejudice; explained by (Harding et al., 1969) as a hasty or prejudice judgment, or an excessive generalization towards a group or a category, within the framework of stereotypes, and refusal to modify this judgment despite the emergence of new evidence, and the refusal to cater to or attain to individual differences. On the

other hand, prejudiced attitude represents a deviation from justice, as Brown, (2010) said, an unfair judgment towards members of a particular group. Such deviant behavior is called discrimination. The fundamental principle is equality among individuals in rights and obligations, regardless of social, gendered, religious, or ethnic differences.

Some argue that prejudiced attitudes and stereotypes are intertwined concepts to a large extent, while those who argue for the tripartite model of attitudes (cognitive, sentimental, and behavioral), believe that the stereotype is the cognitive component of prejudiced attitudes; represented in a deviation from rationality (Secord, Backman, 1974). This opinion is also echoed by Chen and Bargh, (1997); who argued that prejudice is a mental stereotype that often leads to discriminatory judgments passed on members who fall outside the social group. Devine (1989) asserts that as long as stereotypes exist, prejudice will follow. These stereotypes are nothing but a spontaneous and an automatic reflection of prejudice towards the members of the group to which these stereotypes are attributed, as they are an inevitable outcome of the stereotyping processes.

According to Martin and Halverson (1981), a stereotype towards women is “the self-awareness of what one should be and how to behave in society; viewing women from a restrained perspective that was formed according to the prevailing cultural norms. This leads us naturally to concept of gender as a socio-cultural concept strongly linked to biological sex, where male and female dos and don’ts are shaped by cultural ideals and social institutions (Connell, 2002). Gender is crucial due to its role in shaping unequal relationships that arise from the biological differences; by virtue of which social resources and privileges are distributed. Gender roles are the actions that men and women are expected to perform according to their gender, and these roles are produced by individuals’ interactions with their social environments and across different social and cultural institutions (Lindsey, 2015).

In light of the foregoing, we can assert the opinion that: Gender-based social constructs create structural gender inequality at all levels, while maintaining a wide gap in favor of men, as well as maintaining forms of discrimination and anti-women prejudice through socialization and practice (O’Hagan et al., 2019).

1.2 Jordanian socio-cultural context

Jordan is a middle eastern country that has a common culture that represents the collective identity of the state. Individuals in society are brought up to an analogical set of values and social perceptions that are commonly agreed upon within the common cultural pattern; such as generosity, courage,

loyalty, respect and tolerance. On the other hand, the social construct of the Jordanian society is fundamentally traditional; which is a manifestation of a social structure dominated by a network of relationships that pulled individuals into a kinship-based clan schemes (Tweissi, 2013; Mahmoud, 2009).

Families in the Jordanian society still adhere to the patriarchal system, which is characteristically hierarchal; where gender discrimination is still largely present. An individual within the traditional family system is more of a member than an independent individual. This membership gives men greater responsibilities and roles over women. For example, a girl's rebellion against family tradition may seriously harm the family's reputation, hence pressuring the family member to punish the girl. In some situations, this amounts to murder in what is so-called honor killing (Barakat, 2009).

Since its establishment in 1946, Jordan as a national state has worked to integrate women into the public sphere as a step towards modernization. This trend was welcomed by women-advocate groups. On the other hand, other groups in the Jordanian society were calling for preserving the traditional role of women as a wife, and a housewife only (Massad, 2001).

At that time, Jordanian women did not have any organized political activities, as the prevailing social norms and tribal traditions were only accepting to men in politics, while at the same time, women weren't granted any political rights by legislation. Subsequently, the situation began to somewhat change in the mid-fifties of the last century, when the Cabinet passed the electoral law that granted women the right to vote; provided they have completed primary education at least (Shteivi, Daghistani, 1994). In the mid-seventies, the law granted Jordanian women the right to vote and to run for political office, but this right was not actually acted upon until 1984 in the by-elections that took place in the Kingdom at the time (Al-Masalha, 2009).

Although the Jordanian Constitution; under Article VI (paragraphs 1 and 3), emphasizes the principles of equality and equal opportunities for all Jordanians, the legal establishment is still heavily influenced by social norms. Many national laws seem to discriminate between men and women, for example, the Personal Status Law perpetuates the traditional role of women at home as a caregiver, and while the marriage contract guarantees the man his rights, the woman must add conditions in the contract to protect herself. The law also recognizes that the man is responsible for the financial support of the woman, and therefore her work outside the home is considered secondary and sometimes conditional with the consent of the father or husband, which resulted in weak economic empowerment of women (Abu Taleb et al., 2019). That is why the gender gap is visible in the rate of women's economic participation as per the official figures (Department of Statistics, 2019) which

suggest that only 14% of women are economically active, while men occupy 54%. Unemployment among women sits at a whopping 27.5% compared to 17% for men. Often, women employment is concentrated in the public sector, especially in the teaching profession. This is also attributed to social norms that perceive teaching as a suitable profession for women, due to fewer working hours, paid vacations, and job security (Ministry of Education, 2018).

Although the enrollment of Jordanian women in education ranks among the highest in the MENA region, this hasn't significantly yielded fair opportunities for them to reach leadership and decision-making positions (OECD, 2018). Moreover, education curricula in Jordan reinforce traditional gender roles that depict women in the private sphere as housewives, and in the public sphere in stereotypical occupations as a teacher or a nurse (Al-Emam, 2015). On the other hand, gender-based violence is one of the most visible challenges in the Jordanian society, in light of low reporting and documentation of cases, and the prevalence of negative societal beliefs that view domestic violence as a private affair (National Committee for Women's Affairs, 2020). Although Jordan is a signatory of the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW) since 1992, the UN CEDAW Committee; in its 2017 report, expressed its concern about the persistence of stereotypes regarding the roles and responsibilities of women and men in the family and society that reinforce the traditional role of women; undermining women's social status and autonomy. There is also an increase in patriarchal attitudes within state authorities and society, while gender equality is being publicly and increasingly challenged by conservative groups.

Additionally, many Jordanian laws, such as the Citizenship Law and the Penal Code, are intrinsically patriarchal. Not so long ago, the Jordanian Penal Code was still lenient in its penalties toward men; especially in crimes committed against women, or as so called "honor crimes" as stipulated under Article 98. This article extenuates the penalty if a man commits a murder crime while in a state of anger. Furthermore, Article 308; AKA the rape clause, grants the rapist impunity if he marries the victim for a period of no less than three to five years. However, Article 308 was abolished and Article 98 was amended by removing the clause extenuating the penalty due to anger (Jordanian Penal Code, 2017). Despite the positive development, the law remains problematic because many of its provisions revolve around the concept of family honor, which in the Jordanian context is often associated with women (Abu Taleb et al., 2019).

2. Social Learning Theory

Attitudes are an integrated system of beliefs, feelings and sentiments that grow within an individual's personality to become the drive of one's behavior; which also vary according to circumstances and culture (Al-Samerai, 2007). Attitudes are a sociocultural outcome which the individual acquires through socialization, the conventional culture, and previous experiences (Abu Mughali, Salama, 2002).

Socialization is a basic process through which individual beliefs, values and roles are formed to conform to the desired standards of society. It begins from birth and continues into advanced stages of one's life (Al-Essawi, 1985).

The social learning theory provides a premise for understanding how attitudes, values, and standards are acquired and entrenched in the personality of individuals. This theory focuses on the mutual interaction between cognitive and behavioral factors, and the social environment in which the individual lives (Bandura, 1977). This theory is concerned with the reciprocal interaction between the internal and external events of the individual, and the latter's reflective behavior. According to this principle, cognitive processes play a prominent role in human behavior. Cognitive processes can be viewed as allegoric structures that manifest in ideas, expectations and mental images (Zaghoul, 2010).

Hence, this theory claims that stereotypical and misogynistic ideas and beliefs are learned within different social institutions, foremostly the family institution, where early upbringing takes place. Individuals acquire their gender-typical ideas, roles, responsibilities and beliefs in their social environment, while other socialization institutions confirm these gender-typical stereotypes, roles and attitudes (Somlai, 1997).

According to (Hall, Lindzey, 1970), inter-transposition and expression of these attitudes and stereotypes among individuals promotes them to the status of cultural norm in society. The hypothesis on the role of socialization in learning and imparting stereotypes and prejudiced attitudes towards women was corroborated with a research by El-Kharouf, Al-Bdour (2006), the findings of which showed that gender roles in the Jordanian family are acquired through parents' focus; in the process of socialization, on promoting the "masculinity" traits in boys; such as boldness, courage, dominance, and toughness, while imparting girls' with feminine attributes, such as delicacy, tenderness and mellowness.

3. Literature Review

Several local research papers have examined gender-related stereotypes in the Jordanian society. Some of their findings have revealed implicit prejudiced attitudes towards women.

El Kharouf (2019) research found that girls' attitudes towards stereotypes are unconventional compared to their boys' counterparts. These attitudes tend to be balanced among students of humanities. Positive differences attributed to the variable of the mother's education have appeared in the unconventional view of stereotyped attitudes. Yet, young men still believed that skills such as car driving, or guest receiving, are man attributes.

Likewise, the findings of Shteivi (2015) research showed that girls' attitudes towards stereotypes are more progressive as opposed to boys, and girls showed greater support for women's participation in the public sphere. On the other hand, boys appeared not to support women in leadership, or their right to equal opportunities and freedom to travel.

It seems that the notion of gender equality is not supported by boys in general, as El Kharouf (2010) research shows. 72.6% of boys opposed equality with girls; as they believed men have different capabilities than women, and that women cannot assume responsibility. Both boys and girls supported that there are women-specific qualities, such housekeeping, and the need for protection, and men have different qualities such as toughness and leadership.

A striking finding in Abu Zaitoon, et al. (2018) research, which showed a high level of conviction among university students that "university education for boys is more important than it for girls," and also supported that men are better than women business wise.

Although; as Al-Zoubi and El-Kharouf (2015) research suggested, there is support for women working outside the home, work in the teaching profession had the greater support among girls compared to boys. One of the disturbing findings in this research was that there is a moderate degree of agreement that Society's inferior view of women is an obstacle to her employment. This indicates a prejudiced attitude towards women.

Likewise, the encouragement of women's employment was supported; according to Wraikat, (2006) research, whereas marriage to an employed woman was perceived as a positive thing. However, the majority of respondents linked that to the poor living conditions; arguing that the woman's income helps to make ends-meet. The research also showed that girls are more likely to decline pre-arranged marriage compared to boys.

In another cultural and social context, Fényes (2014) research, which examined stereotypes among post-graduate students in a border region of Central and Eastern Europe, showed that there is support for more

stereotypical attitudes in this region, but women often identify themselves with more modern roles than men. Students in predominately girls' colleges; such as schools of Arts, are more modern than students of scientific schools, such as engineering and information technology, which are predominantly boys' schools. It also appeared that students who live in rural areas are not more traditional than others, because they resided in urban settings during their studies.

Furthermore, Katrina et al. (2018) research also found that students selected from two US universities strongly believe that there are certain personality traits associated with boys as males and other traits typical of girls as females. These findings were confirmed by De Caroli and Sagone, (2009) research, which examined stereotypes among Italian college students and found that they have high levels of gender stereotyping. In the area of jobs, for instance, vocational professions such as construction, driving, and intellectual functions such as judges and astronauts were perceived as man-specific activities, while manual activities such as housework were described as highly feminine activities. The statistical differences of stereotyping showed that younger students are more stereotypical than older students.

Not far from that, the findings of Vuković et al. (2007) research revealed that the attitudes of Croatians towards women's employment are stereotypical, and appear to be more stereotypical when talking about house chores and childcare tasks. Statistical differences indicated that younger girls are less stereotypical than older women. Also, younger girls seemed increasingly dissatisfied with stereotypical attitudes, compared to their boys' counterparts.

4. Methodology

4.1 The Sample

The sample consisted of (425) students from Al-Hussein Ben Talal University, disaggregated according to gender into (195 boys, 230 girls). The sample was selected randomly from among all students. The research population amounted 7160 students from Al-Hussein Bin Talal University of the 2020 class; according to the statistics of the registrar office.

4.2 Material and procedures

In this research, a questionnaire was used to collect data. The questionnaire consists of three sections (1) the demographic characteristics of the participating students, (2) common stereotypes; which consist of 10 statements (most of which were mentioned in the literature), (3) prejudiced

attitudes; which consist of 8 statements. The latter section is the part the current research adds. The phrases in this section were formulated to further reveal prejudiced attitudes towards women, such as support for inequality of rights, rejection of independence and personal liberty, and justification of violence against women.

The survey questions were regular, and responses were scored on a five-point Likert scale, which ranged from 1 “strongly disagree” to 5 “strongly agree”.

To verify the validity of the questionnaire, it was presented to (4) arbiters specialized in sociology, metrology and assessment at Al-Hussein Bin Talal University; to solicit their feedback on the questionnaire in terms of: clarity of the paragraphs, correctness of syntax and grammar, paragraphs relevance to the dimension they measure, and to amend or delete any irrelevant paragraphs, or to suggest new paragraphs as they may deem appropriate. Accordingly, the proposed amendments were made to the questionnaire phrases.

Internal consistency was verified by applying the questionnaire to an exploratory sample consisting of (30) male and female students, from outside the study sample. By calculating the Pearson correlation coefficient, it was found that all the paragraphs are correlated to the overall score of the questionnaire with a statistically significant correlation. For the two dimensions (stereotypes and prejudiced attitudes) the coefficient was (Between (0.51--0.66) and (0.59-0.76), respectively. Correlation coefficients of the questionnaire paragraphs with the total score for each dimension were limited between (0.50-0.76), (0.43-0.65). All of these are statistically significant, which means that the paragraphs of the questionnaire are internally consistent.

Through the Cronbach Alpha equation, the temporal stability of the questionnaire was verified by administering the questionnaire to an exploratory sample of (30) male and female students. The Cronbach's alpha was 0.85, which indicates a good level of reliability.

4.3 Data analysis

Data were analyzed using the (SPSS) software utilizing several statistical techniques, including simple descriptive models for analyzing the sample characteristics, arithmetic means and standard deviations to analyze stereotypes and prejudiced attitudes of the participants' responses; based on progression (1- 2.33 low score, 2.34 -3.67 moderate score, 3.68 -5 high score). Additionally, some tests were conducted to address the research objectives, including Multivariate analysis of variance (MANOVA) of the average estimates of the sample in the stereotypes and prejudiced attitudes dimensions; according to the independent variables (gender, school, academic

level, father's education, Mother's education, area of residence (rural/urban)). Scheffé's Post Hoc Comparisons test was used to find out the significance of statistical differences at the level of ($\alpha \geq 0.05$).

Table 1: Gender-disaggregated demographic data of the research sample indicate that 54.1% females, and 45.9% males, the highest percentage of students' participants were from scientific colleges at 87.8%. Furthermore, first-year students constitute 44.9%, then the second and third years at 25.4% and 22.8% respectively. In regards to the level of parents' education, the percentage of university education was the highest among fathers at 56%, while school education scored the highest among mothers at 46.6%. The majority of the sample members, 62.6%, live in urban settings.

TABLE 1. Characteristics of the study sample, according to the qualitative variables.

Variable		No.	%
Sex	Male	195	45.9
	Female	230	54.1
	Total	425	100.0
Discipline	Humanities	52	12.2
	Scientific	373	87.8
	Total	425	100.0
Year	1 st	191	44.9
	2 nd	108	25.4
	3 rd	97	22.8
	≤4 th	29	6.8
	Total	425	100.0
Father's education	Illiterate	15	3.5
	School	238	56.0
	University	172	40.5
	Total	425	100.0
Mother's education	Illiterate	45	10.6
	School	198	46.6
	University	182	42.8
	Total	425	100.0
Residency	Urban	266	62.6
	Rural	159	37.4
	Total	425	100.0

5. Results

Table 2: The arithmetic mean of the overall stereotypes dimension came with an average estimate (the arithmetic mean is 2.95, and the standard deviation is 1.13). It was found that the most common stereotypes towards

women were found among youth; scoring high: “Women represent the family’s honor” with an arithmetic mean of (3.71), followed by the stereotype: “Women are incapable for physical work”, with an arithmetic mean of (3.67). For stereotypes related to staying home, housework and preference for the women in teaching, they came with a moderate score.

TABLE 2. The arithmetic means and standard deviations of traditional stereotypes towards women.

No.	Item	Mean	Std. Dev.	Score
7	Women represent the family’s honor	3.71	1.16	High
10	Women are incapable of physical work	3.67	1.15	Moderate
5	The basic role of women is doing the house chores	3.51	1.14	Moderate
9	Sexual harassment is the result of the woman attire	3.46	1.23	Moderate
3	Women are most suited for work in education and health	3.32	1.22	Moderate
2	Parents have the right to choose the daughter’s spouse	2.93	1.08	Moderate
4	Staying home is better for women	2.45	1.09	Moderate
8	Unemployment amongst men is the result of women employment	2.39	1.05	Moderate
6	Males are superior to females	2.16	1.03	Low
1	Early marriage is more important for girls than education	1.98	0.89	Low
Total		2.95	1.13	Moderate

* 1 – 2.33 is low score, 2.34 - 3.67 is moderate, and 3.68 - 5 is high.

TABLE 3. The arithmetic means and standard deviations of prejudiced attitudes towards women.

No	Item	Mean	Std. Dev.	Score
8	Women are not suitable at all for activities that require physical effort	3.40	1.21	Moderate
2	Parents have the right to monitor their daughter’s phone and social media accounts	3.19	1.18	Moderate
5	A girls who engages in a sexual relationship outside of wedlock is worthy of immediate killing	3.09	1.29	Moderate
3	It’s good that a Jordanian woman cannot pass citizenship to her non-Jordanian husband.	2.90	1.11	Moderate
4	If a girl is raped, it’s better for her to marry the man who raped her	2.58	1.28	Moderate
7	Women are unfit for leadership positions	2.36	1.18	Moderate
6	The reason behind the society’s moral decadence is women working outside	2.18	0.98	Low
1	Treating the woman with some violence is for her own interest	2.08	0.95	Low
Total		2.72	0.99	Moderate

* 1 – 2.33 is low score, 2.34 - 3.67 is moderate, and 3.68 - 5 is high.

Table 3: The total arithmetic mean of student’s prejudiced attitudes towards women came with a moderate score (the mean is 2.72, and the standard deviation is 0.99). The most common prejudiced attitude among university youth is “women are incapable of physical work”, with an arithmetic mean of 3.40, followed by: “Parents have the right to monitor their daughter’s phone and social media accounts” with an arithmetic mean of 3.19. This finding indicates unacceptance of privacy and liberty for girls, while boys enjoy much larger liberty and privacy in the traditional culture. This is followed by: “A girl who engages in a sexual relationship outside of wedlock is worthy of immediate killing,” with an arithmetic mean of 3.09. These prejudiced attitudes are a mere reflection of stereotypes about women's vulnerability and their need for protection, which is a male pretext that often justifies violent and murderous behavior against women in society.

TABLE 4. *The arithmetic means and standard deviations in the dimension of stereotypes and prejudiced attitudes according to the research variables.*

Variable	Stereotype			Prejudiced attitude	
	Level	Mean	Std. Dev.	Mean	Std. Dev.
Sex	Male	3.28	1.12	2.97	1.12
	Female	2.68	1.11	2.51	1.14
Discipline	Scientific	2.91	1.01	2.68	1.13
	Humanities	3.027	1.03	2.78	1.15
Year	1 st	2.953	1.11	2.71	1.16
	2 nd	2.835	1.08	2.59	1.42
	3 rd	2.983	1.09	2.81	1.11
	4 th	3.106	0.95	2.90	1.123
	5 th	3.175	1.11	2.82	1.11
Father’s education	Illiterate	3.167	1.12	2.95	0.99
	School	3.015	1.17	2.75	0.87
	University	2.865	0.88	2.66	1.14
Mother’s education	Illiterate	3.1	1.01	2.96	1.12
	School	2.932	1.13	2.70	0.87
	University	2.954	1.18	2.69	1.02
Residency	Urban	2.876	1.19	2.61	1.01
	Rural	3.1	1.14	2.91	1.05

Table 4 shows slight apparent differences between the arithmetic means of the stereo types and prejudiced attitudes dimensions; according to the research variables. To investigate the significance of these differences, multivariate analysis was used as in Table (5).

TABLE 5. Results of multivariate analysis of respondents' average estimates of the stereotype variable; according to the research variables.

Source of variance	Sum of squares	Dig. of freedom	Mean squares	"F" ratio	Stat. Sig.
Sex	4286.480	1	4286.480	120.74	0.00
Discipline	385.01	2	192.51	5.42	0.005
Year	379.57	4	94.89	2.67	0.30
Father's Education	399.54	2	199.77	5.62	0.004
Mother's Education	55.32	2	27.66	78.	0.459
Residency	420.84	1	420.84	11.85	0.001
Error	14590.74	411	35.50		
Total	20237.84	423			

* Statistical significance at the level ($\alpha \leq 0.05$)

Table 5 shows no statistically significant differences attributed to the educational level of the mother, while there were statistically significant differences at the level ($\alpha \geq 0.05$) between the respondents' average estimates, attributed to variables: sex (males), discipline: (humanities), Place of residence: (rural), and to the father's education variable. According to these differences, boys are the more susceptible to these stereotypes as opposed to girls. Additionally, such stereotypes are more prevalent among humanities' students as opposed to science students. Additionally, prevalence of stereotypes in rural communities as opposed to urban, is due to the dominance of kinship arrangements, which makes them more adherent to the normative values-based cultural system. In order to learn more about the statistical significance of the differences in relation to the father's educational level variable, dimensional comparisons were used; following "Scheffé's" method.

TABLE 6. The results of dimensional comparisons using "Scheffé's" method, the father's educational level.

Dimension	Illiterate	School	University
Father's education	Illiterate	1.50	3.04
	School		*1.53
	Education		

* Statistical significance at the level ($\alpha \leq 0.05$)

Table 6 shows statistically significant differences at the level ($\alpha \leq 0.05$), according to the father's level of education in favor of school education compared to university education. This means that stereotypes towards women are more likely to occur among fathers with school education

compared to those with university education. This is perhaps indicative of a positive role in higher education.

TABLE 7. *The results of multivariate analysis of respondents' average estimates of prejudiced attitudes dimension; in relation to the research variables.*

Source of variance	Sum of squares	Dig. of freedom	Mean squares	"F" ratio	Stat. Sig.
Sex	1614.89	1	1614.89	60.58	0.00
Discipline	186.15	2	93.074	3.49	0.031
Year	219.50	4	54.87	2.06	0.085
Father's Education	55.73	2	27.86	1.05	0.353
Mother's Education	14.74	2	7.37	0.277	0.756
Residency	457.71	1	457.71	17.17	0.00
Error	10955.83	411	26.66		
Total	13595.736	423			

* Statistical significance at the level ($\alpha \leq 0.05$)

Table 7 shows no statistically significant differences attributed to the year of study and the educational level of the father and the mother. Statistically significant differences appeared at the level ($\alpha \leq 0.05$) between the respondents' average estimates due to variables: sex (males), discipline: (Humanities), place of residence: (rural). These differences are consistent with the differences in the stereotypes dimension, as stereotypes often morph into prejudiced attitudes in traditional societies.

6. Discussion

The researcher sought to examine stereotypes and the prejudiced attitudes toward women among students at Al-Hussein Bin Talal University. The findings reveal that there is a moderate agreement to most paragraphs regarding stereotypes and prejudiced attitudes toward women.

The most common stereotype that scored the highest is "a woman represents the honor of the family" (3.71). This stereotype indicates that the socialization focus on the woman's body is a socio-cultural concept. There are prejudiced attitudes that can be linked to this stereotype, which the findings have revealed; namely supporting murder of women if found in a relationship with a man outside of wedlock, in the context of so-called "honor crimes", or marrying off the rape victim girl to the perpetrator. This is in spite of the fact that the Jordanian legislature had abolished Article 308 of the Penal Code in 2017, which granted impunity to the rapist if the latter marries his victim. However, this agreement is socially justified with the pretext of blotting out

the girl's shame. These attitudes also lead to the justification of denying women access to justice to attain their social and civil rights. This finding supports the study of El kharouf, 2010, which showed that 72.6% of young men opposed equality with women, because they believe that men have different capabilities than women, and that women cannot assume responsibility because they are emotional and irrational. Also, Shteivi, 2015 research, which showed that boys do not accept equality with girls in opportunities and freedom of travel.

The findings also revealed that some prejudiced attitudes are based on common stereotypes about the traditional roles of women, such as that women cannot and are not suitable for physical activities, and do not succeed in leadership positions, as such activities are for men. These findings are consistent with several previous studies; such as El Kharouf (2019) research which revealed that boys 'believe that skills such as driving a car or receiving guests are only tasks for men. It is also consistent with Abu Zaitoon et al. (2018) study; confirming that respondents believed that men are better than women in business, and with the De Caroli and Sagone, 2009 research, which showed that respondents favored men over women in the professions that require physical efforts, or intellectual and leadership skills. This is also the case with the Shteivi (2015) research, which indicated that boys cling to stereotypes that do not support women in leadership, and with the Katrina and et al. (2018) study, which shows that stereotypes are an obstacle for women to take on scientific careers in engineering and technology.

The findings also indicated that there is agreement among young people on the common stereotype that calls for women to stay home and do housework. This finding is corroborated by Vuković et al. (2007) research, which showed that Croatians are more stereotypical when talking about Housework and childcare tasks.

The findings of the research also showed that boys support stereotypes against women more than girls. This finding is corroborated by several previous research; such as El Kharouf, (2019), which showed that girls are not stereotypical in comparison to boys, and Shteivi (2015) research, which found that girls' attitudes are more progressive as compared to boys' attitudes, and with the Fényes (2014) research; indicating that women often define themselves as more modern than men. This is also true for Vuković et al. (2007) research; which found that girls are increasingly dissatisfied with the stereotypical attitudes, as opposed to their male counterparts.

In this research, no statistically significant differences were found in relation to the mother's education variable. This contradicts the finding of El Kharouf (2019) research, which showed that the mother's education has a positive role in countering stereotypes. On the contrary, this research found

statistically significant differences in relation to the father's education variable. It appears that fathers who have a university degree are less stereotypical than fathers with lower education. Interpreting this finding would suggest that fathers play a crucial role in influencing the upbringing of their children, and therefore fathers with university education positively influence the belief system of their children.

Moreover, the research showed statistically significant differences in favor of the humanity schools variable, as compared to science schools in relation to supporting stereotypes against women. This finding is remarkable because girls constitute 63% of humanities students; compared to 37% boys according to official university statistics. Perhaps, this finding is an evidence for the influence of socialization in the family; which influence many girls into accepting stereotypes against their own gender. However, this finding is contradictory to that of El Kharouf (2019) research, which showed that there is a balance between the scientific and humanitarian students in relation to stereotypical attitudes against women. It's also contradictory to the findings of Fényes (2014) research, which showed that humanities girl students have more recent attitudes towards stereotypes.

Statistically significant differences were also found in favor of rural settings; in relation to the place of residence variable. This can be explained by the fact that Jordanian villages still have kinship-based traditional social ties; that are intrinsically of family or tribal nature. Therefore, socialization in rural settings is more rigorous and influential on the belief system of young people. This finding is contradictory to that of the Fényes (2014) research, which found that students who live in rural settings are not more stereotypical than others, because they resided in cities during their studies.

No statistically significant differences have appeared in relation to the academic level, which means that all students of all levels had stereotypical and prejudiced attitudes against women. Nevertheless, the De Caroli and Sagone (2009) research found statistically significant differences of stereotyping in relation to the age variable; as younger students showed higher degree of stereotyping compared to older students. This may be due to the positive role of the university in changing students' stereotypical attitudes.

The research findings didn't find support for "early marriage for girls is more important than education", which is a positive indicator. Generally speaking, there are positive attitudes towards women's employment but with a limitation to education and health professions. Encouraging women's employment was found to be supported in the Wraikat (2006) research, where respondents agreed to "marrying an employed woman". However, in a very contradictory way, the Abu Zaitoon et al. (2018) research showed that there is agreement, to a high degree, among young men, "that university education for

boys is more important than it for girls.” On the other hand, it is strange that students supported, to a moderate degree, the stereotype that unemployment among men is caused by women’s employment. This stereotype is based on incorrect information, as official statistics of 2019 indicate that women’s economic participation is 14%, which is very low compared to 54% among men.

Students do not seem to support the stereotype that “males are superior to females”, but strangely enough, young men supported other stereotypes that bear prejudiced connotations; underpinned on gender discrimination, such as that “the woman attire is related to sexual harassment against her”, and the family’s right to “monitor their girl on social media”.

7. Conclusion

This study showed that students at Al-Hussein Bin Talal University do indeed have anti-women prejudice, as the findings of the research question on traditional stereotypes among university students showed that they support many negative stereotypes towards women, such as perceiving women as representatives of the family’s honor. This stereotype is highly supported among students; adversely affecting women in society, as it imposes great social restrictions on them, but do not apply to men. They also see a causative correlation between the women attire and sexual harassment. This finding is quite alarming and may include a kind of justification for sexual harassment. On the other hand, despite the positive support for women’s work in the Jordanian society, but the stereotype that education is the best profession for women still receives support among students. On another front, students believe that men’s unemployment is caused by women’s employment. These stereotypes; in their entirety, reflect the social view of women as weak, irrational creatures, and therefore inferior to men. This leads to denying women their rights to independence, equality and justice in fundamental rights. It is clear that these stereotypes are a socio-cultural product that reflect the notion of guardianship practiced by traditional culture in conservative societies over the women’s body, her mobility and personal liberty, while men enjoy these rights and liberties almost unrestrictedly, within the same socio-cultural context.

As for prejudiced attitudes, most of them are based on stereotypes. The findings of the research question on the most prominent anti-women prejudice among university students showed that students support that parents right to monitor their daughters on social media, while this is not imposed on boys. Additionally, among the disturbing findings is that students

agree to killing the girl immediately if she engages in a sexual relationship outside of wedlock, and also support having the rape victim married away to the perpetrator; despite the positive legal amendments to the Penal Code in 2017, as stated in the theoretical part of this paper.

It seems that these prejudiced attitudes are linked to the strength of the stereotype that women represent the honor of the family, as well as a finding that shows a clear bias against women among students, which manifests in their support for incomplete citizenship experienced by Jordanian women, as respondents were in favor of denying women the right to confer citizenship on her children, according to the citizenship law. One important finding is that a statistically significant difference ($\geq \alpha 0.05$) was found for the father's education variable, as students whose fathers have college education are less prejudice and anti-woman, which is a positive point for the role of higher education. However, no statistically significant difference was found for the mother's level of education variable when it comes to stereotypes and prejudiced attitudes among their university student children, despite the fact that about 89% of the respondent students' mothers have an education level ranging from high school to BSc. This is an interesting finding, as it is known that women do the bulk of the work in the social welfare sector, and raising children is an important part of this work. Perhaps, this can be explained by the fact that women in our Jordanian society raise their children according to the cultural role imposed and agreed upon in society, even if it includes prejudiced attitudes against themselves.

Nevertheless, this latter notion needs further investigation to identify the upbringing trends and techniques of Jordanian mothers, and the extent of their awareness of prejudiced attitudes against them. For example, this last point in this summary leads us to say that anti-women prejudice in traditional societies is a structural cultural problem, and therefore it must be recognized that the socio-cultural environment prevailing in Jordanian society encourages and accepts these stereotypes and trends, and it also reinforces and practices them through socialization in the various social institutions. Based on these findings, it's crucial to recommend focusing on teaching university students to foster modern attitudes towards women, and to present non-traditional models for women in educational curricula at both grade school and university levels. It is also important to mainstream gender into the educational content at both levels as well; being the places where the individual's character is formed and where values and trends are attained. This is a good way to usher in a positive change in collective awareness, relationships, patterns of communication and thinking, and will subsequently be reflected on socio-cultural structures culpable; in the first place, of producing stereotypes and anti-women prejudice in the Jordanian society.

8. Limitations and future research

This article supports the continuity of research in the field of anti-women prejudice in the Jordanian society, in order to examine these attitudes among an important group in society, namely university students. Although the representation of the two genders was relatively similar in this research, there were some limitations with the low representation of humanities students; 12.2% compared to 87.8% for sciences' students. It should be noted that a statistically significant relationship was found in stereotypes and anti-women prejudice among humanities' students, as opposed to sciences students. Another limitation is that the study used a fairly small sample and should be repeated at a larger scale and with other independent variables. Moreover, respondents in this study may not adequately represent the cultural, social, and religious diversity among Jordanians.

It is crucial for future research to explore further into students' prejudiced attitudes toward women; using qualitative research tools through interviews and focus group discussions with students, in order to analyze these attitudes in more depth. It is worth considering an examination of these stereotypes and prejudiced attitudes among faculty members in the university, as their attitudes and perceptions have a major influence on students. There is perhaps a need to examine these prejudiced attitudes and trends among the pre-university age groups, to determine the degree and intensity of these attitudes based on the different educational level and age. Also in the future, there is a need for studies to show to what degree prejudiced stereotypes are to blame for denying women the right to employment and professional advancement, especially since Jordan has high levels of women's education, which is not proportional to their rates of participation in the labor market. Perhaps it is also important to conduct more in-depth studies on prejudiced attitudes and their relationship to violent crimes and murder against women in the Jordanian society.

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