

## **The Diversity of Gender and Preference**

### 1. Motivation behind Research Paper

There are many genders in the world, so every person is different. Originally, I had a question about the stereotypes associated with gender. In addition to gender, there is also a large number of sexual minorities. Also, I did not care about manliness and womanliness since childhood. For these reasons, I think I can explore familiar things, so I established the exploration theme “the diversity of gender and preference.”

### 2. Introduction

Relations of gender and preference has stereotypes for image and limit. For example, a study conducted by Takako, Shimizu of Japan shows that people have had the concept of boy colors and girl colors since childhood. Also, a study conducted by Sakura, Kioka of Japan that girls regulate baseball was done only in 2021 and 2022 years at Koshien Stadium, so we feel the image about baseball bent for men. In this way, there are a lot of examples. I think gender and preference are different individuals and should not push images, so maybe not needing a limit related to its change is good.

### 3. Results and Analysis

Then, I asked the question. "If we remove what we think is an unnecessary limit, what kind of change and effect do we see?" Everyone can choose a skirt and slacks in Kokusai high school. However, a part of the school decides that a girl is a skirt and a boy is a slacks. Personally, I do not feel that there is a stark difference between men and women. I thought, is the limit of uniform depending on gender really needed? Then, we decided to research uniforms and a lot of unnecessary limits related to gender and preferences. In addition, I research if it is lost, what happens about change and affect. I do not think that a huge impact would occur. Also, if we think and verify the situation when we lose limits, we may find people think unnecessary limits but actually necessary limits. I conducted a questionnaire to verify this question. I researched change and affect from a variety of positions when lost limits for some topics about there are limits at the surface of gender and preference, or separate by gender. As you can see, I did a questionnaire about four topics from students, teachers, parents and local people. (I got answers from 60 students, 12 teachers and 58 parents or local people). First, "If school allows makeup, what do you think will happen about change and affect?" Second, "If we can choose uniform, what do you think will happen about change and affect?" Third, "if people do not separate toilets, what do you think will happen about change and affect?" Fourth, "if school regulations are lost, what do you think will happen about change and affect?"

Student's eye	Q1	For the student	For the teacher	For the parent	For the local people
	Become good	44	9	8	5
	Become bad	3	15	8	16
	Not change	11	32	41	35
	Others	2	4	3	4
	Q2	For the student	For the teacher	For the parent	For the local people
	Become good	55	25	30	20
	Become bad	0 0人		2	3
	Not change	5 32人		26	31
	Others	0	3	2	6
	Q3	For the student	For the teacher	For the parent	For the local people
	Become good	11	7	4	5
	Become bad	29	25	22	22
	Not change	7	16	20	24
	Others	13	12	14	9
	Q4	For the student	For the teacher	For the parent	For the local people
	Become good	43	16	11	6
	Become bad	7	19	14	23
	Not change	9	22	30	22
	Others	1	3	5	9

Teacher's eye	Q1	For the student	For the teacher	For the parent	For the local people
	Become good	2	1	0	0
	Become bad	7	6	8	6
	Not change	2	3	3	4
	Others	1	2	1	2
	Q2	For the student	For the teacher	For the parent	For the local people
	Become good	9	6	2	2
	Become bad	0	0	1	2
	Not change	2	5	7	7
	Others	1	1	2	1
	Q3	For the student	For the teacher	For the parent	For the local people
	Become good	0	0	0	0
	Become bad	8	7	7	5
	Not change	0	1	1	3
	Others	4	4	4	4
	Q4	For the student	For the teacher	For the parent	For the local people
	Become good	5	4	2	0
	Become bad	5	4	6	7
	Not change	0	3	3	3
	Others	2	1	1	2

Parent's and local people's eye	Q1	For the student	For the teacher	For the parent	For the local people
	Become good	14	0	1	1
	Become bad	18	29	26	16
	Not change	15	21	21	32
	Others	9	8	10	9
	Q2	For the student	For the teacher	For the parent	For the local people
	Become good	49	23	29	17
	Become bad	2	1	1	1
	Not change	7	31	26	36
	Others	0	3	2	3
	Q3	For the student	For the teacher	For the parent	For the local people
	Become good	3	2	3	3
	Become bad	42	37	39	30
	Not change	3	7	7	13
	Others	7	11	9	12
	Q4	For the student	For the teacher	For the parent	For the local people
	Become good	18	4	6	5
	Become bad	16	26	22	20
	Not change	18	23	26	24
	Others	5	5	4	9

The answer to the first question, many students said, becomes good for the students. In addition, they think about changing other items. As a result, they mostly

have good images. However, most teachers, parents and local people said, it becomes bad for students, and other items also become bad or do not change. I know many people have bad images. The answer to the second question, many answered to become good or not change for all positions. I thought they mostly had good images.

The answer to the third question, student opinion, was a bit divided. However, many answers either become bad or not change for all positions. I thought they mostly have bad images. In regards to the fourth question, many students answered to become good for students, but they said becoming bad was more than becoming good in other items. With items to teachers, the number of responses to items by students and teachers was the same. However, they said becoming bad was more than becoming good for teachers and parents and local peoples. Many parents and local people become bad or not change for all items answered. Often, people choose their choice and opinion changes by position, so I think I got this result.

#### 4. Conclusion and Future Problems

I had questions about the limit of uniforms, so I used a questionnaire about “If we remove what we think is an unnecessary limit, what kind of change and effect do we see?” According to the result, I knew if position and view change, unnecessary limits change. Students think it is unnecessary, but there is a possibility of 180 degrees different changes and effects happening for residents and local peoples, so we change limits easily is bad. However, sometimes we think that if some limits are lost, it becomes better. Therefore, we will be able to change such limits. I want to think about unnecessary limits for almost unchanged reasons and how to change the present situation after this.

## 5. Reflection

I believe we should change the limits unnecessary and inconvenient by the student position. However, for example, I felt that the present situation cannot change when I thought the limits had changed or were lost by student council officers. At that time, I think the school and teachers were firm. Through this exploration, I learned that if we change the position, people have ideas and right or wrong often change, so we can't change the limits easily. I think we must exchange such opinions many times to conclude that we are satisfied. Therefore, I want to get various opinions and I think about any problems deeply to reach a satisfactory conclusion from any position after this.

## 6. Work Cited

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