

# Discovering the perception of adolescent girls aged 13 to 15 years old in Boldaji city about their gender A phenomenological study

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## Abstract

The current qualitative research was conducted with the aim of discovering the perception of adolescent girls aged 13-15 in Boldaji city about their gender in a phenomenological way. For this purpose, a semi-structured interview was conducted with 22 adolescent female students aged 13-15 years old in Boldaji city. The data was analyzed using the Colaizzi method.

The results in the form of three main themes and seventeen sub-themes include:

**1-a- Perceived limitations in the family:** creation of limitations in the type of clothing and appearance, creation of limitations in communication with friends/peers, limitations in going out of the house, approval of brother's violence /Father against sister/daughter under the title of preserving honor and zeal, defining the daughter as the honor of the family, limiting the choice of sports fields.

**1-b- Perceived limitations in society:** limitation in the type of clothing, limitation in using recreational places, limitation in expressing feelings of anger/objection, limitation in the manifestation of passionate emotions, limitation in choosing a future job.

**2- Perceived negative characteristics:** domineering, naive, dependent

**3- Perceived positive characteristics:** lovable, kind and compassionate, with high academic motivation, were extracted.

Keywords: perception, girls, adolescent, gender, phenomenology.

## Introduction

Adolescence is a time when attention to gender, identity, and communication become more important (Tolman and Debold, 1993). Gender is the most important factor that organizes a person's experience and plays a decisive role in the formation of "self" and integrates it into the self (Saroukhani, 2004).

The set of beliefs about gender plays an important role in how we perceive ourselves and others (Shahrarai, 2005).

Gender is a socio-cultural structure including a set of characteristics and signs of thinking, behavior, and beliefs related to norms and behavioral rules of women and men (Babnova and others, 2020).

It is an acquired identity that is learned, changes over time and is different under the influence of different cultural contexts. Children form their gender identity in interaction with others. Socially constructed gender identities are influenced by structural factors such as poverty and globalization and can be studied in the context of specific historical contexts (Kimmel, 2008).

The issue of gender socialization of adolescents is mainly of interest to researchers because it includes questions about the formation of a person's psychological gender, mental gender differences and gender differentiation as one of the most important and relevant issues of modern psychology (Babnova and others, 2020).

Unlike biological sex, which is a set of physiological and genetic characteristics of an individual, gender is constructed in a specific socio-cultural context in a specific historical period and therefore it is different in terms of

time and space. The correct formation of gender identity is influenced by the individual's social environment (Motadzhirova, 2016).

Femininity and masculinity are historically, socially and economically constructed and undergo changes and transformations under the influence of complex social interactions with peers, parents, family members and broader social and structural institutions (Basu et al., 2017).

Gender socialization, which increases social expectations including family, peers, and society to conform to gender identities and roles, intensifies with the onset of puberty (Hale, 1983).

During this stage of life, stereotypes are taught and reinforced in interactions with adolescent through rewards and punishments (Igras et al., 2014).

Adolescents' "self-concept" is influenced by these stereotypes, and the probability that they adapt their attitudes, personality traits, and behaviors to social conditions appropriate to their gender increases (Martin et al., 2002).

Gender norms that are established in early adolescence have an impact on the health of late adolescence and later periods. Gender inequality, such as stereotypical gender attitudes, men's desire for power over women, and unequal access to resources, have negative effects on health, including gender violence and economic vulnerability (Hayes, 2015).

Kelsina (2004), believes that gender socialization causes boys and girls to experience different types of gender identity by acquiring specific characteristics.

Researchers believe that adolescence is a period of gender intensification, which means an increase in sexual stereotyping of attitudes and behavior (Galambos, Almeda and Patterson, 1990).

Although gender intensification is found in both sexes, it is stronger in girls, because they feel less free to do intersexual activities and behaviors in adolescence than they did in childhood (Houston and Alvarez, 1990).

Gender stereotypes, like psycho-social barriers, make girls feel inferior and belittle themselves, and then, like a vicious circle, this inferiority feeling increases the fear of success and decreases success in some areas of their lives (Mousavi, 2014).

Many girls may lose the ability to talk about what they know, see, feel or experience as they enter adolescence (Tolman & Debold, 1993).

Some girls experience a communication crisis; a communication confusion between what they want to be and what others want them to be (Gilligan, 1989).

In adolescence, due to maintaining cultural standards that are a barrier between femininity and being strong, the energy required to resist the degrading conventions of femininity decreases (Tolman and Debold, 1993).

Elizabeth Spelman (1988) believes that until now the concept of gender has been incorrectly assumed to be independent of the concepts of race and social class. If gender were separate from these categories, all women should have the same experience of femininity, but it is not like this. Gender experiences are closely related to race and social class, and more precisely, it can be said that poor Asian women, middle-class Asian women, poor black women, middle-class black women, and poor black men each have their own gender. In types of research, it has been emphasized that people's perception of their gender is influenced by the social environment, family, peers, and school, and it affects many factors such as self-respect, self-concept, psychological satisfaction, academic performance, and motivational behaviors.

Mutadzhirova (2016), in a study titled "Problems of gender socialization of adolescents

living in orphanages", showed that family relationships affect the development of gender identity. Conflicts within the family and the transformation of the gender role behavior system leave a negative impact on this process and can affect the formation of an undifferentiated gender identity.

In order to socialize and create a successful gender identity in children and adolescents, there is a need for the presence of an influential adult in the formation of a positive "self-concept" that, with correct behavior, will lead to the formation of a positive attitude in the adolescent towards their gender.

Mukhina (1991), showed that adolescent , students and graduates of boarding schools who have a more confused perception of their gender face more problems in understanding themselves and their place in the world.

Ghasempour and Gudarzi (2019), in a study with the aim of analyzing the mental world of girls aged 18 to 35 living in Tehran regarding the category of gender, came to the conclusion that the participants in the research have three nature-oriented, integrative and egalitarian perspectives on gender.

Mohseni (2000), by examining the level of satisfaction with sex in Iranian women and men aged 16-55, found that women are less satisfied with their sex than men.

Also, Zohrevand (2004), in a study titled the relationship between gender role perception and gender satisfaction, concluded that most girls are not satisfied with their gender and wish to have another gender if they were born again.

Therefore, considering that people's experiences of their gender are closely related to race and social class, and the lack of qualitative research related to adolescents' perception of their gender, especially in provinces with special and traditional cultural contexts such as Chaharmahal and Bakhtiari provinces, the researcher, by conducting this research, it sought

to know the perception and lived experience of adolescent girls in Boldaji city of Chaharmahal and Bakhtiari province, which is a small town with a traditional texture, in order to provide an opportunity to reveal their meaningful world and analyze the mental world of activists regarding their gender. It is important to discover people's perception of the issues around them because their behavior is influenced by people's perception.

The type of attitude and perception of adolescent girls towards their gender has an effect on their behavior and interpretation of the world around them. Also, knowing the mental and perceptual space of activists makes social planning and correct policy-making possible. Therefore, this research seeks to answer this question. How do adolescent girls aged 13-15 in Boldaji city perceive their gender?

## **Research Methods**

### **Society, sample and sampling method**

This qualitative study was conducted with the descriptive phenomenology research method. This approach is an exploration of how people give meaning to their experiences and turn them into awareness both individually and collectively (the shared meaning of those experiences). Psychologically, work also requires understanding how humans experience certain phenomena (Mohammadpour, 2019).

The field of study and the participants in this research were all adolescent girls aged 13-15 years old in Boldaji city. The researchers, as advisors of the Boldaji region's education advisory core, attended the first secondary girls' schools in the region and introduced themselves to the students and gave a brief explanation about the research and its goals were to enroll students who wanted to participate in the research to conduct an interview.

The criteria for entering the present study were to study at the first secondary level, to be at least 13 years old and at most 15 years old, to have no

cognitive and psychological abnormality, to have the ability to communicate verbally, and to be willing to participate in the research.

In this stage of the research, the purposeful sampling method was used. Sampling continued until data saturation (20 people) and two more samples were also taken to ensure that the saturation point was reached. Therefore, a total of 22 adolescent girls attended the semi-structured interview session with multiple-choice questions with an average of 70 minutes at the location of the Boldaji District Education Advisory Center according to the time set by the participants.

In each interview, after establishing a good relationship, briefly explaining the purpose of the research, assuring the participant in terms of confidentiality and confidentiality of the person's identity, volunteering to participate in the research, and obtaining permission to record the conversation, the participants were asked to express their perceptions regarding their gender.

All the interviews were recorded by the recording device and after each interview the

## Findings

audio file was implemented verbatim. And in order to get a deeper understanding, they were read several times by the researchers and then coded. The questions were revised according to the information obtained during the interview.

Interviews continued until data saturation. In order to analyze the data, the seven-step phenomenological approach of Colaizzi was used. The steps of Colaizzi were carried out in such a way that the researchers repeatedly studied all the descriptions of the participants and in order to understand these concepts, they felt with them. Then the sentences and words related to the phenomenon under study were extracted and each of the extracted sentences was given a special meaning.

After reviewing the descriptions of the participants, the common concepts were placed in specific subject categories and the original explanations were referred to in order to verify the content. In the next step, the inferred opinions were transformed into a comprehensive and complete description. Their reliability was presented to the participants.

Table 1: Demographic characteristics of the participants

Mother's occupation	Mother's education level	Father's occupation	Father's education level	Education al level	Age	Numb er
Housewife	Diploma	Baker	Middle school degree	Seventh	۱۳	۱
Housewife	Diploma	Builder	Diploma	Seventh	۱۳	۲
Housewife	Diploma	Farmer	Associate Degree	Seventh	۱۳	۳
Teacher	Bachelor's degree	Teacher	Bachelor's degree	Seventh	۱۳	۴
Housewife	Bachelor's degree	Worker	Diploma	Seventh	۱۳	۵

Housewife	Middle school degree	Farmer	Middle school degree	Eighth	۱۴	۶
Housewife	Diploma	Shopkeeper	Diploma	Eighth	۱۴	۷
Worker	Diploma	Worker	Diploma	Eighth	۱۴	۸
Housewife	Associate Degree	Farmer	Diploma	Eighth	۱۴	۹
Teacher	Bachelor's degree	Teacher	Bachelor's degree	Eighth	۱۴	۱۰
Housewife	Diploma	Shopkeeper	Associate Degree	Eighth	۱۴	۱۱
Housewife	Bachelor's degree	Driver	Diploma	Eighth	۱۴	۱۲
Housewife	Diploma	Builder	Incomplete diploma	Ninth	۱۵	۱۳
Housewife	Diploma	Stockbreeder	Diploma	Ninth	۱۵	۱۴
Housewife	Diploma	Worker	Bachelor's degree	Ninth	۱۵	۱۵
Housewife	Diploma	welder	Middle school degree	Ninth	۱۵	۱۶
Housewife	Diploma	Driver	Diploma	Ninth	۱۵	۱۷
Housewife	Diploma	Custodian	Diploma	Ninth	۱۵	۱۸
Housewife	Diploma	Employee	Bachelor's degree	Ninth	۱۵	۱۹
Housewife	Diploma	Worker	Diploma	Ninth	۱۵	۲۰
Housewife	Diploma	Shopkeeper	Middle school degree	Ninth	۱۵	۲۱
Housewife	Associate Degree	Shopkeeper	Diploma	Ninth	۱۵	۲۲

**Table 2: main topics, secondary topics**

Secondary topics	Main topics	
1-Limitation in the type of covering and makeup 2-Limiting communication with friends/peers 3-Limitation in going out of the house 4-Approval of brother/father's violence against sister/daughter under the title of honor and zeal 5- The definition of a girl as the honor of the family 6-Limitation in the choice of sports disciplines	A. Family	Perceived limitations in:
1-Limitation in the type of coverage 2_ Limitation in the use of recreational places 3- Limitation in expressing feelings of anger/objection 4-Limitation in the emergence of passionate emotions 5-Limitation in choosing a future job	B. Society	
1-Mastery 2-naivety 3- dependence		Perceived negative characteristics
1-Lovely 2-kind and sympathetic 3- High academic motivation		Perceived positive characteristics

The findings of the research were identified in the form of main themes and sub-themes. Three main themes and seventeen sub-themes were found in the results analysis, which are shown in Table 2.

The main topics  
Perceived limitations: independence and idealism are the most important characteristics of adolescence. That is why adolescent are more sensitive to limitations, especially those related



to gender, and show stronger reactions. The perception that social and family conditions are discriminatory. , leads to a negative attitude towards these conditions.

**Perceived limitations in the family environment:** The first attitudes towards gender are formed in the family and according to the reactions of the family members.

**1-Limitation in the type of clothing and makeup:** Dressing stylishly and beautifully is one of the important characteristics of adolescence, especially in girls. But on the other hand, in most cases, the definitions of adolescent and families are different from these two terms. And this different view is the cause of most of the problems and conflicts between adolescents and families. One of the adolescent said about this: "Because I'm a girl, I don't have the right to wear whatever clothes I like. When we want to go somewhere, I hear wear this and don't wear that, and in the end I say I'm not going at all." (Participant No. 3)

Another adolescent said: "In our house, my mother allows me to use make-up and wear happy and comfortable clothes at home, but every time my grandmother comes to our house, she frowns when she sees me and tells my mother why she is such a jerk." ..according to my mother, I have a moral problem". (Participant No. 6)

**2-Limitation in communication with friends/peers:** the desire to communicate with peers reaches its peak in adolescence. On the other hand, families are sensitive towards their child's friends and peers, especially girls, in order to reduce the negative consequences of communication with unscrupulous friends , that these sensitivities and its manifestation in the wrong way lead to conflict between adolescents their families.

One of the adolescent said about this, "I'm tired of my mom and dad's behavior, every friend I choose, they make a mistake, they tell me that they have boyfriends and they're bad!" (Participant No. 1)

**3-Limitation in going out of the house:** In traditional societies and especially in small

environments, girls leaving the house without the presence of the family is still considered unusual and unusual.

One of the participants said about this: "I am not allowed to go anywhere other than school. Once I wanted to go to the stationery store, I asked permission from my mother. When I came home, my father beat me so much that I broke my finger." doer number 14)

Another participant said: "When I say that I want to go to the library, my mother says that I will come with you myself. Is it possible for a girl to go out alone?" (participant number 9)

**4- Approval of brother/father's violence against sister/daughter under the title of zeal:** in traditional societies, the female gender is considered more fragile and sensitive, and for this reason, men are considered to be the protector and supporter of women, and it is a type of male zeal towards their honor.

Cultivating this type of attitude is first done in the way boys are raised in relation to their sisters and even their mothers. But sometimes this type of support takes on a pathological and extreme state in such a way that violence takes the place of love and support.

One of the adolescent said about this: "I had met a boy in cyberspace, we had been talking on the phone for a while, I had a girl's name on my phone, but my brother, who was checking my phone as usual, found out. He beat me so much that I passed out, I called my mom under his punches and kicks, my mom said, " Was he so impudent that he did not keep anything when he saw these things?!" (Participant #20) Another participant said: "My father has told me many times that if I find out that you are having a relationship with someone (a boy), I will cut off your head myself" (Participant No. 15).

**5-Definition of the girl as family honor:** Honor is a cultural element that, like other cultural concepts and ideas (values and attitudes), determines what things are

valuable and desirable and, like norms, determines how people behave.

One of the examples of honor is observing the social norms and being in sync with the society's custom. In Iranian society, preserving the virginity of girls until marriage is considered a value.

The family of a girl who violates this value deserves to be blamed. That is why Iranian families have been doing their best to avoid being a finger in their social environment by creating restrictions on the behavior of their daughters for a long time.

Despite the cultural changes in this field, this thinking is still considered much more vital in some subcultures. To the extent that all the habits of a girl must be in accordance with the norms of that family and society, lest the family's reputation be questioned. Sometimes the efforts of families In order to maintain the reputation in this field, it leads to violent behavior.

An adolescent girl said about this: "My father says that the daughter is the honor of the family, if you want to do something that will harm our honor, I will beat you until you die." (Participant No. 21)

Another adolescent girl said: "My mother always says that I will leave you alone, but I will not let my dignity go..." (participant no. 20)

Another adolescent said: "I am not important to my family, the only thing that matters to them is their reputation, they want to keep their reputation at all costs, that's why they are so careful about me, their behavior is of no value to me" (Participant No. 16).

**6- Limitation in choosing the type of sports field:** sometimes the mindsets of some communities and families in connection with the classification of sports fields into men's and women's fields according to the background of the initial presence of men or women in a particular sport field, even despite the changes of time and culture , don't change.

A girl said about this: "I really like to go to futsal class, but my mom says, futsal is not good for girls, go to another major . But I

don't like any other major as much as futsal." (Participant) number 19)

**Perceived limitations in society:** According to adolescent girls, the feeling of limitation is one of the common areas between home, school as a social institution and society in general. They consider the limitations of all three environments to be the cause of many tensions.

**1- Limitation in the type of clothing:** In traditional societies and especially in small social environments, wearing colored clothes in the alleys and streets is considered a kind of abnormality.

A girl said about this: "I have several coats with pink, red and mustard colors I don't dare to wear it when I go out of the house or on the street, because people look at me as if I did something wrong. Many people criticize me as much as they can (scolding and teasing)" (participant number 7).

**2-Limitation in the use of recreational places:** In small environments, even in the use of recreational places such as parks, there is a gender discriminatory view, and the entry of girls without family to these places is considered abnormal behavior. One of the girls said, "If a girl goes to the park without her family, they will look at her differently. Here, they know badly". (Participant No. 9)

**3-Limitation in expressing feelings of anger/objection:** In some cultures and subcultures, the appearance of different emotions depends on the gender of the person. Tender emotions are considered feminine emotions and emotions such as anger are considered masculine emotions. One of the girls said about this: "Girls should always be obedient, if we ever object to a behavior, they will say what a long-tongued girl!" (Participant No. 13)

**4-Limitation in expressing passionate emotions:** In some cultures and subcultures, having calmness in behavior and not showing behaviors such as laughing out loud is a sign of sobriety and dignity in the female gender, and behavior contrary to this issue is considered abnormal. An adolescent said about this: "In the street, if a girl laughs



loudly, people stare at her like what happened. They say what a rude girl" (participant number 22).

Another one said, "When we talk loudly with our friends in the school yard during the bell, or scream or yell out of joy when playing a joke, the school staff fight us and say, are you a boy who does this? It isn't good for girls to behave like this" (Participant No. 13)

**5-Limitation in choosing a future job:** despite the emphasis of the constitution on the possibility of all people, both men and women, entering any job (in accordance with Islamic standards), still in traditional and small social environments, entry into some professions and jobs is based on gender. people, it is considered incorrect, or that it is not possible to access the profession of interest, especially for girls, due to the deprivation of that environment.

A girl said about this: "I like acting very much, but we don't have any acting classes in our city. If there were, I don't know my family would let me go to classes or no . But I know boys in our city who easily go to Isfahan or Tehran for these courses..." (Participant No.

One of the girls said about this: "In small environments, the only way for girls to succeed is to study and go to an office job, only if they can go to work. A girl who doesn't study and doesn't go to work should be a housewife. But boys can do other than study, do a thousand other things and earn money". (Participant No. 5)

**The secondary topic:** Perceived negative characteristics: Some characteristics that are considered as girlish characteristics in the culture or subculture, from the point of view of some adolescent girls, are an obstacle in their life path.

**1- Mastery:** unequal societies, the position of men and women is not always the same. Unbalanced social relations between different genders in the family and society lead to the formation of domineering and dominating characters. The result of the formation of such

characters is a feeling of inferiority and inner conflict.

An adolescent said about this: "In my opinion, most of the girls are greedy and miserable. If they speak against their families, they call them rude ." (Participant No. 2)

Another girl said: "Girls should always say ok sure !..." (participant no. 21)

**2- Naivety:** Gullible people always trust others and ultimately believe the simplicity of every word. The less cognitive experiences people have, the more gullible they are compared to their surroundings. A girl said about this: "Girls are easily fooled. Because they are more emotional, they believe everything quickly. Therefore, in a relationship with boys, it is the girls who get hurt, not the boys." (Participant #22) Another adolescent said: "When a girl lacks affection, and a boy say I love you , she will believe him quickly." (Participant No. 3)

**3-Emotional dependence:** Emotional dependence is a complex and different issue from love, which actually does not follow any specific rules. The emergence of dependence and its remaining are completely different issues and in most cases it is not even conscious. During adolescence, usually Emotional dependence between the two sexes is abundantly visible. A girl said about this: "In a relationship between a girl and a boy, girls get attached quickly. I saw some of my friends cry because of a boy. They become so attached to him that if their relationship breaks, some of them even commit suicide. (participant number 1)

**The third main topic:** Perceived positive characteristics: The participants had a pleasant feeling about some characteristics that are usually "culturally and socially considered girl characteristics" and evaluated their existence positively.

**1-Lovely:** The meaning of lovely in the dictionary is desirable, dear, cherished, beloved, sweet, and lovely. An adolescent girl said about this: "Girls are lovely. I am

very happy that I have a daughter." (Participant #10)

**2-kind and sympathetic:** kind and caring people feel more compassion and empathy towards the world around them. A girl said: "A girl who cares about her family, being a girl means kindness to me." (Participant No. 12)

**3-Having high academic motivation:** motivation is the most important factor of various behaviors and it is the driving force of human activities and their guiding factor. academic motivation is an internal force that drives the learner to comprehensively evaluate his performance according to the highest criteria of striving for success and enjoying the pleasure that is associated with success in performance.

A girl said about this: "Study and school are more important for girls than boys. For boys, it doesn't matter what grade they get, maybe they just want to get accepted, but for us it is very important with what grade we get accepted. Girls try harder because it is very important to achieve their goal of studying. I really like to become a doctor, so I study with motivation" (Participant No. 10).

### **Discussion and conclusion**

The findings of this research showed the perception of adolescent girls aged 13-15 years in the form of three main topics and seventeen sub-themes including:

1-A- Perceived limitations in the family: limitations in the type of clothing and appearance, limitations in communication with friends/peers, limitation in leaving home, approving brother/father's violence against sister/daughter under the title of preserving honor and zeal, defining the daughter as the honor of the family, limiting the choice of sports fields.

1-b- Perceived limitations in society: limitation in the type of clothing, limitation in using recreational places, limitation in expressing feelings of anger/objection, limitation in the manifestation of passionate emotions, limitation in choosing a future job.

2- Perceived negative characteristics: Dominance, simplicity, dependence

3- Perceived positive characteristics: lovable, kind and sympathetic, has high academic motivation.

The results of this research are in line with the research of Helving and Toril (2002), who in an article entitled "Civil liberties, independence and democracy: children's perspectives", while emphasizing the characteristics of adolescence in this regard, write: "Some see the emergence of the first citizenship rights in adolescence and independence in choosing a friend and the type of clothing and make-up.

Many adolescents consider the laws to be in conflict with their freedom of expression and rights. The restrictions of schools, officials and parents are considered to be in conflict with the rights of adolescents.

The results of this research are in line with the research of Parvizi and Nikbakht (2013), who showed that adolescent girls feel limited in choosing the type of clothing and make-up. These researchers believe that this issue seems more like a feeling of limitation than the limitation itself, which is boundless satellite and computer communication. It is also not ineffective in creating it.

It is also consistent with the qualitative research results of Hominfar (2003), which says that the vast majority of women did not accept the common gender stereotypes in the society and criticized the discriminatory view of women's education.

The results of this research are consistent with the research of Zohravand (2004), which showed that girls believe that the female gender is more lovable and have beautiful feelings, and on the other hand, the traits and behaviors that accused girls of boyish behavior were: passion and excitement Being naughty, riding a bike, skating in the street, having a boyish type, seriousness, courage, independence, interest in sports and disinterest in housekeeping. Barzegari's research (2008) showed that girls have a higher academic motivation than boys. Also, girls make up the majority of national entrance exams.

Adolescents take advantage of exploring the surrounding phenomena and their new roles in order to achieve their identity. If the restrictions prevent the creation of favorable conditions for exploring and accepting new roles, there will be a disturbance in the formation of the identity. The feeling of restriction in girls due to the interference of unnecessary restrictions with the developmental characteristics of adolescence are more important (Parvizi and Nikbakht, 2004).

Approval of violence against girls by families under the name of zeal and honor worship, as well as creating unreasonable and severe restrictions against girls with the aim of maintaining the family's reputation, can have irreparable results such as committing suicide or running away from home. As the results of Fathi's study (2006) , Imanifard and Kamkar`s study (2011), Khorramabadi and Farrokhi`s study (2011), show that runaway girls have mentioned the physical and mental violence of family members against them as one of the most important family factors affecting running away from home.

Also, the results of the research of Bani Fatemeh, Abbaszadeh and Aziz Hekmat (2011), with the aim of explaining the impact of violence on the suicide tendency of girls and women aged 15 to 50 years, showed that psychological and physical violence is significantly effective in the tendency to commit suicide.

There have been stubborn restrictions against girls and women throughout history and in different cultures, and in most cases, girls and women have adapted to these restrictions. Stubborn and violent, it leads to increasing tensions and conflicts between adolescent with family, school and society.

The difference between the expectations of adolescent girls and the existing realities has created various tensions and contradictions between social forces. Therefore, it is necessary to replace some traditional beliefs with more efficient ideas and for families and society to believe that they should rely on the previous tools as much as possible.

Not only the gap between generations occurs beyond what they imagine, but irreparable damages are inflicted on the new generation.

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