

CHARLES UNIVERSITY IN PRAGUE

FACULTY OF SOCIAL SCIENCES

Institute of Communication Studies and Journalism, Marketing Communication
and Public Relations

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**Comparison of Perception of Gender Stereotyping
in Advertising in France and Czech Republic**

Bachelor thesis

Prague 2016

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Abstrakt

Stereotypizace genderu je stále aktuální problematikou ve francouzské a české reklamě. Tato práce teoreticky popisuje stereotypní zobrazování mužů a žen v reklamě a na základě kvantitativního dotazníkového šetření poté v praktické části porovnává vnímání českých a francouzských vysokoškolských studentů vůči této problematice, jakožto budoucích potenciálních tvůrců a ovlivňovatelů reklamních obsahů.

Abstract

Gender stereotyping is still an actual issue in French and Czech advertising. This thesis theoretically discusses stereotyped portrayal of women and men in advertising and within the practical part on the basis of a quantitative questionnaire survey evaluates and compares the perception of Czech and French students toward this issue as future potential creators and influencers of advertising contents.

Klíčová slova

Gender, genderová stereotypizace, reklama, vnímání stereotypního zobrazování mužů a žen, komparace.

Keywords

Gender, gender stereotyping, advertising, perception of stereotyped portayals of men and women, comparison.

Extent of the thesis: 84 104 characters

Declaration of Authorship

I hereby proclaim that I wrote my bachelor thesis on my own under the leadership of my supervisor and that the references include all resources and literature I have used.

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Prague, May 13, 2016

Anna Fišerová

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SCHVÁLENO

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Předpokládaný termín dokončení (semestr, akademický rok – vzor: ZS 2012/2013): (diplomovou práci je možné odevzdat <u>nejdříve po dvou semestrech</u> od schválení tezi) LS 2015/2016									
Základní charakteristika tématu a předpokládaný cíl práce (max. 1000 znaků): <p>Stereotypizace v reklamním zobrazení genderové role muže a ženy je, i přes pokročilost dnešní, v mnoha ohledech rovnost mezi pohlavími respektující společnosti, stále rozšířeným a aktuálním tématem.</p> <p>Reklama má mnohdy v reprezentování genderové reality na jedince i na společnost velký vliv. Ovlivňuje totiž nejen vnímání jedince v kontextu sebe sama, ale i jeho společenské vztahy a názory vůči ostatním.</p> <p>Má bakalářská práce s názvem Komparace vnímání genderové stereotypizace v reklamě ve Francii a České republice má za cíl zjistit, zda vysokoškolsí studenti Češi a Francouzi tuto problematiku registrují, jaký zauímají vůči genderové stereotypizaci v reklamě postoj, zda a jakým způsobem se tyto postoje těchto vysokoškolských studentů, potažmo evropských národů s rozdílnou kulturou, odlišují.</p> <p>V Teoretické části práce definuje pojem gender, pojem sexismus, archetypální roli ženy, muže a jejich archetypální vzájemné postavení vůči sobě navzájem. Dále definuje pojem marketing, reklamu, gender marketing, problematiku stereotypizace genderu v reklamě, způsoby stereotypního zobrazení ženy v reklamě, muže v reklamě a jejich vzájemné postavení.</p> <p>Praktická část nejprve popisuje způsoby vyjádření stereotypizace genderu v reklamě v České republice a ve Francii v současné době. Na základě genderově stereotypního reklamního videa je skrze dotazníkové šetření porovnáno vnímání této problematiky očima českých a francouzských vysokoškolských studentů, přičemž je zkoumána i diferenciací v rozdílném vnímání všech čtyř dotazovaných skupin (českých mužů X českých žen X francouzských mužů X francouzských žen). Na závěr Praktické části je provedeno vyhodnocení výsledků.</p> <p>Práce svým výzkumným výsledkem přinese pohled na fakt, nakolik je problematika genderové stereotypizace v reklamě registrována vysokoškolskými studenty a jakým způsobem se liší názory a postoje těchto lidí, kteří mají změnu této problematiky ve svých rukou. Věřím, že jelikož bude práce psána převážně ve Francii (Nantes), s použitím kvalitních francouzských výzkumných pramenů a zdrojů ohledně této tematiky a psána v angličtině, budou její výzkumné poznatky přínosem nejen pro českou akademickou půdu, ale také pro zahraniční veřejnost.</p>									
Předpokládaná struktura práce (rozdělení do jednotlivých kapitol a podkapitol se stručnou charakteristikou jejich obsahu): Úvod									

Teoretická část

1. Gender – definice pojmu gender, definice pojmu sexismus, popis archetypální role žen a archetypální role muže a jejich vzájemné postavení
2. Gender marketing – definice pojmu marketing, reklama, gender marketing, způsoby zobrazování ženy v reklamě, způsoby zobrazování muže v reklamě, způsoby zobrazování jejich vzájemného postavení v reklamě

Praktická část

1. Stereotypizace genderu v reklamě - uvedení do problematiky stereotypizace genderu v francouzské a české reklamě
2. Dotazníkový výzkum – kvalitativní výzkum; na základě reklamního TV spotu s genderovou stereotypizací jsou Češi (25 Češek, 25 Čechů; 20 – 25 let vysokoškolské studenty v Praze) a Francouzi (25 Francouzek, 25 Francouzů; 20 – 25 let vysokoškolské studenty v Nantes) dotazováni uzavřenými otázkami
3. Vyhodnocení výzkumu - cílem je zjistit, zda dotazovaná skupina registruje stereotypizaci genderu, zda a jak se liší jejich vnímání v této problematice, potažmo všech číselných zúčastněných skupin navzájem

Závěr

Vymezení zpracovávaného materiálu (např. konkrétní titul periodika a období jeho analýzy):
2008 – 2015

- vědecké studie, statistiky, specializované publikace, internetové zdroje, sociální média

Postup (technika) při zpracování materiálu:

Deskripce, analýza, komparace.

Základní literatura (nejméně 5 nejdůležitějších titulů k tématu a způsobu jeho zpracování; u všech titulů je nutné uvést stručnou anotaci na 2-5 řádků):

- 1) **KOUDELKA, Jan. Ženské a mužské role v perspektivě spotřebního marketingu: souborná studie projektu GAČR GA 402/05/0152. V Praze: Oeconomica, 2008, 145 s. ISBN 978-80-248-1401-7.**

Koudelka popisuje odlišnosti v zobrazování žen a mužů v české a francouzské reklamě, definuje spotřební chování žen a mužů a jejich odlišnosti v chování při nákupu produktu. Zkoumá stereotypizaci v zobrazení ženy a muže v reklamě, vnímání mužských a ženských rolí a postoje vůči jejich zobrazování v reklamě. Díky této publikaci budu schopna lépe definovat stereotypizaci genderu v reklamě, zdůvodnit popularitu gender marketingu v Teoretické části a popsat formy zobrazování muže a ženy v české a francouzské reklamě v Praktické části práce.

- 2) **BUTLER, Judith. Gender trouble: feminism and the subversion of identity. New York: Routledge, 2006, p. cm. ISBN 04-153-8955-0.**

Butler je post-strukturální feministická filozofka, která ve své knize vymezuje pojem gender. Vymezuje mužské a ženské genderové role, identity a atributy. Kritizuje pojetí ženy v klasickém feminizmu. Pojednává o genderovém binarismu, který má za cíl zabránit mixování genderových rolí. Tato kniha bude hlavním zdrojem mé bakalářské práce. Využiji ji zejména v Teoretické části při definování genderu a při identifikaci rolí muže a ženy.

- 3) **PEŠÁKOVÁ, Kristýna (překl.) a Zora JAVORSKÁ (ed.). Co je to sexistická reklama?: katalog kritérií. Brno: Nesehnutí, 2014, 31 s. ISBN 978-80-87217-11-5.**

Tato kniha pojednává o genderových stereotypech a klišé o ženách a mužích v současné reklamě. Definuje genderové zobrazování muže a ženy v práci, domácnosti a osobním životě. Pojednává o moderním pojetí genderu a s tím spojeném vztahu mezi mužem a ženou, o způsobech zobrazování

mužů a žen v reklamě, o sexismu v reklamě. Tuto knihu použijí zejména v Teoretické části – při definování aspektů gender marketingu, sexismu, při popisu způsobů stereotypního zobrazování muže a ženy v reklamě.

- 4) **WOLF, Tobias. Effects of gender marketing on consumer behaviour. München: GRIN Verlag GmbH, 2009. ISBN 978-364-0328-048.**

Kniha zmiňuje výhodu použití genderové specifikace reklamy oproti „reklamě neutrální“, pojednává o gender marketingu – jeho hlavních cílech, o rozdílech v potřebách muže a ženy coby spotřebitelů. Knihu použijí zejména v první – Teoretické části: k definici gender marketingu a jeho aspektů.

- 5) **GOFFMAN, Erving. Gender advertisements. Cambridge: Harvard Univ. Pr, 1979, 84 s. ISBN 06-743-4191-0.**

Celosvětově uznávaný sociolog Goffman v této knize vytyčuje stereotypní role muže a ženy v reklamě, jejich odlišnosti a definuje symbolický význam jejich zobrazení v reklamě na 6 jím definovaných kategoriích. Z této knihy budu čerpat k Teoretické části, kde budu definovat pojem gender a stereotypní role muže a ženy v reklamě.

- 6) **KOTLER, Philip, Kevin Lane Keller. Marketing management. 14th [ed.]. Upper Saddle River, NJ: Prentice Hall, 2012, xxii, 657 [127], p. ISBN 01-321-0292-7.**

Kniha pojednává o základních pojmech marketingu a marketingového procesu, strategickém plánování, analýze příležitostí v marketingovém prostředí (marketing v období rozvoje internetu). Pojednává také o přípravě marketingové strategie, marketingovém mixu, marketingu v širším pojetí – globální trhy a o etice a společenské odpovědnosti v marketingové komunikaci. Tato kniha mi pomůže definovat pojmy marketing a reklama v Teoretické části práce.

Diplomové práce k tématu (seznam bakalářských, magisterských a doktorských prací, které byly k tématu obhájeny na UK, případně dalších oborově blízkých fakultách či vysokých školách za posledních pět let)

TOMKOVÁ, Marianna. Gender Marketing – How Organizations Approach Women. Praha, 2012. diplomová práce.

ŠENKOVÁ, Dominika. Gender marketing na příkladu reklamní kampaně Dove. Praha, 2012. bakalářská práce.

ČERNÁ, Kristýna. Genderové rozdíly ve vnímání reklamy. Olomouc, 2014. bakalářská práce.

JAHNOVÁ, Sandra. Rozdílné vnímání ženských a mužských rolí v marketingu. Olomouc, 2013. bakalářská práce.

MARTINŮ, Marie. Sexismus a genderové rozdíly v reklamě. Olomouc, 2015. bakalářská práce.

MOTKOVA, Elena. Zkoumání generových stereotypů na příkladu reklamních kampaní produktu Frisco. Praha, 2014. bakalářská práce.

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NEUŽILOVÁ, Monika. Individuální diferenciacie ve vztahu k produktům a Genderová politika. Praha, 2012. bakalářská práce.

ŠŤASTNÝ, Filip. Sexismus a genderové rozdíly v reklamě. Zlín, 2013. bakalářská práce.

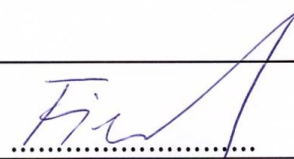
PETROVÁ, Lenka. Stereotypizace ženy v televizní reklamě: komparace české a portugalské reklamní produkce (Tv Nova, TVI). Brno, 2010. diplomová práce.

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KNOTKOVÁ, Tereza. Obraz ženy v médiích - genderové stereotypy v médiích. České Budějovice, 2014. bakalářská práce .

Datum / Podpis studenta/ky

22. 6. 2015



TUTO ČÁST VYPLŇUJE PEDAGOG/PEDAGOŽKA:

Doporučení k tématu, struktuře a technice zpracování materiálu:

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Souhlasím s tím, že budu vedoucí(m) této práce.

JITKA JANEJKALOVA'



Příjmení a jméno pedagožky/pedagoga

Datum / Podpis pedagožky/pedagoga

TEZE JE NUTNO ODEVZDAT **VYTIŠTĚNÉ, PODEPSANÉ** A VE **DVOU** VYHOTOVENÍCH DO TERMÍNU UVEDENÉHO V HARMONOGRAMU PŘÍSLUŠNÉHO AKADEMICKÉHO ROKU, A TO PROSTŘEDNICTVÍM PODATELNY FSV UK. PŘIJATÉ TEZE JE NUTNÉ SI **VYZVEDNOUT** V SEKRETARIÁTU PŘÍSLUŠNÉ KATEDRY A **NECHAT VEVÁZAT** DO OBOU VÝTIŠKU DIPLOMOVÉ PRÁCE.

TEZE SCHVALUJE NA IKSŽ VEDOUcí PŘÍSLUŠNÉ KATEDRY.

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Introduction

This bachelor thesis named Comparison of Perception of Gender Stereotyping in Advertising in France and Czech Republic aims to find out how Czech (Charles University in Prague, Department of Marketing Communication and Public Relations, 3rd year) and French (Audencia Group, SciencesCom, Master 1) students perceive gender stereotyping in advertising. How does the awareness of gender stereotyping in advertising differ between Czech and French university students? How does the ability to distinguish gender-stereotyped aspects in advertising by Czech and French university students differ? Which attitude (agreement, disagreement) do Czech and French university students take toward gender stereotyping in advertising? These are the questions that this bachelor thesis will try to answer.

Gender stereotyping is still present in Czech and French advertising. It is a serious theme because advertising content reshapes our opinions and influences our perception toward female and male roles that can be reflected within the workplace or within our private life by strictly defining female and male roles as changeless, unequal, and predetermined which could lead to discrimination. Gender stereotyping strengthens stereotyped conceptions of femininity and masculinity, therefore it is very important to discover how potential creators of advertising content perceive gender stereotyping that still prevails in today's advertising, whether they are aware of it, if they are able to distinguish gender stereotyping in advertising, and which attitude they take toward it.

Within the theoretical part, key terms will be defined such as gender, stereotyping, gender stereotyping, advertising, and gender marketing which are necessary to define in order to understand the comprehensiveness of this theme. Furthermore, gender stereotyping in advertising will be described as well as the ways that the female and male forms are displayed in advertising from various perspectives. The theoretical part will also specify gender stereotyping in Czech and French advertising in order to approximate the actual situation in both countries from which the research sample was chosen. The last chapter of the theoretical part discusses quantitative research and its research tool- a questionnaire that will be realized within the practical part. In this chapter, qualitative research will be also defined as was stated with a specific sample in the thesis. However, based on the study of Czech, English, and French literature sources and on my own experiences with studying in the Czech and French media environment,

observing the behavior and attitudes of these two cultures supported by discussing gender issues in the area of advertising with my classmates, I found out that the scope of this research would be beyond the scope of a bachelor thesis.

Therefore the practical part will involve quantitative research which aims to answer the main research question, sub-questions, and connected hypotheses which were based on literature study, internet sources, and supported by my personal experience during my study in France. The research will be provided via an online questionnaire that will be completed on the basis of seeing a Hugo Boss commercial by 69 Czech and French respondents. This advertising concerning the new perfume called The Scent includes gender-stereotyped aspects that will be described in detail with the use of literature sources in the attachments.

I believe the description of such a serious theme will be enriching both for academia and the general public as the results of this research will outline the level of awareness and recognition as well as the attitude toward gender stereotyping that Czech university students have compared to French university students. Especially regarding the fact there has not been realized any research examining this theme yet. Since these students can influence the future advertising content, this could inform and also be inspiring for professors who can get an overview of how these students, as possible future creators of advertising content, orientate themselves within this serious issue.

1. Objectives and Methodology

It is necessary to define the objectives and methodology of this thesis which define its content.

1.1 Objectives

The objective of this bachelor thesis is to discover how the perception of gender stereotyping in advertising differs between Czech and French university students who may be the potential future creators of advertising content.

1.1.1 Questions and hypotheses

The main research question of this thesis is: How does the perception of gender stereotyping in advertising differ between Czech and French university students? On the basis of the detailed study of Czech, English, and French literature sources and on my own experiences with studying in the Czech and French media environment, observing the behavior and attitudes of these two cultures supported by discussing gender issues in the area of advertising with my classmates, the hypothesis was constructed as follows: The perception of gender stereotyping in advertising between Czech and French university students differs.

The aim is to answer the main research question and verify or falsify the main hypothesis through answering research sub-questions and verifying or falsifying hypotheses that outline specific topics.

Q1: How does the awareness of gender stereotyping in advertising differ between Czech and French university students?

H1: A higher number of French university students are aware of gender stereotyping in advertising compared to Czech university students.

Q2: How does the ability to distinguish gender-stereotyped aspects in advertising by Czech and French university students differ?

H2: A lower number of Czech university students are able to distinguish gender-stereotyped aspects in advertising.

Q3: Which attitude (agreement, disagreement) do Czech and French university students take toward gender stereotyping in advertising?

H3: A higher number of French university students take a disapproving attitude toward gender stereotyping in advertising compared to Czech university students.

1.2 Methodology

Within the theoretical part of this bachelor thesis a profound study of Czech, English and French professional literature was done in order to introduce and define key terms such as gender, stereotyping, gender stereotyping in advertising or the stereotyped portraying of women and men in today's advertising content. (i. e. Brulé, 2014; Goffman, 1979; Hill, 2013; Kotler, 2012; Bačuvčík, 2010; Bosničová, 2008)

In order to define and realize the research the literature was also studied in depth. (i. e. Creswell, 2009; Neuman, 2003; Punch, 2008; Hendl, 2005)

Within the practical part a non-experimental type of quantitative research was chosen, concretely small-scale research that is characterized for student dissertations by its determination based on previous literature study and smaller amount of sample. An online questionnaire was chosen as it is a characteristic tool for quantitative research based on constructed objectives and hypotheses. The questionnaire includes a link to online advertising where gender stereotyping is portrayed that is described in detail in attachments. The questionnaire includes all necessary aspects and is in accordance with ethical rules toward respondents in guaranteeing their anonymity. In order to prevent misunderstandings in questions and gather reliable and valid data a pilot survey was conducted at the beginning of April 2016, according to which the questionnaire was modified. From April until the beginning of May 2016 the research was realized and processed and then the received data was evaluated.

2. Theoretical part

The theoretical part will discuss the key terms, aspects of gender stereotyping in advertising, gender stereotyping in French and Czech advertising and will define quantitative and qualitative research approaches in order to introduce reader to the issue of gender stereotyping in advertising and provide a theoretical basis for the research in the practical part.

2.1 Definitions of key terms

This part will provide the reader with a summary of key terms that are necessary to describe in order to understand the conception and comprehensiveness of gender stereotyping in advertising.

2.1.1 Archetype

The concept of how people view the roles of men and women has its root in the archetypal conception of female and male roles. As Dúbravská (2010, pp. 19-31) says, archetypes are applied by people sub-consciously and are present in every aspect of our lives: religion, mythologies, dreams, fairy tales or everyday communication. Therefore, archetypes play a key role in forming our personalities and predetermine aspects of our behavior. Archetypes are used in various fields such as advertising, where it serves advertisers and brand managers to define the significance of their brands. According to Odajnyk (2012), an archetype is *“a psychological analogue of instinct. The organizing principle of psychological apprehensions, emotional reaction and external behavior.”*

Archetypal role of woman and man

Hill (2013, p. 1) discusses four basic patterns that underline all human activity: the static feminine, the static masculine, the dynamic feminine and the dynamic masculine. According to the author, all these aspects are demonstrated within an individual's behavior, motivation, dreams, fantasies, and other aspects of psychic functioning. They operate in family and social systems, and they underline basic culture patterns. They are based on Jung's archetypal typology of masculine and feminine-animus and anima that transcend gender. In general, they represent female and male principles.

Archetypal role of woman

Static feminine

Static feminine is symbolized by the uterus or circle as a round of natural course of nature. Its archetypal image is the Great Mother. *“Her attributes are the many manifestations of the cyclical rhythm of nature: the cycle of the seasons, fertility, fecundity, growth, death, decay, the food chain, and the mundane cycles of walking and sleeping, eating and eliminating, and so on.”* (Hill, 2013, p. 2) Within the human sphere is this pattern displayed by mother suckling her baby. Its negative aspect is demonstrated by a besotted life cycle full of predictability (Hill, 2013, pp. 4-5).

Dynamic feminine

Spontaneity, irrationality, freedom, playfulness, and the taste for discovering new are key characteristics for dynamic feminine that can be also observed during children play. Its archetypal portrait is Dionisos, who embodies the watery depths of madness and death. Its negative form is represented by disintegration, chaos, emptiness, despair, and death that are altered by alcohol and drug intoxication or depression in today’s society (Hill, 2013, pp. 10-15).

Archetypal role of man

Dynamic masculine

Dynamic masculine is the contrast of static feminine. It is symbolized by a penetrating phallus which refers to action directed toward intension. Its archetypal image is a Dragon-Slaying Hero, characterized as aggressive, assertive and masterful. The central values of dynamic masculine are progress, begetting new means and becoming. Nowadays, dynamic masculine patterns performed by women could be symbolized as Wonder Woman: an ambitious, professional woman who points at a target. A negative aspect of dynamic masculine is exhibited by the excess of power, goal-direction which ignores life and nature and leads into destructiveness- rape, directed violence, paranoia, arms (Hill, 2013, pp. 5-8).

Static masculine

Static masculine, stands as the opposite of dynamic feminine and is characterized by systematization, rational knowledge that is displayed by hierarchy of social stratification within the civic life. The male archetypal image is the Great Father or Zeus while the female one is Athena defending justice and reasoned expressions. The negative aspect of static masculinity is represented by: complacency, rigidity, dehumanizing righteousness, inauthenticity, pettiness, brittleness, dryness and lifelessness (Hill, 2013, pp. 8-10).

2.1.2 Gender

According to Boudon (1999), the term “gender” refers to social differences between both sexes. Gender was defined by Anna Oakley who defines gender as “*the parallel and social unequal division into femininity and masculinity.*” (Scott et al., 2009, p. 276) It refers not just to individual personality but also to “*cultural ideals and stereotypes of masculinity and femininity and, at the structural level, to the sexual division of labor in institutions and organizations.*” (Scott, 2009, p. 276)

Critical approach toward gender

In 1970, various research studies were conducted which aimed to demonstrate that the culturally defined and based differences between male and female roles are stereotypes that do not correspond with reality (Scott, 2009, p. 276). Judith Butler (1999), a poststructuralist feminist who examined the sex and gender distinctions, claims that all bodies are gendered according to performing within a society’s white heterosexual conception. Therefore, according to Butler, gender is a performativity. “*It is something that we do or act out over and over again, every day of our lives.*” (Carter, 2012, p. 368) Butler contests the dualistic conception of gender, idealistic gender norms that are problematic because they do not equally represent each member of the society, which leads to discrimination. In fact, she “*reveals how hegemonic racial and sexual norms may be destabilized by subjects who do not fit neatly in the categories of white heterosexuality.*” (Salih, 2002, p. 65)

According to Křížek (2010, p. 12), individuals could represent their sex through gender categories. Therefore there should be various types of gender possibilities considering singles, gays, lesbians, or bisexuals.

2.1.3 Stereotyping

The term stereotype comes from Greek (stereos= solid, typos= mark) and was first used in 18th century as a technical term. Stereotyping within the media sphere was first defined by Walter Lippman in 1922 in *Public Opinion* (Scott et al., 2009, p. 734). According to Lippman, stereotypes are culturally derived perceptions- “pictures in our heads” that are not based on an individual’s own experience. He defined four functions of stereotypes: 1. helping to organize an understandable prehension of the world, 2. an abbreviation for direct communication, 3. refer to the perception of world and reality 4. display of cultural attitudes and values (Dúbravská, 2010, p. 22).

Stereotypes are situated within the personal level of the psyche; they are dynamic- formed by particular culture’s values, history, development, ideology or economic situation. Compared with stereotypes, archetypes are “*innate psychological predispositions present in all cultures*” that are situated on the collective unconscious level. They do not refer to the existing world and are static. “*This could lead us to the conclusion that archetypes because of their unconscious aspect transcend stereotypes, which partially may answer the question of which came first.*” (Dúbravská, 2010, p. 26)

2.1.4 Gender Stereotyping

Gender stereotyping defines male and female roles as given and changeless and positions men and women in opposite positions that are incompatible. “*These are one-sided and exaggerated images of men and women which are deployed repeatedly in everyday life.*” (Scott et al., 2009, p. 278)

According to Dúbravská (2010, pp. 19-31), gender stereotyping refers to how female and male roles are developed in society. Jaffé (2008, p. 27) further adds that differences between men and women do not have just biological, sociological, psychological, and cultural roots but the level of intelligence and education plays also an important role. The lower the education is and the more traditional the society is, the more its gender roles are archaic or stereotyped.

2.1.5 Sexism

“Sexism is unfair discrimination on the basis of sex.” (Scott et al., 2009, p. 686) It is defined as a way of displaying men and women as gender stereotyped and results in displaying them in unequal position toward each other (Pešáková, 2014, p. 25). *“Usually is sexism provided against women but the obverse is also known.”* (Scott et al., 2009, p. 686) The term sexism is divided into 3 categories: open sexism, modern sexism, and ambivalent sexism. Open sexism refers to differences between men and women based on traditional gender stereotyped roles when one sex oppresses the other. Modern sexism refers to displaying a man or woman in non-stereotyped roles but their body language, clothes or make-up symbolize the opposite- support stereotyped gender prejudices. Ambivalent sexism represents men as friendly towards women (Pešáková, 2014, p. 25). Ambivalent sexism is present in the advertising where marketers usually replace old gender stereotypes by new ones that are acceptable, uncritical and uncontroversial. They are inspired by socio-cultural movements and by social evolution. It does not mean that they are less sexist just because they display women and men in less gender stereotyped ways. These new icons are created without the fundamental context of feminist movement and instead of presenting female happiness, marketers present the male ideal dressed in female clothes whose only interest seems to be to fit into the myth of beauty (Jedličková, 2009, pp. 22-24).

2.1.6 Definition of advertising

Philip Kotler defines advertising as: *“(...) non-personal form of communication conducted through paid media under clear sponsorship.”* (Trehan, 2010, p. 41) It is one of the key parts of communication mix. (Clemente, 2004, p. 233) The main objective of advertising is to increase product sales by creating customer demand for the product. Advertising informs about the product and persuades, with rational and emotional appeal, customers to buy the product by highlighting its unique benefits (Trehan, 2010, pp. 44-45).

Definition of marketing

According to Kotler (2012, p. 5) marketing can be defined by two definitions: social and managerial. *“According to a social definition, marketing is a societal process by which individuals and groups obtain what they need and want through creating,*

offering, and exchanging products and services of value freely with others.” A managerial definition claims that marketing is defined as *“the art of selling products.”* Its aim is to identify and meet customers’ needs and desires, create demand that results in the satisfying organization’s and individual’s objectives.

2.1.7 Gender Marketing

Compared to the critical approach of gender-stereotyped conception, gender marketing intentionally examines the differences between women (Jaffé, 2008, p. 26). Its objective is to provide development, distribution, setting of prices, and product and service communication with accordance to the different needs of female and male customers (Wolf, 2013, p. 1). Products, prices, placement, and promotion are based on biological differences that are reflected by consumer’s thinking and behavior. It helps the company attract new markets and target groups. Moreover, as Tobias Wolff (2013, p. 4) notes, gender marketing is very effective thanks to the fact that it targets customers based on their gender differences.

2.1.8 Sub-conclusion

In the first chapter of this thesis the key terms were defined in order to introduce the reader to the theme. Within this part archetype was defined, the archetypal role of woman and man that as a fundamental conception of female and male roles are present in all cultures and are reflected in process of stereotyping. Furthermore, gender was defined and approximated a critical theory by Judith Butler (1999), one of the most famous post-structural feminists, toward gender in order to emphasize the dualistic problematic in conception of this theme. This chapter also defined stereotyping, gender stereotyping that assigns prescribed and unchangeable roles to women and men, sexism as an unequal conception that discriminates women and men according to their sex. Advertising and marketing were defined as well as gender marketing which is an area of marketing that intentionally uses gender stereotyped differences in order to effectively target customers and increase a product or service sales.

2.2 Aspects of Gender Stereotyping in Advertising

Media does not only reflect society's attitudes but also its content is an important and powerful tool for influencing reactions and changes in the society and its perception of the process of stereotyping.

“With the media containing so many images of women and men, and messages about men, women and sexuality today, it is highly unlikely that these ideas would have no impact on our own sense of identity.” (Gauntlett, 2008, p.1)

Media influences the perception of male and female roles in society, of socially connected themes with female and male roles and the meanings of the terms woman and man (Kubálková et al., 2009, p. 11). By displaying stereotyped female and male roles, media strengthens gender-stereotyped attitudes in society¹ (Dúbravská, 2010, p. 20). In general, there is a very low number of advertisements without a stereotypical conception (Havelková et al., 2013, p. 12). Therefore, according to various research studies, gender stereotyping is still present in today's advertising (Kubálková et al., 2009, p. 49).

Gender stereotyping in advertising is characterized by a limited spectrum of roles, stereotypical characteristics and behaviors, a hierarchy of male and female roles and the differences in displaying female and male roles with the emphasis on the beauty, youth and slenderness (Havelková et al., 2013, p. 15). Generally, women are displayed as mothers, wives, and beauties but not as competent politicians or efficient managers. This discriminates them within the workplace and positions them dependently towards men. Men are generally presented as efficient breadwinners in the labor market, however they are not perceived as able to take care of children or household. This leads to a distorted image of rough masculinity that rejects the man's care as a symbol of effeminacy (Havelková et al., 2013, p. 10). Gender inequality in today's societal hierarchy is reflected by discriminating against women in the labor market or men as capable of taking care of the household and it is preserved by this particular dualistic gender conception in the media sphere (Pešáková, 2014, p. 25).

¹ The impact that media have on individual's behavior and attitudes is defined as socially-psychological primary effect. The long-term influence referring to the change of social stratification or political attitudes is called socially-psychological secondary effect.

According to Dúbravská (2010, pp. 20-21), today's media industry is motivated to produce gender-stereotyped ads because it increases its success and sales within a competitive market. Gender stereotyping helps them to make an understandable, clear, pervasive and memorable story for the recipient within a short commercial. Moreover, advertisers need to succeed within the competitive environment by defeating an opponent's product and by catching and persuading the customer. The author further notes that society's evolution influences advertising. She supports this theory by claiming that advertising is created by advertisers usually within the same time period for the audience that expects the same principles of gender stereotyping as is created by media producers. Moreover, a lot of advertising content is tested and later modified according to the audience's preferences and expectations.²

It is necessary to take into consideration that advertising differs from market to market; therefore each market needs to be researched individually. One of the methods through which women and men in advertising could be displayed is via Hofstede's model that classifies cultural differences according to extent of power, individualism, masculinity, avoidance of uncertainty, and time orientation. According to the level of masculinity in particular culture is the country classified as a female or a male one from which subsequently develops the rate and mode of displaying women and men in advertising and society's approach toward this theme (Koudelka, 2008, pp. 8-9).

2.2.1 Stereotyped role of women and men in advertising

By examining commercial photographs, social scientist Erving Goffman (1979) claimed that portrayals of women and men are far from an actual life with the aim to create the impression of naturalness.

“The standardization, exaggeration, and simplification that characterize rituals in general are in commercial posings found to an extended degree, often rekeyed as babyishness, mockery, and other forms of unseriousness.” (Goffman, 1979, p. 84)

The author classified the differences of portrayal of women and men according to Relative Size, The Feminine Touch, Function Ranking, The Family, The Ritualization of Subordination, and Licensed Withdrawal and found out that in general, women tend to be portrayed as submissive, subordinate, and more emotional compared to men that is expressed through their childish poses, bent knees, and inclination of the

² This process is within media studies called “reality represented by media” whose opposite is the above-mentioned “media reality” (Kubálková et al., 2009, pp. 9-10).

head. Men take protective and executive role, they help and create boundaries to women.

Stereotyped role of women in advertising

Several research studies revealed that the way of displaying women in advertising has changed into being more politically correct. This research is usually, following along the marketing purpose, managed by gender studies with the aim of researching women's equal status within society (Koudelka, 2008, p. 9).

The displaying of women in advertising has changed over time. Instead of displaying women as housewives as it was from 1920-1970, what prevails in today's advertising are women as provocative sexual objects (Pešáková, 2014, pp. 25-26).

Stereotyped role of men in advertising

Forms of displaying men in today's advertising have dilated in recent decades and retreated from the classical patriarchal model. Man is displayed while working, earning money, enjoying freedom, in leading roles, and as an ambitious expert who never fails. Therefore, masculinity is mainly defined by power, impact, dominance, and violence (Pešáková et al., 2014, p. 24).

Stereotyped aspects of gender in advertising

According to a manual *Jak na sexistickou reklamu* (Havelková et al., 2013), gender stereotyping in advertising can be perceived from various criteria such as: hierarchy within the workplace, household, free time, relationships, family, gestures/expressions/ attitudes, and stereotyped-gendered bodies.

With regard to the advertising video of Hugo Boss that serves as an example of a gender-stereotyped ad in the practical part, there are described stereotyped criteria that concern this advertisement.

Relationships

Relationships are displayed as a classical heterosexual model with traditional gender hierarchy and protagonists who fulfill their socially expected stereotyped gender roles (Havelková et al., 2013, p. 17).

Basically, women are less dressed, physically smaller than men, dependent on men (it is expressed by possessive touches and direct bottom to the top look on men), situated in desperate situations needing men's help and advice. Generally, women are more passive and weak compared to men who are displayed as ambitious and strong.

Compared to women, men are displayed older, physically larger, more dressed, dominant in the relationship, and they give advice and recommendations to women from the position of an expert. Generally they are situated in protective positions. Very often the men are surrounded by many women in order to prove their success, power and attractiveness. Men rarely smile and look directly ahead which symbolizes their ambitions, strength and resolve (Pešáková et al., 2014, p. 9).

Gestures, expressions, attitudes

Women are very expressive; they are displayed in emotional reactions, they have rich gesticulation, naively smiling, and they show happiness (sometimes without a purpose). They usually stay behind men, looking smaller within the whole shot. They look at their men from the bottom to the top. Their obedience toward man and sexual availability are supported by body expression- inclination of head, childish poses. A woman's touch is displayed as soft and very often they touch parts of their own bodies (lips, hair) that refers to their sexual availability and displays the woman as a sexual object (Havelková et al., 2013, pp. 17-18).

Men are less expressive; they rarely smile, look directly ahead. Their gestures symbolize success, power, and dominance above women. They touch women in a very strong way, expressing owning them. They rarely touch themselves (only their knee, or the crown of their head, symbolizing pensiveness) or hold useful objects/ instruments (Pešáková et al., 2014, pp. 17-18).

Stereotyped gendered bodies

Apart from displaying stereotypical gender roles, the media also determines a person's physical beauty (Pacheco et al., 2001, p. 703). Therefore female and male bodies are stereotypically displayed as perfect and they are mostly edited in various computer programs. By incorrectly displaying social reality, the media forces people to succumb to this trend of ideal beauty. Moreover, it leads to unhealthy behavior by

individuals such as consumption of steroids and various illnesses concerning an obsession with appearance such as anorexia or bulimia. *“The result has been to “normalize” the thin body as the ideal, resulting in the average woman feeling dissatisfied with her body.”* (Pacheco et al., 2001, p. 705)

Women are displayed as slim, perfectly shaped with glossy skin. They have beautiful, symmetrical faces with full lips, long thick hair, and symbolize youth and sexuality.

The ideal of male body is muscular referring to power, strength and vitality (Pešáková et al., 2014, p. 14).

2.2.2 Sub-conclusion

This chapter informed about gender stereotyping in advertising as an actual theme in today’s advertising that has an impact on individuals by strengthening their gender stereotyped attitudes. By using gender stereotyping, advertising ignores the real properties of women and men, their situations and the wide spectrum of their roles in everyday life. Furthermore, in detail the ways in which women and men are stereotyped in today’s advertising were described. Generally, they do not differ from research results realized by Erving Goffman (1979).

2.3 Gender Stereotyping in France and Czech Republic

Within this chapter will be discussed the conception of gender stereotyping in French and Czech advertising.

2.3.1 Gender Stereotyping in France

Although men are displayed in a wider spectrum of roles in advertising, the stereotyped concept still prevails in French advertising.

Men are displayed as heroes, self-confident leaders, and dominant seducers without emotions who are mostly shown in a public space or at work while earning money. They are free, seeking adventure, rich. This stereotyped displaying of a male role is sometimes transformed into displaying men as ideal fathers and receptive partners. However, displaying men doing housework is very rare and when it happens, it

is when they are home alone or preparing a meal according to a very simple recipe. Men are also displayed as metrosexuals or their body parts are objectified but it is less frequent than in the cases of women.

Women are displayed in two opposite ways. The first way is displaying them as housewives who take care of their husbands and children. Within the traditional conception of family, in the majority of cases it is the woman who carries the food to the table. The way family is displayed also promotes a stereotypical heterosexual model with two children of different sexes. The second way of displaying women is a seducer or a sexual object (Brulé et al., 2014, p. 3).

The trend “porno chic”³ which lasted from 1990-2000 caused several protests by the French public. However, this trend still prevails in French advertising. It is a concept that is mainly used by fashion advertising where women are displayed as submissive, as sexual objects of desire. Their bodies draw the audience’s attention also from the shocking situations in which they are displayed; they symbolize social taboos (sex, drugs or violence) (Brulé et al. 2014, p. 3). Porno chic symbolizes a male dominance, a machismo above women as something women always desired and were predetermined for (Mucchielli, 2005, pp. 51-53).

2.3.2 Gender stereotyping in the Czech Republic

Nowadays, there is still a very low number of content analyses that could cover gender stereotyping in Czech advertising. According to Vojtěchovská (2008, p. 33-35), the majority of Czech advertising includes simplified gender stereotypes.

Women are displayed as housewives, temptresses, objects of sexual desire, home makers or friends. They are never tired, have perfect makeup and with naïve astonishment listen to an expert who usually helps them while cleaning the house. As a result, women’s interests seem to be only beauty and caring for the home.

Displaying a woman as an object of sexual desire has mostly no connection with the use of the product. Women usually seduce the audience (looking directly at the camera), symbolizing a lure that creates an expectation of a reaction or a request- a request to buy

³ Meaning The Golden Age of Porn (1969-1984) in American pornography that was launched in 1969 by the film *Blue Movie* directed by Andy Warhol.

a product. A high number of cosmetic brands display women as desiring change (removing wrinkles) that can be provided thanks to their products. They are actually creating the need for change, especially thanks to displaying perfectly shaped and always beautiful women. In the cases of displaying a woman as a housewife, through the woman's behavior, advertisers appeal to the fact that the product itself creates this unique ambience such as family happiness. As mentioned above, women are very often displayed as friends which supports the product because it is promoted and recommended by a familiar person.

Compared to women, men are displayed as attractive, experts (dentists), always finding the solution, and enjoying life more than women (Vojtěchovská, 2008, p. 35).

2.3.3 Sub-conclusion

This chapter summarized the problems with gender stereotyping in France and the Czech Republic. Although the portrayal of women and men attained wider forms, gender stereotyping is still present in Czech and French advertising and has a very similar form in both countries. France as a country famous for its fashion industry has to deal with the "porno chic" characteristic by displaying women as sexual objects of desire who symbolize social taboos and therefore shock and attract customers' attention.

2.4 Quantitative and qualitative research approaches

It is necessary to define the two main research approaches: quantitative research and qualitative research and their characteristics that will be described on the basis of literature sources. This part serves as a theoretical source of information for the reader and linchpin for the practical part where quantitative research will be provided in a non-experimental form. The description of qualitative research serves as a basis for my explanation as to why I did not choose the qualitative method for my research.

2.4.1 Quantitative research

Quantitative research is based on natural science. According to Punch (2008, p.13) it is a survey designed to bring numeric data by measuring variables. Its objective is to discover dependencies between variables and discover their origin. Quantitative research is based on the assumption that the exploration of the world is made up of

variables and its goal is to model situations that happen in everyday life. Punch (2008, p. 38) claims that elements of quantitative research are: objectives; research questions; questionnaire; sample; strategies for data collection; strategy of data analysis; research report.

Punch (2008, pp. 13-14) further provides a breakdown of small-scale survey and cross-sectional survey. This thesis provides a small-scale survey within which is the research focused on situations where the researcher has limited sources that determine the content. A cross-sectional survey is characterized such that data are gathered at one point in time.

Quantitative research usually has an experimental or non-experimental form. Within the first one, the researcher induces certain changes in the situation that have subsequent impact on monitored individuals. Researcher operates with one or more variables in order to find out the relation to other variables. According to Hendl (2005, p. 46-48), typical characteristics of experimental research are: a selection of individuals from the known population; the distribution of individuals into groups; causing changes in conditions; measuring lower number of variables; control of other variables; and a description of behavior, including verification of the hypothesis.

Compared to experimental research, non-experimental research does not induce the change in a situation; the researcher does not dispose with the previous experience in observing individuals or conditions. Its typical characteristics are: a description of the behavior of variables and testing hypotheses; the hypotheses are focused on statistical differentiation of characteristics of the variables between the groups and correlated variables. This type of research is carried out statistically in the data analysis.

Research questions and hypotheses

„In quantitative studies, one uses theory deductively and places it toward the beginning of the proposal for a study. With the objective of testing or verifying a theory rather than developing it, the researcher advances a theory collects data to test it, and reflects on its confirmation or disconfirmation by the results.“ The researcher’s theory is a framework according to which research questions are constructed and hypotheses which are examined and verify or falsify the theory. *“These hypotheses or questions contain variables (or constructs) that the researcher needs to define.”* (Creswell, 2009, p. 55)

Variables

There are two main kinds of variables: the independent variable and the dependent variable. The independent variable means the cause and the dependent variable represents the consequence. The actual conceptual scheme could be formed by several independent variables toward one dependent variable (Punch, 2008, p. 17). *“Two other types of variables are control variables and confounding variables. Control variables play an active role in quantitative studies. These are a special type of independent variable that researchers measure because they potentially influence the dependent variable.”* (Creswell, 2009, p. 51)

Probability sampling

Quantitative research tends to use probability sampling in order to get a representative sample by getting a smaller group of units that can be generalized on the larger group. The reason why researchers provide probability sampling is that it saves their time, money and the results of a specialized statistical sampling are more accurate. Within the probability sampling each element has an equal probability to be chosen. The researcher has to design a sampling frame of the population from which a sample could be formed. *“A good sampling frame is crucial to good sampling.”*(Neuman, 2003, p. 216)

Random is a process derived from applied mathematics. *“It refers to a process that generates a mathematically random result; that is, the selection process operates in a truly random method (i. e., no pattern) and a researcher can calculate the probability of outcomes.”* (Neuman, 2003, p. 218) That is why random samples generate a sample that can really represent the population. Types of probability samples are: Simple Random, Systematic Sampling, Stratified Sampling, Cluster Sampling, and Random-Digit Dialing (Neuman, 2003, pp. 210- 225).

Research tool

Quantitative data can be taken within experimental research, survey research, content analysis and existing statistics research. Regarding the fact that within this thesis survey research is provided, it will be described further. The aim of survey research is to gather data from people through asking questions using written

questionnaires or through interviews. The gathered answers are usually summarized into graphs, percentages, or tables (Neuman, 2003, p. 35).

Questionnaire

A questionnaire is a tool for gathering data, mostly used in quantitative research, however qualitative research sometimes also uses a questionnaire with open format questions (Hendl, 2005, p. 186).

Advantages

Using a questionnaire is a very effective method- it saves time, money, effectively targets the sample, and provides enough time for respondents to complete answers and guarantees the anonymity of respondents.

Disadvantages

The problem with questionnaires is that a respondent can skip questions, the questions can be answered by somebody else instead of the respondent, or researcher can deal with a low response rate (Olecká et al., 2010, pp. 23-24).

Question types

The ideal size of a questionnaire is A4, graphically well modified with intelligible and clear questions. Types of questions are: open format questions and closed format questions (Neuman, 2003, p. 277).

Olecká et al. (2010, p. 25) furthermore adds a semi-closed format. These types are furthermore divided into subcategories of question forms. However, only the ones that are used within the practical part will be characterized.

Closed format questions

Closed format questions propose fixed responses for the respondent that must represent all answer possibilities, and all categories must be mutually exclusive. Their advantages are: ease and velocity of response, choices of answers can clarify the question meaning to the respondent, it is easier for the researcher to code and analyze responses and it is also easier to compare respondents' answers. The problem with this kind of question format is that it can suggest an answer that respondent would not have

known, therefore people with no knowledge can answer questions. Moreover, a high number of offered responses can be confusing; on the other hand, a low number can frustrate the respondent (Neuman, 2003, pp. 277-278).

Dichotomous are questions that offer two possibilities to answer. Rating scales include specific number of scales that respondents match in order to express their attitude. Attitude measures are usually formed according to Likert's technique which shows agreements or disagreements of respondents as reactions on offered statements (Jon A. Krosnick and Stanley Presser, 2010, p. 275). Authors further notes that adding a midpoint to rating scales increases the reliability and validity of ratings and that there is no specific number of scales. "*Overall, our review suggests that 7-point scales are probably optimal in many instances.*" (Jon A. Krosnick and Stanley Presser, 2010, p. 274)

Neuman (2003, p. 280) further distinguished three kinds of attitude questions: standard format, quasi-filter, and full-filter questions. Standard format questions do not offer the choice "do not know" which prevent floaters.⁴ Compared to standard format questions, the quasi-filter question has the "do not know" possibility. A full-filter question firstly asks a question where the respondent can continue to the next question or skip to another one.

Ethics and structure

It is important to name the aspects that should be included in a well-designed questionnaire: "*Identification of the researcher, Identification of the sponsoring institution e Indication of how the participants were selected Identification of the purpose of the research, Identification of the benefits for participating, Identification of the level and type of participant involvement, Notation of risks to the participant, Guarantee of confidentiality to the participant, Assurance that the participant can withdraw at any time, Provision of names of persons to contact if questions arise.*" (Creswell, 2009, p. 89)

In order to provide the validity of a research tool and improve structure of the questionnaire to gather required data, the researcher should provide a pilot test (Creswell, 2009, p. 150).

⁴ People who fulfill the „do not know“ option.

2.4.2 Qualitative research

“Qualitative research is a means for exploring and understanding the meaning individuals or groups ascribe to a social or human problem. The process of research involves emerging questions and procedures data typically collected in the participant's setting data analysis inductively building from particulars to general themes and the researcher making interpretations of the meaning of the data.” (Creswell, 2009, p. 4, adapted from Creswell, 2007)

Qualitative research is conducted within more intensive and longer situations. A researcher's goal is to get an integrated view on a researched situation, context logic, and also on implicit and explicit rules for specific area. The main research instrument is the researcher itself with the task clarifying the behavior and reactions of a group of people in a specific environment and situation. It is necessary to carefully record and describe what may help understand current events and behavior (Hendl, 2005 adapted from Creswell etc. 2013, p. 51).

Research questions and hypotheses

The research defines a theme delimited by research questions. The research questions can be modified during the research, therefore qualitative research is considered to be a flexible type of research. During the research new hypotheses are created, research questions on which basis the research is modified. Collecting the necessary data and analyzing them often occurs within a longer period of time. The analysis and data collection occur simultaneously. The researcher collects data, analyzes it, and then selectively chooses only the necessary data and then repeats the process again. It is a cyclical process which continuously verifies theoretical or interpretational validity of the results. The result of qualitative research is a report containing a detailed description of the place and quotations from interviews. Researchers may also consult its findings with the observed individuals. Their opinions are subsequently included in the final report (Hendl, 2005, pp. 50-51).

Research tools

Methods of data acquisition within the qualitative research are: qualitative interviews (structured interviews with open questions, interviews using the instructions,

informal conversation, narrative interview, and phenomenological interview), observation (participant observation, nonparties observation), structured observation, documents, and physical data (Hendl, 2005, pp. 6-7).

Nonprobability sampling

Because qualitative research examines the research topic as opposed to representativeness, it usually uses nonprobability sampling. Non probability sampling comprises: Haphazard, Accidental or Convenience Sampling, Quota sampling, Purposive or Judgmental Sampling, Snowball Sampling, Deviant Case Sampling, Sequential Sampling, and Theoretical Sampling (Neuman, 2003, pp. 210-215).

2.4.3 Sub-Conclusion

In this chapter two types of research were defined- quantitative and qualitative in order to give the theoretical basis for the research in the practical part where quantitative research will be provided with a questionnaire survey. Therefore, the attributes of quantitative research were defined, its experimental and non-experimental form, probability sampling and importance of defining the research question and hypotheses which give a framework to the research and establish dependent and independent variables. Furthermore the questionnaire was defined as a typical research tool for quantitative research, its advantages, disadvantages, types of questions, and its structural requisites and ethical aspects. Aspects of qualitative research were mentioned in order to provide the basis for explaining why this type of research is not appropriate to realize within the research.

3. Practical Part

Within this part the research survey will be defined that discusses the objectives of this research with ensuing questions and hypotheses. The preparation for the research will be described also as the conceptual scheme, sample, sampling method, detail description of the questionnaire, data collection method, and in the end, interpretation of the data.

3.1 Research survey

3.1.1 Research objectives

The objective of this bachelor thesis is to discover how the perception of gender stereotyping in advertising differs between Czech and French university students who may be potential future creators of advertising content. As mentioned in the theoretical part of this thesis, gender stereotyping is a serious theme that is, despite its content showing discrimination and restriction, still present in today's advertising. Advertising not only reflects the current view of society but also influences society's perception by its content. By displaying gender-stereotyped roles, advertising strengthens the gender stereotype attitude in society that can be reflected within the workplace or family life by strictly defining female and male roles as changeless, predetermined, and unequal. I believe that the results of this research will provide a profound understanding of awareness, attitudes toward gender stereotyping in advertising of university Czech and French students, and their ability to distinguish gender stereotyped aspects based on spot with gender-stereotyped characteristics. The aim of this thesis is to present this problem and to draw the attention of not only respondents, students or the public but also of professors who can get an overview of how these students, as possible future creators of advertising content, orientate themselves within this serious issue.

3.1.2 Research questions and hypotheses

The main research question of this thesis is: How does the perception of gender stereotyping in advertising differ between Czech and French university students? The main hypothesis is: The perception of gender stereotyping in advertising between Czech and French university differs.

Following are three research sub-questions aimed at helping to answer the main question and verify or falsify the main hypothesis.

Q1: How does the awareness of gender stereotyping in advertising differ between Czech and French university students?

H1: A higher number of French university students are aware of gender stereotyping in advertising compared to Czech university students.

Q2: How does the ability to distinguish gender-stereotyped aspects in advertising by Czech and French university students differ?

H2: A lower number of Czech university students are able to distinguish gender-stereotyped aspects in advertising.

Q3: Which attitude (agreement, disagreement) do Czech and French university students take toward gender stereotyping in advertising?

H3: A higher number of French university students take a disapproving attitude toward gender stereotyping in advertising compared to Czech university students.

3.1.3 Preparation for the research

Before I started the research I was studying in France, observing and discussing gender stereotyping with French students in France. Many of the students told me that French people are very sensitive toward gender stereotyping in advertising because of the “porno chic”⁵ trend. I also studied literature in order to get an overview of the examined theme and to correctly and precisely carry out the research.

3.1.4 Conceptual scheme

It is necessary to define the dependent and independent variables in order to give a framework to the research. Therefore I created a table that includes description of independent and dependent variables with corresponding research questions and items on survey.

Table n. 1 Conceptual scheme

Variable Name	Research Question	Item on Survey
Dependent Variable 1: Awareness	Descriptive research Question 1: How does the awareness of gender stereotyping in advertising differ between Czech and French university students?	See Questions: 2, 7, 8, 14.
Dependent Variable 2: Ability to distinguish	Descriptive research Question 2: How does the ability to distinguish gender-stereotyped aspects in advertising by Czech and French university students differ?	See Questions: 6, 9, 10.
Dependent Variable 3: Attitude	Descriptive research Question 3: Which attitude (agreement, disagreement) do Czech and French university students take toward gender stereotyping in advertising?	See Questions: 3, 12, 13.
Independent Variable 1:	Descriptive research Questions: 1, 2, 3.	See Question: 15, 16.
Control Variable 1:	Descriptive research Question 1: 8 I have never heard about gender stereotyping in advertising.	See Question: 5.
Control Variable 2:	Descriptive research Question 2: Gender equality (meaning portraying woman and man as equal) between man and woman is portrayed in this advertising.	See Question: 4.
Control Variable 3:	Descriptive research Question 3: In my opinion, advertising should not include gender stereotyping.	See Question: 11.
Filter Question 1:		See Question: 1.

Source: [own processing]

3.1.5 Sample

I decided to examine a sample of Czech and French university students with whom I studied. It is especially because I was convinced that these people could provide true information that would ensure the validity of my results. Moreover, I was convinced that an overview on how possible future creators or contracting authorities perceived this theme would be enriching also as the detection of the results in comparison with the perception by Czech and French media students for students, professors and the general public.

I contacted the heads of the study departments of both universities via email in order to get the specific number of students from both classes (including precise numbers of women and men). At Charles University in Prague, Department of Marketing Communication and Public Relations, 3rd year study, there are 52 students, 38 women and 14 men. In Audencia Group, SciencesCom, Master 1, there are 64 students, 42 women and 22 men.

3.1.6 Sampling

I decided to provide non-experimental quantitative research, specifically a small-scale survey with regard to the fact that as a student I dispose with limited kinds of sources and instruments.

Regarding the fact that it is quantitative research, I chose probability sampling that is characterized for this type of research in order to guarantee representativeness of the sample. In the end I got a 60% return rate.

3.1.7 Questionnaire

As a research tool I chose an online questionnaire. This tool was chosen for fast data acquisition, the possibility to quickly answer possible respondents' questions, and in order to provide all respondents with an equal opportunity to respond. The online questionnaire was designed on the paid website Survey Monkey which is the world's leading provider of web-based surveys since 1999. I decided to use this online program for several reasons: it guarantees that a respondent can answer only once, offers to design a clear and simple questionnaire format, can be shared via Facebook or email, guarantees anonymity to respondents, and a researcher can continuously check the number of respondents on his personal profile.

This questionnaire was constructed in accordance with the general rules of the questionnaire design. At the beginning it addresses the respondent, informs about the name of the thesis and its objective, provides a link to a video according to which respondents will answer the following questions, guarantees anonymity, asks the respondent to send the completed questionnaire by clicking on the "Done" button and at the end it includes my contact information. The questionnaire is composed of 16 obligatory questions that cannot be skipped by respondents. 13 of them are 7 rating scale questions known as Likert's technique which shows respondent's attitude toward the statements according to the following possibilities: (Strongly Disagree, Disagree, Slightly Disagree, Neither agree or disagree, Slightly Agree, Agree, Strongly Agree). I intentionally chose this range of responses in order to provide respondents with the possibility to broadly express their attitudes.

The first question is a filter question that ensures that the questionnaire is completed by the correct respondents (Charles University in Prague, Department of Marketing Communication and Public Relations, 3rd year or Audencia Group, SciencesCom, Master 1), the last two ones are closed dichotomous questions that further distinguish whether respondent is Czech X French, Woman X Man.

In order to prevent misunderstandings in questions and gather reliable and valid data, I conducted a pilot survey at the beginning of April 2016. The pilot survey was provided on Facebook where I contacted my classmates, 16 respondents (4 French woman, 4 French men, 4 Czech women, and 4 Czech men) in total. I intentionally asked people who I know personally because I was convinced that they will provide relevant and secure answers according to which I could later modify the questionnaire in order to get reliable data for my research. According to the pilot testing, during its viewing and evaluating I modified question 4 (“Gender equality between man and woman is portrayed in this advertising.”) and 13 (“I am not against portraying women and men in gender-stereotyped roles in advertising.”) which seemed to be confusing for the respondents. Therefore I specified question number 4: “Gender equality (meaning portraying woman and man as equal) is portrayed in this advertising.” I also corrected question number 13 to a positive form in order to prevent possible misunderstandings by respondents: “I am against portraying woman and man in gender-stereotyped roles in advertising.” .

I also decided to modify the 6 rating scale into a 7 rating scale with the option “Neither agree or disagree.”

3.1.8 Data collection method

First, I posted the link with the online questionnaire on Facebook on both groups (Marketingová komunikace a PR (MKPR) FSV UK 13-16 and Master 1 / SciencesCom). In my opinion this method of data acquisition is very effective: it saves time due to rapid data collection, it has a high response rate, respondents can contact the researcher directly on Facebook if they need to ask questions, and everyone has an equal possibility to participate in the research.

Second, I counted their responses and in order to get representativeness of the total and of women and men I calculated 60% of Czech students (52) and French (64)

and found out that I needed 31 Czech students, 23 women and 8 men, and 38 French students, 25 women and 13 men.

Third, I counted the actual number of answers and found out that I needed 4 Czech men, 5 Czech women, 3 French women, and 9 French men in order to guarantee representativeness of the sample.

Fourth, I posted the online questionnaire again on the Facebook groups with a comment on the required number of respondents.

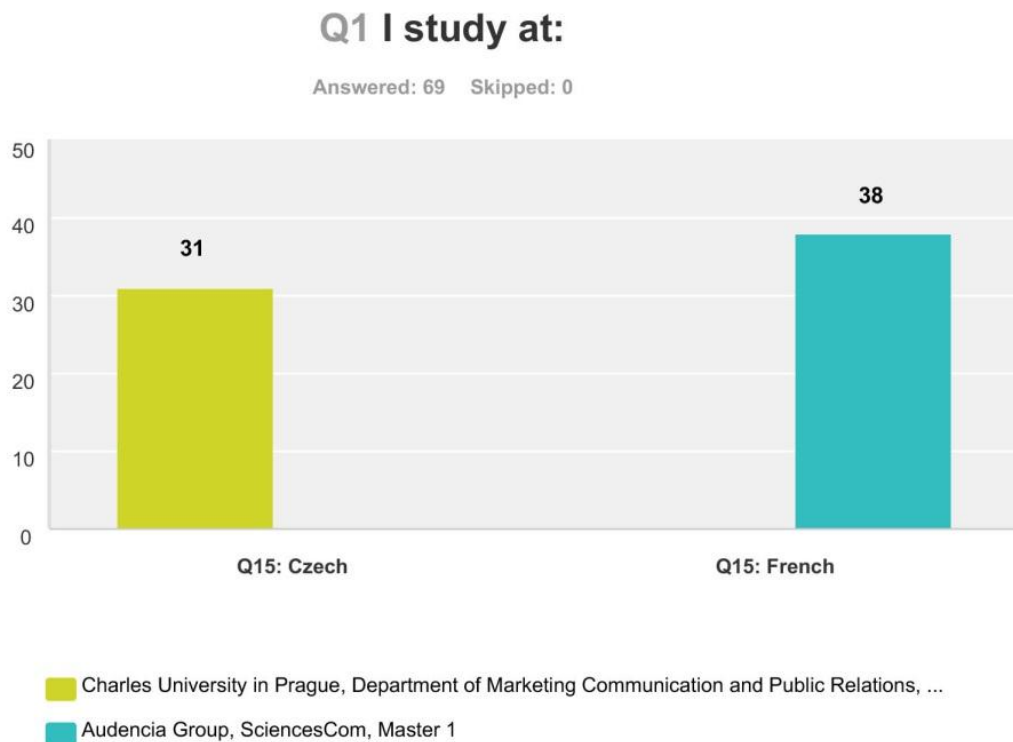
Fifth, I made sure that the representativeness of all respondents was correct.

3.1.9 Interpretation of the obtained data

Question number 1

The first question of the questionnaire was a closed format, filter question where the aim was to divide respondents into two categories: Charles University in Prague, Department of Marketing Communication and Public Relations, 3rd year or Audencia Group, SciencesCom, Master 1 and to make sure that the respondents would only be from these mentioned categories.

Chart n. 1 Where do you study?



Source: [own processing]

Table n. 2 Where do you study?

	Charles University in Prague, Department of Marketing Communication and Public Relations, 3rd year	Audencia Group, SciencesCom, Master 1	Total
Q15: Czech	100.00% 31	0.00% 0	44.93% 31
Q15: French	0.00% 0	100.00% 38	55.07% 38
Total Respondents	31	38	69

Source: [own processing]

The total number of respondents was 69- 31 from the Czech Republic (Charles University in Prague, Department of Marketing Communication and Public Relations, 3rd year) and 38 students from France (Audencia Group, SciencesCom, Master 1).

Question number 15

Question number 15 was a closed format, dichotomous question that indicated whether the respondents were Czech or French.

Chart n. 2 What is your nationality?



Source: [own processing]

Table n. 3 What is your nationality?

	Czech	French	Total
Q15: Czech	100.00% 31	0.00% 0	44.93% 31
Q15: French	0.00% 0	100.00% 38	55.07% 38
Total Respondents	31	38	69

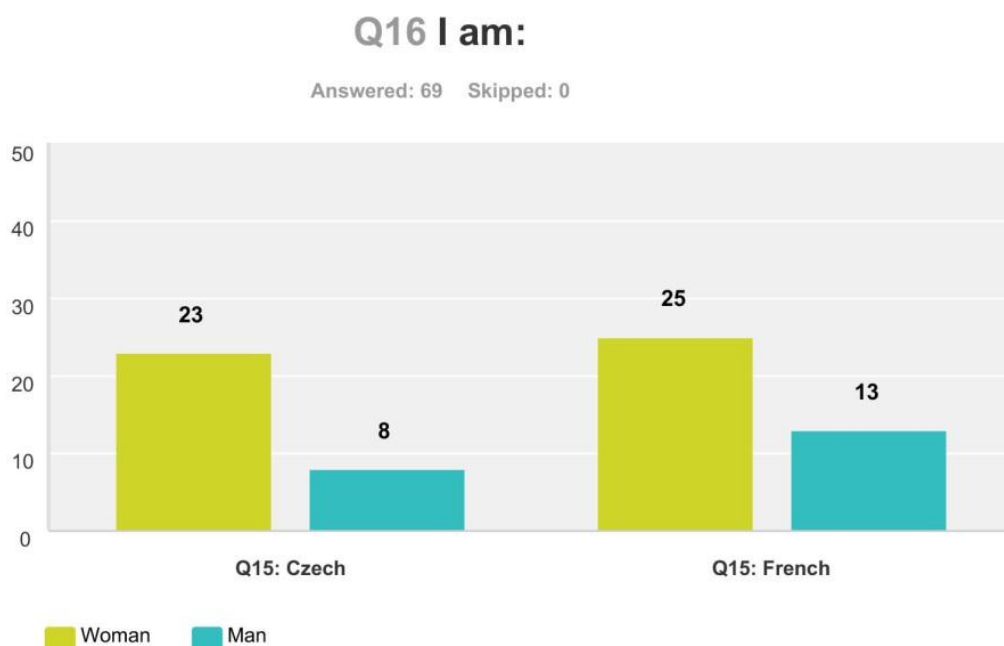
Source: [own processing]

According to received answers, 45 % were Czech (31) respondents, 55 % were French (38) respondents.

Question number 16

Question number 16 was also a closed dichotomous question that divided respondents into a subsequent category: Woman or Man.

Chart n. 3 Woman or man



Source: [own processing]

Table n. 4 Woman or man

	Woman	Man	Total
Q15: Czech	74.19% 23	25.81% 8	44.93% 31
Q15: French	65.79% 25	34.21% 13	55.07% 38
Total Respondents	48	21	69

Source: [own processing]

From a total of 100% of French respondents, 65 % were women (25) and 34 % were men (13). From a total of 100% of Czech respondents, 74% were women (23) and 26% were men (8).

Awareness

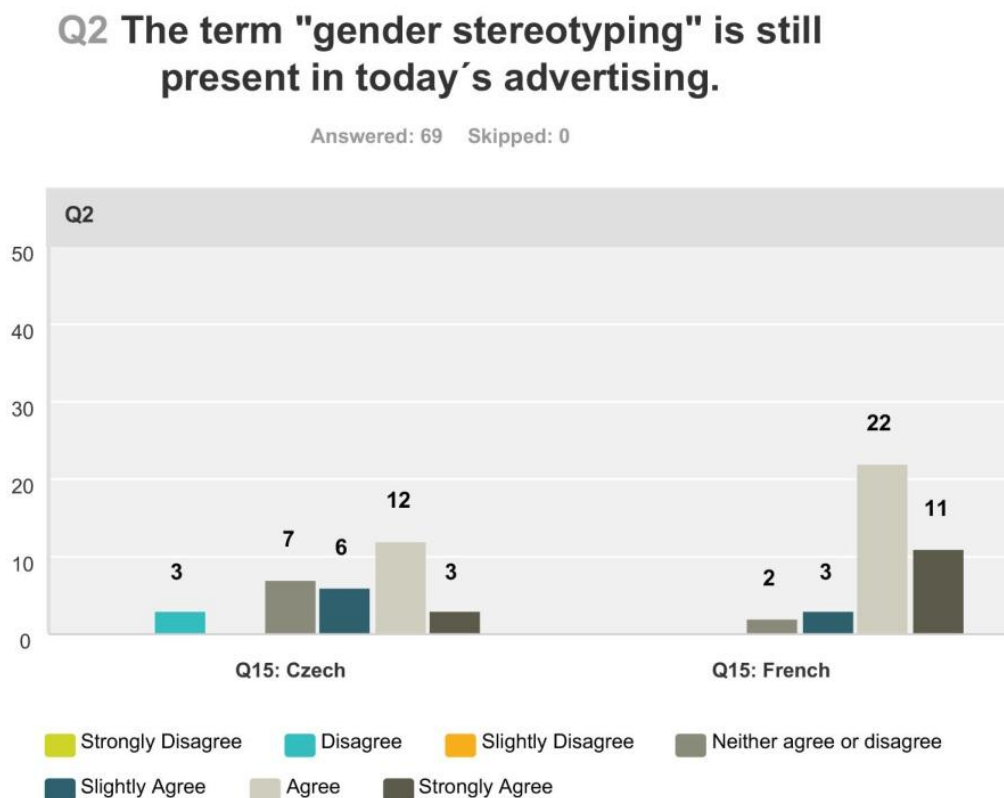
H1: A higher number of French university students are aware of gender stereotyping in advertising compared to Czech university students.

According to this hypothesis a dependent variable was created 1: Awareness which was examined within questions: 2, 7, 8, 14 and controlled by question number 5.

Question number 2

This question proposed the following statement: The term “gender stereotyping” is still present in today’s advertising. Agreements or disagreements of both groups of respondents were counted. The higher the number of agreements, the higher the level of awareness of a particular group was expected to be.

Chart n. 4 The term “gender stereotyping” is still present in today’s advertising



Source: [own processing]

Table n. 5 The term “gender stereotyping” is still present in today’s advertising

Q2								
	Strongly Disagree	Disagree	Slightly Disagree	Neither agree or disagree	Slightly Agree	Agree	Strongly Agree	Total
Q15: Czech	0.00% 0	9.68% 3	0.00% 0	22.58% 7	19.35% 6	38.71% 12	9.68% 3	44.93% 31
Q15: French	0.00% 0	0.00% 0	0.00% 0	5.26% 2	7.89% 3	57.89% 22	28.95% 11	55.07% 38

Source: [own processing]

8% of French students responded as “Slightly Agree”, 58% “Agree”, and 29% “Strongly Agree” as a reaction to the above mentioned statement. In total, 95% of answers had some level of agreement with the statement. Only 5% noted that they “Neither agree or disagree” with the statement. Nobody chose the negative form of the answer.

19% of Czech students “Slightly agree”, 39% “Agree”, and 10% “Strongly Agree”. It means there was 68% of agreement in total. 22% of respondents chose “Neither agree or disagree” and 10% “Disagree” with this statement.

To evaluate this question, it is obvious that a higher number of French university students (95%) are aware that the term “gender stereotyping” is still present in today’s advertising compared to Czech respondents (68%). Moreover, 10% of Czech university students answered as “Disagree” with this statement which means that they are not aware of the fact that gender stereotyping still prevails in today’s advertising content.

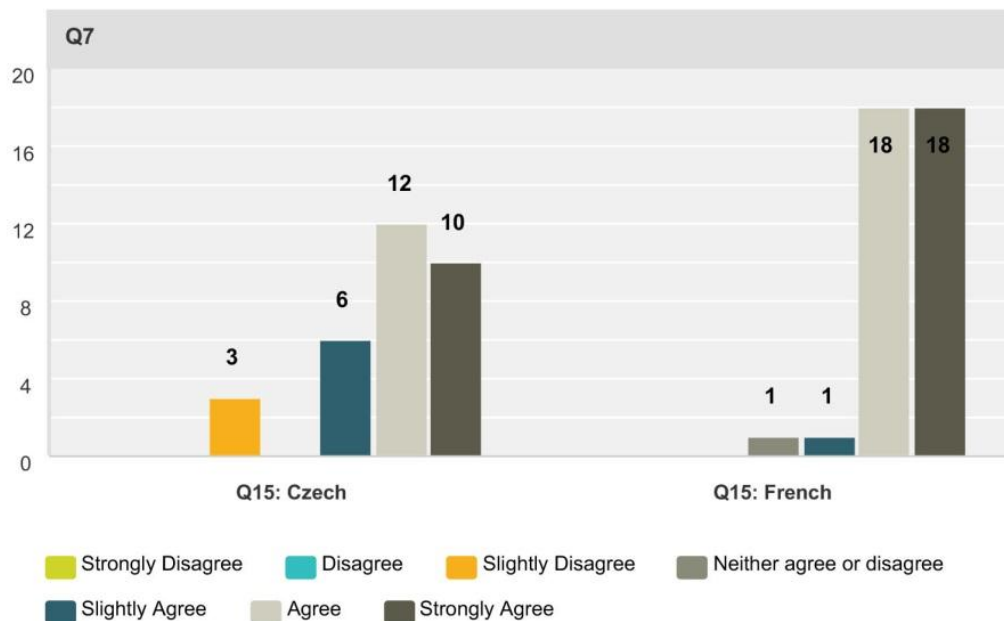
Question number 7

“I am aware of gender stereotyping in advertising” was a statement in question number 7. Agreements or disagreements of both groups of respondents were counted. The higher the number of agreements, the higher the level of awareness of the particular group was expected to be.

Chart n. 5 I am aware of gender stereotyping in advertising

Q7 I am aware of gender stereotyping in advertising.

Answered: 69 Skipped: 0



Source: [own processing]

Table n. 6 I am aware of gender stereotyping in advertising

Q7									
	Strongly Disagree	Disagree	Slightly Disagree	Neither agree or disagree	Slightly Agree	Agree	Strongly Agree	Total	
Q15: Czech	0.00%	0.00%	9.68%	0.00%	19.35%	38.71%	32.26%	44.93%	
	0	0	3	0	6	12	10	31	
Q15: French	0.00%	0.00%	0.00%	2.63%	2.63%	47.37%	47.37%	55.07%	
	0	0	0	1	1	18	18	38	

Source: [own processing]

3% of French respondents “Slightly Agree”, 47% “Agree”, and 47% “Strongly Agree” which is 97% in total of agreements with the statement. 3% of respondents answered as “Neither agree or disagree”. Nobody answered in the negative form.

19% of Czech students “Slightly Agree”, 39% “Agree” and 32% “Strongly Agree” which is 90% in total of agreement with the statement. 10% of respondents answered as “Slightly Disagree”.

By evaluating the percentage results, it is obvious that a slightly higher number of French university students (97%) is aware of gender stereotyping in advertising compared to Czech respondents (90%).

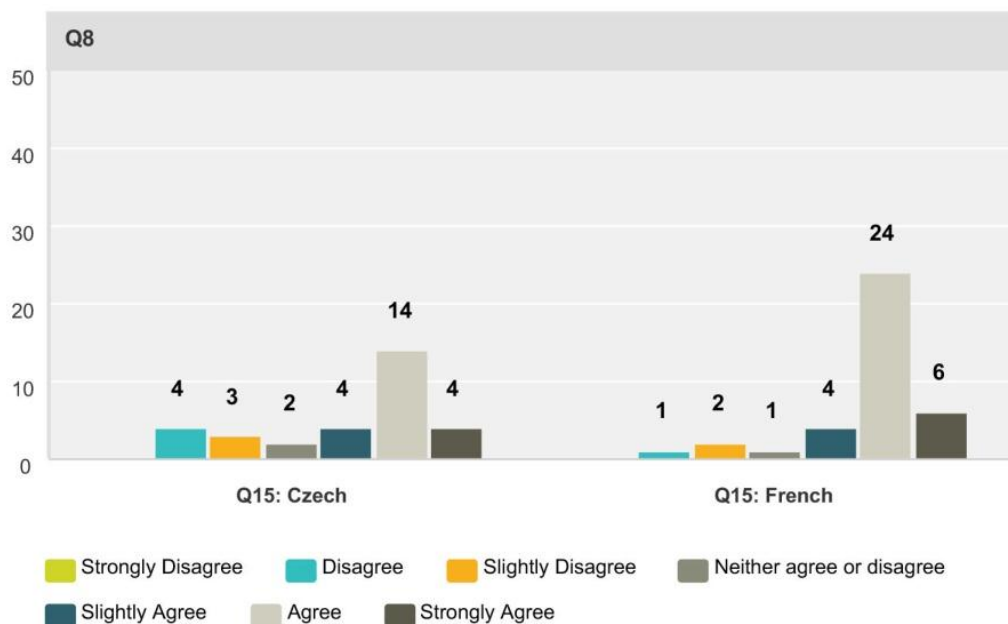
Question number 8

Question number 8: “I can name at least 3 aspects of gender stereotyping in advertising.” aimed to find out whether both surveyed groups were able to name at least 3 aspects of gender stereotyping in advertising. Agreements or disagreements of both groups of respondents were counted. The higher the number of agreements was the higher the ability of respondents to name aspects of gender stereotyping and the higher the awareness of respondents was expected to be.

Chart n. 6 I can name at least 3 aspects of gender stereotyping in advertising

Q8 I can name at least 3 aspects of gender stereotyping in advertising.

Answered: 69 Skipped: 0



Source: [own processing]

Table n. 7 I can name at least 3 aspects of gender stereotyping in advertising

Q8								
	Strongly Disagree	Disagree	Slightly Disagree	Neither agree or disagree	Slightly Agree	Agree	Strongly Agree	Total
Q15: Czech	0.00% 0	12.90% 4	9.68% 3	6.45% 2	12.90% 4	45.16% 14	12.90% 4	44.93% 31
Q15: French	0.00% 0	2.63% 1	5.26% 2	2.63% 1	10.53% 4	63.16% 24	15.79% 6	55.07% 38

Source: [own processing]

10% of French students responded as “Slightly Agree”, 63% responded as “Agree” and 16% responded as “Strongly Agree” as a reaction to the above mentioned statement. In total it is 89% of answers with agreement to the statement. 3% of respondents noted that they “Neither agree or disagree” with the statement. 5% “Slightly Disagree” and 3% “Disagree” which is 8% of disagreement in total.

13% of Czech students responded as “Slightly Agree”, 45% as “Agree”, and 13% as “Strongly Agree”. It means 71% of agreement in total. 6% of respondents chose “Neither agree or disagree”. 10% “Slightly Disagree” and 13 “Disagree” with this statement which is in total 23% of disagreement.

By evaluating the percentage results, a higher number of French university students (89%) are able to name at least 3 aspects of gender stereotyping in advertising which means that they are more aware of gender stereotyping in advertising compared to Czech respondents (71%).

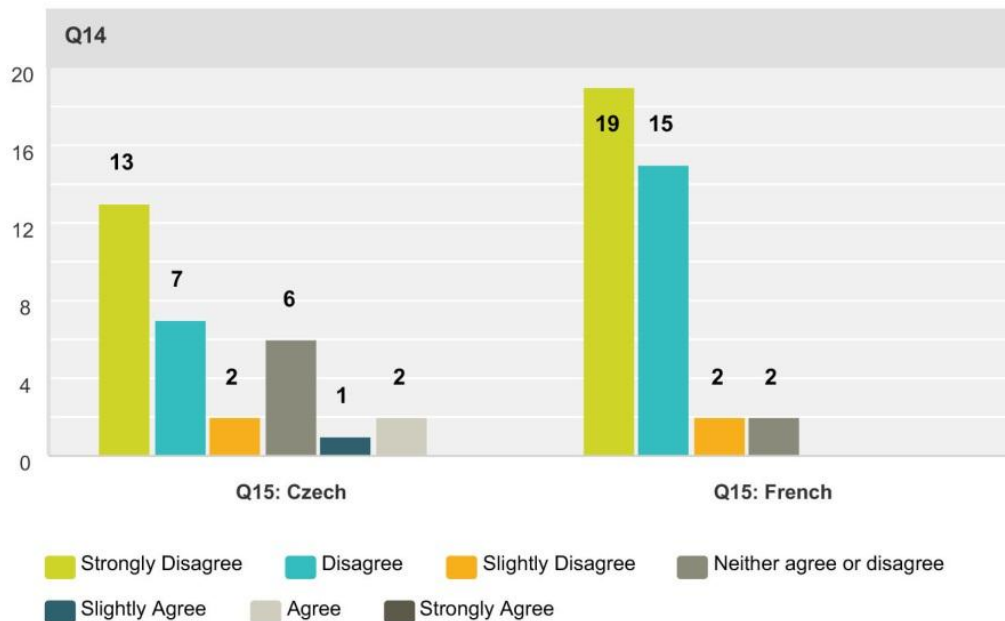
Question number 14

Question number 14 proposed the following statement: “Portrayal of gender stereotyped roles is no longer present in today’s advertising.” Agreements or disagreements of both groups of respondents were counted. The higher the number of disagreements, the higher the level of awareness of gender stereotyping in advertising of surveyed group was expected to be.

Chart n. 7 Portrayal of gender stereotyped roles is no longer present in today's advertising

Q14 Portrayal of gender stereotyped roles is no longer present in today's advertising.

Answered: 69 Skipped: 0



Source: [own processing]

Table n. 8 Portrayal of gender stereotyped roles is no longer present in today's advertising

Q14	Strongly Disagree	Disagree	Slightly Disagree	Neither agree or disagree	Slightly Agree	Agree	Strongly Agree	Total
Q15: Czech	41.94% 13	22.58% 7	6.45% 2	19.35% 6	3.23% 1	6.45% 2	0.00% 0	44.93% 31
Q15: French	50.00% 19	39.47% 15	5.26% 2	5.26% 2	0.00% 0	0.00% 0	0.00% 0	55.07% 38

Source: [own processing]

50% of French students responded as “Strongly Disagree”, 40% responded as “Disagree”, and 5% responded as “Slightly Disagree” as a reaction to the above-mentioned statement. Overall, it is 95% of disagreement to the statement. 5% of respondents noted that they “Neither agree or disagree” with the statement. Nobody agreed with the statement.

42% of Czech students responded as “Strongly Disagree”, 23% as “Disagree” and 6% as “Slightly Disagree”. This is 71% of disagreement in total. 19% of respondents chose “Neither agree or disagree”. 3% “Slightly Agree”, and 7% “Agree” with this statement which is 10% of disagreement in total.

To conclude, a higher number of French university students (95%) disagree with the above mentioned statement that “Portrayal of gender stereotyped roles is no longer present in today’s advertising.” which means that they have a higher level of awareness of the current situation of gender stereotyping in advertising compared to Czech respondents (71%).

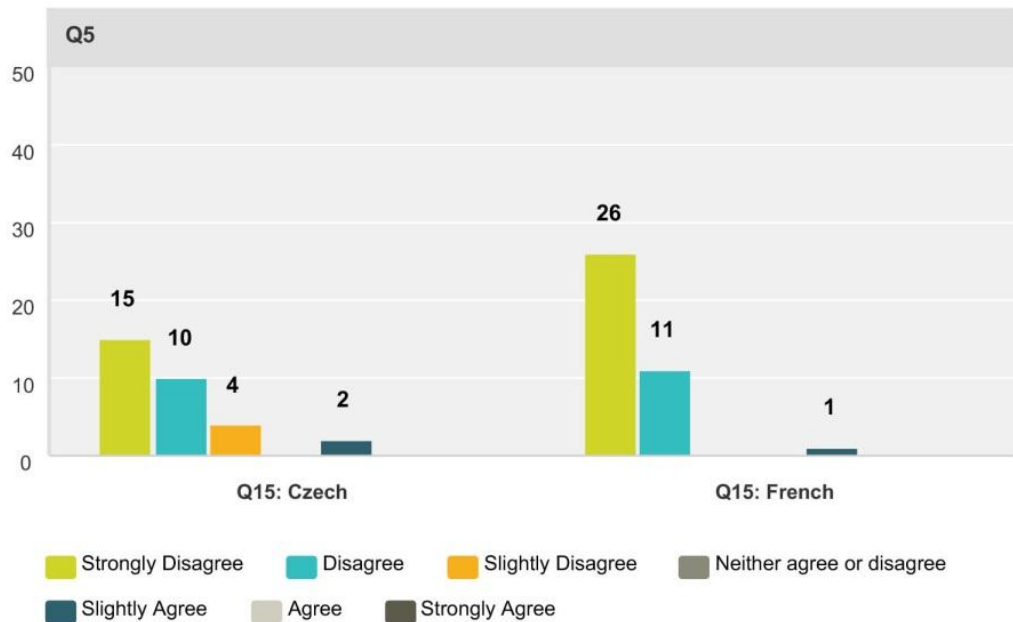
Control question

Question number 5 was a control question that aimed to confirm whether the results of respondents’ four previous answers are in accordance with this statement: “I have never heard about gender stereotyping in advertising.” The higher level of disagreement, the higher the level of awareness of particular surveyed group was.

Chart n. 8 I have never heard about gender stereotyping in advertising

Q5 I have never heard about gender stereotyping in advertising.

Answered: 69 Skipped: 0



Source: [own processing]

Table n. 9 I have never heard about gender stereotyping in advertising

Q5	Strongly Disagree	Disagree	Slightly Disagree	Neither agree or disagree	Slightly Agree	Agree	Strongly Agree	Total
Q15: Czech	48.39% 15	32.26% 10	12.90% 4	0.00% 0	6.45% 2	0.00% 0	0.00% 0	44.93% 31
Q15: French	68.42% 26	28.95% 11	0.00% 0	0.00% 0	2.63% 1	0.00% 0	0.00% 0	55.07% 38

Source: [own processing]

68% of French university students “Strongly Disagree”, 29% “Disagree” which is 97% of disagreement with the statement in total. Only 3% of respondents marked “Slightly Agree”.

48% of Czechs “Strongly Disagree”, 32% “Disagree”, and 13% “Slightly Disagree” which is 93% of disagreement in total. 7% of respondents “Slightly Agree” with the statement.

To evaluate this control question, 97% of French university students disagree with the statement that they had never heard about gender stereotyping in advertising compared to the lower number of 93% of Czech university students. It means that more French students are aware of gender stereotyping in advertising than Czech students, thereby supporting the results from the previous four questions.

Hypothesis 1 was verified.

Based on the evaluation of respondents' answers on the four following questions (2, 7, 8, 14), French university students are more aware (94%) of the issue of gender stereotyping in advertising than Czech university students (75%). This result was also supported within control question number 5 which showed that French students are more aware of gender stereotyping in advertising than Czech students.

Ability to distinguish

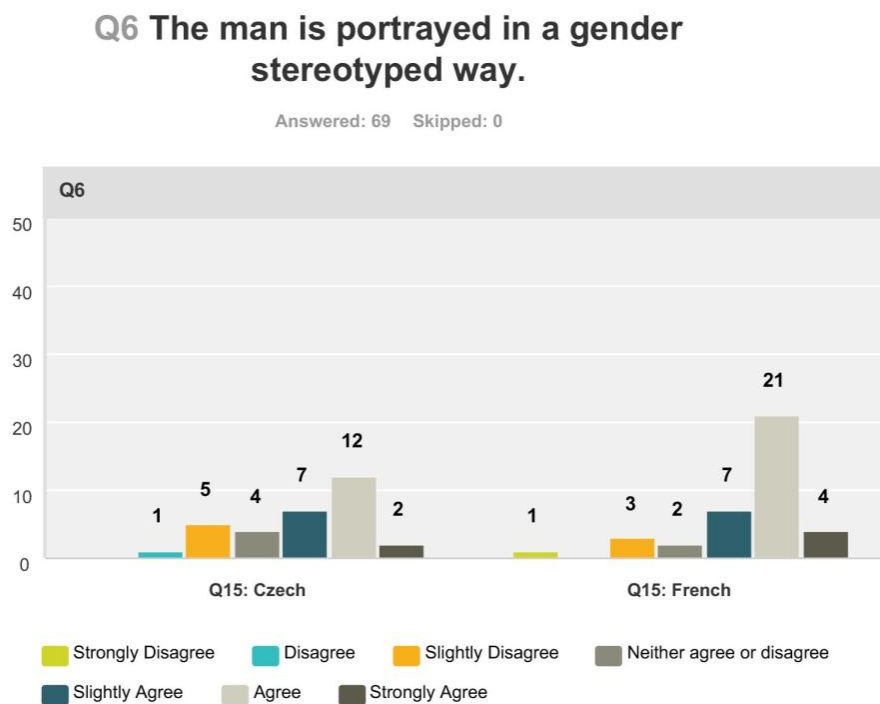
H2: A lower number of Czech university students are able to distinguish gender-stereotyped aspects in advertising.

According to the second hypothesis dependent variable 2 was defined: Ability to distinguish, questions: 6, 9, 10 and control question number 11.

Question number 6

Question number 6 was: “The man is portrayed in a gender-stereotyped way.” This statement aimed to determine how many Czech and French respondents agreed with its content. The higher the number of disagreements, the lower the ability was of respondents to distinguish gender-stereotyped aspects that really occur in this advertising.

Chart n. 9 The man is portrayed in a gender stereotyped way



Source: [own processing]

Table n. 10 The man is portrayed in a gender stereotyped way

Q6								
	Strongly Disagree	Disagree	Slightly Disagree	Neither agree or disagree	Slightly Agree	Agree	Strongly Agree	Total
Q15: Czech	0.00% 0	3.23% 1	16.13% 5	12.90% 4	22.58% 7	38.71% 12	6.45% 2	44.93% 31
Q15: French	2.63% 1	0.00% 0	7.89% 3	5.26% 2	18.42% 7	55.26% 21	10.53% 4	55.07% 38

Source: [own processing]

3% of Czechs “Disagree” and 16% “Slightly Disagree” which is 19% of disagreement in total. 13% “Neither agree or disagree”. 23% “Slightly Agree”, 39% “Agree”, and 6% “Strongly agree” which is 68% of agreement in total.

3% of French “Strongly Disagree” and 8% “Slightly Disagree” which is 11% of disagreement in total. 5% of respondents “Neither agree or disagree”. 18% “Slightly Agree”, 55% “Agree”, and 11% “Strongly Agree” which is a total of 84% of disagreement with the statement.

To evaluate this question, a higher number of Czech students (19%) disagree with the statement compared to French students (11%). A lower number of Czechs agree with the statement (68%) compared to French students (84%). It means that Czechs are less capable of distinguishing gender-stereotyped aspects compared to French students because the man was portrayed in a gender-stereotyped way.

Question number 9

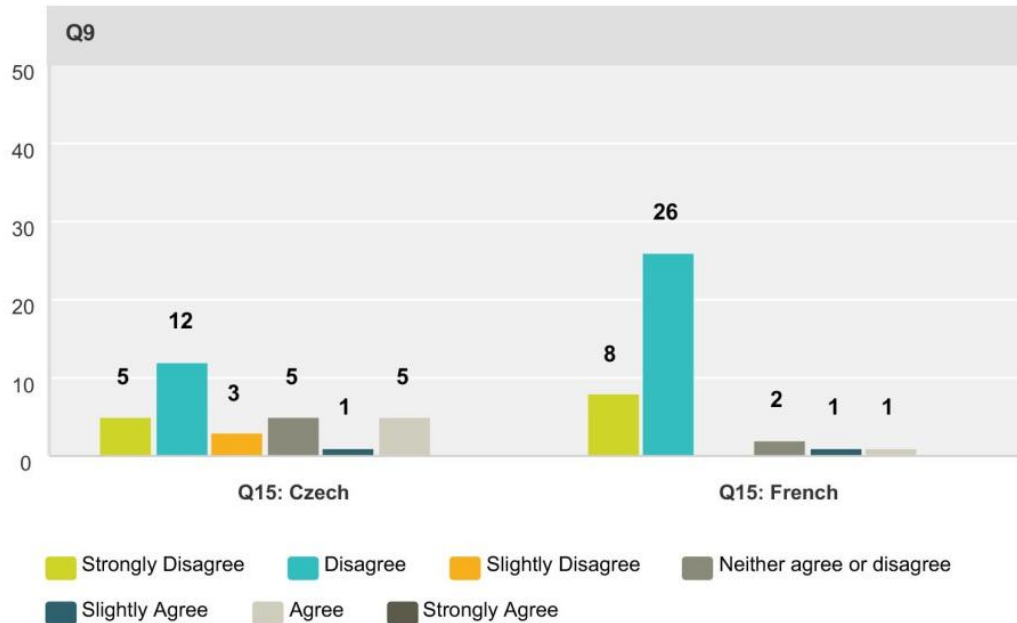
Question number 9 claims the statement that “This advertising does not display man and woman in gender stereotyped way.” which is the opposite of reality because the advertising actually displays man and woman in a gender-stereotyped way. The more agreements, the lower the ability was of a particular group of respondents to distinguish gender stereotyping in advertising.

Question number 9 claims the statement that “This advertising does not display man and woman in gender stereotyped way.” which is the opposite of reality because the advertising actually displays man and woman in gender stereotyped way. The more agreements, the lower is the ability of particular group of respondents to distinguish gender stereotyping in advertising.

Chart n. 10 This advertising does not display man and woman in gender stereotyped way

Q9 This advertising does not display man and woman in gender stereotyped way.

Answered: 69 Skipped: 0



Source: [own processing]

Table n. 11 This advertising does not display man and woman in gender stereotyped way

Q9								
	Strongly Disagree	Disagree	Slightly Disagree	Neither agree or disagree	Slightly Agree	Agree	Strongly Agree	Total
Q15: Czech	16.13% 5	38.71% 12	9.68% 3	16.13% 5	3.23% 1	16.13% 5	0.00% 0	44.93% 31
Q15: French	21.05% 8	68.42% 26	0.00% 0	5.26% 2	2.63% 1	2.63% 1	0.00% 0	55.07% 38

Source: [own processing]

3% of Czechs “Slightly Agree” and 16% “Agree” which is 19% of agreement in total. 16% “Neither agree or disagree”. 10% “Slightly Disagree, 39% “Disagree” and 16% “Strongly Disagree” which is 65% of total disagreement.

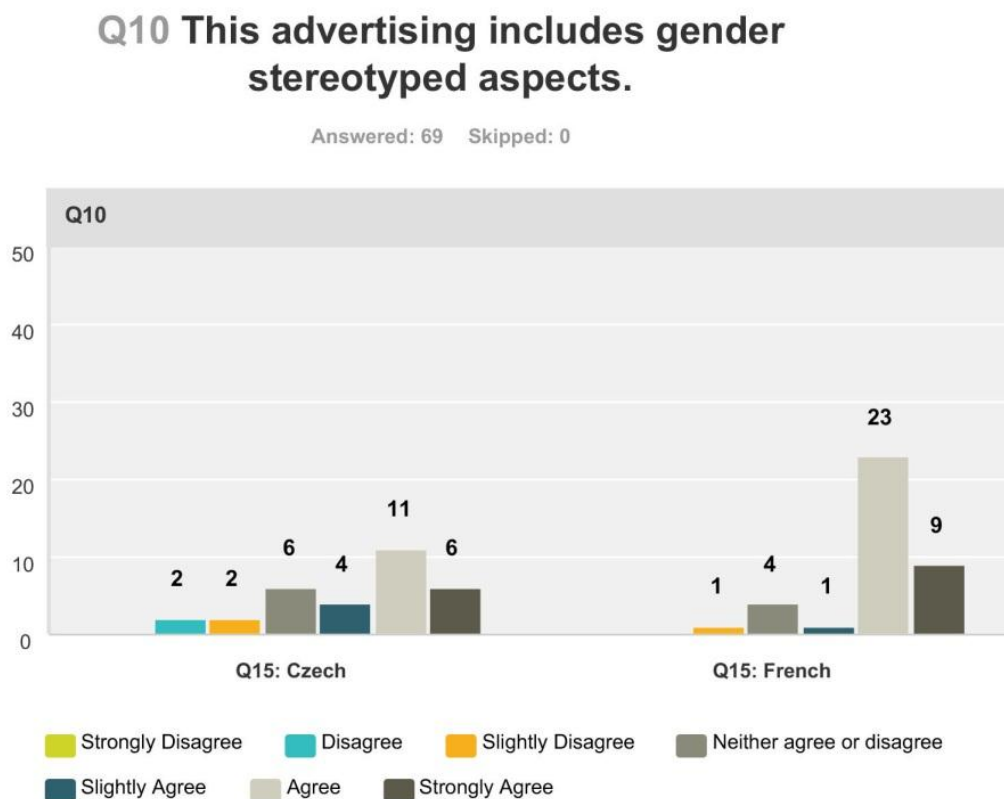
3% of French “Slightly Agree”, 3% “Agree” which is 6% of agreement in total. 5% “Neither agree or disagree” with the statement. 68% “Disagree”, 21% “Strongly Disagree” which is 89% of disagreement in total.

To conclude this question, 19% of Czech university students agree with the statement “This advertising does not display man and woman in gender stereotyped way.” compared to 6% of French students which means that more Czechs agree with the wrong statement and are less able to recognize gender-stereotyped aspects compared to French students.

Question number 10

The higher level of agreements with this statement, “This advertising includes gender stereotyped aspects”, the higher the respondent’s ability to recognize gender-stereotyped aspects in advertising.

Chart n. 11 This advertising includes gender stereotyped aspects



Source: [own processing]

Table n. 12 This advertising includes gender stereotyped aspects

Q10								
	Strongly Disagree	Disagree	Slightly Disagree	Neither agree or disagree	Slightly Agree	Agree	Strongly Agree	Total
Q15: Czech	0.00% 0	6.45% 2	6.45% 2	19.35% 6	12.90% 4	35.48% 11	19.35% 6	44.93% 31
Q15: French	0.00% 0	0.00% 0	2.63% 1	10.53% 4	2.63% 1	60.53% 23	23.68% 9	55.07% 38

Source: [own processing]

13% of Czechs “Slightly Agree”, 35% “Agree”, and 19% “Strongly Agree” which is 67% of agreement in total. 19% “Neither agree or disagree”. 7% “Disagree”, 7% “Slightly Disagree” which is 14% of disagreement in total.

3% of French “Slightly Agree”, 60% “Agree”, and 24% “Strongly Agree” which is 87% of agreement in total. 10% “Neither agree or disagree”. 3% of them “Slightly Disagree” with the statement which is 3% of disagreement in total.

According to the results, a lower number of Czech university students (67%) agree with the statement “This advertising includes gender stereotyped aspects” compared to French ones (87%). 12% of Czechs disagree with the statement compared to 3% of French university students which means that Czech university students are less able to recognize gender-stereotyped aspects in this advertising.

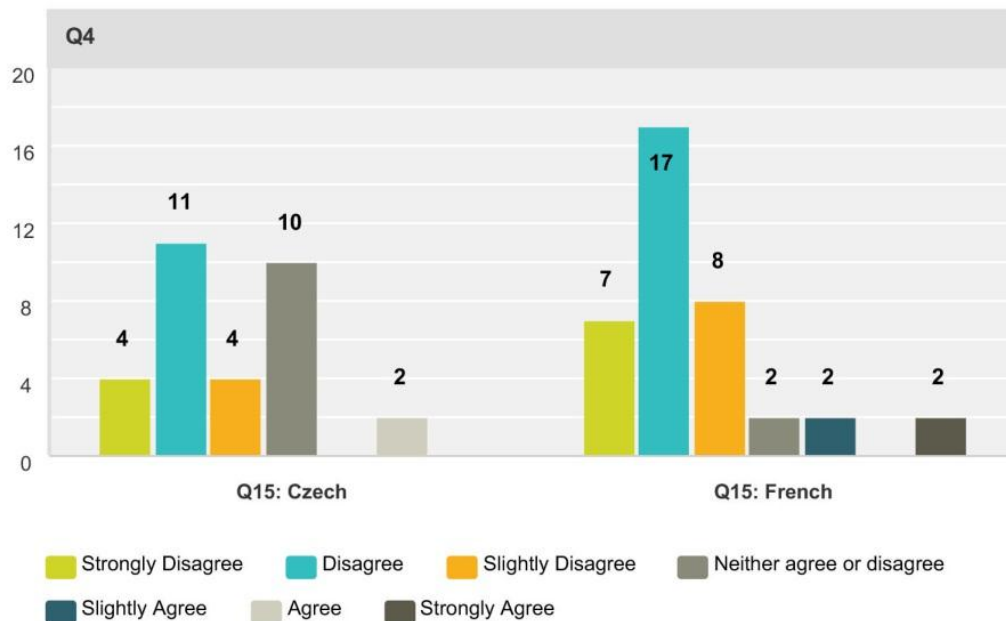
Control question

The aim of control question number 4: “Gender equality (meaning portraying woman and man as equal) between man and woman is portrayed in this advertising.” is to make sure that the results of answers from the three previous questions were reliable and valid. The higher the level of disagreement is, the higher the respondent’s ability is to distinguish gender-stereotyped aspects in this advertising.

Chart n. 12 Gender equality (meaning portraying woman and man as equal) between man and woman is portrayed in this advertising

Q4 Gender equality (meaning portraying woman and man as equal) between man and woman is portrayed in this advertising.

Answered: 69 Skipped: 0



Source: [own processing]

Table n. 13 Gender equality (meaning portraying woman and man as equal) between man and woman is portrayed in this advertising

Q4	Strongly Disagree	Disagree	Slightly Disagree	Neither agree or disagree	Slightly Agree	Agree	Strongly Agree	Total
Q15: Czech	12.90% 4	35.48% 11	12.90% 4	32.26% 10	0.00% 0	6.45% 2	0.00% 0	44.93% 31
Q15: French	18.42% 7	44.74% 17	21.05% 8	5.26% 2	5.26% 2	0.00% 0	5.26% 2	55.07% 38

Source: [own processing]

13% “Strongly Disagree”, 35% “Disagree”, and 13% “Slightly Disagree” which is 61% of disagreement in total. 32% “Neither agree or disagree”. 7% of Czech university students “Agree” with the statement.

19% of French “Strongly Disagree”, 45% “Disagree”, and 21% “Slightly Disagree” which is 85% of disagreement on total. 5% “Neither agree or disagree”. 5% “Slightly Agree” and 5% “Strongly Agree” which is 10% of agreement in total.

According to the results of this control question, it is obvious that more French students (85%) disagree with this wrong statement compared to Czech university students (61%). This control question confirmed the results from the previous questions (6, 9, 10) that Czech university students are less able to distinguish gender stereotyping in advertising than French university students.

Hypothesis 2 was verified.

Based on the evaluation of respondents’ answers on the four following questions (6, 9, 10), a lower number of Czech university students are able to distinguish (67%) gender-stereotyped aspects in advertising compared to French (86%). This hypothesis was also confirmed by the control question that aimed to make sure that the results of answers from the three previous questions were reliable and valid.

Attitude

Hypotheses 3

A higher number of French university students take a disapproving attitude toward gender stereotyping in advertising compared to Czech university students.

According to this hypothesis a dependent variable was created 3: Attitude which was examined within questions: 3, 12, 13 and control question number 11.

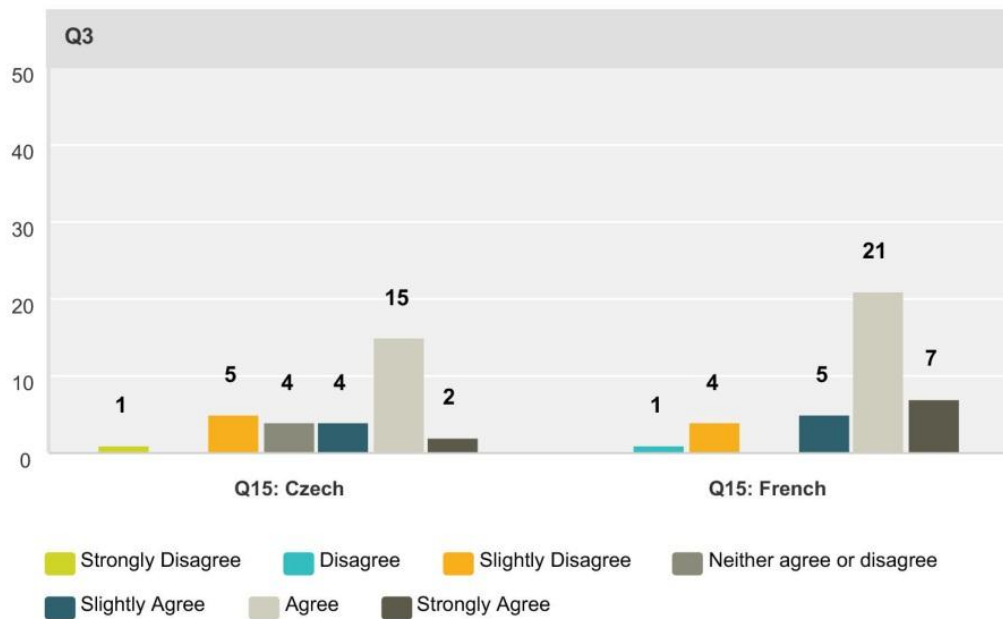
Question number 3

Within question number 13 a statement was formed: "I do not agree with the way how the woman's role is portrayed in this advertising." According to a counted number of agreements and disagreements the attitudes of both surveyed groups were measured. This statement refers to the advertising video in which the role of woman was stereotyped. The higher the agreement of respondents is, the higher their disapproving attitude toward gender stereotyping in advertising is.

Chart n. 13 I do not agree with the way how the woman's role is portrayed in this advertising

Q3 I do not agree with the way how the woman's role is portrayed in this advertising.

Answered: 69 Skipped: 0



Source: [pr ocessing]

Table n. 14 I do not agree with the way how the woman's role is portrayed in this advertising

Q3								
	Strongly Disagree	Disagree	Slightly Disagree	Neither agree or disagree	Slightly Agree	Agree	Strongly Agree	Total
Q15: Czech	3.23% 1	0.00% 0	16.13% 5	12.90% 4	12.90% 4	48.39% 15	6.45% 2	44.93% 31
Q15: French	0.00% 0	2.63% 1	10.53% 4	0.00% 0	13.16% 5	55.26% 21	18.42% 7	55.07% 38

Source: [own processing]

13% of French “Slightly Agree”, 55% “Agree”, and 18% “Strongly Agree” which is 86% in total. 11% “Slightly Disagree”, 3% “Disagree” which is 14% in total of disagreement.

13% of Czechs “Slightly Agree”, 48% “Agree”, and 7% “Strongly Agree” which is 68% of agreement in total. 13% “Neither agree or disagree”. 16% “Slightly Disagree”, 3% “Strongly Disagree” which is 19% in total of disagreement.

According to the above counted statements of French and Czech university students toward gender stereotyping in advertising, it is obvious that a higher number of French university students (86%) does not agree with the stereotyped portrayal of the woman in advertising compared to Czechs (68%).

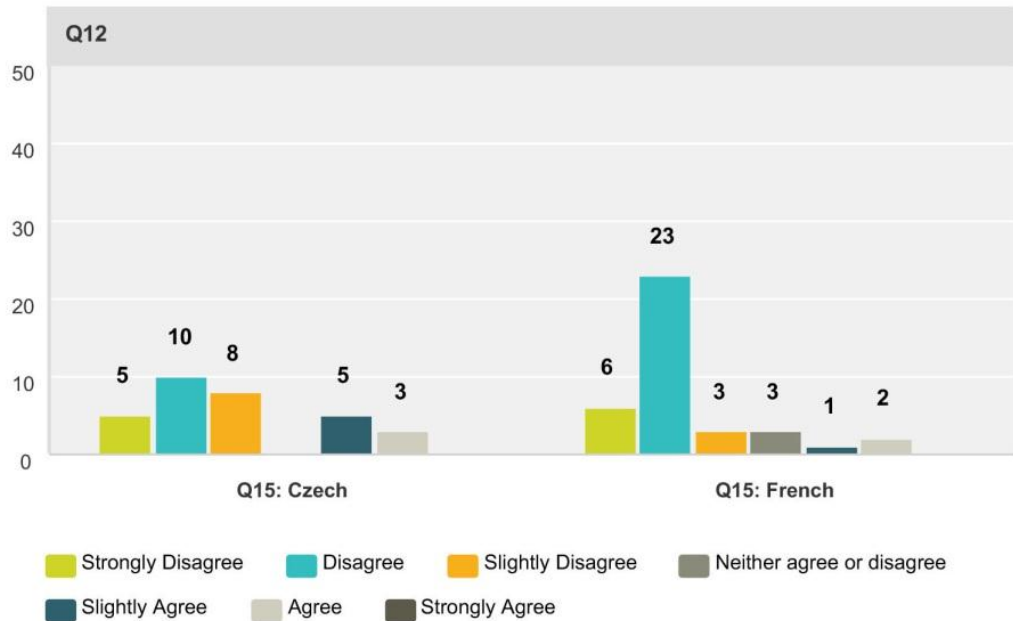
Question number 12

The statement of question number 12 was: “I agree with the way how male and female roles are portrayed in this advertising.” The higher number of agreement of surveyed groups, the higher their approving attitude toward gender stereotyping in advertising is because as was already mentioned, the advertising includes gender stereotyping.

Chart n. 14 I agree with the way how male and female roles are portrayed in this advertising

Q12 I agree with the way how male and female roles are portrayed in this advertising.

Answered: 69 Skipped: 0



Source: [own processing]

Table n. 15 I agree with the way how male and female roles are portrayed in this advertising

Q12	Strongly Disagree	Disagree	Slightly Disagree	Neither agree or disagree	Slightly Agree	Agree	Strongly Agree	Total
Q15: Czech	16.13% 5	32.26% 10	25.81% 8	0.00% 0	16.13% 5	9.68% 3	0.00% 0	44.93% 31
Q15: French	15.79% 6	60.53% 23	7.89% 3	7.89% 3	2.63% 1	5.26% 2	0.00% 0	55.07% 38

Source: [own processing]

8% of French “Slightly Disagree”, 60% “Disagree”, and 16% “Strongly Disagree” which is 84% of disagreement in total. 8% “Neither agree or disagree”. 3% “Slightly Agree”, 5% “Agree” which is 8% of agreement in total.

26% of Czechs “Slightly Disagree”, 32% “Disagree”, and 16% “Strongly Disagree” which is 74% of disagreement in total. 16% “Slightly Agree”, 10% “Agree” which is 26% of agreement in total.

To evaluate responses on this question, a lower number of Czechs (74%) disagree with the way female and male roles are portrayed in this advertising compared to French (84%). A higher number of Czechs agree (26%) with the statement compared to French (8%) which means that more of them take a disapproving stance toward gender stereotyping in this advertising.

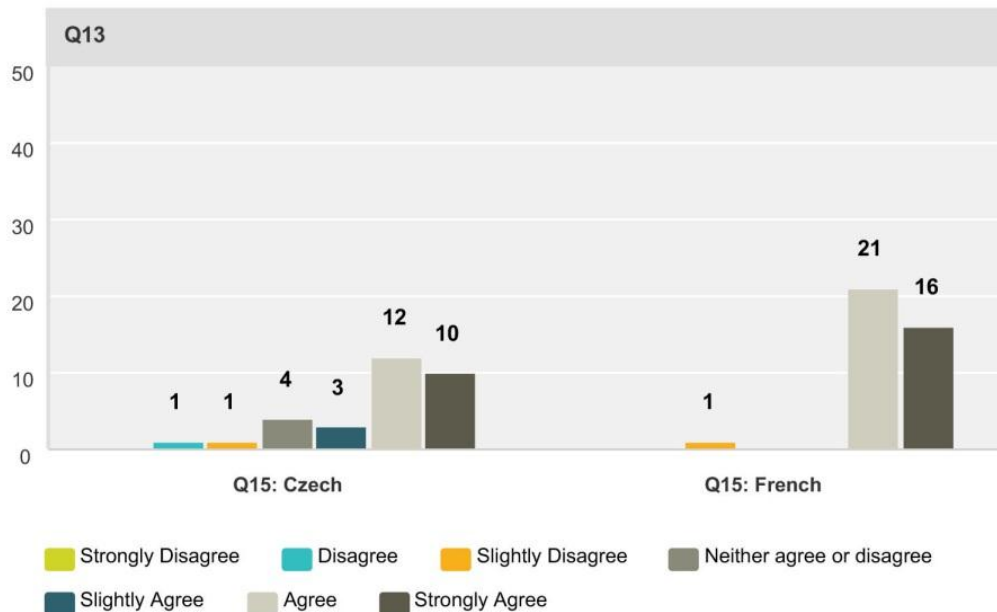
Question number 13

Question number 13 formed a statement: “I am against portraying woman and man in gender stereotyped roles in advertising.” The higher the number of agreement is, the more respondents disapprove of gender stereotyping in advertising.

Chart n. 15 I am against portraying woman and man in gender stereotyped roles in advertising

Q13 I am against portraying woman and man in gender stereotyped roles in advertising.

Answered: 69 Skipped: 0



Source: [own processing]

Table n. 16 I am against portraying woman and man in gender stereotyped roles in advertising

Q13								
	Strongly Disagree	Disagree	Slightly Disagree	Neither agree or disagree	Slightly Agree	Agree	Strongly Agree	Total
Q15: Czech	0.00% 0	3.23% 1	3.23% 1	12.90% 4	9.68% 3	38.71% 12	32.26% 10	44.93% 31
Q15: French	0.00% 0	0.00% 0	2.63% 1	0.00% 0	0.00% 0	55.26% 21	42.11% 16	55.07% 38

Source: [own processing]

55% of French “Agree” and 42% “Strongly Agree” which is 97% of agreement in total. 3% of French respondents “Slightly Disagree”.

10% of Czech respondent “Slightly Agree”, 39% “Agree” and 32% “Strongly Agree” which is 81% of agreement in total. 13% “Neither agree or disagree”. 3% “Slightly Disagree” and 3% “Disagree” which is 6% of disagreement in total.

To conclude, a higher number of French respondents (97%) are against portraying women and men in gender-stereotyped roles in advertising which means that more of them take a disapproving attitude than Czech university students (81%).

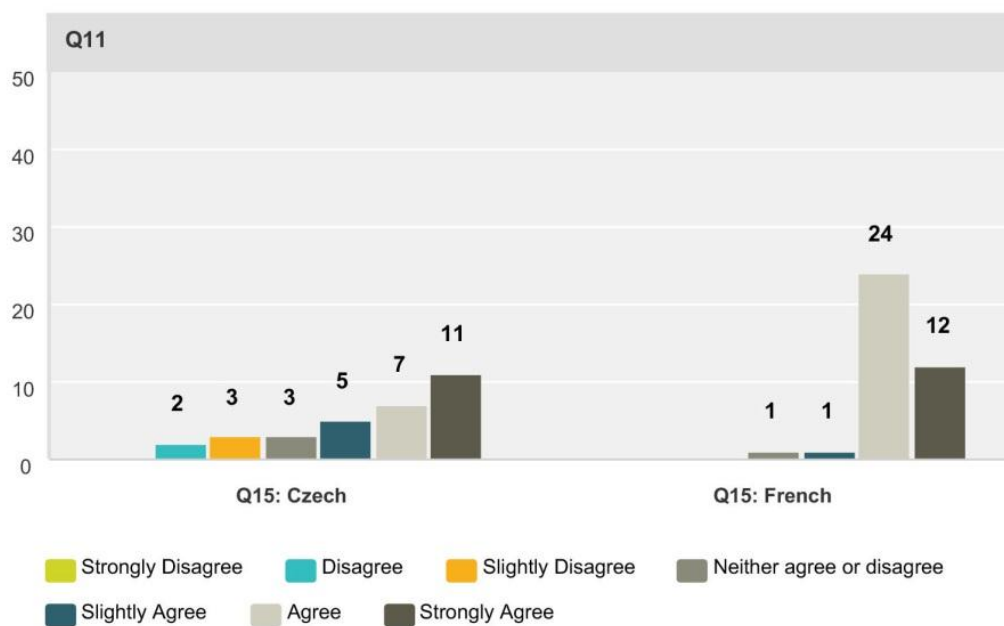
Control question

Control question number 11: “In my opinion, advertising should not include gender stereotyping.” aimed to check whether the results of the three previous questions are valid and reliable. The more positive responses, meaning the more agreements, the more the respondents’ attitude shows disapproval toward gender stereotyping.

Chart n. 16 In my opinion, advertising should not include gender stereotyping

Q11 In my opinion, advertising should not include gender stereotyping.

Answered: 69 Skipped: 0



Source: [own processing]

Table n. 17 In my opinion, advertising should not include gender stereotyping

Q11								
	Strongly Disagree	Disagree	Slightly Disagree	Neither agree or disagree	Slightly Agree	Agree	Strongly Agree	Total
Q15: Czech	0.00% 0	6.45% 2	9.68% 3	9.68% 3	16.13% 5	22.58% 7	35.48% 11	44.93% 31
Q15: French	0.00% 0	0.00% 0	0.00% 0	2.63% 1	2.63% 1	63.16% 24	31.58% 12	55.07% 38

Source: [own processing]

3% of French “Slightly Agree”, 63% “Agree”, and 31% “Strongly Agree” which is 97% of agreement with the statement on total. 3% of French respondents “Neither agree or disagree”. Nobody disagrees with the statement.

16% of Czech university students “Slightly Agree”, 23% “Agree”, and 35% “Strongly Agree” which is 74% in total of agreement. 10% “Neither agree or disagree”. 10% “Slightly Disagree” and 6% “Disagree” which is 16% of disagreement in total.

To evaluate this control question, 97% of French agree that advertising should not include gender stereotyping which is more than 73% of Czechs. This control question confirmed the result of the three previous questions which aimed to find out whether the attitude of Czech and French university students differs and that French university students take a more disapproving attitude toward gender stereotyping in advertising than Czech university students.

Hypothesis 3 was verified.

Based on the evaluation of respondents’ answers on three following questions (3, 12, 13), the higher average number of French students (89%) have a disapproving attitude toward gender stereotyping in advertising compared to Czech university students (74%). This hypothesis was confirmed also by the control question which showed that 97% of French agree that advertising should not include gender stereotyping which is more than 73% of Czechs.

Conclusion

In the practical part was defined the sample which was consisted of 31 Czech students (23 women and 8 men) and 38 French (25 women and 13 men) in order to get representativeness of reliable and valid data by probability sampling through online questionnaire. After evaluating the data, the following conclusions were made.

In general, the awareness of French university students about gender stereotyping in advertising was higher than that of Czech university students. 95% of French university students claimed that gender stereotyping is still present in today's advertising compared to 68% of Czech university students, which means that Czech students are less aware of the actual situation considering gender stereotyping. However, an interesting point is that Czech respondents actually think that they are aware of gender stereotyping because 90% of them noted that they are aware of gender stereotyping in advertising which is approximately the same number as 97% of French students. 71% of Czechs were able to name at least 3 aspects of gender stereotyping compare to 89% of French. The majority (71%) of Czech students agree with the fact that gender-stereotyped roles are still portrayed in today's advertising however the number of French students (90%) is much higher. In total, Czech and French university students are aware of gender stereotyping, the majority of them know that it is still an actual theme and are aware of its aspects. However, French university students are, in average, more aware (94%) of this problem than their Czech colleagues (75%).

Compared to the students' level of awareness of gender stereotyping, their ability to distinguish gender-stereotyped aspects in advertising was a bit lower. 84% of French agreed that the man in the Hugo Boss advertisement was displayed in a gender-stereotyped way compared to a lower number of Czechs (68%). 65% of Czech students noticed that the advertising portrayed the woman and the man in a gender-stereotyped way and 67% were able to recognize that this advertising included gender-stereotyped aspects. On the other hand, 87% of French students agreed that the advertising portrayed the woman and man in a gender-stereotyped way and 89% recognized gender stereotyping in advertising. Therefore, on average, Czech students (67%) are less able to distinguish gender-stereotyped aspects in advertising than French students (86%).

Considering respondents' statements toward gender stereotyping in advertising, 89% of French compares to 81% of Czech students answered that they are against gender stereotyping in advertising, a lower number of Czechs (68%) do not agree with the portrayal of women in advertising (which was really stereotyped) and 74% of Czech students disagree with the portrayal of male and female roles. Although Czech university students claim that they do not approve of gender stereotyping, they are not as against the stereotyped portrayal of a woman. It is probably because it is displayed in the majority of advertisements in the Czech Republic every day and the students could be used to it. On the contrary, 97% of French answered that they are against gender stereotyping roles in advertising, 84% disagree with the female and male portrayal in advertising and 86% did not agree with the portrayal of the woman in advertising. In total average, 89% of French university students take a disapproving attitude toward gender stereotyping in advertising which is more than 74% of Czech students. It is probably because the French advertising industry faced criticism due to the "porno chic" trend in French fashion advertising and French students became more sensitive toward this controversial theme.

To conclude, this bachelor thesis answered the main research question and following sub-questions by verifying all hypotheses considering gender stereotyping in advertising. I believe that these results will be informative for general public and also enriching for academic ground.

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Attachment n. 1: Hugo Boss

Attachment n. 2: Questionnaire

Attachments

Attachment n. 1: Hugo Boss

Hugo Boss is a company founded by Hugo Ferdinand Boss in 1924 oriented in premium and luxury clothing and cosmetics. This company is infamous for designing uniforms for the SA, the SS, the Hitler Youth, the Wehrmacht. After World War II was the company's founder penalized and not allowed to vote. In 1999 was the company sued by US lawyers because of using slave labor during the Second World War for which the company later apologized.

On 28 August in 2015 Hugo Boss launched new campaign #PowerOfTheScent introducing its new perfume for men- The Scent. The face of this perfume is an actor Theo James, who represents a confident man aware of the allure of the perfume and also himself. He and Natasha Poly act in the official video that was directed by Darren Aronofsky.

Picture n. 1



Source: [HUGO BOSS. *BOSS The Scent - Official Video with Theo James* / HUGO BOSS Perfumes In: Youtube [online]. 28. 8. 2015 [vid. 2016-09-04]. Available from: <https://www.youtube.com/watch?v=k49OZK4OohQ>].

Description

Scene 1: Man wearing a suit walks in the bedroom, he puts down a perfume The Scent when suddenly behind him appears his women desiring for him, touching him softly.

Scene 2: Shots of parts of their naked bodies.

Scene 3: Man is dressed in a suit again, looks to the mirror confidently, woman stands behind him touches him softly and gaspingly.

Scene 4: There is The Scent on a black background and male voice says “The power of Boss. The Scent. The new fragrance for men.”

Gender-stereotyped relationship

The man’s and woman’s relationship is displayed as stereotyped heterosexual relationship.

The woman is physically smaller than then the man, depends on him, desires for him, and surrounds him.

The man is more dressed, wears a suit symbolizing his success and serious disembaroking within the workplace.

Gender-stereotyped features, expressions, attitudes

She surrounds him, stays behind him generally looks smaller within the shot. That symbolizes her obedience, less importance.

She touches him lightly, looks at the man from the bottom to the top which manifests her careless and desire. Her obedience and sexual availability are also supported by body expression- inclination of head, slightly open mouth.

Man’s power, dominance and success are supported by his gestic- direct look to the camera, no face expressions, firmly touches woman’s body, never touches himself.

Stereotyped gendered bodies

Both bodies are stereotyped by corresponding to the perfect beauty trend. Within the second shot their bodies are reduced into naked parts which leads to sexualizing the bodies, without any connection to the product use.

Woman is very slim, has perfect skin, beautiful, symmetrical face with full lips. She has stereotypically shiny thick blond hair. Within shots her body is restricted into naked intimate parts therefore she becomes a sexualized object. Moreover, her body is more often displayed than man's one.

Man has perfectly drafted muscular body refers to his strength, success, power. It causes a notion that only with this muscular look man can be rich, successful or satisfied with himself.

Attachment n. 2: Questionnaire

Comparison of Perception of Gender Stereotyping in Advertising in France and Czech Republic

Questionnaire for Bachelor thesis

Dear respondent,

my name is Anna Fišerová and this questionnaire serves as a source of information for my bachelor thesis named Comparison of Perception of Gender Stereotyping in Advertising in France and Czech Republic.

The objective of this thesis is to discover whether the perception toward gender stereotyping in advertising differ between Czech and French university students who are potential future creators of advertising.

Please, based on viewed [video](#), complete this questionnaire. After you finish, please click on the "Done" button.

Your answers will remain anonymous.

* 1. I study at:

- Charles University in Prague, Department of Marketing Communication and Public Relations, 3rd year
- Audencia Group, SciencesCom, Master 1

* 2. The term "gender stereotyping" is still present in today's advertising.

Strongly Disagree	Disagree	Slightly Disagree	Neither agree or disagree	Slightly Agree	Agree	Strongly Agree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* 3. I do not agree with the way how the woman's role is portrayed in this advertising.

Strongly Disagree	Disagree	Slightly Disagree	Neither agree or disagree	Slightly Agree	Agree	Strongly Agree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* 4. Gender equality (meaning portraying woman and man as equal) between man and woman is portrayed in this advertising.

Strongly Disagree	Disagree	Slightly Disagree	Neither agree or disagree	Slightly Agree	Agree	Strongly Agree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* 5. I have never heard about gender stereotyping in advertising.

Strongly Disagree	Disagree	Slightly Disagree	Neither agree or disagree	Slightly Agree	Agree	Strongly Agree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* 6. The man is portrayed in a gender stereotyped way.

Strongly Disagree	Disagree	Slightly Disagree	Neither agree or disagree	Slightly Agree	Agree	Strongly Agree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* 7. I am aware of gender stereotyping in advertising.

Strongly Disagree	Disagree	Slightly Disagree	Neither agree or disagree	Slightly Agree	Agree	Strongly Agree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* 8. I can name at least 3 aspects of gender stereotyping in advertising.

Strongly Disagree	Disagree	Slightly Disagree	Neither agree or disagree	Slightly Agree	Agree	Strongly Agree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* 9. This advertising does not display man and woman in gender stereotyped way.

Strongly Disagree	Disagree	Slightly Disagree	Neither agree or disagree	Slightly Agree	Agree	Strongly Agree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* 10. This advertising includes gender stereotyped aspects.

Strongly Disagree	Disagree	Slightly Disagree	Neither agree or disagree	Slightly Agree	Agree	Strongly Agree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* 11. In my opinion, advertising should not include gender stereotyping.

Strongly Disagree	Disagree	Slightly Disagree	Neither agree or disagree	Slightly Agree	Agree	Strongly Agree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* 12. I agree with the way how male and female roles are portrayed in this advertising.

Strongly Disagree	Disagree	Slightly Disagree	Neither agree or disagree	Slightly Agree	Agree	Strongly Agree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* 13. I am against portraying woman and man in gender stereotyped roles in advertising.

Strongly Disagree	Disagree	Slightly Disagree	Neither agree or disagree	Slightly Agree	Agree	Strongly Agree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* 14. Portrayal of gender stereotyped roles is no longer present in today's advertising.

Strongly Disagree	Disagree	Slightly Disagree	Neither agree or disagree	Slightly Agree	Agree	Strongly Agree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* 15. My nationality is:

- Czech
- French

* 16. I am:

- Woman
- Man

Thank you for completing the questionnaire.

Contact person: Anna Fišerová, Anca.Fiserova@seznam.cz

Source: [own processing]