

GENDER ROLES STEREOTYPES OF PRESCHOOL CHILDREN AND MOTHERS

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Received: 21.04.2019

Accepted: 27.07.2019

ABSTRACT

Social gender is a psychosocial feature that characterizes an individual as feminine or masculine. The aim of this study was to examine gender roles stereotypes of pre-school children and their mothers regarding their duties/tasks. The study group consisted of 10 children aged 65-74 months attending kindergarten in a primary school affiliated to the Ministry of National Education in Ankara and their mothers. In order to collect the data, Demographic Information Collection Form and Social Gender Stereotype Measurement Tool were used. Each item in the measurement tool has three answers: "Woman", "Man", "Woman and Man". The child and the mother were asked as to who performed each duty/task in the Social Gender Stereotype Measurement Tool. After receiving the answer, they were asked to express their thoughts in detail for each item through the question "Why do you think so?", which was not available in the measurement tool. According to the results of the study, it was determined that children and mothers had certain gender roles stereotypes for all kinds of duties/tasks. No children and mothers gave the answer to the question only "Man" was responsible for childcare, cooking, washing dishes, cleaning, ironing and entertaining guests. No children and mothers gave the answer to the question only "Woman" was responsible for bill payment, driving and repairing. The children had more gender role stereotypes than their mothers. It was concluded that the answers of the children could be based on two reasons. One of them is the fact that "mothers or fathers should do the tasks/duties" and the other is "the mothers or fathers do the duties/tasks". According to mothers' answers, mothers' gender role stereotypes were fewer than their children; besides, some mothers gave androgenic answers.

Keywords: Gender roles stereotypes, preschool period, social gender.

INTRODUCTION

The concept of gender encompasses the biological, physiological and genetic characteristics specific to being male or female (Akin and Demirel, 2003). On the other hand, the concept of social gender encompasses social and cultural norms which are expected by society and associated with masculinity and femininity (Yılmaz, 2007). In other words, social gender is a psychosocial feature that characterizes an individual as feminine or masculine (Rice, 1996).

What differs men from women is not the biological features, but the features expected from men and women by society (Giddens, 2000). Biologically every individual is born as male or female. Even before they are born, families start choosing clothes and items for the children.

These choices are made based on the roles, attitudes and behaviors that the children are expected to exhibit for the rest of their lives. After the child is born, hair length, games and toys, clothes and the way of caring the child contribute to the social construction phase of gender (Vatandaş, 2007). Social gender stereotype is defined as characteristics that society expects women and men to exhibit (Franzoi, 1996, akt : Dökmen, 2010).

The roles and tasks deemed appropriate for women and men are stereotypes related to gender roles, and those that are considered to qualify one gender more or less than the other are stereotypes about gender characteristics (Şirvanlı-Özen and Bayraktar, 1993). Although gender is mainly based on two types; male and female, gender varies according to the degree to which individuals meet social expectations for feminine or masculine behaviors (Dökmen, 2010).

According to the social gender schema theory, men with high masculine characteristics are defined as masculine and women with high feminine characteristics are defined as feminine.

Bem (1975) explained that both femininity and masculinity could exist in individuals and these individuals were androgenic (Bem, 1981). In addition to these gender roles, individuals in the undifferentiated gender role have very few characteristics specific to both male and female gender roles (Mayer and Sutton, 1996). Social gender schema theory suggests that both women and men can exhibit these gender roles. The concept of social gender also affects children's playmate and toy choices. Children need to have genderless toys that will appeal to both genders (Güder and Alabay, 2016). Learning gender roles starts at an early age even with birth (Davidoff, 1981; Witt, 2000). A three-year-old child distinguishes between a man and a woman in appearance. Gender differences in the choice of toys and games increase until the age of five. At the end of the preschool period, it is understood that gender does not change and strictness is the highest level in beliefs and behaviors related to gender. At the age of six to seven, stereotypes regarding activities, professions, duties and responsibilities are very strict. Flexibility in gender stereotypes increases with adolescence and girls are more

flexible in this regard (Cook and Cook, 2005). Learning beliefs, attitudes and behaviors belonging to gender continues for life time (Atkinson,1995; Özgüven, 2000). These attitudes and behaviors regarding the sexuality determined by the society may change over time depending on cultural, social, technological and scientific developments. The rate of social gender change, which includes differences and similarities by race and culture (Dökmen, 2010) varies by society (Bayhan and Artan, 2004). Social gender stereotypes make it easier for children to adapt to where they live (Kılıç, Beyazova, Akbaş, Zara, Serhatlı, 2014). Society, culture, media, friends, schools and family allow children to learn about social gender and stereotypes.

The family has an effect on the gender roles of children in many ways. As a role model, parents explain the values they possess by supporting many of the community's messages, approving or disapproving the child's movements and behaviors through daily interactions, and endeavors to show their children the roles of men and women (Kim & Lewis,1999; Witt, 2000).

In a study conducted by Güder (2014), it was concluded that the reasons such as sharing of work in the family, being a housewife and being subjected to violence were effective in forming the gender stereotypes. He concluded that children who grew up in a household where everyone took responsibility for household chores had fewer stereotypes than those whose father did not take responsibility for household chores.

Teachers who enter their lives from the first moment that individuals start school have a great effect on the formation of gender stereotypes. All the practices of the teachers in the classroom, attitudes and behaviors, the way of behaving to the students, the way of addressing the children etc. are effective in the formation of gender stereotypes (Ünal, Tarhan and Köksal, 2017).

Social gender stereotypes, which are acquired and have a great effect on life, restrict children's experiences based on their gender (Kim & Lewis,1999). These attitudes and behaviors transferred to adulthood restrict the behavior of women and men (Dökmen, 2010). There are several theories that emphasize the effect of mothers on their children's gender roles (Arditti, Godwin, & Scanzoni, 1991; Starrels 1992). Both social learning and psychoanalytic theories draw attention to the relationship especially between mothers and daughters (Boyd, 1989). Identification with parents plays an important role in sexual identity acquisition and gender roles (Yörükoğlu, 1998). The attitudes of the mother towards gender roles, family type, working status and education levels affect the attitudes of the girls towards gender behaviors. The attitudes of the mother towards gender roles directly affect the attitudes of their daughters, while working life and education level are indirectly effective (Ex & Janssens, 1998). Age and gender are also influential factors in gender stereotypes. Society expects young people and women to comply with gender stereotypes. In addition, individuals who form society have fewer stereotypes for themselves and more stereotypes for others (Dökmen, 2010).

In the related literature, family attitudes, behaviors and some features of gender roles affect children's perceptions and attitudes towards gender roles. For this reason, the aim of the study was to examine stereotypes of preschool children and their mothers. Within the framework of this general purpose, the answers to following questions are sought;

- Do the pre-school children and their mothers have gender stereotypes?
- What are their gender roles stereotypes?
- What are their views on gender roles?

METHOD

Design of the Study

The descriptive study was conducted to examine gender roles and stereotypes of preschool children and their mothers related to duties / tasks. Identifying a phenomenon in descriptive research is conducted in a complete and proper way. However, such studies do not define the phenomenon in various aspects (Büyüköztürk *et, al.*, 2009).

The Study Group

The study group consisted of 10 mothers and their children aged 65-74 months who were attending a kindergarten in an elementary school in Bahçelievler district of Ankara. The information related to child gender and age, parental education level and age are given in Table 1.

Table 1. Demographic features of children and their parents

Nickname of the child	The gender	child's age (Month)	child's Mother's level/ age	education	Father's level/ age	education	Mother's marital status
Irmak	Female	65	University/ 31		University / 37		Married
Aysun	Female	66	High school/ 30		High school / 34		Married
İdil	Female	67	High school/ 34		High school / 37		Married
Mehmet	Male	71	- / -		- / -		Married
Nisan	Female	66	Elementary/ 40		High school / 40		Married

Umut	Male	66	University / 39	University / 43	Married
Beril	Female	67	University / 45	University / 49	Married
Ata	Male	68	High school / -	University / -	Married
Volkan	Male	74	University / 39	University / 43	Married
Şengül	Female	72	University / 36	University / 40	Married

As it is given in the table, six of the children are female and four are male. Five mothers are university and three of them are high school graduates. Most of the mothers are in their thirties and all are married. Six fathers are university graduates.

Data Collection Tools

Demographic Information Collection Form and the Social Gender Measurement Tool were used in order to collect the data.

Demographic information collection form

The demographic information collection form included variables such as children's age, gender, educational level, age and marital status of parents.

The Social Gender Stereotypes Measurement Tool

The Social Gender Stereotypes Measurement Tool was developed by Şıvgın (2015). In the tool, which is used to determine the gender stereotypes of preschool children, there are 4 sub-dimensions; duties / tasks, occupations, toys and games. In the measurement tool, there are a total of 43 items with four sub-dimensions, nine items are related to duties / tasks, 17 items are related to professions, 10 items are related to toys and seven items are related to games.

In the light of the literature, some of the items in the measurement tool were identified as feminine and others masculine.

The application of the measurement tool was conducted in consultation with the child individually.

For example, the item was read aloud to the child “Who do you think take care of the child?, and then he or she was expected to put one of the cards in which the woman, man or both are present in the match box.

According to the child's answers, each item could be evaluated individually. In addition, “Woman and Man” response was evaluated as “1” and only “Woman” or “Man” response was evaluated as “0”. That the score is low indicates social gender stereotypes. In his experimental study, Şıvgın (2015) stated that the KR reliability coefficient of the scale was ,73 for the pre-test scores and ,93 for the post-test.

Data Collection Tools

Demographic Information Collection Form and the Social Gender Measurement Tool were used in order to collect the data. In the current study, in order to collect the data, 9 items in the Social Gender Stereotypes Measurement Tool were used. The items in this sub-dimension were asked to the child individually in a quiet, calm environment. When the question “Whose duty is it to cook meals? Woman, man or both?” was asked to the child, she or he was expected to point at the pictures in which the woman, man or both are present.

After the child gave his or her answer, she or he was asked to explain her / his thoughts in detail with the question “Why do you think so?”, which was not included in the scale. The explanations of the child were recorded by the researchers. The interview with the mothers was conducted in a similar fashion. Each mother was interviewed individually in a quiet environment. Each question asked to the child was also asked to the mother and she was asked to express her thoughts about each item in detail through the question “Why do you think so?”. During the interview with the mothers, the conversation between mothers and the researchers was recorded in a written way.

Data Analysis

In the study, after collecting the data, each child was given a nick name. First of all, the answers of children and their mothers about who did the duties / tasks were given in the tables. Then, the answers to the question “Why do you think so?”, which was asked about each item of the duties- tasks related to the sub-dimension in the Social Gender Measurement Tool. The expressions of children and mothers reflecting gender roles stereotypes related to each task or non-stereotypes upon which the researchers agree were included.

Limitaion of the Study

The study is limited to 10 children attending a kindergarten in an elementary school and their mothers. The results of the study cannot be generalized to other children and mothers. In this study, the roles that are frequently used in daily life (The roles in the duties / tasks which exist in the dimension of the Social Gender

Stereotype Measurement Tool) were included. The results related to these roles cannot be generalized about the attitudes and behaviors regarding other roles of the mothers and children participating in the study.

FINDINGS

The answers given to each item in the duties-tasks related to sub-dimension of the Social Gender Measurement Tool of the children and their mothers who participated in the research and the reasons for their answers are presented in the findings section.

Table 2. Children's answers as to who does duties / tasks

Children	Childcare	Cooking	Bill payment	Washing dishes	Driving	Cleaning	Ironing	Repairing	Entertaining guests
Irmak	W	W	M	W	Both	W	W	M	W
Aysun	W	W	M	W	M	W	W	M	W
İdil	Both	W	M	W	Both	W	W	M	W
Mehmet	W	W	M	W	M	W	W	M	W
Nisan	Both	W	M	W	M	W	W	M	W
Umut	W	W	Both	Both	Both	W	Both	M	Both
Beril	Both	Both	Both	W	Both	Both	W	M	Both
Ata	W	W	M	W	M	W	W	M	W
Volkan	Both	W	M	W	M	W	W	M	W
Şengül	Both	W	M	W	Both	W	Both	M	W
Total no									
W	5	9	-	9	-	9	8	-	8
M	-	-	8	-	5	-	-	10	-
Both	5	1	2	1	5	1	2	-	2

W: Woman, M: Man, Both: Both man and woman

As can be seen in Table 2, most of the children stated that the duties /tasks of man were cooking (9), washing dishes (9), cleaning (9), ironing (8), entertaining guests (8), and repairing (10) and bill payment (8).

Table 3. Mothers' answers as to who does duties / tasks

Mothers	Childcare	Cooking	Bill payment	Washing dishes	Driving	Cleaning	Ironing	Repairing	Entertaining guests
Irmak	Both	Both	Both	Both	Both	Both	Both	Both	Both
Aysun	W	Both	M	W	Both	W	W	M	Both
İdil	Both	W	Both	W	Both	W	W	M	Both
Mehmet	Both	Both	Both	Both	Both	Both	Both	Both	Both
Nisan	Both	W	Both	W	Both	W	W	M	Both
Umut	Both	W	W	Both	Both	Both	Both	Both	Both
Beril	Both	Both	Both	Both	Both	Both	Both	M	Both
Ata	W	W	M	W	Both	W	W	M	Both
Volkan	Both	Both	Both	Both	Both	Both	Both	M	Both
Şengül	Both	Both	Both	Both	Both	W	Both	Both	Both

Total no

W	2	4	1	4	-	5	4	-	-
M	-	-	2	-	-	-	-	6	-
Both	8	6	7	6	10	5	6	4	10

W: Woman, M: Man, Both: Both man and woman

When Table 3 is examined, all the mothers stated that driving (10) and entertaining guests (10), childcare (8), bill payment (7), cooking (6), washing dishes (6) and ironing (6) were identified as both man and woman's duties, while repairing (6) was identified as a man's duty. **Children and Mothers' Explanations on Gender Roles**

Whose duty is it to take care of the child?

Their mother gave the same answer to this question, which was answered by two children. Aysun's mother said, "The mother takes care of her child better than the father." Ata's mother said that "It is mother's duty because father goes to work, while mother is at home." , which means that mother should take care of the child and that they think this task belongs to the mother when it comes to task sharing with the spouse.

As stated by mothers, İdil, who was one of five children, stated that it was both woman and man's duty and added that "Both fathers and mothers can take care of them.", Beril stated that "If mothers took care of children only, there would be more work.", Nisan stated that "Because they both take care of the child.", indicating both man and woman. With these expressions, they pointed out that the parents were involved in the same task, that they witnessed the mother and the father taking care of the children, and what could happen if one parent avoided responsibility.

The mother of the two children, who stated that caring for the child is a mother's task, emphasized that it belonged to both men and women. Irmak's mother said that "All things in the family are common. Work, housework, transportation, childcare are the tasks that women and men take on together. Depending on time and conditions, whoever is available man or woman can do what is necessary." . Mehmet's mother said that this duty belonged to both man and woman and added that "Child is a our common responsibility."

Whose duty is it to cook meals?

Nine children said that mother made meals. The mother of four of these children gave the same answer. Nisan "Because my mother makes the food." Umut said that "My mother cooks the food every day." These answers reflect that cooking is perceived by most children as women's work as they also observe in the setting.

İdil, Nisan Umut and Ata's mothers stated that cooking was mothers' duty. İdil's mother said that it was woman's duty and added that "If mother is a housewife, it is mother's duty, but if she also works, it is both parents' duty." Şengül's mother stated that cooking was woman's duty and added that "Whoever is available could cook the meal."

Nisan's mother said, "Our father doesn't know how to cook."

Beril was the only child who stated that both women and men could cook. He explained that "Because mother and father know how to cook.". The mother of six children stated that the duty of cooking belonged to both parents.

Irmak, Aysun, Mehmet, Beril, Volkan, and Şengül's mother stated that cooking was the duty of both men and women. Irmak's mother said that "In this way, sharing in the family increases and sets a good example for children.", Beril's mother, "Life is common. Also, when it comes to cooking, my husband makes more delicious meals than me. ... He always says in this way he has a rest. ", Aysun's mother said, "Both mother and father do if it is an off-day, but the man does it for pleasure."

Whose duty is it to pay the bills?

Eight children stated that paying the bill was a man's duty. The mother of two of the children gave the same answer. Aysun and Ata were the children who gave the same answer as their mother by paying the bill. Ata stated, "My father pays the bill while my mother takes care of us." Ata's mother said "It is the father's duty. Because the father earns the money."

Irmak, İdil, Mehmet, Nisan, Volkan, Şengül and Ata stated that this duty belonged to men. The mother of these children responded that it belonged to both man and woman. Irmak said that "Because they have a lot of money.", Volkan's mother said "Because it should be in the modern time.", Şengül' mother stated that "Women can also pay bills in the remaining time of housework."

Umut and Beril said that both woman and man paid the bill. Umut explained that by saying "Because they always pay the bill". However, Umut's mother stated that this was a woman's duty and added "Because I pay all the bills."

Whose duty is it to wash the dishes?

Umut was the only child who answered to this question as it was both man and woman's duty. He explained the reason why he answered so by saying "Because they are washing dishes.", The Irmak, Mehmet, Umut, Beril, Volkan and Şengül' mothers said that this duty belonged to both men and women. Umut's mother said, "Because we both have the same skills in this matter.", Şengül's mother said that "If necessary, he can also do this chore."

Whose duty is it to drive the car?

Five of the children stated that driving was a man's duty. Ata said that "My father drives the car.", Aysun said that "Some of our mothers do not know." Irmak, İdil, Umut, Beril and Şengül stated that both the woman and the man were driving the car. İdil "Because mother and father can drive.", Umut said that "Because they both drive." All mothers agreed that driving was both man and woman's duty. İdil's mother said that "It should be a common duty. Because I think there is a need.", Nisan's mother said "Anyone having a driving license can drive.", Beril's mother stated that it was a man's duty and said "I don't like driving."

Whose duty is it to do cleaning?

Nine children stated that cleaning was a woman's duty. The mother of five of these children gave the same answer as did their children. Nisan said that "Because mother does cleaning.", Sengul said "She always does it."

Beril was the only child who said cleaning was both a man and a woman's duty. Beril explained that "Because my mother and father ask me for help while cleaning."

Irmak, Mehmet, Umut, Beril and Volkan' mothers also stated that cleaning was done both by men and women. In this regard, Beril's mother said "Since she is the child of a working mother, she is always supportive in this field because she always helps me with the housework." Volkan's mother said that "I think this should be the case in the modern age."

Whose duty is it to do ironing?

Eight children stated that ironing was women's duty. The mother of four of these children stated that ironing was a woman's duty. Idil stated that "Because mothers can do it.", Aysun said that "Because it is their work.". Idil's mother stated that "There are also men who do ironing, but I think it is the mother's duty because I have not seen in my family."

According to Umut and Şengül, ironing was both men and women's duty. Umut said, "Because both of them do it.", Irmak, Mehmet, Umut, Beril, Volkan and Şengül' mothers stated that both women and men could do the ironing. Umut's mother said, "Because we have the same skills in this regard.", Beril's mother said that "Sharing is always mutual.", Şengül's mother said that "Nowadays, women also work. Since time is limited, men should also be able to do household chores."

Whose duty is it to repair things?

All children gave the same answer to this question. They all saw it as man's duty. Nisan said that "Because father repairs things.", Volkan said that "Because he is a man." Six mothers regarded repairing as man's duty. Nisan's mother said that "Men can do such things better.", Aysun's mother said that "Men can do it, let it be his duty.", Beril's mother stated that "I do my best, I am his best assistant. When the things are beyond me, he does it on my behalf."

Whose duty is it to entertain guests?

8 children considered entertaining guests as women's work. Irmak "Because mothers know how to cook. She knows how to entertain guests." Ata said that "My mother takes care of it"

Umut and Beril stated that it was the duty of both men and women, Beril said "Because sometimes guests come to us. Me, my father and my mother entertain the guests.", All mothers stated that it was both man and woman's duty. Beril's mother said "It is the responsibility of all family members to host the guest. Everything performed together indicates that we are a family.",

Idil's mother stated that "Joint attention should be paid. Because the mother prepares before the guests. Both of them are interested but the woman is more concerned.", Mehmet's mother said that "I think that all the mentioned duties /tasks can be performed by both men and women. Because even though they are shared together or shared separately, we are individuals without gender discrimination and such things can be done and learned for both sides."

DISCUSSION

In this study, it was determined that preschool children and their mothers had stereotypes about their duties / tasks. Gender roles reflect the oldest division of labor for women and men (Zanden, 1993). Society expects women to perform several tasks such as childcare, cooking, washing dishes, cleaning, ironing and entertaining guests. In this study, all the mothers and children who stated single gender accepted the woman response as appropriate. None of the children and their mothers gave the answer "Man" only. Paying bills, driving and repairing are the responsibilities that society expects from men. In this study, children and mothers who stated single gender expressed the male response. Related to these duties / tasks, no children and mothers answered "Woman" only.

It was determined that the children who stated the person doing the duties / tasks as "Woman" or "Man" put forward two reasons to support their answers, one of which is the fact that "*the duty or the task is to be performed by either father or mother*" the other one is that "*the duty or the task is performed by either father or mother*". These results reveal that to whom the primary task belongs and the impact of what children observe.

All mothers stated that driving and entertaining guests were both man and woman's duties. The majority of mothers considered repairing as man's duty, while the other mothers stated it was both man and woman's duty. Half of the mothers considered that cleaning was woman's duty, while the rest of them saw it as both man and woman's duty. As for child care, cooking, paying bills, washing dishes and ironing, the majority of mothers were of the opinion that they belonged to both man and woman, whereas the rest of the mothers saw it as woman's duty.

It is considered that only the mothers' answers suggest that gender roles stereotypes diminished regarding the duties / tasks investigated in the study. That mothers' responses to each duty / task belongs to both man and woman is remarkable. However, the answers of the children differ from those of their mothers. The answers to each task / duty given by the children reflect more gender stereotypes. This raises the question "*Why does a child whose mother does not have a gender roles stereotype have a gender role stereotype regarding any duty / task?*"

This question reveals the fact that mothers are starting to think differently about their tasks and expectations with the effect of many factors such as education, media, working life, tiredness and desperation of always taking on a duty / task alone in the family. However, what they do at home and what fathers do / do not do suggests that they are models for their children and that children also learn and shape from the actions they do more than their mothers' perception and opinion. According to Ruble and Martin (1998), stereotypes regarding the gender begin to develop at the age of 2-3. It is seen intensely at the age of 5-7 years, but later becomes sharper during adolescence even though it becomes more flexible.

The role can change over time due to its dynamic character (Çimen, 2011). Gender stereotypes can vary from society to society, culture and time. If the change is not concrete and does not reflect the action in other members of the family such as the father, it can be said that the educational effect on the children may be limited even if the mothers create differences with their views.

Children learn their gender stereotypes in three stages. In the first stage, they learn what kinds of things are suitable for male and female genders. In the second stage, they have not yet learned what is linked to their gender and those that are related to the opposite sex. In the third and final stage, they learn what is linked to the opposite sex (Martin, Wood & Little, 1990). As it is seen in this study, in terms of tasks, children learn to a great extent about what their gender or counter-gender individuals do or do not do in preschool.

In order for a child to gain social values, the child's immediate environment teaches and behaves in accordance with gender stereotypes (Gürşimşek ve Günay, 2005). If the individual can continue these roles without any confusion, it becomes a role adaptation; if she or he confuses roles, it becomes a role mismatch; if one of the roles is under the pressure of other roles, a role conflict arises (Doğan, 2004). Responsibilities and roles acquired in a society by observing and experiencing starting with the childhood can become a primary duty or not.

The person who thinks that the primary task belongs to him / her, she or he is likely to take a great responsibility. She or he feels guilty of disruptions to the task. She or he justifies the expectations and criticism of others or experiences conflict. This can lead to loss of self-confidence, tiredness and desperation. On the other hand, while perceiving the completion and the best way to perform a duty or task as his or her own responsibility, she or he can see what the opposite sex does about that duty or task as a great help.

Moreover, she or he can glorify and appreciate this help provided by the opposite sex. For example, in the study, a mother explained her husband's level of responsibility and her own expectation by saying "He always supports me on this subject because he is always helpful in household chores." The success of a woman in an unexpected duty or task is attributed to luck and ease of the duty / task rather than her ability (Franzoi, 1996).

Besides, in a study conducted by İmamoğlu (1992), it is stated that men's household chores were perceived as more successful than those performed by women.

A mother said "In the family, all chores are common. Depending on time and conditions, women and men do what is necessary.", which suggests that man and woman are both responsible for duties / tasks and that all individuals should do these duties / tasks in line with the conditions. Nowadays, many women or men think that a task that the society expects from themselves can / should be performed by the opposite sex.

If individuals in the family take common or direct responsibility, this situation leads to material and spiritual relief and improvement in the family conditions without causing problems and even sharing, taking responsibility, undertaking a task or duty as well as completing it. However, the perception that women and men do all the duties / tasks sometimes leads women and men to have expectations and behaviors that may cause conflicts. It is natural and comforting for each individual to undertake the task that they can do in the best way and feel good in their living environments.

For example, if the father is to go to work, it is expected that the food is to be prepared by the mother since she is at home. On the contrary, a woman who takes no responsibility forces a man to go to work for the family by saying, "Life is common, you should prepare the food, as well" is not an appropriate approach to eliminate gender stereotypes. This is an approach that adversely affects the stereotypes of gender roles and the efforts of these stereotypes to restrict or force individuals and acts without considering the rights and responsibilities of other individuals.

CONCLUSION AND RECOMENDATIONS

In this study, it was determined that preschool children and their mothers had stereotypes regarding their duties / tasks. No children and mothers gave the answer "Man" only for duties related to childcare, cooking, washing dishes, cleaning, ironing and entertaining guests. "Woman" or "Woman and Man" answers were given to these tasks. No children and mothers answered "Woman" only for the bill payment, driving and repairing tasks. "Man", "Woman and Man" answers were given to these tasks. It was concluded that the answers of the children could be based on two reasons. One of them is the fact that "Mothers or fathers should do the duty / task." and the other is "Mothers or fathers do the duty / task". According to mothers' answers, their gender roles stereotypes were fewer than their children and some mothers gave their answers with androgenic characteristics.

According to these results, it can be stated that children should be raised and educated without social gender pressure. The importance of being a role model during this education should be taken into consideration.

Parents can also be educated on these issues. Teachers can include sexual development and education and social gender issues in their parental education.

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