

Abstract

My bachelor's thesis deals with development of the identity of a young school girl with non-feminine features.

I am trying to bring insight into her self-perception, to understand questions like what are her differences, how she feels about her position in the family and among school friends, what are her role models and whether she wants to get rid of her differences or whether they are desirable.

I am also trying to look into the social context of her closest environment and her classroom, what is dominant idea of femininity and masculinity in that class, whether she can be the target of homophobia due to her being different and what is her teacher's attitude towards her. I found that in the girl's class, gender plays an important part. The girl with insufficient femininity is being excluded.

Assessment of femininity by her peers is a subject to common social and class norms. Class norms do not follow her family background, where there is distinctive overemphasis on masculinity compared to femininity. Expressions of masculinity are valued and strengthened by role models.

The study consists of two parts: theoretical and empirical. In the first part I compare the facts from available literature with the facts of my research in discussion. The theoretical part of this diploma study contains the facts of gender issues. Furthermore I pursue the subject of family socialization influencing identity development. I foresee the school class as a social group, forming the individual.

In the empirical part I am introducing the basic methods that I used (sociometry, ideal boy or girl drawing test, pop-pantheon.) The research is biographically oriented casuistic study, where the main methods are interviews with the girl, her mother and the class teacher.

I present the results on the bipolar scale that enabled me to better depict the ambivalence in the girl's experience of her differences.

Key words: androcentrism, femininity, gender identity, gender role, gender order, homophobia, masculinity, non-compliance with gender role, self-perception, tom boy, class norms, prejudices, pupils' group