Gender division is the most common division among people and one of the key elements in the life of an individual because it stretches through every domain of his experience. The concept of gender refers to the biological determination of an individual as a man or a woman. And while sex is biologically determined, gender is not. Gender is the socially constructed definition of sex and the culturally specific definition of women and men and therefore is variable in time and space (Lithander, 2000). Since the early childhood, boys and girls differ from one another in many aspects of behavior, but they are about average values. Even when there are statistically significant differences in behavior, distribution of results for men and women is largely overlapping. Thus, the size of the differences between men and women is much smaller than the prevailing gender stereotypes claim (Petersen and Hyde, 2010). Gender stereotypes are generalized beliefs about characteristics that are considered to be typical for men and women. They do not merely mean beliefs about what men and women are, but what they should be (Deaux and Lafrance, 1998). Stereotypes lead to overestimation of differences between groups, and simultaneous underestimation of differences within groups. Today, gender stereotypes are deeply embedded in thinking patterns, and evidence of this fact is found in the variety of attributes that are consistently identified as masculine or feminine, in their wide acceptance and in time stability. Namely, as early as the 1960s, researchers began to be interested in the issue of personality characteristics that people regard as typical for men and women. In many of the studies, agreement was found. Instrumental features that emphasize competence, assertiveness, self-confidence and rationality were considered masculine, and expressive properties that include tenderness, warmth, care and sensitivity were considered feminine.
In spite of the strong promotion of gender equality in the 1970s and 1980s, these gender stereotypes remained largely unchanged. Furthermore, a cross-cultural study of thirty states has determined that instrumental-expressive dichotomy is a widely-spread stereotype around the world. However, gender stereotypes do not only include personality traits. They also include physical characteristics (high and strong for men, gentle and sophisticated for women), occupations (truck driver and men’s ceramist, and female secretary and teacher) and activities or behaviors (good in repairing things and guiding groups for men, and good at caring for children and cooking for women).

Although gender stereotypes do not go beyond men, their consequences are still more negative for women. In spite of the fact that not all stereotypes about women are negative, overall, gender stereotypes show men in a generally positive light, while stereotypes about women appear in a more negative context. Characteristics, activities and roles associated with male gender are more numerous, more diverse and desirable than those related to females. Men are considered to have desirable qualities such as determination and rationality, while the assumptions about women include less desirable characteristics such as passivity and indecision. Only rare masculine attributes, such as "aggressive", are negative, while remaining positive and high status (Liben and Bigler, 2002). Gender stereotypes are closely related to gender roles that represent the sum of all characteristics, behaviors, obligations and expectations attributed to a particular gender. Observed from the perspective psychology of personality, gender roles manifest in the psychological characteristics of femininity and masculinity, and from the perspective of social psychology, gender roles relate to normative expectations about the division of labor between women and men (Deaux and Lafrance, 1998).

Although different theories explain the socialization of gender roles in different ways, from the foregoing, we can conclude that each individual person adopts a gender role as a result of upbringing and the time in which he lives. Research has shown that gender roles are the cause of gender stereotypes, i.e. stereotypes about men and women (Eagly and Karau, 2002). The theory of social roles provides a more detailed explanation of their emergence and acceptance. In most societies there is a division of jobs into sex, and men and women take on different roles. It is common that women more than men take on some family roles and interests, such as caring and caring for children. This gender division of tasks has two consequences. First, there are gender-related expectations, according to which society members expect men and women to have characteristics in accordance with their roles. It is precisely because of the social roles they are taking, that women are expected to be more caring and sensitive, and they show such behavior. Second, men and women develop different groups of skills and attitudes based on their gender roles. Considering the position of women in many societies, it is more important for them to learn skills such as sensitivity for others, flexibility and competence.
Thus, according to the Theory of Social Roles, expectations related to gender roles and gender-specific skills are jointly responsible for differences in the social behavior of men and women. Simply put, the division of social roles in society has led to gender differences in behavior, and as a result, gender stereotypes about the characteristics of men and women have emerged. Consequently, changing the traditional roles of men and women will undoubtedly lead to behavioral changes, and this will ultimately change the content of gender stereotypes (Vogel et al., 2003). Also, according to the Theory of Social Roles, gender stereotypes have limited validity. They are valued in terms of reflecting real differences in the behavior of men and women, and it is wrong to attribute these differences to the dispositions of men and women. Adults very intensely apply gender stereotypes to children, so it is not surprising the fact that children have wide knowledge of gender stereotypes for about two to three years. At that time, child gender stereotypes are fairly rigid, and children are sure that only girls are pink, that only women can be nurses, and only men are drivers of trucks. For example, in a study, pre-school children accurately linked toys, objects, tools, games, occupations and colors (pink and blue) and some behavior with men or women. In middle childhood, and especially adolescence, knowledge of gender stereotypes is growing in areas of personality traits and achievements. Parents with stronger gender stereotypes usually have children with more rigorous gender stereotypes, and children who grow up in more traditional societies usually adopt gender stereotypes faster than children from non-traditional societies. As they grow, children learn more about gender stereotypes, but also at a later age realize that they are not necessarily always accurate or useful. Growing gender stereotypes become rooted in patterns of thinking, and as a result they are resistant to change. Parents sometimes praise the girl, and discourage the boy for the same procedure, without being aware of how this is the way to create a child’s gender stereotypes. For example, a mother can boast a girl who has picked up a flower, but at the same procedure the boy can show disappointment.

Furthermore, children in the parental home watch their mothers and fathers daily to perform various tasks related to their gender. The findings of the survey confirm that children who grow up in families where parents perform non-traditional tasks and jobs (for example, a father of iron and a mother repairs the tap) have less pronounced gender stereotypes in terms of general beliefs about occupations, in their own choice of occupation, and in linking specific subjects with certain sex. In addition, parents who perform non-traditional jobs have less pronounced gender stereotypes, and consequently are less willing to express dissatisfaction or disapproval in terms of, for example, the sons of the puppet selection instead of the truck. Parents in most cases have different expectations from their sons and daughters, which is what supports gender stereotypes and contributes to their adoption in children. For example, parents can expect their sons to be good at mathematics (because math is a "male subject"), and from daughters to achieve good results in literature or art.
REFERENCES


