How do young generations perceive gender differences?: A case study

Genç Nesiller Cinsiyet Farklılıklarını Nasıl Algılıyor?: Bir Örnek İncelemesi

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Abstract

There is a difference between sex and gender. Just as sex expresses biological differences, gender also refers to the difference created in mutual relations in social life. Different factors feed the perception of gender socially. Therefore, some stereotypes have developed between both sexes against each other. How these stereotypes emerged in the z-generation living in the internet age has been shown in this study through the sample taken. For this, the students were asked how they approached some stereotypes about their gender and the opposite gender, and the results were compared. In the questionnaire, there are multiple-choice questions and Likert scale-type questions. The differences between the students' answers were revealed statistically, and it was also examined in the SPSS program whether there were significant differences. According to the results obtained, it was concluded that although these students made significant progress on gender stereotypes, they still carry stereotypes on some issues.

Keywords: Sex and Gender, Stereotypes, Gender Differences.

Özet

Biyolojik cinsiyet ve toplumsal cinsiyet arasında fark vardır. Biyolojik cinsiyet nasıl biyolojik farklılıkları ifade ediyorsa toplumsal cinsiyet de toplumsal hayatta karşılıklı ilişkilerde yaratılan farklılığı ifade eder. Toplumsal cinsiyet algısını besleyen farklı faktörler vardır. Bu nedenle, her iki cins arasında birbirine karşı bazı kalıp yargılar gelişmiştir. İnternet çağında yaşayan Z kuşağında bu kalıp yargıların nasıl ortaya çıktığı bu çalışmada alınan örneklem üzerinden gösterilmiştir. Bunun için öğrencilere kendi cinsiyetleri ve karşı cinsle ilgili bazı kalıpyargılara nasıl yaklaştıkları sorulmuş ve sonuçlar karşılaştırılmıştır. Ankette çoktan seçmeli Likert tipi sorular yer almaktadır. Öğrencilerin cevapları arasındaki farklar istatistiksel olarak ortaya konmuş ve anlamlı fark olup olmadığı SPSS programında da incelenmiştir. Elde edilen sonuçlara göre bu öğrencilerin toplumsal cinsiyet kalıpyargıları konusunda önemli ilerlemeler kaydetmelerine rağmen bazı konularda hala kalıpyargıları taşıdıkları sonucuna varılmıştır.

Anahtar Kelimeler: Biyolojik Cinsiyet ve Toplumsal Cinsiyet, Kalıpyargılar, Cinsiyet Farklılıkları.

Introduction

As a result of the struggles of women in the last century against the male-dominated understanding inherited from traditional society, many judgments have changed, and women have gained significant social and political rights. However, some problematic situations still arise in this regard. The stereotypes that different sexes feed against each other in mutual social relations play very active roles. There are many different factors in the formation of these stereotypes. The stereotypes that emerge in the processes and are psychologically based and nourished by social life can emerge in positive and negative ways. In the modern world, women

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have many stereotypes against men and men against women. Although these judgments have undergone great changes over time, they continue to exist.

In this study, it has tried to measure how much high school and university students, known as the Z-generation and especially children of the internet age, carry these stereotypes within the developing media tools. Thus, the point reached by the women's struggle for equality, which has been going on for nearly a century, was recorded in this sample.

Literature Review

Sex and Gender

The concept of sex is related to the physical characteristics of people and is used to show the body features that distinguish men and women (Nicholson, 1994). On the other hand, gender is about the mental structures shaped in people's mindsets in social processes, and these are formed by social roles, identities and the language used. Therefore, gender does not refer to permanent differences like sex but to changes that are in a state of restructuring within social processes (Bowleg, 2013).

People are biologically divided into two different sexes, male and female. However, the social perception that emerges from people's social relations with each other and their roles in these social relations is expressed as gender differences (Croson & Gneezy, 2009). Therefore, it is possible to say that the concept of sex shapes gender perception. However, although there is a concept of gender defined through the difference of sex, it should be noted that it is shaped in social processes. It is a basic process that feeds the gender perception that people want women and men to adopt certain roles that are unique to them in social life and divide the work accordingly. Therefore, besides accepting that these roles and responsibilities may change from society to society, it is significant to accept that they are also prone to change over time (Johnson & Repta, 2012).

It is possible to see that roles are assigned to people through biological sex in different societies. However, searching for their roots in psychological and social processes is necessary. Although biological differences play important roles in the distribution of social roles, it must be accepted that psychological and social processes shape them and are subject to change. From traditional societies to modern ones, men and women have been given responsibilities according to their genders, and some behaviors have been expected from them (Johnson & Repta, 2012). In addition, the developmental differences that emerged from a young age strengthened these expectations. These expectations are related to the developmental structure revealed by gender differences and generate some positive feedback (Hill & Lynch, 1983). However, in cases where social roles are separated sharply, it is seen that people tend to create some stereotypes over time. In this way, regardless of people's differences, a psychological process evaluates all women or men in the same category and attributes the same characteristics to them. As a result of this process, some features seen as unique to different genders are activated, sometimes resulting in negative behaviors such as contempt (Strand, 1999).

As a collective peculiarity that reflects a society's religion, way of life, and way of thinking, culture is the total of the material and spiritual characteristics that society produces in its historical process and transfers to subsequent generations (Celik & Yildiz, 2019). Stereotypes formed over gender differences become permanent over time and appear as cultural forms by being transferred from generation to generation. As such, in some cases, the features attributed to gender can be seen as unique features, and this situation can be accepted as natural (Schmitt et al., 2017). In this case, while the different genders are indicated by some characteristic features that are considered unique, some occupations are suitable only for them. In this case, the idea that men should perform masculine professions, such as politicians, emerges. In addition, this understanding is supported by people who think men will take on more rational and active roles. On the other hand, the understanding that sees women as more emotional and passive thinks that some professions are specific to women (Davey, 2008).

The reflections of gender differences do not appear only in the choice of profession. While some specific behaviors are expected from different genders, a dress code specific to them is also determined (Donner, 2016). However, this approach also has positive consequences. For example, it should be noted that it triggers some initiatives to protect women (Peterman et al., 2014).

This perception of gender differences also strengthens some claims of superiority. The

superiority revealed through gender differences, especially in traditional societies, seems to be active in distributing social roles and feeding many other perceptions.

Gender Formation Theories

Gender formation is a psychological process. Biological, cognitive, and social processes help the formation of this perception in the minds. Since the perception of gender differences is a process called gender formation (Eckes & Trautner, 2012). In fact, positive discrimination campaigns are carried out in the modern world in order to eliminate the negative perceptions created towards women over time, and efforts are made to change the gender perception formed in people's minds positively (Agnes, 2008).

Different theories have been put forward about how these perceptions are formed in humans. Accordingly, the psychoanalytic approach explains this process through sexual energy, which he calls "libido". According to Sigmund Freud, who developed this understanding, gender roles emerge due to children's identification with their parents in the first 6 years of their lives. According to Freud, there are 3 different periods in which children acquire gender roles. In the 1st period, children cannot distinguish between genders. In the next period, he begins to understand the differences, and finally he enters the oedipal period. In this period, children also accept their own roles in accordance with the gender of their parents and adopt the behavior of their parents as role models in this process (Diem-Wille, 2018).

According to Cognitive theory developed by Jean Piaget, it is effective for children to be aware of their gender and the other gender in learning behavior appropriate for themselves. In the next process, they adopt the behaviors that are suitable for them in society and stay away from those that are not suitable for them. It goes through some processes. The first of these processes, labeling, starts around age 3, and they realize their gender. Around the age of 7, they realize they are biologically different from the other sex. This process is called the constancy of gender. In the third stage, consistency of gender, they think their gender is fixed and need to develop behaviors accordingly (Martin et al., 2002).

Albert Bandura developed the social learning approach, stating that children develop gender-appropriate behaviors due to social relationships. Thus, the theory states that social processes rather than cognitive processes shape gender

identity. Within the framework of this understanding, children observe and imitate the models around them. As a result, they learn the roles of their gender. At this point, positive and negative reinforcements and observing children's environment have very effective roles in understanding gender roles. When children adopt and perform roles suitable for their gender, these behaviors are rewarded by the society, while contrary behaviors are punished. Thus, gender roles are acquired in learning (Bussey & Bandura, 1984).

According to biological approaches, gender roles emerge over time due to biological differences between men and women. In other words, the most basic factor in the difference of gender roles is the biological differences between men and women. While this approach draws attention to the biological differences of men and women, it especially draws attention to genes, hormones and brain structures (Shashaani, 1993).

On the other hand, sociological theories state that gender roles are shaped within the social order, in contrast to the biological approach. In social processes, gender differences are understood by stereotyping. In the process, gender differences become more evident as people assign different tasks to different genders in their perceptions. Sociological theories focus more on similarities than differences between men and women. Accordingly, there are more similarities than physical, mental and cognitive differences, which are understood as an important factor in determining gender roles (Bussey & Bandura, 1999).

Factors Affecting Gender Roles

Social roles indicate a person's position in the social structure. Accordingly, this person's responsibilities, privileges separated from others, and the way s/he relates to other people emerge within the framework of these roles (Shotter, 2019). In addition, a person can have many roles in social life. Among these roles, the roles that the society determines separately for women and men are called gender roles. On the one hand, these are assigned as a requirement of the division of labor for the continuity of the social order (Matthaei, 1995), on the other hand, they can potentially affect the mutual relations positively and negatively (Denissen et al., 2009). It should be stated that a broader understanding has developed in adopting gender roles than the approaches mentioned above, because only one factor does not play a role in determining gender

roles. At this point, many different factors emerge in social life.

The most important difference that separates men and women from each other is seen in their body structures. Therefore, we can say that gender awareness arises from this difference. There are also remarkable emotional differences (Levant, 2011).

One of the important factors in determining gender roles is the family. The family is a fundamental institution with varying symbolic meanings across all cultures. As the child grows older, the family's role in the child's emotional and social development becomes increasingly crucial. People learn these roles in the family where they start their life (Celik et al., 2022). The fact that the roles of men and women in the family have been determined, especially from traditional societies, has the same effect on children and causes them to be transferred from generation to generation. Families commonly pressure children to adopt gender roles (Scott, 2006). In addition, the division of labor within the family effectively adopts gender roles (Frank & Hou, 2015). Moreover, the discourse adopted by family members effectively forms gender roles. It is also very influential for children to be rewarded for their gender-appropriate behaviors, to be warned or punished for inappropriate behaviors in adopting these roles (Khan et al., 2014).

Peer groups also have a great influence on the formation of gender roles. Conversations and games suitable for same-gender interests play important roles within these groups. In addition, character differences are clearly seen in these games. For example, men become more competitive and struggle with the ambition to win. On the other hand, cooperation is more prominent in girls' plays (Golshirazian et al., 2015).

Both environmental and psychological variables influence the development of a learning routine in an individual's life (Yildiz, 2020). Mass media and education also have important effects on adopting gender roles. Until recently, educational materials contained content that encouraged discrimination. This content has been changed with recent studies. However, it should be noted that educational materials played an important role in previous periods (Papadakis, 2018).

Stereotyping

This word, which has passed from ancient Greek to modern languages, consists of "stereo" and "typos". "Stereo" means "solid", and "typos" means "impression". These two words together mean solid impression one has about others and is not prone to change. In modern times the word was used by Holcombe (1922). For him, the stereotype was just a misconception. The formation of this perception takes place within the process of illogical reasoning. Afterward, this thought remains constant in people and does not change. Stereotypes do not correspond to beliefs and thoughts that people imply in any way. These are traits that people explicitly attribute to others. Stereotypes can be expressed negatively as well as with positive connotations. These perceptions, which are quite vague and inconsistent in themselves, emerge as a typical description of the targeted people. Stereotypes are situations that look at people's psychological aspects rather than logic. They are general definitions that people develop for people who do not have enough information but desire to know to some extent. The important feature here is that all 0s of the target group are defined similarly. People who develop stereotypes often do not know other people or groups closely and do not have any social relations with them. Therefore, stereotypes reduce or eliminate uncertainty about them and increase self-confidence (Spencer et al., 2016).

Stereotyping is the evaluation of the entire target audience within the same standard. There is no objectively researched knowledge here, and the person creating the stereotype makes general judgments about the other party. Thus, they feel more comfortable by creating a situation in their mind about situations and people they do not know. At this point, two concepts come to the fore. The first of these, directionality, is evaluated as the person's emotional approach and shows the person's positive and negative reactions towards the target group. The second of these concepts, uniformity, is defined as idiosyncratic behavior and the person who develops the stereotype engages in strange behaviors towards the target person or group (Edwards, 1940).

Stereotypes are beliefs formed by one group of people about another group. These beliefs are emotionalized, simplified, and often caricatured, little or hardly changed by experience. For this reason, the blind spots where people cannot see the truth appear in the form of unbalanced reasoning, giving the other a position where they

can relax psychologically and even justify their position (Tarhan, 2022).

In fact, stereotypes emerge as a defensive mechanism that people create to protect their personalities. This understanding is not objective and includes some prejudices. An important reason for this is the effort not to fall into a lower position from the other side (Snyder & Miene, 1994).

Stereotyping is more about the developer than the target audience because the main purpose of stereotyping is to reduce anxiety. Thus, people develop a defense mechanism. With the emergence of this emotional state, people feel more comfortable (Donizzetti, 2019). Common stereotypes are formed by the spread of this understanding in the social field and its acceptance by the majority. Therefore, producing stereotypes has a personal aspect and productions are supported within social processes.

The individual's environment, friends, and even teachers all have an equal impact on his or her development as the education he or she receives at home (Yildiz, 2022). The fact that the target audience sets the agenda in social processes and increases its recognition forces people to have information about them. Although these people or groups are on the agenda, it is uncomfortable that they are not closely known. To overcome this problem, people attempt a series of typological definitions. Thus, an attitude that is consistent within itself and guided by the dominant ideology is developed about the target audience (Plous, 2003).

Stereotypes can be defined as pictures formed in people's minds which are difficult to change. In this aspect, stereotypes can contain positive or negative qualities. Also, stereotypes are pervasive, especially within the oral culture, because they clearly reflect the values and beliefs of that society. One of the most important elements that feed stereotypes is people's prejudices. Prejudices are psychological patterns that are not based on clear reality. Stereotypes are very difficult to change and highly resistant to change. In addition, there are different classifications and categorizations in stereotypes. Placing target groups in these categories is much easier than researching them. Thus, they are used for the person to protect themselves and reduce anxiety. Stereotypes do not have complex content and contain very simple information. Thus, people are comfortable getting to know the target group better psychologically (Stroebe & Insko, 1989).

Methodology

Design of the Study

Stereotyping is a psychological and social process, and it shows its effect especially on young individuals. This study conducted a survey to see which stereotypes high school and university students developed and how they viewed the opposite sex based on gender. In this questionnaire, there are multiple choice questions as well as questions suitable for the Likert scale. This research, which aims to identify the stereotypes students have developed for the opposite sex, investigated the positive and negative adjectives and occupations attributed to the opposite sex. In addition, the questions in the questionnaire were designed to reveal positive and negative thoughts about both the opposite sex and their own sex.

Sample Selection

High school and university students were selected because this study aimed to identify stereotypes against the opposite sex in young individuals. Students at Rise International High School and Tishk International University in Erbil city of Iraqi Kurdistan region were used for this. In total, 95 students participated in this questionnaire, and 58 of them (61%) were girls; 37 (39%) were boys.

Procedure and Data Collection

In this study, qualitative and quantitative methods were used together. The results of the questionnaire applied to the students were evaluated and the statistics of the answers of the girls and boys were taken separately. Comments were made according to these statistics. In the questionnaire used in this study, there are multiple-choice and Likert-scale questions.

Findings

Stereotypes can manifest in many ways. These can occur as positive adjectives for the target group being attributed to them and the attribution of negative adjectives to the whole group. In addition, these stereotypes may appear in the form of occupations deemed appropriate to the opposite party. It is quite common for a nation to develop stereotypes against another nation. In addition, the perceptions created by gender differences in society feed many stereotypical behaviors. In this study, the stereotypes developed by young individuals towards the opposite sex were investigated. They also include

ascribed adjectives, occupations, and common ideas about each other.

Positive and Negative Attributes

Stereotyping is mostly a psychological process and positive and negative adjectives can be

attributed to the target audience. That's why we asked the students about the positive adjectives attributed to women to get their opinions. The answers received separately from girls and boys are as follows.
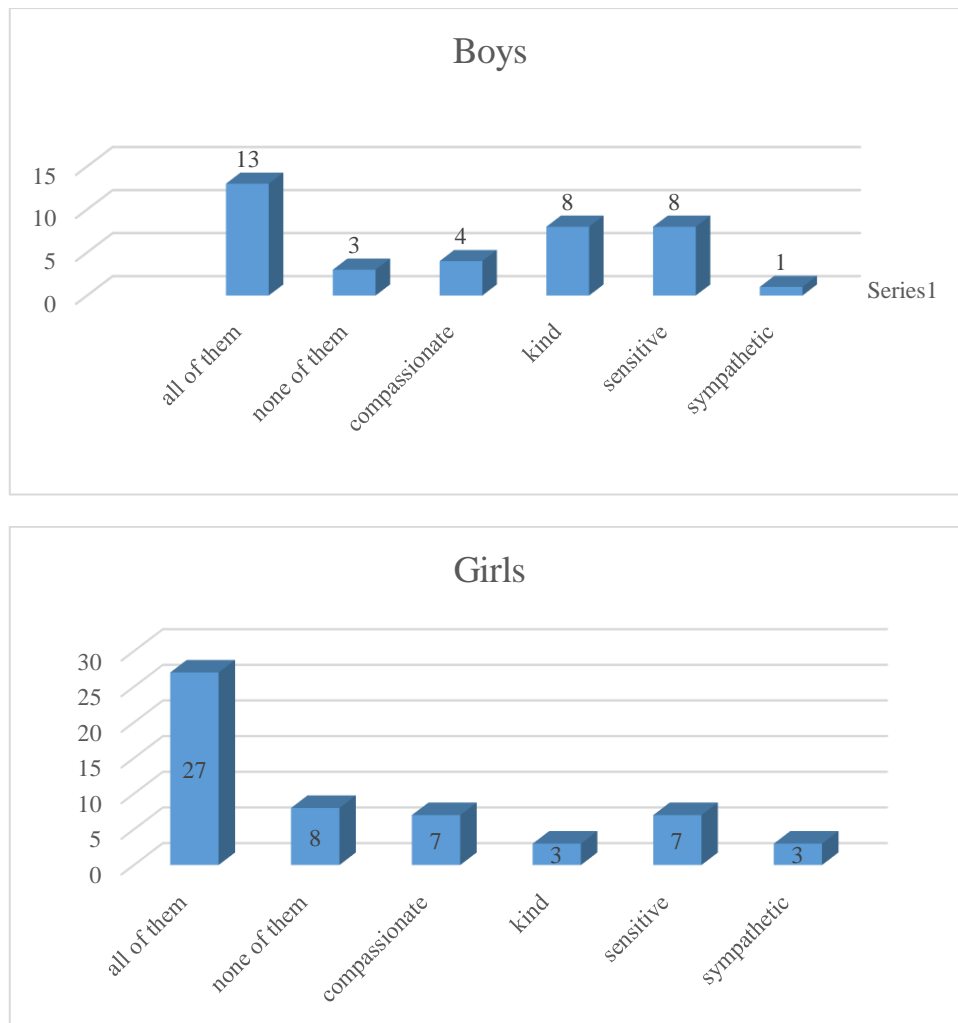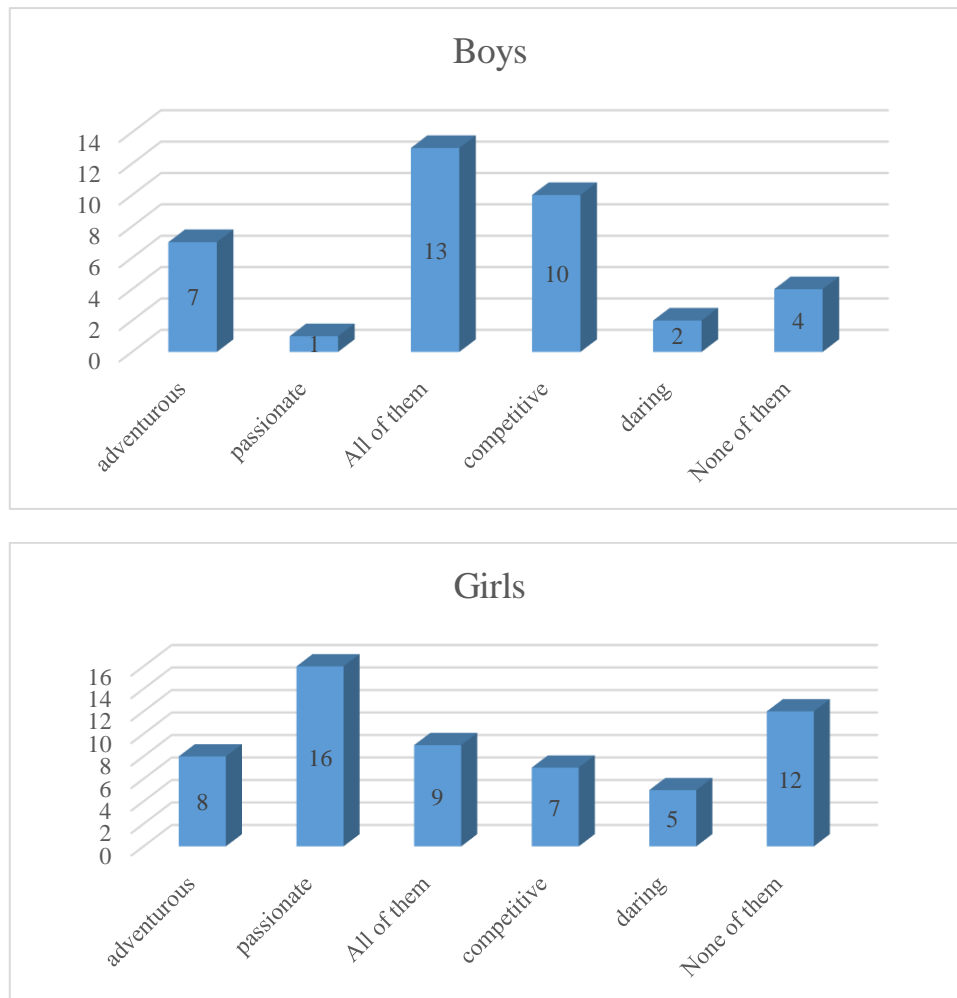
Boys

Category	Value
all of them	13
none of them	3
compassionate	4
kind	8
sensitive	8
sympathetic	1

Series1

Girls

Category	Value
all of them	27
none of them	8
compassionate	7
kind	3
sensitive	7
sympathetic	3

Figure 1. Which adjective describes women the best?

The statistics show that both groups attributed these positive adjectives to women. However, as an example of stereotyping, it is necessary to look at what percentage of students answered "all of them". While 35% of the boys answered in this way, 47% of the girls considered all of these adjectives appropriate for women. In addition, the fact that men also accept positive adjectives

for women shows that discrimination against women is very low at this point.

On the other hand, the following statistics have emerged when we look at how girls and boys evaluate the positive adjectives attributed to men.

Figure 2. Which adjective describes men the best?

While 13 of the boys (35%) considered all these adjectives suitable for boys, only 9 of the girls (16%) considered these adjectives suitable for boys. Therefore, we see that the positive perception of girls towards boys is quite low. An important reason for this may be that women have struggled against discrimination in male-dominated societies for long periods, and these struggles are reflected in today's world. They may have developed a negative attitude towards boys in order to increase the awareness of girls'

own gender more. 12 of the girls (21%) claim that none of these positive adjectives are found in boys. In addition, girls do not see the courage men attribute to themselves very much in the same way.

Then, negative adjectives attributed to men and women as an example of Stereotyping were asked of the students. The statistics below show how the girls and boys answered separately.
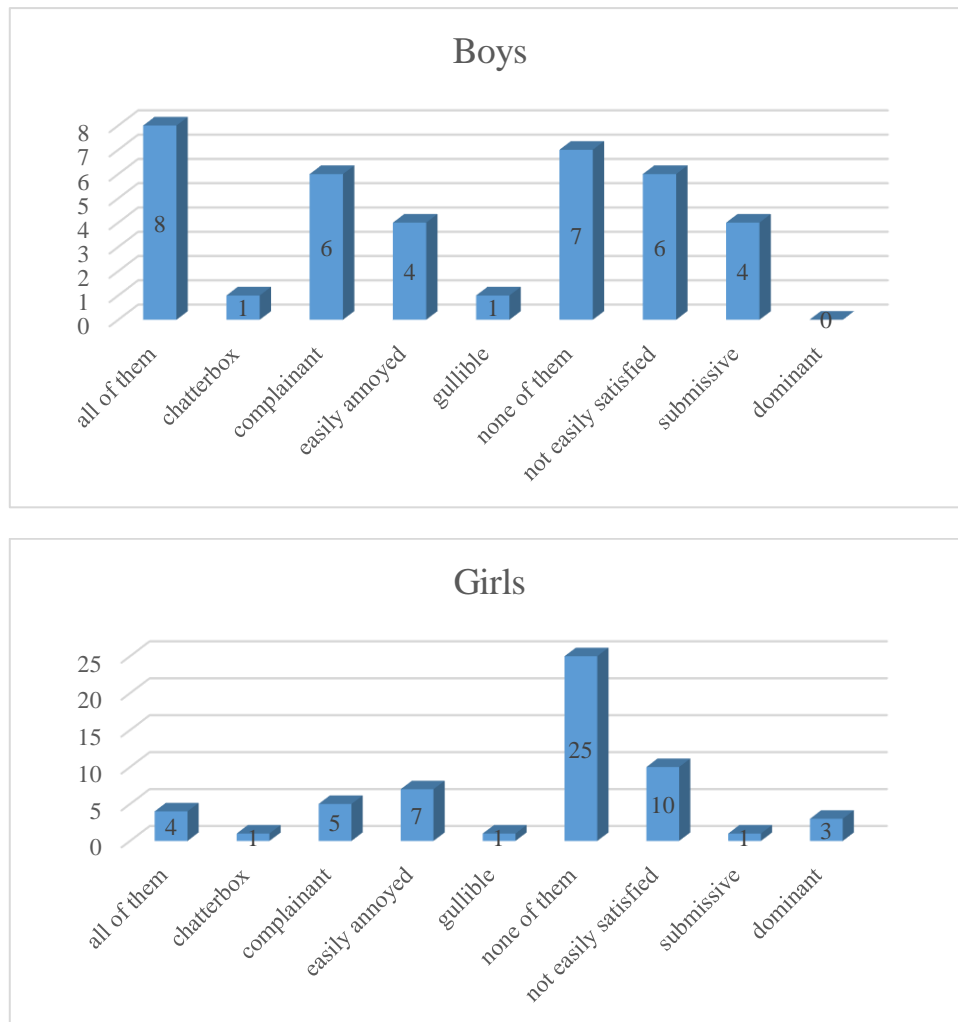
Boys

Girls

Figure 3. Which adjective describes women the best?

In addition, 8 (22%) of the students considered all of these negative adjectives appropriate for women. On the other hand, considering the answers given by the girls, 25 (43%) of the girls did not find any of these negative adjectives appropriate for women. In addition, only 4 (7%) of the girls considered all of these adjectives appropriate for girls. In addition, 10 of the girls (17%) said they were "not easily satisfied" with women. These statistics show a significant difference between girls and boys in attributing negative adjectives to women. Although the negative perception towards women is relatively low among men, it is possible to see the existence of some processes that feed this in these statistics. In addition, it is seen that the awareness of their gender is quite high in girls, and they do not find negative adjectives appropriate for them.

On the other hand, girls and boys were asked separately to what extent some negative adjectives describe boys. The answers obtained are as follows.
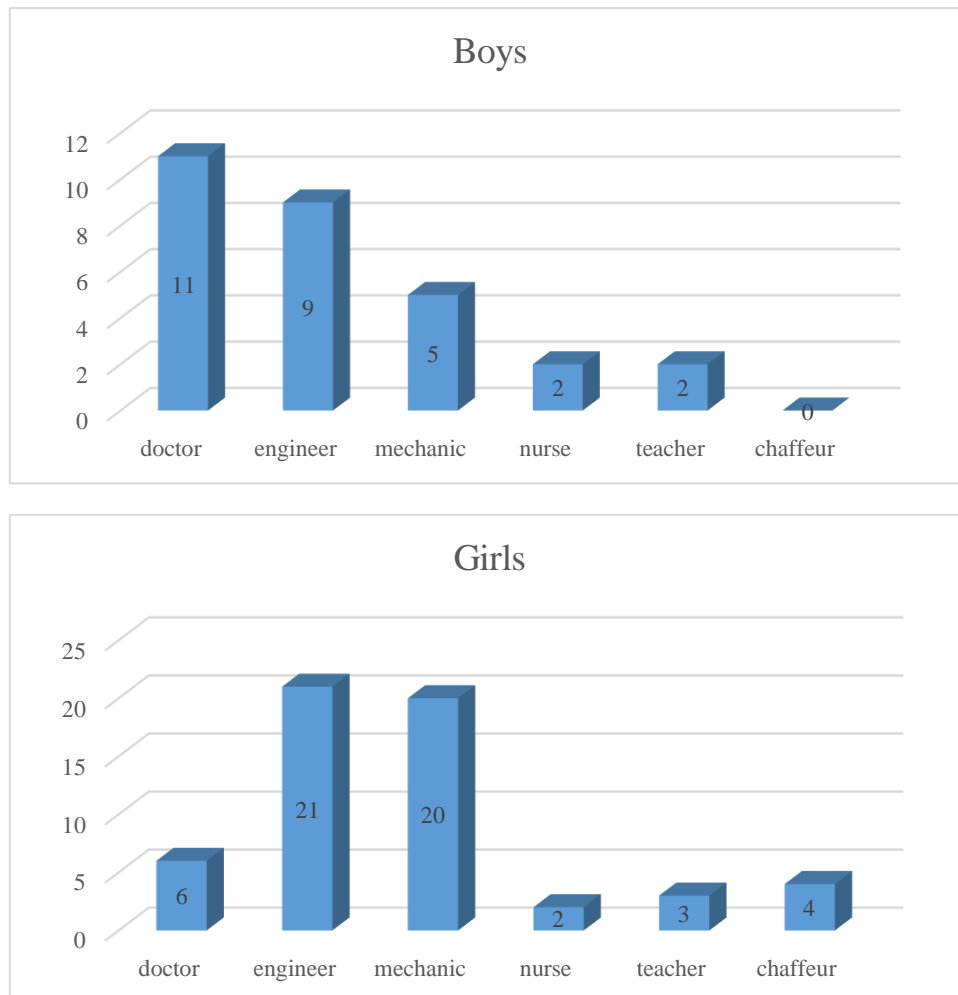
Boys

Girls
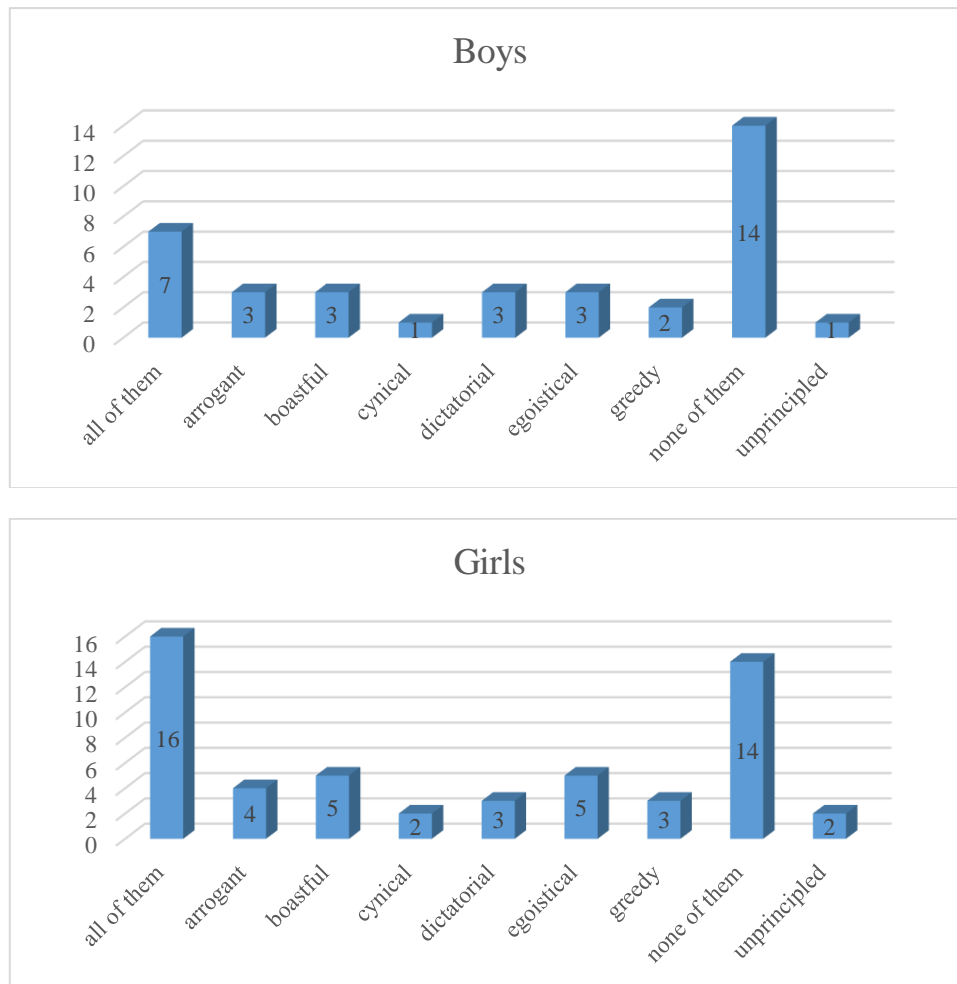
Figure 4. Which adjective describes men the best?

According to these statistics, 14 (38%) of men do not consider any of these adjectives appropriate for them because these adjectives are negative adjectives attributed to men. On the other hand, 16 of the girls (28%) consider these adjectives suitable for boys. In addition, 14 of the girls (24%) state that none of these adjectives describe boys. As reflected in these statistics, the proportion of girls who develop positive and negative stereotypes towards boys is very close to each other. A remarkable proportion of men do not find these adjectives appropriate for them.

As can be seen from these statistics, while girls and boys are more prone to positive stereotypes towards themselves, negative attitudes towards the opposite sex are more common.

Occupations

One of the areas where stereotyping is most common is the professions. Due to the difficulty of some professions, it is quite common to be attributed only to men. Likewise, it is common for jobs requiring meticulous work to be attributed to women. In addition, there may be people who see some professions that seem prestigious in society as more suitable for them than the opposite sex. In parallel with this, attributing low-prestige professions to the opposite sex is a common example of stereotyping. In this context, we asked questions about the subject to see what stereotypes the students developed about the professions. In this context, in order to see how the professions that are mostly attributed to women and men are perceived by the students, first, the suitability of the professions for men and then their suitability for women were asked. The statistics obtained are as follows.

Boys

Girls

Figure 5. Which of the following occupations are more suitable for men?

20 of the boys (54%) considered highly prestigious professions such as doctors and engineers suitable for them. For girls, however, the situation turned out to be quite different. According to this, only 6 of the girls (10%) considered a prestigious profession such as doctor suitable for boys. In comparison, 41 girls (71%) found professions such as engineering and mechanics suitable for boys. Therefore, there is a stereotyping of occupations in both groups.

In the same way, examples of stereotyping have emerged where some professions that are generally attributed to women and professions that are seen as prestigious are asked about their suitability for women. The statistics below show this.

Boys

Girls
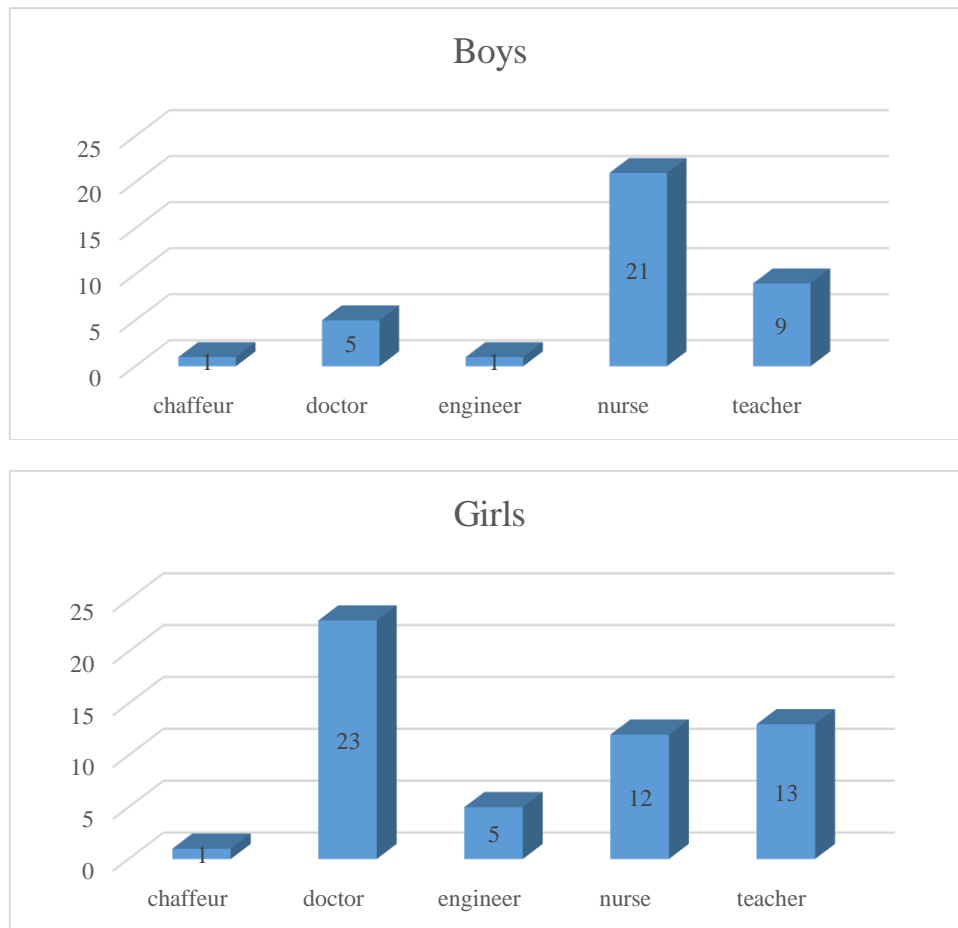
Figure 6. Which of the following occupations are more suitable for women?

The statistics show that 21 (57%) of men think that nursing is a suitable profession for women. However, only 5 (14%) men think that medicine, a prestigious profession in society, suits women. In addition, the number of men think that teaching is suitable for women is 9 (24%). Here, it has been observed that many men adopt stereotyping about occupations. Similarly, when we look at the girls, 23 (40%) of the girls considered medicine as a suitable profession for them. Here, there is a remarkable difference between boys and girls. Therefore, there is positive or negative stereotyping on both sides.

General Stereotypes about Genders

Apart from the findings above, people have other stereotypes about the opposite sex or their sex.

Here, the questions asked to the students were prepared according to the Likert scale and numbered as follows:

1= strongly agree
2= agree
3= neutral
4= disagree
5= strongly disagree

The average of the questions asked to the students here was taken and comments were made accordingly. Averages were taken according to the answers the girls and boys gave over some selected stereotypes, and it was tested whether there were significant differences in the SPSS program.
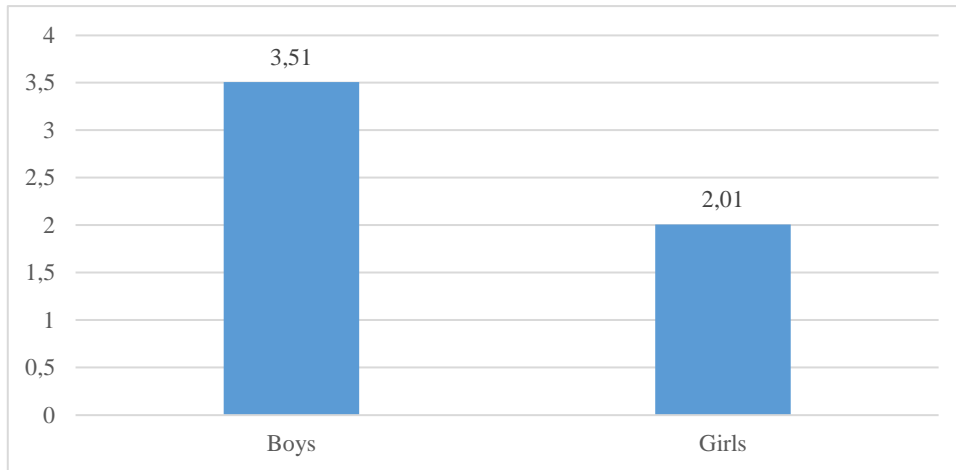
Figure 7. Women are stronger in a difficult situation.

It emerges as a stereotypical approach that women are stronger than men in difficult situations. The approaches here can be positive as well as negative. Looking at this statistic, there is a significant difference between boys and girls. Since the p-value is less than 0.05, there is a significant difference between the two. Accordingly, while girls mostly approach this statement positively, boys generally disagreed.

Therefore, it is seen that girls mostly find this expression correct for the reason that we can think of stemming from the pride of femininity, while boys mostly find it wrong.

Another stereotyping is about women being easily offended. Based on this stereotype, the next question was asked to the students.
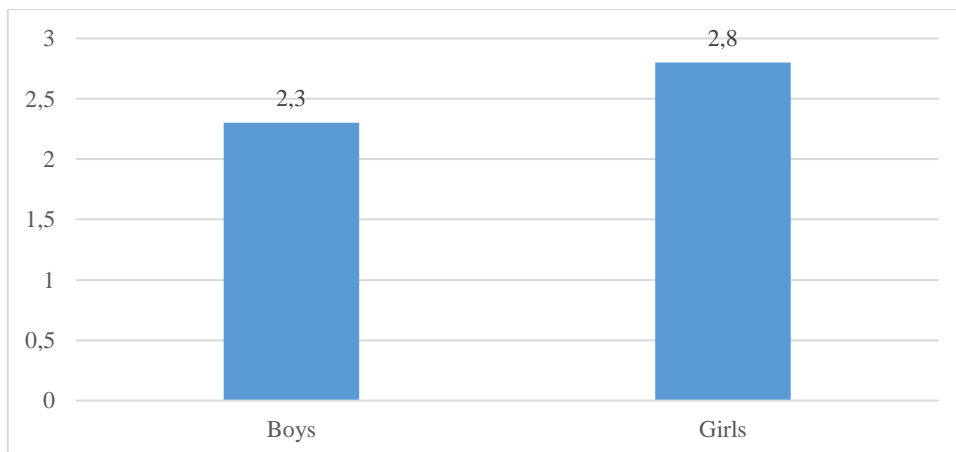
Figure 8. Women are easily offended.

In this question, while boys tend to agree more, girls tend to disagree more. Therefore, this negative attribute is less accepted by women. However, since p = 0.36, it is seen that there is no significant difference between the two.

Another example of stereotype is that women are more sensitive than men. When we asked this question to the students, we got the following result.
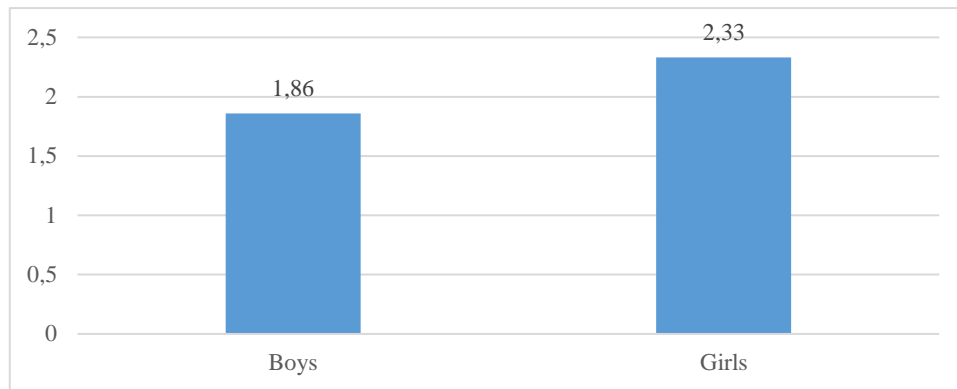
Figure 8. Women are more sensitive than men.

In this question, it is seen that men are more inclined to agreement. However, since p=0.33, it is seen that there is no significant difference.

Another example of stereotyping is the idea that women try to establish authority over men. The following statistics emerged from the answers given to this question.
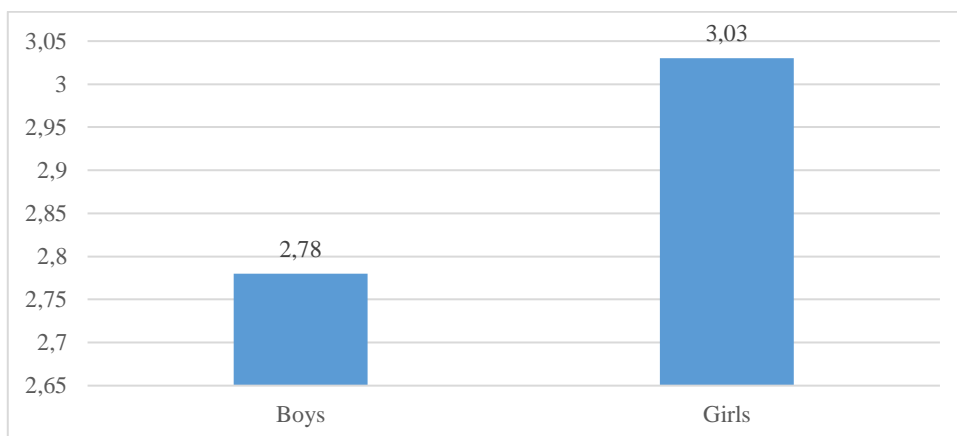

Figure 9. Women want to establish authority over men.

Again, while the girls' answers are inclined towards disagreement, the boys' answers are inclined towards agreement. However, since p=0.237, there is no significant difference between the two.

Some attitudes emerge from all these positive and negative stereotypes. For example, men's negative stereotypes about women can cause problems in working with them or accepting their superiority as a position in work life. As an indication of this situation, the following result emerged in the next question asking the students whether they would accept a woman to be their manager or not:
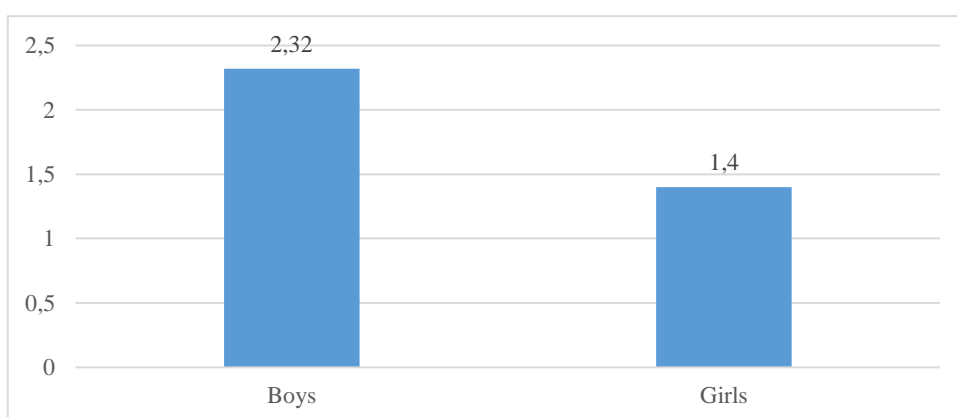
Figure 10. A woman can be my director; it is not a problem at all.

It is seen that the girls here strongly agree. While the number of boys who accept this situation is remarkable, it is seen that the answers of boys tend to disagree. However, since the p-value is less than 0.05, it is seen that there is a significant difference between them. Thus, it is seen that the stereotype on this subject is inclined towards a negative outcome among boys.

Table 1.
Students' answers to this question

	strongly agree	agree	neutral	disagree	strongly disagree
Boys	10	16	3	5	3
Girls	41	16	0	1	0

In fact, 70% of the boys agreed that a woman can be their director, but as for the girls, their strong agreement is so high that (98%) the SPSS results gave a significant difference between them. This again shows the girls' woman pride.

Some social factors feed the negative feelings towards each other in men and women. One of the most important of these is that women generally think they are unequal in society. One of the points where this inequality is clearly seen is that men earn more while doing the same work. The next question revealed what these students thought about this subject.
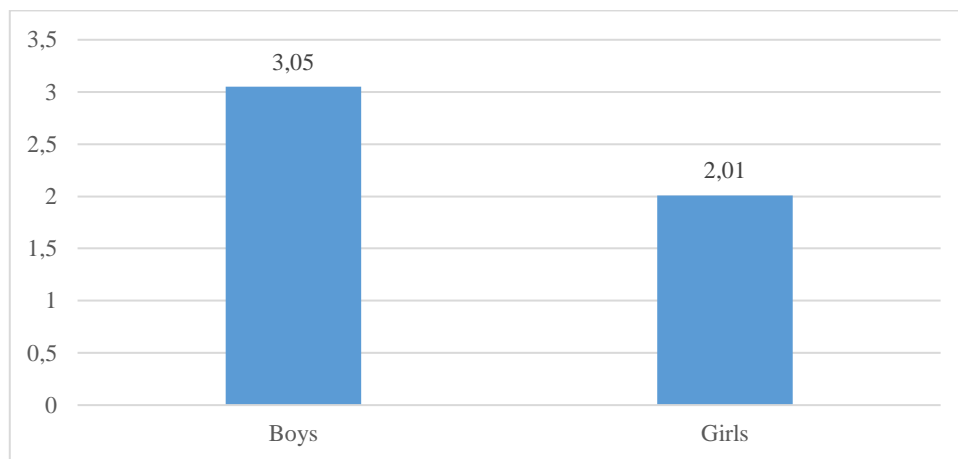


Figure 11. Men are paid better than women for the same job in this country.

Looking at the answers given, it is seen that the girls approached this statement positively. Thus, while girls are more inclined towards agreement, boys are more inclined towards disagreement. In addition, since the p value is less than 0.05 in this question, there is a significant difference between the two. This situation shows that there is a compelling reason for women to develop some stereotypes because women believe that there is inequality in society.

An important reason that gives rise to all these stereotypes is the belief that there is no social equality. In this context, when we asked the students whether there was gender equality in the society, the following result emerged.
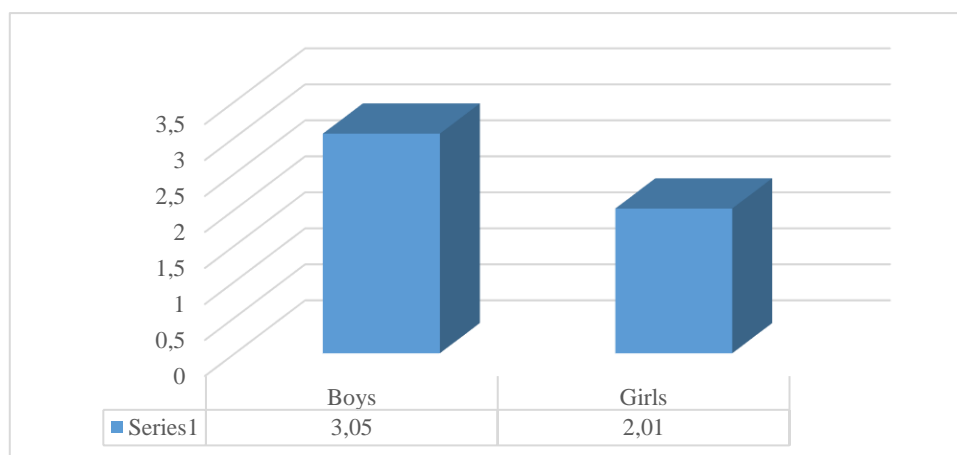
Figure 12. There is no gender equality in society.

As can be seen, while boys tend to think that there is more equality, girls think that there is more inequality. In fact, since p=0.01, it is seen that there is a significant difference between the thoughts of girls and boys.

Discussion

Stereotypes mostly emerge due to psychological processes and become stronger with social influence. They can be understood as the judgments people make when they are not informed about the subjects that are somehow of interest. There are important reasons for the development of these judgments. First, the desire to have knowledge or the inability to place the other person or community in their mind creates such a need. Stereotypes can arise in many different subjects.

This study was conducted to determine the stereotypes high school and university students developed towards the opposite sex. Looking at the results, it was seen that people did not develop stereotypes only for the purpose of reducing anxiety, as seen in the literature review.

In the modern world where gender equality is a very important problem, many factors feed this problem. In the perception of different genders towards each other, some problems from traditional societies are effective, as well as media tools, internet and social life in the modern world.

The struggle of women to have the same rights as men before the law has become quite evident in the last century. Different reflections of this struggle are apparent both in social life and with media tools. The struggles of women against the male-dominated society also aimed to destroy the superiority of men at this point. However, the

woman pride that developed in the face of this was also clearly seen at some points in this study. For example, while positive adjectives describing boys, girls often develop negative stereotypes. Likewise, it was observed that girls mostly developed positive stereotypes against the positive adjectives describing girls. Conversely, this is also true for boys. Therefore, gender-based stereotyping is quite common among these students.

Likewise, negative stereotypes that describe women are mostly rejected by girls, but mostly accepted by boys. However, it was also seen in this study that boys developed some positive stereotypes against girls. An important reason for this may be that women's struggle for equality is highly visible in modern society.

The stereotypes of different sexes towards each other appear in other ways as well. For example, the idea that women are stronger in difficult situations reflects such a stereotype. When we look at the answers given by the students here, it is seen that the girls mostly think positively, and the boys mostly think negatively. Thus, it is seen that both sexes have opposite stereotypes on this issue.

In addition, there were no significant differences between the thoughts of girls and boys in some stereotypes attributed to women. This shows that the perception of equality in modern society is spreading rapidly, especially with the media tools. In this respect, we see that stereotypes tend to disappear gradually in the process.

The idea that women can be managers of men was mostly unsuitable for the boys who responded in this study. Therefore, it is seen that there is a strong stereotype in this regard. On the

other hand, the girls strongly agreed to a very high rate.

One of the important factors that feed the stereotypes of women and make them think negatively about some issues is the idea of social inequality. This study shows that most girls believe there is no gender equality in society. We can think that this belief feeds many stereotypes.

Conclusion

The advancements of modern media tools and the internet are expected to contribute to the reduction of stereotypes, particularly those concerning women. This study provides evidence of significant progress in this regard, with noticeable changes observed in men's stereotypes towards women. However, it is important to acknowledge that certain stereotypes still persist. Furthermore, the ongoing struggle of women to overcome the inequalities entrenched by male-dominated societies has, in some instances, fueled a sense of pride among women, counterbalancing the notion of male pride. Consequently, this can perpetuate the existence of stereotypes. While there are processes working towards dismantling stereotypes, there are also other factors that continue to perpetuate them. Despite these complexities, there have been significant advances in challenging the prejudices and stereotypes held by men against women.

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